

According to the Every Student Succeeds Act (ESSA) which amends the Elementary and Secondary Education Act of 1965, a Limited English Proficient (LEP) student or an English Language Learner (ELL) may be defined as LIMITED ENGLISH PROFICIENT. The term limited English proficient, when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

The Jackson Public District will provide English Language Learners (ELLs) with a program of language instruction to develop proficiency in English to those students who chose to participate. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental acceptance or refusal. The District will provide the guidelines for the implementation of all aspects of English learner instructional programs in K-12. All classroom teachers, administrators, and support staff are expected to follow this plan while planning, delivering and assessing instruction for English learners and providing opportunities for their parents or guardians.

English as a Second Language (ESL) Pull -Out – Based on an established schedule, ELLs are pulled from their mainstream classrooms for a portion of the day to receive instruction in English language development either individually or in small groups. This program model is used at the elementary (Grades K-5) and secondary levels (Grades 6-12).

Sheltered English Instruction (SEI) – ELLs are grouped to receive specifically designed content area instruction that focuses on modifying the delivery of academic content so that the linguistic demand of the materials is appropriate for the English proficiency levels of the students. The goal is the achievement of academic content and skills. This program model is used at the secondary level (Grades 6-12).

Identification of Potential ELLs

Educational decision-making for ELLs requires procedures for identification, assessment, and proper program placement. The identification and placement of ELLs in an appropriate language program that assures them of an fiems ioaliCy education is a four-step process.

Step 1 – Home Language Survey

Step 2 – IniCial Assessment ofLanguage

Step 3 (Proficiency) – Parental Notification

Step 4 – Program Placement

At any Cime during the school year, the parent/guardian of an English Language Learner may have his/her child moved into an English language mainstream program.

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