



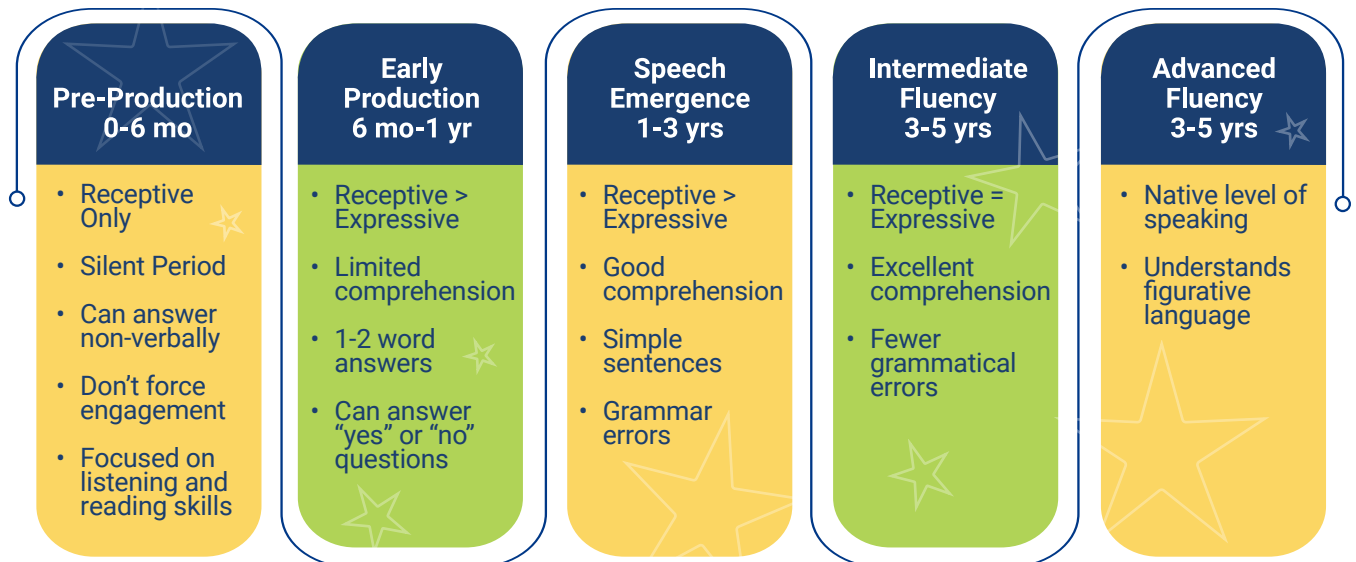
A QUICK GUIDE FOR ADMINISTRATORS

1 Who are Newcomer ELs?
Newcomer is an umbrella term for foreign-born students and their families who have recently arrived in the United States. Included among the various categories of newcomers are:

- Asylees
- Refugees
- Newly Arrived with Adequate Schooling
- Unaccompanied Youth
- SLIFE (Students with Limited or Interrupted/Inconsistent Formal Education)

2 Second Language Acquisition (SLA):
There are 5 typical stages or phases of second language acquisition. The graphic below provide basic information at each stage.

STAGES OF LANGUAGE ACQUISITION



3 Federal Requirements:
The **Mississippi English Learner Guidelines** and the US Department of Education's **Newcomer Toolkit** provide information, resources and supports for understanding federal, state, and local requirements for supporting English learners. The following topics are among those which are important to understand:

ENROLLMENT PROCESS
Follow district procedures for all students

PARENT ENGAGEMENT
• Parent notification in a language they understand
• Parent outreach

IDENTIFICATION PROCESS
Home language survey • Placement test

PLACEMENT IN AN INSTRUCTIONAL PROGRAM
Language service plan • Effective EL instruction

ASSESSMENT AND ACCOUNTABILITY
Placement test • Annual assessment

ACCESS TO OTHER PROGRAM SERVICES
Gifted • Special Education • Adv. Placement • Dual Credit • Migrant



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Assessment, Accommodations and Modifications:

1. The federal government requires that all English learners are assessed annually using an English language proficiency test. Mississippi uses the LAS Links assessment system – Language Assessment System test which currently serves as Mississippi’s annual English language proficiency test for K-12 students. Students must score a 4 or 5 in reading, writing, and overall to exit EL status.
2. Federal Regulations for ELs who opt out – student’s whose parents or guardians have opted out of EL programs still maintain their EL status and are still required to take the annual English language proficiency test.
3. Monitored status – once students have met the exit criteria, they are monitored for 4 years. These students do not take the annual English language proficiency test and no longer receive EL accommodations.
4. See the **Office of Student Assessment’s SharePoint** resources for the updated accommodations manual and guidance on acceptable accommodations on state assessments for ELs and for additional resources. You may need to contact your DTC for access.
5. See the MDE’s **Adapting Classroom Assessments for English Learners** for support on strategies on how to appropriately adapt classroom assessments to better assist ELs in demonstrating what they know about taught concepts.

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Development and Implementation of Language Service Plans:

1. Team members should work together to develop language service plans. Include EL and general education teachers as well as others who work with the student.
2. The Student Evaluation Team (SET) team should include at a minimum: building administrators, EL teachers, general education teachers, and parents/guardians.
3. Language service plans should include linguistic, academic, and social considerations to meet the individual needs of the student.

Review foreign and US transcripts to ensure that students are given proper credit for previously completed courses.

Scheduling Suggestions

Consider the grade level of English language acquisition when placing students in ESL courses.

Utilize the ESL course codes for placing students in ESL courses and to ensure elective credits are awarded at the high school level.

Intervention for ELs:

1. Newcomer ELs may need additional support through the MTSS process.
2. Interventions are separate from ESL class.
3. Intervention should focus on identified academic or behavior deficit areas.
4. Placement in intervention program is not dependent upon level of English language acquisition.



View a recorded presentation with more detailed information on these topics to support Newcomer English Learners (<https://youtu.be/Fz40YYCRPys>)

Additional resources can be found on the **MDE English Learner Supports** webpage and in the **U.S. Department of Education’s Newcomer Toolkit**.

