

Neshoba County School District



ENGLISH LEARNER (EL) PLAN

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**NESHOBA COUNTY SCHOOL DISTRICT
ENGLISH LEARNER (EL) PLAN**

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Vision and Mission

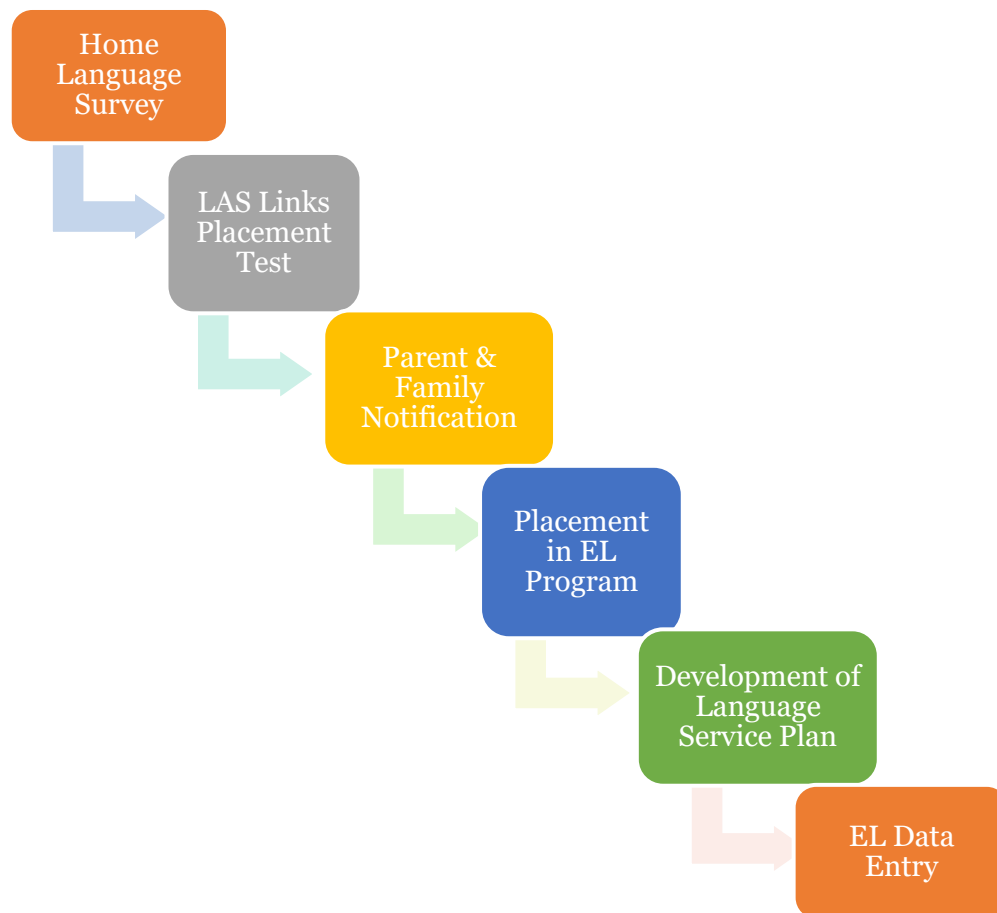
The **vision** of the Neshoba County School District (NCSD) is that all students graduate college and career ready with courses, certifications, and external opportunities beyond a high school diploma. The **mission** of the NCSD is to develop every student intellectually, emotionally, and physically in a safe environment.

In compliance with Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, the Neshoba County School District has established a plan to ensure that students with Limited English Proficiency (LEP) can have equal and meaningful participation in the schools' education program and services. This plan will help ensure that English Learners have equal access to a high-quality education and the opportunity to achieve their full academic potential.

An English Learner (EL) is defined as a student:

- who is aged 3 – 21;
- who is enrolled or preparing to enroll in an elementary or secondary school;
- who was not born in the United States OR whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- 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
- 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
- where difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the -
 - ability in meeting the State's proficient level of achievement on State assessments;
 - ability to successfully achieve in classrooms where the language of instruction is English; or
 - opportunity to participate fully in society.

Section I: Process for Enrolling and Identifying English Learners



1. Enrollment Procedures (Home Language Survey)

All new students enrolling in the NCSD complete a Home Language Survey (HLS) to identify students who may not be proficient in English. For compliance with federal law, the U.S. Department of Education recommends the following questions:

- Is a language other than English spoken at home?
- Is your child's first language a language other than English?
- What language did your child learn when he/she first began to speak?
- What language does your child most frequently speak at home?

Identifying Potential ELs

If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then **further assessment must be conducted** to determine the student's English-language proficiency level. If necessary and/or possible, the Home Language Survey is translated into a language the parent can understand or an oral interpretation is provided. (See Section III of this document for more information regarding meaningful communication with parents and families.) **If any response on the HLS indicates the use of a language other than English, send a copy to the Director of Federal Programs. The original HLS is placed in each student's cumulative folder.**

All EL students are allowed to attend school, even if they are unable to present a birth certificate, social security number or immigration documentation. If immunization records are not available, students are referred to the local public health department to begin immunization. Students are enrolled pending receipt of immunization records.

2. Assessing Potential ELs (LAS Links Placement Test)

Potential EL students identified by the HLS are assessed using the LAS Links Placement Test. The LAS Links Placement Test is conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. The LAS Links Placement Test assesses the proficiency of students in all four language domains (i.e., speaking, listening, reading, and writing). Those administering and scoring the placement test must be certified employees of the district and receive training. The Neshoba County School District's test security plan describes who will administer and score assessments, and what training is required to ensure valid and reliable results.

Students who score below proficient on the LAS Links Placement Test are eligible to receive language assistance services and is identified as EL.

The student's placement test report must be placed in his/her cumulative record.

Timeline for Assessing Potential ELs

- Potential EL students who enroll **at** the beginning of the school year are assessed within **30 calendar days** of enrollment.
- Potential EL students who enroll **after** the beginning of the school year are assessed within **10 school days** of enrollment.

Students receive different assessments based on their grade level. LAS Links' grade bands are K-1, 2-3, 4-5, 6-8, and 9-12. These assessments are aligned to the Teachers of English to Speakers of Other Languages (TESOL) PreK-12 English Language Proficiency Standards. The district test coordinator has access to download a copy of these standards and can distribute the standards to administrators and teachers who serve EL students. Progress Checklist for English Learners is at <https://www.mdek12.org/EL>.

3. Parent and Family Notification

Parents or guardians of EL students are provided written notification of their child's recommended placement in an EL program. The English Learner Parent Guide is at <https://www.mdek12.org/EL>.

Timeline for Written Notification:

- Parents or guardians of EL students who enroll at the beginning of the school year receive written notification within 30 calendar days of enrollment.
- Parents or guardians of EL students who enroll after the beginning of the school year receive written notification within 10 days of enrollment.

Any parent or guardian whose child is receiving or is eligible to receive EL services has the right to decline or opt his/her child out of any or all EL services. The NCSD will provide guidance in a language parents or guardians can understand to ensure that they understand their child's rights, the range of EL services that their child could receive, and the benefits of such services. The NCSD retains the appropriate documentation to demonstrate that a parent or guardian knowingly and voluntarily opted his/her EL child out of EL programs or particular EL services. Opting out of EL programs or particular EL services does not affect a student's ability to participate in any other program or services, such as special education services. EL students have equal access to athletics, clubs, the arts, gifted and talented programs, and other activities. EL students have access to the same facilities, including science and computer labs and other facilities. Like those students in EL programs and services, ELs who are opted out of services are assessed annual using the ELPT.

If a parent or guardian decides to opt his or her child out of EL programs or particular EL services, that child retains his or her status as an EL. If parents opt out of services, documentation is kept on Multi-Tiered System of Supports Documentation Packet, Appendix B (Language Service Plan) in the "EL Service" section. (See Section I, Step 5 of this document for more information regarding the MTSS Forms.) The NCSD personnel will continue to periodically monitor the opted-out student's academic progress. If the student is struggling, the NCSD personnel takes appropriate steps to assist the student.

Steps include:

- a. Notifying the student's parent or guardian about his/her child's lack of progress and encouraging him/her to opt the child into EL programs and services.
- b. Providing supports for the student's language acquisition (offering PD in second language acquisition to the student's core curriculum teachers).

4. Placement in EL Program

The NCSD provides English Learners with appropriate language assistance services and programs (EL services and programs). ELs are provided language assistance services through the Multi-Tiered System of Supports (MTSS). The goal for EL students is they attain fluency in English, master the state's academic content standards as demonstrated by proficiency on the state's required student assessments, and pass any other state required tests.

ELs must be placed age-appropriately in the mainstream classroom. This provides them with access to challenging, grade-level content instruction and the opportunity to interact with their English-speaking peers and is considered generally to be the least restrictive educational environment.

At the high school level, credits must be awarded based on transcripts provided by the students/parents/guardians, even if the coursework was taken in another country. If transcripts are in a language other than English, translations must be sought so that credits can be awarded. To ensure ELs have access to the foundational skills needed to be successful in high school and ensure that they graduate from high school ready for

college and career, the NCSD will place students in academic courses sequentially. While courses cannot be scheduled or taken out of sequence, simultaneous enrollment is acceptable in situations where a student failed a course and needs to simultaneously enroll in two courses to graduate on time.

5. Development of Language Service Plan

A **Language Service Plan (LSP)** is developed and implemented by the Student Evaluation Team (SET)/Teacher Support Team (TST). The SET/TST must be composed of teachers (including EL teachers/interventionists), administrators, counselors, and parents or guardians. The **team meets quarterly** to evaluate the student's progress and make necessary adjustments. The **LSP** can be found in the **Multi-Tiered System of Supports Documentation Packet, Appendix B** or at <https://www.mdek12.org/EL>.

A copy of the **LSP** must be provided to **all** teachers who work with the EL student, the **Director of Federal Programs**, and the **District Test Coordinator**. The LSP must be updated at least **annually** for four years after the student exits EL status. **Place a copy of the LSP in the student's cumulative folder if the student withdraws.**

The Multi-Tiered System of Supports (MTSS) Guidance Document and MTSS Documentation Packet can be found at <https://www.mdek12.org/OAE/OEER/InterventionServices>. MTSS forms can be downloaded and are fillable.

ENGLISH LEARNER*	
Required Components	Recommended Data Collector
<ol style="list-style-type: none"> 1. Section 1A, 1B, or 1C 2. Section 1D 3. Appendix B 4. Appendix E 5. Appendix F 	<ol style="list-style-type: none"> 1. Classroom Teacher/Counselor 2. School Administrator 3. TST 4. Classroom Teacher/SET/TST/IEP Team 5. Classroom Teacher/Interventionist <p>* NOTE: Complete only if 3rd grade student applying for Good Cause Exemption.</p>

*If English Learner (EL) students are in the Tier process, utilize Tier II and Tier III documentation as outlined for "Students in General Education."

6. EL Data Entry

After a student is **identified as EL using the LAS Links Placement Test**, the student is marked in the student information system as "**Limited English**" by school personnel, and the **Director of Federal Programs is notified**. The information will upload to MSIS once the district MSIS/SAM Coordinator submits data to the Mississippi Department of Education each month. The Director of Federal Programs will check accuracy of each column on the EL roster screen of MSIS. For more information, see Part One, Appendix A of the *Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports (2018)*.

Section II: Description of Services and Instructional Supports for EL Students

The NCSD provides ELs with appropriate EL language assistance services and access to the content of the Mississippi College and Career Readiness Standards. Other services, including special education, gifted education, and extracurricular programs, also are provided as needed. Additional information regarding EL instructional strategies can be found in the *Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports* (2018). <https://www.mdek12.org/EL>

A. English Language Assistance Program

The NCSD's language assistance program is **Sheltered English Instruction**. EL students are taught explicitly about English language, including the academic vocabulary and structures needed to access content instruction, and to develop English language proficiency in all four language domains (reading, writing, listening, and speaking). Instruction is in English with minimal but strategic use of the ELs' primary language. EL students are pulled from general education classrooms for intensive language instruction whenever possible.

The NCSD offers EL services until students have demonstrated English proficiency on the ELPT. Even when students are exited from EL programs, individual academic performance must be **monitored for 4 years**.

B. Helping ELs Access Academic Content

Every classroom teacher who serves ELs incorporate a variety of EL strategies into instructional planning to help students understand academic content. An **EL Instructional Strategies Menu and explanations** can be found in Part Three, Appendix H of the *Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports*.

Instructional Strategies Menu

- Visual Supports Strategies
 - Label Classroom Items
 - Visual schedule/visual anchor charts for daily routines
 - Manipulatives
 - Graphic Organizers
 - Word Wall with pictures
 - Key terms written out
- Cooperative Learning Strategies
 - Peer buddy
 - Think-Pair-Share
 - Jigsaw Activities
 - Turn and Talk
 - Choral Reading
 - Read-around, Write-around

- Auditory Supports Strategies
 - Songs that teach concepts
 - Chants
 - Audiobooks
- Pre-Teaching/Frontloading Strategies
 - Pre-teach/frontload lessons with academic vocabulary
 - Use photos/pictures/videos to teach vocabulary
 - Small group discussion of concepts/vocabulary (teacher or student lead)
 - Provide advanced notes, graphic organizers or sentence stems for note taking
- Communication Strategies
 - Speak slowly
 - Use shorter sentences
 - Allow for longer wait times for student responses
 - Provide students with sentence stems for use during class
 - 30 Second conversations
- Building Engagement Strategies
 - Maintain positive body language
 - Celebrate meaningful student successes
 - Facilitate peer connections
 - Facilitate class wide cultural understanding
 - Incorporate multicultural literature into the classroom library

All teachers and paraprofessionals who work with ELs in any capacity should recognize that they need to speak slowly and clearly (not loudly). Educators also should be aware that ELs typically need additional processing time when being introduced to new material or being asked to respond to questions.

C. Multi-Tiered System of Supports for English Learners

The Multi-Tiered System of Supports (MTSS) is a framework for effective team-based problem solving that is data informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students.

With MTSS, schools identify struggling students, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness. Schools also identify students with learning disabilities or other disabilities.

The academic achievement and language acquisition of ELs will be monitored through MTSS and the review of district and state assessment data.

The MTSS Documentation Packet is at
<https://www.mdek12.org/OAE/OEER/InterventionServices>.
 MTSS forms can be downloaded and are fillable.

Explanation of the Tiers

Tier	Explanation	Implementation/Best Practices
Tier I	Implemented by the classroom teacher, all students benefit from implemented strategies; including differentiation and effective practices for English learners	Implemented throughout each day.
Tier II	Implemented by the classroom teacher, interventionist, or other designated personnel; for any students who need additional support in academic and/or behavioral skills; involves the use of and documentation of specific evidence-based intervention programs	Implemented 3 – 5 times per week for approximately 20 – 30 minutes each with progress monitoring completed once every 2 weeks. Implemented for individual students or in small groups.
Tier III	Implemented by the classroom teacher, interventionist, or other designated personnel; for any students who need more intense and/or more frequent interventions to help build academic and/or behavioral skills in deficit areas	Implemented 4 – 5 times per week for 30 – 60 minutes each with progress monitoring completed once every week. Implemented for individual students or in small groups.
Child Find	The on-going obligation to identify, locate and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities	The LEA cannot violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services. For ELs only consider Child Find when verification has been made that the learning difficulties are not a result of an English Language deficiency.

D. Access to Other Program Services

Services for ELs represent a continuum of available programs and students are not denied access to programs due to language proficiency. The EL students who meet criteria are eligible for a variety of other specialized programs services.

- Gifted education
- Advanced placement, dual credit, and other advanced courses
- Special education services (IDEA and Section 504)
- Migrant and immigrant programs
- Services for homeless students

More information can be found in Part One, Section Nine of the *Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports*.

E. Staff/Teachers/Administrators

It is essential that effective strategies and differentiation to meet the needs of ELs are implemented to ensure the success of our EL students. All teachers/paraprofessionals/tutors/interventionists who work with English learners are provided ongoing professional development (professional development days and PLCs) on implementing strategies, and building administrators verify application of these strategies by observing the teacher and completing the Tier I High-Quality Teacher Observation Form in the MTSS Documentation Packet.

The MDE offers a variety of professional development opportunities including webinars. <https://www.mdek12.org/EL>

Resources for Teachers and Administrators can be found in Part Three, Appendix B of the *Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports* and includes sources, grade levels, source explanations, and where to find the source.

The NCSD recruits and hires qualified educators, if possible. Mississippi offers 2 options for English as a Second Language (ESL 177), which is a supplemental endorsement added to a valid Mississippi License:

- Completion of approved program from a college or university, or
- Obtaining a passing score (149) on the Praxis Subject Area Assessment, English to Speakers of Other Languages (ESOL) (Test Code 5362).

F. Grading Scale

As students are working to learn English during the initial stages of language acquisition, it is a violation of their Civil Rights to retain them due to limited language proficiency. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOS), schools must ensure that EL students are placed appropriately and can participate meaningfully and equally in educational programs. The NCSD takes steps to ensure that **students are not retained solely because they are still in the early stages of learning English. Students who receive extensive language supports and classroom accommodations must have this information noted on their report cards**, and accommodations must be shared with the families of EL students to ensure that they have an understanding of true academic performance in English language proficiency.

G. Mississippi EL Standards

MS English Language Proficiency (ELP) Standards can be found at <https://www.mdek12.org/EL>.

III. Parent and Family Engagement

The NCSD staff will communicate meaningfully with Limited English Proficient (LEP) parents and families and to adequately notify them of information about any program, services, or activity called to the attention of non-LEP parents. Communication may include translated materials, oral translator, or oral interpretation. Students, siblings, friends and untrained staff members are not considered qualified translators or interpreters. It is recommended that all interpreters and translators sign a confidentiality agreement. Programs, services, and activities include, but are not limited to, language assistant program, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, permission slips, parent-teacher conferences, handbooks, and gifted programs.

Process for Ensuring Meaningful Communication

During student enrollment/registration:

1. Determine if parents and guardians have limited English proficiency,
2. What their primary language is, and
3. What their language needs are.

Parent Guides for English, Arabic, Chinese, Spanish, & Vietnamese can be found at <https://www.mdek12.org/EL>.

Parents of non-EL students might still have language needs.

Communication/Instructional Resources include:

- TransAct is an online system available to all Mississippi public school districts. Transact provides translated, ESSA-aligned forms and notifications. Mississippi public school employees with a district email address can create a TransAct account at www.transact.com.
 - By clicking Login/Sign Up, you can register for an account using your district email.
 - Click Transact Parent Notices.
 - Click New User? Register for Access!
 - Follow the directions for online registration.
 - Click the green Get Started button.
 - Click the folder and forms to best suit your needs.
- The Newcomer Kit are printable resources and can be found at <https://www.mdek12.org/EL>.
 1. Newcomer Kit Introduction
 2. Communication Cards
 3. Sentence Stem Cards
 4. Visual Schedule (Customizable)
 5. Family Welcome Sheet (Customizable)
 6. Newcomer Orientation Plan Template
- Family Guides for Student Success (math and language arts standards) in English and Spanish are available for grades Pre-K – 8. The guides and toolkit for holding a family night can be found at <https://www.mdek12.org/OAE/OEER/InterventionServices>.

- A list of **resources for parents** can be found in Part Three, Appendix A of the *Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports* and at <https://www.mdek12.org/EL>.
- A list of **resources for students** can be found in Part Three, Appendix C of the *Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports*.

IV. Process for Assessing English Learners

The NCSD assesses all Kindergarten through 12th grade students who have been identified as EL using the annual English Language Proficiency Test (ELPT), including those students whose parents have declined or removed them from the English Language Assistance Program. The ELPT is LAS Links Assessment. This assessment is administered annually in the spring to measure each student's English language proficiency level and growth. The assessment is used to monitor each EL's progress in acquiring academic English.

Reasonable accommodations must be provided on assessments administered to ELs. The *Mississippi Testing Accommodations Manual* can be found at <https://www.mdek12.org/OSA/SP/ELPT>.

More information regarding LAS Links Reports can be found in Part Three, Section Three of the *Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports*.

Other assessment tools may be used to aid in making decisions regarding supporting English learners who are struggling academically:

- Basic Interpersonal Communication Skills and the Cognitive Academic Language Proficiency Checklist (BICS/CALP)
- LaRue Reading Skills Assessment for Preliterate Students

These tools can be found in Part Three, Appendices F and G of the *Mississippi English Learner Guidelines: Regulations, Funding Guidance, and Instructional Supports*.

V. Process for Exiting Students from EL Status

To exit EL status, the student is required to obtain the following proficiency levels on the ELPT (LAS Links Assessment):

- Overall Proficiency Level 4 or 5, and
- Reading Proficiency Level 4 or 5, and
- Writing Proficiency Level 4 or 5.

VI. Process for Monitoring Exited Students

After students have exited EL status, student's academic progress is monitored for at least 4 years. **Students who have exited EL status and are being monitored continue to be identified in the student information system as "Limited English".** Monitoring is conducted and documented every 9 weeks. The monitoring consists of the Student Evaluation Team/Teacher Support Team reviewing monitored students' grades, assessments and other related data. If an exited EL is not progressing academically as expected and monitoring suggests a persistent language need, the student will re-test using the LAS Links Placement Test to see if the student needs to be offered additional language assistant services. If the student re-enters EL status, the NCSD personnel will document the reasons why, as well as, obtain the parent's consent for entry into EL services.

VII. Process for Evaluating EL Programs

The NCSD and school personnel will conduct annual evaluations as well as ongoing analysis of the effectiveness of the EL program. The EL program evaluation includes longitudinal data that compares the performance of current ELs, former ELs, and never-ELs.

- Scores on state and district assessments
- Scores on the ELPT
- Retention rates
- Exit rates
- Graduation rates
- Participation rates in gifted and advanced courses
- Enrollment rates in pre-kindergarten and other programs
- Enrollment rates in special education and related services
- Attendance rates
- Participation rates in extracurricular programs
- Suspension rates
- Results of parent and family, student, and staff surveys
- Results of surveys from other key stakeholders

Evaluation questions include:

- Are ELs meeting the challenging state standards?
- Are ELs participating in and performing comparably to never-EL peers?
- Are ELs accessing the same curricular and extracurricular opportunities as their never-EL peers?
- Are ELs exiting at appropriate rates?

NCSD Quick Reference Guide for Enrolling, Identifying and Serving English Learners (ELs)
(For complete information, see NCSD EL Plan.)

Home Language Survey

- Enrollment/Registration; Place original HLS in each student's cumulative folder.
- If any response indicates language other than English, send copy of HLS to Director of Federal Programs and assess using LAS Links Placement Test.

LAS Links Placement Test

- If enrolls **at** beginning of school year, assess potential ELs within 30 calendar days.
- If enrolls **after** beginning of school year, assess potential ELs within 10 school days.
- Students who score **below proficient** are eligible to receive language assistance and **identified as EL**.
- Place the LAS Links Placement Test report in student's cumulative folder.

Parent & Family Notification

- If enrolls **at** beginning of school year, written notification to eligible ELs within 30 calendar days.
- If enrolls **after** beginning of school year, written notification to eligible ELs within 10 school days.

Placement in EL Program

- Parents/Guardians can opt his/her eligible child out of any or all EL services, but retains EL status.
- Document on LSP. Place copy of LSP in student's cumulative folder.
- School personnel is still responsible for serving and monitoring.

Development of LSP

- TST meets to develop Language Service Plan (LSP).
- MTSS required components (Section 1A, 1B, or 1C; **and** Section 1D; **and** Appendices B, **and** E, **and** F)

EL Data Entry

- **After** student is **identified as EL** using LAS Links Placement Test, mark student in SAM as "**Limited English**" and notify Director of Federal Programs.

TST Meets to Monitor Progress

- TST meets quarterly and updates LSP annually for 4 years after student exits EL status.
- Provide copy of LSP to teachers, Director of Federal Programs and DTC. Place copy in cumulative folder.

MSIS Module: ELL Roster

- By January 8, Director of Federal Programs completes EL Roster in MSIS.

Annual ELPT and State Assessments

- ALL EL students must take spring ELPT and state assessments.

Exit EL Status

- ELPT: **Overall** Proficiency 4 - 5, **Reading** Proficiency 4 - 5, **Writing** Proficiency 4 - 5
- After student exits EL status, monitor progress.
- Student continues to be identified in SAM as "Limited English" for 4 years.

Evaluate EL Program

- District and school personnel conduct annual evaluation of EL program using longitudinal data.