



APPROVED
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**NORTH BOLIVAR
CONSOLIDATED SCHOOLS**

English Learners Plan 2024-2025

North Bolivar Consolidated School District English Learner (EL) Plan

North Bolivar Consolidated School District Mission and Vision

In partnership with the community, parents and students, the North Bolivar Consolidated School District is committed to excellence by challenging our students to achieve their highest potential and preparing our students to compete in an ever changing global society. The North Bolivar Consolidated School District is a place where all students are proficient, graduate college, and career ready.

The Purpose of the EL Program is to ensure that all EL students are provided quality instructional programs throughout the district that allow them to become proficient in the English language. EL students will be given educational opportunities that empower them to achieve academic success. North Bolivar Consolidated School District is committed to providing professional development and training to all district employees who work with English Learners students.

The overall goal of the EL program is the successful integration of our students into the mainstream curriculum.

- 1) The first goal of the EL program of the North Bolivar Consolidated School District is to provide each student with the English skills necessary for him/her to function successfully in both an academic and social setting. North Bolivar Consolidated School District does not deny students participation in any program based on limited proficiency.
- 2) The second goal is to provide high-quality professional development to all classroom teachers, principals, administrators, and other school or community-based organizational personnel that serve EL students.
- 3) The third goal is to encourage and facilitate EL parental involvement. The overall goal of our EL program is the successful integration of our students into the mainstream curriculum.

No English Learner (EL) will be exempted or prohibited from extra-curricular activities that may include but are not limited to physical education, music, and the arts, gifted education, tutorial services, and exceptional educational services.

Identification:

According to the *Every Student Succeeds Act* (ESSA) of 2015, an EL is defined as an individual:

- Who is aged 3 through 21;
- Who is enrolled or preparing to enroll in an elementary school 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
- Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - The ability to meet the State's proficient level of achievement on State assessments;
 - The ability to successfully achieve in classrooms where the language of instruction is English; or
 - The opportunity to participate fully in society.

According to the ESEA Sec.3201(5), an Immigrant:

- is ages 3 through 21;
- was not born in any state or U.S. territory; and
- has not been attending one or more schools in any one or more states for more than three academic years.

Enrolling EL Students

As part of the registration packet, North Bolivar Consolidated School District includes a Home Language Survey for every student. The survey contains: the first language the student learned to speak, the language they speak most frequently, and what language is most often spoken in the home. The completed survey is kept as part of the student's permanent record/cumulative file.

Every public school in the United States is required to provide free and equitable education to all school-age children who live within the boundaries of the local educational agency (LEA), to provide appropriate service to English Learners the North Bolivar Consolidated School District

follows the MDE and federal guidelines to identify and enroll ELs, provide their initial assessment to determine if services are required, notify the parents or guardians, and place the students in the corresponding program. North Bolivar Consolidated School District follows the necessary steps to identify ELs that assure them of an equitable, quality education.

Assessing EL Students

A Home Language Survey (HLS) is the initial indicator for identifying English Learners. If the parent provided information citing the student's first language is other than English, the school counselor will interview the student. The initial interview provides some measure of how well a student understands the English language. The School Testing Coordinator will administer the MDE state approved placement test in the areas of listening, speaking, reading, and writing to determine the student's language proficiency level. Initial testing is completed within 30 days at the beginning of the school year or within 10 school days of enrollment thereafter.

Scores from the MDE state approved language proficiency assessment are used to determine the student's language proficiency level and individual needs. As outlined by the MDE English Learner standards, the proficiency level stages are Entering, Beginning, Developing, Expanding, Bridging, and Reaching. Students are placed in their age-appropriate grade level and content-area and the committee will work together to develop a Language Service Plan (LSP) for the students based on their identified proficiency level. Plans are reviewed and revised annually. All assessment results are documented in the student's cumulative file and the EL files are located at the district office.

The most important component of the testing process is to reveal individual student strengths and weaknesses so that the student can receive an appropriate academic placement. It is important to look at the student's prior schooling and life experiences before placing judgment on the programming. It is important to seek combined measures for the placement for ELs and form a School Evaluation Team (SET) who will oversee the educational experience of each student. Students will have a SET team consisting of their parent(s), a content teacher, a school counselor, and the building administrator who will evaluate the progress and make needed changes to meet the academic, social, and emotional needs of each student.

All students classified as EL will be assessed annually using the statewide EL assessment.

1. The District Testing Coordinator and/or School Testing Coordinator will attend MDE training sessions for administering the statewide EL assessment.
2. The District Testing Coordinator will inform the relevant personnel of the testing window

mandated by the state and will ensure that materials are available for assessing students during the selected window.

3. All EL students will be reassessed in the spring using the statewide EL assessment. The School Testing Coordinator will administer the statewide EL assessment according to MDE Office of Student Assessment guidelines and the district test security plan.
4. The DTC will receive copies of the statewide EL assessment reports during the summer and will distribute the reports to the school principal, counselor, Curriculum Coordinator, and Federal Programs Director.
5. Parents will be notified of the results of the statewide EL assessment within 30 days of school resuming in the fall.

Parent Notification and Participation

The parent of EL students will be provided in the native language that describes the district, the ELL identification process and programming, and the procedures of accepting or refusing EL services. Parents are invited to participate in all school events and interpreters will be provided if needed.

EL Data Entry

Once a student has been identified as an English language learner, the district will ensure the student is correctly identified in the student information system. The information will be integrated to MSIS once all data is approved for accuracy..

Accountability

North Bolivar Consolidated School District adheres to all mandated guidelines for testing and servicing EL students. All English Learners are tested annually to measure their progress in learning the English language. The district and each school will be held accountable for the progress of these students.

1. Meeting the annual measurable achievement objectives
2. Making adequate yearly progress.
3. Annually measure the English proficiency of limited English proficient students and ensure that these students participate in state-administered testing programs.

Services for EL Students

The district will provide an EL tutor as funding becomes available. The classroom teacher is the primary means of content area instruction and is required to accommodate the language needs of

EL students using one or more accommodations recommended by the EL Coordinator or Curriculum Director. It is recommended that teachers modify their classroom structure and assignments to allow for the most effective for EL students.

All students are expected to master the district's core curriculum goal expectation for each grade level. The district understands that ELs may master content at a different rate than their native English-speaking peers. Alternative measures may be used to assess the progress of ELs who are learning English in addition to or core subjects.

Other resources include those provided by the Mississippi Department of Education website <http://www.mde.k12.ms.us/ESE/english-learners> and EL word-to-word dictionaries. The Curriculum Director ensures that the purchases support research-based initiatives and will aid the EL students in developing English proficiency and meeting all annual measurable achievement objectives outlined by the Mississippi Department of Education. Resources are purchased based on need and availability of funds. A library of EL resource materials for teachers will be established and will be supplemented each year, as funds allow. As funds allow, professional development will be made available to teachers, EL tutor, and other staff to attend workshops and conferences to improve the district services to EL students and parents.

Procedures for Participation in Gifted/Special Education:

The district will ensure equal educational opportunities to EL students. The process for referral of an EL student is the same as the process outlined for all students. Identification for any of these programs cannot be made with disregard to the native language, and appropriate measurement instruments will be used.

Procedures for Participation in Athletic or Mississippi High School Activities Association Programs:

The process for referral of an EL student is the same as the process outlined for all students:

1. Notify or make the coach (or an administrator or counselor) aware of their interest in participating.
2. Meet eligibility requirements established by MDE, MHSAA, and the NBCSD, including a health clearance from a physician and proof of health insurance.
3. Attend try-outs with other students or request a private try-out if entering after the initial try-out period, as allowed by MHSAA rules.
4. If selected to participate based on ability, the student must adhere to all discipline and academic

requirements set by MHSAA, the NBCSD, and individual coaches, band directors, or activity sponsors.

Multi-Tiered System of Supports (MTSS) for EL Students

When an EL is observed by the mainstream teacher to have continuing difficulties with learning, the first course of action is to consult information with the School MTSS Chairperson and Principal. The two staff members may:

- Offer new suggestions
- Request to observe the student in the classroom; or
- Check with the entire team of teachers to see if the student is struggling with more than one class.

If the student continues to struggle, the next option is to refer the student to the Multi-Tiered System of Supports (MTSS) team for possible intervention. The team will determine if the teacher's instructional techniques are known to be effective for EL student and if the teacher is implementing EL instructional accommodations.

Process for Exiting Students from EL Status

North Bolivar Consolidated School District follows the Mississippi Department of Education's Title III criteria for exiting EL students from the EL program based on the state approved English Language Proficiency Test given annually.

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

Because ESSA requires states to have uniform exit criteria, LEAs should not add other criteria as exit requirements. An EL with a disability can be "exited" from EL status when he or she no longer meets the definition of an EL. This occurs when the student meets the MDE's definition of "proficient" in English' however there is no provision in the Individual Education Program (IEP) team to remove the "EL" designation before the student has attained English proficiency. Other LEAs and/or school personnel do not have the authority under Federal law to remove a student's EL designation before the student has been deemed proficient in English solely because the student has an IEP.

Process for Monitoring Students Who Have Exited EL Status

After students have exited EL status, school districts must monitor their academic progress for at least 4 years. Monitoring must be conducted and documented every 9 weeks, with a Student Evaluation Team (SET) 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, districts must re-test using the MDE state approved language assessment to evaluate if the student needs additional services. In no case should retesting of an exited student's ELP be prohibited. If the student re-enters EL services, however, the LEA is required to document the reason why as well as obtain the parent's consent before reentry.

Program Effectiveness

Successful EL programs must be designed to enable EL students to attain both English proficiency and full access to the grade level curriculum. These factors aid the EL to exit from the EL program within a reasonable period and graduate high school prepared for college and careers.

The following data points can be collected and used to evaluate the effectiveness of the EL program:

- Scores on state and local assessments
- Scores on English Language Proficiency Test
- Rates of retention
- Exit rates
- Graduation rates
- Participation in gifted and advanced classes
- 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/family, student, and teacher surveys
- Results of surveys from other stakeholders

APPENDIX



HOME LANGUAGE SURVEY FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Student Name _____ Grade _____
First Middle Last

Date of Birth _____ Gender _____ School _____

1. What is the dominant language most often spoken by the student? _____
2. What is the language routinely spoken in the home, regardless of the language spoken by the student? _____
3. What language was first learned by the student? _____
4. Does the parent/guardian need interpretation services? ☐ Yes ☐ No
If so, what language? _____
5. Does the parent/guardian need translated materials? ☐ Yes ☐ No
If so, what language? _____
6. What was the date the student first enrolled in a school in the United States? _____
MM/YYYY
7. In what country was the student born? _____

Parent / Guardian Signature

Date (MM/DD/YYYY)

DISTRICT USE ONLY

☐ Designated English Learner on the LAS Links Screener

DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT

Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

