



# **English Learner (EL) and Immigrant PLAN**

**2026-2027**

Revised 05/06/2026

### **DISTRICT MISSION STATEMENT**

Calhoun County School District ensures equitable and exceptional growth opportunities to maximize success for all.

### **DISTRICT VISION STATEMENT**

Calhoun County School District will create and maintain a safe and nurturing environment which supports learning through innovation, engagement and collaboration while focusing on personal and financial responsibility to achieve the highest levels of success.

### **INTRODUCTION**

The purpose of this plan is to outline the Calhoun County School District's policies and educational practices relating to English Learners (EL).

The plan was developed in a collaborative effort of all stakeholders.

The Calhoun County School District educational services for EL students will be based on the educational theory of Transitional Bilingual Education. We will implement a modified Transitional Bilingual Education Program and a Pull – out program. This is explained in more detail in the section, Program of Services for EL students.

It is the policy of the Calhoun County School District that no compulsory school-aged individual shall, on the grounds or race, color, disability, sex, religion, or national origin be excluded from the full participation in or be denied the benefits of the educational programs provided by the Calhoun County School District.

### **GOALS**

The goals of the Calhoun County School District EL Program include:

- To provide EL students with tutorial services to increase English language proficiency as measured by the state-mandated EL placement assessment.
- To increase the English language proficiency of EL students, in turn increasing academic achievement in the regular classroom as measured by classroom grades
- To increase the achievement level of EL students on state assessments.

## IDENTIFICATION AND ENROLLMENT OF ENGLISH LEARNERS /IMMIGRANTS

For the purposes of the Calhoun County School District instructional program, an English Learner is defined as:

According to ESSA, an EL is defined as an individual:

- Who is aged 3 through 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 dominate; and
- 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 proficiency 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.

An Immigrant is defined as:

- 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 full academic years.

The following procedures will be used to identify EL/IMMIGRANT students:

- Teacher, principal, or counselor recommendation for students who exhibit difficulties speaking English will be referred for an English language evaluation.
- A Home Language Survey will be administered to all newly enrolled students enrolled in the district at the beginning of each school year. The Home Language Survey will be a part of the registration packet for all students and each student is asked to complete at the time of enrollment. It is the responsibility of each building principal to ensure that the Home Language Survey is conducted. Once the Home Language Survey is completed, it will be placed in the student's cumulative folder. Students indicating a primary language other than English will be referred for testing for the EL program. The Home Language Survey of students referred for testing and placement in the EL program will be placed in their cumulative record.

- Students enrolling in the district after the start of school will be given the Home Language Survey at the time of enrollment. The Home Language Survey will be a part of the registration packet that all students are required to complete when registering for school. It will be the responsibility of the individual designated at each building as responsible for the enrollment of students to ensure that the Home Language Survey is completed and placed in the student's cumulative folder. Students indicating a primary language other than English will be referred for testing for the EL program. The Home Language Survey of students referred for testing and placement in the EL program will be placed in their cumulative record. Furthermore, a migrant form will be filled out and faxed to the North MS Migrant Program through MSU to assist in migrant identification.
- If the Home Language Survey indicates that a language other than English is spoken at home, that a child's first language is not English, or that a child speaks a language other than English most often, the student will be referred for an EL screener. Students identified as possibly needing EL services, either at the start of a school year or after the school year has begun, will be assessed to determine their level of English Language Proficiency. The screener will be administered by the District EL Coordinator or his/her designee. Testing will be completed within 30 days of enrollment of school or within two weeks for students enrolling after the start of the school year. Testing will be done in English only. Results of the test will be reviewed by the District EL Coordinator, school counselor, principal, and/or EL teacher to determine placement in the EL program within one week of screening.
- Parental permission is not required for EL screening.
- All EL students will be tested during the spring using the state-mandated EL assessment. Results will be reported on a Student Report of English Language Progress and Proficiency.
- Students will receive scores in 4 categories: Listening, Reading, Speaking, and Writing.
- All results of the state-mandated EL assessment scoring, Home Language Surveys that indicate possible EL placement and any related documentation will be placed in the student's cumulative record.
- To support the unique non-linguistic needs of IMMIGRANT students, the EL director and/or EL teachers will contact teachers of these students to determine the learning needs of the students.

The following procedures set forth by the US Supreme Court Decision *Plyler vs Doe* will be followed for the enrollment of EL students:

- The right to public education regardless of their immigrant or English-speaking status is guaranteed.
- Schools may not require proof of citizenship or legal residence to enroll or provide services to identified students
- Schools may not ask about the student or a parent's immigration status
- Parents are not required to give a Social Security number; if student does not have a Social Security number the school must assign a number in the school package to assure proper enrollment of student
- Students are required to show proof of required immunizations within the approved number of days of receiving required documentation of enrolling students in the CCSD Student/Parent Handbook
- Students are entitled to receive all school services, including the following from moment of identification of student:
  - \*free or reduced breakfast or lunch
  - \*transportation
  - \*educational services (ESSA, IDEA, etc.)

### **PLACEMENT OF ENGLISH LEARNERS**

- Students that do not score proficient on the state-mandated EL screening assessment will be considered for placement in the EL program. This is the primary criteria for placement in the EL program. Parent, teacher, counselor, and principal referrals will also be considered when making final placement decisions.
- Parents will be notified in writing of placement in the EL program within 30 days of the placement decision or within (2) weeks if identified after school starts. All documents will be available in the student's first language.
- Parent signatures are not required for placement in the EL program.
- Students will be evaluated annually in spring using the state-mandated EL proficiency assessment until released from the program. This annual testing will determine placement for the following school year.
- Parents/guardians may decline, or opt out, of EL language assistance services. However, the district remains responsible for ensuring the student has meaningful access to the educational program, monitoring academic progress, and administering the annual EL proficiency assessment required by the state of Mississippi.

**PROGRAM OF SERVICES FOR ENGLISH LEARNERS**

- EL students will participate in all-academic and special programs offered by the Calhoun County School District. EL students will be allowed to participate in Title I services on the same basis as all students in Title I participating schools. EL students will be placed in an age-appropriate setting regardless of language skills.
- The Calhoun County School District offers services to EL students based on English Immersion, Pull-Out Models, and Push-In Models. A bilingual EL certified teacher will be employed to work on transitioning students from the native language to English. While some Transitional Bilingual programs work to completely replace the native language and culture with English, our goal is to assist students in becoming as fluent in the English language and our culture as they are in their native language.
- A bilingual EL certified teacher and a paraprofessional tutor will assist students in small groups to master the content of this program. The EL certified teacher will work full-time with English Language Learners in the components of English proficiency. Students are pulled out of the regular class into small groups for instruction. Sessions are usually around 45 minutes long and occur twice a week. If deemed necessary by the regular classroom teacher, counselor, or principal EL students may be pulled for additional sessions. For the majority of the school day, EL students are placed in regular classroom settings.
- EL students will be expected to meet the same educational requirements as other students. However, regular classroom teachers may also modify lesson content when appropriate. The grading and reporting process should be consistent with district policy in that the EL student's progress is reported to both the student and the parents. This will include presenting documentation of the grading procedure and any modifications to course content to parents and students when requested. In addition, it is a violation of EL Civil Rights to retain them due to limited language proficiency. Districts are required to take steps to ensure that students are not retained solely because they are still in the early stages of learning English. Regular classroom teachers can seek assistance from the EL instructional team when needed.
- Students at Vardaman Attendance Center will receive the services described above. The largest population of EL students is enrolled at this location. Students at the remaining schools in our district receive tutorial services provided by a certified teacher on an as needed basis.
- Parents will be notified in writing of student placement in any of these programs in English as will EL students in their native language. Each school has access to a tutor so that any letters or other correspondence can be translated into the student's native language. Parents of EL students will receive the same notifications as non-EL students.

## ENGLISH LEARNER SERVICES AND INSTRUCTIONAL SUPPORT

- Students identified as ELs must be provided with appropriate EL language assistance services. The district will provide EL students with access to the content of the Mississippi College and Career Readiness Standards and other services, including special education, gifted education, and extracurricular programs, as needed.
- ELs will have meaningful access to the core curriculum, such as math, science, social studies and language arts, while learning English. While the district's EL program focuses in part on language acquisition, both EL teachers and academic teachers should work together to ensure that students are mastering the academic language needed to be successful.
- 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, language barriers, and/or other disabilities. English Learner (EL) students with learning disabilities can also be identified using this methodology.

## STAFFING AND RESOURCES

The Calhoun County School District employs a full-time bi-lingual certified teacher to provide services to EL students. Title funds allow funding for one bilingual tutor and one part-time certified teacher.

The number of students in any EL program will be closely monitored so that the teacher pupil ratio remains conducive to a positive academic environment.

All certified teachers in the Calhoun County School District are required to renew certification through staff development opportunities every 5 years. This training can be done on the district, school, or state level.

Para-professionals receive building level training and work directly under the supervision of certified employees.

All faculty and staff are encouraged to attend professional development opportunities in their respective areas.

Resources for EL programs are provided through the Title III EL grant and other district funds. Materials and resources are provided as requested by instructors and as funds are available.

## EXITING ENGLISH LEARNER STUDENTS FROM SERVICES

As described in the section, Identifying English Language Learners, students will be given the state-mandated EL proficiency assessment. If a student scores proficient in all areas, the student will be allowed to exit the EL program.

Students may exit the EL program by achieving the following scores on the state-mandated EL proficiency assessment. (These are the only criteria allowed for a student to exit the program.)

- Reading Proficiency Score – Level 4 or 5 and
- Writing Proficiency Score – Level 4 or 5 and
- Listening Proficiency Score – Level 4 or 5 and
- Speaking Proficiency Score – Level 4 or 5.

If it is determined that the student is to be dismissed from the program, the parent will be notified in writing. A copy of the signed form will be kept in the student's cumulative record. An exit notice will also be sent to parents.

An EL student 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 State's definition of "proficient" in English. The student's EL status cannot be removed based solely on the fact the student has an IEP.

Students who have achieved the proficiency levels above and exited the program must be monitored for a period of four academic years. Monitoring must be conducted and documented every 9 weeks, with a SET team reviewing monitored students' grades, assessments and other related data. Monitored students who are not achieving at a satisfactory level may be provided Tier II interventions if deemed necessary to provide the additional support to help them be successful on the state standards.

The district will retest using the state-mandated EL placement assessment to see if the student needs to be offered additional language assistance services if an exited EL is not progressing academically as expected and monitoring suggests a persistent language need. Students will be retested after Tier II interventions have been documented as not assisting the student in achieving at a satisfactory level. In no case should re-testing of an exited student's ELP be prohibited. If the student re-enters EL services, however, the LEA is required to document the reasons why, as well as obtain the parent's consent prior to reentry.

The state-mandated EL proficiency assessment is administered during the spring each year to measure the English proficiency of EL students annually.

CCSD will use the current MS Guidelines for ELs to assure that exiting criteria has been met for EL students.

**PROGRAM EVALUATION, REVIEW, AND IMPROVEMENT**

Program evaluation for all Calhoun County School District EL services will be determined based on the progress made on the goals listed for the programs.

Results of the state-mandated EL proficiency assessment, classroom grades, and state mandated test results for EL students will be reviewed each year.

State test results will be used to measure progress for EL students.

Description of programs and activities for EL students as the progress made by children in learning the English language and meeting challenging state academic content and student academic achievement standards will be reviewed each year.

Number and percentage of students attaining English proficiency by the end of school year, as determined by the state-mandated EL proficiency assessment and the description of the progress made by students for each of the four years after exiting the program will be reviewed each year.

District administrators will work together to determine weaknesses, make changes, and recommend improvements in EL programs that can include but are not limited to, modified scheduling, personnel changes, and materials purchases. Changes will be made in an ongoing effort to improve the program and provide adequate services for students. Evaluations and program modifications will take place each school year.