

# GEORGE COUNTY SCHOOL DISTRICT 2025-2026 EL PLAN

George County School District  
Office of Federal Programs  
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## 2025-2026 EL Plan and Procedures

### GCSD EL Plan Checklist/Steps to follow:

- ☐ Step 1 - Identify possible EL students through Home Language Survey upon Enrollment – Those students who indicate they speak another language other than English at home. A copy of home language survey should be kept in Cumulative Record for ALL students.
- ☐ Step 2 - Administer ELPT Screener to possible EL students - Student Profile Sheet
- ☐ Step 3 - If qualifying as EL based on ELPT proficiency scores send the Parent Notification of eligibility and Permission to participate
- ☐ Step 4 - Schedule and Conduct an EL/ESL/LEP Committee Meeting for students who qualify as EL– Notice of Meeting to parents – Develop Language Service Plan and Complete Accommodations Chart
- ☐ Step 5 - Write the Language Service Plan and Complete Testing Accommodations Chart
- ☐ Step 6 - Provide teacher with Accommodations - Receipt of Accommodations for Teachers
- ☐ Step 7 - LEP Students receive ELPT Assessment in Spring – Review & Monitoring/Exit Eligibility

For questions or concerns pertaining to the steps or procedures outlined in this plan, please contact the George County School District Federal Programs Director at 601-947-6993.

## ESL, EL, LEP IDENTIFICATION, ASSESSMENT, AND PLACEMENT PLAN

### Step 1. Home Language Survey/Identification

Within the district's registration forms, there is a set of Home Language Survey questions. The school office registrar collects the HLS information of those students whose first language is other than English and gives it to the school liaison\* (Principal, Counselor). If the student is enrolling at the beginning of the school year, school personnel have 3 (three) days from enrollment to notify the school liaison. If the student enrolls in the middle of the school year, school personnel have 10 (ten) days from enrollment to notify the school liaison. It is the policy of the George County School District that all students will be admitted regardless of immigrant status or English Speaking Status. A copy of all Home Language Surveys should be kept in the Cumulative Record of the student.

### Step 2. E L P T Screener and Student Profile Sheet

The school liaison creates a list of potential ELs (students who indicated they speak another language on the Home Language Surveys). The information is retained in a temporary EL file. These files are temporary until the assessment results are known from the screener called the E L P T. The school liaison will make permanent EL files for those students who will qualify for ESL services – those students who don't pass the E L P T. The E L P T is the initial and follow up EL screener and assessment. The E L P T determines if the student is eligible for ESL services based on the student's E L P T Proficiency Score. The school liaison must fill out the grade appropriate Student Profile Sheet and prepare to administer the E L P T. The school liaison must administer the E L P T within 8 days of notification. The Student's scores are recorded on the LAS Links Student Profile Sheet and files it in the CUM along with the E L P T test. The E L P T score will be used to determine the proficiency placement. The follow up E L P T is given every year in the spring on each EL student to re-assess the student and to determine whether the student will remain in ESL program or qualify for exiting the program. If a student transfers from another school's ESL program that utilizes the E L P T Assessment the E L P T is not necessary as long as the student's assessment score meets the state of Mississippi's requirements. If the state that the student transferred from does not use E L P T Assessment, they must be given the E L P T.

### Step 3. Parent Notification Letter & Parent Permission or Denial

Send the Parent Notification Letter home with the student if they qualify as an EL students based on scores from ELPT screener. Make copies of all correspondence and file originals in the CUM file and EL folder. (An optional Parent Letter may be sent as well. It is a concise explanation of ESL services).

The Parent Notification Letter is sent once the student is given the E L P T. It includes the findings of the E L P T, details of the ESL program, as well as parental rights. Parents are not required to sign this form and/or give permission to enter ESL. The Parent Notification Letter may be sent with E L P T scores.

### Step 4. EL Committee Meeting

The EL Committee should consist of the following: principal or administrator, ESL Liaison/Counselor, classroom teacher and parent. The school liaison arranges an EL Committee Meeting and sends a Notice of Proposed Meeting Form to the parents (in a language they can understand). This meeting is to discuss the findings of the

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E L P T, state required assessment scores if available, and other student data available to determine appropriate accommodations. As it is appropriate, teachers should bring work samples, etc. to give insight into the needs of the student. At the EL Committee Meeting the members determine eligibility for placement into ESL services, as well as the Limited English Proficient Plan for each student. All information resulting from the meeting should be disseminated to all members of the EL Committee Meeting.

### Step 5. Limited English Proficient (LEP) Plan – Language Service Plan and Accommodations Chart

The LEP Plan consists of the following:

- LAS Links Student Profile Sheet
- Language Service Plan
- Testing Accommodations Form

If a student does not pass the E L P T the student's status will be Limited English Proficient (LEP) and must be reported accordingly. For a student who does not pass the E L P T, the Language Service Plan should be completed.

Concluding the EL Committee Meeting, the EL Liaison completes Language Service Plan and Testing Accommodations Chart. This documents the findings of the meeting. It also indicates comments, recommendations, etc. from the meeting. The original forms go in the CUM file. A copy goes in the EL folder. The parents, testing coordinator and the district's Federal Programs Director/EL Liaison receive a copy. Teachers receive a copy of the Accommodations Recommended for Use in the Regular Classroom Form. Upon receipt of the completed Accommodations Recommended for Use in the Regular Classroom and Mississippi's Standardized Test Accommodations Forms, the teachers and testing coordinator sign a Receipt of Accommodations Form. Place original in CUM file and a copy in the EL folder.

The parent may refuse/deny ESL services. In this case the parent must sign a Denial to Participate Form. The form is placed in the CUM file. Even in the event that a parent refuses services, the student must take the E L P T follow up assessment in the spring until fluent/proficient. A parent cannot refuse testing. The student must also be accommodated in the classroom, as well as standardized state testing through other school programs-but not ESL.

### Step 6. Accommodations/Services provided

The teacher may use any or all of the accommodations indicated at his/her discretion. The teacher must document the accommodations for the student during the 9 week period. Those samples are gathered by the ESL liaison at the end of every 9 weeks and placed in the student's EL folder. Approximately 5-9 samples of accommodated work from each teacher should be collected. The samples are collected for two reasons. Appropriate accommodations vary from student to student and it's important that the student's progress be monitored for the effectiveness of the accommodations. Lastly, the documentation is necessary for monitoring purposes by the US Department of Education. The school district must demonstrate that the EL student is accommodated appropriately. The accommodations should reflect that the instruction is presented in a manner that is comprehensible and accessible to the student. The duration and frequency of services are dependent upon age and needs of the student and the school district's resources. It is imperative that the student be graded according to the accommodated instruction and assigned work.

EL students who qualify to receive services and/or accommodations due to a Special Education Ruling and have an Individualized Education Plan (IEP) in place will receive the accommodations and services as outlined in the IEP and will ensure that the Language Service Plan and Accommodations meet the objectives of the IEP.

Step 7. Review and Monitoring/Exit Eligibility

Each spring all EL students are given the E L P T follow up to determine progress. The EL Committee meets again to determine the best LEP Plan for each EL and/or exit when appropriate. These scores are usually not available until the next school year. The EL Committee is only responsible to meet once a year for each student. This is typically done in the beginning of each school year. Dependent upon the student's growth, more meetings may be held.

Once a student masters the proficiency level on the E L P T follow up assessment and meets other Exit Criteria as outlined in the Mississippi Guidelines for English Language Learners, the EL Committee will determine the exit eligibility for the student. The EL Committee may use other assessment data in addition to the results of the E L P T follow up to determine Monitor or Exit eligibility. After a student has exited, the Monitor status lasts for four years. The four year period begins at the time that the EL Committee indicates Exit and Monitor Language Service Plan. Indicate if student is Monitor Year 1, 2, 3, or 4.

The monitor student will not receive ESL instructional services, but is still considered an EL student until the four year monitoring process is completed. The monitor student is reported as MYr1, MYr2, MYr3, or MYr4 and his/her progress is documented by the ESL Liaison. Monitoring documentation is forthcoming upon district approval. If a student on monitor status is still struggling academically during or after the four years of monitoring is completed the EL Committee may meet and re-enter a student into ESL. The E L P T follow up assessment will be administered to monitored students until exit criteria have been met.

**\*\***The role of the liaison is that he or she is responsible for identifying, assessing, placing, and serving the EL population. The liaison not only supports the student academically by working on English language acquisition, but he/she also serves as an advocate for the student. He or she oversees grades and assessments given by the classroom teachers to ensure that the student is appropriately accommodated. The liaison also follows up with the student to ensure that forms, etc. that are sent home by the school/district are completed and returned in a timely manner. Additionally, the liaison assists in outreach to support ESL students and their families.

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### School Procedures for Reporting Students EL/LEP to Federal Programs Department

1. Copies of the Home Language Surveys and ELPT documentation should be placed in Cumulative Record.
2. After completing the ELPT and determining a student is EL/LEP, the Student Profile Sheet should be sent to Federal Programs director so that student can be marked EL/LEP in the Student Data Package to report to the state as EL/LEP. DO NOT MARK STUDENT EL/LEP in the Student Data Package. You will receive a copy of Student Profile Sheet form back indicating that the EL/LEP student indicator has been marked in Student Package.
3. The student will generate on the MSIS generated EL Roster after Month 1 upload (and subsequent months).
4. The Month 1 EL Roster Form should be completed, including all students on the MSIS Roster. The month 1 EL Roster Form should be returned to Federal Programs by the last day in October. Subsequent month rosters should be returned by the end of each month.
5. EL Documentation should be kept indicating services being provided to those students.
6. As new EL students enroll in your school, follow steps 1 through 4.

ESL Documents for Identification, Assessment, and Placement

1. ESL Identification, Assessment, and Placement Plan – This is a step-by-step explanation of the ESL process from Identification to Placement, as well as other pertinent information.
2. ESL Identification, Assessment, and Placement Procedures Flow Chart – This contains Identification, Assessment, and Placement procedures
3. LAS Links Student Profile – This is used for all students who are considered for ESL.
4. Parent Notification (English/Spanish, etc.) – This notifies parents of their child's English language proficiency, as well as their parental rights. This is sent home when a student is screened with the E L P T. However, it may go home at any point if they have never been notified of their parental rights.
5. Notice of Proposed of Meeting Form – This is to formally arrange an EL Committee Meeting.
6. Recommended Classroom Accommodations Form – These are accommodations for the classroom.
7. Recommended MS State Test Accommodations Form – These are accommodations for standardized testing.
8. Denial/Consent to Participate Form (English/Spanish, etc.) – To be completed by parent
9. Teacher receipt of Accommodations Form – To document that accommodations are received by each of the student's teachers.
10. EL Committee Information – This explains the composition of the EL Committee

## The EL Committee

### 1. What school should have an EL Committee in place?

EVERY School MUST have an EL Committee in place.

### 2. Who serves on the EL Committee?

The following people are suggested members for the EL Committee:

- Regular education teacher
- ESL Tutor
- Special education teacher
- Administrator
- Counselor
- Interpreter if needed
- Parent or guardian of the student (must be invited to participate)

### 3. What is the role of the EL Committee?

The EL Committee is responsible for the following:

- a. Verifying that every student has Home Language Survey (HLS) information in his/her cumulative record file.
- b. Determining placement into and exit from ESL program.
- c. Develop a Language Service Plan to include but not limited to:
  1. Working with parents to ensure maximum benefit from school program.
  2. Determining accommodations for participation in State Assessment Programs
  3. Suggesting best class schedule for EL.
  4. Suggesting accommodations for use in regular content area classes.
- d. Encouraging EL to meet his/her academic goals.
- e. Lending emotional support and encouragement to EL as he/she adjusts to life in the new school.
- f. Making recommendations to school decision makers on professional development for staff and parents regarding EL success.
- g. Monitor the student's academic progress, attendance, discipline and all other data indicators.

### 4. How often should the EL Committee meet?

The EL Committee meets after a potential ESL student is initially screened with the E L P T, or after a current ESL student is assessed in the spring with the E L P T. The committee is required to meet once a year, usually at the beginning of each school year. However, they may meet as often as necessary to meet the needs of English Language Learners in the school.



## Glossary of Terms

1. Accommodations: Strategies used by classroom teachers to make content comprehensible and accessible to ESL students.
2. Alternative Assessment: Assessment that is different from traditional paper-and-pencil test. This type of assessment usually examines how well a student can perform a realistic task.
3. AMAO: Annual Measurable Achievement Objective: Performance targets required by No Child Left Behind and Title III.
4. Dominant Language: The language with which a bilingual speaker has greater proficiency.
5. ELD: English Language Development: The process of acquiring English listening, speaking, reading, and writing skills.
6. EL: English Language Learner: An individual who is learning English as a language other than his/her primary language. (May be referred to as LEP).
7. EL Committee: A committee consisting of an administrator, school counselor, classroom teacher, ESL tutor, and parent(s) of EL student. The committee meets to plan for appropriate and effective instruction for the EL student, as well as to address any situation that may impact the student's success in the school.
8. ELP: English Language Proficiency: The level of English language proficiency measured formally by a standardized English language proficiency test.
9. ESL: English as a Second Language: An instructional program that assists students in learning English. Sometimes called ESOL.
10. ESL Liaison: An individual on faculty in a local school assigned by the principal to serve as liaison between school and district ESL Department.
11. ESL Tutor: (\*Specific to Mississippi public schools): One who gives specialized ESL instruction
12. FEP: Fluent or Fully Proficient: Designates students from a non-English language background whose level of English Proficiency only slightly limits their ability to understand classroom instruction in English. An intermediate to advance English Language Learner.
13. FLEP: Former Limited English Proficient: Designates students who were formally LEP.
14. HLS: Home Language Survey: A set of specific questions that may be included in registration forms to identify ESL students.
15. IEP – Individualized Education Plan for Special Education Students. The IEP is a written document that describes the educational plan for a student with a disability.
16. Inclusion: Placement of EL student in the mainstream classroom where he/she receives accommodations and support from classroom teacher and ESL teacher in that classroom.
17. IPT: IDEA Proficiency Test: A standardized, formal English language proficiency test.
18. E L P T: This is the screener administered to determine ESL eligibility. The state is currently utilizing LAS Links.
19. L1: First language
20. L2: Second language
21. LEA: Local Education Agency: Local school system.

22. LEP: Limited English Proficient: Designates students from a non-English language background whose level of English proficiency somewhat limits their ability to understand classroom instruction in English. A beginning to intermediate English Language Learner.
23. Monitor: Designates EL students who have successfully fulfilled exit requirements of the ESL Program. Monitored students have reached an FEP level of proficiency in speaking, reading and writing and are deemed able to participate in regular classrooms without accommodations or special assistance. Students remain on monitor for a minimum of four school years.
24. MYr1: Monitor Year 1: The status of an exited EL for the first year.
25. MYr2: Monitor Year 2: The status of an exited EL for the second year.
26. MYr3: Monitor Year 3: The status of an exited EL for the third year.
27. MYr4: Monitor Year 4: The status of an exited EL for the fourth year.
28. OCR: Office of Civil Rights: OCR is a federal agency of the US Department of Education charged with the enforcement of anti-discrimination statutes and regulations prohibiting discrimination in education on the basis of race, color, national origin, disability, sex, or age.
29. SAPT: Subject Area Testing Program: Consists of four criterion-referenced, end-of-course tests administered for US History from 1877, Algebra I, Biology I, and English II (with a writing component)
30. Title 1 – Improving the Academic Achievement of the Disadvantaged: The purpose of Title I is to enable schools to provide opportunities for children served to acquire knowledge and skills contained in challenging state content standards and to meet the challenging state performance standards developed for all children. ELs are eligible for Title 1 services on the same basis as any other student.

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### Forms:

LAS Links Student Profile Sheets (LAS Links form for Each Grade)

Language Service Plan (MDE Form adjusted for our district)

Testing Accommodations Chart (MDE Form adjusted for new tests)

Parent Notification Form

Denial/Consent to Participate Form

Notice of Proposed EL Committee Meeting Form

Receipt of Accommodations Form for Teacher

EL Roster Form

## 2025-2026 EL Plan and Procedures

### Approval

The 2025-2026 GCSD EL Plan has been developed in order to meet compliance with the Title I Part A Consolidated Federal Programs Plan monitoring instrument.

The 2025-2026 George County School District EL Plan was approved by the George County School District Board of Education on \_\_\_\_\_.

Date Approved

JUL 08 2025

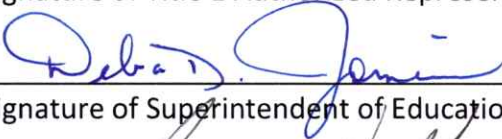
G C SCHOOL BOARD



Signature of Title 1 Authorized Representative

Date

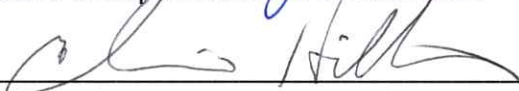
7/8/25



Signature of Superintendent of Education

Date

7/8/25



Signature of George County School Board President

Date

7/8/25