

Baldwyn School District



English Learners Plan

2021-2022

The mission of the Baldwyn School District is to educate all students to become responsible members of a democratic society in a productive environment that is conducive to learning.

Purpose

The purpose of the English Learner Plan is to outline the procedures the Baldwin School District will follow to ensure that all non-English speaking students are provided a free appropriate public education and any additional services required to attain proficiency in the English language.

There are no English Learners (EL) students currently enrolled for the 2021-2022 school year.

Definitions:

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 dominant; 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.

Procedures for Enrolling English Learners and Immigrant Students Enrolling EL students (English Learners and Immigrant)

Every public school in the United States is required to provide a free and equitable education to all school age children who live within the boundaries of the local educational agency (LEA), regardless of immigration status. Several laws protect the rights of ELs and their families, particularly during the enrollment process. These protections are provided because many EL students' levels of transiency and lack of English proficiency make them a vulnerable population.

LEAs and their public schools must enroll all students regardless of their or their parents' or guardians' actual or perceived citizenship or immigration status. When enrolling students, the LEA may not request information from students or their parents or guardians in order to deny access to public schools on the basis of race, color, or national origin.

Baldwyn School District requires the following documents when enrolling a student:

- Proof of residency
- Proof of required vaccination (allow up to 90 days to complete)
- Proof of age as required by MS Code 37-15-9
- A MSIS number will be assigned to the student, if he/she does not have one assigned from another school district

Identification of Potential ELL Students

The Home Language Survey (HLS) is included in the District's Registration Form and is used to identify potential EL students. Any response on the HLS indicating a language other than English as the first language as the first language by the student of an individual in the home, then further assessment will be conducted to determine the student's English-language proficiency level.

The school secretaries, principals, and/or the guidance counselors are responsible for distributing and collecting this information and notifying the District Test Coordinator (DTC) and Director of Federal Programs of potential EL student enrollment. At the beginning of the school year, notification of potential EL student should be sent to district test coordinator within five days of the student's enrollment. For students enrolling after the beginning of school, the timeline will be within two days of student's enrollment. If language is a barrier during the enrollment process, assistance will be provided by bilingual staff or interpreter from a neighboring district.

Assessment of the Need for EL Services

The Elementary and Secondary Education Act (ESEA) requires that the Local Education Agency (LEA) must assess all EL students using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, Language Instruction Education Programs (LIEPs). All EL students enrolled in schools served by the State must be assessed annually using the State's English language proficiency assessment. State of district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA's obligation to assess 100 percent of EL students using the annual English language proficiency assessment.

Potential EL students identified by the home language survey during registration at the beginning of the school year must be assessed for English-language proficiency within thirty calendar days of enrollment. Potential EL students who register/enroll after the beginning of the school year must be assessed within ten (10) school days of enrollment. The ELPT assesses the proficiency of students in all four language domains (i.e., speaking, listening, reading, and writing). The ELPT will be administered according to guidelines. The District Test Coordinator will attend

MDE training sessions for administering the ELPT. Based on academic assessments results, the following decisions will be made:

- If student's test results are below fluency the student will be placed in the EL program and an EL Individual Education Plan will be developed for the student. The student's IEP will be developed by the student's IEP Committee. The IEP Committee will consist of EL tutor, counselor, student's teacher, and parent. The EL tutor will monitor the IEP. The IEP will be kept on file.
- A student scoring fluent will be evaluated and determination of placement in the EL program will be determined by the student's academic performance and need. The student will be monitored for not less than two years. Parents will be informed of the exiting process.
- All EL students will be assessed annually using ELPT. A student will not be removed from the EL program until the student demonstrates mastery of English as a second language and is functioning with proficiency in the academic areas and proficient according to state mandated tests.
- All EL students will participate in quarterly progress monitoring for academic goals related to the language arts and mathematics frameworks.
- Baldwin School District exiting process will use results from ELPT, academic performance, state mandated tests, and recommendation from the IEP Committee.

Grading and Retention

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. Schools must ensure that EL students are placed appropriately and can participate meaningfully and equally in educational programs as noted in Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Opportunities Act of 1974.

Services for EL Students

Students will receive their primary instruction in the regular classroom by the regular classroom teacher and are pulled-out for tutoring by an EL tutor. The district will provide EL students with access to the content of the Mississippi College and Career Readiness Standards and other services, including special educations, gifted education, and extracurricular programs, as needed. Services will include methods to teach EL students, English language skills (i.e. speaking, understanding, reading, and writing of English) and ensures that EL students can participate in the academic and special program (e.g. social studies, science, music, art, vocational education, etc.) offered by the district. The district will provide training for teachers and EL tutor so that the EL students can effectively participate in classroom activities and comprehend the academic material being presented. Services to EL students will be based on individual student needs. Determination is based on ELPT results, other academic information, and teacher observation. The amount of time and type of services provided to students are based on individual student

needs. Parents will be notified of the services available, and other options for EL students in a language that the parents can understand.

Transition from EL Services and Monitoring Performance

Students are assessed using the ELPT, academic tests, and teacher observation. A student identified as fluent by the ELPT and showing success in the major academic areas will be recommended for monitoring. The English Learner moves to monitored status when he or she has officially exited the program based on the SBE-approved exit criteria. The student will no longer receive EL accommodations and will remain in this status for four years. The student in monitored status does not take the English Language Proficiency Test. At the end of each progress reporting period, the counselor, EL Tutor and/or curriculum coordinator will do the following:

- (1) Contact teachers to determine if the student is:
 - adjusting and succeeding academically
 - sustaining the criteria used to exit from the ELL program
- (2) Review grades
- (3) Review standardized test scores

If monitoring shows the student is falling behind in classroom work and/or English language skills, the student's IEP committee will review student information and recommend services. Former EL students will be monitored annually for at least four years. Monitoring will include the ELPT, grades, test scores, and teacher observation. If a former EL student is not being successful, the student will be referred to for review. Parents of students scoring fluent according to the annual ELPT will be notified of the exiting process. The student will be monitored using classroom data, teacher observation, and past assessment data. Final recommendation will be determined upon receipt and analysis of most recent assessment data. Each student's status will be reevaluated for the new school year. Notification will be sent to parents in their native language within 30 days of the beginning of the school year.

EL Students and Other District Programs

The district will ensure that administrators, faculty, and staff are kept abreast of regulations and guidelines for EL students. In the event assessments are needed to determine EL students' eligibility for special programs, assessments will be obtained. Methods used to notify parents and students of available services take into account language barriers. EL students are encouraged to participate in extracurricular and nonacademic activities.

Program Evaluation, Review and Improvement

A committee of administrators, teachers, counselors, EL tutors, and board members will review and revise, if needed, the EL District Plan annually. The plan will be updated and sent to the School Board for approval. A copy of the plan will be given to all schools in district and the district office. The EL District Plan will be reviewed with parents at the scheduled Parent Meetings.

Raymond Craven

Superintendent (Typed Name and Signature)

Date

Christin Magers

LEA Board President (Typed Name and Signature)

Date

Rhonda Crump

EL Coordinator (Typed Name and Signature)

Date

Board Approved on: _____