

Pursuing excellence on behalf of every student in every school.

Phenix City Public Schools English as a Second Language Handbook

2015-2016

A Manual for Identifying, Assessing, Placing, and Meeting the Educational Needs
of English Language Learners in Phenix City Public Schools



Empowering Our Diverse Learners

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INTRODUCTION

PHENIX CITY PUBLIC SCHOOLS ESL PLAN SUMMARY

Policy

The Phenix City Board of Education recognizes that within the district there are students who have a primary language other than English. The goal of the English as a Second Language (ESL) program is to have each student become proficient in the use of the English language, however, not to replace the student’s primary language.

Accordingly, the Board of Education authorizes the Superintendent or his designee to take affirmative steps to enable students to overcome language barriers in the classroom. These affirmative steps include identification, assessment, appropriate services, and monitoring.

Purpose of Program

English as a Second Language (ESL) shall be taught to enable English language learners (ELL) to become competent in the comprehension, speaking, reading, and writing of the English language. The program shall emphasize mastery of English language skills and content area concepts and skills so students are able to participate effectively in the regular academic program and to reach their full potential.

Home Language Survey

The Home Language Survey shall be administered to the parents of all students at the time of initial registration and placed in the student's permanent record file.

Potential English Language Learners (ELL)

Home Language Surveys which include any language other than English **on any question** must be referred to the school's English as a Second Language instructor/coach and to the Director of Federal Programs within one week. **The data manager/registrar should notify the Director of Federal Programs or EL Representative and forward a copy of the Home Language Survey to the English as a Second Language instructor.** The English as a Second Language instructor will gather information on the student and administer the W-APT

(WIDA-ACCESS Placement Test) to determine the level of English language proficiency and arrange an English Language Learner Committee Meeting including the student's parents within ten (10) school days. Interpreters may be available from the English as a Second Language office upon request. The information will be provided to the ELL Committee for review and possible placement of the student in the English language instruction educational program. *(The English language instruction educational program will be referred to as the ESL program hereafter in this document.)*

Parental Notification: According to Title III, Part C, Section 3302(a), each Local Education Agency (LEA) shall, "not later than **thirty (30) days** after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the following:

- The reasons for the identification of the student as limited-English (LEP) proficient and in need of placement in an English language instruction educational program.
- The student's level of English proficiency, how such level was assessed.
- The method of instruction to be used in the English language instruction educational program.
- Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate.
- If applicable, how the program meets objectives of the student's individualized education plan (IEP).

Specifically, the following information pertaining to parental rights must be provided in writing:

- The right of parents to have their child immediately removed, upon their request, from the English language instruction educational program.
- The options that parents have to decline to enroll their child in an English language educational program or to choose another program or method of instruction **if** another program or method is available.

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the ELL Committee must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program.

The notice to parents shall be printed in English and/or the parents' primary language when available.

Parents are not required to respond affirmatively to the notification for the student to participate in the English language instruction educational program. Upon receipt of written instructions from the parent, however, the ELL Committee must withdraw the student from the formal English language instruction educational program. The teachers and school are still obligated to provide appropriate, informal strategies to ensure that the student's English language and academic needs are met.

English Language Learner Committee:

Each school shall form an ELL Committee consisting of a school administrator, a content area teacher, an ESL instructor or EL representative, the school counselor, and others as designated by the principal. The

ELL's parent will be invited to participate in ELL Committee decisions. The Committee shall review all relevant information and determine appropriate placement and exit from the ESL program for all ELLs.

Program Exit:

A student will be exited from the ESL program upon achieving a 4.8 or higher on the ACCESS for ELLs. Written notice shall be provided to the parents within five (5) school days of the ELL Committee Meeting informing them that their child will be exited from the ESL program. The notice shall be printed in English and the parents' primary language when possible.

Upon exiting the ESL program the student will no longer be classified as LEP. The ESL instructor and the ELL Committee shall monitor the progress of the student for **two (2) years**. During the first year the student will be monitored at the conclusion of each grading period and will be classified as **Former LEP (Monitor Year 1)**. The student will be monitored at the conclusion of each semester during the second year and will be classified as **Former LEP (Monitor Year 2)**. After successfully completing the two (2) years of monitoring, the student will be classified as **FLEP**. If the student is not academically successful or does not pass coursework without accommodations while being monitored, the ELL/PST committee will reconvene to determine whether the student should be reevaluated for ESL services using the **W-APT**. The student may then be reclassified as LEP and reenrolled in the ESL program or other appropriate academic intervention programs.

Assurances:

The Phenix City Public Schools' English as a Second Language Handbook was designed by a committee of administrators, ESL teacher, EL representatives, bilingual instructional aide, school counselors, parents, community representatives.

All teachers and bilingual instructional aides in Phenix City Public Schools' ESL Program have demonstrated English proficiency in written and oral communication skills.

LEGAL GUIDANCE EFFECTING THE REGISTRATION AND INSTRUCTION OF ELLS

The following is a synthesis of major legislation, court rulings and administrative regulations addressing language minority students. There is a substantial body of federal law established to ensure the rights of national origin minority students.

Federal Laws

1868 Constitution of the United States Fourteenth Amendment

"No state shall ... deny to any person within its jurisdiction the equal protection of the laws."

1964 Civil Rights Act, Title VI

"No person in the United States shall, on the ground of race, color, or national origin ... be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

1974 Equal Educational Opportunities Act (EEOA)

"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by ... the failure of an educational agency to take appropriate action to

overcome language barriers that impede equal participation by its students in its instructional programs."

2001 No Child Left Behind Act

"... ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments."

Supreme Court

1974 *Lau V. Nichols: Equality of instruction denied to non-English speaking if special provisions are not made to aid them in learning English in schools.*

1982 *Plyler V. Doe: States prohibited from denying free public education to children of undocumented immigrants, regardless of legal status. Schools are not agents for enforcing immigration law.*

Federal Courts

1974 *Serna V. Portales: Court ordered schools to make a curriculum available to students who lack English skills.*

1978 *Cintron V. Brentwood: ESL students not be segregated completely from other students, but included in art, PE, and non-language based classes.*

1981 *Castañeda vs. Pickard: The 5th Circuit Court established a three-pronged test for evaluating programs serving English language learners. According to the Castañeda standard, schools must:*

- *Base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy;*
- *Implement the program with resources and personnel necessary to put the theory into practice; and*
- *Evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)].*

Memoranda

May 25, 1970 Memorandum (Department of Health, Education, and Welfare)

*Where the inability to speak and understand the English language exclude national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. ***Memoranda were also posted by the Office of Civil Rights (U.S. Department of Education) with policy and policy updates in 1985, 1990, and 1991.***

EDUCATIONAL APPROACH AND PROGRAM

The instructional goals of the Phenix City Public Schools' ESL Program are as follows:

- To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
- To provide the ELL the opportunity to reach his/her full potential.

According to Cummins' research (1979), it takes the average ELL from one to **three years to acquire BICS** (Basic Interpersonal Communication Skills) the social language which is needed to function on a daily basis; moreover, it takes approximately **five to seven years to acquire CALP** (Cognitive Academic Language Proficiency) the language skills necessary to function in an academic setting. Working with this premise in mind, the Phenix City Public Schools has developed a plan to meet the needs of the ELLs.

For all aspects of Phenix City Public Schools' English language instruction educational program, teachers will use approaches based on scientifically based research that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. All teachers will include activities that focus on listening, speaking, reading, and writing to facilitate **second language acquisition** (Krashen 1982, Freeman and Freeman 1994, Freeman and Freeman, 2002). Methods of instruction include **content-based instruction** (Briton, Snow, and Wesche 1989, Crandall 1992, Met 1991, Anstrom 1997), **Sheltered Instruction Observation Protocol (SIOP) Model** (Echevarria, Vogt, and Short 2007), and reading instruction methods supported by the Alabama Reading Initiative (see Closing the Gap available from the Alabama Department of Education, http://www.alsde.edu/html/sections/doc_download.asp?section=50&id=375&sort=70). ESL and mainstream teachers will work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students. The ESL curriculum is based on WIDA – English Language Development Standards for English Language Learners in Kindergarten through grade 12 (2012) in correlation with College and Career Readiness Standards.

In addition to assigning ELLs to a regular class in which the classroom teacher has received training in teaching ELLs, the ELLs receive regularly scheduled ESL instruction in some schools, bilingual ESL paraprofessional push-in support in the regular classroom in some schools, and bilingual Spanish/English class support in CHS and CFA. The district ESL staff is available to provide training in support of effective instruction of ELLs.

The students are placed in the ESL program based upon their performance on an English language proficiency test of listening, speaking, writing, reading, and comprehension. ESL instruction begins at the student's level of English proficiency which determines the time spent in the ESL class. ESL classes are multilevel to enhance the second-language learning process. A combination of strategies is used to teach language: whole language, phonics, oral language skills, cooperative learning, and integrated reading. Emphasis is placed upon the development of the four language domains: listening, speaking, reading, and writing. A variety of materials and equipment is used in instruction. These include textbooks, technology, videos, listening stations, games, purchased programs and materials, and language development activities.

ESL instruction at all levels is a combination of pullout, sheltered instruction, content based ESL and inclusion. Students at the secondary level may receive elective credit for English Language Acquisition courses. Students in the ESL program receive from thirty minutes to four hours daily of English language instruction based upon their individual level of English proficiency and maturity level.

All teachers providing instruction for ELLs should use a variety of approaches in organizing the classroom, designing a curriculum, and presenting lessons. There are several basic elements underlying all good language instruction:

- Versatility and flexibility.
- Interactive lessons with hands-on activities and cooperative learning.
- Encouragement and support of the mainstream or regular curriculum.
- Opportunities for all students to feel successful by providing appropriate modifications and accommodations for the needs of students' different levels of ability.
- Integration of language skills, thinking skills, and content knowledge.

The following methodologies are promoted as good teaching strategies for ELLs as well as all students:

- Total Physical Response (TPR)
- Cooperative Learning
- Language Experience
- Dialogue Journals
- Learning Centers
- Sheltered Instruction
- Interactive Peer to Peer Oral Techniques (I POTs)

ESL and regular classroom teachers should:

- Announce the lesson's objectives and activities
- Write legibly and grammatically correct
- Develop and maintain classroom routines
- List and review instructions step by step
- Present frequent summations of the main points of the lesson
- Use visual reviews with lists, charts, and other graphic organizers
- Have students provide oral summaries
- Present information in multiple and varied ways
- Build Background
- Control rate of speech
- Pre-teach academic vocabulary
- Utilize frequent checks for comprehension

EL ENROLLMENT POLICY

Conditions for Registration:

1. **Proof of Age** - a valid birth certificate, passport, or other official document listing date and place of birth. **A Birth certificate is not required.** Other documentation including but not limited to a family Bible (or other religious documentation) or notarized statement of birth date must be accepted in the absence of a valid birth certificate. *Refer to ALSDE August 17, 2012 Memorandum.*

2. **Proof of Immunization** - The State of Alabama Certificate of Immunization available at the County Health Department or a physician's office.

If a student does not have a blue immunization form, a copy of their previous immunization record can be accepted (from another country or even from another school sending a copy). The school and/or ESL department then helps the family know where to go to receive an Alabama immunization record and time is allowed for the student to submit the immunization record. However, enrollment is not withheld due to not having a blue immunization form. **These efforts should be documented for future reference as needed.** If appropriate immunization documentation cannot be obtained within a reasonable period of time, the student case should be handled in accordance with approved state and local board of education procedures.

3. **Registration Forms** - School registration forms are to be completed and filed at the school. Registration forms will be available in several languages. No questions regarding immigration status are asked of the parents or students during registration because schools are not agents of the immigration agency (*Plyler v. Doe, 1982*)

4. **Home Language Survey** - System wide form to be completed and signed at initial enrollment by the parents or guardians of students. This form will be filed in the permanent record of each child in the system.

5. **Proof of Residence** – Two proofs of residence are required for enrollment. In the event that families cannot produce these, Policy 6.1.2(e) authorizes the Superintendent and his designee(s) to make appropriate exceptions. Affidavits can be completed regarding residency and determinations made about homeless status in accordance with information shared regarding residential status and living arrangements at the time of registration. Alternatively, a **home visit** can be performed in the event appropriate documentation of residency within the zone is not presented.

6. **Social Security Card** - is **NOT** required for enrollment or for school lunch forms. If social security card is not presented at enrollment, Student Services will assign an identification number. Former school records, report cards, and/or transcripts are requested of the parents or guardians. If not available, information relating to the former school is needed to pursue the obtainment of these documents.

IDENTIFICATION OF ENGLISH LANGUAGE LEARNERS

The *Home Language Survey (HLS)* will be the identification tool for potential English Language Learners (ELLs). This survey will be administered to **ALL** new students as part of the registration process by the staff member responsible in each school for registering students (secretary, guidance counselor, teacher, or administrator). All HLSs shall be filed in students' *Cumulative Record Folders*.

If a language other than English is identified in any of the HLS responses, the student should be identified as a potential ELL.

1. The school official (data manager/registrar, guidance counselor, teacher, or administrator) registering the student should fax a copy of the Home Language Survey to the ESL office at 682-5935 and forward a copy of the Home Language Survey to the ESL teacher **within three (3) school days**.

2. Any student answering with a language other than English to any of the HLS questions will be evaluated under the procedure and criteria developed for assessment of LEP status.

3. An ELL Committee meeting will be held to discuss the assessment results and placement considerations **within ten (10) school days** of enrollment. **NOTE:** The Ten Day Rule does not apply to students enrolled prior to or on the first day of school. They are on a **thirty (30) day** timeline.

4. The completed ELL Student Referral and Placement form will be filed in the student's yellow ESL folder, which is part of the student's *Cumulative Record Folder*.

5. In the event that a student transfers into Phenix City Schools and their cumulative record information includes information about ESL/language acquisition services, the information should be forwarded to the ESL teacher immediately.

If parents or students need language assistance during the registration procedure, every effort will be made to provide an interpreter.

LEP DEFINED

The Alabama definition of limited English proficient (LEP)/English language learner (ELL) is taken from the *No Child Left Behind Act of 2001*, S.9101, 25 of Title IX:

“(25) Limited English Proficient. – The term ‘limited English proficient’, when used with respect to an individual, means an individual –

A. Who is aged three through 21;

B. Who is enrolled or preparing to enroll in an elementary school or secondary school;

C. (i) who was not born in the United States or whose native language is a language other than English;

(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) 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

(iii) 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

D. Whose difficulty is speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -

- (i) the ability to meet the State’s proficient level of achievement on State assessments described in Section 1111(b)(3);
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) the opportunity to participate fully in society.”

The LEP/ELL definition includes students with a wide range of educational needs with respect to learning English as a second language (ESL). Examples include the following types of students:

- Children of recent immigrants who speak no English and who have had no formal training in written language.
- Children of highly-educated immigrants who have had formal training in English during formal schooling.
- United States-born children whose primary language is not English and who have had limited formal education through English language.
- Children recently adopted from foreign countries for which English is not the official or native language.
- Children reared in homes where the dominant language of communication is not spoken or written English.

A student is considered Limited English Proficient until exited by the ELL committee. In order to exit a student must earn a 4.8 or higher composite score on the state English language proficiency test. For the first year after being exited, the student is classified as Former Limited English Proficient (Monitor Year 1). During the second year following exiting, the student is classified as Former Limited English Proficient (Monitor Year 2). At the end of the two years of monitoring, the student is classified as Former LEP.

Students who re-enter the program based on poor academic performance during the monitoring period are required to receive ELL services. Any student who has reentered will not be classified as “Former LEP” until he/she has again scored proficient on the state English language proficiency test. All LEP students participate in the Alabama State Testing Program with or without accommodations according to state and federal guidelines. Limited English Proficient and Former Limited English Proficient students within the first two years of monitoring will be included in the LEP subgroup for the purpose of accountability reporting.

LANGUAGE PROFICIENCY ASSESSMENT

The ESL staff members who have completed the appropriate assessment training and certification will administer the W-APT (WIDA-ACCESS Placement Test) to all potential ELLs, and administer the ACCESS for ELLs to all LEP students each spring.

The W-APT is the primary instrument utilized to determine the initial level of English language proficiency for program placement. The ACCESS for ELLs is an annual assessment that indicates the progress students have made from year to year and annual proficiency level. Both the W-APT and the ACCESS for ELLs measure speaking, listening, reading, and writing across the WIDA English Language Development Standards for English Language Learners in Kindergarten through Grade 12 (2012). The standards are:

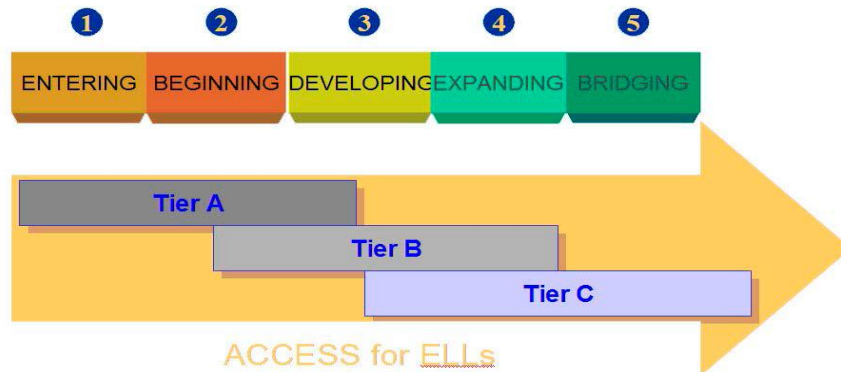
1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

W-APT and ACCESS for ELLs will be administered in grade level clusters as follows:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grade 6-8
- Grades 9-12

The W-APT is administered on an individual basis after a student has been initially identified as a potential ELL upon enrollment. The score from the W-APT facilitates the ELL committee's discussion and decision of whether a student receives ESL services because it indicates the student's language level. The result also facilitates the placement of a student into a Tier for the administration of the ACCESS for ELLs. The chart below demonstrates five of the six language levels and demonstrates how each level corresponds with a tier (Understanding the ACCESS for ELLs Test, 2). Level 6 is Reaching.



The ACCESS for ELLs is administered each spring in accordance to the testing calendar set forth by the Alabama State Department of Education. All Kindergarten students are assessed individually. Students in grades 1-12 take the speaking portion of the test individually and the listening, reading, and writing portions in small group with students of the same grade level cluster and tier. Students scoring less than a 4.8 composite score will participate in the ESL program based on their level of proficiency and grade level in accordance with the decision of the ELL Committee.

W-APT, ACCESS for ELLs, State Assessments, and any other available norm referenced test scores, in addition to prior academic record information will be noted on the ELL Student Referral and Placement Form by the ESL instructor. This form will be provided to the ELL Committee within **ten (10) days** of identification for a placement decision. The Committee will review all available information to make a recommendation for the most appropriate placement decision. All assessments, recommendations, and placements should be completed immediately after identification.

According to Title III, Part C, Section 3302(a), each LEA shall, "not later than **thirty (30) days** after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the details of the program as instructed in the parental notification section of this document (see section XI). If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the LEA must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program. The most current test results and ELL Student Referral and Placement Form will be placed in the student's yellow ESL folder by the designated member of the ELL Committee. Copies can be made by the appropriate personnel as needed.

All students (including all ELL students) will participate in all aspects of the State Assessment Program according to state and federal guidelines. LEP students in their first academic year of enrollment in U.S. schools receive special consideration regarding their participation in state assessments, as outlined in a memo from Dr. Thomas Bice, State Superintendent of Education.

ENGLISH LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM PLACEMENT

English Language Learner (ELL) Committee:

The ELL Committee shall consist:

- A school administrator
- A classroom teacher of the student
- ESL teacher(s)
- Counselor or EL Representatives
- The student's parent(s)
- Others as designated by the principal

The ELL Committee shall convene within ten (10) school days after identification to review the *ELL Student Referral and Placement Form* and any other pertinent information available on each ELL.

Based upon this information, the Committee shall:

- Make recommendations concerning the placement of each student
 - a. in the ESL program and/or other related services; and/or
 - b. in the regular education program without accommodations if the composite score from the ACCESS for ELLs is 4.8 or higher or the W-APT score is 3.9 or higher.
- Suggest the best class schedule for the ELL
- Outline accommodations/modifications for use in regular content area classes
- Determine the best grading procedure for the ELL
- Determine, according to state guidelines, the accommodations necessary for the ELL to participate in the statewide assessment program. ALL students will participate in the State Assessment Program according to state and federal guidelines.
- Provide written notice to the parents of the Committee's recommendation for the child to participate in the ESL program. According to Title III, Part C, Section 3302(a), each LEA shall, "not later than **thirty (30) days** after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the details of the program as instructed in the parental notification section of this document (see section XI). If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the LEA must carry out the parent notification requirements within **two (2) weeks** of a student being placed in such a program. Parents are not required to respond affirmatively to the notification for the student to participate in the English language instruction educational program. Upon receipt of written instructions from the parent, however, the ELL Committee must withdraw the student from the formal English language instruction educational program. The teachers and school are still obligated to provide appropriate accommodations and to utilize informal strategies to ensure that the student's English language and academic needs are met; the student will still be classified as LEP and will participate in the state English Language Proficiency assessments.
- Recommend and monitor the participation of eligible ELLs in any other applicable program; i.e., Title I, at-risk, homeless, migrant, etc.
- Determine that ELLs are eligible to participate in all academic and special programs on the same basis as the native English-speaking students.
- Review the English Language Learners' progress in language acquisition and academic achievement on at least a quarterly basis.

- Encourage the ELL to meet his/her academic goals.
- Lend emotional support and encouragement to the ELL as he/she adjusts to life in the new school.
- Reclassify and recommend exiting the ESL program when ELLs become proficient in English and have met the exit criteria.
- Monitor the academic progress of students who exit the ESL program for a minimum of **two (2) years**. If the student is not academically successful or does not pass coursework without accommodations while being monitored, the ELL/PST committee will reconvene to determine whether the student should be reevaluated for ESL services using the MODEL. The student may then be reclassified as LEP and reenrolled in the ESL program or other appropriate academic intervention programs. If the student is reclassified as LEP and I-ELP should be completed documenting this change and demonstrating the reason for reclassification.
- Make recommendations to school decision makers on professional development for staff and parents regarding ELL success.
- Work with parents to ensure maximum benefit from the school program.

RECOMMENDATIONS FOR THE ELL COMMITTEE

- The ELL Committee should gather as much information as possible about the ELL's educational background.
- Based on his/her MODEL/ACCESS for ELLs scores and school records, the student should be placed in appropriate classes.
- Classroom accommodations are determined by the ELL committee. Every teacher of an ELL, including special area teachers, will receive a copy of the ELL's I-ELP that outlines the appropriate accommodations for that student. As a student gains English proficiency, the ELL committee will make changes to the accommodations.
- **ALL Teachers should implement all accommodations and assessment alternatives recommended by the ELL Committee in order for LEP students to be successful in class.**
- Classroom teachers will complete the Classroom Monitoring Form for ELL Students at each grading period to **document**/verify that the appropriate designated accommodations have been implemented.
- The ELL Committee should review each student's progress each grading period to determine if changes need to be made. In addition, meetings are called as needed throughout the year.
- Written documentation justifying failing grades at each grading period, including student work samples, must be presented to the ELL committee for review and maintained in the student's ELL portfolio. Verbal discussion with parents in a conference or by phone and appropriate documentation must be on file.
- It is highly recommended that ELLs are provided maximum opportunities for acquiring English as rapidly as possible and provided support in content classes in order to demonstrate proficiency on state assessments in English.
- ELLs should be encouraged to participate in extracurricular activities. It may be necessary to appeal to the State High School Athletic Association for special permission for participation of students who have recently arrived to the United States.
- The ELL committee should refer to the Recommendations page that addresses specific situations or contact the district ESL Program Supervisor for suggestions.

Recommendations for High School ELL Students

Scenario

An ELL student comes to enroll with a transcript from another country.

Committee Recommendation

Counselor contacts ESL office for transcript evaluation. A+ software can be utilized to assess student's knowledge of core academic areas to assist in determining schedule and to award credit for courses when a transcript is not immediately available but the student has completed part of High School in his/her native country.

An ELL student comes to enroll in school and doesn't bring a transcript or report card.

Student must enroll in 9th grade to begin to earn Carnegie units. Student's English proficiency must be assessed. A+ software can be utilized to assess student's knowledge of core academic areas to assist in determining schedule.

An ELL student enrolls in you school and needs additional instructional support.

Try to schedule classes with more than one certified instructor whenever possible.

A non-English proficient student enrolls in your school.

Try to schedule the student in an upper level course of the student's Heritage language as a foreign language elective.

There is an ELL student, who has recently enrolled in school, and wishes to participate in one of the school's athletic programs. (There may/may not be transferring grades to establish eligibility).

The ELL Committee should meet and make recommendations for participation in the athletic program. This ELL Committee recommendation should be submitted to the State Athletic Association for consideration.

ENGLISH LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM AND SERVICES

An English as a Second Language Program is provided to all ELLs in grades K-12 by ESL instructors in each local school. These services are provided through various models determined by local school needs and the availability of resources.

Phenix City School District's English language instruction educational program will use scientifically research based instructional strategies that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. Teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition (Krashen 1982, Freeman and Freeman 1994, Freeman and Freeman, 2002). Methods of instruction include but are not limited to:

- **Content-based instruction (Briton, Snow, and Wesche 1989, Crandall 1992, Met 1991, Anstrom 1997)**
- CALLA – Cognitive Academic Language Learning Approach (Chamot and O'Malley 1987, Freeman and Freeman 1994)
- The Natural Approach (Richards and Rodgers 1986, Rodgers 2001)
- Communicative Language Teaching (Freeman and Freeman 1994, Rodgers 2001)
- **Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt, and Short 2004)**
- Total Physical Response (Freeman and Freeman 1998, Rodgers 2001)
- Reading instruction methods supported by the Alabama Reading Initiative (see Closing the Gap available from A+ Education Foundation, 334-353-1389).

ESL and mainstream teachers will work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students. The ESL curriculum is based on WIDA – English Language Development Standards for English Language Learners in Kindergarten through grade 12 (2012).

ESL instruction enhances the student's acquisition and mastery of English as rapidly as possible. The amount of time of service is dependent upon the individual needs of the student, i.e., language proficiency and academic success. As the student's English proficiency increases, ESL instruction decreases. The decision concerning appropriate time spent in the ESL class will be made by the ELL Committee.

ELLs participate the remainder of the school day in regular academic classes and/or special programs. Content area teachers differentiate instruction to meet individual ELL needs. Training will be provided to classroom teachers in strategies for appropriate accommodations. Some of these accommodations include oral rather than written assignments, oral testing, extra time to complete assignments, shortened assignments, alternative assignments, and tutoring. The ESL department will sponsor professional development activities to equip teachers with strategies for instructing and accommodating ELLs.

ESL instruction at all levels is a combination of pullout, sheltered instruction, content based ESL and inclusion. ESL instruction does not take the place of physical education, art, music and other such courses. **ELLs should be considered for the gifted program and other special programs offered by the school system if academic performance indicates a possible need.**

If parents refuse services, a *Parental Waiver Form* should be signed by the parents and placed in the student's ELL file; EL representative file, cumulative folder, and ESC file. The school district is still required to make accommodations in instruction and monitor the student's academic performance. Although the parent has denied ESL services for the student, the student must continue to participate in the annual English Language Proficiency testing (ACCESS for ELLs) until attaining proficiency.

ELLs are assessed annually by the ESL staff, using the W-APT and ACCESS for ELLs, to determine progress in English language acquisition. All ELLs will participate in the State Assessment Program. No student shall be excluded from participation in the state's required assessments. These scores are collected and reviewed by the ELL Committee and the ESL Program Supervisor.

ESL MATERIALS AND RESOURCES

To reach the goal of English proficiency comparable to that of a native speaker of the same age and intellectual ability, ESL materials are used that stress the development of communication skills - comprehension, speaking, reading, and writing.

Computers, websites, and relevant software, audio and video equipment, language masters, electronic dictionaries/translators, and numerous printed materials are utilized by ESL personnel and shared with regular program instructional staff.

Some of the materials and resources utilized for the implementation of the ESL program include but are not limited to:

- SIOP Strategies
- WIDA CAN DO Descriptors
- WIDA ELD Standards/MPs (Model performance Indicators)
- Wonders Reading ELL trade books (Genre and content specific; Social Studies and Science)
- Bilingual Dictionaries
- Oxford Content Picture Dictionary Series
- Learning A to Z
- Scholastic Zip Zoom Book for Critical Readers
- ELA Picture Cards

OTHER RESOURCES BEING USED IN THE DISTRICT

Computer Programs:

- Rosetta Stone (K-12 Solution)
- IXL Math-www.ixl.com
- Learning A to Z
- Renaissance Place
- Odyssey (ELL and Academic Components)
- Bilingual translation apps
- Global Scholar

Instructional resources for ELLs are selected utilizing knowledge of research based strategies for the effective instruction of ELLs. Particular emphasis is placed on the curriculum being written by ESL

experts who have used their research and expertise in developing the materials. Any additional resources utilized that are not developed specifically for ELLs are selected based upon the recommendation of teachers and their ability to effectively utilize the selected materials to accommodate their instruction for ELLs. ESL materials and resources are high quality and support the district's goal for high academic achievement for all students.

ESL

The number of staff employed in the district in the English as a Second Language program will be based on the following criteria: number of ELLs, the level of English proficiency of the ELLs, the achievement level of the students, the grade level of the students, the ESL instructional model of the school, and other programs in effect at the individual schools.

Phenix City School District will strive to employ educational personnel who have formal training in teaching second language learners to implement the English language instruction educational program (ESL program). All teachers and bilingual instructional aides in the English language instruction educational program are fluent in English as verified in the interview process. Certified teachers in the area of ESL will be recruited. **Non-ESL certified teachers will be encouraged to work toward the attainment of ESL certification and supported through professional development opportunities. ESL services are provided in 11 school sites for approximately 80 total students for the system.** There are one full-time ESL teacher, one full-time bilingual instructional aide/interpreter, and volunteer ESL tutors. **The system also utilizes the ESL teacher, to assist the Director of Federal Programs in teacher supervision, training, parenting programs, and program expansion. ESL teacher is responsible for the English language instruction of ELLs in her assigned schools. In addition, ESL teacher and EL representatives provide assessment, tutoring, and monitoring to LEP and FLEP students as needed.** All ELLs will receive their primary instruction from certified teachers through the regular academic program.

Professional Development

Professional development opportunities will be provided for all ESL personnel for a minimum of three (3) days per school year. Additional professional development opportunities and training will be provided to address specific areas of need as required. This will be accomplished by providing the opportunity to view relevant videos, attend related workshops, conferences, webinars, podcasts, and/or through contracted consultants. ESL staff meetings will occur at least quarterly to coordinate the implementation of the ESL program toward the attainment of the program's goals and objectives. Regular content area program teachers will receive training in the instruction of second language learners through workshops, conferences, and/or through contracted consultants. Individual assistance will be provided by the ESL Resource Teacher and EL Representatives.

English language instruction educational program goals and activities are included in the district's ESL Goal Action Plan, LEA Improvement Plan (LIP) and each school's Continuous Improvement Plan (CIP). Professional development will be based on the principles of effective staff development. As always, professional development will be sustained, ongoing, and specific, rather than one-shot episodic in-service sessions:

- Designed to improve the instruction and assessment of limited-English proficient students.
- Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for English language learners.

- Based on scientifically based-research demonstrating the effectiveness of the professional development in increasing students' English proficiency or substantially increasing the content knowledge, teaching knowledge, and teaching skills.
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

ESL teachers and instructional paraprofessionals are required to earn a minimum of twenty (20) clock hours of training in ESL methodologies over a three-year period. This training can take the form of in-service training, formal college coursework, or a combination of the two. The LEA should ensure, through classroom observation, that teachers and paraprofessionals have mastered and implemented the skills necessary to teach and/or assist in the ESL program.

MAINSTREAMING

All ELLs will receive classroom instruction by certified teachers in the regular academic program and in the ESL program. Classroom teachers will be trained in strategies for accommodating ELLs in the regular content classroom. Students who are ELLs will receive accommodated content instruction.

The ESL and the regular teacher will confer on a regular basis concerning the academic status of the students regarding instruction and materials.

ESL EXIT PROCEDURES

Students will be exited from the ESL program upon demonstrating overall proficiency on the ACCESS for ELLs (Composite score of 4.8 or higher).

When a student exits the ESL program, the ESL teacher will monitor the student's progress for a period of two years. The student will not be monitored after the second year unless he/she is referred back to the ELL Committee.

There is no time limit for participation in the ESL program.

Criteria for Exiting:

ACCESS for ELLs score indicating overall proficiency (Composite score of 4.8 or higher)

Steps for Exiting:

1. The ELL Committee meets and exits a student from the ESL program based on the above stated criteria.
2. Written notice shall be provided to the parents within five (5) school days by the ELL Committee that their child is exiting from the ESL Program.
3. After a student is exited from the ESL program, a follow-up review will be made within the first two weeks to verify that the student can compete academically and to check on the student's social and psychological adjustment. Further formal monitoring occurs at the end of each grading period for the first year exited.
4. If the student is not academically successful, or does not pass course work without accommodations after exiting from the ESL program, the student can be recommended for reclassification, reassessed using the W-APT, and reenrolled in the ESL program and/or other appropriate programs which meet the need for English language instruction upon recommendation by the ELL committee.

Classification of Students

Limited English Proficient students will be included in the LEP subgroup for the purpose of accountability until he/she has scored at the “proficient level” (composite score of 4.8 or higher) on the ACCESS for ELLs, English language proficiency assessment and has exited from ESL services.

Upon exiting the ESL program the student will no longer be classified as LEP. The ESL instructor and the ELL Committee will monitor the progress of the student for two (2) years. During the first year the student will be monitored at the conclusion of each grading period and will be classified as **Former LEP (Monitor Year 1)**. The student will be monitored at the conclusion of each semester during the second year and will be classified as **Former LEP (Monitor Year 2)**. After successfully completing the **two (2) years** of monitoring, the student will be classified as **FLEP**. The ESL teachers will complete the appropriate documentation to change the student’s status during this monitoring period.

If the student is not academically successful or does not pass coursework without accommodations while being monitored, the ELL committee will reconvene to determine whether the student should be reassessed using the **W-APT**, reclassified as LEP, and/or reenrolled in the ESL program or other appropriate programs which meet the needs for English language instruction. The committee will base their decision on the following criteria:

1. If the student scores below a 4.0 on the **W-APT** he/she **must** be reclassified as ELL/LEP.
2. If the student scores between 4.0 and 4.8 on the **W-APT** the committee will use this score and other educational data pieces to make the determination for reclassification.
3. If the student scores above a 4.8 on the **W-APT**, he/she should remain exited and the committee will recommend other means of intervention or refer student to PST committee.

Students who re-enter the program based on poor academic performance and the ELL committee decision will not be classified as “Former LEP” until he/she has again scored proficient on the state English language proficiency test.

ESL MONITORING PROCEDURES

Monitoring of LEP Students

- Classroom teachers will complete the Classroom Monitoring Form for ELL Students at each grading period to **document/verify** that the appropriate designated accommodations have been implemented.
- The ELL Committee should review each student’s progress each grading period to determine if changes need to be made to the I-ELP. In addition, meetings are called as needed throughout the year.
- **ELL Students cannot fail or be retained on the basis of limited English proficiency.**
- Written documentation justifying failing grades at each grading period, including student work samples with proof of accommodations being made, must be presented to the ELL committee for review and maintained in the student’s ELL portfolio. Verbal discussion with parents in a conference or by phone and appropriate documentation must be on file.

- Documentation of monitoring shall be maintained by local school personnel as designated by the ELL Committee and presented as requested by LEA or state officials.

- **Documentation of LEP Student monitoring will be maintained in each ELLs' folder in the local school and at the district ESL office.**

Monitoring of Exited Students

Exited students are monitored by the ELL Committee for a period of two years to determine if they are academically successful.

- The student will be monitored at grading periods coinciding with the issuance of report cards during the first year.

- The second year the student will be monitored at the end of each semester. Documentation of monitoring shall be maintained by local school personnel as designated by the ELL Committee and presented as requested by LEA or state officials.

- **Documentation of Exited Student monitoring will be maintained in each student's folder in the local school and a copy should be forwarded to the district ESL office.**

The criteria used to determine success will be:

1. Subject area grades (stable at C or better or improving)
2. Review of formal and informal student assessment results (stable or improving)
3. Review of student work samples
4. Attendance
5. Teacher comments
6. Parent comments
7. Student comments

If the student is not academically successful or does not pass coursework without accommodations while being monitored, the ELL committee will reconvene to determine whether the student should be reassessed using the W-APT, reclassified as LEP, and/or reenrolled in the ESL program or other appropriate programs which meet the needs for English language instruction. The committee will base their decision on the following criteria:

1. If the student scores below a 4.0 on the W-APT he/she **must** be reclassified as ELL/LEP.
2. If the student scores between 4.0 and 4.8 on the W-APT the committee will use this score and other educational data pieces to make the determination for reclassification.
3. If the student scores above a 4.8 on the W-APT he/she should remain exited and the committee will recommend other means of intervention.

If the lack of progress is not due to English proficiency, the Committee will make recommendations to meet the needs of the student. These recommendations may include tutoring, counseling, and/or a referral to the school's Problem Solving Team for behavioral or academic intervention.

ESL PROGRAM EVALUATION

The instructional goals of the Phenix City School District's ESL Program as stated at the beginning of this document are as follows:

- To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
- To provide the ELL the opportunity to reach his/her full potential.

The system will utilize both formal and informal evaluations of the program in order to determine progress in meeting these goals.

The evaluation will be an ongoing process. The progress of each ELL is assessed at the end of each grading period using the report card given by the regular program and monitoring forms. These reports are kept on file at the individual schools and will be used in the annual evaluation.

A formal evaluation of the ESL program will be conducted at the end of each school year. This evaluation will consist of data collected from the individual schools concerning the following:

General Information

- Number of limited-English proficient students at each school.
- ELL student enrollment by language and grade level.

Identification and Assessment

- The individual, by position, who is responsible for ensuring that the Home Language Survey has been completed for each student registering for enrollment for the first time. A description of how this information is maintained, by whom, and where.
- The number of students identified as having a primary or home language other than English who are not receiving services (NOM PHLOTE).
- The number of parents/legal guardians who waived English language instruction educational program student services during the year.
- The number of newly identified students assessed for English proficiency during the year.
- The number of new students enrolled in the LEA's English language instruction educational program during the year.

Reporting the Types of Language Instruction Education Programs Utilized by the LEA Program Exit Information

- The number of students who exited the program.
- The number of students who returned to the English language instruction educational program, by school and for the LEA.
- Number of ELLs who are in their first year of school in the United States.
- Number of ELLs who in their second or higher year of school in the United States.
- Number of students who are the first year of monitoring as a Former Limited English Proficient student.
- Number of students who are in the second year of monitoring as a Former Limited English Proficient student.
- Number of students who are considered Former Limited English Proficient.

Participation in Other Programs

- The number of ELL and general education students referred for special education evaluation by school and for the LEA.
- The number of ELL and general education students who qualified for placement in special education programs and/or services by school and for the LEA.
- The total number of ELL and general education students currently enrolled in the LEA's special education program.
- The number of ELL and general education students referred for admission into the LEA's gifted and talented program.
- The total number of ELL and general education students currently enrolled in the LEA's gifted and talented program.
- The total number of ELL and general education students currently enrolled in the LEA's career-technical education program.
- The number of ELL and general education students participating in extracurricular activities, e.g., intramural sports, clubs.
- The number of ELL and general education students who received an honor or award during the school year.
- The number of ELL and general education students being served by Title I.

State Assessment Reporting

- The percentage of Title III Served LEP students scoring proficient or above on the mathematics portion of the annual, state assessment.
- The percentage of Title III Served LEP students scoring proficient or above on the reading/language arts portion of the annual, state assessment.
- The percentage of Title III Served Former LEP (Monitor Year 1) and Former LEP (Monitor Year 2) students scoring proficient or above on the mathematics portion of the annual, state assessment.
- The percentage of Title III Served Former LEP (Monitor Year 1) and Former LEP (Monitor Year 2) students scoring proficient or above on the reading/language arts portion of the annual, state assessment.

Number of Immigrant Children and Youth**Number of LEP students in their first academic year in the United States with limited or no formal schooling****English Language Proficiency**

- The number of ELLs making progress in learning English according to the ACCESS for ELLs scores.
- The number of ELLs attaining English proficiency by the end of the school year.
- The number of ELLs exiting ESL.

Staffing

- The number of ESL certified teachers in the school and LEA.
- The number of teachers highly-qualified to teach ESL (foreign language or elementary certified teachers), but not certified in ESL.
- The number of certified teachers teaching ESL (certified in a field other than ESL).
- The number of paraprofessionals working in the ESL program.
- The number of highly-qualified ESL paraprofessionals.

Training

- A list and brief description of English language instruction educational program training provided for all personnel at each school and in the LEA; including the date, the intended audience and the number of participants.

Communication

- The number and name of the different languages for which the LEA has written school-related documents.
- A list of interpreters who are readily available to assist in parent/guardian communications and a description of how the list is maintained, by whom and where.
- A description of community activities conducted and resources in the community that are available to provide services.
- A description of efforts and activities to involve parents/guardians in the educational process.

General Comparison Information

- The LEA's number of ELL and General Education dropouts.
- The total number of truancy petitions for ELL and general education students the LEA has issued during the school year.
- The number of ELL and general education seniors that graduated.
- The number of ELLs and general education students who participated in state assessment program.
- The number of ELL and general education students receiving supplemental services.
- The number of ELL and general education students prohibited or excluded from extracurricular activities based on grades.
- The number of high school ELLs using elective credit for ESL services.
- The number of ELL and general education students enrolled by grade level.
- The number of ELL and general education students retained by grade level.

Progress within the Program

- The beginning English proficiency level.
- The beginning academic level.
- The number of years in the English language instruction educational program (particularly using the Date First Identified LEP).
- The type of English language instruction educational program service received, e.g., English as a Second Language, one-on-one tutoring.
- The current English proficiency level.
- The current academic level.
- The current number of hours spent in the English language instruction educational program.

Meeting Annual Measurable Achievement Objectives (AMAOs)

- Percent of ELLs making Adequate Progress in Language Acquisition
- Percent of ELLs attaining English language Proficiency
- Meeting AYP Requirements for the ELL Subgroup at the LEA Level

School teams will participate in Data Training and Review of the ACCESS For ELLs results. Outcomes of this day will be to effectively analyze and plan for instruction and student learning both in the ESL classroom and the General Education classroom. Schools will write goals and identify action steps and strategies necessary to meet the established goal. The implementation of goals, action steps, and strategies will be monitored through monthly school walk-throughs and Continuous Improvement Plan reviews.

Furthermore, in the event that AMAOs are not met, schools will send home notices to parents of ELL students describing the accountability measures, the annual goal, and the school performance.

Each school will be held accountable for the following:

- Annual increases in the number or percentage of students making progress in learning English.
- Annual increases in the number or percentage of students attaining English proficiency by the end of each school year.
- Adequate yearly progress, as defined by the state, for limited-English proficient students consistent with Title I, Section III (b)(7).
- The percentage of limited-English proficient students who participate in the state's student assessment system. (Title I, Section III (b)(2)(I)(ii) states that not less than 95 percent of each school's limited-English proficient students are required to take the state's assessments, unless the number of such students is insufficient to yield statistically reliable information.

All of this information will be compiled into a system report, which will be completed by the ESL Program Area Specialist with input from the system-wide ESL Advisory Committee. Areas of deficiencies will be identified. The ESL Advisory Committee will then develop strategies to correct these deficiencies for the upcoming school year. Strategies used may include but are not limited to workshops, professional development activities for ESL staff or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed. The implementation of goals, action steps, and strategies will be monitored through monthly school walkthroughs and Continuous Improvement Plan reviews.

SPECIAL EDUCATION SERVICES AND GIFTED PROGRAM

ELL students can be referred for and placed into Special Education and Gifted Education programs by following the same procedures used for all students (Section 3116; Section 3213(2)(2)(G)); OCR Memorandum, September 1991, *Lau v. Nichols*. [See Section 1 pages 4 & 5 of this Manual of Procedures]

SPECIAL EDUCATION SERVICES

Students who are experiencing academic and behavioral difficulties, not related to their LEP status, are initially referred to the *Problem Solving Team (PST)* at their school. The ELL Committee reviews student's progress and performance on a regular basis. **In the event that concerns beyond language acquisition arise, the ESL Committee can take the role of the PST for the ELL or can refer the student to the PST. If the strategies and interventions set forth by the PST are not successful, the student may be referred for special education services.**

As a general rule, ELLs who are following normal developmental patterns for learning a new language **SHOULD NOT BE REFERRED**. ELLs, because of their cultural and linguistic backgrounds, have special instructional needs. These needs should not be confused with disabilities nor should they serve as a basis for referral for a special education evaluation.

Prior to a referral to PST or for a special education evaluation, efforts must be made to meet the student's needs within the context of the regular education program including English as a Second Language classes and documentation of assessments, accommodations, and interventions. Specific indicators, which validate the need for special education evaluation are:

- Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when this deficiency is noted by parents.
- English language development that appears to be significantly different than that of peers who are also learning English as a Second Language.
- Noted developmental delays or other at-risk conditions.

Based on the review of the submitted documentation, the Problem Solving Team (PST) and the ESL teacher/specialist will recommend the referral of a student to special education for evaluation after all other avenues have been explored, and after a conclusion has been reached that the student's needs cannot be met by the regular education program.

Referral information may indicate that a structured developmental history is needed to assist in the evaluation of a student's problem. The information gained from this history would be helpful in determining that a student's eligibility for special education services was not determined by the student's limited English proficiency or a lack of instruction in reading and math. The information recorded should remove all doubt that socio-cultural factors are the primary contributors to the student's learning or behavior problems. Essential factors needed to make this determination may be beyond the referral information required for non-LEP students. (NOTE: Parents may need assistance in completing the developmental history ranging from translation to understanding the criteria being evaluated).

Additional pertinent information that should be addressed on the ELL referral form may include but not be limited to:

- Identification of a proficient use of native language (e.g., Home Language Survey/Identification, Oral Language Proficiency Assessment).
- The extent to which the ELL has received native language instruction and/or English language instruction prior to the referral.
- Experiential and/or enrichment services for students for diverse cultural and experiential backgrounds.
- The school's efforts to involve parents prior to referral.
- The amount of time and extent of services in an academic program for students who have had little or no formal schooling.
- Length of residency of the referred student in the United States and prior school experience in the native country and in an English language school system.
- Attempts to remediate the student's performance prior to referral, including any supplementary aids or support services provided for this purpose.

Tests, which will be administered to the ELLs, will be determined by the EL Committee. The test may be presented in the native language of the student when such a test format is available and appropriate. An interpreter will be provided, if needed. Personnel who are trained in their administration will administer all tests.

Upon completion of all evaluation material and information, the EL Committee will meet to determine if the student qualifies for special education services. ELLs are eligible for all special education services, including the Gifted and Talented Program, on the same basis as the native English-speaking students. The Special Education Specialist is the primary administrator responsible for the provision of services to all special education students.

A. Procedures for a New Referral

1. Follow ESL procedures for identification.
2. Typically a student should have participated in an appropriate ESL program for a minimum of one year.
3. Documentation of assessments, accommodations, and interventions will be submitted to the *Problem Solving Team (PST)* along with the Longitudinal Data Card.
4. The ESL Program Supervisor or ESL Resource Teacher is available as needed to assist the PST in reviewing and recommending additional support or intervention strategies and programs.
5. The EL committee will review the referral with ESL staff providing input to the committee.
6. All IDEA-04 procedures will be followed for the referral and evaluation process.

B. Criteria for assessment

1. The EL committee will determine, with input from the ESL staff, the evaluations to be administered and secure parental permission for evaluation.
2. The EL committee will discuss and determine the need for assessment in the student's native language.

C. Eligibility for Special Education

ESL staff will participate at the REM meeting to determine eligibility.

D. Development of the Individual Education Program (IEP)

ESL staff will participate in the initial development of the IEP and in subsequent IEPs until the student is exited from the ESL program. The Individualized Education Program (IEP) for a limited-English proficient student with a disability must include all of the components as listed in the *Alabama Administrative Code*. The IEP team shall consider the language needs of the student as those needs relate to the student's IEP. Parent participation is a required part of the special education process and to ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. These accommodations must include a translator for oral communication, and written communication must be in the parent's native language, when appropriate.

E. Referral Eligibility Committee

Members consist of:

- Director of Assessments
- ESL Teacher/Coach
- ESL Paraprofessional
- Title III Coordinator/Federal Programs Director

GIFTED PROGRAM

English Language Learners (ELLs) are eligible to be considered for participation in the Gifted and Talented Program, as are native English-speaking students.

SCREENING/REFERRAL OF LEP STUDENTS

BEFORE any screening test is administered and/or BEFORE submitting the referral to the GRST committee for a Limited English Proficient (LEP) student, the following steps must be taken:

1. The gifted education teacher needs to confer with the classroom teacher and check the student's cumulative file to determine the degree of English proficiency, as per W-APT or ACCESS for ELLs.
2. The gifted education teacher needs to make arrangements for the student's ELL Committee to meet to discuss:
 - Factors that would need to be checked on the "Aptitude Test Selection" part of the "Referral Form for Gifted Services"
 - Student's need for alternative assessments
 - A plan to provide parents with interpretation of the "Notification & Consent for Gifted Screening" / "Rights in Gifted Education" and other forms needed in the referral/ eligibility/ placement process
3. The GRST/EDT (Gifted Referral Screening Team/ Eligibility Determination Team) Committee will:
 - Review the information gathered
 - Proceed with the screening/referral/eligibility in compliance with the guidelines listed in the Alabama Administrative Code 290-8-9-.12 Gifted

PARTICIPATION IN OTHER PROGRAMS

English Language Learners (ELLs) are entitled to the same facilities, programs and activities as all other students.

ELLs have equal access to the full range of district programs and services, including special education, gifted and talented programs, career-technical education, Title I, homeless, and non-academic and extracurricular activities. Every effort is made to notify students and parents of available programs and activities through newsletters, phone calls, and informational meetings for parents (with translations and interpreters available when possible). ESL and mainstream teachers encourage ELLs to participate in extracurricular and non-academic activities.

PROGRAMS AND SERVICES FOR PARENTS

Parents who speak a language other than English are invited and encouraged to participate in all programs and activities as native-English speaking parents in local schools as well as district offerings. These include parent-teacher conferences, parent workshops, other school activities.

We will continue to offer annual workshops for ELL parents on ways to help their children achieve success in school.

ELL parents will be notified of ESL classes in the community in which they may participate.

The Phenix City School District will comply with Alabama Department of Education requirements to:

- Evaluate annually its educational programs to identify and eliminate barriers that may exist in preventing parents of limited-English proficient students from participating in school activities.
- Provide an interpreter to assist in the registration of a limited-English or non-English speaking student.
- Provide an interpreter for parent/teacher conferences.
- Ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is provided in the child's home language.
- Provide meaningful opportunities for the participation of parents with limited-English proficiency in the education of their children, including providing information and school profiles in a language and form parents can understand.
- Include parents of ELLs to the extent practicable and possible, in the development of system wide or individual school Parent Involvement Plans and Title I School-wide Plans, if possible.

Following is a list of factors that may impact the degree and extent of parent involvement for ELLs:

- Length of residence in the United States.
- English language proficiency.
- Availability of support groups and bilingual staff.
- Prior experiences of parents.
- Economic need of parents.

Whenever possible, the school must provide written communication that the parents can understand and/or provide a person who can speak the parent's native language to facilitate understanding. This provision greatly improves the quality and outcomes of the school-home working relationship.

Parental Notification

The LEA must ensure that appropriate notification is made to parents prior to placing a student in an English language educational program. According to Title III, Part C, Section 3302(a), each LEA shall, "not later than thirty (30) days after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the following:

- The reasons for the identification of the student as limited-English proficient and in need of placement in an English language instruction educational program.
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.
- The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and use of English from "regular" programs in the school.
- How the program will meet the educational strengths and needs of the student.

- How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate.
- If applicable, how the program meets objectives of the student's individualized education plan (IEP).

Specifically, the following information pertaining to parental rights must be provided in writing:

- The right of parents to have their child immediately removed, upon their request, from the English language instruction educational program.
- The options that parents have to decline to enroll their child in an English language educational program or to choose another program or method of instruction if another program or method is available.
- The assistance that will be provided for parents in selecting from among various programs and methods of instruction if more than one program or method is offered by the LEA.

Each local school must implement "an effective means of outreach" so that parents of limited English proficient students can:

- Be involved in the education of their children.
- Be active participants in assisting their children to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging state content and student achievement standards as all children are expected to meet.

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the ELL Committee must carry out the parent notification requirements within ten school days of a student being placed in such a program.

In addition to the information required above, the LEA shall separately inform the parents of LEP students of the LEA's or local school's failure to meet the Annual Measurable Achievement Objectives (AMAOs) within 30 days of receiving the final AMAO reports from the State Department of Education. If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the ELL Committee must carry out the parent notification requirements within ten school days of a student being placed in such a program.

In addition to the information required above, the LEA shall separately inform the parents of LEP students of the LEA's or local school's failure to meet the Annual Measurable Achievement Objectives (AMAOs) within 30 days of receiving the final AMAO reports from the State Department of Education.

COLLECTION AND SUBMISSION OF DATA

Student Enrollment

- Completes Home Language Survey - indicates a language other than English in background
- School's Data Manager/Registrar faxes a copy of HLS to ESL office and gives copy to school's ESL teacher

Data Entry

- School's Data Manager/School Registrar enters general student data into INOW **OR**
- Imports data from INOW clearinghouse if transferring within Alabama

ELL Committee

- Committee meets within established time frames to determine student placement and services for newly enrolled and returning students
- Student's ELL Plan is forwarded to the ESL Data Manager/Registrar

Data Entry

- ESL Data Manager/Registrar reviews student's INOW file and updates LEP, Immigrant status, etc.
- Student's file in ESL Database is created or revised according to ELL Plan

Data Review

- ESL teachers review the ESL database at least three times per year
- Corrections are submitted to the ESL Data Manager/Registrar
- ESL Data Manager/Registrar updates/corrects STI and ESL database
- ESL Data Manager/Registrar and ESL Program Supervisor pull reports from STI to review and update student data prior to each data upload to the SDE

ESL ACRONYMS

ELL: English Language learner

EL: English Learner

ESL: English as a Second Language

ESOL: English to Speakers of Other Languages

BICS: Basic Interpersonal Communicational Skills
(Based on research it takes 1-3 year to acquire)

CALP: Cognitive Academic Language Proficiency
(Based on research it takes 5-7 years to acquire)

WIDA Consortium: World-class Instructional Design and Assessment (Established in 2002 by University of Wisconsin and Center for Applied Linguistics with federal grant money to meet NCLB's accountability. The consortium developed W-APT and ACCESS for ELLs assessments, as well as educational tools for teachers to differentiate instruction for ELLs. Alabama has joined the consortium in 2004.)

W-APT: WIDA ACCESS Placement Test

ACCESS: Assessing Comprehension and Communication State to State

ACCESS for ELLs: Annual assessment to measure ELLs' English language proficiency growth.

I-ELP: Individual English Language Plan.