



English As A New Language

Core Program Manual

*Inspiring & Empowering Our Diverse
Learners To Achieve Their Dreams*



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System/Title III *Advisory Committee*

The Federal Programs Advisory Committee for Pelham City Schools is comprised of a cross-representation of Central Office leaders, school administrators, ESL teachers, classroom teachers, parents, and community partners. Pelham City schools are diverse, varying in size, socio-economics, and suburban living. Therefore, the individuals invited to be a part of the Advisory Committee are representative of this diverse group.

The Federal Programs Advisory Committee meets at least twice annually. The committee reviews assessment data, budgets, and plans in order to recommend and approve the necessary courses of action. The Federal Programs Advisory Committee assists in developing the ESL goals, strategies, and action steps in the LEA Improvement Plan (LIP) when the LEA does not meet the Annual Measurable Achievement Objectives (AMAOs). Additional meetings may be called throughout the year to update and adjust plans, as the need arises.

Pelham City Schools Federal Programs
Advisory Committee Members 2016-2017

Sevim Whitaker	Federal Program Coordinator
Amanda Wilbanks	Asstistant Principal Pelham High
Kevin Finch	Assistant Principal Riverchase Middle School
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Joana Gonzalez	Parent Pelham Ridge Elementary School
Karen Powell	Parent Riverchase Middle School
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Justin Hefner	Teaching and Learning
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Mission

The mission of Pelham City Schools is to collaborate with parents and community to inspire and empower students to achieve personal success.

Language Goal

Pelham City Schools goal is to prepare our English learners with a strong language academic background where they will be ready for college and/or a career to meet their desires for the future.

Assurances

The Pelham City English as a Second Language Manual of Procedures was designed by a committee of administrators, teachers (both ESL teachers and regular classroom teachers), bilingual instructional aides, school counselors, parents, community representatives, and university personnel representing the University of Alabama at Birmingham.

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

Federal Law: Pelham City Schools, ESL Policy and Procedures Manual comply with the following Federal rulings;

- 1974** Serna V. Portales: *Court ordered schools to make a curriculum available to students who lack English skills.*
- 1978** Cintron V. Brentwood: *ESL students will 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 in 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)].*

LEGAL GUIDANCE EFFECTING THE REGISTRATION AND INSTRUCTION OF ELS

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 will 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 in 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 ESL PROGRAM

The instructional goals of the Pelham City Schools, ESL Program are as follows:

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

According to Cummins' research (1979), it takes the average EL 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 Pelham City School System has developed a plan to meet the needs of the ELs.

For all aspects of Pelham City's English language instruction core educational program, teachers will use approaches based on scientifically based research for English learners' 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). The core EL program, delivered by classroom teachers, is Content Based Instruction using Specially Designed Academic Instruction in English (SDAIE), and in some schools, Sheltered Instruction. Other best practices of methods for instruction may include Total Physical Response (Freeman and Freeman 1998, Rodgers 2001), sheltering instruction (Freeman, D., & Freeman, Y. 1988) and reading instruction methods supported by the Alabama Reading Initiative (see closing the Gap available from the Alabama Department of Education. 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 ELs to a regular class in which the classroom teacher has received training in teaching ELs, the ELs receive regularly scheduled ESL instruction or sheltered instruction. The district ESL staff is available to provide training in support of effective instruction for ELs.

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 through the content areas. Emphasis is placed upon the development of the four language domains: listening, speaking, reading, and writing. A variety of materials and equipment are 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 in K-5 may receive pullout, sheltered instruction, or remain in the main stream classroom the entire day, while receiving content based instructions and accommodations based on the students language proficiency level. Students at the secondary level may receive elective credit for English Language Acquisition courses. Students in grades 3-5 may receive 90 minutes of reading and 60 minutes of math in a sheltered classroom. Students in the ESL program could receive from thirty minutes to an hour daily of English language instruction based upon their individual level of English proficiency and maturity level.

All teachers providing instruction for ELs 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 ELs as well as for all students:

- **Content Based Instruction**
- Sheltered Instruction
- **Specially Designed Academic Instruction in English**
- Total Physical Response (TPR)
- Collaborative Learning
- Language Experience
- Dialogue Journals
- Learning Centers
- Interactive Peer to Peer Oral Techniques (IPOTs)

ESL and regular classroom teachers should:

- Announce the lesson's objectives and activities
- Include both a language and content objective for each lesson
- 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

1. REGISTRATION PROCEDURES

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 a 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 a social security card is not presented at enrollment, Student Services will assign an identification number.
7. Former school records, report cards, and/or transcripts are requested of the parents.

2. IDENTIFICATION OF ENGLISH LANGUAGE LEARNERS

The *Home Language Survey (HLS)* will be the identification tool for potential English Language Learners (ELs). 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 EL in need of the ESL program.

1. The school official (data manager/registrar, guidance counselor, teacher, or administrator) registering the student should 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 EL 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 EL 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 Pelham 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 (EL) 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/EL 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 the 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 EL 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 EL 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.

3. LANGUAGE PROFICIENCY ASSESSMENT

The ESL staff members who have completed the appropriate assessment training and certification will administer the MODEL (Measure of Developing English Language) to all potential ELs and administer the ACCESS for ELs to all LEP students each spring.

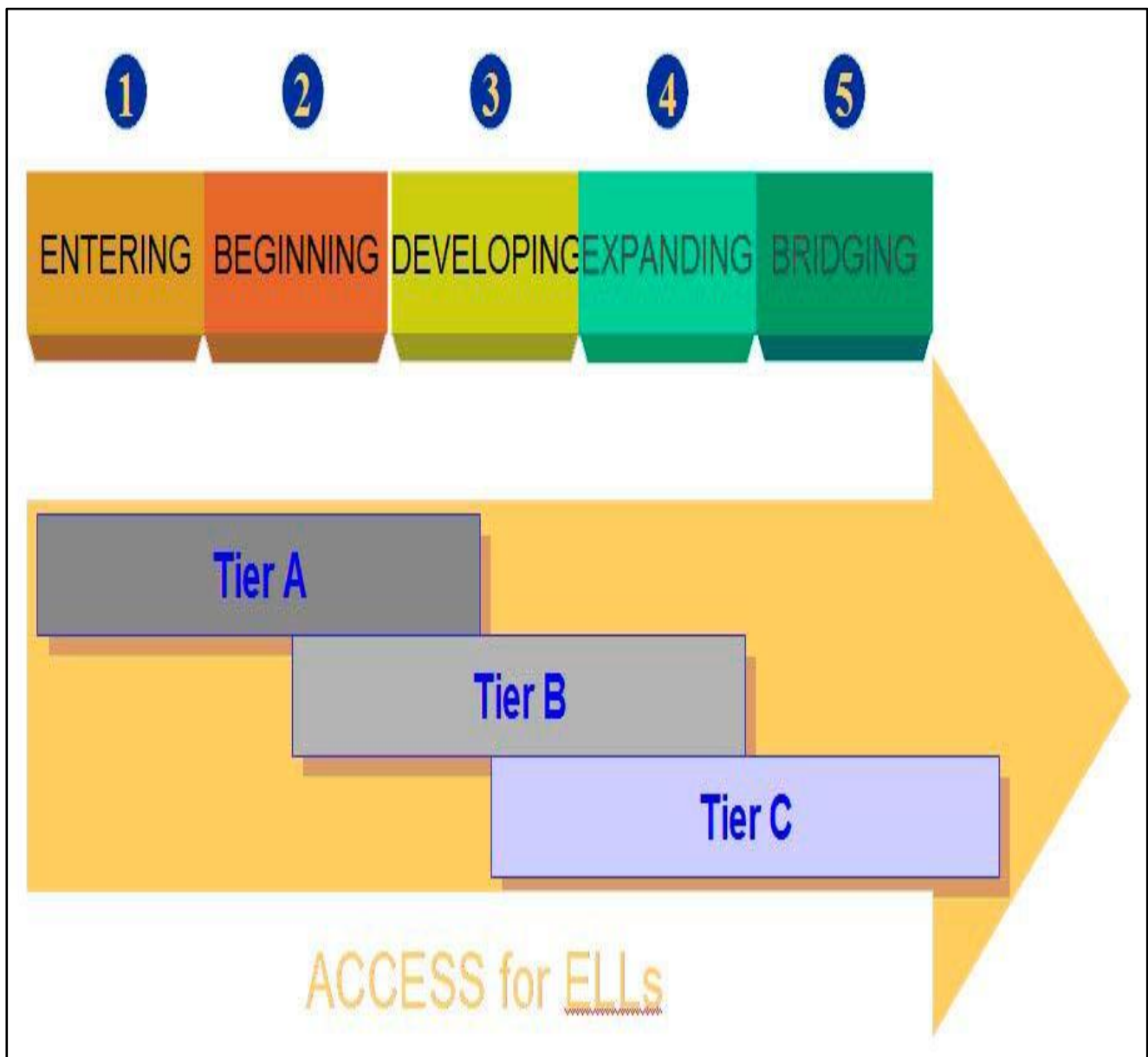
The MODEL is the primary instrument utilized to determine the initial level of English language proficiency for program placement. The ACCESS for ELs is an annual assessment that indicates the progress students have made from year to year and annual proficiency level. Both the MODEL and the ACCESS for ELs 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.

The MODEL is administered on an individual basis after a student has been initially identified as a potential EL upon enrollment. The score from the MODEL facilitates the EL 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 ELs. The chart below demonstrates five of the six language levels and demonstrates how each level corresponds with a tier (Understanding the ACCESS for ELs Test, 2). Level 6 is Reaching.



The ACCESS for ELs 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 1-5 take the speaking, listening, and reading portion online, and the writing test in a test booklet. Students in grades 6-12 take the speaking, listening, reading, and writing portions all online.

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 EL Committee.

MODEL, ACCESS for ELs, State Assessments, and any other available norm referenced test scores, in addition to prior academic record information will be noted on the EL Student Referral and Placement Form by the ESL instructor. This form will be provided to the EL 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 parental notification requirements within two (2) weeks of a student being placed in such a program. The most current test results and EL Student Referral and Placement Form will be placed in the student's yellow ESL folder by the designated member of the EL Committee. Copies can be made by the appropriate personnel as needed.

All students (including all EL 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. (Memo located in Section 13 with EL Committee Documentation).

ENGLISH LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM PLACEMENT

English Language Learner (EL) Committee:

The EL Committee shall consist of:

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

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

Based upon this information, the Committee shall:

- Make recommendations concerning the placement of each student
 - a. In the ESL program (sheltered, pullout, or mainstream) and/or other related services; and/or
 - b. During the regular education program without accommodations if the composite score of the ACCESS for ELs is 4.8 or higher or the MODEL score is 4.0
 - c. ESL program selection criteria are based on numerous factors, such as benchmark assessments, state assessments, teacher observations and feedback, language proficiency levels, student interaction, and learning environment
- Suggest the best class schedule for the EL
- Outline accommodations/modifications for use in regular content area classes
- Determine the best grading procedure for the EL
- Determine, according to state guidelines, the accommodations necessary for the EL 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 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 parental 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 EL 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. However, any EL student with a second language background, who has not been identified to be in the ESL program, and who has been brought up to the EL Committee for review due to low state and end of year assessments, may reap the benefits of support services by being placed in a sheltered classroom for instruction. The parent will grant permission for the placement to occur.

- Recommend and monitor the participation of eligible ELs in any other applicable program; i.e., Title I, at-risk, homeless, migrant, etc.
- Determine that ELs are eligible to participate in all academic and special programs on the same basis as the native English-speaking students.
- Review the English Learners' progress in language acquisition and academic achievement on at least a quarterly basis.
- Encourage the EL to meet his/her academic goals.
- Lend emotional support and encouragement to the EL as he/she adjusts to life in the new school.
- Reclassify and recommend exiting the ESL program when ELs 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 EL/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 re-enrolled 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 EL success.
- Work with parents to ensure maximum benefit from the school program.

The following documentation should be maintained in the individual EL student profile/portfolio:

YELLOW FOLDER	CUMULATIVE FILE
<u>Referral and Placement</u> form & <u>Accommodations Page</u> (printed from	State assessment data (standardized tests taken, scores, and dates)
<u>State Testing Participation</u> form *	ACCESS for ELs Score Report
<u>State Assessment Accommodations/LEP</u> Accommodations Checklist (if applicable) *	Academic data (courses taken, grades, attendance, promotion/retention)
Copy of Parent Letter to Receive ESL Services	Title III Waiver Form signed by parent
Permission to Exit Form	Home Language Survey
Academic Performance, copy of grades	Educational history
Model Scoring Sheets/Testing Documents (if applicable)	

All members of the EL Committee shall observe all rules and laws governing the confidentiality of information concerning individual students.

PELHAM CITY SCHOOLS RECOMMENDATIONS FOR THE EL COMMITTEE

- The EL Committee should gather as much information as possible about the ELs educational background.
- Based on his/her MODEL/ACCESS for ELs scores and school records, the student should be placed in appropriate classes.
- Classroom accommodations are determined by the EL committee. Every teacher of an EL, including special area teachers, will receive a copy of the ELs I-ELP that outlines the appropriate accommodations for that student. As a student gains English proficiency, the EL committee will make changes to the accommodations.
- **ALL teachers should implement all accommodations and assessment alternatives recommended by the EL Committee in order for LEP students to be successful in class.**
- Classroom teachers will complete the Classroom Monitoring Form for EL Students at each grading period to document/verify that the appropriate designated accommodations have been implemented.
- The EL 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 EL committee for review and maintained in the student's EL portfolio. Verbal discussion with parents in a conference or by phone and appropriate documentation must be on file.
- It is highly recommended that ELs 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.
- ELs should be encouraged to participate in extracurricular activities. It may be necessary to appeal to the Alabama High School Athletic Association for special permission for participation of students who have recently arrived in the United States.
- The EL committee should refer to the Recommendations page that addresses specific situations or contact the district ESL Program Supervisor for suggestions.

4. ENGLISH LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM AND SERVICES

An English as a Second Language Program is provided to all ELs 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.

Pelham City's English language core instructional, educational core program is Content Based Instruction (CBI), through the use of SDAIE strategies or SIOP..

CBI is "the integration of particular content with language teaching aims; the concurrent teaching of academic subject matter and second language skills" (Brinton et al., 1989, p. 2)

CBI approaches "view the target language largely as the vehicle through which subject matter content is learned rather than as the immediate object of study" (Brinton et al., 1989, p. 5).

CBI is aimed at 'the development of use-oriented second and foreign language skills' and is 'distinguished by the concurrent learning of a specific content and related language use skills' (Wesche, 1993).

CBI is "an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching a second or foreign language" (Crandall & Tucker, 1990, p. 187).

Methods of other best practice instruction include but are not limited to:

- Content-based instruction (Briton, Snow, and Wesche 1989, Crandall 1992, Met 1991, Anstrom 1997)
- Specially Designed Academic Instruction in English (SDAIE) (Krashen, 1982, Freeman and Freeman 1994, Freeman and Freeman, 2002).
- CALLA – Cognitive Academic Language Learning Approach (Chamot and O'Malley 1987, Freeman and Freeman 1994)
- 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 the 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 the appropriate time spent in the ESL class will be made by the EL Committee.

ELs participate in the remainder of the school day in regular academic classes and/or special programs. Content area teachers differentiate instruction to meet individual EL 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 ELs.

ESL instruction at all levels is a combination of content based ESL, pullout, sheltered instruction, and inclusion. ESL instruction does not take the place of physical education, art, music and

other such courses. ELs should be considered for the gifted program and other special programs offered by the school system if academic performance indicates a possible need.

The focus for elementary schools and middle schools for Entering and Emerging (Level I and II) students will be immersion into the English language (comprehension, speaking, and reading). The focus in elementary and middle schools for high Emerging, Developing and Expanding (Level II, III and IV) students will be reading comprehension, including mathematics, and writing. These programs will also focus on the teaching of skills necessary for participation in the State Assessment Program. For Entering, Emerging, Developing, and Bridging (Level I, II, III and IV) students in high schools, the focus will be speaking, writing, and reading comprehension in the English language.

New secondary ELs is placed in less language dominant classes, but not necessarily less challenging classes. A bilingual instructional aide may be used when available. Spanish speaking students may be placed in advanced Spanish classes to maintain or promote a high level of literacy in their first language and to provide additional support for the transition to second language acquisition. High school ELs may acquire elective credit for ESL classes. ELs are to be made aware of career-technical courses and extracurricular activities that are available.

If parents refuse services, a *Denial to Participate Form* should be signed by the parents and placed in the student's EL profile (yellow folder) of the ESL instructor. 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 ELs) until attaining proficiency.

School information is provided to parents in a language that they can understand through interpreters and/or forms and letters in the home language.

ELs are assessed annually by the ESL staff, using the MODEL and ACCESS for ELs, to determine progress in English language acquisition. All ELs 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 EL Committee and the ESL Program Supervisor.

Title III law requires effective instruction that: (1) leads to the timely acquisition of proficiency in academic English and (2) provides teaching and learning opportunities so that each student can become proficient on the state's academic content and student academic achievement standards within the specified time frame that is expected for all students. The English language instruction, educational program for ELs may emphasize English temporarily over content subjects. The special instruction in English language development may be discontinued when the student becomes proficient. The school, however, is obligated to provide any assistance needed to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English. If a student is identified as English-proficient on a reliable and valid language proficiency test and scores below grade level in core academic subjects, the school system must assist the student in eliminating the deficiencies. If the student exits the English language instruction, educational program, efforts to eliminate the deficiencies may continue through the regular program and any supplemental programs and/or services that are available to other students who are eligible for such services.

5. PELHAM CITY SCHOOLS GRADING PROCEDURES

Standard Grading Procedures:

Purpose: The kindergarten, first, and second grade report card are used to communicate progress toward mastery of Pelham City Schools' Student Learning Goals so that parents/guardians and students understand what is expected for students in areas of academics and behavior.

Performance Indicators:

N= Not Assessed at This Time: These standards have not been addressed at this time, but will be introduced before the end of the school year.

- U=Unsatisfactory or Limited Progress: Indicates the student has not yet met minimum level standards.
- P=Progressing toward Grade Level Standards: Indicates that student is approaching and occasionally meets the standards for the current grade level.
- S= Standards Met or Exceeded: Indicates the student consistently meets or exceeds the standards for the current grade level.

Grades 3-5 will receive an ELA Standards Based grading, and letter grades for all other subject areas.

Sixth through twelfth grade students receive numerical grades in all subject areas.

- The English Language Learner Committee will consider and determine whether an alternate grading plan is appropriate for an EL. This decision will be based upon a variety of criteria: the student's English language proficiency level, teacher observation, and other academic data.
- **Level Designation Based on the MODEL and ACCESS for ELs Scores**

Grades K-12 Students

Level 1 - Entering

Level 2 - Emerging

Level 3 - Developing

Level 4 - Expanding

Level 5 - Bridging

Level 6 - Reaching/Attained

2012 WIDA Performance Definitions (www.wida.us)

WIDA Performance Definitions - Speaking and Writing Grades K-12

AT EACH GRADE, TOWARD THE END OF A GIVEN LEVEL OF ENGLISH LANGUAGE PROFICIENCY, AND WITH INSTRUCTIONAL SUPPORT, ENGLISH LANGUAGE LEARNERS WILL PRODUCE...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...WITHIN SOCIOCULTURAL CONTEXTS FOR LANGUAGE USE.

WIDA Performance Definitions - Listening and Reading Grades K-12

AT EACH GRADE, TOWARD THE END OF A GIVEN LEVEL OF ENGLISH LANGUAGE PROFICIENCY, AND WITH INSTRUCTIONAL SUPPORT, ENGLISH LANGUAGE LEARNERS WILL PROCESS...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5 - Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...WITHIN SOCIOCULTURAL CONTEXTS FOR LANGUAGE USE.

ALTERNATE GRADING PROCEDURES FOR ENGLISH LANGUAGE LEARNERS

Kindergarten through 5th Grade EL Students

- Students with composite scores at Level 1 Entering, Level 2 Emerging, or Level 3 Developing should be graded as regular education students with grading accommodations. Teachers should mark “Graded according to LEP plan (EL)” on the report card, “Accommodations provided” or “English Language Learner making progress,” as determined by the EL Committee. Each teacher will receive a copy of the accommodations that each student should receive. As a child gains English proficiency, the EL committee will make changes to the accommodations and grading system. An additional comment “English Language Learner- Making Progress” may also be used to indicate that the student is performing and progressing according to his/her English language proficiency level.
- Students with a composite score at Level 4 Expanding may or may not have accommodations made according to the EL committee decision.
- Teachers should refer to the accommodations chart (or LEP plan) for each EL student. Some students will not receive accommodations in every content area. Classroom teachers will complete the LEP Classroom Monitoring Form at a minimum of each grading period to document/verifying that the appropriate designated accommodations have been implemented.
- Written documentation justifying low ratings, including student work samples, must be presented to the EL committee for review and maintained in the student’s EL portfolio at each grading period. The classroom teacher must have a verbal discussion with parents in a conference or by phone and appropriate documentation must be on file.
- Classroom accommodations are determined by the EL committee. Each teacher will receive a copy of the accommodations that are appropriate for each student. As a student gains English proficiency, the EL committee will make changes to the accommodations.
- The EL committee will meet on a regular basis, preferably every grading period, to review the progress of each EL student. In addition, meetings are called as needed throughout the year.
- Teachers should refer to the accommodations chart (or LEP plan) for each EL student.
- Some students will not receive accommodations in every content area.
- Classroom teachers will complete the Classroom Monitoring Form for EL Students at a minimum of each grading period to document/verifying that the appropriate designated accommodations have been implemented.
- Written documentation justifying failing grades, including student work samples, must be presented to the EL committee for review and maintained in the student’s EL portfolio at each grading period. The classroom teacher must have a verbal discussion with parents in a conference or by phone and appropriate documentation must be on file.
- Classroom accommodations are determined by the EL committee. Each teacher will receive a copy of the accommodations that are appropriate for each student. As a student gains English proficiency, the EL committee will make changes to the accommodations.
- The EL committee will meet on a regular basis, preferably every grading period, to review the progress of each EL student. In addition, meetings are called as needed throughout the year.

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 is 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:

- REACH
- Inside
- Edge
- New Oxford Picture Dictionary
- Bilingual Books and Tapes
- English at Your Command
- Oxford Content Picture Dictionary Series
- ACCESS Curriculum from Great Source
- On our Way to English!
- Saddleback Books

Computer Programs:

- ELLevation
- Classworks
- READ 180 (4-8)
- Reading A-Z
- RAZ Kids
- Compass Learning
- Think Through Math
- Scantron

Instructional resources for ELs are selected utilizing knowledge of research based strategies for the effective instruction of ELs. 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 ELs are selected based upon the recommendation of teachers and their ability to effectively utilize the selected materials to accommodate their instruction for ELs. ESL materials and resources are high quality and support the district's goal for high academic achievement for all students.

5. ESL STAFF

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 ELs, the level of English proficiency of the ELs, 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.

Pelham City 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. Currently, all ESL teachers and sheltered teachers have attained a Masters in ESL. The majority has attained elementary or secondary educational degrees for their first degree in college.

ESL staff are responsible for the English language instruction of ELs. In addition, they provide assessment, tutoring, and monitoring to LEP and FLEP students as needed.

All ELs 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 Program Supervisor and ESL Resource Teachers.

English language instruction, educational program goals and activities are included in the District's ESL Goal Action Plan, 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:

ESL teachers and instructional paraprofessionals should 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 ELs will receive classroom instruction by certified teachers in the regular academic program, sheltered classrooms, and/or in the ESL program. Classroom teachers will be trained in strategies for accommodating ELs in the regular content classroom. Students who are ELs 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.

6. ESL EXIT PROCEDURES

Students will be exited from the ESL program upon demonstrating overall proficiency on the ACCESS for ELs (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 EL Committee.

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

Criteria for Exiting:

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

Steps for Exiting:

1. The EL Committee meets and exits a student from the ESL program based on the above stated criteria.
2. The I-ELP (*EL Student Referral and Placement Form*) marked for exit will be completed and filed in the yellow folder.
3. Written notice shall be provided to the parents within five (5) school days by the EL Committee that their child is exiting from the ESL Program.
4. After a student exits 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.
5. If the student is not academically successful, or does not pass the course work without accommodations after exiting from the ESL program, the student can be recommended for reclassification, reassessed using the MODEL, and reenrolled in the ESL program and/or other appropriate programs which meet the need for English language instruction upon recommendation by the EL 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 ELs, 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 EL 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 EL committee will reconvene to determine whether the student should be reassessed using the MODEL, 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 MODEL he/she **must** be reclassified as EL/LEP.
2. If the student scores between 4.0 and 4.8 on the MODEL 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 MODEL, he/she should remain exited and the committee will recommend other means of intervention.

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

7. ESL MONITORING PROCEDURES

Monitoring of LEP Students

- Classroom teachers will complete the Classroom Monitoring Form for EL Students at each grading period to **document**/verify that the appropriate designated accommodations have been implemented.
- The EL 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.
- EL 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 EL committee for review and maintained in the student's EL 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 EL Committee and presented as requested by LEA or state officials.
Minutes from review meetings should be maintained.

- **Documentation of LEP Student monitoring will be maintained in each ELs' yellow folder in the local school and does not need to be forwarded to the district ESL office.**

Classroom Monitoring Forms can be found in Section 13 and electronically on Share Point.

Monitoring of Exited Students

Exited students are monitored by the EL 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 EL Committee and presented as requested by LEA or state officials.
Minutes from review meetings should be maintained.
- **Documentation of Exited Student monitoring will be maintained in each student's yellow folder in the local school.**

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 EL committee will reconvene to determine whether the student should be reassessed using the MODEL, 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 MODEL he/she **must** be reclassified as EL/LEP.
2. If the student scores between 4.0 and 4.8 on the MODEL 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 MODEL, 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.

8. ESL PROGRAM EVALUATION

The instructional goals of the Pelham City Schools 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 EL 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 EL 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.
- EL 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 ELs who are in their first year of school in the United States.
- Number of ELs 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 EL and general education students referred for special education evaluation by school and for the LEA.
- The number of EL 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 EL and general education students currently enrolled in the LEA's special education program.
- The number of EL and general education students referred for admission into the LEA's gifted and talented program.
- The total number of EL and general education students currently enrolled in the LEA's gifted and talented program.
- The total number of EL and general education students currently enrolled in the LEA's career-technical education program.
- The number of EL and general education students participating in extracurricular activities, e.g., intramural sports, clubs.
- The number of EL and general education students who received an honor or award during the school year.
- The number of EL 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 ELs making progress in learning English according to the ACCESS for ELs scores.
- The number of ELs attaining English proficiency by the end of the school year.
- The number of ELs 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 EL and General Education dropouts.
- The total number of truancy petitions for EL and general education students the LEA has issued during the school year.
- The number of EL and general education seniors that graduated.
- The number of ELs and general education students who participated in state assessment program.
- The number of EL and general education students receiving supplemental services.
- The number of EL and general education students prohibited or excluded from extracurricular activities based on grades.
- The number of high school ELs using elective credit for ESL services.
- The number of EL and general education students enrolled by grade level.
- The number of EL 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 ELs making Adequate Progress in Language Acquisition

- Percent of ELs attaining English language Proficiency
- Meeting State Requirements for the EL Subgroup at the LEA Level

School teams will participate in Data Training and Review of the ACCESS For ELs 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.

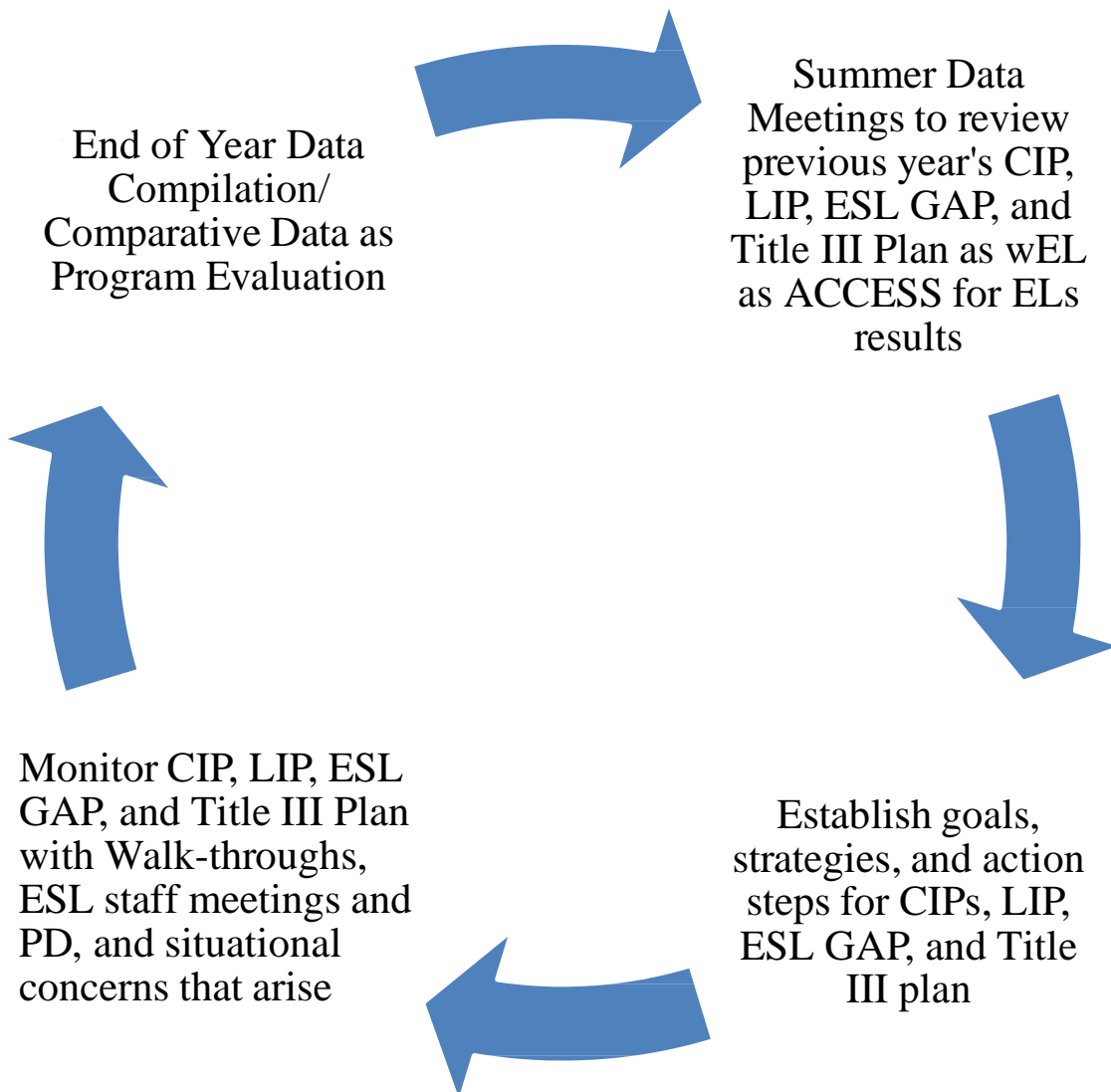
Furthermore, in the event that AMAOs are not met, schools will send home notices to parents of EL students describing the accountability measures, the annual goal, and the school performance.

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 statistical reliable information.

All of this information will be compiled into a system report, which will be completed by the ESL Coordinator 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.

Program Evaluation Cycle



PELHAM CITY SCHOOLS COMPLIANCE CHECKLIST

School _____ **Date** _____

	Yes	No	Initials
1. <u>Identification</u> - Each student has a Home Language Survey completed and on file in the student's cumulative record.	_____	_____	_____
2. <u>Assessment</u> - Each ESL student has been assessed to determine those who need English language instruction.	_____	_____	_____
3. <u>Placement</u> - The school ensures age appropriate grade level placement and prohibits retention or failure based solely on lack of English skills.	_____	_____	_____
The school's regular program teachers modify instruction and testing to accommodate the language ability level of each English Language Learner (EL).	_____	_____	_____
The campus evaluates each EL individually to determine the quantity of ESL and academic support necessary for the student to succeed.	_____	_____	_____
4. <u>Services</u> - The school maintains regularly scheduled language instruction for ELs.	_____	_____	_____
5. <u>Transition</u> - The campus evaluates each former EL individually to determine if academic support is necessary for the student to succeed in the mainstream classroom.			
6. <u>Communication</u> - The school attempts to communicate with parents of ELs about important school information in a language they can understand.			

Checklist Completed by _____

Signature _____

Date _____

9. SPECIAL EDUCATION SERVICES AND GIFTED PROGRAM

EL 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 EL Committee reviews the 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 EL 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, ELs who are following normal developmental patterns for learning a new language **SHOULD NOT BE REFERRED**. ELs, 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 EL 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 EL has received native language instruction and/or English language instruction prior to the referral.
- Experiential and/or enrichment services for students from 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 ELs, will be determined by the REM (Referral Eligibility Meeting) 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 REM Committee will meet to determine if the student qualifies for special education services. ELs 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 REM 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 REM committee will determine, with input from the ESL staff, the evaluations to be administered and secure parental permission for evaluation.
2. The REM committee will discuss and determine the need for assessment in the student's native language.
3. The instruments of choice for intELectual functioning are the *LEITER International Performance Scale-Revised (LIPS-R)* or *Universal Nonverbal IntELigence Test (UNIT)*.
4. Other evaluations will be presented in the native language of the student when such a test format is available and appropriate. Testing with the use of an interpreter is also an option.

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.

GIFTED PROGRAM

English Language Learners (ELs) 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 MODEL or ACCESS for ELs.
2. The gifted education teacher needs to make arrangements for the student's EL 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

10. PARTICIPATION IN OTHER PROGRAMS

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

ELs 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 ELs to participate in extracurricular and non-academic activities.

11. 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, Parent-Teacher Organization, and a wide range of other special activities. We will continue to offer annual workshops for EL parents on ways to help their children achieve success in school.

EL parents will be notified of ESL classes in the community in which they may participate. Currently, Pelham City Schools, ESL Department sponsors LEAPS (Learning English and Parenting Skills), a Toyota Family Literacy Modeled Program, at Valley Elementary school. Title III funds help support bilingual para-professionals per school, and professional development for our staff on ESL “Best Practices.” Furthermore, we will continue to work closely with various community organizations such as the YMCA of Greater Birmingham, the Hispanic Interest Coalition of Alabama, Girls Incorporated, and area churches, to increase the opportunities for ESL classes for parents.

Parents are encouraged to offer their input to the local school and to the ESL Program Supervisor for suggestions to improve the overall ESL program that will generate success for their children in school.

The Pelham City School System will comply with the 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 are 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 ELs to the extent practicable and possible, in the development of system wide or individual school Parent Involvement Plans and Title I Schoolwide Plans, if possible.

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

- 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 the 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 EL 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.