

# Blount County Schools

[www.blountboe.net](http://www.blountboe.net)

## EL District Plan



Rodney Green, Superintendent  
P.O. Box 578  
204 Second Ave. East, Oneonta, Alabama 35121

Board Approved:

Revised August 2022  
Revised August 2020  
Revised: August 2019  
Revised: September 2016  
Revised: August 2012

Revised: January 2012  
Revised: June 2008  
Revised: November 29, 2004

Approved by OCR: 1999 & 2004

## Federal Programs Advisory Committee 2022-2023

### School Leadership

Appalachian	Karisa Wallace	Parent Liaison / Office Aide
Blountsville Elementary	Stacy Hammond	Counselor
Cleveland Elementary	Marlana Matthews	Principal
Cleveland High	Don Camp	Assistant Principal
Hayden Primary	Jamie Guthrie	Assistant Principal
Hayden Elementary	Lauren Durrett	Teacher
Hayden Middle	Parker Nelson	Assistant Principal
JB Pennington	Steven Bryson	Assistant Principal
Locust Fork Elementary	Stacy M. Adams	Teacher
Locust Fork High	Meagan Dake	Assistant Principal
Southeastern	Kevin Byrd	Teacher
Susan Moore Elementary	Terri James	Assistant Principal
Susan Moore High	Kelly Miller	Media Specialist

### District Leadership

Rodney Paul Green	Superintendent
Christopher Lakey	Assistant Superintendent
Bitsy Fendley	Special Education Coordinator
Amalia Contreras	Home-School Liaison
Jennifer C. Dean	Social Worker
Beth Thompson	Federal Programs Coordinator
Barbara Robertson	School Nurse Director
Meagan Holt	School Improvement Specialist
Denise Lybrand	EL Consulting Teacher
Jazmin Chavez	Federal Programs Resource Assistant
Becky Hicks	Federal Programs Bookkeeper
Bridgette Murphree	Elementary Curriculum Coordinator
Cindy Bartlett	Secondary Curriculum Coordinator
Becky Canoles	Technology Instructional Specialist
Cindy Parker	Chief School Financial Officer

### Community Stakeholders

Maria Luviano	Cleveland Elementary and High Schools
Sara Barboza	Susan Moore Elementary
Perla Garcia	Southeastern Elementary

## TABLE OF CONTENTS

<b>Preface</b> .....	5
A. Equal Education Opportunity and Non-Discrimination Statement.....	5
B. Introduction.....	5
C. State Definition of Immigrant, Migrant, and Limited-English Proficient.....	5
D. Legal Cases Relating to English Learners.....	6
E. Assurances.....	9
<b>Educational Theory and Goals</b> .....	10
A. Goal.....	10
B. Theory and Practice.....	10
C. Instructional Framework.....	11
<b>Federal Advisory Committee</b> .....	11
<b>Administrative Registration Procedures</b> .....	12
A. Enrollment Policy.....	12
Registration Form.....	12
Proof of Age.....	12
Proof of Immunization.....	12
Social Security Number.....	12
Home Language Survey.....	12
Former School Records.....	13
Employment Survey.....	13
Proof of Residence.....	13
Registration and Health Forms.....	13
School Lunch Forms.....	13
Original Entry Date.....	14
<b>Methods for Identifying and Assessing</b> .....	14
A. Home Language Survey.....	14
B. WIDA Screener Placement Test.....	14
C. EL Committee Placement.....	16
<b>Exiting Procedures</b> .....	17
A. Title III Supplemental EL and Core Program Exiting Procedures.....	17
B. Monitoring Procedures for Exited ELs.....	18
<b>Program Development and Implementation</b> .....	18
A. Comprehensive Needs Assessment.....	18

B. Program Development and Implementation.....	19
<b>EL Curriculum and Instruction Support to Schools</b>	
A. AL College and Career Readiness and WIDA ELP Standards.....	21
B. Integration of the WIDA ELP Standards.....	22
<b>EL Materials and Resources.....</b>	<b>24</b>
<b>Grading and Retention Policy and Procedures for ELs.....</b>	<b>25</b>
Retention Guideline Chart for ELs.....	27
<b>Staffing.....</b>	<b>28</b>
A. Qualified Personnel.....	28
B. Professional Development.....	29
<b>State Codes for English Learners and Data Collection.....</b>	<b>30</b>
<b>ESL Program Evaluation.....</b>	<b>31</b>
A. Compilation Report.....	31
<b>Referral of ELs to Special Education</b>	
A. Problem Solving Team (PST).....	33
B. Special Education.....	33
C. Parent Participation.....	35
D. Participation in Other Programs.....	35
<b>Participation in Statewide Assessment and Accountability Programs.....</b>	<b>36</b>
A. Measuring English Proficiency for ELs.....	36
B. Accommodations for ELs Statewide Assessments.....	37
C. Accountability.....	37
<b>Alabama’s ESSA Indicators.....</b>	<b>37</b>
A. Interim Progress in Achieving English Language Proficiency.....	37
B. Growth Calculations.....	38
<b>Parent, Family, and Community Engagement</b>	
A. Parent Notification.....	39
B. Parent Involvement.....	40
C. Community Participation.....	41
<b>Title III Supplemental Services</b>	
A. Title III Funds.....	41
B. Immigrant Amendment.....	41
<b>Non-Public School Participation and Title III.....</b>	<b>42</b>

## **PREFACE**

### **A. EQUAL EDUCATION OPPORTUNITY AND NON-DISCRIMINATION STATEMENT**

It is the policy of Blount County Schools that no student will be excluded from participation in, be denied the benefit of, or be subjected to discrimination in any program or activity on the basis of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability.

### **B. INTRODUCTION**

This is the comprehensive Blount County Schools English Learners (EL) District Plan in place and in compliance with Title III Language Instruction for English Learners and Immigrant Students of the *Every Student Succeeds Act (ESSA)* for serving students who are immigrants and/or limited English proficient, where one or more students are determined to need support. The Blount County Schools EL District Plan is to be in place whether or not Blount County Schools currently have English Learners (ELs) enrolled and regardless of Title III eligibility.

The BCS EL District Plan addresses each aspect of the LEA's program for all ELs, at all grade levels, and in all schools in the school system. This plan contains sufficient detail so that each staff person can understand how the plan is to be implemented and contains the procedural guidance and forms found in the Appendix used to carry out responsibilities under the plan.

The BCS EL District Plan is available online ([www.blountboe.net](http://www.blountboe.net)) at the Blount County District Website and in each principal and/or counselor's office at each Blount County school.

This plan details how Blount County Schools provide programs, services, and resources to students identified as language minority and English Learners (ELs) or students with limited English proficiency (LEP). Blount County Schools provide appropriate services to EL students at all grade levels and at all schools in the school system.

It is the goal of all school personnel, including EL teachers, regular classroom teachers, special education teachers, gifted education teachers, after-school staff, summer school staff, intervention instructors, counselors, and administrators, to help each student make yearly progress on standardized evaluations and reach the highest possible levels of English language and academic proficiency in the shortest time possible.

### **C. STATE DEFINITION OF IMMIGRANT, MIGRANT, & ENGLISH LEARNERS**

Under ESSA, an English Learner, means an individual -

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) 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 area; 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 difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -
  - (i) the ability to meet the challenges State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

Under ESSA, the term “**Immigrant children and youth**” means individuals who -

- (A) are aged 3-21;
- (B) were not born in any state, including Puerto Rico and Washington D.C.; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

The term “**Migrant,**” when used with respect to an individual, means:

- (A) the child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to free public education or is of age below compulsory school attendance).
- (B) the child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or migrant fisher.
- (C) the child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek) temporary or seasonal employment in qualifying agricultural or fishing work.
- (D) such employment is a principal means of livelihood.
- (E) has moved from one school district or another.
- (F) in a State that is comprised of a single school district, has moved from one administrative area to another within such district.
- (G) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (This provision currently applies only to Alaska.)

## **D. LEGAL CASES RELATING TO ENGLISH LEARNERS**

### **Federal Laws**

#### **1964 Civil Rights Act, Title VI**

*“No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” -42 U.S.C.2000d.*

#### **1968 Constitution of the United States Fourteenth Amendment**

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

## **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.”*

## **Federal Courts**

### **Serna v. Portales**

*Court ordered schools to make a curriculum available to students who lack English skills.*

### **1978 Cintron v. Brentwood**

*EL students are not to be segregated completely from other students but included in art, PE, and non-language-based classes.*

## **Supreme Court**

### **1974 Lau vs. Nichols**

A suit filed by Chinese parents in San Francisco in 1974 led to a landmark Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act. The ruling requires school districts to take "affirmative steps" to overcome educational barriers faced by non-English speakers (Lyons, 1992).

*“The failure of the school system to provide English language instruction to approximately national origin students who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program, and thus violates § 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. Pp. 414 U. S. 565-569.”*

### **1982 Plyler vs. Doe**

The Supreme Court ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same right to attend public schools as U.S. citizens and must attend until they reach mandated age. In addition, the court ruled that public schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Treat a student disparately to determine residency.
- Engage in any practice to “chill” the right of access to school.
- Require students or parents to disclose or document their immigration status.
- Make inquiries of students or parents that may expose their undocumented status.
- Require social security numbers from all students, as this may expose undocumented status.

*“The illegal aliens who are plaintiffs in these cases challenging the statute may claim the benefit of the Equal Protection Clause, which provides that no State shall deny to any person within its jurisdiction the equal protection of the laws” . . . The undocumented status of these children does not establish a sufficient rational basis for denying them benefits that the State affords other residents . . . No national policy is perceived that might justify the State in denying these children an elementary education.” -457 U.S. 202*

### **981 Castañeda vs. Pickard, (5th Cir., 1981] 648 F.2d 989 (US COURT OF APPEALS)**

In 1981, in the most significant decision regarding the education of language-minority students since [\*Lau v. Nichols\*](#), the 5<sup>th</sup> 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 (5<sup>th</sup> Circuit, 1981)].

*“In 1981, in the most significant decision regarding the education of language-minority students since Lau v. Nichols, 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)].”*

For more information about these court cases, research: Court Cases Impacting Limited English Proficient Students.

<http://www.wida.us/>

**The McKinney-Vento Homeless Education Act, Reauthorized January, Section 721**

**Alabama Administrative Code, 290-3-1-.02(7)(c ) through 290-3-102 (7) (<http://www.wida.us/i>) (iv)**

**Blount County Schools Board Policy**

**Local Blount County Schools Student Handbooks govern procedures and policies of school activities and guidance of all students.**



## ASSURANCES of Title III / Title I Supplemental

### EL Program Administrator and Blount County Schools Superintendent

Blount County Schools consulted with teachers, school administrators, parents, and education-related community groups and institutions of higher education in developing the BCS EL District Plan.

BCS follows ALSDE state guidelines for the implementation of the WIDA English Language Proficiency (ELP) Standards. WIDA ELP Standards and WIDA Can Do Descriptors are readily available to all core and EL teachers in BCS. The WIDA ELP Standards and Can Do Descriptors are included in each IELP student folder that is provided to all core BCS teachers of ELP students and on each school's EL Team drive. The complete WIDA Standards and Can Do Standards are available online at [wida.wisc.edu](http://wida.wisc.edu).

All teachers in BCS are fluent in English and have written and oral communication skills. English fluency is considered established if personnel have a teaching certificate issued by the Alabama State Department of Education (ALSDE) and have met the highly qualified status of a teacher or instructional aide that is required by the ALSDE.

BCS certifies that all teachers in the Title III / Title I Supplemental and core language instruction program for LEPs are fluent in English (the language of instruction in BCS) because all BCS teachers are certified by the ALSDE certification department. Individuals applying to the Alabama State Department of Education, Teacher Education and Certification Office for an Alabama Professional Educator Certificate or alternative approach certificate must meet the Alabama Prospective Teacher Testing Program (APTTP) requirements as a precondition for certification. The APTTP consists of basic skills assessments and subject area assessments.

The **basic skills assessments of the APTTP** measure fundamental skills all prospective educators must possess in Applied Mathematics, Reading for Information, and Writing. These assessments are administered as part of the ACT WorkKeys System. Oral English fluency is established in the rigorous employment interview sessions conducted by BCS administration.

**This ALSDE certification assessment process and the BCS employment interview process certify that all BCS certified teachers employed are fluent in all four language domains of English.**

All schools in the LEA are in compliance with serving ELs. Upon enrollment and as part of the registration process, all parents and/or students must complete a Home Language Survey (HLS), and immediate translation assistance is available if needed to complete the HLS. All employees providing registrar assistance are trained on official enrollment procedures concerning HLS administration. **As stated in BCS Policy and Procedures Manual, Section 5.1, all language minority students, immigrant students, and/or migrant students must be allowed to attend school immediately regardless of their ability to produce a birth certificate, a social security number, immunization records, or immigration documentation. Children may not be excluded from school because they do not have a social security number (*Plyler v. Doe*).**

All individuals used as translators or interpreters are fluent in the language they are translating. BCS provides Spanish translations for all school documents, letters to parents, report cards, and other pertinent parent communications.

ELs have equal access to appropriate categorical and other programs but are not limited to special education, gifted education, and after-school care and are selected on the same basis as other students in BCS.

During EACH IELP Committee meeting, the EL staff member and/or EL translator will verbally explain to ensure comprehension of the parent's and/or guardian's right to withdraw/waive Title III / Title I Supplemental EL program services. If a parent or guardian does not attend the IELP committee meeting, the EL staff member will meet individually, in person or by telephone conference, with each non-attending parent to explain withdrawal/waiving rights of Title III / Title I Supplemental EL Program services and mandatory CORE EL

Language development instructions verbally. Many BCS/EL parents/guardians struggle with English literacy and native language literacy skills. If a parent or guardian chooses to waive Title III Supplemental EL program services, the parent will be given the BCS “Request for Title III / Title I Supplemental English Language Development Program Withdrawal/Waiver Form” immediately in both English and Spanish or other languages as needed, and translation assistance is provided orally as needed. Also, parents are made aware that enrollment in CORE EL services and language program testing (ACCESS/WIDA Screener) is **MANDATORY**. **ALL LEP/EL STUDENTS MUST PARTICIPATE IN CORE EL LANGUAGE SERVICES.**

A. INTRODUCTION
1) Include the LEA’s educational <b>theory and goals</b> for its program of services.

**EDUCATIONAL THEORY AND GOALS**

**A. GOAL**

It is the goal of all Blount County School personnel to help each student meet the challenging academic standards and reach the highest possible levels of English language and academic proficiency in the shortest time possible.

**B. THEORY AND PRACTICE**

All EL students will receive core EL instruction by certified teachers in the regular academic program using the Alabama College and Career Readiness Standards and the WIDA English Language Standards approved by the ALSDE. EL students will receive Title III / Title I supplemental EL instruction in the EL pull-out program if not waived by the parent/guardian. Classroom teachers are trained in Specially Designed Academic Instruction in English (SDAIE) strategies that are evidence-based for the purpose of accommodating content for EL students in the regular education classroom. Such strategies as building background knowledge, an adaptation of the text, emphasizing key vocabulary, providing graphics when possible, planning meaningful activities, language functions stated clearly, supplementing materials, using appropriate speech to match the language level of student(s), varying teaching techniques and presentation, teacher questioning to foster higher order thinking skills, lesson pacing, and on-going, varied assessment techniques are proven to foster an environment favorable for second language acquisition in regular education classes and supplemental EL pull-out classes. The EL teachers and the regular program teachers also confer on a regular basis concerning the academic progress of EL students regarding individual student needs and sheltered instructional strategies. Ongoing, sustained teacher training strengthens teachers' knowledge-base and skills in using SDAIE strategies in core regular classrooms and in Title III supplemental EL pull-out classes.

**WIDA Consortium English Language Proficiency Standards for English Language Learners (K-12)**

These standards have been adopted by the State of Alabama to align curriculum, instruction, and assessment for ELs. This program meets the requirements of the federal **Every Student Succeeds Act, ESSA**, by linking English language acquisition standards and state academic content standards.

## C. INSTRUCTIONAL FRAMEWORK

The profiles of ELs are varied and complex. In order to meet the needs of these students and achieve the above-stated goal, Blount County Schools employ a mixture of methodologies in order to best serve the needs of EL students. The process includes activities such as but not limited to reviewing ACCESS scores, reviewing available state-mandated test scores, conducting formal and informal language assessment(s), and implementing instructional practices and tools that will benefit ELs. Information gathering and immediate assessment focus on some combination of the following: (1) academic experience, (2) English-language proficiency, (3) native-language proficiency, (4) learning and behavioral factors, and (5) environmental factors. This information is then used to determine and implement effective instructional practices that focus on content (**Alabama Course of Study**) and language (**WIDA English Language Proficiency Standards for English Language Learners**) objectives as well as cultural awareness and study skills necessary to meet the rigorous academic standards required of all BCS students.

<b>B. IDENTIFICATION AND PLACEMENT PROCEDURES</b>
1) Include the LEA's procedures for identifying members for the EL Advisory Committee.

## FEDERAL ADVISORY COMMITTEE

The Federal Advisory Committee will meet twice each year for the purpose of program needs, assessment, evaluation, and for further development and revision of the BCS District EL Plan. This committee must include central office administrators, school administrators, school counselors, teachers, and EL staff. The committee should also include parents and community representatives who work with EL students and their families in other settings. By working with a group that includes these stakeholders, the LEA can receive valuable input from those whose support and efforts may be important to the success of the English language educational program. The committee should review the overall progress of EL students in Blount County Schools by examining information detailed in the ALSDE Title III / Title I Supplemental EL Program Compilation Data Report, considering recommendations from each BCS school level IELP Committee, and reviewing system level and school level ACCESS Test results. After reviewing the data and information, the Committee should suggest data-driven recommendations and needed changes to the BCS EL District Plan and Title III / Title I Supplemental EL Program. These recommendations will be presented to the Director of Federal Programs, who will then present the recommendations to the BCS superintendent. The BCS superintendent will present the recommendations to the Board of Education in an updated EL District Plan.

All Federal Programs Advisory Committee members will observe all rules and laws governing the confidentiality of information concerning individual students. Some examples of committee responsibilities would be to make recommendations regarding:

- The English language development program.
- High-quality professional development for all teachers and EL staff.
- Parental involvement programs to further student achievement and student adjustment.
- Budgeting of state, local, and federal funds.
- The English language program evaluation using the ALSDE Title III Supplemental EL Program Compilation Data Report.

2) Include the LEA's **methods for identifying, placing, and assessing** the students to be included in the English language instruction educational program. The following components must be evident in the plan.

- Home Language Survey
- WIDA Online Screener
- WIDA-ACCESS Placement Test for Kindergarten
- WIDA Measure of Developing English Language (MODEL) for Kindergarten
- ACCESS for ELLs 2.0

## ADMINISTRATIVE REGISTRATION PROCEDURES

### Enrollment Policy

As stated in BCS Policy and Procedures Manual, Section 5.1, all language minority, immigrant and migrant students must be allowed to attend school regardless of their ability to produce a birth certificate, a social security number, immunization records, or immigration documentation (*Plyer v. Doe*).

### Registration Form

Each school has a registration form to be completed. Registration Forms are available in English and Spanish as well as with the assistance of a translator

### Proof of Age

May consist of a valid birth certificate, a valid passport, or other official or unofficial document listing date and place of birth, such as a health certificate, a family Bible, or a written statement from a parent. Enrollment may not be delayed if proof of age is not available. A valid birth certificate is requested but **not required** for enrollment.

### Proof of Immunization

This is not required for enrollment, but parents are asked to submit a State of Alabama Certificate of Immunization as soon as possible. Parents are informed that a State of Alabama Certificate of Immunization (Blue Slip) is available at the Blount County Health Department or a physician's office. If needed, translation assistance and appointment assistance are provided to communicate with the Blount County Health Department. The Health Department will assist in establishing a schedule to make immunizations current as quickly as possible. The Health Department will also issue an official immunization certificate that indicates the established schedule based on immunization records from other states and countries.

### Social Security Number

A Social Security number is not necessary for enrollment or for school lunch forms. If a student does not have a Social Security card, the appropriate school office staff will assign an identification number.

### Home Language Survey (HLS)

This is a survey to determine the student's home language. It is used as an identification tool for potential EL students and is a part of the enrollment process. The Home Language Survey (HLS) should be signed by the parents of students in grades K-6, but it can be signed by the students or parents in grades 7-12. Immediate translation assistance will be provided during the completion of the HLS as needed. This form identifies the first language spoken by the student, the language spoken in the home, the language the child speaks outside of the home, the language the parent/guardian reads, the language the student reads, and the child's native language. This form will be filed in the permanent record of each student in the school system or recorded in PowerSchool. If any language other than English is marked, the registrar submits a copy of the Home Language Survey to the EL teacher immediately to ensure proper assessment of language proficiency and

possible placement within the Title III Supplemental EL and Core Programs. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English. The HLS also identifies the appropriate language to send school communications to parents/guardians. A BCS flowchart outlines the appropriate pathways for placement, exiting, and monitoring of an EL student.

When all responses on the HLS indicate that English is the only language used by the student and individuals in the home, the student is considered an English-only speaker. Procedures established by the school system for placement in the general student population should be followed.

### **Former School Records**

BCS requests parents or guardians provide former school records, report cards, and/or transcripts from outside the United States. The school will make a request for international documents in the appropriate language to the school of last attendance if the parent does not have the records or the ability to obtain such records. BCS will also evaluate and translate records from another country for applicable credits. BCS will request official transcripts and documents from the previous school(s) within the United States. No student will be denied enrollment or proper grade placement because former school records cannot be secured.

### **Employment Survey**

Each parent/guardian completes a copy of the employment survey at the time of student registration, and the survey is sent to the BCS migrant recruiter/parent liaison at the Blount County Schools Professional Development Center. This form assists the LEA in identifying migrant families. The local school sends the completed forms to the migrant recruiter/parent liaison for immediate follow-up.

### **Proof of Residence**

A copy of a lease, rental, or purchase agreement for a residence, indicating the address of the residence, is accepted as proof. A copy of a utility bill mailed to the residence is also acceptable. If the student is determined to be homeless, this requirement is waived. Enrollment may not be delayed if proof of residence is not available.

### **Registration and Health Forms**

Registration and health forms should be completed by the parent/guardian, and a translator's assistance will be provided if necessary. All information is necessary, including home and emergency telephone numbers. Registration and health forms are also available in Spanish.

### **School Lunch Forms**

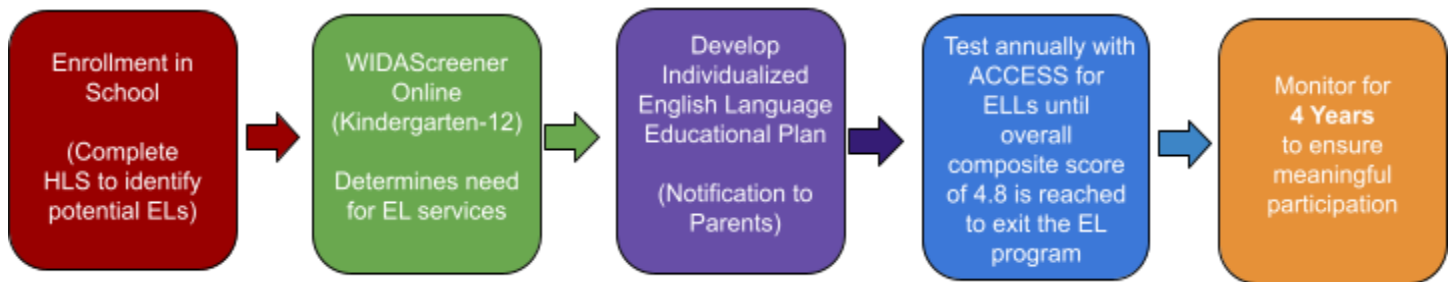
School lunch forms should be completed for each student wishing to apply for free or reduced-priced lunch or breakfast. Forms are available in Spanish, and translation assistance is provided as needed. Names and social security numbers of all adults living in the household should be listed. Not issued yet may be written in the space provided for Social Security numbers. Unemployed may be written in the space provided for income as appropriate. The absence of a Social Security number or income amount does affect eligibility; the space must simply be marked as None or in the manner listed above.

## Original Entry Date

The LEA will record the registration date as the original entry date in PowerSchool and as the date first enrolled when completing the demographics page of the ACCESS for ELLs English Proficiency Test.

## METHODS FOR IDENTIFYING AND ASSESSING

Figure 1: Progression of EL Students in the EL Program



### A. HOME LANGUAGE SURVEY (HLS)

Upon enrollment and as part of the registration process, **all parents and/or students** must complete a Home Language Survey. If the answers to any of the questions on the survey indicate that the student comes from an environment where a language other than English is spoken, then the guidance counselor or person registering the student must send a copy of the registration form, and the home language survey to the EL Teacher. (Every student at each school must have a Home Language Survey in his/her Permanent Record File or in their PowerSchool profile.)

The Blount County School System has a full-time, Spanish-speaking parent liaison/translator available for interpreting purposes. Also, five other EL staff members are fluent in Spanish and available as needed at their respective schools and other schools. The ultimate goal of this process is to provide parents who do not speak English with immediate and meaningful opportunities to participate in their child's education. The translators may be called upon to help with enrollment, orientation, parent/teacher conferences, eligibility meetings, IELP Committee meetings, etc. They will also assist schools in translating documents regarding parent programs, meetings, and other activities where a standard Spanish document is not available. If a student or parent speaks a language other than English or Spanish, efforts will be made to find an interpreter to facilitate communication. The ALSDE has provided MasterWord through a client portal to assist schools with interpreting documents and meetings with EL parents. This translation service is offered through text, over-the-phone, or video remote interpretation in over 250 languages. The University of Alabama at Birmingham is available to individuals fluent in languages other than Spanish and can be contacted if needed for this purpose. Lastly, Transact is also used to aid in communication with parents that do not speak English.

## B. WIDA SCREENER PLACEMENT TEST

- Language minority students identified through the HLS during registration at the **beginning of the school year** must be assessed for English language proficiency and placed within thirty **(30) days** of enrollment. Language minority students who register **after the beginning of the school year** must be assessed and placed within **ten (10) school days** of enrollment.
- Current ACCESS Scores will be used for students having transferred from any of the WIDA Consortium States.
- Any student with yes on their Home Language Survey and no previous ACCESS or WIDA Screener score will be screened with the WIDA Screener for K-12.
- Initial assessment of English language proficiency must be conducted by appropriate staff members who have completed the appropriate assessment training and certification to administer the ACCESS Tests and WIDA Screener to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. The BCS EL Consulting Teacher will ensure that every EL teacher has completed the WIDA Screener and ACCESS for ELLs certification/recertification each school year.
- The WIDA Screener yields an overall composite score based on the four language domains tested. The following guidelines must be adhered to in determining eligibility for placement in the English language instruction educational program:
  1. Any Kindergarten student or 1st semester, 1st-grade student scoring below 4.5 on the WIDA Screener for Kindergarten will be identified as limited English proficient and **will require placement** in an English language program. Students scoring 4.5 or above **will not qualify** for the Title III Supplemental EL Program as allowed by the ALSDE guidelines.
  2. Any student scoring an overall composite score of **5.0\*** or above on the WIDA Screener **will not qualify** as an English Learner and will be identified as a NOMPLOTE. This student **will not** be placed in the Title III Supplemental EL Program as allowed by the ALSDE guidelines.

**\*The WIDA Screener should be considered as only one piece of evidence in the decision-making process regarding placement.** Teacher judgment, other assessments, and extenuating circumstances, such as the student's age and amount and quality of previous schooling, should be factored into the decision. The WIDA Screeners and the ACCESS for ELLs measure speaking, listening, reading, and writing across the WIDA English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12. The WIDA English Language Proficiency (ELP) standards are:

WIDA ELD Standards Statements
<b>English Language Development Standard 1:</b> English language learners communicate for <b>Social and Instructional</b> purposes within the school setting
<b>English Language Development Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>
<b>English Language Development Standard 3:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>
<b>English Language Development Standard 4:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b>
<b>English Language Development Standard 5:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b>

The WIDA Screeners for Kindergarten - Grade 12 and ACCESS for ELLS will be administered in grade level clusters as follows:

Kindergarten  
 Grade 1  
 Grades 2-3  
 Grades 4-5  
 Grades 6-8  
 Grades 9-12

The WIDA Screeners for Kindergarten - Grade 12 are administered on an individual basis after a student has been initially identified as a potential EL student with the HLS upon enrollment. The score from the WIDA Screener facilitates the IELP Committee's discussion and decision as to whether a student receives EL services because the WIDA Screener indicates the student's language proficiency level.

The ACCESS for ELLs is administered each year in accordance with the testing calendar set forth by the Alabama State Department of Education. All Kindergarten students are assessed individually.

## C. EL COMMITTEE PLACEMENT

The EL Committee will:

- Direct the Title III Supplemental EL and Core Program placement in each Blount County School.
- Consist of **at least four** of the following - Local Education Agency (LEA) representative/administrator, content area teacher, parent, EL teacher, guidance counselor, translator, and other staff as needed.
- Assure parents/guardians leave the IELP meeting understanding the right to waive/withdraw their student from Title III / Title I Supplemental EL Program and that the Core EL services and ACCESS testing are mandatory.
- Make recommendations concerning the placement of each student in:
  - An age-appropriate grade
  - In the Title Supplemental EL Program with appropriate accommodations and/or other related services



- In the regular education program without accommodations or special services if scoring **4.5** and above on the Screener for Kindergarten, **5.0** and above on the WIDA Screener Grades 1-12, or a **4.8** on the ACCESS Test.
- Assure that EL students at the secondary level are to be placed in less language dominant classes but not necessarily less challenging classes when beginning to learn English.
- Decide if it is appropriate to put FEL students who are not academically succeeding back into the ESL program.
- See that in the event an EL student is not passing core classes with the EL accommodations afforded the student because of his or her LEP/EL status, the IELP Committee can determine if the academic failure is due to the LEP/EL status. If the LEP/EL status is not a factor in the failure, there will be a referral to the Problem Solving Team (PST).
- Recommend and monitor the participation of eligible ELs in any other applicable program; i.e., Title I intervention, gifted, at-risk, homeless, migrant, special education, etc.
- Observe all rules and laws governing the EL student's Title III Supplemental EL Program placement and academic needs.
- Assure that ELs are eligible to participate in all academic and special programs on the same basis as the native English-speaking students.
- Determine best grading procedures for the EL student.

Blount County Schools Title III / Title I Supplemental EL staff diligently strives to ensure parental comprehension of all parental rights' AND details of supplemental and core EL services provided to his/her child. During EACH IELP Committee meeting, the EL staff member and/or EL translator will verbally explain to ensure comprehension of the parent's and/or guardian's right to withdraw/waive Title III Supplemental EL program services. If a parent or guardian does not attend the IELP committee meeting, the EL staff member will meet individually, in person or by telephone conference, with each non-attending parent to explain withdrawal/waiving rights of Title III / Title I Supplemental EL Program services and mandatory participation in CORE EL language development instruction. If a parent or guardian chooses to waive Title III / Title I Supplemental EL program services, the parent will be given the BCS "Request for Title III / Title I Supplemental English Language Development Program Withdrawal/Waiver Form" immediately in English, Spanish or other language as needed. Also, parents are made aware that enrollment in CORE EL services and language program testing (ACCESS/W-APT) is **MANDATORY. ALL LEP/EL STUDENTS MUST PARTICIPATE IN CORE EL LANGUAGE SERVICES.**

3) Include the **method and procedures for exiting students from the English language Instruction Educational program (LIEP) and for monitoring their progress** for a period of at least four years (new in ESSA),, and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0 English language proficiency test.

## EXITING PROCEDURES

### A. TITLE III SUPPLEMENTAL EL AND CORE PROGRAM EXITING PROCEDURES

The IELP Committee's duties for exiting an EL student from the Title III Supplemental EL Program are as follows:

- The IELP Committee shall make a recommendation for exiting a student from the Title III/ Title I Supplemental EL Program based on the above-stated criteria: a composite score of 4.8 on the ACCESS Test or ELs.
- The IELP Plan shall indicate FEL-1 status, and an exit date will be added.

## B. MONITORING PROCEDURES FOR EXITED ELs

Students are classified as Former English Learner Year 1 (/FEL-1) during their first year of monitoring, Former English Learner Year 2 (/FEL-2)) during their second year of monitoring, Former English Learner Monitoring Year 3 (/FEL-3) during their third year of monitoring, and Former English Learner Monitoring Year 4 (FEL-4) during their fourth year of monitoring. Upon successful completion of four years of monitoring, ELs are classified as Former English Learners (FEL) and no longer included in the LEP/EL subgroup for school-level EL accountability or program evaluation purposes.

The following are the IELP Committee's Recommendations for FEL-1-4 status students:

- The student has completed the Exit Testing Criteria for the Title III Supplemental EL Program. (ACCESS Score of 4.8)
- The student will be monitored for four consecutive years.
- The EL teacher will monitor mid-term grades and report cards.
- Content Area Teacher(s) will notify the EL Teacher if the student is struggling in the classroom. Collaboration among mainstream teachers and the EL teacher is ongoing.
- If the FEL-1-4 student is in danger of failing, the student in question will go through RTI procedures. If the PST decides that the student is at risk due to a language proficiency issue, then the IELP Committee will meet to review the data and determine if new English language placement testing is recommended. The WIDA Screener will be administered on the correct level, and the IELP Committee will recommend reentry into the Title III Supplemental EL Program if indicated. If the student scores proficient on the WIDA Screener, the IELP Committee can recommend further alternative evaluation(s) be pursued by the PST.
- EL teachers in BCS maintain FEL Teacher Notebooks, which include sections for each FEL-1-4 student under monitoring. The teacher files all pertinent information within the notebooks, such as Title III Supplemental EL and Core Program exiting papers, progress reports, report cards, parent notes, emails, conference forms, etc. A review of any student's pertinent papers in this notebook will reveal academic, social, and/or cultural progress or lack thereof. These notebooks are maintained and filed at the end of the academic year for documentation purposes. The information in the notebooks is also easily accessible and available for review in parent conferences, data meetings, walk-throughs, grade-level meetings, and departmental meetings.

## C. PROGRAMS AND INSTRUCTION

- 1) Describe the programs and activities that will be **developed, implemented, and administered to ensure** that ELs acquire academic language as part of the core LIEP (English Language Instruction Educational Program).
- Process the system uses to conduct a comprehensive needs assessment
  - Rationale for selecting the particular EL program/s and how they are evidence-based

## PROGRAM DEVELOPMENT AND IMPLEMENTATION

### A. COMPREHENSIVE NEEDS ASSESSMENT

- A Comprehensive Needs Assessment and Title III / Title I Supplemental Services and Core EL Program Evaluation is conducted annually.
- Results from this assessment, evaluations, ACCESS Test data, and mandated state assessments serve to evaluate, select, and implement the Title III / Title I Supplemental EL and Core Programs.
- This assessment allows us to set data-driven goals and strategies for meeting those goals.

## B. IMPLEMENTATION AND ADMINISTRATION

The **Title III Supplemental EL Program** selection is based on individual school needs.

- **Elementary Schools:** Services are provided in grades K-6 through **EL pull-out** and/or **push-in** supplemental instruction. Students spend part of the day in a mainstream classroom receiving core instruction and then are pulled out for a portion of one or more days each week, as needed, to receive supplemental instruction in a small group setting, or the teacher goes into the classroom and collaborates with the regular education teacher to provide EL supplemental services.
- **High Schools:** Services are provided in grades 7-12, if needed, through **EL class periods and pull-out** supplemental instruction. Students receive EL instruction during a regular class period or some portion of a class period depending upon each student's individual needs.
- Instruction in the EL classroom is based on individual English language proficiency. **SDAIE strategies and/or content-based instruction strategies** are utilized each year based on each school's needs and individual students' ACCESS Test data and IELP Plans.
- The IELP Committee determines the appropriate amount of time EL students spend in the EL Program classroom after examining the data contained on the IELP Student Profile Sheet. As the student's proficiency increases, Title III / Title I Supplemental EL instruction decreases.
- EL teachers and Core teachers collaborate regularly concerning each EL student's needs. ELs are mainstreamed for the remainder of the school day in regular **core academic classes** and/or special programs such as the career technical program.
- Content area and special program teachers accommodate instruction to meet individual EL needs.
- Academic accommodations training provided to classroom teachers in strategies for accommodating occurs periodically in large groups and ongoing between the EL staff and regular education teacher collaboration on a daily/weekly basis. All teachers receive **Specially Designed Academic Instruction in English Strategies (SDAIE)** training each school year as part of our ongoing, sustained professional development. Also, all elementary teachers have received Alabama Reading Initiative (ARI) and Orton-Gillingham training. Many primary teachers and EL teachers have completed or are in the process of completing LETRs training.
- All Blount County Schools' certified teaching staff completed training regarding the use of WIDA Standards developed by the WIDA consortium and sanctioned by the Alabama State Department of Education.
- Regular education teachers of an EL/LEP student receive a detailed, updated IELP Student Folder after Title III / Title I Supplemental EL and Core Program placement are determined by the IELP Committee each year.
- The IELP Student Folder is maintained by the regular education teacher.
- The folder is reviewed twice each grading period by the EL teacher and the regular education teacher as part of the ongoing collaboration necessary for EL student success. This review is documented and includes student work and test samples in chronological order, revealing an ongoing track of progress or lack thereof. Also, the review of the IELP Folder includes monitoring of the EL Student Progress Report noting accommodations used each grading period, grades received, and appropriate *WIDA Can Do Descriptors*
- Student Folder details are also reviewed in school-wide / CIP walk-throughs, data meetings, parent conferences, grade level meetings, etc.

Many strategies and tools appropriate for ELs overlap with other instructional programs and training provided for all regular education teachers and students, such as Orton-Gillingham, LETRs, ARI, AMSTI, and Strategic Teaching.

### **Specifically Designed Academic Instruction in English (SDAIE)**

SDAIE was developed to meet the needs of students with limited academic English skills, many of whom struggle to process verbal clues (spoken and written) without extra support. (Other terms for SDAIE are: Structured English Immersion, Content-based ELD, and Sheltered Instruction.)

SDAIE demands a high amount of each of the following:

- ☐ **Teacher communication behaviors** - Gestures, expressions, synonyms, restating, intonation, articulation, rate of speech
- ☐ **Modeling** - Students need to see and hear many examples of modeled language, work, and behavior that exhibits target learning.
- ☐ **Scaffolding** - Teachers must gradually release responsibility for performance of target learning while supporting students as they assume responsibility and become independent at the task.
- ☐ **Visuals and objects**- Visuals, photos, videos, objects, etc., can “paint a thousand words” and make the verbal/written academic language ten times more comprehensible.
- ☐ **Building up and Connecting to Background Knowledge** - Students need high amounts of pre-reading preparation, particularly with texts that include vocabulary, concepts, and themes to which they have not had much exposure.
- ☐ **Authentic Assessment** - Teachers need to frequently check to ensure students comprehend and provide feedback so they can make changes. (Thumbs up, quick writes, etc.)
- ☐ **Differentiated Instruction** - Teachers create ways to support different levels of language and learning within the same classroom.
- ☐ **Using movement and multiple intelligences** - Teachers incorporate into their lessons various strategies that use movement, drama, music, art, and other intelligences to reinforce learning of content concepts and academic language.
- ☐ **Cooperative Learning** - Students need to process and practice the language and concepts in order to own them. Pair and group work provides a format for communication and constructivist learning to happen.
- ☐ **Building habits** of reading and comprehension, academic thinking, test-taking, and studying - Students need to practice and acquire habits that good readers and students use automatically for success in various types of reading, studying, and assessments.

Resources:

Marzano, R.J. (2001) *Classroom Instruction that Works; Research-based strategies for Increasing Student Achievement*,  
ASCD

2) Describe how language instruction educational programs will **ensure** that ELs develop English proficiency.

- How data is used to improve the rate of language acquisition for ELs
- How the LEA supports each school with respect to continuous improvement practices and specific professional development
- How World-class Instruction Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum

## **EL CURRICULUM AND INSTRUCTION SUPPORT TO SCHOOLS**

### **A. ALABAMA COLLEGE AND CAREER READINESS STANDARDS &**

#### **WIDA ENGLISH LANGUAGE PROFICIENCY (WIDA ELP) STANDARDS**

- Like all BCS students, EL students are provided with access to the Alabama College and Career Readiness Standards and district curriculum and are administered accommodations upon individual need during instruction to master those standards.
- ELs in BCS receive instruction that makes content comprehensible, which accelerates acquisition of academic language proficiency and literacy. As an EL attains fluency in English, fewer variations or accommodations in classroom activities are necessary.
- English Learners must simultaneously learn English and content. By implementing the WIDA ELP Standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum as they progress through the stages of language acquisition.
- Teachers have been trained on how to incorporate the integration of the WIDA-ELP standards into their lesson plans. This training is reviewed and expanded each year in order to better meet the needs of EL students in Blount County.
- The EL staff performs annual reviews of EL Core Teacher Binders with each teacher of an EL student. (these binders are maintained and kept by the regular program teacher)  
EL Core Teacher Binders contain:
  - WIDA ELP Standards
  - Language Functions Page (specific to each EL student)
  - Building Student Profile Based on ACCESS Sheet
  - Individual Student Goal Setting Form (completed with grade level teachers at data meetings)
  - EL Grading Guidelines
  - IELP Plans (completed annually)
  - ACCESS – Teacher Score Report
  - EL – LEP Accommodations Page (individually designed for each EL student)
  - BCS EL Student Progress Report (documenting accommodations and grades)
  - WIDA Can Do Descriptors and WIDA Performance Definitions
- EL teachers maintain an IELP Teacher Notebook which contains detailed documentation for each EL/LEP student. The forms filed in each individual student section include the IELP Placement form, ACCESS Score Report, Accommodations Checklist, conference forms, state-mandated testing data pages, email copies, parent notes, progress reports, and report cards.
- These notebook documentation tools are useful in EL program evaluation at the school and district levels.

## **B. INTEGRATION OF THE WIDA ELP STANDARDS**

### **WIDA ENGLISH LANGUAGE STANDARDS**

- **Standard 1 – Social and Instructional Language**  
English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2 – Language of Language Arts**  
English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- **Standard 3 – Language of Mathematics**  
English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- **Standard 4 – Language of Science**  
English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- **Standard 5 – Language of Social Studies**  
English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Students acquiring a new language undergo five stages of language development: 1. Entering, Beginning, Developing, Expanding, and Bridging before entering the stage 6-Reaching proficiency level. (See Table 2 for the WIDA Consortium's description of the Performance Definitions below)

## WIDA PERFORMANCE DEFINITIONS

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

**Table 2**

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>• specialized or technical language reflective of the content areas at grade level</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>• specialized or technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>• oral or written language approaching comparability to that of English-proficient peers when presented with grade level material</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>• specific and some technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>• oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>• general and some specific language of the content areas</li> <li>• expanded sentences in oral interaction or written paragraphs</li> <li>• oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>• general language related to the content areas</li> <li>• phrases or short sentences</li> <li>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas</li> <li>• words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> <li>• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</li> </ul>

## **EL MATERIALS AND RESOURCES**

EL students attend supplemental EL classes that address language development designed for the EL student's proficiency level based on his/her WIDA Screener score or yearly ACCESS Test scores. The goal is for the EL student to reach proficiency in English on the ACCESS (4.8); thus he/she becomes independent of EL services and support when doing the work that is necessary to meet the content area classroom expectations. To reach the goal of English proficiency comparable to that of a native speaker of the same age and intellectual ability, EL materials are used that stress the development of communications skills in all our language domains

Curriculum, books, computers, relevant software, CD players and CDs, listening centers, pictures, games, and numerous printed materials utilized by EL personnel and shared with regular program instructional staff help develop the EL's English language. Resources are used to design lessons in the EL classroom to develop the skills needed by the EL class and individuals.

The Scientifically Researched-Based (SRB) materials, curriculums, and related resources utilized in Title III / Title I Supplemental EL and Core sheltered instruction listed below are utilized to meet objectives in the Title III / Title I Supplemental EL and Core classrooms based on the WIDA Standards and AL College and Career Readiness Standards but are not limited to the following:

### **K-2**

Benchmark Education

Orton-Gillingham

LETRS, Language Essentials for Teachers of Reading and Spelling

Into English EL Curriculum (SRB)

Headsprout

AR / STAR (SRB)

Mainstream classroom support (SRB)

Internet research by subject

Books

iPads and tablets

Computers/ whiteboards/document cameras/etc.

Websites ([www.starfall.com](http://www.starfall.com), [www.usalearns.org](http://www.usalearns.org), and Websites related to topics covered in EL class)

Osmo Word and Numbers

Finish Line for ELLs 2.0

### **3<sup>rd</sup> – 6<sup>th</sup>**

Benchmark Education

Orton-Gillingham

LETRS, Language Essentials for Teachers of Reading and Spelling

Headsprout

Q Phonics

AR / STAR (SRB)

Rosetta Stone-computer program (SRB)

Lexia for Older Students-Computer Program (SRB)

Into English EL Curriculum (SRB)

High Point EL Curriculum (SRB)

Mainstream classroom support

English/Spanish Dictionaries

Internet research by subject



Books

Computers/whiteboards/document cameras/etc.

Websites ([www.starfall.com](http://www.starfall.com) , [www.usalearns.org](http://www.usalearns.org), and Websites related to topics covered in EL class)

Osmo Word and Numbers

Finish Line for ELLs 2.0

7<sup>th</sup> – 12<sup>th</sup>

High Point EL Curriculum (SRB)

Headsprout

Finish Line for ELLs 2.0

Q Phonics

New Oxford Picture Dictionary

Spanish/English Dictionaries

Mainstream classroom support

Internet research by subject

Books

iPads and tablets

Osmo Word and Numbers

Computers (assignments that relate to topics and enhance computer skills)

Websites (USA Test Prep; USA Geography) (map practice)

Websites related to topics covered in EL class); [www.usalearns.org](http://www.usalearns.org)

Finish Line for ELLs 2.0.

ACCESS Newcomers

The EL Staff continually seeks additional resources and equipment to enhance the system's Title III Supplemental EL Program. EL materials and resources are high quality and support the district's goal for high academic achievement for all students.

3) Describe the <b>grading and retention</b> policy and procedures; ELs cannot fail or be retained if language is the barrier.
--

## GRADING AND RETENTION POLICY AND PROCEDURES FOR ELS

- Retention of ELs shall not be based upon the level of English language proficiency (Section I, Part G, and Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Lack of ability to read and write in English cannot be the basis for an "F." **It is against the law to fail a student because he/she is not proficient in English.**
- A grade of "F" cannot be assigned to an EL student without full documentation of accommodations having been made to assure the student full access to the content of the academic program.
- The opportunity is given to earn credits toward graduation for 9<sup>th</sup> through 12<sup>th</sup>-grade students. Student grades reflect work done with accommodations and are noted in the IELP Student Folder for each class. CREDIT RECOVERY is available for all students needing to make up graduation credits

- Traditional procedures for assigning grades to students may not be appropriate for ELs at the lowest proficiency level. The same methods and criteria applied to their English-speaking age and/or grade level peers should not be the same as to assess students who lack English language proficiency.
- Teachers are encouraged to maintain high expectations for student learning and are to accommodate and adapt lessons and assignments so that ELs can progress in the content and second language acquisition. Accommodated assessments help ELs demonstrate their knowledge and skills.
















Prior to considering retention of an EL, the following points should be addressed by the IELP Committee.

- What is the student's level of English language proficiency?
- Have IELP Plan and IELP Student Folder(s) been implemented and reviewed regularly to document classroom accommodations and student progress?
- To ensure meaningful participation, **are classroom accommodations being made** in the areas of:
  - teacher lesson delivery?
  - activities and assignments?
  - homework?
  - formal and informal assessments (e.g., quizzes and tests)?
- How much individual English language development instruction is the student receiving during the school day?
- Has an alternate grading strategy been implemented (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
- Has the student's classroom teacher been adequately trained concerning instruction and assessment strategies specifically designed for students learning English?
- **Do the teachers note accommodations on homework, class assignments, and tests?**
- Do the report cards indicate that students were graded according to their I-ELPs?

**Teachers follow these guidelines:**

- **ELs must receive accommodation of content work when needed.**
- Base grading of accommodated work upon individual needs.
- **The lack of English language proficiency cannot be the basis for an EL receiving an "F."**
- Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.
- Assign an achievement grade to students demonstrating knowledge and skills in a particular subject, i.e., math.

# Retention Guidelines Chart for English Learners

<b>Consider Retention</b>  In consultation with ESL committee members, retention <b>can be</b> considered if <b>all</b> points have been addressed and the student still is not successful.	YES 	English Proficiency Level 	NO 	<b>Do Not Retain</b>  Student should <b>not</b> be retained if <b>all</b> points have not been addressed.
		Full Implementation of I-ELP 	NO 	
		Full Implementation of Accommodations 	NO 	
		Amount of English Language Development Instruction 	NO 	
		Alternate Grading Strategy 	NO 	
		Classroom Teacher PD 	NO 	
		Graded according to I-ELPs 	NO 	

4) Include details on the **specific staffing and other resources** to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.

- Qualified personnel (ESL licensure)
- ESL staff development
- Content teacher and administrator staff development

## STAFFING

### A. QUALIFIED PERSONNEL

The number of staff employed in the district in the ESL Program will be based on several criteria. The number of ELs, the level of English proficiency of the ELs, the achievement level of the students, the grade level of the students, and other programs in effect at the individual schools are the major considerations for determining EL Staff employment.

All teachers in BCS are fluent in English and have written and oral communication skills. English fluency is considered established if personnel have a teaching certificate issued by the Alabama State Department of Education (ALSDE) and have met the highly qualified status of a teacher or instructional aide required by the ALSDE.

BCS certifies that all teachers in the Title III / Title I Supplemental and core language instruction program for ELs are fluent in English (the language of instruction in BCS) because all BCS teachers are certified by the ALSDE certification department. Individuals who apply to the Alabama State Department of Education, Teacher Education and Certification Office for an Alabama Professional Educator Certificate or alternative approach certificate must meet the requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. The APTTP consists of basic skills assessments and subject area assessments.

The **basic skills assessments of the APTTP** measure fundamental skills all prospective educators must possess in Applied Mathematics, Reading for Information, and Writing. These assessments are administered as part of the ACT WorkKeys System. Oral English fluency is established in the rigorous employment interview sessions conducted by BCS administration.

**This ALSDE certification assessment process and the BCS employment interview process certify that all BCS certified teachers employed are fluent in all four language domains of English.**

Recruitment of certified teachers in the area of EL is a priority. EL paraprofessionals are highly qualified. All BCS EL staff undergo a rigorous and verbal interview process before employment to ensure language fluency. Four of the bilingual paraprofessionals employed at present by BCS are native Spanish speakers; thus, they are fluent in Spanish.

The EL staff is responsible for supplemental English language instruction for ELs. In addition, they provide assessment, tutoring, and monitoring to EL students and collaboration and training to Core education teachers of ELs. The EL staff also serves to bridge the school and home to make sure parents are informed and up-to-date on school and academic issues concerning their child/children.

**All ELs will receive their primary, core education from certified teachers through the mandatory Core academic program.** The priority of the EL class is supplemental English language instruction. Other class support and tutoring are addressed based on the student's needs.

BCS employs a full-time bilingual Home/School Liaison to address verbal and written translations for EL parents/guardians as needed. The Home/School Liaison can be reached at the Professional Development Center, PDC. (205-775-2090 EXT 8202). This phone line is equipped with a bilingual answering service 24 hours a day. Also, four full-time EL aides are native Spanish speakers, and one EL teacher teaches Spanish as well as EL. These bilingual staff members are also available for translation purposes as needed.

In addition, BCS employs six full-time, highly-qualified EL teachers, one half-time EL teacher, four full-time paraprofessionals, and a full-time EL Consulting teacher. The EL Consulting teacher has English to Speakers of Other Languages certification, and all staff is trained and competent to deliver EL instruction and training.

## **B. PROFESSIONAL DEVELOPMENT**

Professional development opportunities for all personnel are available.

Additional professional development opportunities and training occur to address specific areas of need as required. Opportunities to view relevant videos, attend related workshops, conferences, and/or through contracted consultants provide professional development opportunities.

Regular content area program teachers receive training in the instruction of second language learners through workshops, conferences, and/or contracted consultants. Teachers are encouraged to request assistance from the EL staff concerning appropriate accommodations for all EL students on an ongoing basis. Title III / Title I Supplemental EL Program goals and activities are included in the BCS Professional Development Plan. EL teachers review ACCESS Test scores, state-mandated test scores, WIDA ELP Standards, accommodations, monitoring procedures, and IELP Plans for each individual EL student with each regular education and special program teacher of EL students annually and more often as needed.

Ongoing, sustained EL professional development focusing on SDAIE / WIDA instructional strategies and tools for supporting organizational and visual scaffolding continues to be implemented at the district and school levels. Student achievement improvement on the ACAP Reading for LEP/EL subgroup is one goal of this training. The training focuses on the use of graphic organizers and color-coding to teach key concepts and key vocabulary in the content areas. The content teachers will utilize these tools, and the EL staff will supplement language instruction by teaching specifically related skills to ELs in small group and/or one-on-one settings. For example, ELs must use organizational skills and tools to complete the Writing Section of the ACCESS Test by focusing on key concepts and key vocabulary. This instruction and training will aid ELs in content classes and on state-mandated testing as they acquire more detailed language knowledge and complete demanding academic language tasks.

5) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.

- How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

## STATE CODES FOR ENGLISH LEARNERS AND DATA COLLECTION

Upon identification and placement, students are given a code in PowerSchool. The ELs demographics page in PowerSchool is marked accordingly by the PowerSchool Manager. In addition, the EL Consulting Teacher must also mark the English as a Second Language box for ELs. The PowerSchool Manager, the system EL Consulting Teacher and the EL Teacher work closely to ensure this information is correctly marked regularly. An EL Enrollment Form is completed by each EL teacher when a new student enrolls or when a student's status changes. This form is signed by the EL Teacher and then submitted to the EL Consulting Teacher and EL Home/School Liaison for record-keeping in the BCS EL database. This EL database is compared to PowerSchool records each semester to ensure correct information is recorded in PowerSchool and in BCS EL data records. The EL Enrollment form is part of the BCS District Plan, Appendix.

The table below contains codes used by ALSDE Student Assessment and PowerSchool, along with a definition of codes. For State assessment and accountability purposes, the ALSDE uses one coding system for ELs. Similar codes are also used by the ALSDE for data collection from PowerSchool. See Table 1 for a list of comparisons of codes. All PowerSchool Managers have been trained to use PowerSchool, and the BCS District PowerSchool Manager communicates updates and training necessary for accurate PowerSchool maintenance and record keeping.

Codes for State Assessments	PowerSchool Codes	Definitions of Codes
Non-ELs	0	Students whose home language surveys do <i>not</i> indicate a language other than English spoken in the home. These are <i>not</i> students classified as NOMPLOTE
EL-1 EL Year 1	1	Limited English Proficient students who are in their first year in a U.S. school.
EL-2 EL Year 2 or more	2	Limited English Proficient students who are in their second year or more in a U.S. school.
FEL-1 1st Year Monitoring	3	Students who have exited the ESL program and are in their first year of systematic monitoring. These students no longer take ACCESS for ELLs® English Language Proficiency test.
FEL-2 2nd Year Monitoring	4	Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs®.
FEL-3 3rd Year Monitoring	8	Students who have exited the ESL program and are in their third year of systematic monitoring. These students no longer take ACCESS for ELLs®.
FEL-4 4th Year Monitoring	9	Students who have exited the ESL program and are in their fourth year of systematic monitoring. These students no longer take ACCESS for ELLs®.
FEL	5	Former Limited English Proficient students who have successfully completed two years of monitoring and are no longer LEP.
EL Waived Services	6	Students who are LEP yet parents have refused supplemental Title III / Title I services.
NOM PHLOTE	7	National Origin Minority Student Whose Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require ESL services. Parents, however, may need information in their home language.

Include the LEA's method for **evaluating the effectiveness of its program** for English learners

- LEA engagement in the continuous improvement cycle
- In relation to English proficiency and challenging state academic standards

English Learners whose parents have waived supplemental Title III / Title I services must be assessed on the ACCESS for ELs® English language proficiency test until they are proficient in English with a composite score of 4.8 or above. Students are coded on the ACCESS for ELs® test as having waived services.

## **ESL PROGRAM EVALUATION**

The instructional goals of the Blount County Schools Title III / Title I Supplemental EL Program as stated at the beginning of this document are as follows:

- The Title III / Title I Supplemental EL Program allows the EL to increase his or her English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
- The Title III / Title I Supplemental EL Program also provides the EL the opportunity to reach his or her full potential in the process of obtaining a high school education and to further his or her education beyond high school.

The system will utilize both formal and informal evaluations of the program in order to determine progress toward our goal of increasing English language proficiency in EL students.

- Evaluating the Title III / Title I Supplemental EL Program involves the collection and analysis of data from the Comprehensive Needs Assessment, Title III / Title I EL Supplemental Services and Core Program Evaluations, ACCESS Test for ELLs scores, state-mandated testing scores, ALSDE Compilation Report, Interim Progress, and the BCS ACCESS Compiled Five Year Report. The evaluation will be an ongoing process.
- A formal evaluation of the ESL program is the Compilation Report for the ALSDE. BCS collects data from each school at the end of the school year and compiles this information in a report. This report shows a picture of the program.

## **A. COMPILATION REPORT**

A formal evaluation of the ESL Program is the Compilation Report for the ALSDE. BCS collects data from each school at the end of the school year and compiles this information in a report. This evaluation consists of data collected from the individual schools concerning the following:

### General Information

- Student population, by race and national origin for each school
- Number of limited English proficient students at each school, by grade level, and by language spoken.

### Identification and Assessment

- Number of Home Language Surveys currently on file.
- Number of students having a primary or home language other than English who are not receiving services (NOMPHLOTE).
- Number of students whose parents/legal guardian waived English language instruction educational program student services.
- Number of newly identified students (during school year) assessed for English proficiency
- Number of new students enrolled (during school year) in the LEA's English language instruction educational program.

#### Progress within the Program

- Determined through the annual BCS ACCESS Compiled Report (five years by EL student)

#### Program Exit Information

- Number of students who exited the program
- Number of exited students who returned to the English language instruction educational program
- Number of EL students in first year in U.S. schools
- Number of EL students in Year 2 or more
- Number of FLEP Year 1 Monitoring (FEL-1)
- Number of FLEP Year 2 Monitoring (FEL-2)
- Number of FLEP Year 3 Monitoring (FEL-3)
- Number of FLEP Year 4 Monitoring (FEL-4)
- Number of FLEP Completed monitoring (FEL)
- Number of retained EL students
- Transitional services the LEA provided to students who have exited the ESL Program

#### Staffing

- Number of certified teachers who teach EL
- Number of EL certified teachers
- Number of teachers highly qualified to teach EL (certified in Foreign Language or Elementary Ed. – (not including teachers named above)
- Number of certified teachers teaching EL (certified in a field other than that above but trained for ESL teaching
- Number of paraprofessionals that assist in the Title III / Title I Supplemental EL Program

#### Training

- Number of personnel who received professional development training related to EL
- Examples of professional development activities that were effective

#### Participation in Other Programs

- Number of students enrolled in special education



- Number of students currently enrolled in gifted education program
- Number of students enrolled in career vocational education programs (high school)

### Communication

- How many interpreters provide assistance to LEAs in parent/guardian communications
- Languages the LEA is able to interpret
- Community activities conducted and list resources in the community that are available to provide services
- Efforts and activities to involve parents/guardians in the educational process

7) Include LEA's **method of identification and referral of ELs for special services (including Gifted Ed)**. Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

## REFERRAL OF ELs TO SPECIAL EDUCATION

### A. PROBLEM SOLVING TEAM (PST)

The PST process plays a central role in the implementation of Response to Instruction (RtI).

- English Learners may be referred to the PST only after differentiated instructional strategies determined by the IELP Committee have been provided for them for a reasonable amount of time in Tier I and Tier 2 and there is data showing that this instruction has been unsuccessful.
- **ELs cannot be referred to the PST if language is the barrier to achievement.**
- An EL staff member should be part of the PST team when EL students are referred.
- EL students must be served in the same way as all other students.
- Although it is a required step before special education testing, it is not used **only** for pre-special education testing purposes.

EL students may be referred to the RTI team provided they have been and are currently being served with appropriate instructional and assessment strategies determined by the IELP Committee, but continue to demonstrate a risk of failure. *(An EL cannot be referred to the RTI team if language is the barrier to achievement. Once language has been eliminated as the barrier to achievement, EL students must be served in the same way as all other students.)*

### B. SPECIAL EDUCATION

ELs following normal developmental patterns for learning a new language are not eligible for the referral of special education services. **Cultural and linguistic backgrounds cause ELs to have special instructional needs. These needs will not serve as a basis for referral for a special education evaluation.**

Specific indicators which validate the need for special education evaluation, include:

- Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially deficiencies noted by parents.
- English language development appears to be significantly different from that of peers who are speakers of other languages.
- Consideration of the amount of time the EL takes in developing the first and second languages.
- Developmental delays or other at-risk conditions observed of the EL.

Referral information may indicate the necessity of a **structured developmental history** to evaluate the student's problem. 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/EL students.

Additional pertinent information regarding 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, ACCESS, WIDA Screeners for Kindergarten-Grade 12).
- 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 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

### **Testing for Special Education Services**

Tests which will be administered to the ELs, will be determined by the IELP Team. Presentation of the test in the native language of the student presents a clearer picture to the psychometrics. There will be provisions for an interpreter if needed. Personnel trained in the test administration will administer all tests.

### **SUMMARY OF SPECIAL EDUCATION REFERRAL PROCEDURES FOR ELs**

The **special education specialist** is the **primary administrator** responsible for the provision of services to all special education students.

#### **Procedures for a New Referral**

1. Follow EL procedures for identification.
2. Typically, a student will have participated in an appropriate Title III / Title I Supplemental EL Program for a minimum of one year.
3. Documentation of assessments, accommodations, and interventions submitted to the PST.
4. The PST will submit collected, documented information to the system Title III / Title I Supplemental EL Program area specialist or the EL resource teacher for review and recommendations for additional support or intervention strategies.
5. The PST accepts a recommendation made by the Title III / Title I Supplemental EL Program area specialist after the documentation of additional support or intervention strategies.
6. The IEP team will review the referral with EL Staff, providing input to the team.
7. All IDEA procedures guide the referral and evaluation process.

#### **Criteria for Assessment**

1. The IEP team will determine with input from the EL Staff evaluations and assessments and secure parental permission for evaluation.
2. The instrument of choice for intellectual functioning is the *Universal Nonverbal Intelligence Test (UNIT)*.

3. Native language evaluations and testing with an interpreter help the student access a fair testing environment.
4. Eligibility for Special Education.

#### **Development of the Individual Education Program (IEP)**

1. EL Staff will participate in the eligibility meeting.
2. EL Staff will assist upon request and review the initial development of the IEP and in subsequent IEPs, until the student exits from the Title III / Title I Supplemental EL Program and/or Core EL Program.

Note that ELs with disabilities should be provided English language acquisition services as determined appropriate by the EL specialist and the IEP Team, and this information should be included as part of the Individualized Education Program (IEP) on the Profile Page.

**Eligible EL students may receive both special education and English language acquisition services concurrently.**

### **C. PARENT PARTICIPATION**

Parent participation is a required part of the special education process, and to ensure active participation, accommodations will be made at all meetings and in written communications for the non-English speaking parent. This may also be necessary for parents of students who are National Origin of Minority and whose Primary Home Language is Other Than English. (NOMPHLOTE). These accommodations must include an interpreter for all communication, and written communication must be provided in the parent's native language.

### **D. PARTICIPATION IN OTHER PROGRAMS**

- ELs have equal access to the full range of district programs, including special education, gifted and talented programs, career technical education, Title I, homeless, At-Risk, and non-academic and extracurricular activities.
- Students and parents receive notification of such programs available through newsletters, telephone calls, handouts, and informational meetings for parents (with interpreters available).
- EL and mainstream teachers also encourage ELs to participate in extracurricular and non-academic activities.

#### **Gifted and Talented**

- ELs qualify for the Gifted and Talented Program by the same standard native English-speaking students quality.
- EL's academic performance in the first language is also a consideration.

#### D. ASSESSMENT & ACCOUNTABILITY

1) Describe how the LEA will encourage and hold schools accountable for **annually measuring the English proficiency** of ELs and for participating in the state-administered testing program.

- Including coordination with the LEA Test Coordinator/ Director
- Including communication of assessment and accountability requirements to schools

## PARTICIPATION IN STATEWIDE ASSESSMENT PROGRAM

All ELs must participate in the statewide assessment program for accountability purposes with these exceptions:

- If determined appropriate by the IELP Committee, ELs in their **first academic year of enrollment in the U.S. schools**, will not be required to participate in the reading subtest of the ACAP Reading Assessment
  - However, if these students participate, their scores will not be included in accountability determinations for reading.
  - An academic year cannot exceed 12 months or allow more than one exemption from the state reading assessment regardless of the date of enrollment.
- For purposes of participation in the assessment program, ELs, during their **first academic year of enrollment in U.S. schools**, will use the English language proficiency assessment (ACCESS) if they do not participate in the reading subtests described above.
- **All ELs, whether they receive or waive supplemental Title III services, must be tested annually on ACCESS 2.0 for ELs® state English proficiency test.**

EL students in Grades K-12 regardless of the number of years of enrollment in U.S. schools, must participate in *Assessing Comprehension and Communication in English State-to-State for English Language Learners* (ACCESS for ELLs), the state-administered English language proficiency test **or** the *Alternate ACCESS for ELLs*, the state-administered English language proficiency test for students in Grades 1-12 who have a significant cognitive disability.

The BCS Test Coordinator will use the Alabama Student Assessment Resource Guide for English Learners to ensure that all educators are adequately informed of the policies and procedures set forth by the ALSDE in order to provide meaningful experiences that will enhance the education of BCS's ELs. All educators who participate in the administration of the ACCESS for ELLs, Alternate ACCESS, and WIDA Screeners are trained on their specific role, including participation in Test Security Training as outlined in The Alabama Comprehensive Assessment Program Integrity Handbook for Test Administrators.

## A. MEASURING ENGLISH PROFICIENCY FOR ELS

- The Federal Programs Director and staff will evaluate ESL Compilation Data, monitor state assessment results for each school in the system and the data of disaggregated populations (including ELs and former ELs), and communicate results with other stakeholders.
- The progress of individual students is monitored by the regular classroom teacher, the EL teacher, and/or intervention personnel at least twice every nine weeks.
- The information obtained from EL program reviews and student monitoring is used to make data-driven decisions regarding instructional plans and practices (at the classroom, school, and district levels), professional development, and changes to the EL District Plan. The objective of every decision and change is to ensure that students make yearly interim progress on standardized evaluations and reach the highest possible levels of English language and academic proficiency in the shortest time possible.

## B. ACCOMMODATIONS FOR ELS ON STATEWIDE ASSESSMENTS

- Decisions regarding appropriate accommodations for EL students must be made on an individual basis by the IELP Committee.
- The IELP Committee considers the content and nature of the specific assessment, the level of the student's language proficiency, and the student's documented history of accommodations (twelve-month history) in the regular instructional program when making decisions about appropriate accommodations for state assessments.
- BCS uses the approved Accommodations Checklist found at [www.alabamaachieves.org](http://www.alabamaachieves.org) under the Student Assessment tab. (Alabama Student Assessment Program Policies and Procedures for Students of Special Populations).

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and long term goals.

- Monitoring and evaluating school engagement with continuous improvement plan

## C. ACCOUNTABILITY

- Blount County Federal Advisory Committee uses the BCS Interim Progress Target and BCS ACCESS District, School, and Student reports, ALSDE Compilation Report, and ALSDE state tests reading results of LEPs to evaluate and monitor the CORE content instructional program and Title III / Title I Supplemental EL program instructional services. These reports are used by each school in developing objectives on their Continuous Improvement Plan (CIP).

**The ongoing sustained professional development to put Specially Designed Academic Instruction in English (SDAIE) Strategies in place is designed to address the reading deficiencies in all grade levels for all EL students in both the CORE and Title III / Title I Supplemental services instructional programs.**

## ALABAMA'S ESSA INDICATORS

### A. INTERIM PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY

[Title I, Section 11 11(c)(4)(A)(ii)]

**What does “interim progress” mean in terms of accountability regarding English Learners?**

- For the purpose of accountability, interim progress refers to the annual increases in the percentage of students making progress in learning English. Progress is calculated by using the scores from ACCESS for ELLs.

**How is interim progress for ELs determined?**

- Proficiency level of the EL.
- Targets for annual increases in English proficiency and attainment of English using a baseline.
- Consistent methods and measurements to indicate progress in English proficiency (WIDA ACCESS for ELLs 2.0).

**Progress in Achieving English Language Proficiency - Cumulative Growth**

Title 1 of ESSA requires long-term goals for English learners for increases in the percentage of such students making progress in achieving **English Language Proficiency (ELP)** as measured by the statewide English language proficiency assessment. Alabama will use ACCESS for ELLs 2.0 to evaluate progress toward English language proficiency.

## Growth Targets

Targets were established based on two years of statewide district data. The table below shows the percentage of EL students within a district that must make the progress target in order to meet the English Language Proficiency (ELP) indicator. Each year, the proportion of students in a district is expected to make progress in ELP gains.

**Target Percentages**

<b>Progress Targets Based on Previous Year's Data</b>	
<b>Year</b>	<b>Targets</b>
<b>2017</b>	<b>40%</b>
<b>2018</b>	<b>47.5%</b>
<b>2019</b>	<b>50%</b>
<b>2020</b>	<b>52%</b>
<b>2021</b>	<b>54%</b>
<b>2022</b>	<b>56%</b>
<b>2023</b>	<b>58%</b>

**Example:** In 2023, 58% of EL students in a district who participated in the *ACCESS for ELLs* assessment will need to meet/exceed their growth target in order to make the interim progress indicator.

## B. GROWTH CALCULATIONS

The overall goal of the EL student data in the annual accountability system is to identify the actual growth of EL students, year-over-year, towards proficiency attainment. Therefore, the data loaded within the student assessment portal recognizes the annual growth of each student utilizing the student's ACCESS proficiency score from the previous year compared to the current year's score.

Growth is determined when the prior year's score on the ACCESS for ELLs assessment is compared to the current year's score to determine if there is growth. For example, using the table below: The prior year's score was 3.1. In order to demonstrate growth, the current year's score must be 3.5 or higher. If the student makes a 3.5, that student met the growth target and will be counted as showing growth in the accountability calculations. If the student made a 3.2, the student did not meet the growth target and will not be counted as making growth in the accountability calculations.

Since growth is determined based on the prior year's score, students who do not have a score from the previous year will not receive a growth report. N/A will represent a non-score.

Currently, there is no growth requirement for *Alternate ACCESS for ELLs*.

Students' growth can be calculated even if the student moves to another district, as long as the SSID numbers match.



Initial / Previous Year	Current Year
1.0	1.6
1.1	1.7
1.2	1.8
1.3	1.9
1.4	2.0
1.5	2.1
1.6	2.1
1.7	2.2
1.8	2.3
1.9	2.4
2.0	2.6
2.1	2.6
2.2	2.7
2.3	2.8
2.4	2.9
2.5	3.0
2.6	3.0
2.7	3.1
2.8	3.2

Initial / Previous Year	Current Year
2.9	3.3
3.0	3.5
3.1	3.5
3.2	3.6
3.3	3.7
3.4	3.8
3.5	3.8
3.6	3.9
3.7	4.0
3.8	4.1
3.9	4.1
4.0	4.3
4.1	4.3
4.2	4.4
4.3	4.5
4.4	4.5
4.5	4.6
4.6	4.7
4.7	4.7
4.8	



## E. Parent, Family, and Community Engagement

1) Describe how the LEA will inform EL parents using information and notification in the following format:

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

### A. PARENT NOTIFICATION

According to **ESSA sec. 1112(3)(A) Title III requirements**, districts must, not later than 30 days after the beginning of the school year or 10 days of enrollment during the school year, notify parents that their child has been identified for participation in an English Language Instruction Educational Program. The Home Language Survey and Assessment (s) by the WIDA Online Screener or ACCESS for ELLs determine the student's English Language Proficiency. Parents are invited to participate in the ESL Committee meeting concerning the placement of their child. Program details are provided to parents (orally and/or in writing) in a language that they can understand about the following:

1. The reason for the identification.
2. The child's level of English proficiency.
  - a. How such level was assessed.
  - b. The status of the child's academic achievement.

The status of the child's academic achievement.

3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that include written guidance detailing:
  - The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
  - The option parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available.
  - The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

(Refer to TransAct for *Request for Change in Supplemental English Learner Program* waiver forms.)

This notice to parents is in English and/or the parent's primary language. Parents are not required to respond affirmatively to the notification for the student to participate in the Title III / Title I Supplemental EL Program. Upon receipt of written instructions from the parent, however, the ESL Committee must withdraw the student from the formal Title III / Title I Supplemental EL Program. The teachers and school are still obligated to provide appropriate, informal strategies to assist in ensuring success for that student's academic needs. These students are also included in the annual ACCESS for ELLs testing.

## **B. PARENT INVOLVEMENT**

- We make every effort to provide school information in Spanish and translation services are available in both oral and written form.
- We assist parents in understanding report cards, assessment data, student handbooks, Powerschool Parent Portal, etc.
- Parents who speak a language other than English are invited and encouraged to participate in all programs and activities offered in the local school and district as native English speaking parents would be encouraged to participate.
- We encourage parents to 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.
- We encourage parents to be active participants in the formulation of policies and plans which affect their children. They are invited and encouraged to participate on their child's IELP Committee, BCS Federal Advisory Committee, and other policy and decision-making groups at the system and local school levels.
- Parents are encouraged to offer their input to the local school and to the Title III / Title I Supplemental EL Program area specialists or staff for suggestions to improve the overall EL program.



## C. COMMUNITY PARTICIPATION

BCS works closely with community organizations to improve communication between EL parents and school staff (Blount County Literacy Council, Oneonta Public Library, HOPE House, Adult ESL-through Wallace State, Salvation Army, United Way, etc...).

<b>F. TITLE III SUPPLEMENTAL SERVICES</b>
<i>This section should be completed if the LEA receives Title III supplemental funds.</i>
1) Describe how the LEA uses Title III funds to supplement the core ESL program.

## TITLE III SUPPLEMENTAL SERVICES

### A. TITLE III FUNDS

All Alabama students benefit from high-quality, research-based materials and supplies necessary to achieve local, state, and national standards and courses of study. The core curriculum is delivered in the regular classroom as second language acquisition is occurring simultaneously. **Title III funds are used to supplement the core academic program to ensure core subjects and English language skills are acquired as quickly as possible.** A qualified EL Staff and professional development are provided using Title III funds.

### B. IMMIGRANT ADDENDUM:

When received, these funds will be used to address instructional material needs of immigrant students we serve.

All Immigrant EL students will receive core EL instruction by certified teachers in the regular academic program using the ALSDE courses of study and the WIDA English Language Standards approved by the ALSDE. EL students will receive Title III supplemental EL instruction in the EL pull-out program if not waived by the parent/guardian. Classroom teachers are trained in Specifically Designed Academic Instruction in English (SDAIE) strategies that are scientifically researched-based for the purpose of accommodating content for EL students in the regular education classroom. Such strategies as building background knowledge, adaptation of text, emphasizing key vocabulary, planning meaningful activities, language functions stated clearly, supplementing materials, using appropriate speech to match the language level of student(s), varying teaching techniques and presentation, teacher questioning to foster higher order thinking skills, lesson pacing, and ongoing, varied assessment techniques are proven to foster an environment favorable for second language acquisition in regular education classes and supplemental EL pull-out classes. The EL teachers and the regular program teachers also confer on a regular basis concerning the academic progress of EL students regarding individual student needs and sheltered instructional strategies. Ongoing, sustained teacher training strengthens the knowledge-base and skills of teachers in the use of SDAIE strategies in the core regular classrooms and in Title III supplemental EL pull-out classes.

Describe the method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA.

- How ELs are identified
- How needs of ELs are identified
- How, when, where, and what services will be provided
- How the services will be assessed
- The amount of funds/services available

## **NON-PUBLIC SCHOOL PARTICIPATION AND TITLE III - LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENT**

The Every Student Succeeds Act, (ESSA, 2015) includes private schools students, teachers, and parents as participants and beneficiaries in selected programs such as Title III / Title I EL Supplemental Program. ESSA requires that local education agencies (LEAs) provide services to private school students who would, in the absence of private schools, attend the public schools in the LEA. Each spring private school administrators are invited to a timely and meaningful consultation regarding services that are available. BCS follows up with phone calls if needed. Documentation of meetings, such as agendas, sign-in sheets, and letters are kept on file in the Federal Programs office.

**At this time nonpublic schools within geographic boundaries of Blount County Schools do not choose to receive any Federal Funds.**

The BCS EL District Guide is based on the following resources.

**Alabama State Department of Education. Instructional Service Division - Federal Programs Section. English Learners (EL) Policy and Procedures Manual -2010 edition** – This document is in compliance with the Office for Civil Rights (Compliance Review #04-98-5023) for providing services to students who are English Learners (ELs). It incorporates requirements and applicable references to The Every Student Succeeds Act, of 2015 (ESSA).