FIRST READING: 10/30/2018
SCHOOL BOARD APPROVAL: _____

DALLAS COUNTY SCHOOLS
Selma, Alabama

"Where Great Things Happen"



EL PLAN AND GUIDE

Hattie Shelton
SUPERINTENDENT OF EDUCATION

Vickie Poe
Assistant Superintendent/EL Coordinator

Zella Ford
Director of Federal Programs

Revised 06/2018
VPoe

Section I Coversheet, Assurances, Signature Page		
EL District Plan Cover Sheet	**Local Education Agency (LEA) Name:** Dallas County Board of Education	
LEA Contact for ELs: Mrs. Vickie Poe		
Name: Vickie Poe	**Signature:** Vickie Poe	
Position and Office: Assistant Superintendent/EL Coordinator	**Email Address:** poev@dallask12.org	
Telephone: 334-876-4472	**Fax:** 334-876-4493	
☐	**Check box if LEA receives Title III Funds**	
☐	**Check box if LEA receives an Immigrant Grant**	

Assurances

The LEA will:

- x☑ Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan
- x☑ Assure that all teachers in any language instruction educational program for English Learners (ELs) that is funded with any source of federal funds are **fluent in English**, including having written and oral communication skills
- x☑ Assure that all schools in the LEA are in compliance for serving English learners
- x☑ Assure that all individuals used as **translators or interpreters are fluent** in the language they are translating.
- x☑ Assure ELs **have equal access to appropriate categorical and other programs** and are selected on the same basis as other children

(The following assurances **apply only to LEAs that receive Title III funds**)

- ☐ Assure that the LEA has a process for parents to **waive Title III** Supplemental Services.
- ☐ Assure that the LEA has an **Equitable Services Implementation plan,** if applicable.
- ☐ Assure **timely and meaningful consultation with private school officials** regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable

Mrs. Vickie Poe	Vickie Poe	9/6/19
EL Program Administrator	**Signature**	**Date**
Mrs. Hattie Shelton	Hattie K. Shelton	9/6/19
LEA Superintendent	**Signature**	**Date**

***THIS COVER SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

*EL Advisory Committee Signatures

Name	Position	Signatures
Vickie Poe (LEA)	Assistant Superintendent/EL Coordinator	Vickie Poe
Katie Meins (BKC)	School Counselor	Katie Meins
Adrienn Lee (BES)	School Principal	Adrienne Lee
Valencia Blackmon	Speech Pathologist	
Jamie Watters (BES)	Classroom Teacher	Jamie L. Watters
Michele Dyson (VGE)	Classroom Teacher	Michele Dyson
Diana Haynes (DCH)	Parent/Guardian	
Karen Martin (SSH)	Spanish Teacher/Interpreter	Karen Martin
Michelle Meeks (MMS)	Classroom Teacher	Michelle L Meeks
Sarah Waggoner	Psychometrist	S Waggoner
Mohamed Ali Otifah	parent	

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the *Every Student Succeeds Act* (ESSA) for serving students who are English learners and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

The Comprehensive EL District Plan should address each aspect of the instructional program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should: contain sufficient detail and specificity so that all employees can understand how the plan is to be implemented; and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs may refer to the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at www.alsde.edu/departmentoffices/federalprograms.

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Mrs. Vickie Poe	Vickie Poe	8/1/18
EL Program Administrator	**Signature**	**Date**
Mrs. Hattie Shelton	Hattie K. Shelton	8/1/18
LEA Superintendent	**Signature**	**Date**

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Zella Ford (LEA)	Federal Programs Director	
Antonette Williams (VGE)	School Counselor	
Katie Freine (BKC)	School Counselor	
Erika Crum (VGE)	School Principal	
Mary Beth Frasier (LEA)	Speech Pathologist	
Jamie Watters (BES)	Classroom Teacher	
Michele Dyson (VGE)	Classroom Teacher	
Diana Haynes (KHS)	Parent/Guardian	
Karen Martin (SSH)	Spanish Teacher/Interpreter	
Dr. Sharon Streeter (LEA)	Special Education Director	
Michelle Meeks (MMS)	Classroom Teacher	
Mayte Cotton (ALSDE)	ALSDE Regional EL Coach (Community Liaison)	

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AT A MINIMUM
THE LOCAL EL DISTRICT PLAN MUST

A. INTRODUCTION

1) Include the LEA's educational theory and goals for its program of services.

It is the intent of the Dallas County School System that every student who has a primary home language other than English and who is identified as limited English proficient (LEP) be provided an equal opportunity to benefit from educational programs and services. The district is committed to supporting scientifically research-based and effective appropriate programs, practices, training, and accountability so that all students can become proficient in English and achieve the state's academic content and standards.

The instructional goal of EL instruction shall not replace or negate the students' primary home language. Rather, the EL program shall strive to enable the LEP students to become competent in listening, speaking, reading and writing in the English language. This instruction shall emphasize the acquisition and mastery of English, to enable LEP students to participate fully in the benefits of public education.

B. IDENTIFICATION AND PLACEMENT PROCEDURES

1) Include the LEA's procedures for implementing the EL Advisory Committee.

The Dallas County Schools EL Advisory Committee is comprised of Central Office leaders, school administrators, system test coordinator, EL teachers, school counselors, classroom teachers, parents, and community representatives. The EL Advisory Committee meets annually to review assessment data, budgets (if available), and plans in order to recommend and approve necessary courses of action. Additional meetings may be called throughout the year to update and adjust the plan as needed.

2) Include the LEA's methods for identifying 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-ACCESS Placement Test (*W-APT*)**
- **WIDA Screener Online**
- **EL Committee Placement**

English Learners (ELs) must be identified at the point of enrollment. The **Home Language Survey (HLS)** is the identification tool for potential EL students. The HLS shall be administered to the parents of all students at the time of initial registration for enrollment. All language-minority students must be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, or immigration documentation. School personnel conduct interviews with student and/or parent during the enrollment process and provide assistance in obtaining the necessary documents for enrollment. The information is provided to the school's EL Committee Chairperson (by the school guidance counselor or school administrator) within three (3) school days. The principal will ensure that the database manager enters the appropriate code for the student in INOW and the district EL Coordinator is notified.

When any response on the HLS indicate the use of language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student's English-language proficiency level. **Language-minority students identified through the HLS during registration before the beginning of the school year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment.** The school's guidance counselor will gather information on the student and administer the **WIDA Screener Online** or the **WIDA-ACCESS Placement Test (*W-APT*) within ten (10) days** to determine the level of English language proficiency. The completed survey becomes part of the student's permanent record and should be made available for future reference.
The database manager will enter the registration date as the "original entry date" in *Chalkable* or if the child is newly arrived in the country, "date first enrolled in US school" when completing demographics.

The *WIDA Screener Online* determines eligibility for placement for students in grades 1-12, and the WIDA-ACCESS Placement Test (W-APT) for students in kindergarten and first semester 1st graders. The *WIDA Screener Online* or the *W-APT* 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 following guidelines determine eligibility for placement in the English language instruction educational program:

- Kindergarten students taking the W-APT (first semester of school) have a composite score less than **25**.
- Kindergarten students taking the W-APT (second semester of school): Listening and Speaking less than **28** and Reading less than **12** and Writing less than **14**.
- First grade students taking the W-APT in the first semester of school is: Listening & Speaking less than **29** and Reading less than **14** and Writing less than **17**.
- First grade students in the second semester of school and students in grades 2-12 taking the *WIDA Screener Online* is less than **5.0**

Based on the student's level of proficiency on the W-APT, the school's EL Committee Chairperson will convene an EL Committee meeting, including the student's parent/guardian, within ten (10) days to inform the parent or guardian of placement for EL services. Interpreters may be available from the central office upon request. The EL Committee will review the W-APT results, HLS, and any records received from previous schools (if applicable) to determine placement of the student in the English language instructional educational program.

3) **Include the LEA's method and procedures for exiting students from the English language instruction educational program and for monitoring their progress for a period of at least four academic years, and at a minimum, follow SDE exiting requirements for ELs. The State established exit criteria a composite score of 4.8 on the ACCESS for ELLs® English language proficiency test.**

EL students who make an overall proficiency level of 4.8 on ACCESS for ELLs 2.0 will exit the EL program and are reclassified as former ELs.. If a students does not make an overall proficiency score of 4.8 they will continue receiving English Language services. . Written notice shall be provided to the parents within thirty (30) days of receiving the ACCESS for ELLs results to inform them that their child will be exited from the EL program. The notice shall be printed in English and the parent's primary language when possible.

The EL Committee shall monitor the progress of the student for **four academic years.** EL stakeholders and teachers will communicate at least once each nine weeks during the first year and at least once each semester during consecutive years with documentation to ensure that the exited student is functioning successfully in the mainstream classroom. Students are classified as **Former English Learners Monitoring Years 1-4 (FEL-1-4)** during this monitoring period. Upon successful completion of four years of monitoring, ELs are classified **Former English Learner (FEL)** and are no longer included in the LEP subgroup for accountability purposes.

Adequate time should be given in the mainstream classroom to allow benefit to the student. If the student is not able to participate meaningfully in the district's instructional program, the student is assessed by the EL committee to determine educational deficiencies based off of data. After a review of data, a timeline is developed to meet targets with documented support that can include accommodations. If the sustained support is deemed unsuccessful, they should be rescreened for eligibility. If they qualify, the student is placed in the program as an EL-2.

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 ESL program.

- Process the district uses to conduct a comprehensive needs assessment
- Rationale for selecting the particular ESL program/s and how they are based on scientific research
-

The Dallas County School EL Advisory Committee reviews both qualitative and quantitative data as it relates to students within the district. The leadership team meets at the beginning of the year to discuss EL student enrollment, effective instructional strategies, available EL curriculum, teacher certification, professional development needs, and funding. The district currently serves less than twenty (20) EL students.

The district identified the **Sheltered Structured English Immersion delivery method as the core EL program.** According to Cummins' research (1979), it takes the average EL from one to three years to acquire BICS (Basic Interpersonal Communication Skills) the social language which is needed to function on a daily basis; moreover, it takes approximately five to seven years to acquire CALP (Cognitive Academic Language Proficiency) the language skills necessary to function in an academic setting. Working with this premise in mind, the Dallas County School System has developed a plan to meet the needs of the ELs.

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

- **Practice of continuous improvement and use of data to improve the rate of language acquisition for ELs**
- **Support the LEA provides each school with respect to continuous improvement practices**
- **LEA integration of the World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards with the curriculum**
- **Teacher integration of the WIDA ELP Standards in lesson plans**

For all aspects of Dallas County's English language instruction educational program, teachers will use approaches based on scientifically based research that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. All teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition (Krashen 1982, Freeman and Freeman 1994, Freeman and Freeman, 2002). Core EL instructional delivery method for our district will include Sheltered Structured English Immersion (Haver, Johanna J. 2002) and reading instruction methods supported by the Alabama Reading Initiative.

Dallas County School district does not employ any certified English Second Language teachers; therefore, ELs participate the entire school day in regular academic classes and/or special programs. **Dallas County has chosen to implement the Sheltered Structured English Immersion as its Core EL program.** The research indicates that this method is highly effective in accelerating language acquisition for English Language Learners. The district will provide support to schools serving EL students by assisting in developing Individual Learning Plans based on the students W-APT or ACCESS for ELs data. The district EL Advisory Committee will monitor instruction to ensure that appropriate instruction, supports, accommodations are provided for all EL students.

The district EL Coordinator and school counselors will provide professional development to school level certified personnel in identifying appropriate

accommodations. Training and supporting classroom teachers in the effective instruction of English language learners (ELs) is key in order to ensure that the EL student population meets rigorous academic standards. (1) **All district certified staff will receive an annual training on "EL Overview and Guidelines"** for service implementation to include identification, assessment, placement, parent notification, and participation in all state mandated assessments. (2) **All certified staff will be trained in the appropriate use of WIDA English Language Development Standards** and how to use those standards when providing instruction using the Sheltered Structured English Immersion strategy. These accommodations may include, but are not limited to, oral rather than written assignments, oral testing, additional time to complete assignments, shortened assignments, alternative assignments, and tutoring.

Teachers will use the WIDA ELP Standards to develop lesson plans that meet the student's individual needs based on the student's level of language proficiency. All teachers of EL students will participate in professional development in Structured English Immersion training to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students. Instruction is based on WIDA ("Can Do Descriptors") – English Language Development Standards for English Language Learners in Kindergarten through grade 12 (2012) in correlation with College and Career Readiness Standards. Instruction will focus on the student's level of proficiency. Teachers of EL students will work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students.

The district EL coordinator and ALSDE will sponsor professional development activities to equip teachers with strategies for instructing and accommodating ELs. EL students may enroll in any extracurricular course or activity such as physical education, art, music, band, sports, etc. ELs should be considered for the gifted program and other special programs offered by the school system if academic performance indicates a possible need. All school administrators will ensure that EL students and their parent are aware of all Career Technical programs and extracurricular activities.

All students receiving EL services must be assessed annually on the state assessment called ACCESS for ELs to determine progress in English language acquisition. All ELs will participate in all state mandated assessments. No student shall be excluded from participation in the state's required assessments with the exception of students who have been in the U.S. for less than 12 months may be exempt from the Reading subtest. These scores are collected and reviewed by the EL Committee. All schools will share the ACCESS for ELs data results with parents to inform them whether their child will continue to receive EL services or exit the program. The data will also be used to update the student I-ELP for the current year.

3) Include the **specific components of the LEA's program** of English language acquisition and academic services for ELs.

The core curriculum for EL students is based on WIDA – English Language Development Standards for English Language Learners in Kindergarten through grade 12 (2012) in correlation with College and Career Ready Standards. Emphasis is placed upon the development of the four language domains: listening, speaking, reading, and writing. A variety of materials and equipment is used in instruction. These include textbooks, technology, videos, listening stations, games, purchased programs and materials, and language development activities.

Sheltered Instruction is an instructional approach used to make academic instruction in English understandable to EL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in all classes. It engages ELs in English Language Development in attaining grade-level content-area knowledge and academic skills, along with increased English proficiency. Sheltered instruction is a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter. It was originally designed for content and classroom teachers who teach in English. The benefits are for EL students, as well as native English speakers with a variety of learning styles. Using a sheltered instruction approach, teachers in content classrooms use clear, direct English (that gradually increases in complexity as ELL students' English language proficiency grows), and a wide range of scaffolding strategies to make content and concepts comprehensible for students.

4) Describe the **grading and retention** policy and procedures; ELs cannot fail or be retained if language is the barrier.

The Dallas County School System wants to ensure success for all students. This is especially important for children whose primary home language is one other than English. All EL students who have not reached proficiency on the ACCESS for ELLs will be evaluated on content knowledge using accommodated instruction, assignments, and testing. Grades may be determined by portfolios containing class work, accommodated testing (including rubrics), using less language dominant assignments to meet language ability, teacher-made checklists on improvement, or by formal and informal writing samples. Grades should be determined through the use of the accommodations, according to each student's Individualized-English Language Plan (I-ELP). Grades on report cards should indicate that they are based on the student's I-ELP.

Grading of ELs

Grading of ELs should be based on the student's level of English proficiency. Teachers should ensure this through continual use of accommodations and assessments according to the student's I-ELP. Appropriate instruction and differentiation must be adjusted according language proficiency level in order to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, and ongoing assessments) must be maintained by the classroom teacher. Teachers are encouraged to maintain high expectations for student learning while adapting lessons and assignments so that ELs can progress.

Teachers will grade non-english speaking students (WIDA Levels 1 & 2) in the content areas on accommodated assignments and assessments. Since it is only plausible for Kindergarten students to receive grades of –Satisfactory (S), -Unsatisfactory (U), or –Needs Improvement (N), only these students (Kindergarten) can receive these types of grades. All other grade levels (1-12) will assign numerical grades, however, -EL may still be written, with the grade following on the report card without jeopardizing confidentiality of the student's grades.

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; *however*, if the regular education teacher and the EL Committee feel that a student has failed a class due to circumstances *other than* English language proficiency, a student can receive a failing grade. *Please note that specific documentation of accommodations must be available to assure that the student has had full access to the curriculum content within the context of his/her limited English if a failing grade is given. Specific documentation shall include adapted lesson plans, samples of accommodated work, and portfolios.* For students receiving a failing grade in a nine- week report period, the classroom teacher should fill out the Academic Progress Report / EL.

Academic Progress Reports / EL shall be filled out by the classroom teacher for EL students receiving a nine-week grade below 60. Teachers should fill out the report completely, sign the form, and return it to the principal to sign. *The classroom teacher must put an explanation for the grade in the comments section as well as attach samples of student work and accommodations already implemented.* The school's EL Committee will reconvene to discuss the student's grade as well as other pertinent information in order to assist the student in his or her studies.

Retention of ELs shall be based solely upon academic performance at his or her level of English Language Proficiency (determined by scores on WAPT and/or ACCESS). Els cannot fail or be retained if language is the barrier.

5) Include the **specific staffing and other resources** to be provided to limited-English proficient students under the LEA's English language instruction educational program. As with other instructional personnel, ESL staff must be qualified with academic preparation in English-as-a-second-language, as stipulated in the 1991 Office of Civil Rights (OCR) Memorandum.

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

Personnel

Dallas County will ensure that all **personnel** providing instruction for English Language Learners are fluent in English as verified through the interview process.

- ESL P-6 Teachers can have: ESL Certification, Foreign Language Certification, Regular Elementary Certification
- Secondary ESL Teachers can have: ESL Certification, Foreign Language Certification, Regular Elementary Certification, English/Language Arts Certification

Staff Development

All regular certified teachers and administrators will be supported through **professional development** in the instructional delivery method and the use of the WIDA ELP Standards. All School counselors are trained to administer the W-APT and ACCESS for ELLs assessments. The district ensures that any interpreter hired to provide services during EL parent meetings are fluent in the home language of the student and parent. The EL Coordinator is responsible for the total program and conducts all aspects of the program in cooperation with local school administrators, the Federal Programs director, district curriculum coordinators, the special education coordinator, and other appropriate personnel.

All EL students are eligible for the following services:

- EL students are eligible for services provided by Title I programs in the same way any other student is eligible.
- EL students are also eligible for Homeless Services and Parental Involvement activities.
- EL students have access to instructional programs and related services for special populations, such as instructional support, career/technical programs, special education programs, enrichment programs, and extracurricular activities. All student support programs, services and extracurricular activities are available to all language minority students on the same basis that they are available to other students in the school.

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

- How schools are trained to use STI or INOW to code ELs and enter reliable and accurate data

If a student's Home Language Survey indicates the student's primary home language is other than English (PHLOTE) the student will be assessed with the W-APT by the school counselor. The counselor will make every effort to collect any information available about the student's formal education in previous schools. All collected data will be used by the school's EL Committee to determine student placement in the EL program. The school counselor will provide the *Chalkable* database manager with information and correct coding for the student to be entered into student services database. All database managers will receive annual training by the district Student Service Coordinator with emphasis on accurate entry of student status for EL students. They are instructed to include the original entry for the school district as well as the first date in a U.S. school if known. All placement information is reviewed by the district EL coordinator the beginning of each semester.

7) Include the LEA's method for **evaluating the effectiveness of its program** for limited-English proficient students (including those enrolled in non-public schools)

- LEA engagement in the continuous improvement cycle

The instructional goals of the Dallas County Schools EL Program, as stated at the beginning of this document, are as follows:

- To increase the student's English Language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
- To provide the EL student the opportunity to reach his/her full potential.

The system will utilize both formal and informal evaluations of the program in order to determine progress in meeting these goals. The evaluation will be an ongoing process. The progress of each EL is assessed at the end of each grading period using the report card given by the regular program and monitoring forms. These reports are kept on file at the individual schools and will be used in the annual evaluation. A formal evaluation of the EL program will be conducted at the end of each school year. This evaluation will consist of data collected from the individual schools concerning the following:

Reporting the Types of Language Instruction Programs Utilized by the LEA

- Currently, Dallas County Schools is using the Sheltered Structure English Immersion method for language instruction.

Program Exit Information

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

Participation in Other Programs

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

State Assessment Reporting

- The percentage of Title III students scoring proficient or above on the mathematics portion of the annual state assessment.
- The percentage of Title III students scoring proficient or above on the reading/language arts portion of the annual state assessment.
- The percentage of Title III students scoring proficient or above on the mathematics portion of the annual state assessment.
- The percentage of Title III students scoring proficient or above on the reading/language arts portion of the annual state assessment.

English Language Proficiency

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

All of this information will be compiled into a system report, which will be completed by the EL Coordinator with input from the EL Advisory Committee. Areas of deficiencies will be identified. The EL Advisory Committee will then develop strategies to correct these

deficiencies for the upcoming school year. Strategies used may include but are not limited to workshops, professional development activities for instructional staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed. The implementation of goals, action steps, and strategies will be monitored through monthly school walk-throughs and Continuous Improvement Plan reviews.

8) Include LEA's **method of identification and referral of ELs to Special Education**. 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 an English as a Second Language (EL) student to the special education needs careful consideration. It is essential that the process be carefully planned and implemented. It is often difficult to determine if the student's difficulties with academics are related to the student's deficits in English proficiency or to a true disability. Research indicates that it takes a minimum of two years to master cognitive academic language proficiency (CALP) skills. Research also shows that the dual load of learning academics and language at the same time sometimes causes academic progress to decline. Therefore, it is critical not to confuse language development with learning difficulties.

General Information

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

Identification and Assessment

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

The school works closely with the district Special Education Director and EL Coordinator to ensure that pre-referral interventions are appropriately implemented. The Problem Solving Team (PST) considers all avenues for pre-referral before referring the student to an IEP team for evaluation consideration. If the IEP Team, which includes the EL teacher and/or EL Coordinator, agrees that a learning disability or language disability may be involved, the team may initiate a referral. If the students qualifies for special services, Special Education programs and services must be provided in accordance with the Individuals with Disabilities Act of 1997, which states that all students with disabilities are guaranteed the right to a free, appropriate public education, and individualized education program with related services that meet their specific needs, due process, education in the least restrictive environment, tests that are not culturally discriminatory, and multidisciplinary assessment.

The materials and procedures used to assess the EL student in all areas related to the disability must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education rather than measuring the student's English language skills. Therefore, assessments used determine an EL student has a disability and needs special education services must be in the student's dominant language, when such tests are available. The limited English proficient student with disabilities has a right to the same individual special education services as other students with disabilities.

The Individualized Education Program (IEP) for a limited-English proficient student with a disability must include all components as listed in the Alabama Administrative Code. The IEP team also shall consider the language needs of the students as those needs relate to the student's IEP. Parents are avital part of the process and to ensure their active participation, accommodations must be made at the IEP meeting and in written communications for the non-English speaking parents.

A Detailed guide to the Six Step LEP Special Education Referral Process:

Initiate I-ELP - Content area/general education teachers must clearly be following WIDA standards and state standards. Through collaboration efforts of the ELL teacher, ELL support staff (where applicable), and the content area/ general education teacher, the student should be provided adequate language acquisition supports. The above criteria should be documented by lesson plans, ELL/LPAC plans, work samples, and observations prior to moving on to step #2.

Revise I-ELP - Ensure that all components in step one are in place and not successful. With involvement of all effected content teachers, and other stake holders required to attend EL Committee meetings, the student's I-ELP must be revised and include well communicated instructional accommodations. The accommodations may include environmental changes (schedule, seating, tutoring, additional pull-out,

intervention opportunities…), but must include sustained instructional delivery changes within the general education classroom and within intervention settings.

NOTE: During this stage, the I-ELP plan should be very fluid. Prior to referring to PST, the student's I-ELP should be initiated and updated a minimum of two times.

PST Referral

Prior to a PST referral, the following must occur:

- All components above have been sincerely implemented.
- Work samples, lesson plans, I-ELP, and observations all indicate that the lack of progress is not related to language acquisition.
- The EL Committee, consisting of all effected content area teachers and other stakeholders required to attend EL Committee meetings, have reviewed the student's progress and agree to refer the student to PST.

Special Education Referral

A special education referral may be made only after each of the following steps has taken place:

1. The initial I-ELP has been implemented, sustained, and determined unsuccessful.
2. The initial I-ELP has been revised a minimum of two times with no documented evidence of adequate student progress.
3. Work samples, lesson plans, and formal observations all indicate the lack of progress is not related to language acquisition.
4. The PST team has implemented and sustained a support plan for the minimum period of time required prior to a Special Education referral.

NOTE: The EL Chairperson managing the student I-ELP along with the referring general education teacher must participate in EL Committee, BBSST, and Special Education IEP team meetings. Local schools should contact the district EL Coordinator in a timely manner to schedule a translator to attend all appropriate meetings.

GIFTED PROGRAM

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

SCREENING/REFERRAL OF LEP STUDENTS

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

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

D. ASSESSMENT & ACCOUNTABILITY

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

- Coordination with the LEA Student Assessment Director
- Communication of assessment and accountability requirements to schools

The district EL Coordinator and the LEA System Test Coordinator will work closely together to ensure that all School personnel are aware of state mandated assessments for Grades K-12. The EL Coordinator and LEA System Test Coordinator will provide annual training about the required assessments for EL students and test administration procedures for school personnel. Building Test

Coordinators, System Test Coordinator, and District EL Coordinator will ensure that all EL students participate in all state mandated assessments.

All students attending public schools in Alabama are expected to participate in state mandated testing programs unless specifically deferred or exempted. Federal law makes it clear that all LEP/EL students must participate in all state assessments regardless of the length of time they have been in the United States. Decisions regarding appropriate accommodations for LEP/EL students must be made on an individual basis by the EL committee. The EL committee shall consist of the student's parent and no less than three LEA representatives knowledgeable of the student's language proficiency. The EL committee will consider the content and the nature of specific assessments and the level of the student's language proficiency when making decisions about appropriate accommodations. Exemption from academic content assessment will be reviewed with all building test coordinators and administrators annually.

All EL students must participate in Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELL's) *standardized test* that addresses the English language development of English Language Learners. ACCESS for ELL's is administered to all ELL students in the district in grades kindergarten through grade twelve, **regardless of whether the parent has waived services,** and tests students' English language capabilities over four language domains and five English Language Proficiency Standards as outlined by the ***WIDA Consortium and the English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12.***

The district EL Advisory Committee will review all EL assessment results. Analysis of the data will identify areas of strength and concern. Based on areas of concern, the district EL committee will develop goals and action steps in the I-ELP.

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and Annual Measurable Achievement Objectives (AMAOs).

- Monitoring and evaluating school engagement with continuous improvement plan

The district EL Advisory Committee will review all EL assessment results. Analysis of the data will identify areas of strength and concern. Based on areas of concern, the district EL committee will develop goals and action steps in the I-ELP.

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

Furthermore, schools will send home notices to parents of EL students scribing the accountability measures, the annual goal, and the school performance.

Each school will be held accountable for the following:

•Annual increases in the number or percentage of students making progress in learning English.

•Annual increases in the number or percentage of students attaining English proficiency by the end of each school year.

•Adequate yearly progress, as defined by the state, for limited-English proficient students consistent with Title I, Section IIII (b)(7).

•The percentage of limited-English proficient students who participate in the state's student assessment system. (Title I, Section IIII (b)(2)(I)(ii) states that not less than 95 percent of each school's limited-English proficient students are required to take the state's assessments, unless the number of such students is insufficient to yield statistically reliable information.

Furthermore, schools will send home notices to parents of EL students describing the accountability measures, the annual goal, and the school performance within thirty (30) days of receiving assessment results.

E. PARENT INVOLVEMENT

1) Describe how the LEA will promote **parental notification** and parental and **community participation** in programs for limited-English proficient students.

- Eight requirements for parent notification regarding program placement
- Separate notification to parents regarding failure of the LEA or school to meet Annual Measurable Achievement Objectives (AMAOs) within the specified time limit

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

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

The Dallas County School System will comply with Alabama Department of Education's requirements to:

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

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

PARENTAL NOTIFICATION

The LEA must ensure that appropriate notification is made to parents prior to placing a student in an English language educational program. According to Title III, Part C, Section 3302(a), each school shall, "no later than thirty (30) days after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in an English language instruction program, about the following:

•The reasons for the identification of the student as limited-English proficient and in need of placement in an English language instruction educational program.
•The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.
•The failure of the LEA or school to meet Annual Measureable Achievement Objectives (AMAOs) within 30 days of receipt of data.
•The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and use of English from "regular" programs in the school.
•How the program will meet the educational strengths and needs of the student.
•How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
•Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate.
•If applicable, how the program meets objectives of the student's individualized education plan (IEP).

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

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

F. TITLE III SUPPLEMENTAL SERVICES

This section should be completed if the LEA receives Title III supplemental funds.

1) Describe how the LEA uses Title III funds to supplement the core ESL program.

The Dallas County Schools does not accept any Title III funds.

2) 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

The Dallas County Schools Federal Program Director is responsible for initiating 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 our geographical boundaries of the LEA. It is the responsibility of the non-public school official to accept or reject our outreach for services by notifying the Federal Programs Director each school year.

APPENDICES

The School Principal and EL committee members must become familiar with the following documents:

Dallas County Board of Education English Learner Policy (1-page)

Key Terms for English Learners from the U. S. Department of Education (1-page)

Legal Cases Related to ELL (1-page)

State Codes for EL Placement (1-page)

Language Codes for EL students (1-page)

The School Principal must fill out the following forms at the beginning of each school year:

English Learner Committee Members Form (1-page)

Title III: ELL Compilation Placement Form by School (1-page)

School Compliance Checklist (1-page)

The EL Committee Chairperson will call a meeting of the committee (in August) to review all Home Language Surveys received at the beginning of school to determine if there are eligible enrolled students in the school who have not been identified for services:

English Language Learner Identification, Placement, and Assessment Flowchart (1-page)

Home Language Survey (1-page)

The EL Committee will go through the following procedures:

1. The **EL Committee Chairperson** will out completely the ESL Eligibility Statement form (document title: Dallas County Schools Eligibility Statement)
2. Have **EACH** classroom teacher that works with the student to fill out (a) the ESL classroom Teacher Survey (document title: ELL Teacher Survey Form) and (b) the EL Student Pre-Referral Accommodations (3-pages) form. NOTE: Return all documents to the EL Committee Chairperson.
3. If a classroom teacher feels that a student in their class is having difficulty due to home language background other than English they can submit the document title form: Teacher Observation Form to the EL Chairperson in their school.
4. The **school counselor** will administer the W-APT Online Screener assessment to the student. Results can be printed immediately from the online platform.

5. The **EL Committee Chairperson will call a meeting of the committee** to discuss the results of all required documentations and to make a determination regarding student services. At that time the committee will fill out the (document title: ELL Student Referral and Placement Form and accommodations suggested for classroom instruction).
6. The EL Committee will compile and send out to the parent: (a) Parent Notification Form and (b) notice of parent meeting date/time (can be on school letterhead). (Document title: EL Parent Notification Form)
7. During the Parent meeting the committee must be present, along with the classroom teacher to discuss: (a) what you used to determine eligibility (teacher referral, home language survey, and W-APT screener results), (b) services to be provided in our district (Sheltered Instruction), and (c) Answer any questions the parent may have. Everyone must sign off that they attended this meeting.
8. The parent has the right to refuse services and may fill out the (document title: EL Refusal of Services Notification).
9. Should a student exit the EL Program (via a 4.8 or higher score on the ACCESS for ELL assessment) the committee will send notice to the parent (document title: EL Exit Parent Notification).
10. Should it be necessary to reinstate a student into the EL Program, the committee will establish a meeting date/time with the parent to discuss the reason. (document title: Reinstatement into EL Program form)
11. The EL Committee will conduct student observations throughout the school year to determine academic/social/emotional progress (document title: Student Monitoring Form).
12. School Personnel have the right to review the student's portfolio by filling out the form: Access to ELL Documents.
13. The school EL committee must fill out an annual evaluation regarding Program Effectiveness. (document title: Annual Evaluation of Program Effectiveness)

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Dallas County Board of Education English Learner Policy

A language-minority student is a student whose home language is other than English. All language- minority children must be allowed to attend school, regardless of immigrant status or English-speaking status or of their ability to produce a birth certificate, social security number, or immigration documentation. The English Learner Policy is designed to set minimum standards for Dallas County School System in providing services to non-English language background (NELB) who are also Limited English Proficient. The students are referred to as English Learners (EL's).

Anti-Discrimination Policies and Practices To comply with Title VI of the Civil Rights Act of 1964, T.C. A. 4-21-90, and the Equal Educational Opportunities Act of 1974, the Dallas County Board of Education must have ant-discriminatory policies which preclude denial of equal education opportunities to individuals based on race, color, or national origin. To comply with anti-discriminatory policies, district practice must not result in the inappropriate placement of EL's in or exclusion from special opportunity programs or activities based on English Language Proficiency or national origin.

Identification of English Learners to comply with the English Learner program policy, the Dallas County School System must identify EL's by utilizing the following steps:

Home Language Survey: The local school shall administer the Home Language Survey to all students in the district. The Home Language Survey consists of questions that will be asked of every parent/guardian enrolling his/her child in the school district. The assistance of a bilingual translator may be required to complete the survey. The completed Home Language Survey becomes part of the student's permanent record. If the completed Home Language Survey indicates a language other than English is used within the student's home, further assessment will be conducted to determine the student's English-Language Proficiency level.

Assessment: Every language-minority student as indicated by the Home Language Survey must be tested to determine his/her English Language Proficiency. The WIDA - Assessment Placement Test (W-APT) will be administered to determine English Language Proficiency. Any language-minority student scoring below the assessment's threshold of oral English Proficiency will be identified as Limited English Proficient. Language-minority students in grade K or above who are orally proficient in English but who scores below the assessment's threshold for reading or writing will be identified as Limited English Proficient (LEP). In the spring of each year, all EL students take the Assessing Comprehension and Communication in English State –to-State (ACCESS) test to determine proficiency levels.

Registration of English Language Students Social Security Numbers: Language minority children may not be excluded from school because they do not have social security number. Application forms to obtain social security numbers may be distributed, but the option of completing the forms is left to the parents. A state generated student number will be assigned for those children who cannot produce a social security number.

Immunization Records: If the parents do not have the immunization records available, efforts will be made to secure the records from previous schools attended or from the health department. School personnel will provide the parents with needed information on obtaining proper immunization. If the records cannot be secured, the student's parent will begin the immunization series.

English Language Program: The Dallas County Board Education will provide the language-minority students with reasonable opportunities to progress in school. Resources will be identified to serve the students. Special Programs: The Dallas County Board of Education will ensure the language-minority students are not categorically excluded from programs for academically gifted, from other specialized programs, or from support services such as counseling. The Board will ensure that English Learner students are not assigned to or excluded from Special Education programs because of their limited-English Language Proficiency. The Board will ensure that evaluation, placement, and notification of parents of students with special needs shall be conducted in accordance with the Individuals with Disabilities Education Act (IDEA) and its implementing regulations. The Board will ensure that language-minority students are educated in the least restricted environment based on the educational needs of each student. Students shall be included in all aspects of the regular school program in which they can perform satisfactorily.

Parents of Language-Minority Students: The Dallas County Board of Education shall promote the involvement of parents of Limited-English Proficient (LEP) students in the educational program of their children. The local school shall notify the language minority parent of school activities communicated in the parent's home language, if feasible. The local schools will specify and implement meaningful methods to notify language-minority parents and guardians about school activities and approved guidelines and standards. Opportunities for the parents and guardians of English Learners will be provided to raise concerns regarding the provision of service as needed.

Professional Development: The Dallas County Board of Education will make available to appropriate personnel English Learner training workshops and conferences.

Evaluation: Appropriate evaluative standards for measuring the progress, including teacher judgment, of limited –English Proficient students will be adopted by the Board. Academic and English language support will be ongoing, especially if the English Learner student experiences difficulty in regular classes.

Key Terms for English Learners from the U.S. Department of Education

http://www2.ed.gov/about/offices/list/ocr/ell/glossary.html

- ***ACCESS for ELLS™:*** *Standards-based, criterion referenced English language proficiency test. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains.*
- ***BICS:*** *Basic interpersonal communication skills. The language ability required for verbal face-to-face communication. Students are generally proficient in BICS in 1-2 years.*
- ***CALP:*** *Cognitive academic language proficiency. The language ability required for academic achievement. Students are generally proficient in CALP in 5-7 years.*
- ***EL: English learner.*** *National origin-minority student who is not yet proficient in English. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.*
- ***ELD: English Language Development.*** *Program of instruction for English learners*
- ***ESL: English as a Second Language.*** *Program of instruction for English learners*
- ***FEL:*** *Fluent (or fully) English proficient; to be monitored.*
- ***Informed Parental Consent:*** *The permission of a parent to enroll their child in an EL program, or the refusal to allow their child to enroll in such a program, after the parent is provided effective notice of the educational options and the district's educational recommendation.*
- ***Language Dominance:*** *The measurement of the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages.*
- ***Language Proficiency:*** *The degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.*
- ***LEP:*** *Limited-English-proficient. No longer used. (See EL)*
- ***LIEP:*** *Language Assistance Educational Program*
- ***L1:*** *Student's native language.*
- ***L2:*** *Student's second language (possibly more than two languages).*
- ***NOMPHLOTE:*** *National Origin Minority whose Primary Home Language is Other Than English A student whose native language is other than English and who does NOT qualify for EL services.*
- ***SEI:*** *Structured English Immersion. Program of instruction for English learners.*
- ***WIDA® Standards:*** *Rigorous academic language standards provided by WIDA® for the purposes of guiding social and academic content instruction through the four domains of language: listening, speaking, reading, and writing, at the ELs' English language proficiency levels.*
- ***I-ELP:*** *An individualized EL language plan for the EL student.*
- ***W-APT™/MODEL™:*** *A screener test for EL place mentor benchmark assessments.*
- ***WIDA®:*** *Alabama is a part of the WIDA® consortium and adopted the WIDA® Consortium's ELD Standards for Pre-Kindergarten–Grade 12 encompass:*
  - *Social and Instructional language*
  - *Language of Language Arts*
  - *Language of Mathematics*
  - *Language of Science*
  - *Language of Social Studies*

APPENDIX

Legal Cases Related to English Learners

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.

- Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance. Public institutions (like schools) must provide equal quality of educational services to everyone, including those who are Limited English Proficient (LEP). Title VI covers all educational programs and activities that receive Federal financial assistance from the United States Department of Education (ED).

May 25, 1970, Memorandum

"The purpose of this memorandum is to clarify policy on issues concerning the responsibility of LEAs to provide equal educational opportunity to national origin minority group children deficient in English language skills.

- Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the education program offered by a LEA, the LEA must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. School districts have the responsibility to notify national origin- minority group parents of school activities, which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

Lau v. Nichols (US Supreme Court Decision 1974)

"The failure of 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."

- The Supreme Court stated that these students should be treated with equality among the schools. Among other things, Lau reflects the now-widely accepted view that a person's language is so closely intertwined with their national origin (the country someone or their ancestors came from) that language-based discrimination is effectively a proxy for national origin discrimination.

1974– Equal Education Opportunities Act

"The Equal Education Opportunities Act of 1974 states: "No state shall deny equal educational opportunity to an individual based on 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."

- The EEOA prohibits discriminatory conduct against, including segregating students on the basis of race, color or national origin, and discrimination against faculty and staff serving these groups of individuals, as it interferes with their equal educational opportunities. Furthermore, the EEOA requires LEAs to take action to overcome students' language barriers that impede equal participation in educational programs.

Plyler v. Doe (U.S. Supreme Court Decision 1982)

"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

- The right to public education for immigrant students regardless of their legal status is guaranteed.

- Schools may not require proof of citizenship or legal residence to enroll or provide services to immigrant students.
- Schools may not ask about the student or a parent's immigration status.
- Parents are not required to give a Social Security number.
- Students are entitled to receive all school services, including the following: Free or reduced breakfast or lunch, – transportation, – educational services, and – NCLB, IDEA, etc.

Presidential Executive Order 13166 (Clinton; 2000)

"Entities receiving assistance from the federal government must take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access to the programs, services, and information those entities provide."

- Recipients of federal assistance are required to help students overcome language barriers by implementing consistent standardized language assistance programs for LEP. In addition, persons with limited English proficiency cannot be required to pay for services to ensure their meaningful and equitable access to programs, services, and benefits.
- See The United States Department of Justice: www.justice.gov/crt/about/cor/Pubs/lepqapr.php

2016 – Title III of the *Every Student Succeeds Act*

"Title III of the Every Student Succeeds Act requires that all English Learners (ELs) receive quality instruction for learning both English and grade-level academic content.
NCLB allows local flexibility for choosing programs of instruction, while demanding greater accountability for ELs' English language and academic progress."

- Under Title III, states are required to develop standards for English Language Proficiency and to link those standards to the state's Academic Content Standards. Schools must make sure that ELLs are part of their state's accountability system and that ELs' academic progress is followed over time by
- establishing learning standards, that is, statements of what children in that state should know and be able to do in reading, math, and other subjects at various grade levels;
- creating annual assessments (standardized tests, in most states) to measure student progress in reading and math in grades 3-8 and once in high schools;
- setting a level (cut-off score) at which students are considered proficient in tested areas; and
- Reporting to the public on what percentages of students are proficient, with the information broken down by race, income, disability, language proficiency, and gender subgroups.

***Castañeda v. 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 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)]."

This case established a three-part test to evaluate the adequacy of a district's program for the English language learner:

4. Is the program based on an educational theory recognized as sound by some experts in the field or is it considered by experts as a legitimate experimental strategy?
5. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
6. Does the school district evaluate its programs and make adjustments where needed to ensure that language barriers are actually being overcome?

State Codes for English Learners and Data Collection

Upon identification and placement, students should be given a code in the Chalkable Program. The table below contains codes used by State Student Assessment and Chalkable along with a definition of codes. For state assessment and accountability purposes, the SDE uses one coding system for ELs. Similar codes are also used by the SDE for data collection from Chalkable. See Table 1 for a list of comparison of codes.

Table 1-STUDENT CODING FOR ENGLISH LEARNERS

Code	Description	Additional Information
0	Not English Learner (EL)	Students whose home language surveys do *not* indicate a language other than English spoken in the home. These are *not* students classified as NOMPHLOTE.
1	EL-1 EL Year 1	English learner students who are in their first year in a U.S. school.
2	EL-2 EL Year 2 or more	English learner students who are in their second year or more in a U.S. school.
3	FEL-1 1st Year Monitoring	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.
4	FEL-2 2nd Year Monitoring	Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs™.
5	No longer used	No longer used
6	Waived Title III Services	Students who are English learners yet parents have refused supplemental Title III services.
7	NOM PHLOTE	National Origin Minority Student Whose Primary Home Language is Other Than English.
8	FEL-3 3rd Year Monitoring	Students who have exited the ESL program and are in their third year of systematic monitoring. These students no longer take ACCESS for ELLs™.
9	FEL-4 4th Year Monitoring	Students who have exited the ESL program and are in their fourth year of systematic monitoring. These students no longer take ACCESS for ELLs™.
10	FEL	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. Former English learner students who have successfully completed four years of monitoring and are no longer English learners.

English Learners whose parents have waived supplemental Title III services must be assessed on the ACCESS for ELLs™ 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 ELLs™ test as having waived services.

General Education Placement

The goal for students who are ELs is that they attain fluency in English, master the state's academic content standards as demonstrated by proficiency on the state's required student assessments, and pass any other current state required tests. Research related to student placement and retention shows that ELs should be placed age-appropriately in the mainstream classroom. This provides them with access to challenging, grade-level content instruction and the opportunity to interact with their English speaking peers and is considered generally to be the least restrictive educational environment.

At the high school level, credits should be awarded based on transcripts provided by the students/parents, even if the coursework was taken in another country. If transcripts are in a language other than English, translations should be sought so that credits can be awarded.

Advanced Placement (AP) Courses

English Learners are eligible to participate in advanced placement courses; however, according to the College Board Advanced Placement Program, accommodations for ELs are not permitted on AP Exams. Please note that ELs enrolled in AP courses should receive classroom accommodations so that they have access to content. It is important that this information is shared with parents and students.

Foreign Exchange Students

There are no special exceptions for Foreign Exchange, or F-1 Visa students, who are English Learners for the purposes of English Language Proficiency assessments as long as they attend a school in the United States. Foreign Exchange, or F-1 Visa students, who qualify as English Learners must receive ESL services, and, if applicable, Title III supplemental services.

Foreign Exchange students **are included in the State's immigrant count** for Title III funding purposes:

- If the Foreign Exchange student is also an English Learner, s/he would be included in an LEA's count of EL students for the Title III formula subgrant.
- If the Foreign Exchange student meets the definition of "immigrant" student under section 3201(5) of ESEA, s/he would also be included in an LEA's count of immigrant children and youth.
- If the Foreign Exchange student qualifies as an English Learner, they must participate in the Title I required assessments, including the ELP assessment WIDA® ACCESS for ELLS™.

ALSDE 10/23/18

LANGUAGE	CODE		LANGUAGE	CODE
Abkhazian	abk		Bantu languages	bnt
Achinese	ace		Basa	bas
Acoli	ach		Bashkir	bak
Adangme	ada		Basque(B)	baq
Adyghe; Adygei	ady		Basque(T)	eus
Afar	aar		Batak languages	btk
Afrihili	afh		Beja; Bedawiyet	bej
Afrikaans	afr		Belarusian	bel
Afro-Asiatic languages	afa		Bemba	bem
Ainu	ain		Bengali	ben
Akan	aka		Berber languages	ber
Akkadian	akk		Bhojpuri	bho
Albanian(B)	alb		Bihari languages	bih
Albanian(T)	sqi		Bikol	bik
Aleut	ale		Bini; Edo	bin
Algonquian languages	alg		Bislama	bis
Altaic languages	tut		Blin; Bilin	byn
Amharic	amh		Blissymbols; Blissymbolics; Bliss	zbl
Angika	anp		Bokmal, Norwegian; Norwegian Bokmal	nob
Apache languages	apa		Bosnian	bos
Arabic	ara		Braj	bra
Aragonese	arg		Breton	bre
Arapaho	arp		Buginese	bug
Arawak	arw		Bulgarian	bul
Armenian(B)	arm		Buriat	bua
Armenian(T)	hye		Burmese(B)	bur
Aromanian; Arumanian; Macedo-Romanian	rup		Burmese(T)	mya
Artificial languages	art		Caddo	cad
Assamese	asm		Catalan; Valencian	cat
Asturian; Bable; Leonese; Asturleonese	ast		Caucasian languages	cau
Athapascan languages	ath		Cebuano	ceb
Australian languages	aus		Celtic languages	cel
Austronesian languages	map		Central American Indian languages	cai
Avaric	ava		Central Khmer	khm
Avestan	ave		Chagatai	chg
Awadhi	awa		Chamic languages	cmc
Aymara	aym		Chagatai	chg
Azerbaijani	aze		Chamic languages	cmc
Balinese	ban		Chamorro	cha
Baltic languages	bat		Chechen	che
Baluchi	bal		Cherokee	chr
Bambara	bam		Cheyenne	chy
Bamileke languages	bai		Chibcha	chb
Banda languages	bad		Chichewa; Chewa; Nyanja	nya

Chinese(B)	chi		English, Middle (100-1500)	enm
Chinese(T)	zho		English, Old (ca.450-1100)	ang
Chinook jargon	chn		Erzya	myv
Chipewyan; Dene Suline	chp		Esperanto	epo
Choctaw	cho		Estonian	est
Church Slavic; Old/Church Slavonic; Old Bulgarian	chu		Ewe	ewe
Chuukese	chk		Ewondo	ewo
Chuvash	chv		Fang	fan
Classical Syriac	syc		Fanti	fat
Classical/Old Newari; Classical Nepal Bhasa	nwc		Faroese	fao
Coptic	cop		Fijian	fij
Cornish	cor		Filipino; Pilipino	fil
Corsican	cos		Finnish	fin
Cree	cre		Finno-Ugrian languages	fiu
Creek	mus		Fon	fon
Creoles and pidgins	crp		French(B)	fre
Creoles and pidgins, English based	cpe		French(T)	fra
Creoles and pidgins, French-based	cpf		French, Middle (ca.1400-1600)	frm
Creoles and pidgins, Portuguese-based	cpp		French, Old (842-ca.1400)	fro
Crimean Tatar; Crimean Turkish	crh		Friulian	fur
Croatian	hrv		Fulah	ful
Cushitic languages	cus		Ga	gaa
Czech(B)	cze		Gaelic; Scottish Gaelic	gla
Czech(T)	ces		Galibi Carib	car
Dakota	dak		Galician	glg
Danish	dan		Ganda	lug
Dargwa	dar		Gayo	gay
Delaware	del		Gbaya	gba
Dinka	din		Geez	gez
Divehi; Dhivehi; Maldivian	div		Georgian(B)	geo
Dogri	doi		Georgian(T)	kat
Dogrib	dgr		German(B)	ger
Dravidian languages	dra		German(T)	deu
Duala	dua		German, Middle High (ca.1050-1500)	gmh
Dutch, Middle (ca.1050-1350)	dum		German, Old High (ca.750-1050)	goh
Dutch; Flemish(B)	dut		Germanic languages	gem
Dutch; Flemish(T)	nld		Gilbertese	gil
Dyula	dyu		Gondi	gon
Dzongkha	dzo		Gorontalo	gor
Eastern Frisian	frs		Gothic	got
Efik	efi		Grebo	grb
Egyptian (Ancient)	egy		Greek, Ancient (to 1453)	grc
Ekajuk	eka		Greek, Modern (1453-)(B)	gre
Elamite	elx		Greek, Modern (1453-)(T)	ell
English	eng		Guarani	grn

Gujarati	guj		Kalaallisut; Greenlandic	kal
Gwich'in	gwi		Kalmyk; Oirat	xal
Haida	hai		Kamba	kam
Haitian; Haitian Creole	hat		Kannada	kan
Hausa	hau		Kanuri	kau
Hawaiian	haw		Kara-Kalpak	kaa
Hebrew	heb		Karachay-Balkar	krc
Herero	her		Karelian	krl
Hiligaynon	hil		Karen languages	kar
Himachali languages; Western Pahari languages	him		Kashmiri	kas
Hindi	hin		Kashubian	csb
Hiri Motu	hmo		Kawi	kaw
Hittite	hit		Kazakh	kaz
Hmong; Mong	hmn		Khasi	kha
Hungarian	hun		Khoisan languages	khi
Hupa	hup		Khotanese; Sakan	kho
Iban	iba		Kikuyu; Gikuyu	kik
Icelandic(B)	ice		Kimbundu	kmb
Icelandic(T)	isl		Kinyarwanda	kin
Ido	ido		Kirghiz; Kyrgyz	kir
Igbo	ibo		Klingon; tlhIngan-Hol	tlh
Ijo languages	ijo		Komi	kom
Iloko	ilo		Kongo	kon
Inari Sami	smn		Konkani	kok
Indic languages	inc		Korean	kor
Indo-European languages	ine		Kosraean	kos
Indonesian	ind		Kpelle	kpe
Ingush	inh		Kru languages	kro
Interlingua (IALA)	ina		Kuanyama; Kwanyama	kua
Interlingue; Occidental	ile		Kumyk	kum
Inuktitut	iku		Kurdish	kur
Inupiaq	ipk		Kurukh	kru
Iranian languages	ira		Kutenai	kut
Irish	gle		Ladino	lad
Irish, Middle (900-1200)	mga		Lahnda	lah
Irish, Old (to 900)	sga		Lamba	lam
Iroquoian languages	iro		Land Dayak languages	day
Italian	ita		Lao	lao
Japanese	jpn		Latin	lat
Javanese	jav		Latvian	lav
Judeo-Arabic	jrb		Lezghian	lez
Judeo-Persian	jpr		Limburgan; Limburger; Limburgish	lim
Kabardian	kbd		Lingala	lin
Kabyle	kal		Lithuanian	lit
Kachin; Jingpho	kac		Lojban	jbo

Low German; Low Saxon; German, Low'Saxon, Low	nds		Mongolian	mon
Lower Sorbian	dsb		Montenegrin	cnr
Lozi	loz		Mossi	mos
Luba-Katanga	lub		Multiple languages	mul
Luba-Lulua	lua		Munda languages	mun
Luiseno	lui		N'Ko	nqo
Lule Sami	smj		Nahuatl languages	nah
Lunda	lun		Nauru	nau
Luo (Kenya and Tanzania)	luo		Navajo; Navaho	nav
Lushai	lus		Ndebele, North; North Ndebele	nde
Luxembourgish; Letzeburgesch	ltz		Ndebele, South; South Ndebele	nbl
Macedonian(B)	mac		Ndonga	ndo
Macedonian(T)	mkd		Neapolitan	nap
Madurese	mad		Nepal Bhasa; Newari	new
Magahi	mag		Nepali	nep
Maithili	mai		Nias	nia
Makasar	mak		Niger-Kordofanian languages	nic
Malagasy	mlg		Nilo-Saharan languages	ssa
Malay(B)	may		Niuean	niu
Malay(T)	msa		Nogai	nog
Malayalam	mal		Norse, Old	non
Maltese	mlt		North American Indian languages	nai
Manchu	mnc		Northern Frisian	frr
Mandar	mdr		Northern Sami	sme
Mandingo	man		Norwegian	nor
Manipuri	mni		Norwegian Nynorsk; Nynorsk, Norwegian	nno
Manobo languages	mno		Nubian languages	nub
Manx	glv		Nyamwezi	nym
Maori(B)	mao		Nyankole	nyn
Maori(T)	mri		Nyoro	nyo
Mapudungun; Mapuche	arn		Nzima	nzi
Marathi	mar		Occitan (post 1500)	oci
Mari	chm		Official Aramaic; Imperial Aramaic	arc
Marshallese	mah		Ojibwa	oji
Marwari	mwr		Oriya	ori
Masai	mas		Oromo	orm
Mayan languages	myn		Osage	osa
Mende	men		Ossetian; Ossetic	oss
Mi'kmaq; Micmac	mic		Otomian languages	oto
Minangkabau	min		Pahlavi	pal
Mirandese	mwl		Palauan	pau
Mohawk	moh		Pali	pli
Moksha	mdf		Pampanga; Kapampangan	pam
Mon-Khmer languages	mkh		Pangasinan	pag
Mongo	lol		Panjabi; Punjabi	pan

Papiamento	pap		Sicilian	scn
Papuan languages	paa		Sidamo	sid
Pedi; Sepedi; Northern Sotho	nso		Sign Languages	sgn
Persian(B)	per		Siksika	bla
Persian(T)	fas		Sindhi	snd
Persian, Old (ca.600-400 B.C.)	peo		Sinhala; Sinhalese	sin
Philippine languages	phi		Sino-Tibetan languages	sit
Phoenician	phn		Siouan languages	sio
Pohnpeian	pon		Skolt Sami	sms
Polish	pol		Slave (Athapascan)	den
Portuguese	por		Slavic languages	sla
Prakrit languages	pra		Slovak(B)	slo
Provencal, Old (to 1500);Occitan, Old (to 1500)	pro		Slovak(T)	slk
Pushto; Pashto	pus		Slovenian	slv
Quechua	que		Sogdian	sog
Rajasthani	raj		Somali	som
Rapanui	rap		Songhai languages	son
Rarotongan; Cook Islands Maori	rar		Soninke	snk
Romance languages	roa		Sorbian languages	wen
Romanian; Moldavian; Moldovan(B)	rum		Sotho, Southern	sot
Romanian; Moldavian; Moldovan(T)	ron		South American Indian languages	sai
Romansh	roh		Southern Altai	alt
Romany	rom		Southern Sami	sma
Rundi	run		Spanish; Castilian	spa
Russian	rus		Sranan Tongo	srn
Salishan languages	sal		Standard Moroccan Tamazight	zgh
Samaritan Aramaic	sam		Sukuma	suk
Sami languages	smi		Sumerian	sux
Samoan	smo		Sundanese	sun
Sandawe	sad		Susu	sus
Sango	sag		Swahili	swa
Sanskrit	san		Swati	ssw
Santali	sat		Swedish	swe
Sardinian	srd		Swiss German; Alemannic; Alsatian	gsw
Sasak	sas		Syriac	syr
Scots	sco		Tagalog	tgl
Selkup	sel		Tahitian	tah
Semitic languages	sem		Tai languages	tai
Serbian	srp		Tajik	tgk
Serer	srr		Tamashek	tmh
Shan	shn		Tamil	tam
Shona	sna		Tatar	tat
Sichuan Yi; Nuosu	scn		Telugu	tel

Tereno	ter
Tetum	tet
Thai	tha
Tibetan (B)	tib
Tibetan (T)	bod
Tigre	tig
Tigrinya	tir
Time	tem
Tiv	tiv
Tlingit	tli
Tok Pisin	tpi
Tokelau	tkl
Tonga (Nyasa)	tog
Tonga (Tonga Islands)	ton
Tsimshian	tsi
Tsonga	tso
Tswana	tsn
Tumbuka	tum
Tupi Languages	tup
Turkish	tur
Turkish, Ottoman (1500-1928)	ota
Turkmen	tuk
Tuvalu	tvl
Tuvinian	tyv
Twi	twi
Udmurt	udm
Ugaritic	uga
Uighur; Uyghur	uig
Ukrainian	ukr
Umbundu	umb
Uncoded languages	mis
Undetermined	und
Upper Sorbian	hsb
Urdu	urd
Uzbek	uzb
Vai	vai
Venda	ven
Vietnamese	vie
Volapuk	vol
Votic	vot
Wakashan languages	wak
Walloon	wln
Waray	war
Washo	was
Welsh(B)	wel
Welsh(T)	cym
Western Frisian	fry
Wolaitta; Wolaytta	wal
Wolof	wol
Xhosa	xho
Yakut	sah
Yao	yao
Yapese	yap
Yiddish	yid
Yoruba	yor
Yupik languages	ypk
Zande languages	znd
Zapotec	zap
Zaza; Dimili; Dimli; Kirdki; Kirmanjki; Zazaki	zza
Zenaga	zen
Zhuang; Chuang	zha
Zulu	zul

DALLAS COUNTY SCHOOL SYSTEM

English Learner

COMMITTEE MEMBERS FORM

2018-2019

SCHOOL:_____

Committee Members (must include):

_____ EL Chairperson

_____ Parent/Guardian

_____ Principal/Assistant Principal

Mrs. Vickie Poe _____ Counselor / LEA

_____ Counselor / SCHOOL

_____ Classroom Teacher

_____ Interpreter (as needed)

Please return this form (via fax, email, or mail) to the attention of:

Mrs. Vickie Poe
EL Coordinator
429 Lauderdale Street
Selma, AL 36701
poev@dallask12.org
334-87-4493 (fax)

Flow Chart of the EL Identification Process

Is there a Home Language Survey? Does the HLS indicate that there is another language spoken at home?

NO

If no, have the family complete a HLS. If all three questions are English and no other language is mentioned, the student will not be screened to identify if he/she is an English Language Learner.

YES

- If yes, student is assessed with the WIDA Online Screener (Grades 1 – 12) and Kindergarteners will take the W-APT.
- Based on the test, does the assessment indicate that the student will need ESL Services?

NO

No, the student does not qualify for ESL services because he/she scored 5.0 or higher on the WIDA Screener (25 or higher on the W-APT). He/she is coded as Nom-Phlote in Chalkable I-Now.

YES

Yes, the student qualifies for ESL services if he/she receives a score below 5.0 on the WIDA Screener or below 25 on the W-APT. The student will be coded as EL-1 (formerly LEP1) in Chalkable I-Now and placed in the ESL Program.

Meet with the EL Committee and develop an Individual English Language Plan (I-ELP) for the student.

The parent must sign acceptance into the ESL program. Every EL student will receive Sheltered Instruction and accommodations in his/her regular classroom setting.

- Does the parent want to receive supplemental ESL Services?

NO

If waiving Title III Supplemental Services, the parent must sign the Withdrawal/Waiver form.

The student will continue in his/her Regular Classroom and be monitored each grading period. Students will receive accommodations within the regular classroom.

YES

If yes, the student will receive either pull-out or ESL class services, depending on his/her grade level.

ALL EL Students, whether they waive supplemental services or not, are required to take the ACCESS for ELLs 2.0 test until an Overall score of 4.8 or higher is reached.

Dallas County School System **Title III: ELL Compilation Placement Form by School**

School _____ Date: _____

Please identify in the table below the number of English Language Learners enrolled in you school. Please complete all areas of the table. See definitions below to help you identify students in your school that are eligible for ELL Services.

1. **English Language Learners (ELL/LEP):** An individual who is learning English other than his/her primary language.
2. **Exchange Student:** A student enrolled in an exchange program that is typically in secondary or higher education who chooses to live in a foreign country to learn, among other things.
3. **NOMPHLOTE (National Origin Minority Primary or Home Language Other Than English):** Students have a non-English language background but are fluent in English and do not require ESL services. The students may be a proficient English speaker, but the parents may need information in their home language.

STUDENT'S NAME	AGE AND GRADE LEVEL	STUDENT'S TEACHER(S) by SUBJECT Note: List the block or period student takes the class.	PARENTS' NAME	DATE ENROLLED IN YOUR SCHOOL	DATE ENTERED U.S. SCHOOLS

Please list the names of your ELL Committee members below. Each member must sign this form before submitting it to the Central Office. The principal's signature indicates the accuracy of this report.

_____, **Principal** _____, **Instructional Coach**

_____, **Teacher** _____, **School Counselor**

_____, **Interventionist** _____, **ELL Chairperson**

DALLAS COUNTY SCHOOL SYSTEM
ACCESS TO ELL DOCUMENTS

The following school personnel have access to ELL test scores and other related information, including a student comprehensive ELL portfolio, and have been informed of their responsibilities in implementing specific accommodations, modifications, and support that must be provided for:_____during the _____ school year.

DATE	SIGNATURE	POSITION

Signature of person responsible for informing school personnel of their responsibility:

_____ _____

Signature **Date**

DALLAS COUNTY SCHOOLS
School Compliance Checklist

School: _____ Date: _____

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

Checklist completed by _____

Signature _____ **Date:** _____
Principal

Comments:

_____

_____

NOTE: This document was compiled from information received from Mayte Cotton, ALSDE EL Regional Coach on 04/2018.

DALLAS COUNTY SCHOOLS

The following items compile an appropriate I-ELP (SEE APPENDICES in District Plan):

1. Home Language Survey
2. W-APT (K) or WIDA Screener Online (Grades 1-12)
3. Parent Invitation Letter (English, Spanish, Chinese)
4. Individual English Language Plan (I-ELP) for Student placement or reevaluation form
5. Initial Teacher Observation Form
6. Classroom Accommodations Checklist
7. Assurance Form for Classroom Teachers (Quick Facts)
8. Teacher Accommodations for State Assessments
9. ACCESS for ELLs 2.0 Student Score Report
10. Student Work Samples
11. Student Report Cards
12. FEL (formerly FLEP) Monitoring Form (after exiting program)
13. ESL Refusal of Services Waiver

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

ϕ The reasons for the identification of the student as limited-English proficient and in need of placement in an English language instruction educational program.
ϕ The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.
ϕ The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and the use of English from "regular" programs in the school.
ϕ How the program will meet the educational strengths and needs of the student.
ϕ How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
ϕ Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate.
ϕ If applicable, how the program meets objectives of the student's individualized education plan (IEP).

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

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

Each LEA must implement "an effective means of outreach" so that parents of ELLs can:

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

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

DALLAS COUNTY SCHOOLS
Selma, Alabama

"Where Great Things Happen"



Student I-ELP Folder

_____

Student's Name

_____

School

_____

Academic Year



EL FOLDER CHECKLIST

School Name: _____ Meeting Date/Time: _____

Student's Name: _____ Grade: _____

Required Documents:

_____ Home Language Survey (English, Spanish, Urdu, Chinese)

_____ W-APT (K) or WIDA Screener Results (Grades 1-12)

_____ Parent Invitation Letter (English, Spanish, Chinese)

_____ Individual English Language Plan (I-ELP) for Student placement or reevaluation Form

_____ Initial Teacher Observation Form

_____ Classroom Accommodations Checklist

_____ Assurance Form for Classroom Teachers (Quick Facts)

_____ Testing Accommodations for State Assessments

_____ ACCESS for ELLs 2.0 Student Score Report

_____ Student Work Samples

_____ Student Report Cards

_____ FEL (formerly FLEP) Monitoring Form (after exiting program)

_____ ESL Refusal of Services Waiver

Signatures of Committee Members:

Recommendations/Additional Comments:

EL Chairperson Signature:_____Date_____

Dallas County School System

HOME LANGUAGE SURVEY

Student Name: _____ Birth Date: _____ Sex: ❑ Male ❑ Female

Parent/Guardian Name: _____

Address: _____

Home Telephone: _____ Work Telephone: _____

School: _____ Grade: _____ Date: _____

1. Was your child born in the United States? ❑ Yes ❑ No
   If yes, in which state? _____
   If no, in what other country? _____

2. Has your child attended any school in the United States for any three years during their lifetime? ❑ Yes ❑ No
   If yes, please provide school name(s), state, and dates attended:
   Name of School _____ State _____ Dates Attended _____
   Name of School _____ State _____ Dates Attended _____
   Name of School _____ State _____ Dates Attended _____

3. What language is spoken by you and your family most of the time at home? _____

4. If available, in what language would you prefer to receive communication from the school? _____

5. Please check if your child is:
   A. ❑ Native American Indian
   B. ❑ Alaska Native
   C. ❑ Native Pacific Islander
   D. ❑ Native U.S. Virgin Islander

6. Is your child's first-learned or home language anything other than English? ❑ Yes ❑ No

If you responded "Yes" to question number 6 above, please answer the following questions:

7. What language did your child learn when he/she first began to talk? _____

8. What language does your child most frequently speak at home? _____

9. What language do you most frequently speak to your child? (Father) _____
   (Mother) _____

10. Please describe the language <u>understood by your child</u>. (Check only one)
    A. ❑ Understands only the home language and no English.
    B. ❑ Understands mostly the home language and some English.
    C. ❑ Understands the home language and English equally.
    D. ❑ Understands mostly English and some of the home language.
    E. ❑ Understands only English.

_____ Parent or Guardian's Signature

_____ Date

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Student ID #	Date Distributed	Date Received	

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請以
英文回覆

Dallas County School System

母語使用情況調查

Chinese
Home Language Survey

學生姓名：_____ 出生日期：_____ 性別： ❑ 男 ❑ 女

家長 / 監護人姓名：_____

地址：_____

住宅電話：_____ 工作電話：_____

學校：_____ 年級：_____ 日期：_____

1. 您的孩子是否在美國出生？ ❑ 是 ❑ 否
   若是在美國出生，請問是在哪一個州出生？_____
   若不是在美國出生，請問是在哪一個國家出生？_____
2. 您的孩子是否曾在美國上過學，而且上學時間達到三年？ ❑ 是 ❑ 否
   若是如此，請填寫學校名稱，州名，以及入學起止日期：
   學校名稱_____ 州_____ 入學起止日期 _____
   學校名稱_____ 州_____ 入學起止日期 _____
   學校名稱_____ 州_____ 入學起止日期 _____
3. 在家裡，您和您的家庭成員大部份時間講哪種語言？_____
4. 若學校文件備有譯本，您希望學校與您聯絡時使用哪種語言？_____
5. 請根據您孩子的實際情況勾選下列選項：
   A. ❑ 美國本土印第安人
   B. ❑ 阿拉斯加本土居民
   C. ❑ 太平洋群島本土居民
   D. ❑ 美國維爾京群島本土居民
6. 您孩子最初所學的語言或其母語是否是其他語言，而非英語？ ❑ 是 ❑ 否

如果您對上面問題 6 回答「是」，則請回答以下問題：

7. 您的孩子最初學話時學講哪種語言？_____
8. 您的孩子在家裡最常講哪種語言？_____
9. 您對您孩子講話時最常使用哪種語言？（父親）_____
   （母親）_____
10. 請指明<u>您孩子所懂的</u>語言。（請祇勾選一項）
    A. ❑ 祇懂母語，不懂英語。
    B. ❑ 所懂的基本上為母語，也懂一些英語。
    C. ❑ 所懂的母語和英語同樣多。
    D. ❑ 所懂的基本上為英語，也懂一些母語。
    E. ❑ 祇懂英語。

_____ 家長或監護人簽名

_____ 日期

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Student ID #	Date Distributed	Date Received	

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Por favor responda en inglés

Dallas County School System

ENCUESTA DE IDIOMA DOMESTICO

Spanish

Home Language Survey

Nombre del alumno: _____ Fecha de nacimiento: _____ Sexo: ❑ Masculino ❑ Femenino

Nombre de los padres/apoderado: _____

Dirección: _____

Teléfono de la casa: _____ Teléfono del trabajo: _____

Escuela: _____ Grado: _____ Fecha: _____

1. ¿Nació su hijo/a en Estados Unidos? ❑ Sí ❑ No
   De ser así, ¿en qué estado? _____
   De no ser así, ¿en qué país? _____

2. ¿Ha asistido su hijo/a a alguna escuela de Estados Unidos durante tres años cualesquiera de su vida? ❑ Sí ❑ No
   Si la respuesta es afirmativa, indique el nombre de la escuela (o escuelas), estado, y fechas de asistencia:
   Nombre de la escuela _____ Estado _____ Fechas de asistencia _____
   Nombre de la escuela _____ Estado _____ Fechas de asistencia _____
   Nombre de la escuela _____ Estado _____ Fechas de asistencia _____

3. ¿Qué idioma habla usted y su familia con más frecuencia en el hogar? _____

4. Si hay a disposición, ¿en qué idioma le gustaría recibir la comunicación de la escuela? _____

5. Marque si su hijo(a) es:
   A. ❑ Indio americano nativo
   B. ❑ Nativo de Alaska
   C. ❑ Nativo de las islas del Pacífico
   D. ❑ Nativo de las Islas Vírgenes de EE.UU.

6. ¿Es el idioma primario de su hijo(a) o el que se habla en el hogar distinto al inglés? ❑ Sí ❑ No

Si su respuesta a la pregunta 6 es "Sí", responda las siguientes preguntas:

7. ¿Qué idioma aprendió su hijo cuando recién comenzó a hablar? _____

8. ¿Qué idioma habla en casa su hijo(a) con más frecuencia? _____

9. ¿En qué idioma le habla con más frecuencia a su hijo(a)? (Padre) _____
   (Madre) _____

10. Describa el idioma <u>que su hijo(a) entiende</u>. (Marque sólo uno)
    A. ❑ Entiende solamente el idioma del hogar y no inglés.
    B. ❑ Entiende mayormente el idioma del hogar y algo de inglés.
    C. ❑ Entiende el idioma del hogar y el inglés por igual.
    D. ❑ Entiende inglés mayormente y algo del idioma del hogar.
    E. ❑ Entiende inglés solamente.

_____ Firma del padre o tutor

_____ Fecha

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برائے کرم انگریزی میں
جواب دیں

Dallas County School System

گھریلو زبان کا سروے

Urdu
Home Language Survey

طالب علم کا نام: _____ تاریخ پیدائش: _____ جنس: ☐ لڑکا ☐ لڑکی

والدین/سرپرست کا نام: _____

پتہ: _____

گھر کا ٹیلیفون: _____ دفتر کا ٹیلیفون: _____

اسکول: _____ گریڈ: _____ تاریخ: _____

1. کیا آپ کا بچہ/ریاستہائے متحدہ میں پیدا ہوا تھا؟ ☐ ہاں ☐ نہیں

اگر ہاں، تو کس ریاست میں؟ _____

اگر نہیں، تو کس دوسرے ملک میں؟ _____

2. کیا آپ کے بچے نے اپنی زندگی میں کسی بھی تین سال کے دوران ریاستہائے متحدہ کے کسی اسکول میں تعلیم پائی ہے؟ ☐ ہاں ☐ نہیں

اگر ہاں، تو براہ کرم اسکول کا نام ریاست اور اسکول جانے کی تاریخوں کی تفصیل دیں:

اسکول کا نام _____ ریاست _____ حاضری کی تاریخ _____

ااسکول کا نام _____ ریاست _____ حاضری کی تاریخ _____

اسکول کا نام _____ ریاست _____ حاضری کی تاریخ _____

3. گھر پر زیادہ تر اوقات میں آپ اور آپ کا خاندان کون سی زبان بولتا ہے؟ _____

4. اگر دستیاب ہو تو آپ اسکول سے بھیجی جانے والی اطلاعات کس زبان میں وصول کرنا چاہیں گے؟ _____

5. براہ کرم نشان لگائیں اگر آپ کا بچہ:

A. ☐ مقامی امریکی ہندوستانی ہے C. ☐ مقامی بحرالکاہل جزائری ہے

B. ☐ الاسکا کا باشندہ ہے D. ☐ مقامی ہوائی ریاست ورجن جزائری ہے

6. کیا انگریزی کے علاوہ آپ کے بچے کی سب سے پہلی سیکھی ہوئی یا کوئی گھریلو زبان ہے؟ ☐ ہاں ☐ نہیں

اگر درج بالا سوال نمبر 6 کے لئے آپ کا جواب ''ہاں'' میں ہے تو براہ کرم درج ذیل سوالوں کے جواب دیجئے:

7. آپ کے بچے/بچی نے جب پہلی بار بولنا شروع کیا تو کون سی زبان سیکھی؟ _____

8. آپ کا بچہ گھر میں سب سے زیادہ کس زبان میں بات کرتا ہے؟ _____

9. آپ اپنے بچے سے سب سے زیادہ کس زبان میں بات کرتے ہیں؟ _____ (والد)

_____ (والدہ)

10. براہ کرم اس زبان کا ذکر کریں جسے آپ کا بچہ سمجھتا ہے۔ (کسی ایک پر ہی نشان لگائیں)

A. ☐ صرف گھر کی زبان سمجھتا ہے اور انگریزی نہیں سمجھتا۔

B. ☐ گھر کی زبان زیادہ اور انگریزی کم سمجھتا ہے۔

C. ☐ گھر کی زبان اور انگریزی دونوں یکساں طور پر سمجھتا ہے۔

D. ☐ زیادہ تر انگریزی اور تھوڑی بہت گھر کی زبان سمجھتا ہے۔

E. ☐ صرف انگریزی زبان سمجھتا ہے۔

_____ والدین یا سرپرست کے دستخط

_____ تاریخ

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Student ID #	Date Distributed	Date Received	

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WIDA Screener - Online

Score Report

Test Date:

Test Administrator/Scorer:

Student Information

First Name:

Last Name:

Birthdate:

Current Grade:

State ID:

School:

District:

State: AL

Home Language(s):

This report provides information about the student's scores on the WIDA Screener. The WIDA Screener is designed to provide a snapshot of an English Language Learner's general English language proficiency. This test is based on the WIDA English Language Development Standards and is used as one criterion to determine a student's eligibility for English Language services. Please refer to state policy for making decisions about a student's eligibility for English Language services.

Scores are reported as Language Proficiency Levels. Proficiency Levels (PLs) are reported as whole numbers for the Language Domain Scores and the Composite Scores are reported to the whole PL or half PL.

Language Domain Scores	Proficiency Level
Listening	1.0
Speaking	1.0
Reading	1.0
Writing	1.0
Composite Scores	**Proficiency Level**
Oral Language	1.0
Literacy	1.5
Overall*	1.5

*Overall Score is calculated only when all four domains have been assessed. NA: Not available

Screener Identification Criteria for Students whose Home Language is other than English

	Grade	Domains	W-APT™ Score Identifies Student as EL	W-APT™ Score Indicating student is **NOT** EL
WAPT	Kindergarten 1st Semester	Speaking & Listening	Less than 25	25 or higher
	Kindergarten 2nd Semester	All Four	Listening & Speaking Less than 28 and Reading Less than 12 and Writing Less than 14	Listening & Speaking 28 or Higher and Reading 12 or Higher and Writing 14 or Higher
	Grade 1 1st Semester	All Four	Listening & Speaking Less than 29 and Reading Less than 14 and Writing Less than 17	Listening & Speaking 29 or Higher and Reading 14 or Higher and Writing 17 or Higher

	Grade	Domains	WIDA® MODEL™ Score Identifies Student as EL	WIDA® MODEL™ Score Indicating student is **NOT** EL
MODEL™	Kindergarten 1st Semester	Speaking & Listening	Less than 4.0	4.0 or higher
	Kindergarten 2nd Semester	All Four	Less than 4.0	4.0 or higher
	Grade 1 1st Semester			

	Grade	Domains	WIDA® Screener Online Score Identifies Student as EL	WIDA® Screener Online Score Indicating student is **NOT** EL
WIDA® SCREENER ONLINE	Grade 1 2nd Semester	All Four	Less than 5.0	5.0 or higher
	Grade 2 – Grade 12 1st and 2nd Semester	All Four	Less than 5.0	5.0 or higher

Dallas County Schools
429 Lauderdale St.
Selma, AL. 36701

English Parent Invitation Letter

NOTICE OF PROPOSED MEETING

Student's Name _____ Date _____

Time _____ Location _____

The purpose of this meeting is to discuss participation in the EL program.

Because your input is important to us, we encourage you to make every effort to attend this meeting. If you have questions, please contact _____ at _____

Signature of School's EL Chairperson _____

PARENT - STUDENT

Please check one of the following boxes. Sign, date, and return this form to _____ before _____ (date).

_____ I will attend this meeting.
_____ I cannot meet at the date and time indicated.
_____ I will not be able to meet you. Please send me a copy of the I-ELP plan.

Please check one of the following boxes.

_____ I do not need an interpreter.
_____ I will bring an interpreter with me (family member, friend)
_____ I will need an interpreter.

Signature of Parent or Student at Age 19 _____ Date _____

OFFICE USE ONLY

Documented attempts to contact parent/student (age 19) for EL meeting.

Date Notice Sent	Via	Action	Result

Dallas County Schools
429 Lauderdale St.
Selma, AL. 36701

*Chinese Version of Notice of Proposed EL Meeting (Parent Invitation Letter)

建議會議通知

学生的名字_____

日期_____ 時間_____

地点_____

這次會議的目的是討論參加 EL 計劃

因為您的意見對我們很重要，我們鼓勵您盡力出席本次會議。

如有疑問請聯繫_____

EL 委員會联系人簽字_____

父母 - 學生

請在_____（日期）之前标注（打勾√）以下任何一個情況，並將此表單返回給_____

____我會出席這次會議。

____我在该日期和時間內不能見面。

____我將無法與你見面。请发给我一個 I-ELP 計劃的副本。

請标注之前标注（打勾√）以下框之一

____ 我不需要翻譯

____ 我會随身带一个翻譯（家人，朋友）

____ 我需要一個口譯員

父母或 19 岁的学生簽名_____日期_____

僅限辦公室使用

Documented attempts to contact parent/student (age 19) for EL meeting.

Date Notice Sent	Via	Action	Result

Dallas County Schools
429 Lauderdale St.
Selma, AL. 36701
*Spanish Version of Notice of Proposed EL Meeting (Parent Invitation Letter)

NOTIFICACION DE LA REUNION PROPUESTA

Nombre del estudiante _____ Fecha _____

Hora _____ Ubicación _____

El propósito de esta reunion es discutir la participación en el programa EL.

Debido a que su opinión es importante para nosotros, le animamos a hacer todo lo posible para asistir a esta reunión. Si tiene alguna pregunta, póngase en contacto con _____ at _____

Firma del contacto de EL de la escuela _____

PADRE - ESTUDIANTE

Favor de marcar uno de los siguientes frases, firmar, escribir la fecha, y devuelvelo a _____ antes de _____ (fecha)

_____ Asistiré a esta reunión.
_____ No puedo reunirme en la fecha y hora indicada.
_____ No podré conocerte. Por favor envíeme una copia del plan I-ELP.

Favor de marcar si necesita un intérprete.

_____ No necesito un intérprete.
_____ Traeré un intérprete conmigo (pariente o amigo)
_____ Necesito un intérprete.

Firma del Padre o Estudiante a los 19 años _____ Fecha _____

USO DE OFICINA SOLAMENTE

Documented attempts to contact parent/student (age 19) for EL meeting.

Date Notice Sent	Via	Action	Result

Individual English Language Plan (I-ELP)

ESL Student Placement, Reevaluation Form

Dallas County Board of Education
429 Lauderdale Street
Selma, AL 36701
Office (334) 875-3440 Fax (334)876-4493

STUDENT NAME: _____ STATEID#: _____

GENDER: ☐ Male ☐ Female DATE OF BIRTH: _____ SCHOOL: _____

GRADE: _____ ENTRY IN US SCHOOL: _____ ENTRY IN Dallas County Schools: _____

COUNTRY OF BIRTH: _____ HOME LANGUAGE: _____ IMMIGRANT YR: _____

INITIAL ELP INFO: W-APT (K) Other: _____ SCORE: _____ DATE: _____

Complete Demographic Info **or**
Place ID Label Here

Recommendations for Current School Year: 20____- 20____Grade: ___

TEST DATE: _____

ACCESS for ELLs: **L:** ____ **S:** ____ **R:** ____ **W:** ____ **Composite:** _____

OTHER ELP RESULTS: _____

CURRENT LEP STATUS: _____ **5 YEAR PLAN: YES NO**

**Attached Label of ELP History if available*

ESL PLACEMENT: *(Select one)*

- ☐ ENTER: EL-1___, EL-2____
- ☐ EXITED: FEL-1, FEL-2, FEL-3, FEL-4 – *complete Monitor documentation*
- ☐ EL waived services --*attach form*
- ☐ *NONPHLOTE*

ESL SERVICE: *(Select as needed)*

- ☐ ESL Sheltered Instruction: _____
- ☐ Other: _____

ACCOMMODATIONS: *(If yes, attach ESL Accommodations Checklist)*

Needed in Regular Classroom ☐ YES ☐ NO

ALTERNATIVE GRADING SYSTEM (K-8 only):

Needed in Regular Classroom ☐ YES ☐ NO

STATE-MANDATED TESTING: *(Attach ASAP documentation)*

- ☐ Participate in regular testing ☐ Participate with accommodations
- ☐ Participate in alternative assessments
- ☐ Exempt LEP1 – Minimally, must participate in Math and Science *(see EL Plan)*

STUDENT GOAL SETTING:

- ☐ Improve ACCESS Score: _____
- ☐ Exit ESL Service: _____
- ☐ Improve Academic Grades: _____
- ☐ Study Skills: _____
- ☐ Attendance: _____
- ☐ Social/Personal Goal: _____
- ☐ Cultural: _____
- ☐ Other: _____

PARENT NOTIFICATIONS:

ESL Program/Status Notification: ☐ Mailed ☐ Hand-delivered
ACCESS for ELLs Parent Report: ☐ Mailed ☐ Hand-delivered

ALL SCHOOL COMMUNICATION TO BE SENT IN:

☐ English Only ☐ English & Home Language

EL COMMITTEE SIGNATURES: **Date:** _____

The EL Committee is responsible for all academic decisions regarding the English learner (EL). All decisions must reflect what is in the best interest of the EL. Decisions are based on need, not available resources.

_____ PRINCIPAL

_____ TEACHER

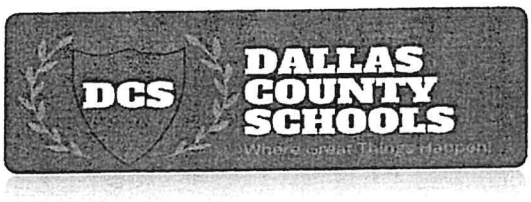
_____ PARENT

_____ EL Chairperson

_____ School Counselor

_____ LEA

_____ OTHER



ENGLISH AS A SECOND LANGUAGE PROGRAM
INITIAL CLASSROOM OBSERVATION OF ENGLISH LEARNER

DIRECTIONS: The classroom teacher will complete this form prior to the initial I-ELP meeting. Please return it to the EL Chairperson in your school.

Teacher submitting form: _____ Subject: _____

Student's Name: _____ Date: _____ Period: _____

Check the items that best describe the student:

	Does not appear to understand oral communication
	Does not demonstrate ability to write in English
	Has not yet spoken English in class
	Cannot read in English
	Appears sad, nervous, scared, etc._____
	Does not relate to any classmates yet
	Does not appear to pay attention
	Responds to some instructions
	When he/she speaks, he/she is difficult to understand
	Has asked questions related to procedures
	Has participated in class discussion
	Responds appropriately to others in class
	Student is already adjusting to class routine
	Student seems to understand instructions
	Has completed written assignments (in class/homework)
	Can write with few or minimal errors
	Has read in class (with limited error in pronunciation)
	Seems well adjusted and is fitting in well
Note: Please add other observations that you think are important.	

Dallas County Schools

ESL Classroom Accommodations Checklist

Student Name: _____ **Grade:** ____ **School:** _____

Teacher: _____ **Initials:** _____ **ESL Teacher:** _____ **Initials:** _____

English Language Proficiency Information: COMPOSITE LEVEL: _____

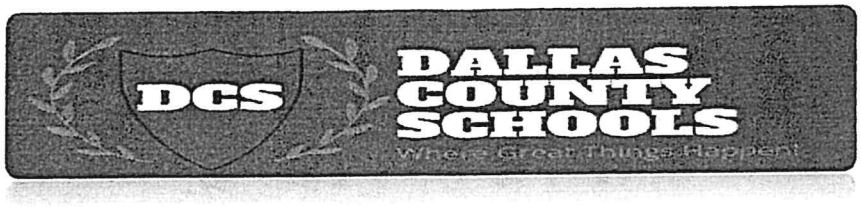
Listening:	1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging	6. Reaching
Speaking:	1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging	6. Reaching
Reading:	1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging	6. Reaching
Writing:	1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging	6. Reaching

In Alabama, a score of 4.8 or above is considered fluent.

Listed below are accommodations that facilitate comprehension for ELLs during instruction and assessment. These accommodations are determined by the ELL Committee in consideration of the student's English language proficiency level and individual instructional needs based on ACCESS scores, can-do descriptors and teacher observations. **Accommodations are not optional, but part of the student's individual ELL plan. An ELL student may not receive a failing grade unless proper documentation of accommodations, work samples, parent notification, and ELL Support Log are provided to the ELL Committee.** Please communicate with the ESL teacher to express questions, concerns, and/or suggestions regarding the student's ELL plan.

DIRECTIONS: The classroom teacher will initial beside each accommodation that will be provided to the student.

INSTRUCTION:	ASSIGNMENTS:
1. Explicitly teach language objectives. 2. Simplify language used in instruction 3. Provide additional instruction including reviews, drills and opportunities for re-teaching 4. Teach in small groups:_____ *(indicate content area)* 5. Allow for Peer Tutoring/Teaching 6. Increase the use of manipulatives to enhance concepts depending on language level of learner (see "can do" indicators) 7. Provide visual aids to enhance key concepts 8. Use Graphic Organizers 9. Allow for alternate seating for proximity to peer helper or teacher as necessary 10. Assist student in building a picture file of key vocabulary 11. Assist students to underline key words or important facts in text 12. Incorporate Group Work and Cooperative Learning 13. Provide prompts, photocopies of notes or outlines, or highlighted texts and materials 14. Utilize resources in the student's first language 15. Teach new concepts in chunks 16. Provide frequent checks for comprehension 17. Orient students to expectations through rubrics 18. Provide simplified/additional instructions 19. Other:	1. Allow editing and revision before grading 2. Provide a daily or weekly syllabus of class and homework assignments 3. Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments 4. Extend time for assignment completion as necessary 5. Allow students an opportunity to express key concepts in their own words 6. Utilize alternate reading assignments/materials at the student's reading level. When possible, use material specifically designed for LEP students 7. Utilize resources in the student's first language 8. Substitute a hands-on activity or use of different media in projects for a written activity 9. Utilize assignment notebooks 10. Simplify language or shorten assignments 11. Other:
ASSESSMENTS:	**ADDITIONAL ACCOMMODATIONS:**
1. Provide a word bank 2. Provide an opportunity for the student to take the test/re-test individually with a teacher or paraprofessional 3. Allow for the test to be read aloud 4. Allow for small group administration of assessments 5. Use informal observations of performance and classroom participation as a percentage of the overall evaluation (see rubric). 6. Incorporate group work into the assessment process 7. Simplify the language and format of the assessment to match the language utilized during instruction 8. Provide opportunities for the student to take tests in sections/chunks 9. Allow for extended time to complete the assessment 10. Provide opportunity for student to provide oral responses to be recorded by teacher or paraprofessional 11. Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling 12. Allow editing and revision before grading 13. Design projects and assessment for student that require reduced sentence or paragraph composition 14. Use rubrics as an assessment tool in place of textbook tests 15. Other:	1. Permit the use of picture or bilingual dictionaries or electronic translating devices during instruction, assignments and assessments 2. Computer assisted language learning program(s): Rosetta Stone: _____ _____ Other: _____ _____ 3. Computer assisted math learning program(s): _____ _____ Other: _____ _____ 4. Other: 5. Other: 6. Other:



ASSURANCE FORM
FOR TEACHERS OF ENGLISH LANGUAGE LEARNERS

This is a super-condensed reference for teachers to understand the basics of teaching ELs.

EL (English Learners) are linguistically and culturally diverse students who have been identified through reliable and valid assessment as having levels of English language proficiency that preclude them from assessing, processing, and acquiring unmodified level content in English and, thereby, qualify for support services.

IN OTHER WORDS…

- **Every** student's parents fill out the Home Language Survey (HLS). If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student's English-language proficiency level. This is under the Federal guidelines of Every Student Succeeds Act (ESSA).
- Language-minority students identified through the Home Language Survey during registration before the beginning of the school year must be assessed for English-language proficiency within **thirty (30) days** of enrollment. Language-minority students who register after the beginning of the school year must be assessed within **ten (10) days** of enrollment. Foreign Exchange students must also be tested to assess their proficiency level.
- Parents of the ELs will be notified about the student's acceptance or denial of acceptance into the program in a language that they can understand.
- Initial assessment of English language proficiency is conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Alabama has adopted the *WIDA-ACCESS Placement Test (W-APT)* for students in Kindergarten and first semester 1st graders and *WIDA Screener Online* to determine eligibility for placement for students in grades 1-12. The *WIDA Screener Online* assesses English language proficiency in all four domains of language- listening, speaking, reading, and writing- as well as comprehension in all subject areas to ensure students' language needs are properly identified and addressed through the LEA's educational program.
- Every school has an EL Chairperson designated by the principal. The EL Chairperson works with the district EL Coordinator to ensure that deadlines are met regarding assessment and to report information to faculty and staff.
- Every EL student has a folder on file with the school's EL Chairperson.
- All ELs must have an *Individual English Learner's Plan (I-ELP)* developed by the school's EL Committee (similar to an IEP). The I-ELP includes written accommodations (classroom supports) made for said student.

- Each EL will be tested in the spring by the state mandated *ACCESS for ELLs 2.0* test. It will be administered by the school counselor and other formally trained personnel.
- An EL may "exit" the program based on criteria as stated in the comprehensive plan (4.8 or higher score on the *ACCESS for ELLs 2.0* test). Upon exiting, students will be monitored for four years.
- Parents have a right to waive Title III EL services. However, the student must take the spring *ACCESS for ELLs 2.0* test until a score of 4.8 is reached.

I have read the information above and will adhere to the district policies and procedures regarding EL students.

Signed:_____ Date:_____

February 2018

Individual Accessibility/Accommodation Supports Checklist

The state assessment accessibility and accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom, when the student receives instruction and takes classroom tests, and have proven to be successful. When completed by the educational team, this checklist becomes part of the student's plan.

- ☐ 1. Accommodation supports **are** required for student to participate.
- ☐ 2. Accommodation supports **are not** required for student to participate.
- ☐ 3. Student will participate in the *Alabama Alternate Assessment.*
- ☐ 4. Student will **not** participate in the reading/language arts subtest because student is an EL student in his/her first 12 months of enrollment in a U.S. school, but will participate in the mathematics subtest and will participate in the science subtest.

Justification for **all** decisions made above:

_____

_____

Student Name: _____ System Name: _____ School Name: _____

Assessment: _____ Grade: _____ Year: _____

Paper (PT) ___ Online (OT) ___ **Accommodation Supports:** __ IEP __504 __I-ELP

Accessibility Support	Subjects					Accommodation Support	Subjects				
	R	M	S	E	W		R	M	S	E	W
Breaks						Screen Reader					
Answer Masking						Human Reader Read-Aloud					
Answer Eliminator						ASL/SEE Directions and/or Test Items					
Extended Time						Cued Speech					
Multiple Days						Homebound **ALSDE APPROVAL**					
Magnifier						Braille					
FM System						Assistive Technology					
Scribe						*Spanish Testing					
Large Print						*English/Native Language Word-to-Word Glossary					
Individual/Small Group						*Translated Directions					
Oral Reader (student reads aloud)						Abacus					
Other **ALSDE APPROVAL**						Other **ALSDE APPROVAL**					

*Only students with an I-ELP are eligible for this accommodation.

If the school is chosen to participate in piloting of an assessment or the National Assessment of Educational Progress, the student will participate unless the IEP Team is reconvened. Students needing special formats will participate in pilots only if special formats are available.

For additional information regarding the Alabama Student Assessment Program, please contact the Student Assessment Section at 334-242-8038.

WIDA | **ACCESS for ELLs 2.0®**
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0–6.0) 1 2 3 4 5 6	Scale Score (Possible 100–600) and Confidence Band See Interpretive Guide for Score Reports for definitions 100 200 300 400 500 600
Listening	4.0	368
Speaking	2.2	320
Reading	3.4	356
Writing	3.5	355
Oral Language 50% Listening + 50% Speaking	3.2	344
Literacy 50% Reading + 50% Writing	3.5	356
Comprehension 70% Reading + 30% Listening	3.7	360
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	352

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/scorereport

Insert

Student Work SAMPLES

Insert

Current

Progress Report

and

Report Card

EL EXIT MONITORING FORM FOR FELs (Former English Learners)

School: Select Your School	Today's Date: Date
Student Last Name:	Student First Name:
*Please attach the student's current schedule. If the student receives a failing grade in a core class, make sure the teacher meets with parents. In addition, attach relevant documentation as to why the student is failing the class.	
LEP Exit Date: Program Exit Date	Current Academic Year: (Select Year)
Select Grade. Grade in 1st Year of Monitoring	Select Grade. Grade in 2nd Year of Monitoring
Select Grade. Grade in 3rd Year of Monitoring	Select Grade. Grade in 4th Year of Monitoring
School's EL Contact: Choose Your Name	Signature:

EXITING ACCESS FOR ELLs 2.0 Student Test Results

Composite	Listening	Speaking	Reading	Writing	Literacy	Compre-hension	Oral Language
Choose an item.							

Is the student receiving any special services? ☐Yes ☐No *(any academic services in addition to the standard academic program)*

REPORT CARD RESULTS FOR FEL-1____FEL-2____FEL-3____FEL-4___(Monitoring Year)

9 weeks	1st	2nd	3rd	4th	9 weeks	1st	2nd	3rd	4th
1st Period Teacher: Select if Class is ☐Honors☐AP☐PreAP Title of Class:					2nd Period Teacher: Select if Class is ☐Honors☐AP☐PreAP Title of Class:				
3rd Period Teacher: Select if Class is ☐Honors☐AP☐PreAP Title of Class:					4th Period Teacher: Select if Class is ☐Honors☐AP☐PreAP Title of Class:				
5th Period Teacher: Select if Class is ☐Honors☐AP☐PreAP Title of Class:					6th Period Teacher: Select if Class is ☐Honors☐AP☐PreAP Title of Class:				
7th Period Teacher: Select if Class is ☐Honors☐AP☐PreAP Title of Class:					Comments:				



Dallas County Schools

ESL REFUSAL OF SERVICES WAIVER

Date: _____

Dear Parents:

You have indicated that you do not want your child enrolled in the Title III supplementary English language development program or that you would like a change in your student's Title III supplementary English language development program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request removal of your child from the program, (b) decline to enroll you child in such a program, or (c) choose another program or method of instruction, if available.

If you have chosen (a), (b), or (c) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school.

Thank you.

Dallas County Schools

ESL REFUSAL OF SERVICES WAIVER

I, _____ (parent/guardian) of _____ (student) have been informed of my right to decline to have my child enrolled in the Title III supplementary English language development program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

___ Do not enroll my child in a Title III supplemental English language development program.

___ Withdraw my child from the Title III supplemental program offered by the school.

___ Enroll my child in another program or method of instruction, if available.

_____ _____

Signature of parent/guardian Date