Marshall County Schools
English Learners (EL) Plan
FY25

Section A: Theory and Goals

The LEA's educational **theory and goals** for its program of services – **to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)**

Section B: Identification and Placement Procedures

1. Procedures for identifying the EL Advisory Committee

Marshall County Schools will establish/maintain an EL Advisory Committee for the purpose of program needs assessment, program evaluation, and
the development of the Comprehensive English Learners Plan. This committee includes administrators, literacy coaches, central office administrators, school counselors, EL teachers and staff, special area teachers, classroom teachers, stakeholders, and community representatives who work with these students and their families in other settings.

The EL Advisory Committee shall make recommendations to the LEA regarding its English as a Second Language Program (ESL). Some examples of committee responsibilities would be to make recommendations regarding:

The ESL program;The budgeting of state, local and federal funds;
Parental involvement pieces for further academic student success;
High-quality professional development for staff Support School Teams as needed.

The plan was composed with the cooperation of a committee which represented various aspects of the EL student's world. Committee members were invited to participate, offer input, and review the document during the summer and at the beginning of school. Administration, teachers, EL teachers, special area teachers, translators, parents, and other stakeholders collaborated to develop a plan which will serve as guidance for the Marshall County Board of Education's ESL Program. This plan will be reviewed and updated annually to accommodate and address future needs, challenges, and comply with new federal, state, and local laws, regulations, or guidelines.

The Plan will be revised at the beginning of each school year using input from a committee composed of administrators, EL teachers, regular program teachers, special area teachers, parents and the federal programs coordinator. The current ESL Plan will be made available on the system's website. Paper copies will be made available to the public at each school office and at the central office

It is the policy of the Marshall County School System that no student be excluded from participation in, be denied the benefits of, or subjected to discrimination.

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2. Methods for identification, placement, and assessment

Identification of Possible EL Students

1. Review responses on Home Language Survey (HLS) to identify potential English learners (ELs).

2. Administer the appropriate WIDA English language proficiency (ELP) screener to potential ELs.

- Note: For students transferring from another state or district, it is incumbent on the receiving district to contact the previous state/school to determine EL status before screening. Follow the procedures regarding screening for these students in the Student Assessment Resource Guide for English Learners 2023-2024.

3. Identify if the student meets the state EL eligibility criteria for English as a Second Language services. (See Qualifying Scores for Potential ELs on pg. 11 of this document)

4. Place identified EL students in appropriate language instruction educational programs.

5. For students enrolled by the beginning of the school year, the district must notify parents of their child's English learner identification and eligibility for participation in the language development program within 30 calendar days after the beginning of the district's school year.

6. If a student enrolls during the school year and is a first-time enrollee in a U.S. school, then the LEA has 30 days to screen and notify parents.

7. For other students identified as English learners entering during the school year, parents must receive notification of language instruction program eligibility within two weeks of enrollment.

8. Report student status in PowerSchool. (Page 13, EL Guidebook 2023-24)

The LEA will record the registration date as the "original" entry date in or "date first enrolled" when completing the demographics page of the ACCESS FOR ELLS 2.0 for ELs English proficiency test.

The Alabama State Department of Education (ALSDE) has adopted the WIDA Online Screener for grades K-12 and the WIDA Screener for Kindergarten. The WIDA Online Screener assesses English language proficiency in four domains of language development: listening, speaking, reading, and writing. Additionally, it assesses

comprehension to ensure that students' language needs are properly identified and addressed through the educational program.

The EL teacher and/or Federal Programs Supervisor will review the student's records and gather all pertinent data. If data includes scores for the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS FOR ELLS 2.0) assessment from a previous school, the results will be used to establish English language proficiency. If no ACCESS FOR ELLS 2.0 scores are available, the EL teacher will assess the student using the WIDA Online Screener for grades 1- 12 and the WIDA Screener for Kindergarten. The WIDA Online Screener and WIDA Screener for Kindergarten assesses English language proficiency in four domains of language development; 1) listening; 2) speaking; 3) reading; 4) and writing to ensure that students' language needs are properly identified and addressed through the educational program. The WIDA Online Screener yields an overall composite score based on the language domains tested. The WIDA Screener for K assesses students listening and speaking for the initial process. The following guidelines must be followed to in determining eligibility for placement in the English language instruction educational program:

1. Upon enrollment, every child in the Marshall County School System will complete an HLS. If there is a language other than English marked on the HLS, the ESL staff will be notified immediately for screening

2. The EL teacher will screen the student using either: The WIDA Screener for Kindergarten for grades K- 1st semester of 1st Grade or the WIDA Online Screener for grades 1 (second semester)- grade 12.

3. Students scoring less than 4.5 or lower on the WIDA Screener for Kindergarten and less than 5.0 on the WIDA Online Screener will qualify for ESL services.

4. The timeline for screening and placing new EL students will be 30 days from the first day of school and within two weeks of enrollment.

5. Upon receiving a qualifying score for the ESL program, the parents will be notified of the screener results and invited to a parent meeting with the EL staff and translator (if needed).

6. With the parents/guardians, the ESL staff will discuss the process for qualifying for the ESL program and overview the core ESL program which scaffolds the EL students through a variety of specialized services.. With parent input, the EL staff will develop an Individualized English Language Plan (I-ELP) from Ellevation..

7. The ESL staff will explain the Supplemental Title III ESL services to be offered at the school. The supplemental Title III services may include pull- out, push-in, or a Sheltered Content class taught by a dual certified ESL teacher. A Waiver for Supplemental Title III services will be signed and documented in Powerschool if parents choose to waive the Supplemental Title III services

8. The ESL staff will annually test all students who qualify for the ESL program with the ACCESS for ELLS 2.0 until an exit score of 4.8 is attained. If Supplemental Title III services have been waived, the student will be tested annually until a 4.8 is attained on the ACCESS for ELLS 2.0

9. Upon obtaining a 4.8 on ACCESS for ELLS 2.0, the EL student will be monitored for 4 years before classification as FEL completed.

10. The ESL staff will code all students in Powerschool with the appropriate EL designation (EL-1, EL-2, FEL-1, FEL-2, FEL-3, FEL-4, FEL, NOMPHLOTE).

11. All students who are FEL 1 - 4, will be monitored at 9-week intervals to ensure academic success in the classroom and make necessary accommodations, recommendations, etc. as needed.

If an EL student enrolls from a system or state who utilizes the ACCESS FOR ELLS 2.0 annually as their language proficiency exam, the school will request the ACCESS scores to aid in placement for English services. All EL students will be assessed annually with The ACCESS FOR ELLS 2.0.

Placement and Transition within the EL Program

The district will document each step in the process in Powerschool, Ellevation, and through completion of appropriate dated forms.

3. **Methods and procedures for exiting students from the LIEP and for monitoring progress**

ESL Exit Procedure

For accountability purposes, English Learners will be included in a subgroup until they attain a minimum of 4.8 (Composite Score) on the ACCESS FOR ELLS 2.0 state English language proficiency test and are no longer on monitor status. There is no time limit for participation in the ESL program. A student may participate in the ESL program as long as the EL Committee determines the student is eligible for ESL services.

Exiting Steps

The ESL Committee shall review the above criteria, plus other pertinent information and make a recommendation for exiting a student from ESL. This recommendation shall be completed each fall unless requested earlier by appropriate personnel.

Written notification shall be given to the parents of exiting EL children from the ESL program. An “ESL Program Exit Form” will be completed and placed in the student’s ESL record.

At nine-week intervals, the ESL staff and the ESL Committee shall monitor the progress of the student until he/she has completed the exit criteria. If the FEL student is not academically successful while being monitored, or does not pass coursework without accommodations, the student can be recommended for reevaluation as EL and/or other appropriate programs through ESL Committee or PST.

If the FEL student is academically unsuccessful, upon the recommendation of the ESL Committee or PST, the ESL staff will retest the student’s language proficiency with the WIDA MODEL as a re-screener. This screener will then be used in the ESL committee meeting to determine if the language is a barrier. If language is deemed a barrier, the child will be placed into the ESL program. If it is determined language is clearly not the issue, then PST will be the appropriate channel, provided ESL staff members are part of the team.

Monitoring ELs Who Have Exited the Program

After the above criteria have been reviewed, a recommendation will then be made for exiting the program. A follow-up review will be updated to verify that the student is functioning academically and socially in the new setting. Students who are exited from EL services are placed on monitor status for four academic years. The EL teacher will continue to monitor the student until he/she has completed the exit criteria. During the monitor time, the EL teacher and classroom teacher will regularly communicate. Students are classified as FEL- 1 (Former English Learner, Year 1), FEL- 2 (Former English Learner, Year 2), FEL-3 (Former English Learner, Year 3), and FEL-4 (Former English Learner, Year 4) during the monitoring process. Upon successful completion of monitoring, ELs are classified as Former English Learners (FEL) and are no longer included in the EL subgroup for accountability purposes.

Each grading period, ESL staff will communicate with the teacher(s) of those EL students who are in monitoring. Teachers will use tools from Ellevation. This communication will include a discussion of any accommodations used, how the student gets along with others, progress in completing homework assignments, and any

information the teachers consider relevant. If the student is experiencing difficulty in the regular program, the ESL Committee team will meet with the student's teacher(s). This committee will use all information available in making a determination as to the reason(s) for lack of success and will make a recommendation. If the committee feels that lack of progress is due to English proficiency, a recommendation may be made that the student return to the ESL program after screening with the MODEL. If the lack of progress is not due to English proficiency, the committee will make recommendations to meet the needs of the student. These recommendations may include tutoring, counseling, or other available resources such as the PST team.

Section C: Programs and Instruction

1. **Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core LIEP**

The Marshall County school system's Core Language Program is ELD (English Language Development). Classroom teachers are trained annually on how to incorporate the WIDA ELD standards into their daily instruction so EL students may access content and academic vocabulary while developing all 4 language domains of listening, speaking, reading, and writing. The students' primary language may be used as support. Teachers use the students Can Do descriptors, ACCESS for ELs teacher reports, and the WIDA ELD standards to prepare lessons for EL students in the general education classroom.

The Marshall County System's ESL Program shall support the EL students in becoming competent in the areas of speaking, listening, reading, and writing in the English language. The instructional goals for all categories of the Marshall County School System ESL Program will be to support:

All English Learner (EL) students will demonstrate English language proficiency to the degree necessary to allow independent functioning in the regular school program.
All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

All English Learner (EL) students will be educated in learning environments that are safe, drug-free, and conducive to learning. All English Learner (EL) students will graduate from high school

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

of the ESL program will be conducted annually and will include teacher and principal surveys as well as individual school data such as:

Number of students in EL classes
ACCESS FOR ELLS 2.0 data
Number of students who exited the program Promotion and retention data
Drop out data
State Mandated Assessments
Number of newly enrolled EL students Accountability piece expected from ALSDE

Data will be reviewed, validated, and certified through the ALSDE AIM Portal.

The Federal Programs Supervisor, EL Coordinator,, ESL staff, and other designated team members including counselors, classroom teachers, and administrators, will review EL data. Areas of deficiencies will be identified. The ESL Team will develop a Needs Assessment to correct these deficiencies for the upcoming school year. Methods used will include:

*Professional development for ESL staff, counselors, core classroom teachers, and administrators *Purchasing updated and/or new materials and teaching supplies

*Employing additional EL staff

*Research on specific areas that need to be addressed dependent upon the needs of the school.

*Marshall County Schools has contracted with The Bailey Group to provide EL professional development for general education classroom teachers and specialized professional development for EL Teachers.

2. **How the LIEP will ensure that ELs develop English proficiency**

Marshall County Schools will ensure that each school evaluates and documents the progress of each English Learner's acquisition of English and his/her academic progress. Comprehensive and comparable data on all students will be kept in order to evaluate the success of students in obtaining an effective and appropriate education. Data, including College and Career Readiness, on current and former students will be maintained as part of a system that includes information on all students. This data will allow comparisons to be made between ELs and non-ELs in mainstream programs. Data collection and analysis include state tests (ACT, ACCESS FOR ELLS 2.0, ACAP, Workkeys, etc.) as well as other sources such as STAR reading, STAR math, Spire, Reading Horizons, and DIBELS. The ALSDE provides Marshall County Schools with

ELLEVATION (web-based software) to help desegregate the ACCESS FOR ELLS 2.0data. Teachers and administrators will be able to review an EL student's language proficiency level, accommodations, monitor status, etc. with this computer program. Training to utilize ELLEVATION has been provided at the District Level.

Data Meetings
Data Meetings are held with all certified staff at individual schools. Data is analyzed to drive teacher instruction and student achievement. Problem Solving Team (PST) Problem Solving Team meetings are held at individual schools. Data is analyzed to determine effectiveness.
LEA Support

The LEA will support continuous improvement practices and specific professional development by providing opportunities for schools to participate in professional development specific to ELs. School Teams may be formed to attend specific training and turn it around to other teachers.. Select ESL personnel will attend the WIDA and/or TESOL conference. Opportunities to attend CLAS/Mega training specific to topics related to ELs such as parental involvement, special education, Hispanic Overview, etc. will be offered. WIDA Online Modules will be watched, discussed, and completed by each school within the Marshall County School System. Training will be provided for enrollment procedures with identified staff. Training will be provided for administrators on information directly related to ELs.

Materials
The following materials are used with instruction:

Alabama Course of Study
College and Career Ready Standards
District Pacing guides for all content areas
WIDA Consortium English Language Proficiency Standards for English Language Learners (WIDA ELD Standards) Materials from the Alabama State Department of Education distributed for state assessments
Ellevation Strategies
WIDA Online Modules
Flashlight 360

Combinations of strategies are used to teach language: language immersion, phonics, vocabulary development, oral language skills, cooperative learning, sheltered English strategies, ARI strategies, small group instruction, and integrated reading. Emphasis is placed upon the development of the four communication skills: listening, speaking,

reading, and writing. The WIDA Language Acquisition Standards are used in regular classroom instruction and lesson planning as well as in the EL classroom.

3. Grading and retention policy and procedures

The following guidelines must be followed to assure that EL students are not discriminated against or penalized because of their language barrier: Lack of ability to read and write proficiently in English is not to be considered for failure in the Marshall County School System. Teachers are to consider the following recommendations when determining grades for ELs.

Regular classroom teachers will grade non-English speaking students (entering and emerging) on improvements in the content area through the use of the WIDA standards in order to make accommodations for a lesson. In other words, assignments will match the level as determined by the ACCESS FOR ELLS 2.0 or WIDA Online screener.

For developing ELs, teachers will grade students based on a combination of their understanding and mastery of course content and the student's improvement as the course progresses.

A failing grade (below 60) will not be assigned to an EL without full documentation of accommodations having been made to ensure the student's full access to the content. Teachers recommending retention to the EL Committee must complete the EL Retention Checklist and provide all required documentation.

While a student is receiving ESL services and during the monitoring process, students will be monitored each grading period through progress reports, report cards, or other pertinent evaluation material, so that the ESL Committee and the EL Teachers can evaluate the student's academic progress and growth.

Promotion and Retention

The process for making decisions about promotion and retention of English Learners should take into consideration a variety of factors. The decision- making process should begin with a recommendation from the EL Committee. The EL Committee shall consider the following recommendations in the retention of an EL:

Age
Maturity
Capacity for Learning
Academic Progress
Prior schooling in native language/home country Length of time in the United States

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Length of time in an all-English academic environment English Language Proficiency scores Proficiency in conversational English (BICS) Proficiency in academic and written English (CALP)

If an EL student needs to be retained based on the recommendation of the ESL Committee and it has been determined that language is not the barrier to learning, the parents or guardians of that student should be informed as early in the school year as possible in a language that they understand.

For information regarding the process for making decisions about promotion and retention of English Learners in grades K-12, the ESL Committee should refer to the Marshall County Board of Education's Grading and Promotion Policies for these 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.

MCS Grading Procedures (Adopted October FY25)

Student at WIDA proficiency levels **1.0 - 2.5**	Students at WIDA proficiency levels **2.5 – 4.0**	Students at WIDA proficiency levels **4.0 - 6.0**
• **A student is given a passing grade (a minimum of 60)** if he or she performs the following tasks: o is prepared for class with needed materials o tries all the work assigned to him or her • uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary) • attempts as much of an assignment as he or she can • completes portions of accommodated work • is attentive during instruction/ group work • copies notes when necessary • communicates needs and feelings verbally or non-verbally • **A student is given a failing grade (F)** if he or she generally does not perform the above tasks.	• **A student is given standard grades for accommodated work.** Examples of accommodated work include, but are not limited to the following: o Assessments read aloud, extended time, language modifications, word banks, reducing problems or steps because of linguistic complexity, drawing pictures, completing graphic organizers, etc. (accommodations should be a collaboration between the ESL and subject-area teacher). o See grade level appropriate "Can Do Descriptors" to determine what you should and should not expect from students as a result of their proficiency. • Individual grades can be added for class participation, note taking, and use of references to better reflect classroom effort in a student's final grade.	• **A student is given standard grades for work that is mostly comparable to his or her peers.** o Homework/class work assignments may be modified but **only the following test accommodations are given:** • A student should be given 1 ½ time to complete their tests. • Bilingual dictionaries are given.
• Note, "Meet or Not Met" on report card for grades K-1. • The following should be added to the report card - "grade due to language proficiency".	• Note, "Working with ESL test accommodations," on report card.	• Note, "Test accommodations limited to 1 ½ time and bilingual dictionary," on report card.

* *If a student falls within two of the categories, a teacher can use his or her judgment to decide which category best fits that student's needs.*

4. Specific staffing and other resources to be provided to ELs through the program

The number of staff employed in the Marshall County School System in the English as a Second Language (ESL) program will be based on the following criteria: number of EL students, the level of English proficiency of the ELs, achievement levels and grades of the ELs, and other programs in effect at the individual schools.

To implement the English as a Second Language Program, Marshall County will strive to employ Educational personnel who have formal training in teaching second language learners. All teachers, translators, and para-professionals are fluent in English and possess oral and written communication skills necessary to teach ELs. Presently twelve EL teachers hold ESL Certification. Teachers in the area of ESL will be recruited and non-ESL certified teachers will be encouraged to work toward the attainment of ESL certification.

ESL services are available at all schools for any EL student who qualifies. The system employs a Federal Programs Supervisor and is responsible for the total program and conducts all aspects of the program in cooperation with school administrators, EL Coordinator, Central Office Supervisors, the Special Education Coordinator, and other appropriate personnel. Translators are available as needed for each campus. The system utilizes Masterword, a translation service, available in many languages.

All ELs will receive English as a Second Language delivery model from certified teachers through the regular education program. The classroom teachers will utilize ELD- English Language Development based on results from language proficiency testing to ensure that EL students are taught at appropriate levels of language proficiency.

If sufficiently qualified teaching applicants are not available, non-certified applicants may be employed who are bilingual, have ESL experience, and/or have ESL training. Non-certified ESL personnel will work under the direct supervision of a certified teacher.

Currently (12) ESL teachers (who hold ESL certification), (2) Content teachers working towards ESL certification,(4) full-time bilingual paraprofessionals, (1) part-time bilingual paraprofessionals, and (20) bilingual staff are employed by the Marshall County School System to serve our EL students and parents.

Ongoing Professional development opportunities will be provided for ESL personnel and school staff. The Bailey Group provides EL Strategy Professional Development for

classroom teachers and additional support and training for the EL teachers.. This is an ongoing sustained professional development opportunity for the EL Department in collaboration with content and EL teachers. Additional Professional Development will be offered through the WIDA ONLINE Modules, Ellevation Strategy Modules, Newcomers & Foundations. These modules will be required of all districtwide personnel working with our EL students.

Additional professional development opportunities and training will be provided to address specific areas of needs as required. For example, writing scores on ACCESS FOR ELLS 2.0 are not as high as the other composite areas, therefore, implementation of writing with ELs has been a professional development opportunity for regular education teachers. With relevant videos, conferences, workshops, and contracted consultants, other opportunities for professional development will be offered not only to the EL staff but also to the regular education staff.

At a minimum, ESL staff meetings for teachers and translators will be held three times per year to facilitate and coordinate the execution of the EL Program towards the realization of the program's goals and objectives. Designated ESL staff will attend state and national conferences and provide turn around training for targeted schools.. ESL Staff will evaluate the EL Plan, complete and annual Needs Assessment, and offer guidance with instruction and assessment of ELs, etc.

Core classroom teachers who have ELs in their classrooms will be invited to attend training in the instruction of the English Learners. Training will include the Bailey Group,, conferences, data meetings,, and/or contracted consultants. The ESL teachers and Federal Programs Supervisor will provide individual assistance.

Ellevation Strategies training will be provided at the District level and turned around within each school. WIDA Online Modules will be used District Wide to provide ongoing professional development.

School staff will be trained in utilizing the WIDA Standards and Can Do Descriptors as tools for effective instruction with ELs. This training is conducted by the EL staff online or through data meetings, school meetings, or content level meetings. Professional development will be ongoing, specific, and sustained and based on the principles of effective staff development.

Administrators and Office Staff will be trained on enrollment procedures prior to school beginning.

5. Method for collecting and submitting data

The Federal Programs Supervisor works closely with Technology Specialists, EL Coordinator, ESL teachers, counselors, registrars, and Powerschool managers to ensure that EL data is correctly entered into Powerschool. The system Powerschool collection manager collects data on regularly scheduled dates. Data verification is conducted monthly to ensure that data requested by the ALSDE is correct. THE EL staff is trained at the District level by the Technology Staff on how to utilize Powerschool correctly. The I-ELPs will be housed in Ellevation. The EL status and HLS will be keyed in Powerschool.

Upon identification and placement, students are given a code in the Powerschool Program. The ALSDE utilizes the following coding system for ELs:

EL - 1 – Active EL students - first year in a U.S. school - Takes ACCESS for ELLs 2.0.
EL - 2 – Active EL student - Year 2 or more in US school - Takes ACCESS for ELLs 2.0
FEL 1 – (Monitoring Year 1) – Monitor Year 1 - These students no longer take ACCESS FOR ELLS 2.0.

FEL 2 – (Monitoring Year 2) – Monitor Year 2 - These students no longer take ACCESS FOR ELLS 2.0. FEL 3 – (Monitoring Year 3) – Monitor Year 3 - These students no longer take ACCESS FOR ELLS 2.0. FEL 4 – (Monitoring Year 4) – Monitor Year 4 - These students no longer take ACCESS FOR ELLS 2.0. FEL – Former EL Student

LEP Waived Services – Students who are LEP yet parents have refused supplemental Title III services.

NOMPHLOTE – National Origin Minority Student Whose Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require EL services. Parents, however, may need information in their home language.

6. Method for evaluating the effectiveness of the program

The Marshall County Schools Federal Programs Supervisor, EL Coordinator, Testing Supervisor, ESL staff, and other staff will compile data into a system report through an annual Needs Assessment to determine progress in meeting the determined goals and monitoring academic and language proficiency growth. The evaluation is an ongoing process. The Federal Programs Supervisor, along with designated personnel will develop a plan of action to address the identified needs of the ESL program and share with administrators.

A formal evaluation of the ESL Program is conducted annually. A copy of the results is submitted to the ALSDE. The evaluation consists of data collected from the individual schools concerning the following:

*The District wide accountability piece.
*The number of students in the district who attained language proficiency (4.8 or greater on the ACCESS FOR ELLS 2.0 for ELLs)

*The percent of students in the district who scored proficient

*The number of students in the district who have been in an ESL program five years or longer
*The number of students in the district who have been in an ESL program five years or longer who scored proficient *The percent of EL students who met/did not meet the goals for state testing
*Number of students in the EL classes
*Number of students who were recommended to exit the program
*Promotion and retention rates
*Number of EL students who drop out
*Number of newly arrived EL students with limited or no formal schooling
*Number of EL students who participate in tutoring, summer school, or after school activities

The Federal Programs Supervisor or EL Coordinator will compile information and complete a system report. The Testing Coordinator will share data from state assessments to aid in planning for the instructional program for EL students. Reading and Math progress will be monitored. ACCESS growth will be monitored through Ellevation. Both pieces of data will assist principals in planning English language acquisition instruction to meet state academic standards.

7. Method of identification and referral of ELs to the Special Services Program including Gifted Ed

All EL students served by the system's ESL program are eligible for special education services, including gifted and talented, on the same basis as native English-speaking students.

All students with disabilities are guaranteed the right to a free, appropriate public education; an IEP with related services, if needed, that meet their specific needs; due process; education in the least restrictive environment; tests that are not culturally discriminatory; and a multidisciplinary assessment. Public Law 108-446 requires that state and local education agencies ensure that the students are assessed in all areas

related to the suspected disability. The materials and procedures used to assess an EL student 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. The EL student with disabilities has a right to the same individual special education services as other students with disabilities. ELs must be provided English language acquisition services that are an integral part of their IEP.

ELs are eligible to receive Special Education Services on the same basis as all other students. Care should be used to ensure that limited-English proficiency is not the basis of a referral.

As a rule, ELs who are following normal developmental patterns for learning a new language should not be referred for special education services. ELs, because of their cultural and linguistic backgrounds, have different instructional needs. These needs should not be confused with disabilities nor should they serve as reasons to deny a referral

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

*Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when parents note this lack. *English language development that appears to be significantly different from that of peers who are also learning English as a Second Language.

*Noted developmental delays or other at-risk conditions.

Based on the review of the submitted documentation, the Problem Solving Team (PST) will/will not recommend the referral of a student for special education evaluation after all other avenues have been explored, and after a conclusion has been reached that the regular education program cannot meet the student's needs. A student may not be determined to be eligible for special education if the determinant factor is the student's lack of instruction in reading, math, or limited-English proficiency. The IEP for an EL student with a disability must include all of the components as listed in the Alabama Administrative Code. The IEP team shall consider the language needs of the student as those needs relate to the student's IEP. The IEP will be translated into the native language of the student.

The psychometrist will administer the Achievement or Intelligence Tests. The test may be presented in the native language of the student when such a test format is available and appropriate. If needed, a translator will be provided. Only trained personnel will administer these tests. Currently two psychometrics are on contract who speak Haitian Creole and Spanish.

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

Section D: Assessment and Accountability

1. **Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program**

The Marshall County Schools Federal Programs Supervisor, Testing Coordinator, and designated staff will compile data into a system Needs Assessment to determine progress in meeting the determined goals. The evaluation is an ongoing process. A plan of action to address the identified needs of the EL program based on the evaluation of each component of the ACCESS for ELs 2.0 will be developed and shared with administrators at each school.

An annual evaluation of the ESL Program and a copy of the results is submitted to the ALSDE through the EL Data Portal. The evaluation consists of data concerning the following:

*The percent of students in the district making growth on the ACCESS for ELs 2.0.

*The number of students in the district who attained language proficiency (4.8 or greater on the ACCESS FOR ELLS 2.0 for ELLs) The percent of students in the district who scored proficient

*The number of students in the district who have been in an EL program for five years or longer
*The number of students in the district who have been in an EL program for five years or longer who scored proficient *The percent of EL students who met/did not meet the goals for state testing

*Number of students in the EL classes
*Number of students who were recommended to exit the program
*Promotion and retention rates
*Number of EL students who drop out
*Number of newly arrived EL students with limited or no formal schooling
*Number of EL students who participate in tutoring, summer school, or after-school activities

All EL students, including those who waived Title III Supplemental services, must be tested annually with ACCESS FOR ELLS 2.0. All ELs will participate in the statewide assessment program for accountability purposes by following the ALSDE guidelines.

An EL student during his/her first 12 months of enrollment in U.S. schools and who have attended schools in the United States (not including Puerto Rico) for 12 months or less, is entitled to an exemption from academic content assessments in reading/language arts for accountability purposes.

State Mandated Assessments

Marshall County School System will hold to all state guidelines determining eligibility, participation, and accommodations for EL students in state assessments. Current state assessments include, but are not limited to:

*ALLKids - Kindergarten
*ACAP
*Workkeys
*PreACT, grade 10
*ACT, grade 11
*Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS FOR ELLS 2.0), grades K-12.

Proficiency Accountability

Marshall County Schools will employ a variety of methods to measure the adequate progress of ELs. Student progress will be shared and discussed at PST meetings at each school. During the meeting, the PST will discuss student progress in reading and math at each grade level. In order to evaluate EL student progress, the following instruments, as well as others, will be used:

*DIBELS Next
*STAR Reading and STAR Math (available in Spanish/English) *Progress Reports
*Scores on Language Proficiency Instruments

*ACAP
*ACT/PreACT
*WorkKeys
*Report Cards
*Standardized Tests
*ELLEVATION (web based data software)

ELs will be monitored and appropriate English language instruction planned. Data will be shared at PST and EL Committee meetings.

2. **Method for holding schools accountable for meeting proficiency in academic achievement**

All ELs, whether they receive or waive supplemental Title III services, must be tested annually on the state adopted English proficiency test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS FOR ELLS 2.0).

All ELs will participate in the statewide assessment program for accountability purposes by following the ALSDE guidelines.

An EL student during his/her first 12 months of enrollment in U.S. schools and who have attended schools in the United States (not including Puerto Rico) for 12 months or less, is entitled to an exemption from academic content assessments in reading/language arts for accountability purposes.

<u>State Mandated Assessments</u>

Marshall County School System will hold to all state guidelines determining eligibility for EL student participation in state assessment under standard conditions and with approved accommodations if needed. Current state assessments include, but are not limited to:

*ACAP grades 2-8
*Workkeys
*PreACT, grade 10
*ACT, grade 11
*Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS FOR ELLS 2.0), grades K-12.

All ELs will participate in the school's accountability system for all state assessments completed. Their assessment results will be included in the determinations and

calculations for academic accountability at the local education agency level and at the school level.
The results of the state testing will be used to plan for ESL instruction within the continuous improvement plan (ACIP). The data will be shared with appropriate personnel to evaluate the strengths and weaknesses of the ESL program within the school.

Accommodations on State Mandated Assessments

The ESL Committee must make decisions regarding appropriate accommodations for ELs on an individual basis. All ELs will participate in the state- mandated assessments. Accommodations for ELs will be according to the EL student's current Individualized English Language Plan (I-ELP).

Section E: Parent, Family, and Community Involvement

1. **Methods for promoting parent involvement activities to help improve student achievement**

In compliance with the state and federal requirements, districts must, no later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

1. Parents will be notified within 30 days (if enrolled the first day of school) or within two weeks (if enrolled after the first day of school) if their child has qualified for the EL program. All students who have a language other than English marked on the Home Language Survey (HLS) will be screened. The screening process will be explained to the parents.

2. The parents will be notified of their child's level of English proficiency and how they were screened. If the child was in kindergarten or 1st semester of first grade, they will have been screened with the WIDA Screener for Kindergarteners.. If the EL student is in grades 1-12, the student will be screened with the WIDA Online Screener. The parents will be notified that if the child scored 4.0 or lower or 5.0 or lower on the WIDA Online Screener, the EL student will qualify for ESL service.

3. The parents will be notified that the delivery model for the EL students will be through the English as a Second Language Program with ELD-English Language Development.. The program will be supplemented with Supplemental Title III services through pull-out or push-in strategies.

4. The program will meet the educational needs of the child through Sheltered Instruction which will include explicit instruction and academic language development. The classroom teacher will utilize the WIDA Standards and Can Do Descriptors to differentiate instruction for the EL students based on the EL proficiency of the student.

5. Through the use of the WIDA Standard and Can Do Descriptors the EL student will have sheltered instruction through scaffolded support with accommodations to help develop the language proficiency in speaking, reading, writing, and listening. The student will be placed age appropriate and exposed to the core content specific to that grade level. The EL student will be expected to graduate on time with support of the English as Second Language Program.

6. The EL student will exit the ESL program when 4.8 is attained on the ACCESS for ELLs 2.0. The EL student will be monitored for 4 years. Grades and academic success will be monitored at 9 week intervals by the EL staff until full exit status is attained at the conclusion of 4 years.

7. In the event that the EL student also has an IEP, the EL staff will work with the special education staff to coordinate services which will help the EL student still work towards language proficiency while supporting the goals of the IEP team.

8. The parents will be notified that a Supplemental Title III program is available through a pull-out, push-in, or sheltered content model. The parents will have the option of waiving the Supplemental Title III services at any point in the EL students status before exiting. If the parents choose to waive the Title III Supplemental Services, the parents will complete the waiver form. The EL staff will explain the core ESL Program to the parents and that the core program cannot be waived. The ESL staff will explain to parents all students who have qualified for the ESL program will be tested annually with ACCESS for ELLs 2.0 until 4.8 is attained.

At the time of enrollment, parents will be notified of all programs and services available for their child(ren). This will be communicated in a language parents can understand. If parents are not present or if communication could not be established at the time of enrollment, they will be notified either in writing (using their language) or by an employee or designee of the school system making a home visit and explaining the types of programs and services available.

When possible, documents for students will be printed in their native language. When this is not possible, translators will be available for the students and parents. Notices to students and parents include the Student Handbook, sport activities, tryouts, and any other student/school functions.

When possible, all parent communications will be translated into the appropriate language. Parents are always welcome and encouraged to visit and participate in school functions.

The Marshall County Student Handbook is available in Spanish and English. This handbook contains the school policies and procedures, school rules, regulations, and vital information necessary to enhance students' performance. Parents are encouraged to participate in their child's education through visits, parent classes, and material provided by the local schools.

The District met with an advisory committee during the summer. At the suggestion of the committee, 4 parent and family engagement days are built into the school calendar quarterly. These days are to offer flexible times for parents to talk with teachers, support staff, counselors, and administrators. EL Teachers will use these days to talk with parents about language goals, ACCESS, and items pertinent to EL.

Each school in the Marshall County School System will conduct parent nights including a Title I parent night reviewing federal programs, parent orientation to review information contained in the handbook, additional parent nights/days to review other information pertinent to our EL population such as their rights pertaining to Title III programs. All parent meetings will have Spanish-speaking translators provided. If an additional language is needed and a translator is not available, a reasonable effort will be used to find a translator through Language Line or contract to translate.

The EL Student's I-ELP will be housed in Ellevation and will be identified in Powerschool.

2. **Methods (in a language they can understand) for notification requirements for ELs students regarding EL identification, placement, exit, and monitoring**

When possible, all parent communications will be translated into the appropriate language. Parents are always welcome and encouraged to visit and participate in school functions.

The Marshall County Student Handbook is available in Spanish and English. This handbook contains the school policies and procedures, school rules, regulations, and vital information necessary to enhance students' performance. Parents are encouraged to participate in their child's education through visits, parent classes, and material provided by the local schools.

The district uses TransACT and Masteword for translation and interpretation services. Bilingual EL teachers and paraprofessionals will provide daily translation services.