Dothan City Schools
ENGLISH LANGUAGE LEARNER PROGRAM

Policy & Procedures Manual

A Comprehensive Plan for Identifying, Accessing, Placing, and Meeting the Educational Needs of English Language Learners

Revised Spring 2026

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Mission Statement of Dothan City Schools

The mission of the Dothan City Schools is C.A.R.E.S.
"Communicate, Achieve, Relate, Engage, Succeed"

Assurance Statement

It shall be the policy of the Dothan City Schools Board of Education that no student shall be denied the benefit of any educational program or educational activity on the basis of race, color, national origin, age, sex, disability, limited English proficiency, immigrant status, migrant status or homeless status. All programs offered by schools within the school district shall be open to all students in compliance with statutory and judicial requirements.

A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status [No *Child Left Behind Act of 2001*, Title –III – Language Instruction for Limited English Proficient and Immigrant Students, Pact C, Section 3302(f)].

Students' Equal Educational Opportunities

It is the policy of the Dothan City Board of Education that no person in this District shall, on the basis of handicap, or race, color, creed, religion, sex, age, or national origin be denied the benefits of, or be subject to discrimination in any education program or activity.

In compliance with federal regulations, 45 CRF 185.43 (d) (2), it is the policy of the Dothan City Board of Education that there be no racially identifiable classes established or permitted to exist in the Dothan City Schools, except as outlined in item "C" on the following page under Instructional Practices and Equality of Educational Opportunities. The Board places an equal emphasis upon nondiscriminatory provision of educational opportunities for children concerning such factors, in addition to race or color, as: (1) handicap, (2) creed, (3) national origin, or (4) sex. All programs offered by schools within the Dothan City School District shall be open to all students regardless of sex in compliance with Title IX of the Education Amendments of 1972 as later amended by the final regulations for implementation of this legislation.

Admission

Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001 and the Stewart B. McKinney Homeless Assistance Act, all students homeless, migratory, immigrant, and Limited English Proficient children have equal access to the same free appropriate public education including public preschool education, provided to all other children and youth.

The enrollment of homeless, immigrant, migrant and limited English proficient children and youth shall not be denied nor delayed unduly due to any of the following barriers:

*Lack of birth certificate
*Lack of school records or transcripts
*Lack of immunization or health records
*Lack of Social Security Number
*Lack of proof of residency
*Lack of transportation
*Guardianship or custody requirements

Instructional Practices and Equality of Educational Opportunities

The Board intends that its nondiscriminatory policy includes, but is not necessarily limited to:

A. Assigning students to ability groups, tracks, special education classes, special classes for mentally, emotionally, or socially disturbed, or any curricular or extra-curricular activities on the basis of race, color, or national origin, or the sex of the student;

B. The prohibition of any tests which are considered by experts to be biased to the degree that these tests are discriminatory in nature;

C. The charging of any fees to those students who are unable to pay these fees even though the charge itself may be in accordance with Board policy and State Statute; no grades, report cards, or other benefits of the instructional program shall be denied any student because of his inability to pay the costs of these programs. Students shall be admitted to the programs without charge.

The above regulations shall not be interpreted to bar legitimate homogeneous or ability grouping based upon reliable, objective evidence that such measures are educationally beneficial to involved students and consistent with all Federal, State, and local regulations.

All grading practices, establishment of promotion and retention policies and decisions concerning graduation requirements shall be of a non-discriminatory nature.

Title IX Grievance Procedures

The grievance procedures shall be applicable to student personnel as well as employees. Should grievances not be satisfactorily resolved at the local school level as stipulated in Levels one and two of the procedure, the complainant shall request a hearing of the grievance in writing. Requests shall be addressed as follows:

Nicole Guilford
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Dothan, Alabama 36305

Dothan City Schools English Language (ELL) Advisory Committee

The ELL Advisory Committee of Dothan City Schools is comprised of a cross-representation of Central Office leaders, school administrators, instructional coaches, counselors, ELL teachers, classroom teachers, parents, and community members.

The ELL Advisory Committee meets at least once annually. The committee reviews assessment data, budgets, and plans in order to recommend and approve the goals, strategies, and action steps of the ELL program.

The ELL Advisory Committee makes recommendations regarding:

- Developing elements of the English language instructional program
- Providing high-quality professional development for staff
- Facilitating successful parental involvement programs to further student success • Budgeting of state, local, and federal funds
- Evaluating the effectiveness of the ELL core program

Dothan City Schools ELL Advisory Committee Members

Legal Guidance & Compliance

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

Federal Laws

1868 Constitution of the United States Fourteenth Amendment

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

1964 Civil Rights Act, Title VI

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

1974 Equal Educational Opportunities Act (EEOA)

"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by … the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

2001 No Child Left Behind Act

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

Supreme Court

1974 Lau V. Nichols

Equality of instruction denied to non-English speaking if special provisions are not made to aid them in learning English in schools.

1982 Plyler V. Doe

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

Federal Courts

1974 Serna V. Portales

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

1978 Cintron V. Brentwood

ESL students not be segregated completely from other students, but included in art, PE, and non-languag e based classes.

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

Base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy;

Implement the program with resources and personnel necessary to put the theory into practice; and

Evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)].

Memoranda

May 25, 1970 Memorandum (Department of Health, Education, and Welfare) Where the inability to speak and understand the English language exclude national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. **Memoranda were also posted by the Office of Civil Rights (U.S. Department of Education) with policy and policy updates in 1985, 1990, and 1991.*

U.S. Department of Education's Office for Civil Rights and the U.S. Department of Justice: Joint Guidance on English Learner Students and Limited English Proficient Parents

January 7, 2015 The U.S. Department of Education's (the Department's) Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) released a joint guidance entitled "Dear Colleague Letter: English Learner Students and Limited English Proficient Parents," which outlines the legal obligations of state and local education agencies (SEAs and LEAs) to English learner (EL) students under civil rights laws and other federal requirements.

The guidance can be found on OCR's resource page on the Department's website: http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

Dothan City Schools ELL Program Synopsis

Policy: The Dothan City Schools Board of Education recognizes that within the district there are students who have a primary language other than English. The goal of the English Language Learners (ELL) program is to have each student become proficient in the use of the English language, however, not to replace the student's primary language.

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

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

ELL Staff:
Dothan City will strive to employ educational personnel who have formal training in teaching second language learners to implement the English language instruction educational program (ELL program). All teachers and bilingual instructional aides in the English language instruction educational program are fluent in English as verified in the interview process. Certified teachers in the area of ESL should be recruited. Non-ESL certified teachers will be encouraged to work toward the attainment of ESL certification and supported through professional development opportunities.

Home Language Survey: The Home Language Survey will be administered to the parents of all students at the time of **initial** registration in Dothan City Schools only. The survey should be signed by the parent or guardian. Office staff should ensure that a Home Language Survey is obtained for every new student at registration and entered into PowerSchool. If a language other than English is notated, the school staff should immediately contact the ELL Coordinator and/or the school's ELL teacher. All Home Language Survey must be retained in the student's cumulative file.

Potential English Language Learners: A student with a home language survey indicating any language other than English on any question is a potential ELL. Within 10 days from the date of enrollment, the ELL department will administer the WIDA screener placement test to determine the level of English language proficiency. The ELL teacher will write the ELL plan in Ellevation and ensure that all teachers are made aware. Parents will also be notified of the student's placement and services.

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

- The reasons for the identification of the student as limited-English proficient (LEP) and in

need of placement in an English language instruction educational program.

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

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

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

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

The notice to parents shall be printed in English and/or the parents' primary language when available. Parents are not required to respond affirmatively to the notification for the student to participate in the English language instruction educational program. If a parent does not wish for his/her child to receive supplemental ELL services, he/she must sign a waiver (see appendix). Upon receipt of written instructions from the parent, however, the ELL Committee must withdraw the student from the formal English language instruction educational program. The teachers and school are still obligated to provide appropriate, informal strategies to ensure that the student's English language and academic needs are met.

English Language Learner Committee: Each school will have an ELL Committee consisting of a school administrator, a content area teacher, an ELL instructor, the school counselor, and others as designated by the principal. The English Learner's parent will be invited to participate in all ELL Committee decisions. The Committee will review all relevant information and determine appropriate placement and accommodations for students.

Program Exit: A student will be exited from the ELL program upon achieving a **4.8 or higher** on the ACCESS for ELLs.

Written notice shall be provided to the parents of students who have exited from the ELL program. The notice shall be printed in English and the parents' primary language when possible.

Upon exiting the ELL program, the student will no longer be classified as an ELL. The ELL teacher and school personnel shall monitor the progress of the student for **four (4) years**. During the first year the student will be monitored at the conclusion of each grading period and will be classified as **Former English Language Learner 1 (FEL1**). The student will be monitored at the conclusion of each nine weeks via Ellevation. During the second through 4th years the same process will continue. After successfully completing the four (4) years of monitoring, the student will be classified as **FEL-COMPLETED**. If the student is not academically successful or does not pass coursework without accommodations while being monitored, the ELL committee will reconvene to determine whether the student should be reevaluated for ELL services using the WIDA Screener. The student may then be reclassified as ELL and re-enrolled in the program or other appropriate academic intervention programs.

Registration Procedures

All language minority students must be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, immigration documentation, or proof of immunization.

Regarding Documents Requested for Registration:
1. **Proof of Age** - a valid birth certificate, passport, or other official document listing date and place of birth.

A Birth certificate is not required. Other documentation including but not limited to a family Bible (or other religious documentation) sworn affidavit, or notarized statement of birth date must be accepted in the absence of a valid birth certificate. Refer to ALSDE August 17, 2012 Memorandum.

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

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

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

4. **Home Language Survey** - System wide form to be completed and signed at initial enrollment by the parents or guardians of students. This form will be entered into PowerSchool and kept in the student's cumulative folder.

5. **Proof of Residence** – One proof of residence is requested at the time of enrollment. In the event that families cannot produce this, the school will assist the family in obtaining residency documentation. The LEA can also assist with residency determinations and/or conduct a home visit to help verify residence.

6. **Social Security Card** - is NOT required for enrollment or for school lunch forms. If social security card is not presented at enrollment, Student Services will assign an identification number. No school or district documents should request a Social Security Number without a disclaimer included that specifies that such information is not required.

Former School records- Former school records, report cards, and/or transcripts are requested of the parents or guardians. In many situations, with or without such records, an incoming student's grade will be determined by age-appropriate placement by an ELL Committee.

If parents or students need language assistance during the registration procedure, every effort will be made to provide an interpreter. Every effort should be made by office staff to provide forms in the family's primary language.

*Recommendations for High School ELLs

Scenario	Committee Recommendation
An ELL comes to enroll with a transcript from another country	Counselor contacts ELL Office to help with transcript evaluation
An ELL comes to enroll in school and doesn't bring a transcript or report card	Student must enroll in 9th grade to begin to earn credits
An ELL enrolls in your school and needs additional instructional support	Try to schedule classes with more than one certified instructor and/or teaching assistant whenever possible
A non-English proficient student enrolls in your school	Try to schedule the student in an upper level course of the student's Heritage language as a foreign language elective

If there is an ELL, who has recently enrolled in school, and wishes to participate in one of the school's athletic programs. (There may/may not be transferring grades to establish eligibility)
1.) The ELL Committee should meet and make recommendations for participation in the athletic program.
2.) This ELL Committee recommendation should be submitted to the State Athletic Association for consideration

ELL/LEP Defined

The Alabama definition of Limited English Proficient (LEP)/English Language Learner (ELL) is taken from the No Child Left Behind Act of 2001, S. 9101, 25 of Title IX:

"(25) Limited English Proficient. – The term 'Limited English Proficient', when used with respect to an individual, means an individual – (A) who is age 3 through 21 (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C) (i) who was not born in the United States or whose native language is a language other than English;

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

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulty is speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

(i) the ability to meet the State's proficient level of achievement on State assessments described in Section 1111(b) (3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society."

All **English Language Learner** students participate in the Alabama State Testing Program with or without accommodations. There are no exemptions from state assessments for LEP students except **ELL1** students in **their first academic year of enrollment in U.S. schools (from date of entry). ELL1** students, during their first academic year of enrollment in U.S. schools, will not be required to participate in the reading section of the ACAP Summative assessment.

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

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

A student is considered Limited English Proficient until they have exited the ELL program. In order to exit a student must earn a 4.8 or higher composite score on the state English language proficiency test, ACCESS for ELLs.

Assessment

ELLs are assessed annually by the ELL staff, using ACCESS for ELLs, to determine progress in English language acquisition. All ELLs will participate in the State Assessment Program on assessments including but not limited to the ACAP Summative, ACAP Alternate, ACT WorkKeys, ACT with Writing, PreACT and NWEA MAP. The Special Populations Manual provided by ALSDE should be consulted for guidelines relating to the participation of ELLs. No student shall be excluded from participation in the state's required assessments. These scores are collected and reviewed by the ELL staff.

The ACCESS for ELLs is administered each spring in accordance with the testing calendar set forth by the Alabama State Department of Education. All Kindergarten students are assessed individually. Students in grades 1-12 take the speaking portion of the test individually and the listening, reading, and writing portions in small groups with students of the same grade level cluster and tier. Within each grade-level cluster (except Kindergarten), ACCESS for ELLs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.

Alternate ACCESS for ELLs is a performance-based assessment developed specifically for English learners (ELLs) in Grades 1-12 with significant cognitive disabilities.

Participation Criteria:

- Student must be classified as an ELL.
- Student must be identified as eligible for special education services as a student with a significant cognitive disability.
- Student must be participating in an alternate curriculum and in the *Alabama Alternate Assessment* (AAA).

All students (including all ELL students) will participate in all aspects of the State Assessment Program according to state and federal guidelines. LEP students in their first academic year of enrollment in U.S. schools receive special consideration regarding their participation in the ACAP Summative state assessment.

WIDA

WIDA's five English Language Proficiency (ELP) standards. The standards are:

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

Language Categories

Generally speaking, students may be categorized as non-English proficient, limited-English proficient, or fluent-English proficient. For educational purposes, students who are other than fluent-English speakers are considered to be English Language Learners (ELLs) and are provided services based on the following codes:

EL1 English Language Learners first year in the US
EL2 English Language Learners second year in the US (and beyond)
FEL1 Students in their first year of exiting from the English language program
FEL2 Students in their second year of exiting from the English language program
FEL3 Students in their third year of exiting from the English language program
FEL4 Students in their fourth year of exiting from the English language program
FEL COMPLETED Students who have completed the English language program and four years of monitoring
NOMPHLOTE National Origin Minority whose Primary Home Language is Other Than English

EL1- students are those who have entered our system and have attended U.S. schools less than one year. The proficiency of these students may be limited and written test scores are neither valid nor recommended. Some of these students are literate in their primary language. These students receive services from an ELL Teacher or ELL Instructional Aide.

EL2- students usually exhibit good oral skills in English but have difficulty with reading and writing skills. These students will take the norm referenced state tests and remain in the ELL program until they have met exit criteria of 4.8. They receive support services from the ELL Teacher or ELL Instructional Aide.

FEL 1-4-students have met requirements for exiting the ELL program and no longer receive special support services. Should these students experience academic failure, the ELL Committee should convene and may recommend re-screening for ELL services. Based on the screener results, the student can be re-identified as EL2, and can be served again by the ELL program.

NOMPHLOTE students are those whose Home Language Survey indicated a language used at home other than English. These students are automatically screened with the WIDA screener. If the student

does NOT qualify for ELL services, he/she is labeled NOMPHLOTE. This identification alerts school staff of the possibility of non-English speaking parents who may need translation services.

Educational Approach for the ELL Program & Instruction of ELLs

The instructional goals of the Dothan City Schools ELL Program are as follows:

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

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

For all aspects of Dothan City'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. **The core ELL program for Dothan City Schools is <u>ESL</u> (English as a Second Language).** All teachers will receive training in ESL strategies such as SDAIE (and will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition (Krashen 1982, Freeman and Freeman 1994, Freeman and Freeman, 2002).

Methods of instruction include but are not limited to:

- **Content-based instruction** (Briton, Snow, and Wesche 1989, Crandall 1992, Met 1991, Anstrom 1997)
- **CALLA-Cognitive Academic Language Learning Approach** (Chamot and O'Malley 1987, Freeman and Freeman 1994)
- **The Natural Approach** (Richards and Rodgers 1986, Rodgers 2001)
- **Communicative Language Teaching** (Freeman and Freeman 1994, Rodgers 2001)
- **Sheltered Instruction Observation Protocol** (SIOP) Model (Echevarria, Vogt, and Short 2004)
- **Total Physical Response** (Freeman and Freeman 1998, Rodgers 2001)
- **Reading instruction methods supported by the Alabama Reading Initiative** (see Closing the Gap available from the Alabama Department of Education, http://www.alsde.edu/html/sections/doc_download.asp?section=50&id=375&sort=70).

The WIDA consortium provides an abundance of resources created for teachers of ELLs. Professional Development on the WIDA resources will be provided to mainstream teachers. ELL and Mainstream teachers will use the following WIDA resources to help in their understanding of and implementation of appropriate teaching strategies for ELLs:

- WIDA ELP (English Language Proficiency) Standards
- Can-Do Descriptors
- Performance Definitions
- Features of Academic Language
- Guiding Principles of Language Development

ELL and mainstream teachers will work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students. The ELL curriculum is based on WIDA – English Language Development Standards for English Language Learners in Kindergarten through grade 12 (2012) in correlation with College and Career Readiness Standards. The district ELL staff is available to provide training in support of effective instruction of ELLs.

In addition to assigning ELLs to a regular class in which the classroom teacher has received training in teaching ELLs, the ELLs receive regularly scheduled ELL instruction. The level of English proficiency determines the amount of specialized instructional time needed for that student.

A combination of strategies is used to teach language: whole language, phonics, oral language skills, cooperative learning, and integrated reading. Emphasis is placed upon the development of the four language domains: listening, speaking, reading, and writing. A variety of materials and equipment is used in instruction. These include textbooks, technology, videos, listening stations, games, purchased programs and materials, and language development activities.

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

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

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

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

ELL and classroom teachers should:

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

English Language Program Services

An English Language Program is provided to all ELLs in grades K-12 by ELL instructors who service each school.

ELL instruction at all levels is a combination of English as a Second Language (ESL) pullout and grade-level content-centered sheltered classroom instruction. ELL instruction at grades K-6 is provided through a "pull-out" program of individual and small group work combined with classroom support services. At the secondary level grades 7-12, ELL students are served with a "pull-out" approach and/or a class built into their daily schedule.

Students in the ELL Program receive from thirty minutes to 4 hours weekly of English language instruction based upon their individual level of English proficiency. The decision concerning appropriate time spent receiving ELL services will be made by the ELL staff.

As the student's English proficiency increases, ELL instruction decreases.

ELL pullout should not regularly take the place of physical education, art, music, library, or other such courses. ELL staff and mainstream teachers will work together to determine the best times for pullout services. ELL staff should seek to avoid pulling a student from whole group or core content instruction. Mainstream staff should seek to understand the scheduling difficulties imposed by limited ELL staff. Classroom teachers must provide for missed instruction.

Students should **not** be penalized for class activities and assignments missed while pull out services are being received.

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

To appropriately provide accommodations, mainstream teachers should refer to the Accommodations page of the I-ELP, which is available to all teachers who work with the student on Ellevation.

New secondary ELLs are placed in less language dominant classes but not necessarily less challenging classes. Spanish speaking students may be placed in Spanish classes to maintain or promote a high level of literacy in their first language and to provide additional support for the transition to second language acquisition.

High school ELLs may acquire elective credit for ELL classes. ELLs are to be made aware of career technical courses and extracurricular activities that are available. Placement of ELL students is done by the ELL department based on past credit and credits needed.

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

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

Title III law requires effective instruction that: (1) leads to the timely acquisition of proficiency in English and (2) provides teaching and learning opportunities so that each student can become

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

Resources & Materials for Instruction

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

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

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

- ELL Handbook & Survival Guides
- Keys for Learning Vocabulary Flashcards
- SRA Photo Library: Newcomers Kit
- *Get Ready!* (Vista Higher Learning)
- Bilingual Dictionaries
- New Oxford Picture Dictionaries & Content Dictionaries
- *ACCESS* Curriculum from Great Source for grades 6-12
    - Math ○ Science ○ American History ○ World History ○ English ○ Newcomer's Program
- *Keys to Learning: Skills and Strategies for Newcomers* (Longman/Pearson)
- *Finish Line for ELLs* for Grades 1-12 (Continental Press)
- Ellevation
- Duolingo
- Imagine Learning

Grading Policy & Procedures for English Language Learners

**The following pertains to all official progress reports and report cards.*

Traditional procedures for assigning grades to students may not be appropriate for English Language Learners. The same methods and criteria applied to their English-speaking age and/or grade peers cannot always be used to assess students who lack English language proficiency. Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that ELLs can progress.

Procedure for 1-12 ELL receiving minor accommodations as indicated in I-ELP:

*(**generally** for students at proficiency levels 3.1-4.7)*

Any student in the ELL program who maintains a passing average (A,B,C,D) by participating in standard grade level classroom assessments should receive those grades on their report card. This student would be in a pull out or push in support program and could be receiving few or multiple accommodations on assignments. (*This student should not receive F's without proper documentation. See section "Policy for failing subjects and retention of ELLs)

The I-ELP for this student will state the following: Grading: Standard

Procedure for Grades 1-12 ELL receiving major accommodations as indicated in I-ELP:

*(**generally** for students at proficiency levels 2.1-3.0)*

Any student in the ELL program whose grade averages are the result of major accommodations made by the classroom teacher and /or the ELL teacher must have this reflected on the report card for each subject that has been highly accommodated. The comment "Working with ELL Supports" **must** be entered in Power Teacher Pro in a manner that shows this comment on all printed Progress Reports and Report Cards. Do not use this code if grades were not highly accommodated. This student should not have below a 60/D for any class unless proper documentation is provided in collaboration with the ELL committee.

The I-ELP for this student will state the following: Grading: Accommodated Grading

Procedure for Grades 1-8 ELL at Beginning or Emerging proficiency levels:

*(**generally** for students at proficiency levels 1.0-2.0. The EL Staff in collaboration with the ELL Committee will consider and determine whether an alternate grading plan is appropriate for an ELL. This decision will be based upon a variety of criteria: the student's English Language Proficiency Level, teacher observation, and other academic data. Students should ideally not need to be in this alternate grading category longer than 1 academic year)*

Students at proficiency levels 1 or 2 (W-APT or ACCESS scores) are extremely limited in English proficiency and will struggle significantly to participate successfully in general education classroom activities and assessments. Teachers of Level 1 or 2 students should implement alternative grading and utilize the following grading system:

S for Satisfactory: Grade ranging from 81-100%
P for Progressing: Grade ranging from 65-80%
N for Needs Improvement: Grade ranging from 0-64%

Grades can be entered as normal in PowerSchool (recalling that often accommodated assignments are most appropriate); additionally, the comment "Working with ELL Supports" should be entered for each class. No PowerSchool generated Progress Report or Report Card

should be distributed to this student or this student's family.
An Alternative Academic Progress Report will be completed in by the classroom teacher in collaboration with the ELL teacher.
The I-ELP for this student will state the following: Grading: Alternative Grading

Policy for failing subjects and retention for all ELLs:
ELLs may not fail a course or grade or be retained if lack of English language proficiency is the primary issue. (ELLs include any student in the ELL program, identified as EL1 or EL2 in PowerSchool.) Failing grades on progress reports or report cards should not be issued without significant documentation* by the classroom teacher and ELL Committee. *(see below)*

Retention of ELLs cannot be based solely upon level of English language proficiency (*Lau v. Nichols)*. Prior to considering retention of an ELL, the following points should be addressed by the ELL committee:

- What is the student's level of English language proficiency?
- Has an I-ELP been implemented to document classroom modifications and student progress?
- Has the I-ELP been revised throughout the school year as needed?
- To ensure meaningful participation, are classroom accommodations being made in areas of:
  - -Teacher lesson delivery
  - -Activities and assignments
  - -Homework
  - -Formal and informal assessments (quizzes and test)
- How much individual English language development instruction is the student receiving during the school week/day?
- Has an alternate grading strategy been implemented (e.g. a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
- Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to their I-ELPs?

Documentation for Grades
The academic progress for all students in the ELL program will be collected via the Ellevation platform quarterly. The ELL teacher will review Progress Reports, Report Cards, and a Classroom Monitoring Form completed by teachers. These documents, along with teacher input, will provide partial evidence of a student's progress or lack thereof. **Teachers must complete Ellevation Monitoring forms quarterly.**

Sufficient evidence must be collected by the teachers and the ELL Committee in order to justify low or failing grades or retention. Such evidence must show that:

- All accommodations listed in the student's I-ELP have been consistently given
- The teacher has made an effort to teach and assess at the student's proficiency level
- Concerns were expressed and documented in the quarterly ELL Committee Meetings.

Evidence may include:
- work samples (which include evidence of accommodations provided)
- notes referencing discussions with parents and/or ELL teachers
- printouts of email communications between the general education teacher and the ELL teacher or between members of the ELL committee
- ELL Committee Notes

The preceding Grading Policy is largely based upon ACCESS scores. ACCESS composite scores range from 1.0-6.0. WIDA assigns proficiency level descriptions with the ACCESS scores. The following is an explanation of the WIDA Proficiency Levels:

ACCESS Score of 1.0-1.9 Level 1 Beginning

ACCESS Score of 2.0-2.9 Level 2 Emerging

ACCESS Score of 3.0-3.9 Level 3 Developing

ACCESS Score of 4.0-4.9 Level 4 Expanding

ACCESS Score of 5.0-5.9 Level 5 Bridging

ACCESS Score of 6.0 Level 6 Reaching/Attained

It should be noted that the ACCESS test also aligns levels to the following language domains: Listening, Speaking, Reading, Writing, Oral Proficiency, and Comprehension. By consulting an ELL's ACCESS score sheet, teachers can gain a better understanding of a student's proficiency levels in the various language domains. A thorough understanding of an ELL's proficiency level(s) should help guide a teacher in his/her understanding of the assigned grading category according to the Dothan City Schools ELL Grading Policy.

WIDA Performance Definitions and other WIDA resources can be found in the Appendices.

ELL Staff

Professional Development
Professional development opportunities will be provided for all ELL personnel through ALSDE and locally provided trainings.

Additional professional development opportunities and training will be provided to address specific areas of need as required. This will be accomplished by providing the opportunity to view relevant videos, attend related workshops, conferences, webinars, podcasts, and/or through contracted consultants.

ELL staff meetings will occur bi-weekly to coordinate the implementation of the ELL program and to work toward the attainment of the program's goals and objectives.

Regular content area program teachers will receive training opportunities in the instruction of second language learners through workshops, conferences, and/or through contracted consultants. Individual assistance will be provided by the ELL Lead Teacher. Efforts will be made to provide professional development that is sustained, ongoing, and specific, rather than one-shot episodic in-service sessions. Professional Development will seek to:

- Improve the instruction and assessment of limited-English proficient students.
- Enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for English language learners.
- Be of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

ELL teachers and instructional paraprofessionals are required to earn a minimum of twenty (20) clock hours of training in ELL methodologies over a three-year period. This training can take the form of in-service training, formal college coursework, or a combination of the two.

Mainstreaming in General Education Classes
All ELLs should receive classroom instruction by certified teachers in the regular academic program and in the ELL program. Classroom teachers will be trained in strategies for accommodating ELLs in the regular content classroom. Students who are ELLs will receive accommodated content instruction.

The ELL and the regular teacher will confer *at least quarterly* concerning the academic status of the students and regarding instruction and materials. This should be done through the online Ellevation platform.

ELL Exit Procedures

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

When a student exits the ELL program, the ELL teacher and the ELL Committee will monitor the student's progress for a period of four years. There is no time limit for participation in the ELL program.

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

Monitoring of Exited Students

When reviewing the Classroom Monitoring Forms for exited ELLs, the committee should consider the following criteria to help them decide if the exited student is currently successful:

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

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

1. If the student scores below a 4.0 on the MODEL he/she **must** be reclassified as ELL/LEP.

2. If the student scores between 4.0 and 4.8 on the MODEL the committee will use this score and other educational data pieces to make the determination for reclassification.

3. If the student scores above a 4.8 on the MODEL, he/she should remain exited and the committee will recommend other means of intervention.

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

Special Education Services and Gifted Program

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

Special Education Services

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

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

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

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

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

Should an ELL student qualify for special education services, an ELL staff member should participate in the initial development of the IEP and in subsequent IEPs until the student is exited from the ELL program. An ELL staff member should be included as part of the student's IEP team and should be present at IEP meetings.

Parent participation is a required part of the special education process and to ensure active participation, consideration must be given at all meetings and in all written communications for the non-English speaking parent. These considerations must include the availability of a translator for oral communication, and written communication must be in the parent's native language, when appropriate and possible.

Gifted Programs

English Language Learners are eligible to be considered for participation in the Gifted (LINC) program.
Before any screening test is administered for these programs, the following steps must be taken:

1. The LINC teacher needs to confer with the classroom teacher and check the student's cumulative file to determine the degree of English proficiency (consulting Screener, or ACCESS scores)
2. The LINC teacher should consult the student's ELL teacher for feedback and input. This includes having ELL teachers submit an additional version of any recommendation paperwork.
3. The LINC teacher needs to make arrangements for the student's ELL Committee to meet to discuss:
- Student's need for alternative assessments
- A plan to provide parents with interpretation of all forms needed in the referral/eligibility/placement process

4. The LINC teacher will:
- Review the information gathered
- Proceed with the screening/referral/eligibility in compliance with the guidelines listed in the Alabama Administrative Code 290-8-9-.12 Gifted.

Participation in Other Programs

Regulatory requirements from Title VI of the *Civil Rights Act of 1964* have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English.

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

Title I, Part A, Basic Programs

Dothan City Schools are required by federal law to provide appropriate language acquisition services for students who are limited-English proficient. The language acquisition services are considered an integral part of a free and appropriate public education for all students. Title I, Part A, funds are used to pay part of the salaries of instructional staff to work with students who are limited-English proficient students. Presently 2 ELL Resource Teachers, 3.5 ELL Instructional Aides, and 1 Interpreter/Parent Liaison are employed for the ELL program.

LEP students (or English Language Learners) are eligible for programs and services provided by Title I, Part A, on the same basis that non-LEP students are eligible. In schools operating Title I school wide programs, all children, including ELLs, are intended to benefit from the program, and the needs of all students are to be taken into account in the program design. In Title I targeted assistance schools, LEP students are eligible and may be selected for services on the same basis as other children.

Title I, Part C, Migrant Education Program

A student may be eligible for services under Title I, Part C, the Migrant Education Program (MEP), if he/she has traveled with a parent or guardian across school system boundaries to obtain temporary or seasonal work in agriculture, fishing, or chicken processing. Migrant education services do not replace the need or requirement for an English language instruction educational program. At present, there are no migrant education qualified students attending Dothan City Schools.

Dothan City Schools Migrant Education Program is supplemental to the basic, regular education program and addresses needs that may be attributed to the migratory status of the student's family. All migrant students are not language-minority, nor are all language-minority students migrant.

Education of Homeless Children and Youth

Title X, the Program for the Education of Homeless Children and Youth, promotes access to public schools for homeless children and youth. Dothan City Schools ensures that barriers to enrollment and in-school success for homeless students are eliminated.

A student who is limited-English proficient and also meets the federal definition of "homeless" is eligible in Dothan City Schools to receive services provided through the Homeless Education Program, Stewart B. McKinney Act as are other children who meet that definition.

Communication with Parents

Parents who speak a language other than English are invited and encouraged to participate in all programs and activities These include parent-teacher conferences, 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 ELL Program Coordinator to improve the overall ELL program that will generate success for their children in school.

Dothan City School System will comply with Alabama Department of Education requirements to:

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

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

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

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

The Alabama State Department of Education provides a free subscription to TransAct. TransACT® provides more than 200 legally-reviewed parent notices, letters and documents that fully support the federal communication mandates of Title I, III, IX, X, FERPA, PPRA and OCR. TransACT offers a collection of notices meeting school district needs in more than 21 languages.

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

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

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

ELL Program Evaluation

The instructional goals of the Dothan City Schools ELL Program as stated at the beginning of this document are as follows:

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

The system will utilize both formal and informal evaluations of the program in order to determine progress in meeting these goals. The evaluation will be an ongoing process. A formal evaluation of the ELL program will be conducted at the end of each school year using ACCESS and State Assessment results. ACCESS results include the stated AMAO goals for the academic year.

AMAOs (Annual Measurable Achievement Objectives) have three parts:

- AMAO-A Making annual increases in the percent of children making progress (identified as a .5 gain in the composite score) in learning English
- AMAO-B Making annual increases in the percent of children attaining English Proficiency each school year
- AMAO-C Making Adequate Measurable Objectives for the LEP subgroup in the areas of Reading and Math (on the Grade 3-8 ACT Aspire, Grade 8 ACT Explore, Grade 10 ACT Plan, Grade 11 ACT Plus Writing, and Grade 12 ACT WorkKeys.)

*(*See ALSDE ELL Policy & Procedure Manual (pp. 35-38) for a detailed explanation of AMAOs)*

All of the information will be compiled into a system report, which will be completed by the ELL Lead Teacher with input from the system-wide ELL Advisory Council. Areas of deficiencies will be identified. The ELL staff team, in collaboration with the ELL Advisory Council, 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 ELL staff or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

This evaluation will consist of data collected from the individual schools concerning the following:

General Information

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

Identification and Assessment

- The number of students identified as having a primary or home language other than English who are not receiving services (NOMPHLOTE).
- 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.

Types of Language Instruction Education Programs Utilized by the LEA

- List of programs used may include Sheltered English Instruction, Structured English Immersion, Content Based ESL, and Pull-Out ESL.

Program Exit Information

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

Participation in Other Programs

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

State Assessment Reporting

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

Number of Immigrant Children and Youth

A student qualifies as an immigrant, by federal definition, if he/she is between the ages of 3 and 21, not born in any State, and has not attended one or more schools in any one or more States for more than 3 full academic years.

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

• The number of ELLs making progress in learning English according to the ACCESS for ELLs scores.
• The number of ELLs attaining English proficiency by the end of the school year.
• The number of students exiting the ELL program.

Staffing

• The number of ELL certified teachers in the school and LEA.
• The number of certified teachers teaching ELL (certified in a field other than ELL).
• The number of paraprofessionals working in the ELL program.

Training

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

Communication

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

General Comparison Information

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

Supporting Documents

DCS Enrollment Forms (Spanish)
Grading Procedures
I-ELP Accommodations
WIDA ELD Standards
WIDA Guiding Principles of Language Development
WIDA Features of Academic Language
WIDA Performance Definitions, 2007 Version
WIDA Performance Definitions, 2012 Version, Listening and Reading WIDA Performance Definitions, 2012 Version, Speaking and Writing WIDA Can Do Descriptors for the Levels of ELP, PreK-12 WIDA Can Do Descriptors: Grade Level Cluster 1-2
WIDA Can Do Descriptors: Grade Level Cluster 3-5
WIDA Can Do Descriptors: Grade Level Cluster 6-8
WIDA Can Do Descriptors: Grade Level Cluster 9-12 34

Dothan City Schools

SOLICITUD DE INSCRIPCIÓN DEL (DE LA) ALUMNO(A)

LLENAR CON LETRA DE IMPRENTA Debe ser llenada por el padre/madre/tutor legal LLENAR CON LETRA DE IMPRENTA

FECHA: _____ ESCUELA: _____ GRADO: _____

APELLIDO: _____ PRIMER NOMBRE: _____ SEGUNDO NOMBRE: _____

FECHA DE NACIMIENTO: _____ SEXO - marque con un círculo MASCULINO FEMENINO

TELÉFONO DE CASA: _____

DIRECCIÓN FÍSICA: _____ CIUDAD: _____ CÓDIGO POSTAL: _____

DIRECCIÓN POSTAL: _____ CIUDAD: _____ CÓDIGO POSTAL: _____

EL (LA) ALUMNO(A) VIVE CON - marque con un círculo: PADRES MADRE PADRE
TUTOR: RELACIÓN/PARENTESCO _____

*NÚMERO DE SEGURO SOCIAL (optativo): _____

PADRE/MADRE/TUTOR: (la verificación debe hacerse de acuerdo con las normas del consejo escolar local)

MADRE/TUTOR: _____ Dirección: _____

Dirección de correo electrónico: _____ Teléfono celular: _____

EMPLEADOR: _____ Teléfono del trabajo: _____

PADRE/TUTOR: _____ Dirección: _____

Dirección de correo electrónico: _____ Teléfono celular: _____

EMPLEADOR: _____ Teléfono del trabajo: _____

INFORMACIÓN ESPECIAL SOBRE LA CUSTODIA:

CONTACTOS EN CASO DE EMERGENCIA: (INDIQUE NÚMEROS DE OTRAS PERSONAS)

CONTACTO DE EMERGENCIA #1 _____ CONTACTO DE EMERGENCIA #2 _____

Relación: _____ Teléfono: _____ Relación: _____ Teléfono: _____

ESTAS PERSONAS TIENEN PERMISO PARA RECOGER A MI HIJO(A) DE LA ESCUELA
(De acuerdo con los procedimientos de salida del sistema escolar)

1. _____ Relación: _____ Teléfono: _____
2. _____ Relación: _____ Teléfono: _____
3. _____ Relación: _____ Teléfono: _____

NOMBRE Y DIRECCIÓN DE LA ÚLTIMA ESCUELA A LA QUE ASISTIÓ: _____

_____

FIRMA DEL PADRE/MADRE/TUTOR: _____

**La divulgación del número de seguro social (Social Security Number (SSN)) de su hijo(a) es optativa. Si opta por no indicar un SSN, se otorgará y utilizará un número de identificación temporal. Se pide el SSN de su hijo(a) para utilizarlo junto con la inscripción en la escuela, según se estipula en el Ala. Admin. Code §290-3-1.02(2)(b)(2). Se utilizará como medio de identificación en el sistema estatal de administración de alumnos.*

January 2015
9410

RAZA Y/O ETNIA

Nombre del Estudiante: _____ Grado: _____

Firma del Padre/Tutor: _____ Fecha: _____

¿Cuál es la raza y/o etnia del estudiante? SELECCIONE TODAS LAS QUE CORRESPONDAN:

☐ INDIO AMERICANO O NATIVO DE ALASKA

Por ejemplo, Nación Navajo, Tribu Blackfeet de la Reserva Indígena Blackfeet de Montana, Gobierno Tradicional Inupiat de la Aldea Nativa de Barrow, Comunidad Esquimal Nome, Azteca, Maya, etc.

☐ ASIÁTICO

Por ejemplo, Chino, Indio Asiático, Filipino, Vietnamita, Coreano, Japonés, etc.

☐ NEGRO O AFROAMERICANO

Por ejemplo, Afroamericano, Jamaicano, Haitiano, Nigeriano, Etíope, Somalí, etc.

☐ HISPANO O LATINO

Por ejemplo, Mexicano, Puertorriqueño, Salvadoreño, Cubano, Dominicano, Guatemalteco, etc.

☐ ORIENTE MEDIO O NORTE DE ÁFRICA

Por ejemplo, Libanés, Iraní, Egipcio, Sirio, Iraquí, Israelí, etc.

☐ NATIVO DE HAWAI U OTRO ISLEÑO DEL PACÍFICO

Por ejemplo, Nativo de Hawái, Samoano, Chamorro, Tongano, Fiyiano, Marsha/lesa, etc.

☐ BLANCO

Por ejemplo, Inglés, Alemán, Irlandés, Italiano, Polaco, Escocés, etc.

Solo para uso de la oficina:	
	Raza - Elija una o más: ____Indio americano o nativo de Alaska ____Asiático ____Negro o afroamericano ____Hispano o latino ____De Oriente Medio o del Norte de África ____Nativo de Hawái u otra isla del Pacífico ____Blanco
Fecha:	Firma del personal:

Dothan City Schools

HOME LANGUAGE SURVEY

(To be completed for all new student enrollments)

Student Information			
First Name:	Last Name:	Date of Birth:	Gender: F □ M □
State and/or Country of Birth:	Date first enrolled in any U.S. School (month/year):_____ School where enrolled: _____ (City and State)	Has the student received English as a second language classes previously? Yes □ No □ If yes, where_____	
If the student was born outside the U.S. when did they come to the U.S.?			

School Information		
School:	Homeroom Teacher:	Current Grade:

Questions for Parents/Guardians	**Response**
Which language did your child learn first?	
Does your child communicate in a language other than English? If so, what language?	
Is a language other than English spoken in your home? If so, what language?	
In which language do you prefer to receive information or communication from the school?	

Parent/Guardian Signature Phone Number Date

ELL Department:

_____ Date entered in PowerSchool _____ ELL Status

Notes: Revised 2025

Escuelas de la Ciudad de Dothan

ENCUESTA DEL LENGUAGE DEL HOGAR

(Completar para todas las inscripciones de nuevos estudiantes)

Información del Estudiante			
Nombre:	Apellido:	Fecha de Nacimiento:	Género: F ☐ M ☐
Estado y/o País de Nacimiento:	Fecha en que se inscribió por primera vez en una escuela de U.S. (mes/año):_____ Escuela donde estuvo inscrito: _____ (Ciudad y Estado)	¿Ha recibido el estudiante clases de Inglés como segundo lenguaje anteriormente? Si ☐ No ☐ Si contesto SI, ¿dónde? _____	
Si el estudiante nació fuera de los Estados Unidos, ¿cuándo entró a los Estados Unidos?			
Información de la Escuela			
Escuela Actual:	Maestra (o) del Salón:	Grado Actual:	

Preguntas para Padres/Tutores	**Respuestas**
¿Cuál lenguaje aprendió a hablar primero su hijo (a)?	
¿Su hijo(a) se comunica en un lenguaje diferente al inglés? Si es así, ¿qué lenguaje?	
¿ Es un lenguaje diferente al inglés hablado en su hogar? Si es así, ¿qué lenguaje?	
¿En que lenguaje prefiere recibir información o comunicación de la escuela?	

Firma del Padre/Tutor Teléfono Fecha

Departmento ELL:

_____ Fecha de Ingreso en PowerSchool _____ Estatus ELL

Notes: Revised 2025

Dothan City Schools
I-ELP
Classroom Accommodations for ELLs

Student: _____ Grade : _____ Year: _____

ACCESS Composite: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Instruction

- ☐ 1. Simplify language used in instruction (speak at slower rate, avoid idioms & expressions, simplify academic language).
- ☐ 2. Provide frequent checks for comprehension (ask student if they understand, individually ask student to repeat what you said).
- ☐ 3. Provide additional instruction, including re-teaching lessons, rephrasing, and reviewing.
- ☐ 4. Reduce teacher talk & text by increasing use of manipulatives, graphic organizers, and visual aids.
- ☐ 5. Allow for peer tutoring/teaching. Encourage peer work and provide English conversation partners. Allow for alternate seating for proximity to peer helper or teacher as necessary.
- ☐ 6. Utilize resources in the student's first language.
- ☐ 7. Provide notes, outlines, photocopies of textbook, photocopies of lesson plans, or highlighted texts/materials.

Assignments

- ☐ 1. Extend time for assignment completion as necessary.
- ☐ 2. Shorten assignments, including in-class work AND homework assignments. _____
- ☐ 3. Give alternative homework or class work assignments suitable to the student's proficiency level.
- ☐ 4. Allow students to respond in words, lists, orally, or in any simplified language format.
- ☐ 5. Utilize alternate reading assignments/materials at the student's reading level.
- ☐ 6. Utilize resources in the student's first language.
- ☐ 7. In place of a written activity, substitute a hands-on activity, a reduced-text project, or use of a different media.
- ☐ 8. Writing Assignments: Review writing components, allow writing supports (dictionaries, bilingual dictionaries, electronic translator, computer spell-check), give specific teacher feedback, and/or give opportunities to re-write.
- ☐ 9. Design bonus work or projects for student that require reduced sentence or paragraph composition.

Assessment

- ☐ 1. Utilize simplified test formats, such as providing word banks, highlighting key words, shortening matching sections, and limiting or eliminating use of short answer/essay questions.
- ☐ 2. Provide an opportunity for the student to take the test individually or in a small group.
- ☐ 3. Read test directions (all sections) aloud.
- ☐ 4. Allow for the test to be read aloud.
- ☐ 5. Allow for re-testing or additional attempts on missed items.
- ☐ 6. Use informal observations of performance, classroom participation, and overall improvement as a percentage of the overall evaluation (can be individual grade or additional points added to assessment).
- ☐ 7. Incorporate group work into the assessment process.
- ☐ 8. Allow for extended time to complete the assessment.
- ☐ 9. Allow oral test responses.
- ☐ 10. Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling.
- ☐ 11. Allow editing and revision before grading.
- ☐ 12. Reduce answer choices on multiple choice assessments.
- ☐ 13. Shorten length/ number of items.
- ☐ 14. Have a native first language speaking peer/ translator translate test instructions and/or items.
- ☐ 15. Allow use of AR book during AR tests and/or allow first language speaking peer/ translator to translate test items.
- ☐ 16. Allow use of bilingual dictionary or electronic translator (must be one-to-one translation only- no definitions).
- ☐ 17. Take State-mandated standardized tests in small group Setting.

Additional Accommodations

- ☐ 1. Pull-out intervention with ESL teacher for language-related assistance _____ weekly.
- ☐ 2. Monitor academic performance through quarterly ESL progress reports.
- ☐ 3. Grading: _____
- ☐ 4. Other: _____
- ☐ 5. Other: _____

EL Committee Documentation of Accommodations Revision:

- ☐ Accommodations revised on: _____ *See attached accommodation page for revisions
- ☐ Accommodations revised on: _____ *See attached accommodation page for revisions
- ☐ Accommodations revised on: _____ *See attached accommodation page for revisions

Comments: _____

Dothan City Schools
I-ELP
Classroom Accommodations for ELLs

Student: _____ Grade : _____ Year: _____

ACCESS Composite: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Instruction:

- ☐ 1. Simplify language used in instruction (speak at slower rate, avoid idioms & expressions, and simplify academic language).
- ☐ 2. Provide additional instruction, including re-teaching lessons, rephrasing, and reviewing.
- ☐ 3. Allow for peer tutoring/teaching. Encourage peer work and provide English conversation partners. Allow for alternate seating for proximity to peer- helper or teacher as necessary.
- ☐ 4. Use graphic organizers, visual aids, and/or manipulatives during class lessons.
- ☐ 5. Provide outlines of class lessons, notes, photocopies of textbook, highlighted texts, copies of lesson plan/teacher notes.
- ☐ 6. Use simplified texts to provide content area instruction.
- ☐ 7. Utilize resources in the student's first language.
- ☐ 8. Encourage students to underline key words or important facts.
- ☐ 9. Permit the use of pictures, translation devices, or bilingual dictionaries.

Assignments:

- ☐ 10. Shorten assignments & homework_____
- ☐ 11. Substitute a hand-on activity or simplified projects in place of a written activity/assignment .
- ☐ 12. Substitute an alternative reading assignment more appropriate in length and reading level. Where possible, use material specifically designed for LEP (Limited English Proficiency) students.
- ☐ 13. Give alternative homework or class work assignments suitable for the student's linguistic ability for activities and assignments

Assessments:

- ☐ 14. Give extended time to complete assignments & assessments.
- ☐ 15. Give alternate assessments OR utilize simplified test formats, such as providing word banks, highlighting key words, shortening matching sections, and limiting or eliminating use of short answer/essay questions.
- ☐ 16. Provide an opportunity for the student to take the test individually or in a small group.
- ☐ 17. Read test directions (all sections) aloud (in English and/or have peers provide oral native language translation).
- ☐ 18. Allow for the test to be read aloud (in English and/or have peers provide oral native language translation).
- ☐ 19. Reduce number of test items and/or reduce answer choices.
- ☐ 20. Allow for re-testing or additional attempts on missed items.
- ☐ 21. Allow editing and revision before grading.
- ☐ 22. Allow use of textbook, study guide, or notes during assessment.
- ☐ 23. Use informal observations of performance, classroom participation, and overall improvement as a percentage of the overall evaluation (can be individual grade or additional points added to assessment).
- ☐ 24. Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling.
- ☐ 25. Reduce or eliminate word problems in mathematics.
- ☐ 26. Design bonus work or projects for students that require reduced sentence or paragraph composition.
- ☐ 27. Take State-mandated assessments in: small group or individually.
- ☐ 28. Grading: _____
- ☐ 29. Other: _____

WIDA English Language Development Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

	Standard	Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social and Instructional** purposes within the school setting.	**Social and Instructional language**
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts.**	The language of **Language Arts**
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics.**	The language of **Mathematics**
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science.**	The language of **Science**
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies.**	The language of **Social Studies**

WIDA™

The Cornerstone of WIDA's Standards:
Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

   Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

2. Students' home, school, and community experiences influence their language development.

   Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

   Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)

4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

   Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

5. Students learn language and culture through meaningful use and interaction.

   Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)

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6. Students use language in functional and communicative ways that vary according to context.

   Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)

7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

   Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)

8. Students' development of academic language and academic content knowledge are inter-related processes.

   Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)

9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

   Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)

10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

    Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)

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The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	**Linguistic Complexity** *(Quantity and variety of oral and written text in communication)*	• Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	**Language Forms and Conventions** *(Types, array, and use of language structures in communication)*	• Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	**Vocabulary Usage** *(Specificity of word or phrase choice in communication)*	• General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the…

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

WIDA Performance Definitions

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

6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

WIDA Performance Definitions - Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content language, including expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions