

FLORENCE CITY SCHOOLS

ENGLISH AS A SECOND LANGUAGE PLAN

Approved by Advisory Committee: May 5, 2016

EQUAL EDUCATION OPPORTUNITY AND NON-DISCRIMINATION STATEMENT

It is the policy of the Florence City Schools (FCS) that no student will be excluded from participation in, be denied the benefit of, or be subjected to discrimination in any program or activity on the basis of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability. 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, Part C, Section 3302(f)]

ESL POLICIES

6.1 Admissions and Attendance 6.1.1 Compulsory Attendance and Entrance Age – All persons between the age of seven and seventeen years of age are required by state law to attend school for the minimum number of scholastic days prescribed by the State Board of Education unless the person holds a certificate of exemption issued by the Superintendent or is otherwise exempt under state law.

[Reference: ALA. CODE §16-28-3 (1975)]

6.1.2 Admission to Schools a. *Resident Students* – School-age children who reside within the municipal limits of the City of Florence, Alabama, may be admitted to Florence City Schools. For purposes of this policy, the residence of the student will be the residence of the parent(s) or legal custodian. If custody of the child is shared between parents, the address of the student shall be determined as that of the parent who has physical custody of the student. In the case of a legal custodian, an appropriate document issued by the Circuit Court must be presented.

b. *Non-resident Students* – Students who do not reside within the corporate limits of the City of Florence may apply for enrollment in the Florence City Schools. There is no tuition charge.

All out-of-district applicants who are permitted to attend the Florence City Schools shall complete School Registration forms. Applications for out-of-district enrollment shall be considered on a “first-come, first-served” basis. In situations in which space is limited, priority will be given to a student who:

1. Was enrolled in a school in Florence City Schools the previous year;
2. Has a sibling enrolled at the requested school;
3. Has a parent or legal guardian employed by Florence City Schools.

Factors which may cause an out-of-district enrollment to be denied include:

1. A school, grade or program(s) has a lack of available space, staff or support services, taking in-district enrollment projections into consideration;
2. The school requested does not offer appropriate programs, is not structured or equipped with the necessary facilities to meet the needs of the student, or does not offer a particular program requested;
3. The student does not meet the established eligibility criteria for participation in a particular program including age requirements, course prerequisites, and required levels of academic performance;
4. The student has been suspended or expelled from school, or is in the process of being expelled;
5. The student has withdrawn from a school to avoid possible suspension or expulsion;
6. The student has a history of documented disciplinary infractions within the past three (3) years;
7. The student has been adjudicated or convicted of a crime;
8. The student has a record of excessive absences or truancy from school;
or
9. Information on the enrollment application was misrepresented or incomplete.

The out-of-district approval process is as follows:

1. The parent or guardian must submit a completed application and provide any and all supplemental information requested by the District.
2. The receiving school principal and/or special education coordinator makes a recommendation to approve or not approve the enrollment application.
3. The recommendation is sent to the Superintendent.
4. The Superintendent approves or denies the request.

An approved application shall be valid for one year only. All non-residents must reapply each year.

The Florence City School System reserves the right to revoke the enrollment status of an out-of-district student at any time because of unacceptable behavior or because of false, misleading or incomplete information on the enrollment application. In the event of a revocation, the Superintendent or

designee shall inform the parent/guardian of the circumstances which resulted in the revocation decision. There is no appeal process; the decision of the Superintendent is final.

c. Homeless Students –

(i) *Enrollment.* Homeless students will be permitted to enroll without regard to residency status and may be entitled to other accommodations under federal law.

(ii) *Dispute Resolution.* In keeping with the official plan of Florence City Schools for homeless students, when a dispute arises regarding school placement, the system will immediately enroll the homeless student in the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, pending resolution of the dispute by the school district. The school will provide the parent, guardian, or unaccompanied youth with a written explanation of the decision, a statement of the right to appeal, and the procedure for appealing the placement decision. The principal of the school will notify the Board's Homeless Liaison of the dispute. The Homeless Liaison will expeditiously carry out the system's dispute resolution procedures as detailed in the Board's homeless student plan.

Students Expelled or Suspended from Other School Systems – Any student who is under suspension or expulsion from another school system or a private, parochial, or other school will not be permitted to enroll until the student has satisfied the conditions for readmission set by the expelling or suspending board or authority in addition to generally applicable admission requirements established by the Board.

e. Required Documentation – Students entering the school system for the first time, regardless of grade level, will be required to submit documentation or other proof of residency, and such other registration materials as school officials may reasonably require, including but not limited to a certificate of immunization or an exemption as prescribed by the Department of Health and signed by either a private physician or appropriate Health Department official. The Superintendent may accept alternate forms of evidence or modify otherwise applicable requirements as necessary and appropriate to accommodate migrant, immigrant, or homeless students.

f. Placement of Students – The Superintendent or his designee will determine the placement of newly-enrolled students in accordance with state law.

A. Introduction

English as a Second Language (ESL) is specialized English instruction provided in an English speaking country to non-English language background students who need to study or work in English. ESL focuses on building the English language skills of limited English proficient (LEP) students to enable those students to become proficient in the English language.

The Alabama definition of limited English proficient (LEP) English Learner (EL) is taken from the No Child Left Behind Act of 2001, S. 9101, 25 of Title IX:

“(25) Limited English Proficient – The term “limited English proficient,” when used with respect to an individual, means an individual –

- (A) who is aged three through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English 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 in 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.”

THEORY AND GOALS

It is the intent of the Florence City Schools (FCS) that every student in the system who has a primary home language other than English and who is EL be provided with opportunity to receive ESL services. The ESL services shall strive to build the English language skills of ELs in the four language domains of listening, speaking, reading, and writing. The overall goal is to enable ELs to become proficient in the English language and to participate in the regular educational process.

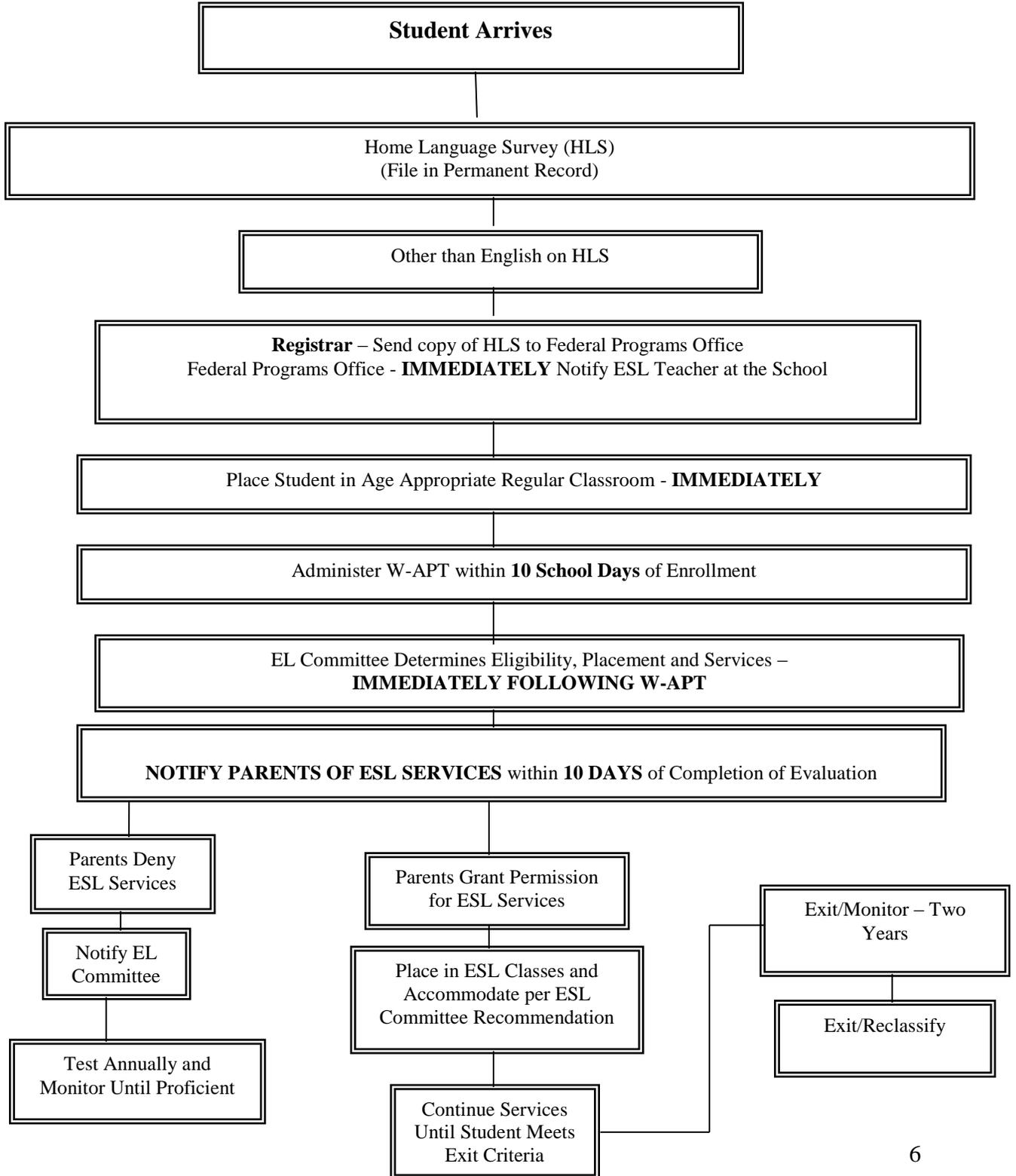
FCS will seek to exit EL Students from the ESL program in 5 years or less with a score of 4.8 on the ACCESS.

Florence City Schools’ ESL Program shall comply with the guidelines of the following: No Child Left Behind (NCLB) Act of 2001, The Alabama State Department of Education Guidelines for Serving Limited-English Proficient Students, and Florence City Schools’ Board of Education Policies and Procedures.

This plan was developed to provide guidance for the Florence City School System in serving its English Learners and to provide equal educational opportunities to EL students in Florence City Schools.

B. IDENTIFICATION AND PLACEMENT PROCEDURES
ESL FLOWCHART

**ENGLISH AS A SECOND LANGUAGE (ESL)
IDENTIFICATION, ASSESSMENT, AND PLACEMENT
PROCEDURES**



IDENTIFICATION, ENROLLMENT, AND PLACEMENT

Figure 1: Progression of EL Students in the EL Program



IDENTIFICATION - Home Language Survey

Central office personnel will be responsible for distributing and collecting **Home Language Surveys (HLS)** during enrollment. The surveys shall be available in the languages that are on TransAct. If necessary, interpreters will be provided for ELs and their parents during enrollment. The purpose of the HLS is to identify students with a primary home language other than English. A copy of the HLS of any student that indicates a home language other than English should be immediately be sent to the ESL Facilitator/Teacher at each school. The person responsible for registering the student is responsible for forwarding a copy of the Home Language Survey to the Federal Programs Office, who will immediately notify the ESL Facilitator/Teacher. The original survey shall be kept in the student's permanent file at the school.

Any student who indicates a language other than English on a Home Language Survey will be assessed for ESL services within ten (10) days of enrollment. Upon initial enrollment students **will** be placed in an age-appropriate mainstream classroom to receive accommodations of content instruction.

ENROLLMENT POLICY

All language-minority students will be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, or immigration documentation. Children may not be excluded from school because they do not have a social security number (*Plyler v. Doe*). Application forms to obtain social security numbers may be distributed, but the option of completing the forms must be left to the parents.

If parents do not have student immunization records available, the dates of immunization may be obtained by calling the previous school that the child attended. FCS may need to contact the former school system. If necessary, students can begin the immunization series at the local public health department. If appropriate immunization documentation cannot be obtained within a reasonable period of time, the student's case should be handled in accordance with approved state and local board of education procedures. FCS shall work collaboratively with community and area agencies to **facilitate** the school enrollment process. These efforts should be documented for future reference as needed.

NOTIFICATION OF ESL STAFF

Federal Programs Office Personnel at the Central Office will notify the school's ESL Facilitator/Teacher of all students who indicate a language other than English on the HLS. No Child Left Behind allows a limited time for the referral, assessment, and parent notification.

INITIAL LANGUAGE PROFICIENCY ASSESSMENT

Initial assessment of English language proficiency is conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Language-minority students identified through the HLS during registration at the beginning of the school year are assessed for English-language proficiency within thirty (30) days of enrollment. Language-minority students who register after the beginning of the school year are assessed within ten (10) days of enrollment. **FCS will record the registration date as “original entry date” on STI or “date first enrolled” when completing the demographics page of the ACCESS for ELs English proficiency test.**

FCS uses the state-adopted *World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test (W-APT)* to help determine eligibility for placement in the English language development program. The *W-APT* assesses English language proficiency in all four domains of language development—listening, speaking, reading, and writing—as well as comprehension to ensure that students' language needs are properly identified and addressed through FCS's educational program.

W-APT

W-APT stands for the WIDA-ACCESS Placement Test. This assessment tool, known as the "screener," is used to measure the English language proficiency of students who have recently arrived in the U.S. or in our school district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level.

The *W-APT* yields an overall composite score based on the language domains tested. The following guidelines are adhered to in determining eligibility for placement in the English language instruction educational program:

1. Any student scoring an overall composite score of 3.9 or below on the *W-APT* **will** be identified as limited-English proficient and **will** require placement in an English language instruction educational program.
2. Any student scoring an overall composite score of 4.0 or above on the *W-APT* **may** be identified as limited-English proficient and **may** require placement in an English language instruction educational program. Further assessment of the student's English language proficiency is needed to determine placement.

The *W-APT* should be considered as only one piece of evidence in the decision-making process regarding placement. Teacher judgment, other assessments, and extenuating circumstances, such as the student's age and amount and quality of previous schooling, should be factored into the decision.

EL COMMITTEE AND PROGRAM PLACEMENT

The English Learner (EL) Committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. The EL Committee is comprised of content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, ESL staff, and other members as appropriate (e.g., parents, central office administrators, and school psychologists).

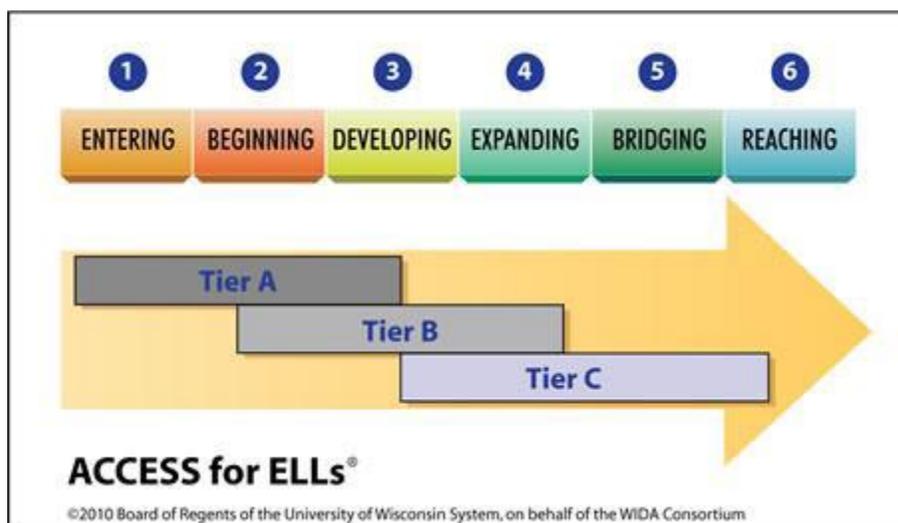
After the W-APT instrument has been administered and a score of limited English proficiency has been determined, the EL committee must meet with the EL Facilitator/Teacher to determine program placement, services, and recommendations. **A Placement Form** (that includes EL Student Assessment and Information Data and Individualized English Language Plan - IELP) must be completed on each student tested for ESL services. The Placement Form will be placed in the student's ESL folder by the ESL Facilitator/Teacher. The EL Committee will meet bi-annually to monitor the IELPs of EL students who are approaching exit status or are not making annual progress in language acquisition.

Within ten (10) days of completion of the evaluation process, parents shall be given notice that their child has been identified as EL. The notice shall be printed in English as well as the dominant second language of the parents, using the state-approved forms listed in TransAct. The entry of a student into the ESL Program must be approved by the student's parent(s). The permission form is to be kept in the student's Cumulative ESL folder.

If a parent denies permission, the parent will fill out the Title III Waiver available in Transact and the student will be placed in the regular classroom and served through other programs. **Parent's denial of services should be placed in the permanent record along with the HLS and the ACCESS Scores.** Students who were denied permission for ESL services shall be monitored and assessed with the ACCESS for ELLs test until proficient. Other forms and assessments become part of the student's ESL record and are kept by the ESL Facilitator/Teacher for future reference. **All assessments, recommendations, placements, and parental notification should be completed within 30 days of enrollment, if the student enrolled prior to the beginning of the school year. If a student enrolls during the school year, testing and notification must be done within ten (10) days.**

ANNUAL EL ASSESSMENT AND CONTINUED PLACEMENT

ACCESS for ELLs 2.0 ® Overview: Tiers



The ACCESS for ELLs test design has 3 **tiers** for each grade level cluster: A, B, and C. The following chart shows how the different tiers map to the English language proficiency levels. As the graph demonstrates, the tiers overlap, a necessity for making sure each tier is measuring to a common proficiency scale. Each tier, of course, is only able to discriminate performance on its portion of the proficiency scale, so to make sure the whole ACCESS for ELLs® test works as intended, it is necessary to place each student into the tier that best matches his or her English language proficiency level.

The decision as to where the student currently falls on the scale is best made by the student's teachers, based on the information they have about the student's language proficiency, including performance on other language tests. The W-APT™ screener test yields a composite score which indicates which tier a child should be placed in for the ACCESS test, however, that score should be supported by additional criteria for tier selection. Each test form takes particular aim at a certain grade level cluster and range of proficiencies, but each also has to align with all the other instruments in the battery. That is, they each measure a certain segment of a common academic English proficiency measurement scale. In this way, we can better assure that as a child progresses through the grades and in English proficiency, we get an accurate picture of his or her real advances from year to year.

Criteria for Tier Selection

This page lists the criteria for tier placement for the ACCESS for ELLs® assessment. The W-APT™ is intended to assist with tier placement, but the following chart gives additional criteria which can support its results or assist with tier placement in the event that the W-APT™ is not available or practical for use with a particular child. ACCESS for ELLs® uses Tiers (A, B, or C) to maximize accuracy and validity of test results, allowing students to avoid responding to questions that are inappropriately difficult or easy.

For placement into the appropriate Tier, English language learners must meet at least ONE of the criteria listed for the Tier.

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
ACCESS for ELLs®: TIER A					
ACCESS for ELLs®: TIER B					
ACCESS for ELLs®: TIER C					
<p>TIER A is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR • currently receive literacy instruction ONLY in their native language, OR • have recently tested at the lowest level of English language proficiency 					
<p>TIER B is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have language proficiency and some, but not extensive, academic language proficiency in English, OR • have acquired some literacy in English, though have not yet reached grade level literacy 					
<p>TIER C is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • are approaching grade level in literacy and academic language proficiency in the core content areas, OR • will likely meet the state's exit criteria for support services by the end of the academic year 					

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

General Education Placement

The goal for students who are ELs is that they attain fluency in English, master the state's academic content standards as demonstrated by proficiency on the ACT and end-of-course tests. Research related to student placement and retention shows that ELs should be placed age-appropriately in the mainstream classroom. This provides them with access to challenging, grade-level content instruction and the opportunity to interact with their English speaking peers. It is important that ELs be placed in the least

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

Advanced Placement (AP) Courses

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

Foreign Exchange Students

There are no special exceptions for Foreign Exchange or F-1 Visa students who are limited-English proficient for the purposes of English Language Proficiency assessments as long as they attend a school in the United States. Foreign Exchange or F-1 Visa students who are limited-English proficient must receive ESL services, and if applicable, Title III Supplementary Services. Foreign exchange students are included in the State's immigrant count for Title III funding purposes:

- If the foreign exchange student is also an LEP student, s/he would be included in an LEA's count of LEP students for the Title III formula subgrant.
- If the foreign exchange student meets the definition of being an "immigrant" student under section 3301(6) of Title III, s/he would also be included in an LEA's count of immigrant and children and youth.

Also note that under the Elementary & Secondary Education Act (ESEA), an exchange student would not be exempt from any Title I required assessment, specifically, in this case, the ELP assessment.

STATE CODES FOR ENGLISH LEARNERS AND DATA COLLECTION

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

Table 1-COMPARISON OF CODES FOR ENGLISH LEARNERS

Codes for State Assessments	INow Codes	Definitions of Codes
LEP Year 1	1	Limited-English Proficient students who are in their first year in a U.S. school.
LEP Year 2 or more	2	Limited-English Proficient students who are in their second year or more in a U.S. school.
FLEP Monitoring Year 1	3	Students who have exited the ESL program and are in their first year of systematic monitoring. These students no longer take ACCESS for ELLs® English Language Proficiency test.
FLEP Monitoring Year 2	4	Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs®.
FLEP	5	Former Limited-English Proficient students who have successfully completed two years of monitoring and are no longer LEP.
LEP Waived Services	6	Students who are LEP yet parents have refused supplemental Title III services.
NOM PHLOTE	7	National Origin Minority Student Whose Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require ESL services. Parents, however, may need information in their home language.

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

PARENT NOTIFICATION

According to NCLB Title III requirements, FCS will, **not later than 30 days** after the beginning of the school year, provide send notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

1. The reasons for the identification.
2. The child’s level of English proficiency.
 - How such level was assessed.
 - The status of the child’s academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing:
 - The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
 - The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available.

- The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

The school district will document each step in the process by filling out the appropriate forms and filing them as indicated. The **EL District Advisory Committee** will meet annually and update the EL Plan as well as monitor the ESL program.

LANGUAGE ASSISTANCE (INTERPRETERS/TRANSLATED FORMS)

The school system has a list of available interpreters/translators to assist with communication/filling out forms. Call the Federal Programs Office at (256) 768-3025 or (256) 768-3033 for assistance.

Florence City Schools provides the Parent/Student Handbook in English and Spanish. Also, the principals at each school are trained in how to use TransAct to access important school communications in several languages to ease communication with the non-speaking families. In each school office are “Language Survival Kits.” These are handbooks with basic communication information such as “Where are the restrooms?”, “What is your name?” etc. The handbooks have been translated in the following languages: French, German, Japanese, Russian, Spanish, Turkish and Vietnamese. They are based on grade levels of K-6 and 7-12.

MONITORING AND COMPLIANCE

Students receiving ESL services shall be continually monitored and assessed for their language proficiency and academic progress. EL Teacher/Facilitators will work with the content teachers to help provide any needed accommodations. IELP meetings will be held three times per school year. Failing grades will indicate to the Facilitator/Teacher that additional interventions are needed.

Teachers must have an **individual folder** on each EL student receiving ESL program services. This folder shall include ACCESS Test Scores, copies of their students’ IELPs, copies of EL progress reports, WIDA Standards, and work samples demonstrating accommodations being used. Teachers must consider alternative assessment measures such as ELLIS, and My Reading Coach printouts; drawings; special projects; journals; oral assignments; oral tests; extra time to complete an assignment; shortened assignments; etc. The folder must be available in the teacher’s classroom for review.

EL students scoring 3.9-4.7 on the ACCESS for ELLs test, or students who are not making adequate progress in language acquisition are monitored bi-annually by the EL Committee and recommendations are made to better serve the student.

Each building principal is responsible for the monitoring and compliance of services provided to EL student in their building. Consequences for failure to follow accommodations will be handled by the FCS Policy Manual under Teacher Responsibilities.

EXITING

Transition from EL Program Services

EL students who make an overall proficiency level of **4.8** on ACCESS for ELLs will exit the EL program. If a student does not make an overall proficiency score of 4.8 they will continue receiving language acquisition services.

Students who are exited from ESL services are placed on monitoring status for two academic years. During the monitoring time, the ESL teacher and the classroom teacher(s) communicate regularly, no less than once each nine weeks during the first year and at least once each semester during the second year) to ensure that the exited student is functioning in the mainstream without ESL support. Students are classified as Former Limited-English Proficient Monitoring Year 1 (FLEP Monitoring Year 1) during their first year of monitoring, and Former-Limited English Proficient Monitoring Year 2 (FLEP Monitoring Year 2) during their second year of monitoring. Upon successful completion of two years of monitoring, ELs are classified Former Limited-English Proficient (FLEP) and no longer included in the LEP subgroup for accountability purposes.

Monitoring Transitioned Students

All transitioned former EL students are monitored. Adequate time is given in the mainstream to give the student the benefit. When the student is able to meaningfully participate in the district's educational program, he/she continues in the district's educational program with the general student population.

If the student is not able to participate meaningfully in the district's educational program, he/she will be assessed to determine the reason for the deficiencies (previous EL status and other factors.) The student is provided appropriate services based on the results of the assessment. This does not mean that they are put back into the EL program. It may be that they are in need of other services. If they are to be put back into the EL program, they will be retested and referred to the EL Committee for placement in the program like a new student.

**METHOD OF IDENTIFICATION AND
REFERRAL OF ELS TO SPECIAL EDUCATION**

English Learners may be referred to the PST only after differentiated instructional strategies have been provided for them for a reasonable amount of time in Tier I and there is data showing that this instruction has been unsuccessful. ELs cannot be referred to the PST if language is the barrier to achievement. PST committees may not have the specialized training needed to write appropriate strategies or accommodations for students whose primary language is other than English.

1. If an EL student is being discussed for possible special education issues and language is clearly not the issue, then PST is the appropriate vehicle, provided ELs staff member(s) are part of the team. **Once language has been eliminated as the barrier** to achievement, ELs students must be served in the same way as all other students.
2. The EL and PST committees are separate entities but may include some of the same members. In smaller school districts, there are a limited number of personnel available for these important roles. The issue is not the duplication of personnel on the committees; it is the purpose of the committees. Appropriate personnel to serve on the EL Committee include content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, and ESL staff.

Although there is nothing to prohibit members from the Problem Solving Team (PST) participating on EL Committees, these committees serve different purposes.

Roles of Problem Solving Team (PST)

The problem solving team process plays a central role in implementation of Response to Instruction (RtI). The purpose of RtI is to combine core instruction, assessment and interventions within a multi-tiered system in order to increase student achievement and to reduce behavior problems. The role of the PST is to help guide general education intervention services for all students who are at risk of failure academically or behaviorally. (At-Risk definition: core grades below C, stanines 1, 2, 3, or 4 on standardized tests, chronic behavior referrals, etc.) Although it is a required step before special education testing, it is not used **only** for pre-special education testing purposes.

Should a student require special education testing/services, all information will be provided to the parents in a language they can understand by providing native-language forms provided by the State Department and bilingual interpreters.

C. PROGRAMS AND INSTRUCTION

FCS has developed, implemented, and administered programs and activities to ensure that ELs are acquiring academic language as part of the core ESL program.

ESL STAFF

English as a Second Language classes are offered in all schools in the Florence City School System with EL students enrolled. The school system employs a Federal Programs Director, who also serves as the Title III Director, and ESL Facilitator/Teachers. All ESL Facilitator/Teachers are ESL certified. They are also fluent in English, including speaking and writing. Both of our ESL Facilitator/Teachers are fluent in Spanish.

The number of staff employed in the district in the ESL Program will be based on the following criteria: number of EL students, the level of English proficiency of the EL students, the grade level of the students, and other programs available at the individual schools.

The ESL Facilitator/Teacher duties include:

1. Overall identification, coordination, and monitoring of ESL services system wide. They shall assure adherence to policies and guidelines at all levels. The ESL Facilitators/Teachers report directly to the Federal Programs Director.
2. They work in cooperation with school administrators and other personnel as needed (e.g. special education, curriculum, etc.).
3. They provide ESL services to students and collaborate with regular classroom teachers to meet the needs of the LEP students.
4. They facilitate/conduct PD activities for content area teachers on WIDA Standards, language acquisition, and EL best practices.

The responsibility of ESL instruction is shared by the classroom teacher and EL Facilitator/Teacher. FCS is committed to providing classroom teachers of LEP students with the tools to ensure that ELs acquire English language proficiency.

FCS' Professional Development (PD) focus has been on *research-based methods* of working with English learners, such as the **WIDA CLIMBS course** and the **SIOP** model. SIOP (Sheltered Instruction Observation Protocol) is a model that was developed by Jana Echevarria, M.E. Vogt, and Deborah Short. It has been successfully used in mainstream, content area classrooms (Echevarria, 2006) to increase academic language proficiency and academic achievement of ELs.

All schools in Florence City are been trained in the SIOP model. Many are using it for their regular classrooms, as well, as their EL students. All schools are continuing the professional development training in SIOP and all new hires are trained by the EL teachers. Florence City Schools is currently in year 5 of using SIOP.

Through vertical and horizontal PD meetings, school-based professional learning teams have been formed at each one of these schools, with mentors leading book studies and sharing information with other content area teachers in their buildings.

Through on-going, **data-driven**, small-scale, collegial study, teachers have started to incorporate newly learned information, such as the integration of daily language objectives (WIDA ELP Standards) and more interactive oral techniques into daily practice, positively affecting school change and promoting higher levels of student achievement.

D. ASSESSMENT AND ACCOUNTABILITY

SCHOOL ACCOUNTABILITY

Evaluation data will be reviewed annually to determine student and program effectiveness. Individual school ESL program progress will be measured by disaggregated State Assessment results.

SDE DATA

Data will be collected and reported to the State Department of Education (SDE) by the district's federal programs staff as requested. The ESL program will use a variety of methods to measure the progress of English Learners, including annual measurable achievement objectives (AMAOs). All EL students will be coded using the INFORMATIONNOW (INow) State approved codes. This will be entered into the District data base by ESL Teacher/Facilitators as students enroll. This INow procedure will be monitored throughout the year by EL Teacher/Facilitators for their respective schools.

PROCEDURES FOR DETERMINING PARTICIPATION IN ALABAMA STUDENT ASSESSMENT PROGRAM CHECKLIST

STEP 1: Determining the Home Language of the Student

When the home language identified is English, the student will participate in testing. When a language other than English is identified, go to Step 2.

STEP 2: Assessing English Proficiency for Participation

Select a minimum of three of the following:

Reading inventories

Writing samples

Teacher observations

Teacher-made tests

Information language proficiency assessments:

Informal Language Assessment for Limited English Proficient
Students

Other: _____

Grades

Achievement tests

Select a minimum of one of the following language proficiency assessments:

WAPT

ACCESS

All EL students will be assessed annually by ACCESS for EL's even if parents have waived Title III Supplemental Services.

E. PARENT INVOLVEMENT

PARENTS RIGHT- TO- KNOW

No later than 30 days after the beginning of the school year, parents of EL students must be informed per regulations contained in the Title III, **Part C Section 3302 of No Child Left Behind**. For students who were not identified prior to the beginning of the school year, parents must be notified within two weeks of the child being placed in the ESL program.

If the ESL program fails to make progress on the annual measurable achievement objectives, parents must be notified not later than 30 days after such failure occurs.

The school system's Parent Notices include:

- Parental Notification Letter – Determination of Student Eligibility
- Parental Notification Letter (NCLB) – Notification of English Language Development Program with Permission/Denial Information
- Parental Notification (NCLB) – Description of District English Language Development Program
- Parental Notification Letter – Exiting/Monitoring Letter
- Parental Notification Letter – Notification of Reclassification for EL services
- Parental Notification Letter – Exit Letter

Acceptable parent notification forms are available in 22 languages online at TransACT. These parent notification forms, along with general education and NCLB compliance forms can be downloaded at www.transact.com.

In an effort to facilitate communication with non-English speaking students and help these students feel more comfortable at school, and to involve parents in the education of their children, the ESL Department of Florence City Schools have developed a Bilingual Language Survival Kit (LSK) for Newcomers. The LSK comes in Spanish, German, French, Russian, Japanese, Turkish, and Vietnamese. It has survival language for the following types of situations.

- a) Student communicating personal needs
- b) Student and teacher interacting during instruction
- c) Discipline situations

d) Special situations

Florence City Schools also provide the Parent/Student Handbook and important schoolwide information to parents in English and Spanish. TransAct is also available in all schools to help parents with translation of schools documents.

FCS will seek to offer Parent Involvement training for EL parents each school year in understanding of the EL program and parents' responsibility for their student's academic success measured through parent sign-in sheets and survey sheets.

FCS has developed a District-Level Title I Parental Involvement Plan which can be found in the Parent/Student Handbook and the FCS website. Each school also develops a School Parental Involvement Plan which is available at the school and on each school's website.

F. SUPPLEMENTAL SERVICES – TITLE III

ESL is federally-mandated. All public schools are obligated to provide alternative language programs and/or services for LEP students. LEP students will continue to receive ESL services as needed. Researchers have determined that it takes one (1) to three (3) years for students to achieve social language proficiency or Basic Interpersonal Communication Skills (BICS), but it may take five-seven years to achieve cognitive academic language proficiency (CALP). Students with limited schooling may require eight-ten years to reach full CALP. There is no time limited for receiving ESL Services.

Types of Supplemental Services Available through Title III:

1. ESL Pull-Out
2. ESL In-Class
3. ELLIS/My Reading Coach
4. Accommodations of Regular Curriculum
5. Tutoring (as needed, not a regular basis)
6. Interpreters
7. IELP'S are completed by the EL Committee on all EL students. Students approaching exit status who scored 3.9-4.7 on the ACCESS for ELLs test the previous year are monitored bi-annually to ensure that progress is being made in academic language proficiency.
8. As funding is available, summer enrichment will be offered to EL students in K-6 grade for language acquisition. This is a 6-week program and is offered through Title I.

Eligible EL students in grades K-8 are offered additional instruction through after-school or summer school programs. These programs are offered when funds are available. Core classroom teachers deliver the Core English instruction to all EL students.

GRADING/RETENTION GUIDELINES

The grading guidelines shall be as follows for ELs:

1. Teachers will accommodate non-English speaking students in the content areas on improvement.
2. For EL students, teachers will grade on improvement as well as knowledge of content. If accommodations are still needed for the student to be successful in the classroom, the report cards should also reflect it.
3. A grade of “F” cannot be assigned to an EL student without full documentation of accommodations having been made to assure the student full access to the content.
4. Lack of ability to read and write in English is not the basis for an “F.” It is against the law to fail a student because he/she is not proficient in English.

A “participation” grade may be assigned until the student can demonstrate sufficiently his/her content knowledge. Since such a grade is subjective, the student, within his/her language capabilities, should be expected to do the following:

- Pay attention in class
- Follow directions
- Have required materials
- Participate in adapted or modified activities
- Complete adapted or modified homework assignments within reasonable expectations
- Demonstrate progress

By the way of example, a participation grade based on cooperation and effort to the degree that the student’s English language proficiency allows, may be differentiated as follows:

- A or B (or Progressing) to students who demonstrate maximum effort.
- C (or Satisfactory) to students who demonstrate satisfactory effort.
- D or F (or Unsatisfactory) to students who demonstrate minimum effort.

The student report card should indicate that the grade is for participation and this grading mechanism must be explained to the student’s parent(s). If a student can demonstrate knowledge and skills in a particular subject, i.e., math, he/she should be assigned an achievement grade. For courses in which the student’s limited English proficiency does not prohibit access to instruction, i.e., art, physical education, an achievement grade should be assigned.

Extreme caution should be taken to ensure that a “participation” grade is not substituted or confused for a grade-level content performance or achievement grade in the students’ cumulative records.

MEASURING THE PROGRESS OF EL STUDENTS

The ESL program will use a variety of methods to measure the successful progress of EL students. Progress will be measured using the following instruments:

1. Scores on ACCESS – ACCESS test scores will be sent annually to the following individuals to measure progress in attaining English language proficiency:
 - a. EL students and their parents
 - b. Content area teachers
 - c. Title I and Special Education personnel
 - d. Principals
 - e. Counselors

ACCESS results will also be utilized to determine individual school's progress in attaining ESL program achievement objectives.

2. ESL personnel compile an EL cumulative record on each student to assist monitoring progress in learning English and in monitoring progress in the regular program. The portfolio contains copies of progress reports, ACCESS results, work samples, and other documents as deemed appropriate.

FLORENCE CITY SCHOOLS EL GOALS

1. FCS will provide on-going Professional Development in EL content and language acquisition using WIDA standards (yearly). Measurement will be in EL progress and sign-in sheets from trainings as well as teacher surveys.
2. FCS will develop IELP (Individual English Learning Plans) for targeted EL students who score 3.9-4.7 on the ACCESS for ELLs Test. Measurement will be in EL committee meetings using success and needs of these targeted EL students as well as AMAO-B.
3. FCS will monitor IELP's bi-annually November 1 and February 1 using ESL teachers and EL Committees at each school. Measured by log of minutes for each EL Committee and sign in sheets.
4. FCS will offer Parent Involvement training for EL parents each school year in understanding of the EL program and parents' responsibilities for their student's academic success. Measured by parent sign-in sheets and surveys.

ESL PROGRAM EVALUATION

The EL program will be evaluated annually by the Federal Programs Director using the State approved Program Evaluation document. The evaluation will be quantitative and qualitative using parent/teacher input as well as data from students. A student/parent survey will be given to help access this evaluation process and will be given in a language that is understood by all stakeholders.

NON-PUBLIC EDUCATION

All non-public schools in the LEA attendance area are invited annually to participate in all Federal Programs offered to the LEA. Title III services have been declined by the non-public schools each year.