Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	**Local Education Agency (LEA) Name:** Fort Payne City Schools
LEA Contact for ELs:	
Name: Jessica Hayes	**Signature:** Jessica Hayes
Position and Office: Title III Coordinator	**Email Address: jhayes@fpcsk12.com**
Telephone: 256-845-0915 ext. 7016	**Fax: 256-845-4962**
☒ **Check box if LEA receives Title III Funds**	
☒ **Check box if LEA receives an Immigrant Grant**	

Assurances

The LEA will:

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

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

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

Jessica Hayes	Jessica Hayes	9/13/22
EL Program Administrator	**Signature**	**Date**
Brian Jett	Brian Jett	9/13/22
LEA Superintendent	**Signature**	**Date**

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

*EL Advisory Committee Signatures

FORT PAYNE CITY SCHOOLS

FEDERAL PROGRAMS MEETING

NATURE OF MEETING: Federal Programs Advisory Council System Wide Counselors Advisory Team Input Meeting

DATE: May 18, 2022

NAME/ POSITION (Parent, Teacher, Administrator, Community Representative)	SIGNATURE
Alma Chavarria EL Teacher	Alma Chavarria
Greg Titshaw/Tech Coor	[illegible]
Kelley Chapman /Tech Specialist	Kelley Chapman
Stormy Stevens /Teacher	[illegible]
Patty Strickland/ CSFO	Patty Strickland
Carolyn Martin/board member	Carolyn Martin
Jessica Hayes/parent involvement	Jessica Hayes
Tammy McKenzie/K Teacher	Tammy McKenzie
Teresa Barksdale	Teresa Barksdale
[illegible] /FPHS PRINCIPAL	[illegible]
Don Grogham CO Admin	[illegible]
Hannah Turner Tech coach	Hannah Turner
Brian [illegible] /superintendent	Brian [illegible]
Sally Wheat, Administrator	Sally Wheat
Jennifer List Administrator	Jennifer List
Regina Boatwright, Counselor	Regina Boatwright
Paula Muskett, Fed. Prog. Dir	Paula Muskett
Christy Jackson Tittett Dir	Christy Jackson
Shane Boyd /Principal FPMS	[illegible]

Fort Payne City School System
COMPREHENSIVE ENGLISH LEARNER
DISTRICT PLAN TEMPLATE

Section A: Theory and Goals

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

Introduction of ELs

The number of ELs in Alabama public schools has risen steadily during the past decade—from about 20,795 in 2005-2006 to more than 51,000 in 2016-2017. ELs are a diverse group of students. They know English to varying degrees when they enter U.S. schools and may have widely differing educational and sociocultural backgrounds.

It takes a number of years for a student who does not know English upon entry to U.S. schools to become fluent and able to use English effectively and independently in academic settings. The amount of time it takes is influenced by factors such as the EL's initial level of English proficiency, native language literacy, prior academic preparation, socioeconomic status, and mobility, as well as by the quality of the student's ongoing instruction.

To meet their second language acquisition needs, Alabama's ELs are served in either bilingual education programs or English as a second language (ESL) programs. The EL program must ensure that students gain the English language skills necessary to function successfully in an English-speaking academic setting. If academic deficiencies exist, the LEA must provide additional support as needed to ensure that ELs meet the same challenging state academic standards that all students are expected to meet (EL Policy and Procedures Manual Instructional Services Division-- Federal Program Section). This requires teachers in all disciplines and programs to linguistically accommodate the instruction of ELs corresponding with their English language proficiency levels. *"Students who do not understand the language of instruction are effectively foreclosed from learning. Simply providing the same classrooms, teachers, textbooks and materials does not ensure success"* (Lau vs. Nichols).

FPCS Vision

It is the intent of the Fort Payne City Board of Education that every student in the city who has a primary home language other than English and who is identified as English Learner (EL) be provided with the opportunity to participate in an English as a second language (ESL) program receiving the best practices resulting in effectively providing for the diverse needs of all learners.

FPCS Mission

Providing child-centered learning so every student may pursue any dream.

FPCS Goal:

The goal of EL instruction shall not be to replace or to negate the students' primary home language. Rather, the EL program shall strive to enable the EL students to become competent in listening, speaking, reading and writing in the English language. This instruction shall emphasize the acquisition

and mastery of English to enable EL students to participate fully in the benefits of public education.

Definition of English Learners (EL)

Under ESSA, an English Learner, means an individual —
(A) who is aged 3 through 21;
(B) who is enrolled or preparing to enroll in an elementary school or secondary school;
(C) who was not born in the United States, or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying 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 difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
(i) the ability to meet the challenging State academic standards;
(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
(iii) the opportunity to participate fully in society.

Definition of Immigrant:

(A) age 3-21
(B) not born in any State; and
C) not attending one or more schools in any one or more States for more than 3 full academic years

IV. Definition of Migrant:

(A)the child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to free public education or is of an age below compulsory school attendance).
(B) the child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or migrant fisher.
(C) the child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work.
(D)such employment is a principal means of livelihood.
(E) has moved from one school district to another. 2015-2016 EL Policy and Procedures Manual Instructional Services Division-- Federal Program Section 6
(F) in a State that is comprised of a single school district, has moved from one administrative area to another within such district.
(G)resides in a school district of more than 15,000 square miles and migrants a distance of 20 miles of more to a temporary residence to engage in a fishing activity. (This provision currently applies only to Alaska.)

Definition of Student with Interrupted Formal Education (SIFE)

A Student with Interrupted Formal Education (SIFE) is defined as a student who comes from a home in which a language other than English is spoken, and:

1. Enters a United States school after the second grade;
2. Has had at least two years less schooling than their peers;

3. Functions at least two years below expected grade level in reading and mathematics; and
4. May be pre-literate in their first language.

SIFE students may also be classified as immigrants, migrants, and/or refugees. Special consideration must be taken when enrolling and creating an individualized learning pathway for SIFE students. Local schools must contact the ESL Office for guidance if a student is suspected to meet this definition.

All students identified as "SIFE" will have equal access to all Fort Payne City School programs on the same basis as non-SIFE students.

Definition of Refugee

According to the Refugee Act of 1980 the term "" refugee" is defined as: "*someone who has fled his or her country because of a well-founded fear of persecution for reasons of race, religion, nationality, social group, or political opinion."*

Students identified as refugee students face many challenges in adapting to the U.S. educational system. A majority of refugee students have had little or no formal school experience or have had their schooling interrupted by the events and/or trauma that created the need to flee their home country. Many of these students have lost family members and have themselves been either a victim or witness to violence. These students and their families are in the process of adjusting to a new language and culture that may be vastly different from that of their country of origin or country of transition.

Legal Considerations for EL Program:

All EL Law is based on the Civil Rights Act of 1964:
No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Same Does NOT mean Equal-Lau v. Nichols (US Supreme Court Decision 1974)
Equal is providing the skills necessary for each student to achieve success in the school environment.

It's ALL about the Program-Castaneda v. Pickard, 5th Cir., 1981 648 F.2d (US COURT OF APPEALS)
Sound Theory and Research, Implementation, and Evaluation

ALL in-Plyler v. Doe (U.S. Supreme Court Decision 1982)
Registration Process – no discrimination

Other Legal Considerations:

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 grounds 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."

1970 May 25, 1970, Office of Civil Rights (OCR) Memorandum
"The purpose of this memorandum is to clarify policy on issues concerning the responsibility of LEAs to provide equal educational opportunity to national origin minority group children deficient in English language skills.

1974 Equal Education 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."

1974 Lau v. Nichols (U.S. Supreme Court decision)
"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the education program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."

1982 Plyer v. Doe (U.S. Supreme Court decision)
States are prohibited from denying free public education to children of undocumented immigrants, regardless of the legal status. Schools are not agents for enforcing immigration laws.

2000 Presidential Executive Order 13166
"Entities receiving assistance from the federal government must take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access to the programs, services, and information those entities provide."

2001 No Child Left Behind (NCLB)
Federal legislation that among other things requires LEAs to meet the needs of English Language Learners. Title III becomes the Federal Program governing ESL instruction. Accountability for progress of ELLs is stressed.

2015 Every Student Succeeds Act (ESSA)
Federal legislation replacing NCLB. Full implementation of ESSA will occur in the 2017-2018 school year.

ESL Program Goals:

Fort Payne City Schools strives to create a learning environment that encourages students' pride in their cultural heritage and provides the cognitive and affective support to help all students achieve academic

success. The goals of the FPCS Board of Education's English as a Second Language Program (ESL) are to ensure that:

1. English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

2. English learners, within a reasonable period of time, achieve success through demonstration of mastery of the same rigorous College and Career Readiness Standards in the classroom and on required assessments that are expected of all students.

3. Classroom teachers and administrators understand and accept the specific language acquisition needs of English learners and actively seek ways to better serve this population.

4. Non-English speaking parents are provided access to participate in their child's education on an equal basis as their English-speaking peers, including, to the extent possible, providing communications in a language and format parents understand, timely notification of the progress of language acquisition of their child, and opportunities to participate in and advance their own learning.

These goals focus on providing equal educational opportunities to students who have a Non-English Language Background (NELB) and who are Limited-English Proficient. This includes helping all English Learners (ELs) develop listening, speaking, reading and writing skills in English to a level of proficiency that allows them to compete with their English-speaking peers academically, as well as facilitating access to participate in the mainstream activities of the school.

IX. Educational Theory of ESL Program:

The ESL Program of Fort Payne City Schools is designed to help English learners (ELs) acquire fluency in English and to provide students with equal access to the academic core curriculum. In order to provide an ESL Program that supports academic and social achievement, and reduces the barriers to success as each student strives for English proficiency, Fort Payne City Schools ESL Program employs educational approaches that are founded in effective practices of English as a second language acquisition (ESL).

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

The EL Advisory Committee is comprised of a diverse range of school and community members committed to monitoring the success of English Learners (ELs) in Fort Payne City schools. Classroom teachers, ESL teachers, school administrators, parents, community advocates and representatives from post-secondary education institutions are all represented to give a wide array of insights and perspectives from those whose support and efforts may be important to the success of the English language instruction educational program.

Procedures for Implementing the EL Advisory Committee

The EL Advisory Committee meets at least once annually to review assessment data, budgets and plans to provide for program development and evaluation of both the district's core ESL program and its Title III supplementary ESL services. Some examples of committee responsibilities would be to make recommendations regarding:

- The English language development program.

- High-quality professional development for staff.
- Parental involvement programs to further student success.
- Budgeting of state, local, and federal funds.
- The English language program evaluation.

EL Advisory Committee Members:

Tammy McKenzie
Sheri Gibbs
Jennifer List
Paula Muskett
Amanda Davis
Melissa Smith
Keri Garrett
Brian Jett
Shane Byrd
Katie Maples
Stacy Buffington
Tammy Smith
Marsha Farmer
Lori Bible
Hannah Turner
Kelley Chapman
Patricia Moore

2) Methods for identification, placement, and assessment

Overview of ESL Program Structure

The English as a Second Language (ESL) Program is implemented district-wide in a uniform manner. The purpose of the program is to ensure that in each school in the district the procedures and processes outlined below are followed.

1) Non-English Language Background (NELB) students are identified through the use of a Home Language Survey.
2) NELB students are assessed to determine if they need ESL services.
3) NELB students found to need ESL services are entered into the ESL Program via the EL Committee.
4) EL students' English and academic progress are monitored and assessed on a regular basis to ensure their needs are being met.
5) EL students who achieve fluency, which is defined as attaining a composite score of 4.8 or higher on the *ACCESS 2.0 for ELLs*, are exited from ESL services.
6) NELB students who have been exited from ESL services are monitored for four years to ensure they will continue to be successful in the mainstream.
7) Monitored students who experience language-related difficulties may be re-screened using the WIDA Screener to see if they qualify for readmission to the ESL Program.
8) Students who complete four years of monitoring are designated a Former English Learner (FEL) and are included in the ESL database for statistical reporting and program evaluation purposes only.

*See Section F: Appendix for FPCS's Flow Charts 1-3 outlining these processes and procedures

Enrollment:

Admission Policy for Homeless, Foster, Migratory, Immigrant, and LEP Students:

Pursuant to the requirements of the Elementary and Secondary Education Act and the Stewart B. McKinney-Vento Homeless Assistance Act, all homeless, migratory and LEP children must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. This shall be the policy of the Fort Payne City School System. Such children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated. The enrollment of homeless, migrant, immigrant and limited English proficient children and youth shall not be denied or delayed 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 proof of residency**
- **Lack of transportation**
- **Guardianship or custody requirements**
- **Lack of a social security card**

It is the policy of Fort Payne City Schools to admit students regardless of immigrant status or English language proficiency. We do not require EL, migrant, immigrant or homeless students to present an official copy of a valid birth certificate, evidence of immunization as required by the State and County Health Department, or a social security number.

Fort Payne City Schools will work collaboratively with community and area agencies to facilitate the school enrollment process. These efforts will be documented. Application forms to obtain social security numbers may be distributed, but the option of completing the forms to obtain social security numbers should be left to the parents. The school should use a school-generated student number for those children who cannot produce social security numbers. If the parents do not have the immunization records available, the dates of immunization may be obtained by calling the previous school the child attended. You may need to contact the former school system's health department. If all else fails, the student can begin the immunization series at the local public health department. In the meantime, the school will go ahead and enroll the student.

Home Language Survey

The Home Language Survey is the federally required screener the district uses to identify NELB students. Every school in the district must administer a Home Language Survey (HLS) to every new student enrolling in a Fort Payne City schools. The Home Language Survey is completed during the registration process. Each school is responsible for ensuring a copy of the Home Language Survey is printed and placed in every student's cumulative record.

When all responses on the HLS indicate that English is the language used by all individuals in the home, the student is considered an English-only speaker.

If the Home Language Survey indicates a language other than English, this student will be classified as a NELB student. The school counselor should immediately notify a member of the EL staff or EL Coordinator. Notification must be made within three (3) days of enrollment.

See Section F: Appendix for FPCS's Home Language Survey form and sample of the *Identification of NELB Students Plan*

WIDA Online Screener

Standardized Entrance Procedures:

Alabama has clearly defined entrance and exit procedures for English learners. Initial assessment of English language proficiency is conducted using WIDA Screener Kindergarten and WIDA Online Screener 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 before the beginning of the school year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment.

Alabama is a member of the WIDA consortium and has adopted the WIDA Screener Online Assessment to help determine eligibility for placement, for students in grades 1-12, in to the LEA's Language Instruction Educational Program (LIEP). The WIDA Screener assesses English language proficiency in all four domains of language development–listening, speaking, reading, and writing–as well as comprehension to ensure students' language needs are properly identified and addressed through the LEA's educational program. Alabama has adopted the WIDA Screener for Kindergarten as the statewide entrance assessments for kindergarten. The LEAs may access both these resources through their Federal Program Coordinators, EL Coordinators, EL Teachers, and WIDA website.

The WIDA Screener yields an overall composite score based on the language domains tested. The following guidelines must be adhered to in determining eligibility for placement in the English language instruction educational program:

The *WIDA® Screener Online* yields an overall composite score based on the language domains tested. The following guidelines determine eligibility for placement in the English language instruction educational program:

WIDA Screener for Kindergarten: Speaking and Listening – less than 4.5 oral language score qualifies as EL/Oral language score 4.5 or above does not qualify.

WIDA Screener Online: 2nd semester of grade 1 -12, all 4 domains- Overall score less than 5.0 qualifies as EL/Overall score 5.0 or above does not qualify.

The student may not need EL services, but academic progress may be monitored in case rescreening is needed in first grade to determine reading and writing proficiency. Alabama uses a standardized single-criterion exit procedure for English Learners. All ELs in grades K-12 participate in the annual ELP assessment (ACCESS for ELLs 2.0) that is aligned with Alabama's ELP standards. Students who reach an overall composite of 4.8 in the reading, writing, listening, and speaking domains on the WIDA ACCESS for ELLs 2.0 annual assessment are exited from services and are reclassified as former ELs.

Eligibility for EL Services

All students determined eligible for EL service are referred to the EL Committee for placement.

EL Committee:

All students entering Fort Payne City Schools who are identified as English learners (ELs) will be referred to the EL Committee. Each local school that has an EL must form an EL Committee. It is suggested that the committee be comprised of an administrator, a classroom teacher, a counselor, an ESL teacher, and, if possible, a parent of the EL. The EL Committee may also include other members as needed.

The EL Committee is responsible for making all academic decisions regarding the ESL program for the EL, including, but not limited to, placement, accommodations, and retention. The EL Committee must

complete a Individual English Learner Plan (I-ELP) annually for all ELs at the school. Once complete, the EL Committee must disseminate committee decisions to all stakeholders. The EL teacher may guide the committee in procedure, but decisions regarding the EL's academic program are committee decisions.

Minimally, the EL Committee decides:

- if the student will enter the ESL program,
- what types of instructional accommodations and supports will be provided in the classroom,
- whether the student is to receive alternative grading,
- if the student will be exempted from/accommodated on standardized testing,
- how and in what language the school will communicate with the student's family, and
- any other school-related situation involving the EL.

All EL Committee decisions are to be documented in the EL student's I-ELP. The EL Committee will convene as needed to discuss changes or adjustments to the I-ELP. A copy of all documentation must be placed in the EL student folder.

Placement in the ESL Program

Upon completion of English language proficiency testing (W-APT), eligible students must be entered into the EL Program according to the following:

- If enrollment occurs at the beginning of the year, students must be assessed and placed into the EL Program within thirty (30) calendar days.
- If enrollment occurs after the beginning of the year, students must be assessed and placed into the EL Program within ten (10) school days.

The following documentation should be maintained in the individual EL student profile/portfolio:

- Entry date into local school system
- Country of birth
- Years of schooling in home language
- Educational history
- Results of sight and hearing tests (if applicable)
- Physical conditions that may affect learning
- Classroom observations and anecdotal records of teachers
- Classroom monitoring forms
- Enrollment history and criteria used for placement in special services (EL services, speech therapy, special education, gifted, other)

What is required for I-ELP:

Student ACCESS score sheet
Demographics (I-ELP form in Ellevation)
    English proficiency test scores
    Can do description
    Goals
    Accommodations
    Signatures
Placement form with signatures
Exit form (if 4.8 or higher on ACCESS)
Monitoring form (FEL 1-2-3-4) with the latest ACCESS score sheet

Parent Refusal of Title III Supplementary Service

Parents have the right to refuse supplemental Title III services for their children. Every effort should be made to explain to parents the need for service for a student who is eligible. If, after consultation, a parent still wishes to refuse supplemental Title III services, a parental refusal form must be signed annually by the parents and placed in the EL student's folder held by the EL teacher and in the student's cumulative record. **Students whose parents/guardians refuse Title III services are still required by federal law to participate in the annual state-adopted English language proficiency test.**

See Section F: Appendix for FPCS's Refusal of EL Service

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

English learners remain eligible for ESL service until they meet the criteria for exit from the ESL Program. The criterion for exit is a composite/overall score of 4.8 or higher on the *ACCESS 2.0 for ELLs English Language Proficiency Test.* If a new EL enters Fort Payne City Schools with an English language proficiency test score from a non-WIDA state, contact the EL office for guidance. EL students who are exited from EL services are automatically moved to monitor status FEL 1 (Former English Learner, Monitor Year 1). The EL office ensures all EL codes in PowerSchool are updated. All students who exit EL services are monitored for 4 years.

I. Monitor Status

Students who are exited from ESL service are placed on monitor status (FEL1, FEL2, FEL3, FEL4) for four academic years. During the monitoring time, the EL teacher and the classroom teacher(s) communicate regularly-no less than once each nine week for FEL1 and FEL2 students, and no less than once a semester for FEL3 and FEL4 students. Upon successful completion of four years of monitoring, EL students are moved to FEL Completed 4 years monitoring status.

Students that demonstrate academic or other difficulties during the monitor years will be referred to the EL Committee for supplemental support and instruction. The EL Committee is responsible for determining whether or not a monitor student should be reassessed for ESL service. If the EL Committee decides to reassess for ESL services, the student will be rescreened using the WIDA Screener. In this case, the student must receive a qualifying score on the WIDA Screener to be eligible for ESL services. If the student does not qualify for ESL services, he/she will remain on monitor status. If he/she does qualify for ESL, the student would be considered EL2 and required to meet all program exit criteria before being placed back on monitor. The school counselor/EL Coordinator ensures EL codes are updated in PowerSchool.

II. Process for reevaluating an EL student after testing out on ACCESS for a FEL 1-2-3-4 student.

1. Must have at minimum 9 weeks in general ed. curriculum
2. The EL committee meets to determine if language is still a determining factor in student's lack of progress in general ed. Curriculum.
3. The general education teacher must have documentation of language deficits (work samples, grades, etc.)
4. EL teacher must have student monitoring form(s), last ACCESS test scores, etc.

5. There must be sufficient evidence that language is a barrier, if yes:
    a. The EL teacher re-evaluates student using the WIDA Screener
    b. If the student has a score **below 3.9** he/she will be eligible for reentry into the EL program.
    c. The EL teacher places the student in the program like a new student.
    d. The EL teacher must notify Ms. Hayes of decision; she will enter information into PowerSchool. The student will then become active in Ellevation.
    e. EL teacher has 10 days from date of WIDA screener to write LIEP and place the student in EL.
    f. The EL teacher will complete I-ELP and get parent permission to serve.
    g. The EL teacher will notify general education teachers of placement and accommodations for the student.

Section C: Programs and Instruction

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

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

Fort Payne City Schools EL Program: English as a Second Language

English as a Second Language (ESL) is a program of techniques, methodology and special curriculum designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

ESL programs teach the following:
conversational English
grammar
reading
listening comprehension
writing
vocabulary

Computers and relevant software, tape players, listening centers, language masters, video players and tapes, and numerous printed materials are utilized by EL personnel and shared with regular program instructional staff.

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

English in a Flash (K-2)
New Oxford Picture Dictionary
Bilingual Books and Tapes
New York Math (Engage NY)
Inside the USA New Comers Series high school
In The USA New Comers series elementary
Write Well Program

AMSTI
Alabama Reading Initiative
Reading Streets (Sidewalk Interventions)
ACCESS English Series
Duo Lingo
Reach Into Phonics
Reach (language acquisition)
Finish Line 2.0
Vocabulary Links
ESL Library
Learning A-Z
Additional resources and equipment are continually sought to enhance the system's EL program. EL materials and resources are high quality and support the district's goal for high academic achievement for all students.

Fort Payne City Schools English Learner Plan is developed each year based on results of data analysis from comprehensive needs assessment. The plan is updated annually based on these results. The EL staff creates the plan and then submits it to the EL Advisory Committee for review and recommendations. Any and all changes are referred back to the EL Advisory Counsel for review.

Comprehensive Needs Assessment of Core ESL Program

The EL Coordinator informally evaluates the ESL program on an on-going basis. The EL Coordinator conducts a formal, systematic evaluation of the ESL Program each summer, as required by federal law (Castañeda vs. Pickard). Qualitative and quantitative results from the annual program evaluation, along with recommendations from the EL Advisory Committee, become the data that drive the needs assessment for the upcoming year. Program changes and improvements are made based on the annual evaluation.

Needs assessment data includes, but is not limited to, data collection and a review of:

- the progress made by ELs in grades K-12 based on formal and informal assessments;
- ELs' grades and work samples;
- state-mandated assessment scores of ELs;
- the number of ELs who drop-out of school;
- the number of ELs retained;
- the number of ELs who graduate;
- the number of long-term ELs (in the ESL program five years or more);
- the number of ELs who exit ESL service;
- the number of ELs who successfully complete the four-year monitor period;
- the percentage of ELS who made adequate progress on the *ACCESS for ELLs*;
- the number of ELs who are referred or placed in Exceptional Education service;
- the number of ELs who qualify for gifted and talented services;
- the number of parents needing translation/interpretation services;
- the number of parents participating in parental involvement programs;
- anecdotal information from interviews with parents and students; and
- data from professional development provided to classroom and ESL teachers, administrators, and support personnel, including the numbers of participants in those training sessions.

1) How the I-ELP will ensure that ELs develop English proficiency

The EL program will develop an individual plan for each EL student. Included in this plan will be accommodations for each student based upon his/her specific needs. Working within this plan and by monitoring ACCESS scores, i-Ready Diagnostics, ACT results, regular class work and consultations with regular education teachers, the EL staff will be able to regularly identify problem areas and address those areas thus ensuring that each EL student will develop English proficiency to the extent possible in the time that student is enrolled in the Fort Payne City School System.

The Fort Payne City Schools EL Program is provided to all ELs in grades K-12 through pullout services, inclusion services, and sheltered instruction or EL class period by EL instructors in each local school. These services are provided in a classroom setting. Assistance may also be provided through in-class tutors and/or bilingual instructional aides in the regular education classroom, as needed. For all aspects of Fort Payne 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. Teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition

EL 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 EL curriculum is based on WIDA – English Language Proficiency Standards for English Language Learners in Kindergarten through grade 12

In order to ensure English learners enrolled in the Fort Payne City Schools ESL Program develop English language proficiency, the EL Coordinator is dedicated to:

- Providing sustained professional learning of best practices to classroom teachers and administrators through the district's EL program Ellevation (web-based software platform specifically designed for EL educators and the English Learners they serve).
- Training EL staff and teachers on how to integrate the World-class Instructional Design and Assessment English language development (WIDA ELD) standards with the curriculum;
- Providing EL Teacher/Specialists to assist classroom teachers integrate the WIDA ELP Standards into their lesson plans;
- Providing in-depth training to EL staff, school administrators, Central Office staff, and school improvement teams on the use of data to improve the rate of language acquisition for ELs; (Ellevation web-based software Academy: professional development component).
- Providing I-ELP's for each EL that take into account the individual learner's needs;
- Maintaining an EL database of all NELB students as to monitor academic and language acquisition progress of ELs;
- Improving home-to-school-connections by facilitating parent engagement in their child's learning;
- Systematically evaluating the ESL program to identify areas of needed change and improvement; and
- Collaborating with classroom teachers, ESL teachers, school administrators, parents, students, community advocates and representatives from post-secondary education institutions to ensure the success of the English language instruction educational program.

See Section F: Appendix for FPCS's Ellevation web-based program; WIDA Standards lesson plan

Listed below are more detailed descriptions of some of the specific components of Fort Payne's ESL Program.

Pull-out English Language Development

English language development is provided to all ELs in Fort Payne City Schools through content-based instruction delivered in the mainstream classrooms. This is not sufficient for all learners. ELs identified to need additional services may receive "pull-out ESL" where the student is "pulled out" of the regular class setting to receive additional English services. The amount of additional "pull-out" service a student receives is determined by the ELL Committee.

Learning A-Z

DIFFERENTIATING INSTRUCTION THROUGH BLENDED LEARNING

Learning A-Z provides literacy-focused PreK-6 resources for instruction and practice that supports ELLs with tools, resources, and research-based strategies that help them achieve success with social and academic English. Reading, listening, speaking, and writing resources integrated with grammar and vocabulary support are delivered at varying grade and language proficiency levels.

Learning A-Z provides educators with resources and tools specifically designed to support ELL and ESL instruction to provide reading and listening, writing and speaking, grammar, and assessment support for students at all learning levels.

Reading and Listening Support

Our ELL Edition resources work in conjunction with Raz-Plus leveled reading materials to develop ELLs' reading and listening skills. Resources include opportunities for students to work collaboratively with their peers and in one-to-one environments with their teacher.

Finish Line 2.0

Prepares students for WIDA's ACCESS for ELLs® 2.0 exam and monitors their progress. With the practice in Finish Line for ELLs 2.0, students can improve their performance across the language domains and become familiar with tested item types. Data from each lesson can be used to monitor progress and identify gaps in learning.

- Lessons address five content areas across four language domains.
- Tested item types include multiple choice, short and extended writing tasks, and oral response.
- A model lesson starts every unit to show students what's expected.
- Each question addresses a proficiency level. The proficiency levels of the questions increase within each lesson to promote advancement.
- Presentation mimics the online 2.0 exam to give students an authentic test-taking experience in print.
- Student performance can be measured using data from each completed lesson.

Integration of Alabama College and Career Readiness Standards and the WIDA ELP Standards

The Alabama Department of Education has adopted the WIDA English Language Proficiency (ELP) Standards to facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency. By implementing the WIDA ELP Standards in the classroom, teachers are able to provide ELs with meaningful access to curriculum as they pass through the five (5) stages of language acquisition. All Fort Payne City teachers are required to be familiar with and incorporate WIDA ELP Standards in the instruction of English language learners. www.wida.us

Multi-Sensory Language (MSL)

Multisensory teaching is one important aspect of instruction for students that is used by clinically trained teachers. Effective instruction for students that is explicit, direct, cumulative, intensive, and focused on the structure of language. Multisensory learning involves the use of visual, auditory,

and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language. Links are consistently made between the visual (language we see), auditory (language we hear), and kinesthetic-tactile (language symbols we feel) pathways in learning to read and spell.

Current research, much of it supported by the National Institute of Child Health and Human Development (NICHD), has demonstrated the value of explicit, structured language teaching for all students.

Additional ways to enhance foreign language learning success include the following:

• Simultaneous, Multisensory (VAKT): Teaching uses all learning pathways in the brain (i.e., visual, auditory, kinesthetic tactile) simultaneously or sequentially in order to enhance memory and learning.

• Systematic and Cumulative: Multisensory language instruction requires that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and progress methodically to more difficult material. Each concept must also be based on those already learned. Concepts taught must be systematically reviewed to strengthen memory.

• Direct Instruction: The inferential learning of any concept cannot be taken for granted. Multisensory language instruction requires direct teaching of all concepts with continuous student-teacher interaction.

• Diagnostic Teaching: The teacher must be adept at flexible or individualized teaching. The teaching plan is based on careful and continuous assessment of the individual's needs. The content presented must be mastered step by step for the student to progress.

• Synthetic and Analytic Instruction: Multisensory, structured language programs include both synthetic and analytic instruction. Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole. Analytic instruction presents the whole and teaches how this can be broken down into its component parts.

• Comprehensive and Inclusive: All levels of language are addressed, often in parallel, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), sentences (syntax), longer passages (discourse), and the social uses of language (pragmatics).

Digital Tools focusing on Second Language Acquisition and WIDA ELP Standards

It is important for classroom teachers to understand second language acquisition theory, as well as the individual level of the learner, and tie instruction for each student to his or her particular stage of language acquisition. Knowing this information about each student allows you to work within his or her zone of proximal development—that gap between what students can do on their own and what they can with the help of more knowledgeable individuals (Vygotsky, 1978). For this reason, the ESL Office provides digital tools (emails, bulletins, links, etc.) to classroom teachers, counselors, and administrators on second language acquisition theory and incorporating WIDA English Language Proficiency Standards into daily lessons. A variety of digital tools are available at FPCS Live binders. www.livebinders.com/play/play/1596930

2) Grading and retention policy and procedures

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. The student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and

assignments so that ELs can progress. Likewise, assessments should be modified so that students can demonstrate their knowledge and skills. A student may not be assigned a failing grade in a content area on the basis of lack of English language proficiency. The key to appropriate grading of ELs is appropriate instructional accommodations. Even non-English proficient students can learn content while acquiring English. If content teachers are unsure how to accommodate ELs, they should seek in-service or other training.

I-ELP Alternate Grading Procedures for EL Students

Newcomers 1st grade – 6th grade: 1st year use alternate grading system. If an EL makes 1.9 or lower on the first ACCESS test you may use the alternate grading system for the second year. The alternate grading system cannot be used more than 2 years. This would apply for all subjects.
The Alternative grading system will be designated in the EL student's I-ELP and discussed with the parent during the I-ELP meeting.

Students in Grades 9-12 must be given the opportunity to earn credits toward graduation. Students should be given grades on work done with accommodations. Teachers are often concerned about their responsibility for the state course of study and preparation for the End of Course exam. They must keep in mind that LEP students work under a dual burden: learning a new language and learning new content in a language they have not yet mastered.

Teachers must follow these guidelines:

- ELs must receive accommodations on content work when needed.
- Grading is based on accommodated work.
- ELs must not be failed on the basis of lack of English language proficiency.
- Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.
- The student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning.

If a student cannot demonstrate knowledge and skills in a particular subject, i.e., math, he/she should be assigned an achievement grade.

When content is appropriately accommodated, ELs should be able to demonstrate mastery/non-mastery of the content standards. ELs who fail to master content standards must receive additional support though the RtI process. Teachers may grade students using a numerical grade on accommodated work.

If a teacher believes s/he is justified in assigning an EL a failing grade, it must be clearly documented:

- what accommodations were provided,
- what steps were taken to support the student,
- that the ESL teacher, parents, and/or the school counselor were involved in attempts to support the student, and
- that the lack of English language proficiency was NOT the sole reason for the low/failing grade.

If ELs are failing to make progress or are unable to make progress in content classes, general education teachers should consult with the ESL staff.

Retention of ELs

When considering retention for an active English language learner in public schools, the following must be considered and addressed:

1. Appropriate accommodations were provided.
2. The ESL teacher has been notified throughout the grading period that the student is struggling.
3. Parents and school counselor were involved in attempts to support the student.
4. The teacher has ensured that the student and parents clearly understand the reason for the assigned grade.

An EL might receive a D or F if that grade has been earned. Some of the reasons are:

- The student is uncooperative and unengaged in the education process, despite being appropriately accommodated.
- The student refuses to do appropriately accommodated assignments.

Discussion about EL's failing a class should not come up at the end of a grading period or the end of the year.

The key word here is APPROPRIATE. If a teacher makes accommodations that are not appropriate for a student's level of ELP (English Language Proficiency), the needs of the student still are not being met. Determining ELP and appropriateness of accommodations can be facilitated by the EL teacher.

EL students may not be retained due to a lack of English proficiency.

3) Specific staffing and other resources to be provided to ELs through the program

The Fort Payne City School System will strive to employ educational personnel who have formal training in teaching second language learners to implement the English language instruction educational program (EL program). All teachers and bilingual instructional aides in the English language instruction educational program are fluent in English. Certified teachers in the area of EL will be recruited. Non-EL certified teachers will be encouraged to work toward the attainment of EL certification.

EL services are provided in four school sites for approximately 665 total students for the system. There are 11 full-time teachers (8/11 are bilingual), five full-time bilingual instructional aides. Interpreters are available at each of our schools. The EL Coordinator is responsible for the total program and conducts all aspects of the program in cooperation with the school administrators, the Federal Programs coordinator, the curriculum coordinator, the special education coordinator, and other appropriate personnel.

Fort Payne City Schools employs teachers meeting the ALSDE criteria of being qualified to teach EL. EL teacher units and placement are made based on the:

1. Number of ELs in a school,
2. Level of need of each EL,
3. School improvement status (State Assessment Results),
4. Number of immigrant ELs, and
5. Number of ELs with limited, interrupted, or no formal schooling.

Staff Development

All school staff that impact the education of ELs are encouraged to seek training in how to best support English learners. There are several options available for training.

- Graduate level classes in ESL are offered at the University of Alabama and UAB;
- SAMUEL workshops are provided by ALSDE EL Coaches;
- Ellevation Academy EL Modules for teachers and administrators
- Nation-wide seminars in ESL are offered regularly; and
- Principals can request training from the EL office.

All certified employees – classroom teachers and school administrators – in Fort Payne are presented district-level opportunities to engage in ESL-focused professional development. Classroom teachers may elect to participate in a faculty-wide training session or view an on-line video. EL staff work with school personnel to individualize ESL-training based on school and personnel needs. Samples of professional development sessions offered include:

Understanding the WIDA Standards
Building Background
Academic Vocabulary Development of ELs
What Strategies Work with ELs
Stages of Language Acquisition
How to Make Content Comprehensible
Student Goal Setting for Success
ACCESS Testing
Enrollment procedures of ELs
Grading & Retention of ELs
Appropriate accommodations
Adapting Assessments to Measure Content Knowledge

4) Method for collecting and submitting data

Process for Collecting and Submitting EL Data

All Fort Payne City School employees are trained to use PowerSchool yearly through our system technology department. All counselors are trained the beginning of each school year how to enroll an EL student and how to code the student's EL information on the Federal Programs tab in PowerSchool.

See Section F: Appendix for FPCS's Procedure of enrollment of EL students.

The EL office (Central Office) maintains an EL database of all non-English language background (NELB) students in Fort Payne City Schools. EL teachers collect NELB data at each of their assigned schools and submit this data to the EL office. This data is then recorded into the EL database and updated in PowerSchool.

The EL database is verified monthly as to maintain an accurate count of the students served throughout the year. Each EL teacher reviews their student list to verify information and sends it to the EL office. At a minimum, the EL office collects the following data on all NELB students:

EL Name	**Date of Birth**	**Gender**	**School**
US Entry Date	**FPCS Entry Date**	**LEP Code**	**Grade**
ELP Test Data	**State ID**	**Immigrant Data**	**Home Language**

Country of Birth	Academic History	SPED Data	Homeless/SIFE

State Codes for English Learners and Data Collection

Upon identification and placement, students should be given a code in the PowerSchool Program. The table below contains codes used by State Student Assessment and PowerSchool along with a definition of codes.

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

5) Method for evaluating the effectiveness of the program

The Fort Payne City School System utilizes the EL Program Evaluation Form provided by the SDE EL Department. This form will be disseminated to the individual schools at the end of each school year, EL staff holds a meeting to discuss programs and all data collected and compiled by the EL Coordinator. Changes to the EL program(s) will occur based upon results of data collected.

The EL office also collects data pertinent to the ESL Program evaluation on an on-going basis throughout the school year. This data is analyzed in the months of June and July to evaluate the effectiveness of the district's ESL program. Results from the annual program evaluation are presented to the EL Advisory Committee for review. These results, along with recommendations from the EL Advisory Committee, become the data that drive the needs assessment for the upcoming year. Program changes and improvements are made based on the annual evaluation

6) Method of identification and referral of ELs to the Special Services Program including Gifted Ed

- All EL students exhibiting academic or social concerns must go through the EL committee.
- The EL committee will be responsible for ensuring that all accommodations are being implemented in the classroom.
- If EL student has <4 years of formal schooling in English it should be considered that more time is needed to continue interventions and allow the EL student more time to acquire English.
- The following REVISED flow chart will be implemented for EL students experiencing difficulties:

Pre-referral Process for Language Minority Students

1 Is the student experiencing academic difficulties after EL plan has been reviewed and amended? Amendments may include new interventions or modify and intensify current services. Documentation of amended plan required. The student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. Collect current and past WIDA ACCESS scores and teacher/parent interview information. If YES… Go to Step 2

2 Is the curriculum effective for language minority students? NO….Then, adapt, supplement, and accommodate existing curriculum through EL plan- Keep evidence of all activities implemented in Step 2. All progress monitoring, SRB data and accommodations MUST be placed in student EL file. The EL student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. If problem continues move to Step 3.

3 Has the student's problem been validated? NO…. Problem must occur in all settings and be reflective in student's work samples in spite of accommodations. Student must receive scientifically based instruction in all core academic areas. This must be reflective in student's EL file. The EL student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. <u>The problem cannot be the primary result of the following:</u>

- <u>Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student's grade level or age in language and ability).</u>
- <u>Nonstandard English constitutes a barrier to learning (only a foreign language or nonstandard English spoken at home, the language at home exhibits strong dialectal differences).</u>
- <u>Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).</u>
- <u>The student's limited English proficiency is the determining factor for a special education referral.</u>

If problem continues and the <u>*above factors have been ruled out*</u> as the cause move to Step 4.

4 Is there evidence of systematic efforts to identify the source of difficulty and take corrective action?

5 Do difficulties continue in spite of alternatives? YES…. Referral to PST
The student will be placed in tier II intervention for a minimum of 8 weeks. If Tier II is ineffective after the 8 weeks, then the student would move to Tier III intervention. If Tier III intervention is ineffective after 8 weeks, then consideration is made for possible SPE referral. Documentation of all student accommodations and interventions must be attached to PST Referral along with this form. Referral will not be accepted if all documentation is not attached.

6 PST implements RTI strategies and determines if referral to SPE if needed

*** If parent makes a SPE referral of EL student, the School Psychometrist will conduct parent interview, step 4 will be completed by general education teacher and student will be placed in tier III

intervention. The general education teacher will submit documentation of instruction on the EL student's learning level of language as determined by WIDA ACCESS.

See Section F: Appendix for FPCS's Referral of EL to SPE

Criteria for assessment

1. The IEP team will determine with input from the EL staff evaluations to be administered and secure parental permission for evaluation.
2. The instruments of choice for intellectual functioning are the *RIAS-2, CTONI, TONI3, WECHSLER Non-Verbal Scale of Ability*
3. Other evaluations will be presented in the native language of the student when such a test format is available and appropriate. Testing with the use of an interpreter is also an option.

Eligibility for Special Education

EL staff will participate at the IEP meeting to determine eligibility.

Development of the Individual Education Program (IEP)

EL staff will participate in the initial development of the IEP and in subsequent IEPs until the student is exited from the ESL program. The Individualized Education Program (IEP) for a limited-English proficient student with a disability must include all of the components as listed in the *Alabama Administrative Code*. The IEP team shall consider the language needs of the student as those needs relate to the student's IEP. Parent participation is a required part of the special education process and to ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. These accommodations must include a translator for oral communication, and written communication must be in the parent's native language, when appropriate.

Gifted Referral

During the first semester, second-grade teachers (and other staff who might come in contact with second graders) will observe the students in their classrooms and note any gifted behaviors. Following the observation period, teachers will complete the forms and turn them in to their school's *Gifted Referral Screening Team (GRST)* or gifted specialist. The GRST will begin the referral process on each student that appears in the top two boxes on the *Second-Grade Child Find Quadrant Form*.

If an EL student transfers or move into our school system after 2nd grade and exhibit gifted characteristics are referred for gifted services. An EL student may be referred for consideration for gifted services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities. Standard referrals may occur at any time for students six years of age and older. Parents must be informed when students are referred**.**

Section D: Assessment and Accountability

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

Annual Assessment of English Language Proficiency

All English language learners coded EL1 and EL2 in PowerSchool must participate in the state-adopted English language proficiency test – the ACCESS for ELLs 2.0 English language proficiency test. This includes those students whose parents have waived supplemental Title III services. Assessment includes the area of listening, speaking, reading, and writing. Dates for the ELP test are scheduled on the state's assessment calendar.

ELs in Grades 1-12 identified as having significant cognitive disabilities will participate in the Alternate ACCESS for ELLs English Language Proficiency test

ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs test administrators must be certified employees who complete the required on-line WIDA training and mandatory district training. The EL office ensures that all test administrators for the ACCESS for ELLS complete all test administration requirements.

Statewide Assessment Participation Requirements for ELs

An "EL student during his/her first 12 months of enrollment in U.S. schools" is defined as an EL student who has attended schools in the United States (not including Puerto Rico) for 12 months or less. This definition provides a window within which time an English learner is entitled to an exemption from academic content assessments in reading/language arts for accountability purposes.

For the purpose of participation in the assessment program, ELs during their first academic year of enrollment in US schools (LEP1) will not be required to participate in:

- The reading test of ACAP
- The reading and English test of ACT Plan
- The reading test of the Alabama Alternate Assessment (AAA)

2) Method for holding schools accountable for meeting proficiency in academic achievement

Schools will be held accountable for meeting proficiency in these areas by providing to parents a letter that states the area(s) which were not deemed acceptable based upon standards determined by the SDE. This letter will be provided in a format which the parents can understand. This letter is a form letter provided in the TransAct translation tool provided to local LEA's by the SDE.

Each school will be held accountable for the following:

• Annual increases in the number or percentage of students making progress in learning English.
• Annual increases in the number or percentage of students attaining English proficiency by the end of each school year.
• Adequate yearly progress, as defined by the state, for limited-English proficient students consistent with Title I, Section IIII (b)(7).
• The percentage of limited-English proficient students who participate in the state's student assessment system. (Title I, Section IIII (b)(2)(I)(ii) states that not less than 95 percent of each school's limited-English proficient students are required to take the state's assessments, unless the number of such students is insufficient to yield statistically reliable information.

All of this information will be disseminated to the individual schools. Areas of deficiencies will be identified by the EL teacher, Counselor and/or School Administrators. The EL Advisory Committee will then develop strategies to correct these deficiencies for the upcoming school year. Strategies used may include but are not limited to workshops, professional development activities for ESL 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.

Section E: Parent, Family, and Community Involvement

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

Students who have been identified EL either by the ACCESS 2.0 or WIDA Screener (see section B number 2 and number 3) prior to or one the first day of school the EL Committee must carry out the parent notification requirements within an appropriate time frame not to exceed 30 days. For students who enroll in school after the first day must not exceed 10 days for a student being placed in such a program. The EL committee holds a parent meeting where the parent is informed of:

1. How the child qualifies for EL services and how the child was accessed.
2. The child's ACCESS 2.0 score with explanation of level of proficiency.
3. Academic achievement results from previous school year, stating strengths and weaknesses.
5. The method of instruction used for ESL program (pull-out, push-in, sheltered, or just accommodated in general education classroom) along with a plan of action to increase language proficiency**.** Also, how the program differs in content, instructional goals, and use of English from "regular" programs in the school.
6. The plan to increase academic performance to achieve mastery of grade level standards.
7. The ACCESS 2.0 score requirement for exiting the ESL program. The teacher will explain expected time frame to meet the requirement and transition to general education classroom and/or graduate.
8. If the child has exited the program, the committee will explain the monitoring process of 4 years.
9. If the child has a disability, the committee along with SPE teacher will review the IEP to ensure the child is receiving appropriate services and how the program meets objectives of the student's individualized education plan (IEP).

Parents are given required forms regarding:

1. Letter to attend I-ELP meeting
2. determination of EL eligibility
3. EL placement
4. description of program
5. option to opt out of services
6. explanation of consequences for refusing EL services
7. request a change in EL program
8. ACCESS score results
9. immigrant grant services; if system receives immigrant funds
10. EL program exit letter, if student has scored 4.8 or higher on ACCESS 2.0
11. programs and activities letter

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

Separate notification to parents regarding failure of the LEA or school to meet Progress in English Language Proficiency (PELP) within the specified time limit:

Parents are given notice of ACCESS score reports for the purpose of notification of meeting PELP as a system.
All notifications are given to parents in a language they can understand and/or an interpreter is used to disseminate information.

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.
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.

*See Section F: Appendix for FPCS's Flow Charts 1-3 outlining these processes and procedures

Section F: Appendix

1. Home Language Survey and Enrollment of new EL students (Flow Chart 1-2-3)
2. FPCS's Refusal of EL Service
3. Ellevation program
4. WIDA standards lesson plan
5. FPCS's Procedure for enrollment of EL students
6. FPCS's Referral of EL to SPE
7. Enrollment of new EL students (Flow Chart 1-2-3)

Fort Payne City Schools
Student Information Sheet

Home Language Information

Fort Payne City Schools are required to survey **all** students to identify language proficiencies.

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

First Year Enrolled in U.S. school Date: _____

Was English the **first** language spoken by student? Yes ☐ No ☐

If **NO**, what was the first language spoken by student? Language: _____

Dialect: _____

What language is **most often** spoken by student at home? Language: _____

Dialect: _____

Is English the only language spoken by parents? Yes ☐ No ☐

If **NO**, what language is spoken **most often** by parents at home?

Language: _____ Dialect: _____

What language (if other than English) has been used by student's caregivers including grandparents, other relatives and babysitters?

Language: _____ Dialect: _____

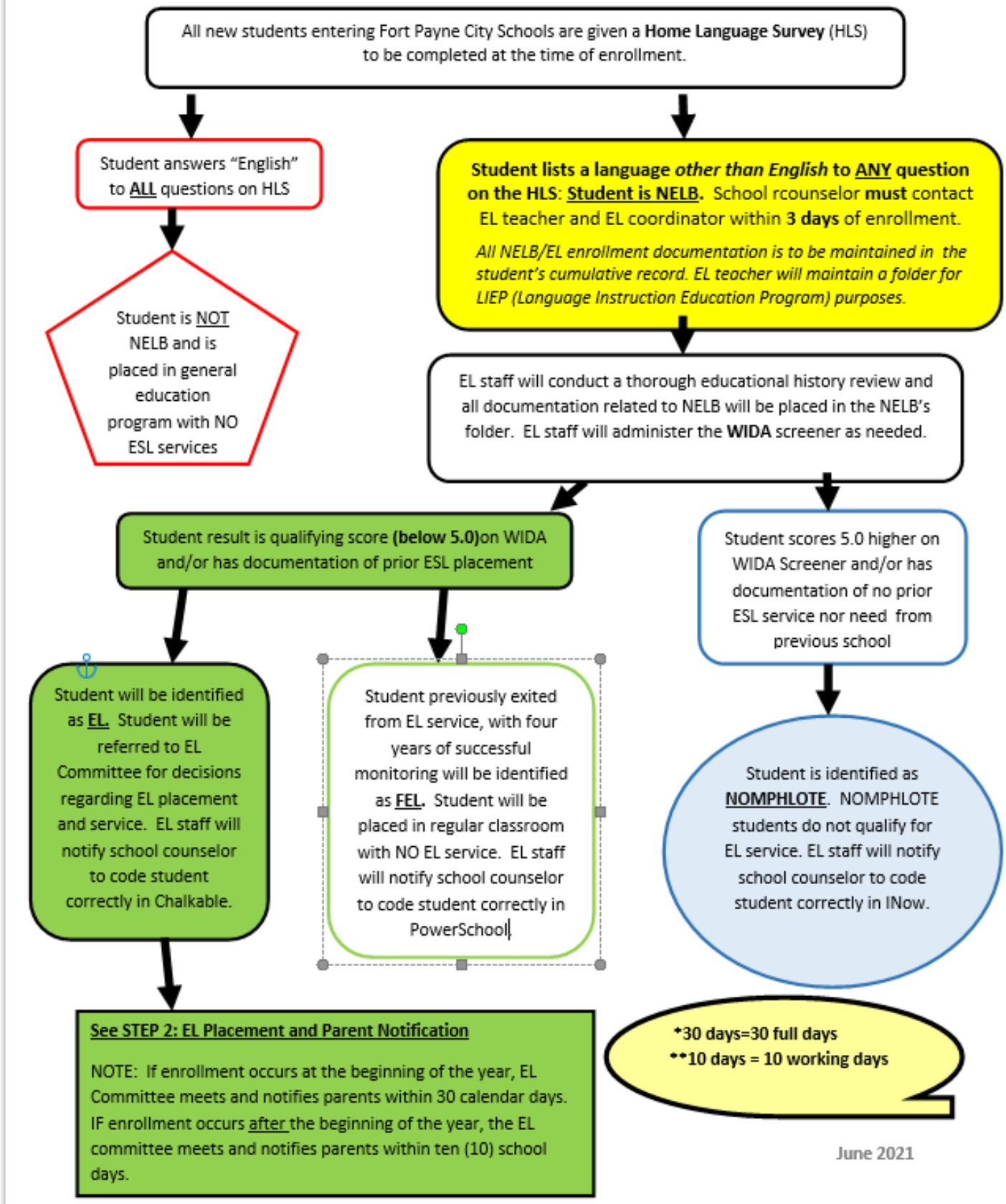
Has student had previous ESL (English as a Second Language) instruction? Yes ☐ No ☐

If yes, when? _____(Month/year)

Enrollment of new EL students:

1. When a new EL student enrolls in our system the counselor will fax the enrollment form (front page) to Jessica Hayes (256-845-5845).
2. The counselor will notify the EL teacher of the new student on the day the student enrolls.
3. The Counselor/EL teacher will
   a. Check on transfer records for an ACCESS score or WIDA Placement score (this needs to be done quickly since EL teachers only have 10 days to place student)
   b. If the student needs to be given the WIDA Placement assessment the EL teacher will do this within 3 days of enrollment
   c. The EL teacher will write the LIEP and hold the LIEP meeting within 10 days of enrollment
   d. The EL teacher will give the counselor the appropriate EL student information for PowerSchool (LEP status and date entered US school) on or before the 10th day.
4. The counselor will enter the EL status and dates in the Federal Programs tab
5. Jessica Hayes will verify I-ELP completion and PowerSchool SIS after the 10th day of EL student enrollment.

STEP I: Initial Identification and Assessment of Non-English Language Background (NELB) Students



STEP 2: EL Placement and Parent Notification of English Learners (ELs)

All students entering Fort Payne City Schools who are identified as English Learners (ELs) will be referred to the EL Committee. Each local school that has an EL must form an EL Committee. The committee may be comprised of an administrator, a classroom teacher, a counselor, an EL teacher, and a parent of the EL when possible. The EL Committee is responsible for making all academic decisions regarding the EL, including, but not limited to, EL program placement, appropriate accommodations, EL reclassification and EL program exit.

EL Committee decides not to enter student in EL program

EL Committee decides to enter/continue EL in EL program

Student is identified as **NOMPHLOTE**. NOMPHLOTE students do not qualify for EL service. EL staff will notify school Counselor to code student correctly in

Parent Notification is sent to parents outlining their child's eligibility for EL services and current data regarding FPCS's EL Program. Parents are also sent a copy of current ***ACCESS for ELLs*** Parent Report, if available. The EL staff is responsible for sending both forms.

EL Committee will convene and complete:

- *I-ELP (Individual English Language Plan)*
- *EL Accommodations Checklist*
- *LEP/EL Participation Documentation, Alabama Student Assessment Program*
- *Any LEP/EL Accommodation Checklist, as needed- Alabama Student Assessment Program*
- All documentation related to NELB will be placed in the EL folder. EL teacher is responsible for sharing all committee decisions with EL's classroom teacher(s). The EL teacher will provide every classroom teacher a copy of the EL's current English language proficiency score and accommodations.

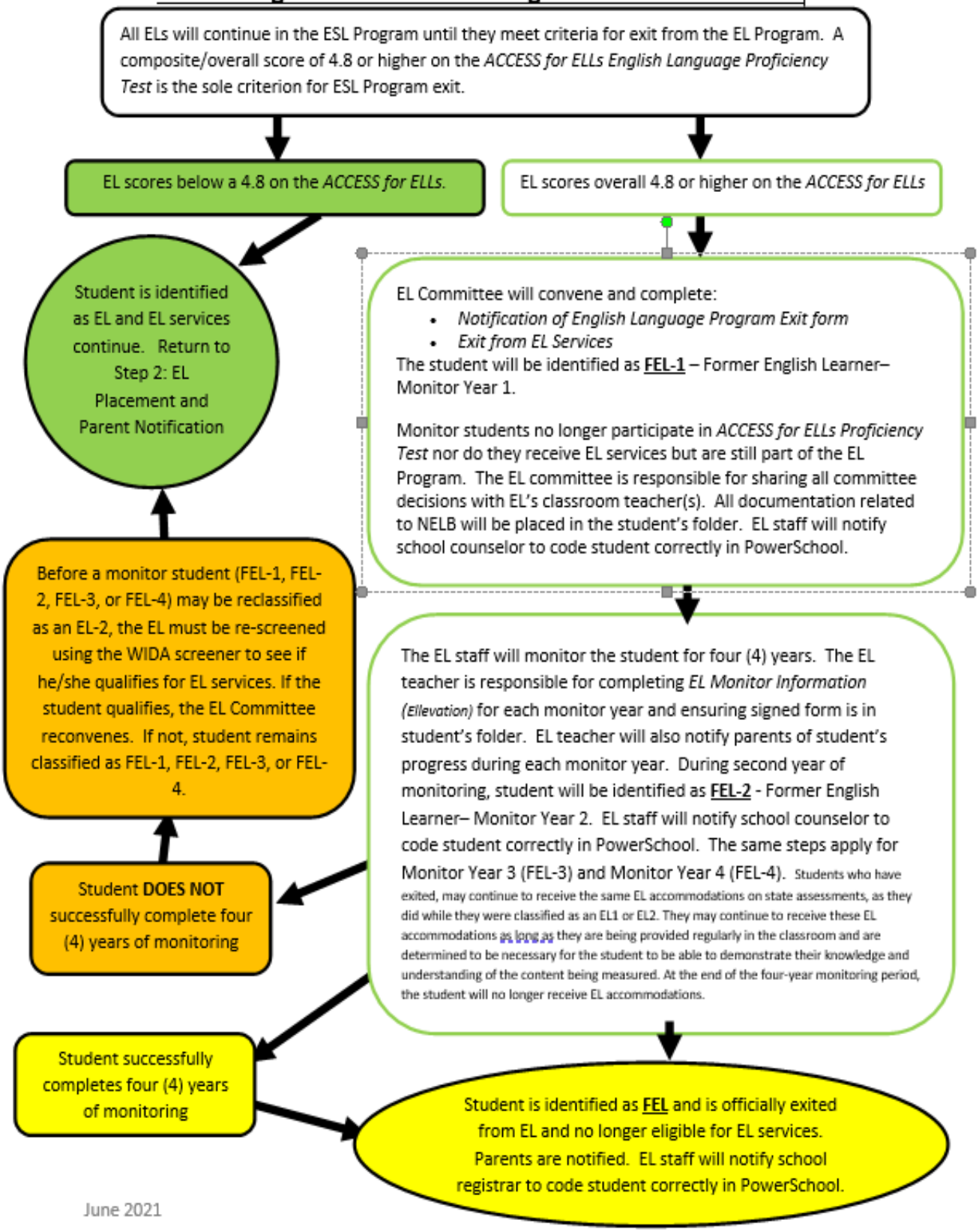
If parent waives services, they must complete and sign the Waiver form *(Request for Title III Supplemental English Language Development Program Withdrawal/Waiver Form)* on an annual basis, and the LEA must maintain the written documentation. **It is the responsibility of the LEA to provide language support/accommodations in instruction and monitor the student's academic performance.** Student is still identified as EL; EL staff will notify School Counselor to code student correctly in PowerSchool. **The student must still participate on the *ACCESS for ELLs* or *Alternate ACCESS for ELLs*.**

Student will participate on ACCESS for ELLs or Alternate ACCESS for ELLs until such time the student demonstrates English proficiency (4.8 composite) and exits or meets the Alternate Exit Criteria.

See STEP 3: Exiting from EL services and monitoring Former English Leaner students.

FPCS June 2021

STEP 3: Exiting from EL Services and Monitoring of Former Limited English Proficient Students



June 2021

Fort Payne City School System
Request for Title III Supplemental English Language Development
Program Withdrawal/Waiver Form

Date: _____

Dear Parent,

We understand that you would like to decline the English Learner (EL) program or particular EL services proposed for your child _____. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date, and return the form to your child's school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

_____ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.

_____ I am familiar with the EL programs and services the school has available for my child.

_____ I have had the opportunity to discuss the available EL programs and services with the school.

_____ I understand that the school believes its recommendation is the most academically beneficial for my child.

_____ **I understand that my child will still be designated an "English Learner" <u>and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner</u>. All of this information has been presented to me in a language I fully understand.**

I, _____, with a full understanding of the above information, wish to decline all of the Pull-out EL programs and Pull-out EL services offered to my child.

_____ _____ _____

Parent's Signature Child's Name Date

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
ACCESS Score	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Ellevation InClass is a groundbreaking extension of the Ellevation platform designed exclusively for classroom teachers. InClass allows schools to foster meaningful, schoolwide collaboration and help ELLs succeed in the classroom.

NEW: Personalize Instruction for ELLs with Instructional Strategies

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Districts can access online, easy-to-use activities that are applicable across all grade levels and content areas - and personalized to student support levels.

Classroom Activities Access a variety of activities to help teach content and language simultaneously.

MY ELLS See your students grouped by levels of needed support along with recommended activity language scaffolds.

CONTENT EXAMPLES View examples of what the activities may look like in particular content classrooms such as Math or History.

Help classroom teachers identify their ELLs

Integrated with the Ellevation platform, Ellevation InClass makes it easy for classroom teachers to quickly identify their ELLs and former ELLs by proficiency level and performance.

- My Students
- Data Dashboard
- My Groups

MY STUDENTS Quickly view students by grade level, proficiency level, date entered or other fields to find a particular subset.

DATA DASHBOARD View a graph of students by ELL status, proficiency level or students needing attention by scale score or proficiency level.

MY GROUPS Create custom groups of ELLs based on class period, proficiency level, tasks required, etc.

Inform teachers with digital student language plans

Ellevation InClass gives the classroom teacher up-to-date information about their ELLs in an easy to read online format that promotes collaboration and differentiated instruction.

- All students
- Student information
- Proficiency level descriptors

All students

Based on live schedule data from your district, each teacher has insight into the ELLs in their classrooms and can see other educators also serving those students.

STUDENT INFORMATION

A student's assessment results, current proficiency levels, services, important dates, and home information - including language - are all displayed in order to provide context for classroom teachers.

PROFICIENCY LEVEL DESCRIPTORS

Every student record contains proficiency level descriptors for each of the language domains along with “successive” descriptors to provide indicators that a student has progressed to the next proficiency level.

Foster instruction that improves both ELD and content learning

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- Student goals
- Classroom accommodations
- Instructional strategies

STUDENT GOALS VIEW student language goals by domain and history of progress made to complete each specific goal. CLASSROOM ACCOMMODATIONS ACCESS classroom modifications/accommodations recommended by the ELL specialist.

INSTRUCTIONAL STRATEGIES

Enable better collaboration among educators serving ELLs

All educators on a student’s team can use Ellevation InClass to communicate about the needs and progress of their ELLs.

- Student notes
- Student recommendations
- Monitoring former ELLs

Student NOTES Review or create notes on a student’s record and instantly see when new notes are published by others on the student’s team.

STUDENT RECOMMENDATIONS Make recommendations regarding your ELLs such as linguistic accommodations or exiting/monitoring.

MONITORING FORMER ELLS

Fort Payne City School System
Documentation of Accommodations for EL Subject Area _____
Teacher Name: _____
Standard:
WIDA ELD standard:
Lesson Objective:

Cognitive Function:			
Level 1 Language Learner	Level 2 Language Learner	Level 3 Language Learner	Level 4 Language Learner
Instruction: EL strategies: Materials:	Instruction: EL strategies: Materials:	Instruction: EL strategies: Materials:	Instruction: EL strategies: Materials:

Enrollment of new EL students:

1. When a new EL student enrolls in our system the counselor will fax the enrollment form (front page) to Jessica Hayes (256-845-5845).

2.The counselor will notify the EL teacher of the new student on the day the student enrolls.

3.The Counselor/EL teacher will

- **e.** Check on transfer records for an ACCESS score or WIDA Placement score (this needs to be done quickly since EL teachers only have 10 days to place student)
- **f.** If the student needs to be given the WIDA Placement assessment the EL teacher will do this <u>within 3 days of enrollment</u>
- **g.** The EL teacher will write the LIEP and hold the LIEP meeting <u>within 10 days of enrollment</u>
- **h.** The EL teacher will give the counselor the appropriate EL student information for PowerSchool (EL status and date entered US school) on or before the 10th day.

4.The counselor will enter the EL status and dates in the Federal Programs tab

1. Jessica Hayes will verify I-ELP completion and PowerSchool information after the 10th day of EL student enrollment.

TO: Counselors, EL Teachers, Special Education Lead Teachers, RtI/PST Team Leaders, and Principals

FROM: EL Coordinator/SPE Coordinator

- All EL students exhibiting academic or social concerns must go through the EL committee.
- The EL committee will be responsible for ensuring that all accommodations are being implemented in the classroom.
- If EL student has <4 years of formal schooling in English, it should be considered that more time is needed to continue interventions and allow the EL student more time to acquire English.
- The following **REVISED** flow chart will be implemented for EL students experiencing difficulties:

Pre-referral Process for Language Minority Students
FORT PAYNE CITY SCHOOLS

Step 1 Is the student experiencing academic difficulties after EL plan has been reviewed and amended? Amendments may include new interventions or modify and intensify current services. Documentation of amended plan required. The student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. Collect current and past WIDA ACCESS scores and teacher/parent interview information. If YES… Go to Step 2

Step 2 Is the curriculum effective for language minority students? NO…. Then, adapt, supplement, and accommodate existing curriculum through EL plan- Keep evidence of all activities implemented in Step 2. All progress monitoring, SRB data and accommodations MUST be placed in student EL file. The EL student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. If problem continues move to Step 3.

Step 3 Has the student's problem been validated? NO…. Problem must occur in all settings and be reflective in student's work samples in spite of accommodations. Student must receive scientifically based instruction in all core academic areas. This must be reflective in student's EL file. The EL student's language learner level (determined by ACCESS score) must be addressed with documentation of instruction on the EL student's language level of learning. <u>The problem cannot be the primary result of the following:</u>

- **<u>Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student's grade level or age in language and ability).</u>**
- **<u>Nonstandard English constitutes a barrier to learning (only a foreign language or nonstandard English spoken at home, the language at home exhibits strong dialectal differences).</u>**
- **<u>Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).</u>**
- **<u>The student's limited English proficiency is the determining factor for a special education referral</u>.**

If problem continues and the <u>*above factors have been ruled out*</u> as the cause move to Step 4.

Step 4 Is there evidence of systematic efforts to identify the source of difficulty and take corrective action? The EL Team must analyze and document the following:

Teacher	Instruction	Student	Curriculum
1. Qualifications	**Delivery Method**	**Experiential background**	**Continuity of exposure**
Are you HQ? **What is your certification?**	**What kind of instruction?** **One-on-one, small group, etc.**	**How long has student been in US?** **How long has student spoken English?** **What language is spoken at home?**	**How much time in curr.?** **Has curriculum changed from year to year?**

Teacher	Instruction	Student	Curriculum
2. Experience with EL	**Sequence Instruction**	**Language proficiency level (ACCESS)**	
What kind/amount of training to work with EL students?	**Do you deliver instruction in sequence?**		**Name of curriculum used**

Teacher	Instruction	Student	Curriculum
3. Teaching styles different methods	**Documentation of Re-teaching material**	**Cultural Characteristics**	**Use of EL Strategies**

Teacher	Instruction	Student	Curriculum
4. Instructional management	**Documentation of Teaching prerequisite skills**	**Documentation of Learning styles** **Patterns of strengths/Weakness**	**Use of EL Strategies**
What is your instructional Management of classroom?			

Teacher	Instruction	Student	Curriculum
5. Behavior management style	**Lang. of Instruction**	**Socioeconomic status/ Primary language in home**	**Documentation of EL Strategies**

If problems continue in spite of the accommodations in Step 4, move to Step 5

Step 5 Do difficulties continue in spite of alternatives? YES…. Referral to PST
The student will be placed in tier II intervention for a minimum of 8 weeks. If Tier II is ineffective after the 8 weeks, then the student would move to Tier III intervention. If Tier III intervention is ineffective after 8 weeks, then consideration is made for possible SPE referral.

Documentation of all student accommodations and interventions must be attached to PST Referral along with this form. Referral will not be accepted if all documentation is not attached.

Step 6 PST implements RTI strategies and determines if referral to SPE if needed

*** **If parent makes a SPE referral of EL student, the School Psychometrist will conduct parent interview, step 4 will be completed by general education teacher and student will be placed in tier III intervention. The general education teacher will submit documentation of instruction on the EL student's learning level of language as determined by WIDA ACCESS.**

Comprehensive English Learner District Plan

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

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

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

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