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 50,000 in 2023-2024.   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 and meet the challenging state academic standards.

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; including Puerto Rico and Washington D.C.; and

(C) not attending one or more schools in any one or more States for more than 3 full academic years

Definition of Migrant:

 According to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a)), a child is a "migratory child" if the following conditions are met.

1. The child is not older than 21 years of age; and

2.   a. The child is entitled to a free public education (through grade 12) under State law, or

     b. The child is not yet at a grade level at which the LEA provides a free public education, and

3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and

4. With regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and –

    a. From one school district to another; or EL Guidebook Office of Student Learning – Instructional Services and Federal Programs Sections 6 2023-2024

    b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or

    c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

 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."

- 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 meeting the same rigorous state academic 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.

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, and community advocates 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 consist of:
CNP/Transportation Director
Parents
Guidance Counselors
Social Worker
Instructional Coach
Career Tech Director
Principals/Assistant Principals
EL Coordinator
SPED Coordinator
SRO/Law Enforcement
Superintendent
Teachers (EL and General)
Technology Coach and Technology Coordinator
Mental Health Coordinator
School Board President
Federal Programs Coordinator
Interventionist
Executive Director Chamber of Commerce
EL Aide
CFO
Nurse

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. They 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/WIDA Screener for Kindergarten/ACCESS for ELLs 2.0
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 and notify parents of the child's English learner identification and eligibility for participation in the ESL program within thirty (30) days of enrollment. Language-minority students who register after the beginning of the school year and it is their first time in a U.S. school, must be assessed and notify parents within thirty (30) days of enrollment. All other language-minority students who register after the beginning of the school year must be assessed and notify parents within two (2) weeks 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 an 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, 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 a student enrolls during the school year and is a first-time enrollee in a U.S. school, students must be assessed and placed into the EL program within thirty (30) days.
- For other students who enter after the beginning of the year, students must be assessed and placed into the EL Program within two (2) weeks of enrollment.

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
- EL Services
- Goals
- Testing and Instructional 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. All communication will be in a language that parents can read and understand.**

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 for ELLs 2.0.* 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. All school personnel who work with EL students will be made aware of the exit criteria from the EL program at the beginning of each school year.

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, with parental permission, will be rescreened using the WIDA Screener. If the parent/guardian refuses rescreening of the student, it will be documented and a statement of the refusal will be included in the I-ELP, and the student will have necessary supports for the remainder of the four-year monitoring period. 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 <u>minimum 9 weeks in general ed. curriculum</u>
2. The <u>EL committee meets</u> 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. With parent permission, 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

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, current instructional evidence-based practices and research.

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.

Based on the needs assessment, the district selected English as a Second Language Program as the core program for the district. This is evidence-based and research-based core EL program is designed to ensure different instructional pathways needed for various needs of diverse EL learners are effective and sufficient for ELs to be successful in the classroom settings where English is the language of instruction.

Fort Payne City Schools Core 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. Students may be served in a combination of pull-out, push-in, or separate EL instructional classes.

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

This involves teaching of grade-level subject matter in English in ways that are comprehensible and engage students academically, while also promoting English language development. In addition to the requirement of skills in both English development and subject-specific instruction, clearly defined language and content objectives, modified curriculum, supplementary materials, and alternative assessments must be present (Echevarria, Vogt, & Short, 2000).
The EL core program ensures that ELs gain the English language skills necessary to function successfully in an English-speaking academic setting. If academic deficiencies exist, the district provides additional support as needed to ensure that ELs meet the same challenging state academic

standards that all students are expected to meet. All instruction in Fort Payne City Schools' English language instructional program is provided by qualified and appropriately-trained certified teachers.

Program Implementation
After selecting the program, the EL Coordinator along with the input and feedback of the EL committee determined an action plan to determine how and when goals to be met, the personnel responsible for each action step, the funding required, and the materials and professional development needed.

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.

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:

New Oxford Picture Dictionary
Bilingual Books and Tapes
enVision Math
AMSTI
Alabama Reading Initiative
i-Ready
Actively Learn
A+ College Ready ELA
Ready, Set, Go Newcomer Toolkit
Open Court Curriculum
Duo Lingo
Finish Line 2.0
Ellii (ESL Library)
Learning A-Z
Flashlight 360

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.

2) How the LIEP 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 <u>WIDA – English Language Proficiency Standards for English Language Learners in Kindergarten through grade 12</u>

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.

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.

ESL Class Period

ESL is generally used in our secondary school settings. Students receive ESL instruction during a regular class period and is grouped according to their level of English proficiency.

Sheltered English or Content-Based Programs

In secondary classes, some language minority students from different language backgrounds are grouped together in classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. They may also use gestures and visual aids to help students understand.

Integration 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

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

3) 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 3rd 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 (in a language he/she can understand) 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.

ELs cannot fail or be retained if language is the barrier.

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

The Fort Payne City School System strives 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 or content area teachers with ESL endorsements or dual certified teachers will be recruited. Non-EL certified teachers will work toward the attainment of EL certification to meet current state certification requirements.

EL services are provided in four school sites for approximately 751 total students for the system. There are 12 full-time teachers (7/12 are bilingual), 6 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
EL staff, and all school staff who 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 various universities in Alabama;
- Ellevation Academy EL Modules for teachers and administrators;
- Training and coaching provided by the Regional EL Specialist

- Nation-wide seminars in ESL are offered regularly; and
- Principals can request training from the EL office.

Annual training is conducted for all LEA employees who come into contact with EL students. At the beginning of the year all certified, support staff, and substitutes attend an EL training on information they need to know when working with ELs.

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

5) 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 in the Federal Programs tab of 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

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	FEL Completed Monitoring Year 2	Student has exited the EL program and successfully completed 2 years of monitoring
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 Completed Monitoring Year 4	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.

6) Method for evaluating the effectiveness of the program

Fort Payne City Schools will use formal and informal data to evaluate the English Learner program, as well as the EL Program Evaluation Form provided by the SCE EL Department. This form is disseminated to the schools at the end of the year. The EL Coordinator and EL Committee will review student data and program implementation for program effectiveness. During the review, the EL Committee will consider the following:

- Proper identification
- Proper assessment

If appropriate, the following components will be reviewed in order to implement an improvement plan:

- Data collection process
- Instructional strategies and curriculum implementation
- Staff Development
- Reliability and validity of assessment tools
- Student placement

The EL Department is committed to the continuous improvement process to support ELs and create an effective learning environment for EL students. To ensure the EL Program is successfully attaining identified goals, the EL Program Staff:

- Partners with schools in the creation of continuous improvement plans (CIPs) or school action plans;
- Participates in data meetings, walkthroughs, and RTI meetings;
- Conducts an annual program evaluation

All EL data will be collected and compiled by the EL Coordinator. Results from the annual program evaluation are presented to the EL Advisory Committee for review. The results are also shared with all stakeholders, including principals, teachers and staff. These results, along with recommendations from the EL Advisory Committee, become the data that drive the needs assessment for the upcoming year. Program and EL Plan changes and improvements are made based on the annual evaluation.

Fort Payne City Schools monitors and evaluates the effectiveness of its program for English learners on a regular basis through various formal and informal data, including needs assessment, state testing data (*ACCESS for ELLs 2.0*), classroom data, and progress monitoring for language proficiency (through Pearson TELL). In order to ensure English Learners develop English language proficiency, and master the challenging state academic standards, the district federal programs staff collaborates with other district and school administrators to:

- Provide sustained professional learning of best practices to classroom teachers, EL teachers, and administrators through PLCs
- Review training feedback for EL and classroom teachers and results of the walkthroughs on integrating the WIDA ELD standards with the daily instruction
- Review district and school practices of continuous improvement to ensure they address the identified needs, strengths, and weaknesses in a meaningful way
- Continuously review the use of data by schools to evaluate the efforts to improve the rate of language acquisition for ELs
- Review I-ELPs to ensure that I-ELPs for each EL focus on the individual learner's needs
- Monitor EL student academic and language acquisition data and progress and adjust goals and actions based on the data
- Review parent and staff feedback regarding parent and family engagement for ELs
- Continuously evaluate the core EL program and supplemental EL services to adjust the course of action and address challenges
- Review staff feedback to evaluate the collaborative culture focused on the success of the English language instruction educational program.

7) 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, in an language they understand, 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.

In order to ensure that all schools with English learners stay up-to-date on EL assessment and accountability requirements, the Test Coordinator, EL Coordinator, and school guidance counselors work in conjunction on issues involving EL assessments and accountability. This includes, but not limited to:

- Planning for and scheduling the *ACCESS for ELLs 2.0* English language proficiency testing
- Communicating expectations for *ACCESS for ELLs 2.0* to schools
- Providing training to building test coordinators on *ACCESS for ELLs 2.0*
- Providing training to test administrators for *ACCESS for ELLs 2.0*
- Ensuring all test administrators for *ACCESS for ELLs 2.0* have completed the training and have been WIDA-certified
- Distributing and collecting *ACCESS for ELLs 2.0* testing materials
- Analyzing *ACCESS for ELLs 2.0* results to project meeting interim proficiency growth targets for schools
- Communicating *ACCESS for ELLs 2.0* results to schools and district-level administrators
- Providing training to schools and district-level administrators on assessment and accountability based on most recent guidelines

The Testing Coordinator and EL Coordinator communicates the assessment and accountability requirements to schools through a variety of methods, such as:

- Training sessions for school and district-level administrators
- Training sessions for school counselors and EL teachers
- Training sessions to school leadership teams
- Emails to principals
- Principals' and District Administrators' meetings
- District EL Plan

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

The schools will be held accountable for meeting proficiency and long-term goals through monitoring and evaluating schools' progress and engagement with the continuous improvement process and plan. Schools will be held accountable 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 for ELLs 2.0* or WIDA Screener prior to or at the beginning of school the EL Committee must carry out the parent notification requirements within an appropriate time frame not to exceed 30 days. For transfer students who enroll in school after the first day must not exceed 10 days for a student being placed in such a program. Students new to a US school have 30 days if they enroll throughout the year.

The EL committee holds a parent meeting where the parent is informed of:
1.The reasons for the identification.
2. The child's level of English proficiency, to include: how the level was assessed and the status of the child's academic achievement.
3. 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.

4. How the program will meet the educational strengths and needs of the child.

5. How the ESL program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

6. The specific exit requirements for the ESL program, the expected rate of transition from the ESL program into the regular education classroom, and the expected rate of graduation from secondary school.

7. If the child has exited the program, the committee will explain the monitoring process of 4 years.

8. 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).

9. Information pertaining to parental rights that includes written guidance detailing 1. The right of the parent to have their child immediately removed from supplemental Title III programs upon request. (if applicable); 2. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available (if applicable)

Parents are given required forms (in a language that all parents can read and understand) 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

All communications with parents will be in a language that they can read and understand.

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
2. Enrollment of new EL students (Flow Chart 1-2-3)
3. FPCS's Refusal of EL Service
4. FPCS's Procedure for enrollment of EL students
5. FPCS's Referral of EL to SPE

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)

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

All new students entering Fort Payne City Schools are given a **Home Language Survey** (HLS) to be completed at the time of enrollment.

Student answers "English" to **ALL** questions on HLS

Student is **NOT** NELB and is placed in general education program with NO ESL services

Student lists a language *other than English* to ANY question on the HLS: Student is NELB. School counselor **must** contact EL teacher and EL coordinator within **3 days** of enrollment.

All NELB/EL enrollment documentation is to be maintained in the student's cumulative record. EL teacher will maintain a folder for LIEP (Language Instruction Education Program) purposes.

EL staff will conduct a thorough educational history review and all documentation related to NELB will be placed in the NELB's folder. EL staff will administer the **WIDA** screener as needed.

Student result is qualifying score **(below 5.0)** on WIDA and/or has documentation of prior ESL placement

Student scores 5.0 higher on WIDA Screener and/or has documentation of no prior ESL service nor need from previous school

Student will be identified as **EL.** Student will be referred to EL Committee for decisions regarding EL placement and service. EL staff will notify school counselor to code student correctly in PowerSchool.

Student previously exited from EL service, with four years of successful monitoring will be identified as **FEL.** Student will be placed in regular classroom with NO EL service. EL staff will notify school counselor to code student correctly in PowerSchool.

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

See STEP 2: EL Placement and Parent Notification

NOTE: If enrollment occurs at the beginning of the year, EL Committee meets and notifies parents within 30 calendar days. IF enrollment occurs after the beginning of the year, the EL committee meets and notifies parents within ten (10) school days for transfer students and thirty days (30) for newcomers.

*30 days=30 full days
**10 days = 10 working days

Sept 2024

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 PowerSchool.

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.

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

All ELs will continue in the ESL Program until they meet criteria for exit from the EL Program. A composite/overall score of 4.8 or higher on the *ACCESS for ELLs English Language Proficiency Test* is the sole criterion for ESL Program exit.

EL scores below a 4.8 on the *ACCESS for ELLs*.

EL scores overall 4.8 or higher on the *ACCESS for ELLs*

Student is identified as EL and EL services continue. Return to Step 2: EL Placement and Parent Notification

EL Committee will convene and complete:
- *Notification of English Language Program Exit form*
- *Exit from EL Services*

The student will be identified as **FEL-1** – Former English Learner– Monitor Year 1.

Monitor students no longer participate in *ACCESS for ELLs Proficiency Test* nor do they receive EL services, but are still part of the EL Program. The EL committee is responsible for sharing all committee decisions with EL's classroom teacher(s). All documentation related to NELB will be placed in the student's folder. EL staff will notify school counselor to code student correctly in PowerSchool.

Before a monitor student (FEL-1, FEL-2, FEL-3, or FEL-4) may be reclassified as an EL-2, the EL must be re-screened using the WIDA screener to see if he/she qualifies for EL services. If the student qualifies, the EL Committee reconvenes. If not, student remains classified as FEL-1, FEL-2, FEL-3, or FEL-4.

The EL staff will monitor the student for four (4) years. The EL teacher is responsible for completing *EL Monitor Information (Ellevation)* for each monitor year and ensuring signed form is in student's folder. EL teacher will also notify parents of student's progress during each monitor year. During second year of monitoring, student will be identified as **FEL-2** - Former English Learner– Monitor Year 2. EL staff will notify school counselor to code student correctly in PowerSchool. The same steps apply for Monitor Year 3 (FEL-3) and Monitor Year 4 (FEL-4). Students who have exited, may continue to receive the same EL accommodations on state assessments, as they did while they were classified as an EL1 or EL2. They may continue to receive these EL accommodations as long as they are being provided regularly in the classroom and are determined to be necessary for the student to be able to demonstrate their knowledge and understanding of the content being measured. At the end of the four-year monitoring period, the student will no longer receive EL accommodations.

Student DOES NOT successfully complete four (4) years of monitoring

Student successfully completes four (4) years of monitoring

Student is identified as **FEL** and is officially exited from EL and no longer eligible for EL services. Parents are notified. EL staff will notify school registrar to code student correctly in PowerSchool.

Fort Payne City School System
Request for Title III Supplemental English Language Development
Program Withdrawal/Waiver Form
Form 3

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" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner. 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.

Fort Payne City Board of Education
Explanation of Consequences for Refusing English Learner Services
==Form 4==

Date:_____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III, or both.
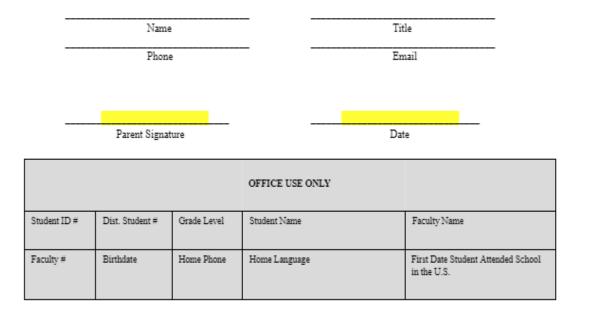
Title VI of the Civil Rights Act and the U.S. Supreme Court case Lau v. Nichols ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Our school district provides programs and services designed to help increase your child's level of English proficiency. Even if you do not want your child to participate in our district's English Learner Services, the district is still required by Civil Rights law to provide services to your child that will help your child become proficient in English and succeed academically in school.

English Learner Services provided by Title I, Title III, or both are services that are provided to students learning English that are in addition to the district's English Language Development Program. Refusing to allow your child to participate in these services will result in your child not being given all of the services our district provides to help your child become proficient in English and meet high academic grade level standards and graduation requirements.

If you refuse the English Learner Services our district provides, your child will still be required to take the annual test of English language proficiency. All English learner students are tested annually until they become proficient in English.

Refusing the district's English Learner Services could result in your child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay your child's ability to fully participate in educational programs offered by our district.

Sincerely,

_____   _____
Name   Title
_____   _____
Phone   Email

_____   _____
Parent Signature   Date

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

Enrollment of new EL students:

1. When a new EL student enrolls in our system, the counselor will notify the EL teacher of the new student on the day the student enrolls.
2. Potential EL students are identified through the Home Language Survey. If the HLS indicates the use of a language other than English, the student is considered a potential EL and a screener must be used to determine English proficiency.
3. The Counselor/EL teacher will:
   a. For students who transfer from another school, counselors check on transfer records for an ACCESS score or WIDA Screener score.
   b. EL teachers give newcomers the WIDA Screener.
   c. The EL teacher will write the I-ELP and hold the I-ELP meeting within 10 days of enrollment (if a student is a transfer). If a potential EL enrolls during the summer, the beginning of school, or is a newcomer and enrolls during the school year, the EL teacher has 30 days to complete the screening, I-ELP, and meeting.
   d. The EL teacher will give the EL Coordinator the appropriate EL student information for PowerSchool (LEP status, Country of Birth and date entered US school) on or before the due date.
4. The counselor will enter the EL status and dates in the Federal Programs tab of PowerSchool SIS.
5. The EL Coordinator 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.