

Section I Coversheet, Assurances, Signature Page	
<b>EL District Plan Cover Sheet</b>	<b>Local Education Agency (LEA) Name:</b>
	Guntersville City Schools
<b>LEA Contact for ELs:</b>	
<b>Name:</b> Lou Ann Patton	<b>Signature:</b>
<b>Position and Office:</b> Curriculum Coordinator and Federal Programs Coord.	<b>Email Address:</b> louannpatton@gcboe.net
<b>Telephone:</b> 256-582-3159	<b>Fax:</b> 256-582-6158
<input type="checkbox"/>	<b>Check box if LEA receives Title III Funds</b>

Assurances		
The LEA will:		
<input checked="" type="checkbox"/>	Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan	
<input checked="" type="checkbox"/>	Assure that all teachers in any language instruction educational program for limited-English proficient students that is funded with any source of federal funds are <b>fluent in English</b> , including having written and oral communication skills	
<input checked="" type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English language learners (ELs)	
<input checked="" type="checkbox"/>	Assure that all individuals used as <b>translators or interpreters are fluent</b> in the language they are translating.	
<input checked="" type="checkbox"/>	Assure ELs <b>have equal access to appropriate categorical and other programs</b> and are selected on the same basis as other children	
(The following assurances apply only to LEAs that receive Title III funds)		
<input type="checkbox"/>	Assure that the LEA has a process for parents to <b>waive Title III</b> Supplemental Services.	
<input type="checkbox"/>	Assure that the LEA has a <b>non-public school participation plan</b> .	
<input type="checkbox"/>	Assure <b>timely and meaningful consultation with private school officials</b> regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA	
<b>Lou Ann Patton</b>		
<b>EL Program Administrator</b>	<b>Signature</b>	<b>Date</b>
<b>E. Dale Edwards</b>		
<b>LEA Superintendent</b>	<b>Signature</b>	<b>Date</b>

**Board Approved – 10/27/14**

## EL Advisory Committee Signatures

E. Dale Edwards	Superintendent
Lou Ann Patton	Federal Programs
Sherry Manley	Melissa Reese
Janice Spradlin	Counselor GES
Melissa Saylor	Counselor GHS
Amy Poole	Reading Coach
Laureen Coby	Media Specialist
Melissa Saylor	Counselor
Ann Troup	Reading Coach
Nancy Edwards	EL Staff
June Green	EL Staff
Lynn Hembree	EL Staff
Reneice Wherry	Parent
Koley Peterson	Parent
Tracy Smith	Parent
Lori Kirkland	Parent
Sandra Guterrez	Parent
Yolanda Ortiz	Parent
Amanda Stricklin	Parent
Tracy Smith	Parent
Trey Giles	Parent/Board Member
Morri Yancey	Community Member
Bart Reeves	Principal
Janice McClellan	Central Office

### **Comprehensive English Learner District Plan**

Each LEA in Alabama must develop and implement a Comprehensive EL District Plan, in accordance with Section 3116 of Title III of the *No Child Left Behind Act of 2001*, for serving students who are limited-English proficient and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

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

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs are encouraged to use the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at [www.alex.state.al.us/ell/](http://www.alex.state.al.us/ell/)

**AT A MINIMUM  
THE LOCAL EL DISTRICT PLAN MUST**

**A. INTRODUCTION**

- 1) Include the LEA's educational **theory and goals** for its program of services.

**GUNTERSVILLE CITY SCHOOL SYSTEM  
ENGLISH LANGUAGE LEARNER PLAN**

**PURPOSE OF PROGRAM:** English as a Second Language (ESL) shall be taught to enable Limited English Proficient (LEP) students to become competent in listening, speaking, reading, and writing of the English language. The program shall emphasize mastery of English language skills, content area concepts, and skills that enable students to participate effectively in the regular academic program.

**HOME LANGUAGE SURVEY:** The home language survey shall be administered to **all** parents or students at the time of registration. The parent or guardian of students in kindergarten-grade 5, and the student or parent in grades 6-12 shall sign the survey. The completed survey shall be kept in the student's cumulative record.

**COMMITTEE FOR ENGLISH PROFICIENCY ASSESSMENT:** The EL committee shall review all pertinent information on an LEP student in order to make determinations required regarding the placement in and exit from EL classes. All members of this committee shall observe all rules and laws governing the confidentiality of information concerning individual students.

**PLACEMENT:** The Guntersville City School System recommends age appropriate grade placement for EL students unless the EL committee determines that the child would receive greater benefits from a lower or higher grade-level placement. The committee will make a determination based upon objective, educationally relevant standards.

**PARENTAL NOTICE:** Within ten days after classification and placement, parents shall be given written notice that their child has been classified as LEP. The notice shall be printed in English as well as the primary language of the parent (whenever possible).

**PROGRAM EXIT:** A student shall be classified as English proficient when he/she tests proficient (Level 4.8 – 6.0 Composite Score) on ACCESS for ELs and will exit the program. The students will be classified as Former LEP Monitoring Year 1 and 2 during the monitoring phase. Progress of the students will be monitored by the EL committee. Students being monitored are no longer required to take ACCESS for ELs. At the end of monitoring year 2, the student's status will then be FLEP. FLEP students are no longer counted in the LEP subgroup. If monitoring indicates that the student is not academically successful (based upon a lack of proficiency in English), the student may be returned to the EL program.

## EDUCATIONAL APPROACH

The instructional goals of the Guntersville City School System's ELL Program are as follows:

- All limited-English proficient (LEP) students will demonstrate English language proficiency to the degree necessary to allow independent functioning in the regular school program.
- All limited-English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- All limited-English proficient (LEP) students will be taught by highly qualified teachers.
- All limited-English proficient (LEP) students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All limited-English proficient (LEP) students will graduate from high school.

According to research, it takes the average student from one to three years to acquire the social language which is needed to function on a daily basis; moreover, it takes approximately five to seven years to acquire the language skills necessary to function in an academic setting. Working with this premise in mind, the Guntersville City School System has developed this plan to meet the needs of the LEP students.

The core program of GCS is Sheltered Instruction in regular classroom with EL teacher "pulling out" small groups or individuals according to needs. LEP students are assigned to a regular class in which the classroom teacher is given guidance and assistance in teaching LEP students. In addition to regular classroom instruction, the LEP students also receive small group EL instruction. The students are placed in the EL program based upon their performance on an English language proficiency test of listening, speaking, reading, writing, and comprehension (ACCESS) and upon their academic achievement. All LEP students in grades K-12 receive instruction based upon the decisions of the EL committee. EL instruction begins at the student's English language proficiency level. The EL program at all grades is focused on immersion in the English language and Sheltered Instruction.

# LEGAL ISSUES

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

## FEDERAL LAWS

**1964 Civil Rights Act, Title VI**

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

**1968 Constitution of the United States Fourteenth Amendment**

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

**1974 Equal Educational Opportunities Act (EEOA)**

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

**2001 No Child Left Behind Act**

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

## SUPREME COURT

**1974 Lau V. Nichols:** *Equality of instruction denied to non-English speaking if special provisions are not made to aid them in learning English in schools.*

**1982 Plyler V. Doe:** *States prohibited from denying free public education to children of undocumented immigrants, regardless of legal status. Schools are not agents for enforcing immigration law.*

## FEDERAL COURTS

**1974 Serna V. Portales:** *Court ordered school to make a curriculum available to students who lack English skills.*

**1978 Cintron V. Brentwood:** *ELL students will not be segregated completely from other students, but included in art, PE, and non-language based classes.*

# ASSURANCE STATEMENT

**It is the policy of the Guntersville City School System that no student be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity, on the basis of sex, race, age, disability, religion, belief, national origin or color. Any student determined Homeless by the McKinney-Vento Homeless Education Assistance Act or Migrant or an English Language Learner will not be denied admission or discriminated against in any school or program in the Guntersville City School System.**

*In keeping with its desire to provide the best possible education for all students, the Board shall provide education programs for the students of disparate ability, background, and achievement.*

**The EL student is guaranteed the same equal educational opportunity as other students in our school system.**

## **B. IDENTIFICATION AND PLACEMENT PROCEDURES**

- 1) Include the LEA's procedures for **implementing the EL Advisory Committee.**

### **System EL Advisory Committee**

The System EL Advisory Team meets at least once a year to review the EL Plan and evaluate the progress of the students and program. The committee is a combination of administrators, teachers, parents, and community leaders. A general invitation is issued via system and school websites. Phone and email contacts are made to ensure diversity among the committee.

E. Dale Edwards	Superintendent
Lou Ann Patton	Federal Programs
Sherry Manley	Community Education
Janice Spradlin	Counselor GES
Melissa Saylor	Counselor GHS
Amy Poole	Reading Coach
Laureen Coby	Media Specialist
Melissa Saylor	Counselor
Ann Troup	Reading Coach
Nancy Edwards	EL Staff
June Green	EL Staff
Lynn Hembree	EL Staff
Reneice Wherry	Parent
Koley Peterson	Parent
Tracy Smith	Parent
Lori Kirkland	Parent
Sandra Guitterez	Parent
Yolanda Ortiz	Parent
Amanda Stricklin	Parent
Trey Giles	Parent/Board Member
Morri Yancey	Community Member
Bart Reeves	Principal
Janice McClellan	Central Office

2) Include the LEA's **methods for identifying and assessing** the students to be included in the English language instruction educational program. The following components must be evident in the plan.

- Home Language Survey
- WIDA-ACCESS Placement Test (W-APT)
- EL Committee Placement

## **IDENTIFICATION OF POSSIBLE LEP STUDENTS**

Every student in the Guntersville City School System will complete a Home Language Survey in order to determine if a language other than English influences the child. This survey is conducted during the registration process. This survey identifies any languages other than English that are:

- First learned or acquired by the student
- Spoken most often by the student
- Spoken in the home of the student

The Home Language Survey will be used as an identification tool for potential LEP students and is a part of the enrollment process.

The systematic procedure for the identification of possible LEP students is as follows:

1. During the enrollment process, the parent or student will complete the Home Language Survey.
2. The counselor or EL staff that collects the enrollment information will immediately (the day of enrollment) refer all students who indicate a language other than English on the Home Language Survey to the EL staff.
3. Completed surveys are filed in each student's cumulative folder.
4. Any student, whose parents designate or who self-identify (middle school and high school level only) a language other than English to any of the three questions above, will be afforded the opportunity to be assessed under the procedure and criteria developed for assessment of LEP status within 10 days of enrollment.

There is one system-wide person under contract who is available on an as needed basis for interpreting and translating. This person may assist with the enrollment process as needed and help the student and/or parent complete the enrollment forms. If a student or parent speaks a language other than English or the most dominant second language, every effort will be made to find an interpreter or someone who can communicate in some way with the student and/or parents. A community list of translators is available in the Federal Program coordinator's office and in school counselor offices. *TRANSACT* is also available for commonly used forms for school personnel.

## LANGUAGE PROFICIENCY ASSESSMENT

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

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

The *W-APT* 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:

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

**The *W-APT* should be considered as only one piece of evidence in the decision-making process regarding placement.** Teacher judgment, other assessments, and extenuating circumstances, such as the student’s age and amount and quality of previous schooling, should be factored into the decision. All students, who indicate or whose parents indicate that English is the child’s second language, will be given the WIDA Access Screener (W-APT) within ten days of enrollment by EL staff certified to administer each test. The oral section is a test to determine the student’s ability to speak and comprehend English. The reading and writing section determines the proficiency level of the student in reading and writing English. The WIDA ACCESS and ACCESS Screener assess academic content using an interdisciplinary approach. Students who perform at the proficiency level and whose records from the previous school indicate that they have been achieving at a satisfactory level in the academic program will enter the regular instructional program.

Any student who tests below the proficiency level will be considered for referral to the English Learner (EL) Committee for placement consideration. The EL Committee makes the determination of placing or not placing the student in the EL program using the EL Committee Documentation Form. Other assessments such as past academic records and teacher observations will also be taken into consideration by this committee; however, the main consideration will be the scores on the WIDA ACCESS or Screener. After the

determination is made to place the student in the EL program, the EL teacher will contact the parent to inform them of the EL program. All completed forms become part of the student's EL record and are maintained by the EL staff for future reference. All assessments, recommendations, and placements should be completed within 30 days of enrollment.

## **COMMITTEE FOR ENGLISH PROFICIENCY ASSESSMENT / ENGLISH LEARNER COMMITTEE**

Each school in the Guntersville City School System will use the EL Committee as the assessment committee for English proficiency. The EL Committee will include a school administrator, classroom teacher(s), EL teacher as well as other members assigned to this committee.

The committee shall review pertinent information concerning each EL student and perform the following tasks:

1. Make recommendations concerning the placement of each student in the EL program.
2. Give written notice to parents of the placement of the student in the EL program using the notification form.
3. Recommend and monitor the participation of eligible LEP students in any other applicable program.
4. Reclassify and recommend exiting the EL program when LEP students become proficient in English and have met exit criteria.
5. Monitor the academic progress of students who exit the EL program for a minimum of two years and reclassify students appropriately.
6. Determine, according to state guidelines, if an EL student is to participate in the system and statewide mandated assessments.
7. Monitor the academic progress of EL students in the regular program and make recommendations to classroom teachers regarding accommodations.

All members of the EL committee shall observe all rules and laws governing the confidentiality of information concerning individual students. The EL committee shall review pertinent information on all LEP students when making the determination regarding the placement in and exit from EL classes.

- 2) Include the LEA's **method and procedures for exiting students from the English language instruction educational program and for monitoring their progress** for a period of at least two years, and at a minimum, follow SDE exiting requirements for ELs. The State established exit criteria a composite score of 4.8 on the ACCESS for ELLs® English language proficiency test.

## **EXITING & MONITORING PROCEDURES**

When students have tested proficient (Level 4.8 – 6.0 Composite Score) on ACCESS for ELs, the state English Language proficiency test, they will be classified as “**Former LEP**” (FLEP1) **Monitoring Year 1**. A Notification form will be sent home to notify parents (Appendix D). Once students are classified as FLEP and are on monitoring status, they no longer take ACCESS for ELS although they are still counted in the LEP subgroup for **Adequate Yearly Progress (AYP)**. If FLEP Monitoring Year 1 students continue to perform at grade level for one academic year, they will be classified as **FLEP Monitoring Year 2** the following year. If FLEP Monitoring Year 2 students perform at grade level for another consecutive academic year, they will then be classified as FLEP and are no longer on Monitoring status. Thereafter, students are classified as FLEP and are no longer counted in the LEP subgroup.

## **PROGRESS MONITORING**

The system will use a variety of methods to measure the progress of all students, including the LEP students, in meeting the educational goals of the regular instructional program and the EL program. Progress will be measured using the following instruments:

- **Progress Reports** – Student progress report cards are sent to the parents at the end of each nine weeks. The criteria used in these report cards include achievement, attendance, and citizenship. At the end of each semester, the grades are averaged and a semester grade is given. The semester grade is recorded in the student's cumulative record, which is kept on file in a central location in each school. Additionally, midterm progress reports are sent home. A copy of both reports is sent to the EL teacher.
- **The Alabama Accountability Act** will measure the progress of each school and the system. The Performance Index will include measures of achievement, gap, attendance, learning gains, program reviews, effective teachers and leaders, and local indicators. The criteria for performance indicators will be set by the state and reported annually.
- **State Mandated Assessments:** DIBELS Next, ASPIRE, EXPLORE, PLAN, ACT, and End of Course Assessments.
- **ACCESS** – Each student in the EL program will be administered the ACCESS during the spring of each year. Meetings and conferences will be held with parents to explain these results. An interpreter will be present to assist.
- **W-APT Screener**-Newly enrolled potential EL students will be administered the W-APT screener within 10 school days for initial placement purposes and to identify the level of English proficiency of the student.

EL personnel will maintain a file on each student containing information that indicates progress in English acquisition and academic reports.

## *Monitoring Exited Students*

Each student who exits the EL program will be monitored for two years. Once a student has exited the program he/she will be designated as a former LEP (FLEP). The regular classroom teacher will send a progress report to the EL teacher each nine weeks. This report will include grades and comments by the teachers.

If the report indicates that the student is experiencing difficulty in the regular program, the EL teacher or the classroom teacher may request a review by the RTI Problem Solving Team or the EL Committee. These teams may recommend that the student return to the EL program if they feel that the lack of progress is due to English proficiency. If the lack of progress is not due to English proficiency, the RTI PST may make recommendations to meet the needs of the student through other available programs.

### **C. PROGRAMS AND INSTRUCTION**

- 1) Describe the programs and activities that will be **developed, implemented, and administered to ensure** that ELs acquire academic language as part of the core ESL program.
- Process the district uses to conduct a comprehensive needs assessment
  - Rationale for selecting the particular ESL program/s and how they are based on scientific research

## **EDUCATIONAL APPROACH**

The instructional goals of the Guntersville City School System's ELL Program are as follows:

- All limited-English proficient (LEP) students will demonstrate English language proficiency to the degree necessary to allow independent functioning in the regular school program.
- All limited-English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- All limited-English proficient (LEP) students will be taught by highly qualified teachers.
- All limited-English proficient (LEP) students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All limited-English proficient (LEP) students will graduate from high school.

According to research, it takes the average student from one to three years to acquire the social language which is needed to function on a daily basis; moreover, it takes approximately five to seven years to acquire the language skills necessary to function in an academic setting. Working with this premise in mind, the Guntersville City School System has developed this plan to meet the needs of the LEP students.

LEP students are assigned to a regular class in which the classroom teacher is given guidance and assistance in teaching LEP students. In addition to regular classroom instruction, the LEP students also receive small group EL instruction. The students are

placed in the EL program based upon their performance on an English language proficiency test of listening, speaking, reading, writing, and comprehension (ACCESS) and upon their academic achievement. All LEP students in grades K-12 receive instruction based upon the decisions of the EL committee. EL instruction begins at the student's English language proficiency level. The EL core program at all grades is focused on immersion in the English language and Sheltered Instruction.

A comprehensive needs assessment will be conducted by the EL Advisory Committee to measure the effectiveness of the ESL program and strategy models being used by English Learners. The individual and collective gains in language proficiency and academic proficiency will be collected and analyzed. The number of years to gain proficiency will also be analyzed. Finally, the professional development surveys by teachers of these English Learners will be used to plan professional activities. The ALSDE method of studying and reporting AMAOs will also be a part of the comprehensive review.

2) Describe how language instruction educational programs will **ensure** that ELs develop English proficiency.

- Practice of continuous improvement and use of data to improve the rate of language acquisition for ELs
- Support the LEA provides each school with respect to continuous improvement practices
- LEA integration of the World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards with the curriculum
- Teacher integration of the WIDA ELP Standards in lesson plans

EL students are assigned to a regular class in which the classroom teacher has received training in sheltered instruction. The students are placed in the ESL program based upon their performance on an English language proficiency test of reading, listening, writing, and speaking (WAP-T). ESL instruction begins at the level of the student's English language knowledge. The level of English language proficiency determines the time spent in the ESL program with EL support in the regular classroom. A combination of strategies is used to teach the language: phonics, oral language skills, cooperative learning, intervention and integrated reading. Emphasis is placed upon the development of the four communication skills: listening, speaking, reading and writing. A variety of materials and equipment is used in instruction. These include textbooks, computers, videos, listening stations, games, purchased ESL programs and materials, and language development activities. All resources are researched based. WIDA standards are used to guide instruction in each core area with expectations for each language level outlined for the teacher. The EL teacher works with classroom teachers to help develop lesson plans which integrate WIDA standards with curriculum. The WIDA Profile is essential to providing appropriate instruction for the EL student and sheltered instruction is the core program for language instruction in the general education classroom. The LEA guides each school in analyzing data and developing EL goals, strategies, and action steps.

3) Include the **specific components of the LEA's program** of English language acquisition and academic services for ELs.

## Description of the EL Program

Guntersville City Schools offer English language instruction to the English learners. It is a program of techniques, methodology, and curriculum designed to teach EL students English language skills which may include all or part of the following: listening, speaking, reading, writing, comprehension, study skills, content vocabulary, and cultural orientation. English is the language of instruction. EL instruction is related to the content of instruction in language arts, math, science, and social studies. Progression through the EL program is designed to empower students with the language skills necessary to function independently in mainstream classrooms.

Instruction is delivered primarily using Sheltered Instruction with a “pull-out” program for individual or small group assistance. The Sheltered Instruction and “pull-out” program is an instructional approach where English language learners receive the majority of their instruction in regular classrooms alongside English speaking peers. Students are “pulled-out” of the classroom on a regular basis to receive additional help from an EL teacher or assistant.

Students are placed in the EL program based upon their performance on an English language proficiency test of listening, speaking, writing, reading, and comprehension (W-APT or ACCESS). The EL teacher and the classroom teacher or the EL Committee determines the amount of time each student will receive EL classroom and pull out services. The team will consider ACCESS scores, classroom achievement, test data, and teacher recommendations when making this decision.

Numerous strategies will be used to facilitate English language acquisition. The focal strategies in the classrooms are those that foster learning by modeling, scaffolding, and helping students to use comprehensible input to develop meaning. Language immersion, oral language skills, vocabulary development, phonics, silent and oral reading, graphic organizers, and the writing process are some of the strategies that may be implemented. A variety of materials will be used to accomplish these goals. These include computers, textbooks, videos, purchased language arts and reading materials, and language development activities.

4) Describe the **grading and retention** policy and procedures; ELs cannot fail or be retained if language is the barrier.

# EL GRADING GUIDELINES

Retention of ELs shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of *Lau v. Nichols*). Prior to considering retention of an EL, the following points should be addressed by the EL Committee.

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

The following guidelines must be followed to assure that EL students are not being discriminated against due to their language barrier:

- Regular classroom teachers will grade non-English speaking students in the content areas on improvement. Beside the appropriate subject, "EL" **must be** included with the grade.

**Example:** Math 82 EL

- For intermediate English speaking students, teachers will grade on improvement as well as knowledge of content.
- A grade of "F" **cannot be assigned** to an EL student without full documentation of accommodations having been made to assure the student full access to the content.
- **Lack of ability to read and write in English is not the basis for an "F" in a class or retention in a grade. It is against the law to fail a student because he/she is not proficient in English.**

5) Include the **specific staffing and other resources** to be provided to limited-English proficient students under the LEA's English language instruction educational program. As with other instructional personnel, ESL staff must be qualified with academic preparation in English-as-a-second-language, as stipulated in the 1991 Office of Civil Rights (OCR) Memorandum.

- Qualified personnel (ESL licensure)
- ESL staff development
- Content teacher and administrator staff development

## **INSTRUCTIONAL STAFF**

Regular highly qualified classroom teachers are responsible for the instruction and language acquisition of the LEP students. Two Elementary Education experienced certified teachers are employed part time in the English as a Second Language Program. These teachers serve both elementary and secondary schools and *pull out* individual or small groups of students to work on individualized needs.

EL teachers are hired using the same procedures as all employees in the school system.

The Federal Program Administrator serves as the EL Coordinator. The EL Coordinator is responsible for the total program and conducts all aspects of the program in cooperation with school principals and EL personnel.

Professional Development for the teachers and administrators is offered through the following:

- SAMUEL ALSDE Training
- Sheltered Instruction training for Classroom Teachers
- Faculty Meetings on EL procedures and standards
- Small Group meetings between classroom teachers and EL teacher to discuss WIDA Standards, Can Do Descriptors, and strategies for specific students.
- Other EL training offered by ALSDE
- Grade Level Meetings and Data Meetings with EL teacher to advise

6) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.

- How schools are trained to use STI or INOW to code ELs and enter reliable and accurate data

School Counselors are trained by the INOW Contact Person to enter and code ELs in INOW. The EL Coordinator also checks the data for reliability and accuracy. State guidelines will be followed concerning codes and data collection.

### **State Codes for English Learners and Data Collection**

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

**Table 1-COMPARISON OF CODES FOR ENGLISH LEARNERS**

<b>Codes for State Assessments</b>	<b>STI Codes</b>	<b>Definitions of Codes</b>
Non-ELs	0	Students whose home language surveys do <i>not</i> indicate a language other than English spoken in the home. These are <i>not</i> students classified as NOMPLOTE
LEP Year 1	1	Limited-English Proficient students who are in their first year in a U.S. school.
LEP Year 2 or more	2	Limited-English Proficient students who are in their second year or more in a U.S. school.
FLEP Monitoring Year 1	3	Students who have exited the ESL program and are in their first year of systematic monitoring. These students no longer take ACCESS for ELLs® English Language Proficiency test.
FLEP Monitoring Year 2	4	Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs®.
FLEP	5	Former Limited-English Proficient students who have successfully completed two years of monitoring and are no longer LEP.
LEP Waived Services	6	Students who are LEP yet parents have refused supplemental Title III services.
NOM PHLOTE	7	National Origin Minority Student Whose Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require ESL services. Parents, however, may need information in their home language.

7) Include the LEA's method for **evaluating the effectiveness of its program** for limited-English proficient students (including those enrolled in non-public schools)

- LEA engagement in the continuous improvement cycle

A comprehensive needs assessment will be conducted to measure the effectiveness of the ESL program and strategy models being used with English Learners. The individual and collective gains in language proficiency and academic proficiency will be collected and analyzed. The number of years to gain proficiency will also be analyzed. Finally, the professional development surveys by teachers of these English Learners will be used to plan professional activities. The ALSDE method of studying and reporting AMAOs will also be a part of the comprehensive review. The results of this analysis will be reported on each school's CIPs. Our goal is to have 100% of EL students make adequate yearly progress and become proficient in the English language within 5 years.

8) Include LEA's **method of identification and referral of ELLs to Special Education.**

Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

**English Learners with Disabilities and Special Education Services**

The education of ELs with disabilities raises several concerns about the legal requirements of LEAs. Among the concerns are identification, eligibility, and service provision for ELs suspected of having a disability. Special education programs and services must be provided in accordance with the *Individuals with Disabilities Education Act of 2004* (P.L. 108-446). All LEAs are required to include a description for communicating with non-English speaking students/parents in their Individual Education Plan (IEP).

All students with disabilities are guaranteed the right to a free, appropriate public education; an IEP with related services, if needed, that meet their specific needs; due process; education in the least restrictive environment; tests that are not culturally discriminatory; and a multidisciplinary assessment. Public Law 108-446 requires that state and local education agencies ensure that the students are assessed in all areas related to the suspected disability. The materials and procedures used to assess a limited-English proficient student must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. The limited-English proficient student with disabilities has a right to the same individual special education services as other students with disabilities. Note that ELs must be provided English language acquisition services that are an integral part of their IEP.

Uncertainty often exists regarding the referral of ELs for Special Education Services (SES). ELs are eligible to receive SES on the same basis as all other students. Care should be exercised or used to ensure that limited-English proficiency is not the basis of a referral.

In situations where it is not realistic to test in the native language or mode of communication for an EL, the LEA must consider information that will enable the eligibility team to make a decision as to whether the child has a disability and the effects of the disability on educational needs.

A child may not be determined to be eligible for special education if the determinant factor is the child's lack of instruction in reading, math, or limited-English proficiency. The IEP for an EL 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. This may also be necessary for parents of students who are National Origin of Minority whose Primary Home Language is Other Than English. These accommodations must include a translator for oral communication, and written communication must be in the parent's native language.

**Gifted and Talented Education**

The Alabama SDE and the U. S. Department of Education, Office for Civil Rights (OCR) signed a Title VI Resolution Agreement focusing on underrepresented populations in gifted programs in Alabama. In the agreement, the SDE committed to a variety of actions related to screening/referral criteria and procedures, evaluation processes and eligibility criteria, program oversight, and technical assistance.

## D. ASSESSMENT & ACCOUNTABILITY

1) Describe how the LEA will encourage and hold schools accountable for **annually measuring the English proficiency** of limited-English proficient students and for participating in the state-administered testing program.

- Coordination with the LEA Student Assessment Director
- Communication of assessment and accountability requirements to schools

The System Test Coordinator will meet with EL teacher when the ACCESS scores are available in the Spring or Summer. Scores will be analyzed and communicated to the administrators and teachers as soon as possible. EL Parent Meetings and conferences (with interpreters to ensure understanding) will be held to make test results clear to EL parents.

Individualized Plans will be developed for each child to ensure proper participation and accommodations for State Tests and classroom assessments.

Faculty and small group trainings will communicate these Testing requirements to schools.

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and Annual Measurable Achievement Objectives (AMAOs).

- Monitoring and evaluating school engagement with continuous improvement plan

The Continuous Improvement Plans will be monitored regularly to ensure all goals, strategies, and action steps are being implemented. EL committees at each school and the EL teacher will monitor the progress of each EL student.

## E. PARENT INVOLVEMENT

1) Describe how the LEA will promote **parental notification** and parental and **community participation** in programs for limited-English proficient students.

- Eight requirements for parent notification regarding program placement
- Separate notification to parents regarding failure of the LEA or school to meet Annual Measurable Achievement Objectives (AMAOs) within the specified time limit

### **Parent Notification**

According to NCLB Title III requirements, Guntersville City Schools will, no later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

1. The reasons for the identification.
2. The child's level of English proficiency.
  - a. How such level was assessed.
  - b. The status of the child's academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.

8. Information pertaining to parental rights that includes written guidance detailing:

- The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
- The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available.
- The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

#### **F. TITLE III SUPPLEMENTAL SERVICES**

*This section should be completed if the LEA receives Title III supplemental funds.  
Guntersville City Schools receive no Title III funds.*

1) Describe how the LEA uses Title III funds to supplement the core ESL program. Title III funds will be used to supplement the core ESL program in the following ways.

- Computer hardware and instructional materials will be purchased for intervention and support for EL students.
- Summer program will be planned to support EL students with intervention, to include bus transportation to and from the program. The duration and grades served will depend upon the numbers of students needed to attend.
- Professional development will be provided for classroom teachers and EL teachers on best practices for instruction. This will include, but not limited to ASLDE SAMUEL meetings and school turn around training for faculties.
- Professional development will be enhanced with book studies specifically designed for EL instruction.

2) Describe the method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA.

- How ELs are identified
- How needs of ELs are identified
- How, when, where, and what services will be provided
- How the services will be assessed
- The amount of funds/services available

Presently, there are no non-public schools located in the LEA.

# Appendix

