

Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Haleyville City Schools
LEA Contact for ELs:	
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<input type="checkbox"/>	Check box if LEA receives Title III Funds

Assurances

The LEA will:

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

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

- Assure that the LEA has a process for parents to **waive Title III Supplemental Services**.
- Assure that the LEA has a **non-public school participation plan**.
- Assure **timely and meaningful consultation with private school officials** regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA

EL Program Administrator	Signature	Date
LEA Superintendent	Signature	Date

Section II Checklist

THE LOCAL EL DISTRICT PLAN

A. INTRODUCTION

Purpose of the EL Program

The purpose of the **English Language Program (ELP)** is to provide specialized English instruction to students who do not speak English as their primary language. The specialized instruction is designed to help English learners (ELs) become English proficient in the areas of reading, writing, speaking and listening. The program will emphasize Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS) so that English learners are able to participate effectively in the regular academic program.

Goals and Objectives of the EL Program

The primary goal of Haleyville City Schools' English Language Program (ELP) is to provide equal educational opportunities to students who have a primary or home language other than English and who are identified as English learners (ELs). Additionally, Haleyville City Schools promotes English proficiency by providing students with an English rich educational environment.

Haleyville City Schools strives to create a learning environment that encourages students to have pride in their cultural heritage. The school system also provides the cognitive and affective support necessary to help them become contributing members of our society. The K – 12 EL Program will provide each non or limited English speaking child the opportunity to develop their English listening, speaking, reading and writing skills in order to ensure that they are successful in all their content classes.

Other goals of the EL Program of Haleyville City Schools are:

1. To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
2. To enable identified students to participate effectively in the academic courses offered by the school.
3. To promote identified students' self-esteem, cultural awareness and other socially related skills so that they are able to successfully integrate into the school system.
4. To provide identified students the opportunity to reach their full potential.

The primary objectives of the EL Program of Haleyville City Schools are:

1. To identify all students who have a primary or home language other than English.
2. To assess all students who have a primary or home language other than English.
3. To provide instruction to all students who do not understand, speak, read or write English.
4. To develop skills of listening, speaking, reading and writing through an EL intervention program.
5. To assess and monitor the academic progress of language minority students in the school system with an ongoing evaluation process.
6. To provide an opportunity for multilingual students to function comparably with their English speaking classmates after the appropriate level of assistance.
7. To create a learning environment that will provide for cognitive and affective needs.
8. To exit students from the program when their language abilities are educationally appropriate for the mainstream classroom.
9. To readmit students who demonstrate a continued need for EL support.
10. To support curriculum and instruction of the regular classroom as appropriate to the developmental stage of the student.
11. To provide staff development in appropriate instructional and assessment strategies for principals, guidance counselors, teachers and other school personnel as needed on the

- language, cultural and educational needs of multilingual students.
12. To communicate instructional goals and expectations to parents and encourage them to support their children's progress.

B. IDENTIFICATION AND PLACEMENT PROCEDURES

1) The LEA's Procedures for Implementing the EL Committee.

Haleyville City Schools will form an EL Committee consisting of a school administrator, a content area teacher, an EL instructor, and other certified employees as designated by the principal(s) or Federal Programs Director. The EL Committee shall convene within ten (10) school days after identification to review the EL student referrals and placement and any other pertinent information available on each EL. The EL Committee will also meet to approve other items related to the EL Program.

Based upon this information, the EL Committee shall:

1. Approve recommendations concerning the placement of each student in the EL program.
2. Approve accommodations / modifications for use in regular content area classes.
3. Approve, according to ALSDE guidelines, the accommodations necessary for the EL to participate in the statewide assessment programs.
4. Approve the exit from the EL program when ELs have met the ALSDE exit requirements and have completed two years of monitoring.
5. Approve the placement of monitored students back into the EL program when it is determined that continued English language instruction and support is necessary.
6. Approve the annual EL Program Evaluation.
7. Approve proposed parent programs.
8. Approve changes and regular updates to the EL Plan (Policy Manual).

All members of the EL Committee shall observe all rules and laws governing the confidentiality of information concerning individual students.

2) The LEA's methods for identifying and assessing the students to be included in the EL Program

1. Students are given a Home Language Survey for their parents or guardians to complete.
2. After it is determined that the student's home language is other than English, they are referred to the EL teacher for testing. Testing and placement will be completed within two weeks of enrollment.
3. The EL teacher will administer the WIDA MODEL Screener.
4. Results from the WIDA MODEL Screener will be used to determine eligibility and proper placement in the EL Program. The EL Committee will review the student's information and approve placement into the EL program.
5. Parents are notified of their child's eligibility for EL services.
6. The student will remain in the program until they have met the ALSDE requirements for exiting.
7. After meeting the exit requirements, the student will no longer participate in the EL program but will be monitored for four years.
8. After a student satisfies the exit requirements and has completed two years of monitoring, the EL teacher will recommend that they be dismissed from the EL Program. The EL committee will review the student's information and approve the dismissal.
9. Parents are notified that the student is eligible for dismissal from the program.

The Home Language Survey and ACCESS scores are placed in the student's permanent records.

3) *The LEA's method and procedures for exiting students from the English language instruction educational program and for monitoring their progress*

EL Program Exit Procedures

No student shall be exited from EL services due to being in the program a set amount of time. There is no time limit for participation in the EL program. Students are considered eligible to exit the EL Program based on the following criteria.

Results of the ACCESS Test

ELs who earn a composite score of 4.8 or above on the ACCESS will automatically be placed on Year 1 Monitoring status. Written notice will be given to the parents explaining the change in status.

Monitoring of Exited Students

Exited students are monitored by the EL teacher for a period of four years to determine if they are academically successful. The student will be monitored at grading periods coinciding with issuance of progress reports and report cards during the first year. The second, third, and fourth years the student will be monitored at the end of each semester. Documentation of monitoring shall be maintained by the EL teacher.

The criteria used to determine success can be:

1. Subject area grades
2. Review of formal and informal student assessment results
3. Review of student work samples
4. Attendance
5. Administrative information
6. Teacher information
7. Parent information
8. Student information

If these reports indicate that the student is experiencing difficulty in the regular program, the EL teacher will administer the **WIDA Model (*Measure of Developing English Language*) Assessment** as well as any other assessment necessary to determine if the academic difficulty is due to a lack of proficiency in English. The Committee will approve placement back into the EL program if the evidence indicates that the difficulty is due to a lack of proficiency in English.

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

Description of the Supplemental English Language Instruction Educational Program

According to research, it takes the average EL from six months to three years to acquire the social language that is needed to function on a daily basis. Additionally, it takes approximately five to seven years to acquire the language skills necessary to function in an academic setting. Research also suggests that the rate of acquisition depends on the language learning environment, the student's age, motivation, and the cultures of the home and school. Working with these findings in mind, the Haleyville City School System has developed a plan to meet the needs of its EL students.

The Haleyville City School System offers The English Language Pull – Out Program as the supplemental English language educational program for English learners. This program was selected because it utilizes techniques, methodology and curriculum designed to teach English language skills which include but is not limited to comprehension, speaking, reading, writing, study skills, vocabulary and cultural orientation. Progression through the EL program is designed to equip English learners with the language skills necessary for successful independent functioning in the mainstream classroom.

The instructional goals of the Haleyville City Schools EL Pull – Out Program are as follows:

1. To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
2. To help provide English Learners the language skills necessary to reach their full potential in both English language acquisition and content knowledge.

For all aspects of Haleyville City Schools' Pull – Out Program, teachers will use approaches based on scientifically based research that demonstrate effectiveness in increasing English proficiency and student academic achievement in all content areas. Teachers will include activities that focus on listening, speaking, reading, and writing that supplement the lessons being taught in their content classes.

All EL students will receive daily EL class instruction that addresses all four language domains (listening, speaking, reading, and writing).

Students attend their regular content area classes when they are not in the EL class. Appropriate instructional strategies, accommodations, and assessments are used in the content classes to ensure language and academic success. The EL curriculum is based on *World Class Instructional Design and Assessment WIDA – English Language Proficiency Standards* for English Language Learners in Kindergarten through grade 12. The WIDA

Standards are correlated with the ALSDE CCRS for Academic Content.

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*

Data from the ACCESS and the WIDA MODEL will be used for student goal setting. WIDA Model, DIBELS, progress reports and report cards will be used to monitor continuing progress.

- *Support the LEA provides each school with respect to continuous improvement practices*

The LEA requires that all EL instructors attend workshops and professional development seminars throughout the school year. These workshops include but are not limited to **SAMUELS, AMTESOL, SDAIE, and any other ALSDE sponsored EL workshops**. Leave time to attend workshops of this nature are approved and funded. The LEA also requires at least four EL workshops to be offered within the system during the school year.

- *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*

Teachers use the Can – Do Descriptors and Model Performance Indicators to determine what students are able to do in their classroom. Teachers will use the ACCESS results provided on the Student EL Plan in conjunction with the recommended accommodations in order to create a lesson that facilitates learning the academic content. The lessons are designed to modify the language but not the content.

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

Core Language Program used in the supplemental EL Pull - Out and Content Area Classes.

The core language program used in the supplemental EL Pull - Out and content area classes is **Specially Designed Academic Instruction in English (SDAIE)**. SDAIE uses the target language as the medium of instruction to teach language and content simultaneously. SDAIE can be used for all grade levels and also facilitates the integration of other methods and / or strategies. Additionally, SDAIE supports the EL's achievement of the WIDA standards and content area requirements (1) by integrating language and content learning; (2) by addressing the language domains of listening, speaking, reading and writing; and (3) by providing appropriate instructional support for each of the English language proficiency levels. *Essential to all SDAIE programs is the modification of teacher language and instruction in ways that permit students to understand, participate and learn in a new language.* The content language becomes accessible as “*comprehensible input*” when it is supported with visuals, concrete objects

and other cues to convey meaning. Additionally, language support is provided when students use the target language during small group activities that involve content oriented tasks. **SDAIE** also allows for *explicit instruction* on particular skills and strategies that will help students attain greater proficiency in the new language across a wide spectrum of activities. Furthermore, **SDAIE** allows EL and mainstream teachers to work together to provide the most appropriate instruction using best practices to meet the individual language and academic needs of students. Finally appropriate textbooks, instructional materials and equipment are added every year to the EL inventory through purchases made possible by Federal Title funding.

Seven basic components of Specially Designed Academic Instruction in English (SDAIE) include:

1. **Lesson preparation** with language and content objectives stated clearly.
2. **Building background** by explicitly connecting new information to a student's prior knowledge.
3. **Comprehensible input** (speech, instruction, lesson presentation) appropriate for a student's language proficiency level
4. **Effective strategies** and teaching methods that facilitate language acquisition and content learning.
5. Frequent opportunities for **interaction** and discussion.
6. Enough activities to provide sufficient **practice** using the new content knowledge.
7. **Appropriate assessments** for a student's language proficiency level.

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

Haleyville City Schools EL Grading Policy Based on ALSDE Guidelines

To ensure that EL students have a reasonable chance of succeeding in school, the following guidelines will apply:

1. For each EL student, a plan for EL instruction (EL Plan) shall be developed. Students will be graded according to the EL Plan.
2. Students who are identified as limited in English proficiency (LEP) will be graded on content mastery with appropriate language accommodations. Teachers should refer to the EL plan for the appropriate language accommodations.
3. The EL committee will approve the language accommodations recommended by the EL teacher for each EL student, based on an evaluation of the student's English proficiency level. Each teacher will receive a copy of the accommodations that are appropriate for each student. As a student gains English proficiency, the EL committee will approve changes to the accommodations.
4. Written documentation justifying failing grades despite accommodations provided should be available for administrators, the EL teacher or the student's parents or guardians to review upon request. A summary of instructional strategies and accommodations used should also be provided.
5. Lack of ability to read, write or speak in English or not be able to do coursework because of a lack of proficiency in English is not the basis for an "F". Therefore, it is important that teachers document how lessons, assignments and exams are made linguistically accessible.
6. Kindergarten EL students will receive the same letter grades as used for regular education students. **S** = Satisfactory **N** = Needs Improvement **U** = Unsatisfactory
7. EL students in grades 1 - 12 will receive a letter or numeric grade that is an average of grades earned in the content area classroom **with language accommodations made.**
8. Students who exit the EL program will not receive accommodations but will be monitored for two years. During this time, if they are experiencing academic problems or receiving failing grades in any subject area, they can reenter the EL program **only** if it is determined that the failing grades are the result of a lack of proficiency in English. The EL committee will approve placement based on the results of the language evaluations.

It is against the law to fail a student because he / she is not proficient in English.

ALSDE Retention Guidelines and Haleyville City Schools' Procedures for Compliance

Items in bold print are the ALSDE's points that must be addressed by the EL committee. Information following the bold print is the documentation that is required from teachers so that each point can be appropriately considered.

- 1. What is the student's level of English language proficiency?**
 - ✓ A copy of the most current W – APT and / or ACCESS scores.
 - ✓ Scores from other tests that have been used to measure English language proficiency.
- 2. Has an Individual English Language Plan (EL Plan) been implemented to document classroom modifications and student progress?**
 - ✓ A copy of the current EL Plan.
- 3. To ensure meaningful participation, are classroom accommodations being made in the areas of: 1) Teacher lesson delivery, 2) Activities and assignments, 3) Homework, and 4) Formal and informal assessments (e. g. quizzes and tests)?**
 - ✓ Documentation of when and how EL accommodations have been used in the classroom according to the EL Plan.
 - ✓ A list of various teaching strategies used in the regular and EL classrooms.
 - ✓ List of testing accommodations used.
- 4. How much individual English language instruction is the student receiving during the school day?**
 - ✓ A current schedule for participation in the EL program and which teachers are serving the EL.
 - ✓ A summary of language and content that has been taught during the individual instruction time.
 - ✓ Test scores that provide evidence as to whether or not the EL is making progress in English language acquisition and content.
- 5. Has an alternate grading strategy been implemented (e. g. portfolio, checklist, teacher observation or rubric assessment on content and language objectives)?**
 - ✓ A list of alternative assessments used in the regular classroom in an attempt to determine what the EL has learned.
- 6. Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?**
 - ✓ List of EL PD workshops attended by the classroom teacher.
- 7. Do the report cards indicate that students were graded according to their EL Plans?**
 - ✓ Copies of the report cards

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)*

English language instruction will be provided by at least one certified EL teacher. Additional teachers will be certified in education and will have received training or coursework in EL / bilingual education. **All teachers and staff members who work in the English Learner Program will be fluent in English in ALL language domains**

- *ESL staff development*
Content teacher and administrator staff development

Professional Development

Professional development opportunities will be provided for all EL and content area personnel. This will be accomplished by providing opportunities to view relevant videos, attend EL workshops, conferences, webinars, podcasts, and meet with consultants who are assigned to provide EL training in our school system. Individual assistance will also be provided by the EL resource teacher.

Professional development will be:

- ✓ Designed to improve the instruction and assessment of limited-English proficient students.
- ✓ Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for English language learners.
- ✓ Based on scientifically based-research demonstrating the effectiveness of the professional development in increasing students' English proficiency or substantially increasing the content knowledge, teaching knowledge, and teaching skills.
- ✓ Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.
- ✓ Ensured by the LEA, through classroom observations, surveys and evaluations that teachers and paraprofessionals have mastered and implemented the skills necessary to teach and/or assist in the EL program.

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*
1. The EL teacher will review the latest ACCESS results as soon as they become available to the district.
 2. The EL teacher will update the status of all EL students based on the ACCESS Test or WIDA MODEL Screener results and provide this information to the administrators and counselors so that they can update the information in I - NOW.
 3. The EL teacher will review the changes after they are completed.
 4. All data entry personnel are trained in the terminology and appropriate procedures for EL data entry.

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*

Program Evaluation and Accountability

Haleyville City Schools will utilize both formal and informal evaluations in order to determine progress in meeting our English Learner Program goals. The evaluation will be an ongoing process. The progress of each EL is assessed at the end of each grading period using the report card given by the regular program and other assessments given by the classroom and EL teachers. These reports are kept on file at the individual schools and may be used in the annual evaluation.

A formal evaluation of the ESL program will be conducted at the end of each school year. This evaluation will consist of data collected for the ALSDE Data Compilation Report as well as information from the following:

- ✓ An evaluation of student scores on the ACCESS for ELLs in order to determine strengths and weaknesses in the language areas. This will include a compilation of ACCESS composite scores so that progress can be monitored as long as an English learner is enrolled in the EL program.
- ✓ Grades for all ELs will be checked at the end of each grading period to determine if there are individual deficiencies that need to be addressed in the EL pullout program.
- ✓ The EL teacher will schedule at least one meeting per year for parents so that EL programs and policies can be explained.
- ✓ The program will be periodically evaluated by the Alabama Department of Education in order to make sure that all guidelines are being properly followed. Additionally, all necessary data and / or demographic information will be submitted to the ALSDE as required. This information will be reported through venues such as STI, standardized test reporting and data compilation reporting.

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 III (b) (7).

The percentage of limited-English proficient students who participate in the state's student assessment system (Title I, Section III (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 compiled into a system report, which will be completed by the EL Program Area Specialist with input from the system-wide EL Committee. Areas of deficiencies will be identified.

The EL Committee will then approve strategies to correct these deficiencies for the upcoming school year. Strategies used may include but are not limited to workshops, professional development activities for EL 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. The implementation of goals, action steps, and strategies will be monitored through a monthly school walk-through and Continuous Improvement Plan reviews.

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.*

Special Education

ELL students can be referred for and placed into Special Education and Gifted Education programs by following the same procedures used for all students (Section 3116; Section 3213(2)(2)(G); OCR Memorandum, September 1991, Lau v. Nichols.

All ELs served by the system's EL program will receive special education services on the same basis as the English – speaking students. However, it is important to note that ELs, because of their cultural and linguistic backgrounds, have special instructional needs. These needs should not be confused with disabilities nor should they serve as a basis for referral for a special education evaluation.

Prior to a referral to PST or for a special education evaluation, efforts must be made to meet the student's needs within the context of the regular education program. This includes English as a Second Language classes and documentation of assessments, accommodations, and interventions.

Specific indicators, which validate the need for special education evaluation are:

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

The EL Instructor reviews student progress and performance for English learners on a regular basis. In the event that concerns beyond language acquisition arise, the EL Instructor in collaboration with the classroom teacher can refer the student to the PST, or can work in conjunction with the PST to outline the intervention that the student needs. If Tier I and Tier II RTI interventions are not successful, English learners will receive intensive Tier II or III interventions in language and content as recommended by the PST. If these interventions are not successful, it may be necessary to refer the student for special education services.

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

Referral information may indicate that a structured development history is needed to assist in the evaluation of a student's problem. The information gained from this history would be helpful in determining that a student's eligibility for special education services was not determined by the student's limited English proficiency or a lack of instruction in reading and math. The information recorded should remove all doubt that socio-cultural factors are the primary contributors to the student's learning or behavior problems. Essential factors needed to make this determination may be beyond the referral information required for non-LEP students.

Special Education referrals are made to the Special Education Coordinator. The Special Education Coordinator will determine if the referral is to be accepted and what evaluations are needed. Tests, which will be administered to ELs, will be presented in the native language of the student if and when they are needed and when such a test format is available. Testing with the use of an interpreter is also an option. Personnel who are trained in their administration will administer all the tests.

Additional pertinent information that should be addressed on the ELL referral form may include but not be limited to:

1. Identification of a proficient use of native language (e.g., Home Language Survey/Identification, Oral Language Proficiency Assessment).
2. The extent to which the EL has received native language instruction and/or English language instruction prior to the referral.
3. Experiential and/or enrichment services for students for diverse cultural and experiential backgrounds.
4. The school's efforts to involve parents prior to referral.
5. The amount of time and extent of services in an academic program for students who have had little or no formal schooling.
6. Length of residency of the referred student in the United States and prior school experience in the native country and in an English language school system.
7. Attempts to remediate the student's performance prior to referral, including any supplementary aids or support services provided for this purpose.

Tests, which will be administered to the ELs, will be determined by the special education coordinator or special education committee. The test may be presented in the native language of the student when such a test format is available and appropriate. An interpreter will be provided, if needed. Personnel who are trained in their administration will administer all tests. Upon completion of all evaluation material and information, the Special Education Committee will meet to determine if the student qualifies for special education services. The Special Education Coordinator is the primary administrator responsible for the provision of services to all special education students.

Special Education Referral Process for ELs in Grades K – 12

Because it is **against the law** to place a child into special education because of a lack of proficiency in English, the following documentation must be provided. This documentation is necessary to provide sufficient evidence that the problem meriting the referral is not caused by a limited proficiency in English.

Problem Solving Team Referral

The following are examples of documentation that will provide sufficient evidence to **PST** that an academic problem has been validated.

- Teacher observation report explaining the problem(s) as well as when and how often the problem occurs.
- A list of strategies that have been used in the classroom to address the student's language and academic problems.
- Evidence that appropriate accommodations and / or modifications in instruction and assessments have been provided in compliance with the student's *English Learner (EL) Plan*.
- Evidence that the problem persists after classroom remediation and / or prereferral strategies have been implemented. This evidence should be sufficient in order to determine what the student can and cannot do academically.

The Following will be provided to PST by the EL Teacher

- Results from assessments that have been used to determine the student's English proficiency in all language areas. 1) WIDA MODEL Screener 2) ACCESS for ELs 3) Other appropriate language assessments considered to be necessary by the EL teacher.
- A copy of the current EL plan
- The student's EL status and progress in English language acquisition
- Evidence that the problem persists after appropriate English language instruction has been provided through the EL program.
- List of programs that are currently serving the student.
- Report explaining why the evidence supports that the problem is not related to a lack of proficiency in English.

After the PST review, the referral is forwarded to the Special Education Department for further consideration. If the referral is accepted, the student will be evaluated to determine if he / she is eligible for special education services.

Evaluation

If the referral is accepted, the special education coordinator and the EL teacher will determine which assessments should be used for evaluation:

Summary of the EL Referral Process

1. A consistent problem is observed.
2. Intensive instruction and varying teaching strategies are implemented in the regular and EL classrooms.
3. Other available services are utilized if the child meets the eligibility requirements.
4. If the problem persists, then the referral and all relevant documentation will be sent to PST.
5. If it is determined that the problem is not related to a limited proficiency in English, then the special education evaluation process will begin.
6. If the evaluation provides sufficient evidence that there is a possible learning disability,

then the placement process will begin.

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*

LANGUAGE PROFICIENCY ASSESSMENT

The EL staff members who have completed the appropriate assessment training and certification will administer the *WIDA MODEL Screener* to all potential ELs and administer the ACCESS for ELs to all LEP students each spring.

The WIDA MODEL is the primary instrument utilized to determine the initial level of English language proficiency for program placement. The ACCESS for ELs is an annual assessment that indicates the progress students have made from year to year and annual proficiency level. Both the WIDA MODEL and the ACCESS for ELs measure speaking, listening, reading, and writing across the WIDA English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12. The standards are:

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

The WIDA MODEL Screener and ACCESS for ELS will be administered in grade level clusters as follows: Kindergarten ; Grades 1-2; Grades 3-5; Grade 6-8; Grades 9-12

The WIDA MODEL Screener is administered on an individual basis after a student has been initially identified by the Home Language Survey as a potential English learner. Students who score below a 4.0 (composite) will be placed in the EL program.

The ACCESS for ELs is administered each spring in accordance to the testing calendar set forth by the Alabama State Department of Education. All Kindergarten students are assessed individually. Students in grades 1-12 take the speaking portion of the test individually and the listening, reading, and writing portions in a small group with students of the same grade level cluster and tier. Students scoring less than a 4.8 composite score will participate in the EL program based on their level of proficiency and grade level.

Changes in EL status will be made at the beginning of each school year based on the results of the WIDA MODEL Screener or the ACCESS results. Changes will be made in compliance with ALSDE guidelines.

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

The LEA will hold schools accountable by monitoring and evaluating school engagement with continuous improvement plan

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

PROGRAMS AND SERVICES FOR PARENTS

Parents who speak a language other than English are invited and encouraged to participate in all programs and activities as native-English speaking parents in local schools as well as district offerings. These include parent-teacher conferences, parent workshops, The Parent-Teacher Organization, and a wide range of other special activities. We will continue to offer annual workshops for ELL parents on ways to help their children achieve success in school. Parents are encouraged to offer their input to the local school and to the ESL Program Supervisor for suggestions to improve the overall EL program that will generate success for their children in school.

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

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

Translation Procedures and Guidelines

In order to comply with *No Child Left Behind*, The Haleyville City School system has developed the following guidelines for providing interpreting and translation services.

1. Presently, Haleyville City Schools has three in house Spanish teachers / translators. **These translators are the only personnel who are approved to provide translation services involving confidential information.** Some of these services include but are not

limited to the following:

2. The Haleyville City School system takes pride in providing accurate and professional translations. Therefore, **teachers and other school personnel should not request a translation from a non – certified translator or a translator who has not been approved by the school principals or the Board of Education.**
3. Children should never be asked to provide translations between school personnel and parents.
4. Software or on-line translation services are often unreliable and inaccurate because they are very literal and cannot distinguish meaning. These tools should be used with caution to translate documents unless they are proofread and edited by one of the school translators.
5. Teachers and principals who need flyers, simple notices or announcements translated should submit them to one of the three in house translators at least one week prior to the dissemination of the information. Information for translation will be done in order of priority.
 - ✓ All documents from the Central Office sent to the schools for parent communication
 - ✓ All documents and notices within a specific school sent out annually to the entire school or grade level.
 - ✓ Other documents, notices or flyers to communicate between parents and the school that cannot be communicated orally.
6. All documents submitted for translation must include the following information.
 - ✓ Name of the person or department submitting the document
 - ✓ The title of the document
 - ✓ The date that the translation is needed
 - ✓ The original document in English submitted as an email attachment in Microsoft Word format.
7. Haleyville City Schools uses the TransACT Service that is provided by the Alabama Department of Education. The documents have been professionally translated into several languages. Some of these documents include; registration forms, free lunch forms, health forms and letters related to *No Child Left Behind*.
8. Phone calls in place of translated notices will be made to families in their native language on an as needed basis. Depending on the length, content and technicality of the message, a meeting with the parent or family may be suggested for effective communication.
9. Haleyville City Schools will provide a translator for families whose home language is a language other than Spanish. However, other languages may require a longer turnaround time if a translator is not available locally.

F. TITLE III SUPPLEMENTAL SERVICES

This section should be completed if the LEA receives Title III supplemental funds.

- 1) *Describe how the LEA uses Title III funds to supplement the core ESL program.*
- 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*

Haleyville City Schools will not receive Title III funds for the 2016-2017 School Year