

Section I Coversheet, Assurances, Signature Page

**EL District Plan
Cover Sheet**

Local Education Agency (LEA) Name:

Phenix City Public Schools

LEA Contact for ELs: Lisa B. Coleman

Name:
Lisa B. Coleman

Signature:

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Director of Secondary Curriculum &
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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

Lisa B. Coleman

 11/21/2014

EL Program Administrator

Signature

Date

William R. Wilkes

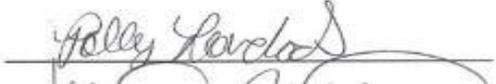
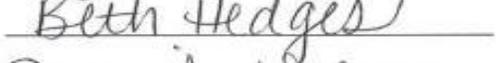
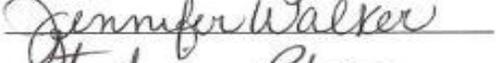
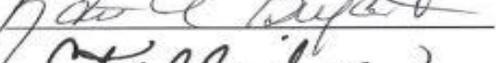
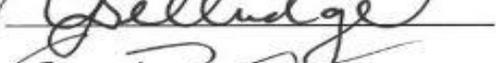
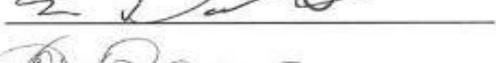
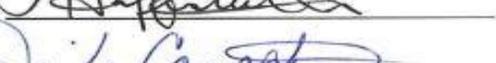
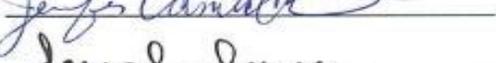
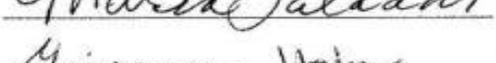
 11/24/2014

LEA Superintendent

Signature

Date

EL Advisory Committee Signatures

Polly Lovelock	Central High School	
Allison Nickless	Central Freshman Academy	
Beth Hedges	Lakewood Primary School	
Jennifer Walker	Lakewood Elementary School	
Stephanie Pleas	Meadowlane Elementary School	
Katie Bryant	Phenix City Elementary School	
Cedric Delbridge	Phenix City Intermediate School	
Eric Darch	Ridgecrest Elementary School	
Joy Ross	Sherwood Elementary School	
Tracy Huffstutler	South Girard School	
Jennifer Camacho	Westview Elementary School	
Seval Gomez	Educational Services Center	
Lisa Coleman	Educational Services Center	
Maria Salaam	ESL Paraprofessional	
Parent		

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/.

Section II Checklist

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.

B. IDENTIFICATION AND PLACEMENT PROCEDURES

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

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

3) 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.

C. PROGRAMS AND INSTRUCTION

2) 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

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

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

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

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

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

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

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.

D. ASSESSMENT & ACCOUNTABILITY

2) 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

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

E. PARENT INVOLVEMENT

2) 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

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

PHENIX CITY PUBLIC SCHOOLS LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

Section A: Introduction and Educational Theory and Goals

Section A: Introduction

Providing instruction that allows each ESL student to become language proficient is the foundation of Phenix City Schools ESL program. Commitment to such instruction insures that ESL students receive a quality education in the least restrictive and most conducive environment. A smooth transition from one language and culture to English depends upon level of literacy in the native language, age, and length of residence in the new country of each student. It is enhanced and strengthened by peer interaction. All teachers, ESL and content area teachers, strive to make the transitions fluid through collaboration and meeting the individual needs of each student.

Phenix City Public Schools recognizes that no students should be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program based on national origin. (1964 Civil Rights Act)

Educational Theory and Goals

The Phenix City Public Schools program for English Learners is designed and supported to help students acquire fluency in English, to insure and provide equal access to the academic core curriculum for all EL students, and to provide support that addresses emotional needs of students to protect and nurture a positive self-concept. Delivery of effective services is achieved through a variety of strategies and pedagogical. Individual student needs determine the scope of services and the choice and combination of instructional approaches. Multiple factors are considered when determining which educational approach(es) will be used for individual students. English language proficiency data, previous school records, teacher recommendations, and other evaluation data are all determinants. Instructional approaches based on scientifically based research demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. Second language acquisition will be facilitated through listening, speaking, reading and writing activities.

According to research, the average EL student who receives language support will gain Basic Interpersonal Communication Skills (BICS), including the language necessary to function in everyday life, in one to three years. Cognitive Academic Language Proficiency (CALP) is the language necessary to understand academic content, understand classroom instruction, lectures, notes, read and understand textbooks and take academic tests. The average EL student will gain this type of language acquisition in five to seven years.

English Learners may require instruction that differs based on their educational backgrounds and personal and cultural experiences. Like all students in Alabama they must be provided with access to the Alabama courses of study and district curriculum and services. However, they may require alternate pathways to achieve these goals. Instruction that makes content more comprehensible and accelerate the acquisition of academic language will be necessary. Because a variety of approaches are utilized to meet the needs of each student, flexibility and skillful adaptability are

needed to meet the needs of students. The EL student's core instructional program in Phenix City Public Schools is SLOP. Teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

School EL Committees develop Individual English Language Plans (IELP) which outline the accommodations that are needed for each identified EL student to be successful in the classroom. These plans may have students receive Tier II and Tier III interventions specific to each student's needs. ESL and Classroom teachers work together to provide the most appropriate instructions using best practices to meet the academic and language needs based on the WIDA-English Language Proficiency Standards for English Language Learners in Kindergarten through grade 12. Appropriate accommodations and/or modifications are implemented as needed. The law requires the following of effective instruction:

- Leads to timely acquisition of proficiency in English
- Provides teaching and learning opportunities so that each student can become proficient in the state's academic content and student academic achievement standards within the specified time frame that is expected for all students

Advancing no less than .5 proficiency level (based on ACCESS Proficiency Test) per academic year is expected for many students as a result of adequate instruction and support. All EL students will receive classroom instruction by highly qualified teachers in the academic program. All EL students will receive accommodated content instruction. All ELs are mainstreamed.

The ESL teacher uses a carefully constructed individualized approach to instruction, with consideration to the student's ELP and facilitating an appropriate pace for learning. Students work individually, in small groups, and in cooperative learning situations.

Section B: Identification and Placement Procedures

1) Procedures for implementing the EL Advisory Committee

The district EL Advisory Committee, which makes recommendations to the district regarding its EL program, may include central office administrators, assessment specialist, school administrators, school counselors, teachers, parents, and community representatives who work with EL students. The district EL Advisory Committee will meet at least annually to review the EL Plan and give input regarding the EL program and make recommendations based on programs review and needs assessment for modification of the program.

2) Methods for identification and placement

Registration Procedures

According to the Alabama State Department of Education's Federal Programs Local Education Agency Requirements for Serving Limited-English Proficient (LEP) Students..."all language-minority children will be allowed to attend school regardless of their ability to produce a birth certificate, social security number, or immigration documentation." A language-minority student is one whose home language is other than English. In keeping with those requirements the following guidelines are used in enrolling language minority students:

- No students are denied enrollment base on race, religion, ethnic background or immigration status
- Proof of residency must be provided
- Current immunization records must be provided within a reasonable period of time. If the

parents do not have the records they will be assisted in obtaining a current immunization by calling the child's previous school or Health Department

- A social security number is not required for enrollment or school lunch forms. If a student does not have a social security number, an identification number will be assigned to that student. Application forms to obtain a social security number may be distributed to the parent/guardian but the decision to complete them is optional. The school should use procedures described in the Alabama Administrative Code (AAC) to create a student number.
- Students are not required to show an original birth certificate. If they do not have one, other reliable proof such as a passport, family Bible, baptismal certificate will suffice in place of one
- Student eligibility for services is not based on immigration status.

Plyler v. Doe [457 U.S. 202 (1982)]

Identification

As part of the registration process for enrollment in Phenix City Public Schools, every student will complete a Home Language Survey (HLS). The HLS will be the initial identification tool for potential English Learners. The HLS will contain at a minimum the following questions:

1. Is a language other than English spoken at home?
2. Is your child's first language a language other than English?
3. What language did your child learn when he/she first began to talk?
4. What language does your child most frequently speak at home?

Any student whose registration or HLS indicates a language other than English on any of the survey questions is a language minority student. If a language other than English is identified in ANY of the HLS responses, the student will be identified as a potential English Learner (EL). If a student is identified as a potential EL upon enrollment, a copy of the HLS will be given to the EL teacher for that school within three days (3). The student must be evaluated with the current state screener to determine the student's English-language proficiency level to determine if the student is eligible for English Second Language (ESL) services. The completed evaluation/screener becomes part of the student's permanent record and ESL file.

WIDA-ACCESS Placement Test (W-APT)

The Alabama State Department of Education has adopted the World-Class Instructional Design and Assessment (WIDA-ACCESS Placement test, the primary screener utilized to determine the initial level of English language proficiency for program placement and service.

Phenix City Public Schools will use the W-APT and/or other criteria as determined appropriate for services. The staff that have completed the appropriate assessment training to administer the W-APT or ACCESS administers testing, and who has demonstrated competency in the administration of the W-APT or other state approved assessment. This is usually the ESL Teacher, EL Coordinator, or it may be an identified classroom teacher.

Language minority students who are identified by the HLS during registration at the beginning of the school year will be evaluated within 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. PCPS will record the registration date as the "original entry date" in iNow or "date first enrolled" when completing the demographics page of the ACCESS for ELs English proficiency test.

Language-minority students must be assessed with W-APT unless their records show that the student has successfully exited from an ESL program or they have been recently tested. Any student scoring an overall composite score of 3.9 or below must be identified as a limited-English proficient and will require placement in an English language instruction program. A student scoring a composite score of 4.0 or above may be identified as LEP and may require placement in an English language instruction program, but further assessment may be needed. Teacher judgment, other assessments and extenuating circumstances such as the child's age and amount and quality of previous schooling may be factored into the decision.

The ACCESS for ELLs is the required annual assessment to assess English language proficiency in all four domains of language development: listening, speaking, reading, and writing. This assessment indicates the progress students have made from year to year in attaining language proficiency and determines the annual proficiency level of each student.

The school counselor, principal or registrar will notify the ESL teacher of the enrollment or pending withdrawal of any student with English as a Second Language.

EL Committee/ILAP Team

Every student identified as limited-English proficient, or an English Learner (EL), will have an EL Committee. The EL Committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are EL. This committee will be comprised of the ESL teacher, the EL Building Coordinator/Administrator, at least one of the student's core academic teachers, the parent and possibly a translator. The student's EL committee will guide and monitor the placement, services and assessments (including accommodations) needed, and will formulate the Individualized English Language Plan (IELP).

Some of the responsibilities of the EL Committee will include: considering each students' language needs and background; ensuring proper identification, placement, assessment, instructional and support programs; regularly reviewing the student's progress in language acquisition and academic achievement; identifying accommodations needed on all state assessments; and identifying classroom strategies and classroom accommodations that will be implemented. The IELP will be updated each school year, until the student exits the program. Once the student is identified as Former Limited English Proficient (FLEP1 and FLEP2), the student will be monitored by the EL Building Coordinator/Administrator, the ESL teacher and the ELS content teachers for two years to ensure the student is academically successful outside the umbrella of ESL services. This monitoring process is informal and fluid throughout the year with two official checkpoints that are documented in the EL file. When the student has been monitored for two consecutive years the student will be identified as FLEP.

Roles of Data, Support and Intervention (DSI) Team and ELs Committees

Although there is nothing to prohibit members of the Data, Support and Intervention (DSI) from participant on EL Committees, these committees serve very different purposes. The problem solving team process plays a central role in implementing Response to Instruction (RtI) RtI is designed to combine core instruction, assessment, and interventions within a multi-tiered system with goals of increasing student achievement and reducing behavior problems. The DSI Team's focus is to help guide general education intervention services for all students at risk of failure both academically and behaviorally. "At Risk" is defined by the SDE as "core grades below C, proficiency levels of 1 or 2 on standardized tests (ACT No. 2011-655), chronic behavior referrals, etc." English Learners may be referred to the DSI Team after differentiated instructional strategies have been

provided for them for a reasonable amount of time in Tier I and there is data showing that this instruction has been unsuccessful. ELs cannot be referred to the DSI Team if language is the only barrier to achievement.

If an EL student is being discussed for possible special education issues and language has been eliminated as the issue, then DSI Teams is the appropriate vehicle, provided the EL students' staff member(s) are part of the team. Once language has been eliminated as the barrier to achievement, EL students must be served in the same way as all other students.

3) Procedures for exiting students from the ESL Program and monitoring progress

In order to exit the English language instruction educational program, the student must achieve a composite score of 4.8 on the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) test. When the student achieves the exit composite score (4.8), the ESL Teacher will provide written notice to the parent by the end of August of the school year the student achieves a 4.8 score on ACCESS, the at the student has achieved the exit status criteria and that the monitoring process will be for a period of two years. The notice to parents will be printed in English and the parents' primary language.

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

Monitoring

The EL Building Coordinator, ESL Teacher and the EL student's content teachers monitor the exited student for a period of two (2) years to determine academic success. Students who have met the exit criteria for the first year will be labeled FLEP1 (monitoring Year 1). The second year the student will be labeled FLEP2 (monitoring Year 2). These students will be monitored throughout the year informally and formally at the end of each semester. Criteria that may be used to determine success will be the following:

- Subject area grades at "C" or better
- Review of formal or informal student assessment results
- Attendance
- Teacher comments
- Student interview

After successfully completing the two (2) years of monitoring, the student will be classified as FLEP.

If these efforts indicate that the student is experiencing difficulty in the regular classroom program, the school counselor will stop to determine whether the accommodations on the student's IELP are being followed or add accommodations if different. The school counselor will administer the W-APT if needed. An EL Committee will meet and will review all information available in making a determination as the reason(s) for lack of success. If it is determined by the EL Committee that language is a barrier to academic success, the student may be screened again using the W-AT and reenter the ESL Program if scores indicate. If the score on the W-APT is 3.9 or less, the students will be re-classified LEP and receive accommodations and an IELP if the lack of progress is related to English proficiency. If the lack of progress is not due to English proficiency, the committee will make recommendations to meet the needs of the student through the PST Team and RtI.

Section C: Programs and Instruction

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

- ALSDE SAMUEL Meetings: Professional development provided by ALSDE through SAMUEL Meetings is attended by PCS teachers who
- Local Professional Development led by ESL Coordinator addresses the following components of EL Instruction:
 - TransACT
 - WIDA Standards
 - Understanding the ACCESS
 - Cultural Considerations

2) How the ESL program will ensure that ELs develop English proficiency

Phenix City Public Schools' core EL language acquisition program is Sheltered Instruction Observation Protocol (SIOP) with embedding the WIDA Standards in all core academic subjects and using sheltered instruction.

Sheltered instruction is an instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction is English taught with a focus on content knowledge and skills being the goal rather than learning the language. The goal of SI is to provide grade level content and to promote the development of English language proficiency. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

SIOP is a teaching approach intended for teaching various academic content (such as social studies, science or literature) using the English language to instruct students who are still learning English. SIOP requires the student possess intermediate fluency in English as well as mastery of their native language. The instruction is carefully prepared so the student can access the English language content supported by material in their primary language and carefully planned instruction that strives for comprehensible input. SIOP is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

SIOP is not an English-only submersion program where the student is dependent solely on English, nor is it a watered down curriculum. SIOP is an approach that seeks to teach both content and language in a cognitively demanding environment. As such, it is an important aspect of some structured English immersion programs. Lessons thus include both content goals and language goals for the students.

Preparing good lessons in SIOP requires awareness that the student is not a native English speaker and avoidance of those aspects of English that might make it difficult for a person learning English as a second language. This includes avoiding idiomatic English, which may seem natural to a native speaker but would confuse non-native speakers.

The EL Coordinator, Principals, and building teams selected by the principal can monitor implementation and effectiveness. Walk-throughs and evidence checks ensure compliance with

and offer support for continuous improvement practices.

Students who are acquiring a new language undergo the following stages of language development:

1. Entering
2. Emerging
3. Developing
4. Expanding
5. Bridging
6. Reaching

WIDA has developed English Proficiency Standards for grades K-12. The ACCESS is aligned with those standards which are designed as a curriculum and planning tool. They help educators determine a student's English Proficiency Level and how to appropriately challenge students to achieve a high level. The WIDA ELP standards facilitate the design of language development objectives.

By implementing the WIDA ELP standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum as they progress through the stages of language acquisition. The WIDA ELP Standards facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of instruction.

3) Specific components of the LEA's ESL program

All ELs will receive classroom instruction by highly qualified teachers in the core academic program. Student who are EL will receive accommodated content instruction. All ELs are mainstreamed. In addition, the ESL teacher uses a highly individualized approach to instruction, considering the student's ELP and allows them to proceed at an appropriate pace. Students work individually, in small groups, and in cooperative learning situations. Instruction will take place in pull-out groups or one-on-one, push-in with collaboration between the ESL instructor and the regular education teacher, and in content classrooms using the sheltered instruction model.

ESL teachers and content teachers work together to provide the most appropriate instruction using best practices to meet the academic and language needs based on the WIDA-English Language Proficiency Standards for ELs in K-12th grade. These efforts ensure that appropriate accommodations and/or modifications are implemented as needed.

4) Grading and retention policy and procedures

"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*)"

Authentic methods of assessments with ELs will be made through interview or oral assessments, projects or illustrations, observations or interactions, traditional formats of assessments with translation tools, reduced text format, and graphic support as accommodations.

The following considerations will be made when assigning grades to ELs:

- Is an I-ELP in place?
- Were accommodations made to lower the language barrier?
- Were authentic assessment methods used to evaluate EL student learning of

content?

- Were all content objectives included in student's instruction?
- What level of mastery on content objectives did student demonstrate?

The EL Committee will consider the following regarding the retention of ELs:

- Level of the student's ELP
- Is the student receiving SL services?
- Is an I-ELP in place?
- Were accommodations to aspects of instruction such as teacher lesson delivery, activities and assignments, homework, and assessments made to lower the language barrier?
- Were authentic assessment methods used to evaluate EL student learning of content?
- Were all content objectives included in student's instruction?
- What level of mastery on content objectives did student demonstrate?
- Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to their IELP?

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

State Requirements for Teaching English as a Second Language

Teaching English to non-native speakers requires knowledge and skill that differ from teaching other subjects such as science and math. Although certain educational theories and instructional strategies are interdisciplinary, teacher preparation courses may be inadequate in providing methodology and theory that address English language development within core subject areas.

The following reflect the minimum state requirements for teaching ESL:

1. ESL Certification is awarded through programs at Alabama colleges or with reciprocal agreements with other states and as of June 1 2007, with PRAXIS II,
2. ESL P-6 can have
 - a. ESL Certification
 - b. Foreign Language Certification
Regular Elementary Certification
3. Secondary ESL Teachers can have
 - a. ESL Certification
 - b. Foreign Language Certification
 - c. Regular Elementary Certification
 - d. English/Language Arts Certification
4. Highly Qualified (HQ) teacher regulations under the No Child Left Behind Act of 2001 do not apply to ESL teachers who teach language development to ELs
5. ESL teachers shall not teach any core subject area classes without falling under NCLB HQ Regulations

While some certified teachers without formal ESL certification are permitted to teach ESL as described above, LEAS must provide appropriate professional development for teachers who have not received formal ESL certification (SDE Policy and Procedures Handbook, 2011)

Phenix City Schools employs one teacher with ESL Certification. In addition, classroom teachers have the responsibility to administer the core EL program of SIOP following and implementing each student's IELP accommodations. These teachers are fluent in the English language, as well as written and oral communication skills.

Professional development opportunity and training are provided annually for ESL teachers and regular classroom teachers to address specific needs as required. This is accomplished by providing the opportunity to attend related workshops, conferences, or in-service through EARIC and SDE professional development (SAMUEL Meetings). The district has allocated state EL funds and Title I funds for professional development for classroom teachers where EL populations are present.

6) Method for collecting and submitting data

Phenix City Schools will collect and submit required data to the Alabama State Department of Education in a timely and accurate manner. Data Submission is the ultimate responsibility of the EL Coordinator. The EL Coordinator provides an annual orientation and training on the use of iNow to all ESL teachers and EL Building Coordinators that includes the proper coding for ELs and the reliable and accurate entering of data. Documents are stored on the ACS Server regarding the correct coding of ELs in iNow.

At the district level the EL Coordinator maintains information on the enrollment and withdrawal of EL students, their date of enrollment, their native language, data of withdrawal, and reentry into the system. The schools provide this information. The Federal Programs Coordinator also maintains multi-years tracking of ACCESS scores for each student enrolled in the district. This information is used in assessing the effectiveness of the EL program, in identifying students eligible to exit the program, and to determine progress of student's language acquisition.

7) Method for evaluating the effectiveness of the ESL program

Phenix City Schools collects information annually in order to assess the effectiveness of its English language program. This information includes, but is not limited to, the student's previous level of English proficiency, the student's most current level of English proficiency, and academic progress as measured by state assessments, grades, teacher input, and earned credits at the high school level. This information is compiled and reviewed by the district EL Coordinator and shared with central office, school administrators, and the EL Advisory Committee. Attention is given to the system and school on Annual Measurable Achievement Objectives (AMAOs) status, provided by the ALSDE. The EL Advisory Committee shares in setting/reviewing the goals for the EL program for the next school year. Another tool used in determining program effectiveness is the evaluation submitted in e-Gap with the Title III application of funds.

8) Method of identification and referral of ELs to the Special Education Program

"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 service, if needed, that meet their specific needs; due process; education in the least restrictive environment; res 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 asses 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.

ELs are eligible to receive special educational services 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* (see Appendix A, Online Resources, Item 2).

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 (NOMPHLOTE). These accommodations must include a translator for oral communication, and written communication must be in the parent's native language." (SDE Policy and Procedure Handbook, 2011)

LEP Students and Special Education Services: Referral of a Limited English Proficient student to special education needs careful consideration. It is very difficult to determine if the student's difficulties with academics are related to the student's deficits in English proficiency or if there is a true disability. Research has shown that the dual load of learning academics and language at the same time can sometimes cause academic progress to be slow. ELs who are following normal developmental patterns for learning a new language should not be referred. Due to ELs' cultural and linguistic backgrounds they 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. If an EL student is referred for possible special education services, language must be eliminated as the problem.

Students who are experiencing academic difficulties not related to their LEP status are initially referred to the PST Team at their school. Additional services or classroom accommodations may be recommended by the EL committee in an effort to improve academic functioning. If these interventions do not succeed the student may be referred for special education services. Prior to a referral for special education evaluation for an EL, all efforts need to be made within the context of the regular and ESL educational program to improve academic performance. All accommodations, assessments and interventions must be documented. Certain indicators need consideration which may validate a special education evaluation:

- Poor communicative proficiency in the home as compared to siblings and same age peers in bilingual environments
- Noted developmental delays or other at-risk factors

Based on a review of all submitted documentation, the PST Team may recommend a student for a special education referral for an evaluation. This will only be after all other avenues have been explored. 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 (NOMPHLOTE). These accommodations must include a translator for oral communication, and written communication must be in the parent's native language. (SDE Policy and Procedure Handbook, 2011)

Section D: Assessment and Accountability

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

The EL Coordinator and the System Test Coordinator work closely together to ensure that all ELs are assessed annually using the ACCESS for English Language Learners and that all ELs participate in all other required state assessments in which all students participate. Decisions regarding the need or testing accommodations are made individually by the student's EL committee. The system test coordinator attends annual professional development sponsored by the AL State Department of Education regarding assessment and accountability requirements. These requirements are shared annually with the Federal Programs Coordinator and other central office personnel, principals, and building test coordinators.

All ELs must and will participate in statewide assessments. Title I Section 1111 (b) (7) states that not less than 95% of each school's limited-English proficient students are required to take the state assessments, unless the number of such students is insufficient to yield statistically reliable information. ELs during their first academic year in U.S. schools will not be required to participate in the reading subtest of the Alabama Reading and Mathematics Test (ARMT+) or the Alabama High School Graduation Exam (AHSGEE). ELs in their first academic year of enrollment in U.S. schools must take the appropriate mathematics portion of the ARMT+ or the AHSGE with accommodations as necessary. However, their scores will not be included in accountability determinations. EL students may require accommodations on state assessments because of their level of language proficiency. All decisions regarding accommodations on state assessments must be made by the student's EL committee and be noted on the IELP plan.

- 2) Method for holding schools accountable for meeting proficiency in academic achievement (AMOs) and Annual Measurable Achievement Objectives (AMAOs)

Data analysis of ACCESS scores is completed annually and provided to the school administrator, EL Building Coordinator and ESL Teachers. Schools are held accountable for meeting AMAOs. Walk-throughs and evidence checks ensure compliance with, and offer support for, continuous improvement practices.

Proficiency result and AMAO data are shared with central office administrators, the school administrator, EL Building Coordinator, ESL teachers and the EL Advisory Committee. All of the above mentioned stakeholders provide feedback on ways to improve the performance of EL

students. Some of the suggestions may include but are not limited to workshops, professional development activities for ESL staff and regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

At the individual student level, the student's EL committee will make adjustments to the student's IELP based on the data and other indicators of student performance. The quality and intensity of intervention being provided is reviewed and adjusted by the EL Committee and/or DSI Team when necessary.

Section E: Parent Involvement

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

At the time of enrollment, parents are notified of all programs and services available for their child(ren). This is done in a language they can understand, if at all possible. If parents are not present or if communication is not established at the time of enrollment, they are notified either in writing (using their language) or by an employee or designee of the school system making a visit and explaining the types of programs and services available. The following information is provided to parents of LEP students receiving ESL services not later than two weeks after the beginning of the school year or date of enrollment.

Parental involvement is facilitated through the use of translators/interpreters at school events and for written communication between school and home, and the use of the TansACT program, located at www.transact.com, for various written notifications. Schools also refer parents/families to various programs available in the local communities. Each school promotes parent involvement for all students, including EL parents. Communications may include, but are not limited to, registration materials, school or grade meetings information, PTA meetings, field trips, carnivals, school volunteer activities and other school sponsored activities.

A district ESL Parent Advisory Council is being established to consult with ESL personnel on issues regarding limited-English proficient students.

2) Methods (in a language they can understand) for notification requirements for ELs students regarding

- EL identification and placement
- Separate notification for the LEA or school's failure to meet AMAOs

According to NCLB Title III requirements, the district must, not 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 the following:

1. The reasons for 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.

Notification Regarding Accountability for Annual Measurable achievement Objectives (AMAOS)

A separate notification is made to parents if the school or school system is using Title I or Title III funds to provide the language instruction program and the program has failed to make progress on the annual measurable achievement objectives (AMAOs) for any school year, in accordance with state guidelines. This notification shall occur within 30 days after such failure occurs. If the child enrolls in school after the beginning of the year Phenix City Schools will notify the parents of the failing language instruction program within two weeks of the child being placed in the program. This notification will be in a language or manner the parents can understand.

Section F: Title III *(To be completed if the LEA receives Title III supplemental funds)*

N/A

Section E: Appendix *(Required documents are Home Language Survey, Parent Notification Letters, and Title III Supplemental Services Waiver Letter; the LEA may include any other related documents)*