

Alabaster City Schools ESL Plan Synopsis

Policy: The Alabaster City Board of Education recognizes that within the city district there are students who have a primary language other than English. The goal of the English as a Second Language (ESL) program is to provide instruction in the four language domains while aligning instruction with the College and Career Ready Standards.

Accordingly, the Board of Education authorizes the Superintendent or his designee to take affirmative steps to enable students to overcome language barriers in the classroom. These affirmative steps include identification, assessment, appropriate services, and monitoring.

Purpose of Program: English as a Second Language (ESL) shall be taught to enable English learners (EL) to become competent in the comprehension, speaking, reading, and writing of the English language. The program shall emphasize mastery of English language skills and content area concepts and skills so students are able to participate effectively in the regular academic program and to reach their full potential.

Home Language Survey: The Home Language Survey shall be provided to the parents of all students at the time of initial registration and placed in the student's permanent record file.

Potential English Learners (EL): Home Language Surveys which include any language other than English on any question must be referred to the school's ESL instructor. **The data manager/registrar should immediately provide a copy of the HLS to the ESL instructor, then send a copy of the Home Language Survey to the Federal Programs office.** The ESL instructor will gather information on the student and administer the MODEL (Measure of Developing English Language) to determine the level of English language proficiency and convene an ELL committee Meeting including the student's parents within ten (10) school days. Interpreters may be available upon request. The information will be provided to the ELL committee for review and possible placement of the student in the English language instruction educational program. *(The English language instruction educational program will be referred to as the ESL program hereafter in this document.)*

Parental Notification: According to Title III, Part C, Section 3302(a), each Local Education Agency (LEA) shall, "not later than **thirty (30) days** after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the following:

The reasons for the identification of the student as limited-English (LEP) proficient and in need of placement in an English language instruction educational program.

The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.

The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and use of English from "regular" programs in the school.

How the program will meet the educational strengths and needs of the student.

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

Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate.

If applicable, how the program meets objectives of the student's individualized education plan (IEP).

Specifically, the following information pertaining to parental rights must be provided in writing:

The right of parents to have their child immediately removed, upon their request, from the English language instruction educational program.

The options that parents have to decline to enroll their child in an English language educational program or to choose another program or method of instruction **if** another program or method is available.

The assistance that will be provided for parents in selecting from among various programs and methods of instruction if more than one program or method is offered by the LEA.

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the ELL committee must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program.

The notice to parents shall be printed in English and/or the parents' primary language when available. Parents are not required to respond affirmatively to the notification for the student to participate in the English language instruction educational program. Upon receipt of written instructions from the parent, however, the ELL committee must withdraw the student from the formal English language instruction educational program. The teachers and school are still obligated to provide appropriate, informal strategies to ensure that the student's English language and academic needs are met.

English Language Learner Committee: Each school shall form an ELL Committee consisting of a school administrator, a content area teacher, an ESL instructor, the school counselor, and others as designated by the principal. The EL's parent will be invited to participate in ELL committee decisions. The Committee shall review all relevant information and determine appropriate placement and exit from the ESL program for all ELs.

Program Exit: A student will be exited from the ESL program upon achieving a 4.8 or higher on the ACCESS for ELs.

Written notice shall be provided to the parents within five (5) school days of the ELL committee Meeting informing them that their child will be exited from the ESL program. The notice shall be printed in English and the parents' primary language when possible.

Upon exiting the ESL program the student will no longer be classified as LEP. The ESL instructor and the ELL Committee shall monitor the progress of the student for **two academic (2) years**. During the first year the student will be monitored at the conclusion of each grading period and will be classified as **Former LEP (Monitor Year 1)**. The student will be monitored at the conclusion of each semester during the second year and will be classified as **Former LEP (Monitor Year 2)**. After successfully completing the two (2) years of monitoring, the student will be classified as **FLEP**. If the student is not academically successful or does not pass coursework without accommodations while being monitored, the EL/PST committee will reconvene to review Tier II interventions and accommodations and then determine whether the student should be reevaluated for ESL services using the MODEL. The student may then be reclassified as LEP (depending on the MODEL score of the student) and reenrolled in the ESL program or other appropriate academic intervention programs. **The student must again exit the ESL program with a 4.8 or higher on ACCESS.**

Assurances: The Alabaster City Schools English as a Second Language Manual of Procedures was designed by a committee of administrators, teachers (both ESL teachers and regular classroom teachers), bilingual instructional aides, school counselors, parents, community representatives, and university personnel representing the University of Alabama at Birmingham.

All teachers and bilingual instructional aides in Alabaster City Schools ESL Program have demonstrated English proficiency in written and oral communication skills.