

DEKALB COUNTY SCHOOLS
ENGLISH LANGUAGE LEARNER
PLAN AND GUIDE

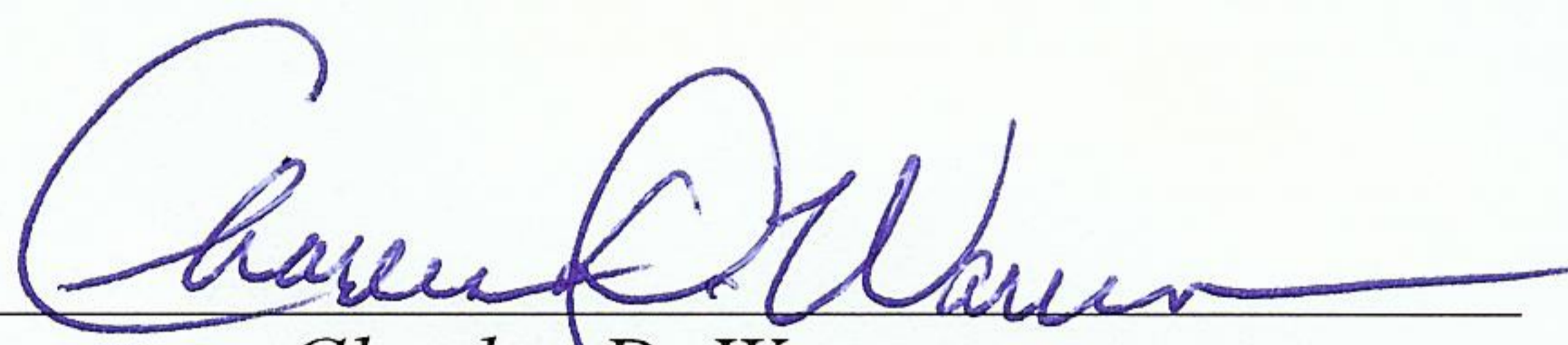
A Manual for Identifying, Assessing, Placing, and Meeting

the

Educational Needs of

English Language Learners

Superintendent Approval:


Charles D. Warren

November 18, 2010



Jason Mayfield
Title III Coordinator

DEKALB COUNTY SCHOOLS

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"If a child can't learn the way we teach, maybe we should teach the way they learn."

-- [Ignacio Estrada](#)

"Language is a living, kicking, growing, flitting, evolving reality, and the teacher should spontaneously reflect its vibrant and protean qualities."

-- [John A. Rassias](#), Professor of Romance Languages, Dartmouth

"Our task is to provide an education for the kind of kids we have... Not the kind of kids we used to have... Or want to have... Or the kids that exist in our dreams."

-- [Mary Kay Utech](#)

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DeKalb County Schools
ELL ADVISORY COMMITTEE

**The ELL Advisory Committee will meet periodically for the purpose of determining program needs, evaluation, and for making any necessary amendments to the district ELL Plan and Guide. The committee will also make recommendations for parental involvement programs to further student success and professional development.

DEKALB COUNTY SCHOOLS

Questions regarding LEA responsibilities for providing English language services may be directed to:

Charles Warren, Superintendent, DeKalb County Board of Education
E-mail: cdwarren@dekalbk12.org
(256) 638-6921

Jason Mayfield, Title III Programs Director, DeKalb County Board of Education
E-mail: jgmayfield@dekalbk12.org
Telephone: (256) 638-6921

Jennifer Williams, Language Acquisition Coach, DeKalb County Board of Education
E-mail: jhwilliams@dekalbk12.org
Telephone: (256) 638-6921

Translators

Translators will be provided by the DeKalb County Board of Education on an as needed basis. Please contact Jason Mayfield or Jennifer Williams to arrange for translation services if needed.

LIMITED ENGLISH PROFICIENT (LEP) DEFINED

The Alabama definition of limited English proficient (LEP) / English Language Learner (ELL) is taken from the *No Child Left Behind Act of 2001*, S. 9101, 25 of Title IX:

“(25) LIMITED ENGLISH PROFICIENT – The term “limited English proficient,” when used with respect to an individual, means an individual –

- (A) who is aged three through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulty is speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i) the ability to meet the State’s proficient level of achievement on State Assessments described in Section 1111 (b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.”

The LEP / ELL definition includes students with a wide range of educational needs with respect to learning English as a Second Language (ESL). Examples include the following types of students:

- Children of recent immigrants who speak no English and who have had no formal training in written language;
- Children of highly-educated immigrants who have had formal training in English during formal schooling; and / or
- United States-born children whose primary language is not English and who have had limited formal education in English language.

STATEMENT OF INTENT

Language is a complex system of knowledge that children acquire and use with apparent ease and naturalness. This remarkable human quality is the most powerful tool they have for expanding their curiosity, inventiveness, intellect, and sociability. Language acquisition is integral to academic success; academic success is integral to human accomplishment and fulfillment.

It is the intent of the DeKalb County Board of Education that every student in the system who has a primary home language other than English and who is identified as Limited English Proficient (LEP) be provided with the opportunity to participate in an English Language Learner (ELL) program.

It is also the intent of the DeKalb County Board of Education that no LEP student enrolled in the ELL program is denied the opportunity to participate in other programs.

The goal of ELL instruction shall not be to replace or to negate the students' primary home language. Rather, the ELL program shall strive to enable the LEP students to become competent in listening, speaking, reading, and writing in the English language. This instruction shall emphasize the acquisition and mastery of English to enable LEP students to participate fully in the benefits of public education.

Educational Model: In grades K-12, instruction is conducted in English (although instructors may also use the native language to offer instructional support). Content teachers incorporate the WIDA English Language Proficiency (ELP) standards into their instruction, promote the use of techniques and strategies for making grade-level content comprehensible for ELs while promoting their English Language development. . ELL instructional staff utilizes instructional strategies and scientifically researched based programs for delivering content to English Language Learners in English. Students in grades K-6 will receive instruction using differentiated strategies along with a combination from their regular educational teacher and / or pull-out instruction from resource teachers. Students in grades 7-12 will receive instruction using a variety of best practices and differentiated instructional strategies. Some schools offer sheltered content classes as staffing allows. Students in grades 7-12 may also attend an ELL resource class during a class period of their day. A summer English Language Acquisition Program (ELAP) as funding allows will provide extended learning opportunities for LEP students experiencing difficulties during the regular school year by concentrating on oral, academic, and written proficiency in English.

DEKALB COUNTY SCHOOLS' ELL PLAN SYNOPSIS

Purpose of Program: English Language Acquisition skills shall be taught to enable limited English proficient (LEP) students 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 to enable students to participate effectively in the regular academic program and to reach their full potential.

Home Language Survey: The home language survey shall be administered to all parent(s)/ legal guardian(s) at the time of registration. The survey shall be signed by the parent or guardian of students in kindergarten through grade 6, and by the student or parent in grades 7 through 12. The home language survey shall become a part of the student's permanent record as well as the student's comprehensive ELL file.

ACCESS for ELL's: Students are administered the W-APT and ACCESS for ELL's to help evaluate proficiency in speaking, listening, reading, and writing English. These tests shall become part of the student's comprehensive ELL file. A copy of the student's ACCESS scores shall become part of the student's permanent record by copying the ACCESS for ELL's comprehensive report for each student.

Language Proficiency Assessment Committee (LPAC): Each campus with an identified LEP population shall form a LPAC, consisting of a campus administrator, the parent of the student being assessed, a classroom instructor, an ELL teacher, a speech pathologist (as needed), and a translator (as needed) to include the parent(s) or legal guardian(s) of the student in decisions regarding the education of their child (ren).

Parental Notice and Approval: According to Title III, Part C, Section 3302 (a), each Local Education Agency (LEA) shall, not later than 30 days after the beginning of the school year, or within ten days after classification and placement for new students enrolling in the school, parents shall be given written notice that their child has been classified as LEP. The notice shall be printed in English as well as the primary language of the parents. The entry or placement of a student in a *supplemental* ELL program must be approved in writing by the student's parent/guardian. Such information may be obtained by using the *Permission to Participate* form. *In addition* to informing parents that their child has been classified as LEP, the school must also provide notification to the parent(s) of ELLs identified for participation in an English language educational program of information pertaining to parental rights. The notice to parents shall be written in English and the parents' primary language. *See page 17 for a more detailed explanation.*

Program Exit: A student may be exited from ELL program upon recommendation by the LPAC committee when the following criteria have been considered:

1. ACCESS for ELLs score indicating overall proficiency (Composite score of 4.8)

**Written notice shall be provided to parents that their child will be exited from the ELL program. The notice shall be printed in English and the parent's primary language. (*See appendix for Permission to Exit form*)

LEGAL ISSUES

There is substantial body of federal law, court rulings, and administrative regulations addressing the rights of national origin language minority students.

A synthesis of these is listed below:

U.S. CONSTITUTION, FOURTEENTH AMENDMENT, 1868

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

FEDERAL LAWS

Civil Rights Act, Title VI, 1964

“No person in the United States shall, on the ground of race, color, or national origin...be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Equal Educational Opportunities Act (EEOA), 1974

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

The Bilingual Education Act of 1988: P.L. 100-297

States and local school districts should be encouraged to determine appropriate curricula for LEP students within their jurisdictions and develop and implement appropriate instructional programs.

The Education of all Handicapped Children Act of 1975, P.L. 94-142

Establishes appropriate practices in meeting the needs of non-English language background students suspected of having handicapping conditions.

No Child Left Behind (NCLB), 2001

The No Child Left Behind (NCLB) legislation signed by President George W. Bush has had a major impact on local LEA's and the accountability issue for local schools. NCLB requires all children to reach levels of proficiency (including ELL students). Local schools must assure that ELL students are receiving the necessary services and are not being denied other services because of language barriers.

U.S. Supreme Court Rulings

Lau v. Nichols, 1974

A suit filed by Chinese parents in San Francisco in 1974 led to a landmark Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act. The ruling requires school districts to take "affirmative steps" to overcome educational barriers faced by non-English speakers (Lyons, 1992).

In a unanimous decision, the U.S. Supreme Court ruled that:

Equality of educational opportunity is not achieved by merely providing all students with “the same facilities,

textbooks, teachers, and curriculum; (because) students who do not understand English are effectively foreclosed from any meaningful education.”

The Office for Civil Rights (U.S. Department of Education) has the authority to establish regulations for compliance with the 1964 Civil Rights Act.

Plyer v. Doe, 1982

The U.S. Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

In addition, the court ruled that public schools may not:

- Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- Treat a student disparately to determine residency.
- Engage in any practice to “chill” the right of access to school.
- Require students or parents to disclose or document their immigration status.
- Make inquiries of students or parents that may expose their undocumented status.
- Require social security numbers from all students, as this may expose undocumented status.

U.S. Federal Courts

Serna v. Portales, 1974

The Tenth Circuit Court of Appeals found “undisputed evidence that Spanish surnamed students do not reach the achievement levels attained by the Anglo counterparts.” The court ordered Portales Municipal Schools to design an educational plan which addressed national origin minority students’ needs by implementing a bilingual and bicultural curriculum, revising test procedures to assess achievement in that curriculum and recruiting and hiring bilingual school personnel.

Cintron v. Brentwood, 1978

The Federal District Court for the Eastern District of New York rejected the Brentwood School District’s plan to restructure its bilingual program, finding that the proposed plan “kept Spanish speaking students separate and apart from English speaking students in music and art in violation of the ‘Lau Guidelines’.” The program also failed to provide for exiting students whose English language proficiency would enable them to understand regular English instruction.

Rios v. Reed, 1978

The Federal District Court for the Eastern District of New York found Pastchogue-Medford School District’s transitional bilingual program inadequate with regard to school professionals’ knowledge of bilingual teaching methods, language assessment, program placement procedures, native language curriculum materials, and native language instruction. The court wrote: “While the District’s goal of teaching Hispanic children the English language is certainly proper, it cannot be allowed to compromise a student’s right to meaningful education before proficiency in English is obtained.

Castaneda v. Pickard, 1981

The Fifth Circuit Court of Appeals formulated a test to determine school district compliance with the Equal Educational Opportunities Act (1974). The three-part test includes the following criteria:

1. Theory: The school must pursue a program based on an educational theory recognized as sound or, at least, as a legitimate experimental strategy.
2. Practice: The school must actually implement the program with instructional practices, resources, and personnel necessary to transfer theory to reality.
3. Results: Schools must evaluate programs and make adjustments where necessary to ensure that adequate progress is being made.

Keys v. School District #1, 1983

A U.S. District Court found that a Denver public school district had failed to satisfy the second of the “Castaneda Test’s” three elements because it was not adequately implementing a plan for national origin minority students.

REGISTRATION PROCEDURES **ADMISSION POLICY FOR HOMELESS, MIGRATORY AND LEP STUDENTS**

Homeless, Migratory and LEP (Limited English Proficiency) children must have equal access to the same free and appropriate public education as provided to other students. The DeKalb County Attendance Supervisor must assign and admit a child who is homeless, migratory or LEP in the District regardless of residence and irrespective of whether the child is able to produce records normally required for enrollment. The school or school district may not require an out-of-District attendance agreement and tuition for such child. This shall be the policy of the DeKalb County School System. Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001 and the Stewart B. McKinney-Vento Homeless Assistance Act, all homeless, migratory and LEP children shall not be denied or delayed admission to the DeKalb County School System due to any of the following barriers:

- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Lack of a social security number
- Proper guardianship or custody requirements

Migrant and LEP students will be required to obtain proper immunization records and custodial requirements within 30 days of enrollment. The student will be withdrawn after 30 days and proper authorities will be contacted. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless, migratory and LEP children not currently attending school. The Superintendent shall appoint a liaison for homeless children. A complaint regarding the placement or education of a homeless, migrant or LEP child shall first be presented orally and informally to the District’s liaison. Thereafter a written complaint must be filed in accordance with the District’s Grievance Procedure.

A Social Security Card is NOT necessary for enrollment. If the student does not have a social security card, contact Mr. Glenn Mountain, Supervisor of Attendance, DeKalb County Schools Materials Center, 845-3711, to request a temporary number. Enrollment may not be delayed if an ID number is not available at the time of enrollment.

Forms

The registration and health forms should be completed by the parent/guardian, who may be assisted by an interpreter if necessary. All information is necessary including home and emergency phone numbers. Registration forms are also available in Spanish.

The home language survey should be signed by the parent and completed at the time of registration. The form available in English and Spanish identifies the first language spoken by the student, the language spoken by the parents of the child, and the language the child speaks most often. The home language survey will be filed in the permanent record of the child as well as the child's comprehensive ELL file. If any other language other than English is marked, a copy of the home language survey should be given to the ELL teacher immediately to ensure proper assessment of language proficiency and possible placement within the ELL program.

School lunch forms should be completed for each student wishing to apply for free or reduced-priced lunches or breakfasts. Forms are available in Spanish as needed. Names and social security numbers of all adults living in the household should be listed. *“Not issued yet,”* may be written in the space provided for Social Security numbers. *“Unemployed,”* may be written in the space provided for income, as appropriate.

School records, report cards, or transcripts are requested by the parent. When feasible, the parent may address the envelope, if that will improve the chances of the request being delivered.

GUIDELINES FOR IDENTIFYING AND PLACING ENGLISH LANGUAGE LEARNERS

IDENTIFYING

I. HOME LANGUAGE SURVEY

The home language survey will be the identification tool for potential English Language Learners (ELLs). English Language Learners (ELLs) must be identified at the point of enrollment. A Home Language Survey must be completed for each student registering for enrollment in an Alabama public school. *If a parent or student marks another language other than English on any or all of the questions listed on the Home Language Survey, the student should be considered for ELL services.* In addition, if another language is marked, a copy of the Home Language Survey should be given to the ELL teacher as well as the student information sheet completed at the time of registration. These forms should be given to the ELL teacher *immediately* so that assessment and placement may be done within the required time frame.

II. ASSESSMENT

- Language-minority students identified through the HLS (Home Language Survey) during registration at the beginning of the year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment.
- **The LEA will record the registration date as “original entry date” on STI or “date first enrolled” when completing the demographics page of the ACCESS for ELL English proficiency test.**
- Once the ELL teacher receives the appropriate forms, the student should be tested for English Language Proficiency using the W-APT Screening instrument to test the student’s proficiency levels of Speaking, Reading, Listening, and Writing in English.
- The SDE has adopted the *World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test (W-APT)* to help determine eligibility for placement in the LEA’s English language development program. The W-APT assesses English language proficiency in all four domains of language development-listening, speaking, reading, and writing-as well as comprehension to ensure that students’ language needs are properly identified and addressed through the LEA’s educational program.
- **The W-APT should be considered as only one piece of evidence in the decision-making process regarding placement.** Teacher judgment, other assessments, and extenuating circumstances, such as the student’s age and amount and quality of previous schooling, should be factored into the decision.

Criteria to Use for Placement in Conjunction With the W-APT:

Please use this list for ideas; it is <i>not</i> a comprehensive list.	
Reading	DIBELS, story retelling using grade-level text, Miscue analysis, previous reading assessment scores, and Cloze tests.
Writing	Writing samples, free composition, journal writing, and dictation.
Listening	Following directions using a range of sentence complexity (from simple to complex) and natural conversations.
Speaking	Oral language sample, story retelling, personal interviews.
Other	<ul style="list-style-type: none"> •1 Review student’s cumulative folder from previous schools (if possible) for information on test results from various assessment tools. •2 Classroom performance. •3 Interviews with classroom teachers.

PROGRAM PLACEMENT

1. After the W-APT has been scored, an LPAC, or Language Proficiency Assessment Committee, should convene to discuss the type of amount, if any, of ELL services that are appropriate for each student assessed. After administering ACCESS for ELLs, the results should be listed on the Student Placement Form. The Student Placement Form is evaluated by the LPAC. The final placement is based on all pertinent records, including any available records from previous school enrollment. This form will become part of the student's ELL file.
2. During the LPAC meeting, all forms concerning ELL students should be filled out in completion. The plan should include the following:
 - Home Language Survey
 - Permission to Participate
 - ELL Student Referral and Placement Form indicating type and frequency of service
 - Accommodations Checklist
 - Access to ELL Documents
3. Accommodations checklists, including classroom accommodations and testing accommodations, are integral parts of the student ELL plan. Not all students receive the same types of accommodations. Accommodations for the regular education classroom as well as for state-mandated testing are approved during placement of services at the initial LPAC and are signed off by all committee members. Classroom accommodations as well as the ELL Student Referral and Placement Form need to be filed in the student's cumulative ELL file with a copy to the regular education teacher(s). Copies of testing accommodations should be given directly to the building test coordinator to ensure proper accommodations during testing as well as placed in the student's cumulative ELL file.
4. Some ELL students will require mid-year LPAC meetings to address issues affecting the academic success of the student. These LPAC meetings are scheduled on an as-needed basis, at the discretion of the ELL teacher or committee member(s), to discuss the academic needs of the student.
5. If an ELL student is being considered for retainment, discussion regarding the retainment should be addressed in an LPAC meeting so all documentation from all participants can be presented to ensure that all LPAC committee members are in agreement.

****In addition to conducting the LPAC meeting and completing all required forms, the ELL student's demographics page in I-NOW should be marked accordingly. See the table on the page 16 for appropriate codes. In addition, counselors must also mark the "English as a Second Language" box for ELL students. Counselors should work closely with ELL staff to ensure this information is marked correctly annually.

INOW Codes	Definitions of Codes
LEP1-1 st year in U.S. School	Limited-English Proficient students who are in their first year in a U.S. school.
LEP2- 2 nd year + in U.S. School	Limited-English Proficient students who are in their second year or more in a U.S. school.
FLEP1- Exited, 1 st year monitoring	Students who have exited the ESL program and are in their first year of systematic monitoring. These students no longer take ACCESS for ELLs English Language Proficiency test.
FLEP2- Exited, 2 nd year monitoring	Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs.
FLEP- completed 2 years of monitoring	Former Limited-English Proficient students who have successfully completed two years of monitoring and are no longer LEP.
LEP, Waived Services	Students who are LEP yet parents have refused supplemental Title III services.
NOM-PHLOTE **This is coded in the CUSTOM tab of I-NOW.	National Origin Minority Student Whose Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require ESL services. Parents, however, may need information in their home language.

**ELL students should be placed at the age-appropriate grade or level, unless specific documentation is available to indicate lack of academic readiness for that level. Lack of proficiency in English is not the sole determinant for retention or placement below grade level. Questions regarding appropriate grade level placement may be directed to Mr. Jason Mayfield, Federal Programs Coordinator at 256-638-6921.

The placement decision by the LPAC is noted on the Student Placement Form, which is kept in the student's cumulative ELL folder. The parents are advised of their child's eligibility in the ELL program; a letter for permission is to be placed in the ELL program is signed by the parent or guardian. This notice is also kept in the students' cumulative ELL folder.

***** Please see the ELL identification & Placement Flowchart located in the appendix.*****

PARENTAL NOTIFICATION AND RIGHTS

Not later than 30 days after the beginning of the school year, or within ten days after classification and placement for new students enrolling in the school, parents shall be given written notice that their child has been classified as LEP. The notice shall be printed in English as well as the primary language of the parents. The entry or placement of a student in a supplemental ELL program must be approved in writing by the student's parent/guardian. Such information may be obtained by using the *Permission to Participate* form.

In addition to informing parents that their child has been classified as LEP, the school must also provide notification to the parent(s) of ELLs identified for participation in an English language educational program of information pertaining to parental rights that includes written guidance detailing:

- * The right of parents to have their child immediately removed from the 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.

Documentation should be retained for any eligible student whose parent declines or withdraws participation in supplemental Title III instruction. *The Documentation form is located in the appendix titled Request for Title III Supplemental English Language Development Program Withdrawal/Waiver Form.*

Students whose parents/guardians waive Title III services are still required by federal law to participate in the annual state-adopted English language proficiency test.

OTHER APPLICABLE PROGRAMS:

English Language Learners (ELLs) are welcomed into DeKalb County Schools and are entitled to the same facilities, programs, and activities as all other students. ELLs have equal access to the full range of district programs, including special education, gifted programs, vocational/technical programs, Title 1, migrant program, and non-academic and extracurricular activities.

Vocational / technical programs are offered to high school ELL students, and students are made aware of their options to attend these programs through a translator when necessary to ensure students have equitable access to information regarding their decision to request participation in these programs.

For consideration and inclusion in special education programs, LEP students can be given special deference with an interpreter or an adaptive version of the placement test.

ELL students may also be placed in gifted programs if testing deems it appropriate.

ELL students may also be eligible for services under the Migrant Education Program if he/she has traveled with a parent or guardian across school system boundaries to obtain temporary or seasonal work in agriculture, fishing, or chicken processing. The Migrant program is supplemental to the regular education program and addresses needs that may be attributed to the migratory status of the student's family. Angela McClain is the Migrant Advocate for DeKalb County Schools and may be contacted at (256) 845-3711.

ELL students are also encouraged to participate in extracurricular activities, school clubs, and organizations.

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

The student's level of English proficiency shall be reviewed by the Language Proficiency Assessment Committee (LPAC). The committee shall be made up of:

1. An administrator, the principal or designated representative, such as assistant principal or guidance counselor;
2. A classroom teacher(s) familiar with the needs of LEP students, preferably the teacher of the student being assessed;
3. Special Services, ELL teacher or speech pathologist;
4. The parent(s) of the student being assessed;
5. An interpreter (as needed).

The LPAC shall:

1. Review pertinent information including but not limited to: home language survey, ACCESS for ELL's, or other diagnostic data of LEP students;
2. Observe all the rules and laws governing the confidentiality of information concerning an individual student;
3. Make the determinations required regarding the placement in and exit from ELL classes.
4. Determine when there is sufficient cause and documentation to exempt/defer students from state and district mandated achievement tests.

If the child's parent is unable to attend, arrangements will be made to accommodate the parents' input of the development of this plan.

Based on all of the above information, the LPAC committee shall:

1. Designate the language proficiency of each LEP student;
2. Designate the instructional placement of each LEP student, which may include:
 - a. Sheltered Instruction
 - b. Pull-out services;
 - c. Title I services (may be in-class or pull-out depending on the grade level of the student);
 - d. Accommodated curriculum with the regular teacher;
 - e. Buddy system;
 - f. Peer tutoring program;
 - g. Tutors from the community;
 - h. In-class help with ELL staff member.
3. Within ten days after classification and placement, parents shall be given written notice (bilingual) their child has been classified as LEP. This notice shall include reasons for identification, the child's level of proficiency, methods of instruction used in the program, and specific exit requirements.
4. Recommend and monitor the participation of eligible LEP students in any local, state, or federally funded programs.
5. Reclassify and recommend LEP students for exit when they become proficient in English. Students shall be classified as English proficient when he/she scores at a 4.8 on the ACCESS for ELLs and at a proficient level on state mandated standardized reading tests, and the LPAC committee feels that the student can perform at a level that would ensure academic success.
6. Monitor the academic progress of students who exit the ELL program for a minimum of two years. Students who are not academically successful shall be reclassified as LEP and recommended for participation in ELL or other intervention programs which meets his/her needs.

Special Note – After reviewing all of the student's information, if the LPAC observes that a student is not making any progress and that he / she has special needs, the student may be referred to Problem-Solving Teams (PST) if all other accommodations, as outlined by the student's ELL Plan, have been made to assist the student. The outline for **Pre-referral Process for Language Minority Students** is listed on page 34.

ACCESS for ELLs & WIDA ELP STANDARDS

Assessing Comprehension and Communication in English State-to-State for English Language Learners, or ACCESS for ELL's, is a large-scale *standardized test* that addresses the English language development of English Language Learners. ACCESS for ELL's is administered to all ELL students in grades Kindergarten through grade twelve, **regardless of whether the parent has waived services**, and tests students' English language capabilities over four language domains and five English Language Proficiency Standards as outlined by the *WIDA Consortium and the English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12*. For more information on the WIDA ELP standards or proficiency levels visit www.wida.us.

The four language domains are Speaking, Listening, Reading, and Writing. The five English Language Proficiency Standards are as follows:

English Language Proficiency Standard 1:

*English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.*

English Language Proficiency Standard 2:

*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**.*

English Language Proficiency Standard 3:

*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.*

English Language Proficiency Standard 4:

*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.*

English Language Proficiency Standard 5:

*English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.*

Six language proficiency levels outline the progression of a student's English language development in the acquisition of the language. They are as follows:

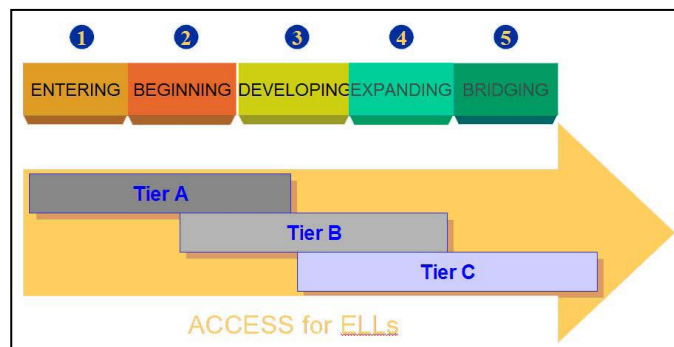
Level Designation Based on ACCESS Scores

The proficiency levels outlined by ACCESS overlap through a series of Tier Levels, A, B, and C.

Tier A includes students in levels 1 through 3.5 (Entering, Beginning, and Developing).

Tier B includes students in levels 2.5 through 5.0 (Beginning, Developing, and Expanding)

Tier C includes students in levels 3.5 through 6.0 (Developing, Expanding, and Bridging)



Level 1: Entering

- Pictorial or graphic representation of the language of the content areas;
- Words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support.

Level 2: Beginning

- General language related to the content areas;
- Phrases or short sentences;
- Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support

Level 3: Developing

- General and some specific language of the content areas;
- Expanded sentences in oral interaction or written paragraphs;
- Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support.

Level 4: Expanding

- Specific and some technical language of the content areas;
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;
- Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support.

Level 5: Bridging

- The technical language of the content areas;
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;
- Oral or written language approaching comparability to that of English proficient peers when presented with grade level material.

Level 6: Reaching

- Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide reading assessments.
- Uses a variety of general, specific, and technical language in content.
- A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization

Students receive a score level of 1-6, using the above English Language Proficiency Standards, for all four language domains. In addition, students receive a comprehension score, which is a combination of the Reading and Listening scores, and an overall score, or composite score, an average of all scores in the four language domains. The four language domain scores, as well as the student’s composite score will be listed on the ELL Student Referral Form and Placement (I-ELP), a copy of which is given to all regular classroom teachers with ELL students.

INDIVIDUALIZED ENGLISH LANGUAGE PLAN (I-ELP)

The purpose of the student’s I-ELP (Individualized English Language Plan) is to outline a student’s background as well as to provide information on student placement. The plan should be completed upon a student’s entrance into the ELL program. The I-ELP is a confidential document and should only be viewed by ELL staff, teachers, and administrators. One copy of the I-ELP should be placed in the student’s cumulative ELL file, and one, consisting of the ELL Student Referral and Placement Form as well as the Accommodations Checklist, should be given to the regular education teacher(s). A student’s I-ELP should consist of the following information:

- ✓ Home Language Survey, 1 page
- ✓ ELL Student Referral and Placement Form (type of service and frequency), 1 page
- ✓ Accommodations Checklist, 1 page
- ✓ Access to ELL Documents, 1 page
- ✓ LEP Participation Documentation (Alabama Student Assessment Program), 1 page
- ✓ LEP Accommodations Checklist for each State Assessment if needed

ENGLISH AS A SECOND LANGUAGE PROGRAM EXIT REQUIREMENTS

ELLs remain in the ELL program until they have obtained a score of at least 4.8 (Composite Score) on any tier level ACCESS for ELLs state English language proficiency test.

I-ELP FOR EXITED STUDENTS

A formal I-ELP is not necessary for an exited ELL student, the following forms are deemed appropriate:

- ✓ ELL Student Referral and Placement Form, 1 page
- ✓ Permission to Exit Form
- ✓ Documentation of Monitoring of Exited ELL Students (completed at the end of each 9 week grading period.)

Once a student exits the ELL program, periodic monitoring should be conducted and documented as to a student's progress **every nine week progress reporting period for two years**. Documentation should be completed on the *Documentation of Monitoring of Exited ELL Students* form. **Once students are classified as FLEP and are on monitoring status, they no longer take ACCESS for ELL's.**

Students who exit the ELL program may be referred back to the program if the regular education teacher and LPAC deem it appropriate in order for the student to achieve educational success in the classroom. If a student is struggling in the regular education classroom, the regular classroom teacher should notify the ELL teacher / LPAC as soon as possible. A student who is referred back and re-enters the ELL program will once again be classified as LEP until they have again scored at the proficient level of 4.8 composite score on ACCESS for ELL's and are able to achieve in all academic classes without accommodations. These students will repeat the exit procedures until they successfully exit the program, therefore being classified as Former LEP (FLEP).

***It is not necessary nor recommended that a teacher delay the status of a student until the nine week progress report if a student is struggling and needs to receive ELL service*

MONITORING ELLS WHO HAVE EXITED THE ELLPROGRAM

Students who are exited from ELL services are placed on **monitoring status for two academic years**. During the monitoring time, the ELL teacher and the classroom teacher(s) communicate regularly, (it is recommended that they communicate no less than once each nine weeks during the first year and at least once each semester during the second year) to ensure that the exited student is functioning in the mainstream without ELL program support. **The Documentation of Monitoring of ELL Students form should be completed at the end of each 9 week grading period.** Students are classified as Former Limited-English Proficient Monitoring Year 1 (FLEP Monitoring Year 1) during their first year of monitoring, and Former-Limited English Proficient Monitoring Year 2 (FLEP Monitoring Year 2) during their second year of monitoring and should be marked as such in I-NOW. Upon successful completion of two years of monitoring, ELLs are classified Former Limited-English Proficient (FLEP) and should be marked as such in I-NOW.

EDUCATIONAL PROGRAM AND SERVICES

An English Language Learner (ELL) Program is provided to all ELLs in grades K-12 through primarily sheltered instruction with classroom teachers implementing the WIDA ELP standards. Classroom teachers are highly qualified as content area teachers and trained in ELL best practices and SIOP. Pull-out services, inclusion services, or ELL class periods may also be provided by ELL teachers in each local school with an identified ELL population. These services are provided in a classroom setting. ELL teachers use scientifically research based approaches that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. ELL teachers and classroom teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition (Krashen 1982, Freeman and Freeman 2002). Methods of instruction include content-based instruction, Sheltered Instruction Observation Protocol (SIOP), and reading instruction methods supported by the Alabama Reading Initiative (ARI). ELL and mainstream teachers will work together to meet the individual language and academic needs of students. The ELL curriculum is based on WIDA-English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12 (2007). Standards are available to download at www.wida.us.

ELL instruction enhances the student's acquisition and mastery of English as rapidly as possible. The amount of time of service is dependent upon the individual needs of the student (language proficiency and academic success.) The decision concerning appropriate time spent in the ELL class will be made by the LPAC committee. ELLs participate the remainder of the school day in regular academic classes. Content area teachers accommodate instruction to meet individual ELL needs as outlined in the ELL student's I-ELP. Training will be provided to classroom teachers in strategies for appropriate accommodations. Some of these accommodations include oral rather than written assignments, oral testing, extra time to complete assignments, shortened assignments, alternative assignments, and peer tutoring. All teachers have received WIDA standards training and schools with an identified LEP population have also received training in implementing SIOP. Professional development activities will be offered on a regular basis to equip teachers with strategies for accommodating and instructing ELLs.

High school ELLs may require elective credit for ELL classes. ELLs will participate in the regular classroom for academic subjects with accommodations. ELLs are to be made aware of career/technical courses and extra-curricular activities that are available. A translator will be used when needed. ELLs should also be considered for the gifted program and other special programs offered by the DeKalb County School System if academic performance indicates a possible need.

All school information is provided to parents in a language that they can understand through translators and/or forms and letters in the primary language of the parents.

ELLs are assessed annually by the ELL staff, using the W-APT upon enrollment and ACCESS for ELLs annually, to determine progress in English language acquisition. All ELLs will participate in the state assessment program.

ELL GRADING GUIDELINES

The DeKalb County Board of Education wants to ensure success for all students. This is especially important for children whose first language is not English. All LEP students who have not reached proficiency on the ACCESS for ELL's will be evaluated on content knowledge using accommodated instruction, assignments, and testing. Grades may be determined by portfolios containing class work, accommodated testing, using less language dominant assignments to meet language ability, teacher-made checklist on improvement, or by formal and informal writing samples. Grades should be determined through the use of the accommodations, according to each student's Individualized English Language Plan (I-ELP).

Traditional procedures for assigning grades to students may not be appropriate for ELLs. While students with little or no English language proficiency may not be able to be graded on the exact assignments and tests as their native speaker peers, they can be graded on content knowledge using the accommodations as outlined in his/her I-ELP and are to be given grades with the notation on the report card that he/she was graded according to I-ELP. Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that ELLs can progress. **Grading should not be delayed. Students' I-ELP accommodations are NOT optional. Rather accommodations are an integral component to student learning and must be implemented as outlined in the students' I-ELP.**

The following guidelines must be followed to assure that ELL students are not being discriminated against due to the language barrier.

1. Teachers will grade non-English speaking students (WIDA Levels 1 & 2) in the content areas on *accommodated assignments and assessments*. Since it is only plausible for Kindergarten students to receive grades of "Satisfactory (S)," "Unsatisfactory (U)," or "Needs Improvement (N)," only these students (Kindergarten) can receive these types of grades. All other grade levels (1-12) will assign numerical grades, however, "ELL" may still be written, with the grade following on the report card without jeopardizing confidentiality of the student's grades.

EXAMPLE: ELL/Math/(S) Satisfactory, (U) Unsatisfactory, (N) Needs Improvement

ELL/Math/S or ELL/Math/72

3. If a student is pulled-out from the regular education classroom in order to participate in ELL classes, a highly qualified ELL teacher may provide a grade for the student that will be handed in to the regular classroom teacher in order to reflect an accurate grade for that student on materials studied while outside the regular classroom. "ELL" must be written next to the grade provided to indicate that the grade was earned during ELL instruction. **However**, the ELL and regular education teacher may cooperate in order to ensure an accurate grade for the student. If the grades are "combined," it is not necessary to write "ELL" next to the grade. This is especially pertinent for students in grades 9-12 as they are earning credits toward graduation. This type of cooperative grading is recommended for students in grades 9-12 with pull-out ELL services.
4. **Lack of ability to read and write in English cannot be the basis for an "F."** *It is against the law to fail a student because he/she is not proficient in English however, if the regular education teacher and the LPAC feel that a student has failed a class due to circumstances other than English language proficiency, a student can receive a failing grade. Please note that specific documentation of accommodations must be available to assure that the student has had full access to the curriculum content within the context of his/her limited English if a failing grade is given. Specific documentation shall include adapted lesson plans, samples of accommodated*

work, and portfolios. For students receiving a failing grade of below a 60 on a nine-week report period, the classroom teacher should fill out the ELL Academic Progress Report.

5. ELL Academic Progress Reports shall be filled out by the classroom teacher for ELL students receiving a nine-week grade of below 60. Teachers should fill out the report in completion, sign the form, and give back to the principal to sign. ***The classroom teacher must put an explanation for the grade in the comments section as well as attach samples of student work and accommodations already implemented.*** Principals will keep the white copy, the pink copy will go to the classroom teacher, and the yellow copy will be given to the ELL teacher. ELL Academic Progress Reports *do not* go home to parents. Upon receipt of the yellow copy, an LPAC will reconvene to discuss the student's grade as well as other pertinent information in order to assist the student in his or her studies.

General Information:

- ❖ Kindergarten students may receive S (Satisfactory), U (Unsatisfactory), or N (Needs improvement). First through twelfth grade students receive numerical grades. This includes Non-English Proficient students (WIDA Levels 1 & 2), who should be graded using accommodated instruction, assignments, and testing.
- ❖ Teachers should refer to the accommodations chart in the students' I-ELP for each ELL student. *Some* students will not receive accommodations in every content area. Classroom teachers will complete the ELL Academic Progress Report to document/verify that the appropriate designated accommodations have been implemented for students receiving below a 60 on their report cards.
- ❖ *Written documentation justifying failing grades at each grading period, including student work samples, lesson plans, and accommodations must be presented to the ELL committee for review and maintained in the student's ELL portfolio. The classroom teacher must have verbal discussion with parents in a conference or by phone and appropriate documentation must be on file. Translator will be used to conduct conference as needed.*
- ❖ Classroom accommodations are determined by the ELL committee (LPAC). Each teacher will receive a copy of the accommodations that are appropriate for each student as well as sign that they have received said accommodations per the *Access to ELL Documents* form. As a student gains English proficiency, the ELL committee (LPAC) will make appropriate changes to the accommodations.
- ❖ The ELL committee (LPAC) will meet on a regular basis, ***as necessary***, to review the progress of each ELL student throughout the school year.
- ❖ For any ELL students that receive a failing grade (below a 60), the LPAC will meet to discuss the grade, accommodations, and recommendations for student success at the end of each nine week grading period. LPAC meetings may also be held prior to this time if needed.

Level Designations Based on ACCESS Scores

Grades K-12 Students:

Levels 1 - 3.5 =	Tier A
Levels 2.5 – 5.0 =	Tier B
Levels 3.5 – 6.0 =	Tier C

**Students reaching proficiency level 4.8 and above, regardless of Tier Level, should be considered for*

exit /monitoring status as long as the student has also reached proficient on state reading assessments.

Levels 1 – 3.5: Tier A: **Non-English Proficient (NEP) – Limited-English Proficient (LEP)**

- These students have arrived in the U.S. or entered school in the U.S. this academic school year without previous instruction in English, **OR** have recently tested at the lowest level of English language proficiency.

Levels 2.5 – 5.0: Tier B: **Limited-English Proficient (LEP)**

- Have social language proficiency and some, but not extensive, academic language proficiency in English, **OR** have acquired some literacy in English, though have not yet reached grade level literacy.

Levels 3.5 – 6.0: Tier C: **Limited-English Proficient (LEP) – Fluent English Proficient (FEP)**

- ❖ These students are approaching grade level in literacy and academic language proficiency in the core-content areas in English, **OR** will likely meet the state’s exit criteria for support services by the end of the academic year.

Note:

9th – 12th Grade ELL Students

- ❖ The following is taken from the guidelines listed above and is reiterated here for grades 9-12. If a student is pulled-out from the regular education classroom in order to participate in ELL classes, a highly qualified (HQ) ELL teacher may provide a grade for the student that will be handed in to the regular classroom teacher in order to reflect an accurate grade for that student on materials studied while outside the regular classroom. “ELL” must be written next to the grade provided to indicate that the grade was earned during ELL instruction. **However**, the ELL and regular education teacher may cooperate in order to ensure an accurate grade for the student. If the grades are “combined,” it is not necessary to write “ELL” next to the grade. ***This is especially pertinent for students in grades 9-12 as they are earning credits toward graduation. This type of cooperative grading is recommended for students in grades 9-12 with pull-out ELL services.***

***** Note: It is important for the ELL committee and the regular teacher to communicate on a regular basis to ensure the success of all ELL students. Danger of a failing grade should be reported to the ELL committee as soon as possible so that efforts can be made to assist the student before he / she fails a class.*****

RETENTION:

When considering an LEP student for retention, it is important to take into account the progress and circumstances of **individual** students.

The decision to retain an LEP student must be made within a LPAC setting. When making this determination, the LPAC committee must have clear documentation to conclude the need for retention is not based on the student's lack of language acquisition. Documentation should include the following:

Documentation	Description
Initial Plan	A team, including teachers, administrators, parents, and other appropriate participants, have reviewed the student's ACCESS scores and previous instructional progress to develop a supportive LPAC plan. The plan includes well defined accommodations.
Implementation of plan	The LPAC plan has been implemented. Documentation of this plan is available and includes: student work samples, adapted lesson plans, teacher observation, ELL progress reports with explanation of grade, notes from LPAC meetings with accommodations and instructional changes clearly denoted.
Plan revision	The initial plan was not successful. The LPAC committee met with a referring teacher and reviewed progress. Following a review of progress, the plan was revised to include new or additional accommodations. Documentation of these accommodations are available.
Multiple LPAC revisions fail	After multiple LPAC revisions, the student lacks progress. With appropriate accommodations in place, the student's grades do not meet the criteria for promotion.
LPAC Committee Recommendation	The LPAC committee thoroughly reviews all documentation and contends that sufficient evidence has been provided to rule out the student's lack of language acquisition as a basis for retention.

NOTE: If an ELL student is earning passing grades with appropriate accommodations then that student should not be considered for retention.

When considering retention of an LEP student, please consider the following points as outlined in the ALSDE ELL Policy and Procedures Manual.

Retention of ELLs shall not be based solely upon level of English language proficiency (*Lau v. Nichols*). **Prior** to considering retention of an ELL, the following points should be addressed by the ELL committee.

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

MATERIALS AND RESOURCES

To reach the goal of English proficiency comparable to that of a native speaker of the same age and intellectual ability, ELL materials are used that stress the development of communication skills—comprehension, speaking, reading, and writing.

Some of the materials and resources utilized for the implementation of the ELL program include but are not limited to:

- Carousel of Ideas
- Into English (K-6) Hampton Brown
- High Point (6-10) Hampton Brown
- Bilingual books and tapes
- ACCESS English
- English Explorers
- RIGOR (6-8)
- Phonics and Friends (K-2) Hampton Brown
- Concept Links (3-8) by Millmark Education
- Saludos Kits

Computer Programs:

- Rosetta Stone
- PLATO
- Orchard
- Odyssey for ELLs by Compass Learning

RECORD-KEEPING PROCEDURES FOR AT-RISK ELL STUDENTS

Many variables can affect learning for culturally and linguistically different students. In the evaluation process of these students it is necessary to decide if a learning problem is created by socio-cultural variables or is a handicapping condition. Standardized tests are not designed to evaluate whether low performance is due to socio-cultural factors of a handicap. Data from a number of sources should be used to determine the true cause of low performance. Careful record-keeping will assist the LPAC team in making determinations concerning LEP students.

The following list of documents comprises a sample portfolio that an ELL teacher might develop for a student:

- ✓ Home Language Survey
- ✓ Student Individualized English Language Plan (I-ELP)
- ✓ Work samples across time and subjects
- ✓ Anecdotal records
- ✓ LPAC meeting form
- ✓ Audio or videotape of “real language” sample
- ✓ Notes on parent conference (with translator, if needed) documenting information about the student and family, home life, community, and student’s functioning in the home
- ✓ Survey of factors which might affect test performance and interpretation
- ✓ Standardized testing scores: DIBELS, SAT, ARMT, ADAW, AHSGE
- ✓ Final (end of year) report card

ELL FILING SYSTEM

Filing Cabinet:

Current ELL
First Year Monitoring
Second Year Monitoring
Exited ELL / Former LEP
Withdrawn

If you have a four drawer filing cabinet, fit, comfortably, what you can in each drawer, and move to the next drawer. Additional categories, such as “Withdrawn” can go into the next drawer/filing cabinet. Additional filing cabinets/space may be requested.

Folders, as indicated in your sample file, should be labeled last name, first name, and then by grade level. This will make all files accessible for every school county-wide.

**LPACs will be held in the Fall due to ACCESS scores coming in during the summer months.

ALTERNATIVE ASSESSMENT PLAN

Alternative Assessment for ELL students is a form of measuring student progress other than solely through standardized testing. Alternative Assessment, in terms of ELL students, is not in reference to the AAA. Alternative student assessment as an integrated program differs from the product-oriented evaluation that is often used as the exclusive means to measure a student's performance. Product-oriented instruments often do not accurately reflect the capabilities of students who are native speakers and are particularly inaccurate for second language learners, whose level of proficiency may not enable them to demonstrate all that they know through objective instruments. In order to meet the assessment needs of LEP students, teachers must add process-oriented assessment strategies to their repertoires. Process-oriented assessment involves looking at students *as they learn rather than looking only at data from instruments that attempt to measure what they have learned*. DeKalb County Board of Education's process-oriented assessment should be guided by the following:

Process-oriented assessment strategies can provide assessment that can contribute to the language education of the student rather than merely take time away from it.

Product-oriented assessment often discourages students by making them aware of what they cannot do. With the use of process-oriented assessment, teachers can help students find out about what they can do. With success and encouragement, students develop self-esteem and pride in their work.

When teachers use multiple measures that are both formal and informal, they can get a picture of the capabilities and characteristics of students.

When teachers collect information systematically, they see growth, are able to pinpoint concerns, and can determine the most effective learning strategies for individual students.

The information presented in this document will provide teachers with specific information to use when determining a grade. Teachers can assure parents they know their students and are working hard to provide the best service available to them.

Cumulative ELL file: A basic portfolio will be kept for all elementary and secondary ELL students which will include the home language survey, educational history (when possible), W-APT or ACCESS for ELLs results, I-ELP, and samples of the student's work.

SUPPLEMENTARY PROCEDURES

OBSERVATIONS: ANECDOTAL RECORDS, RECORDINGS, AND WORK SAMPLES

Good teachers are “child watchers,” constantly aware of how students are responding to classroom activities. Systematically organizing observations assures that teachers pay attention to all the students – even the shy, quiet ones. Systematic observation can also help teachers ask themselves questions about how students perform that they might not think of otherwise. The following are some suggestions for structuring your observations of students:

ANECDOTAL RECORDS: Anecdotal records are descriptions of students’ actions as they occur or soon afterwards. In these records, try to describe what you see – save your analysis for later when you have collected additional information. Select events that are interesting and important for the student observed, but do not focus only on negative behaviors; always be on the lookout for what students do well. To manage the information you collect, organize a loose-leaf notebook, a set of file folders, or a file box with dividers so that there is a section for each student. Note interesting or important observations about students as they occur, date them, and file them. You may wish to keep on your desk a list of student names to check off when you have recorded observations on those students to assure that you record one observation of each student each week. Periodically review the anecdotal records you have collected and reflect on them, keeping in mind information you have collected about students from other sources.

RECORDINGS: Early in the school year, and periodically throughout the year, make audio or video tapes of students being interviewed, speaking, and reading. Tape students’ oral responses to wordless picture books. These tapes are rich sources of information about how students are learning – keep them. Observe student’s progression in their command of the language as well as areas that may need work. To focus your attention on selected features of a student’s language, record information on checklists as you listen to tapes. Provide times when students can listen to or watch themselves on tape and discuss their progress with you.

WORK SAMPLES: DICTATION AND WRITING: Evaluate elements of students’ oral language, including acquisition of story structure, ability to take listener (or audience) into account, pronunciation, vocabulary, and structural elements by taking and keeping dictation from students regularly. Students’ oral expression is often qualitatively different from their written expression. After observing features in students’ oral language, expand on these features and help students to use them in their reading and writing. Set up writing folders and add something to the writing folder weekly. Make sure that all work is dated. A date stamp makes it easy for students to date their work. Add to the folders from other sources, such as copied pages from journals and students’ published works, student art, informal writing, and content area projects. Have students help you keep the work in chronological order by always placing their latest work in the front of the folder. Keep lists on the sides of the folder of complete works, ideas they might like to write about, and skills that the students know how to use, e.g., phonics, punctuation, or stylistic principles. Remember that every student is an expert on his or her own life and has important things to write about if they can be discovered. Periodically review students’ writing folder to find evidence of what students are learning about writing. Use what you learn to make decisions about writing skills to teach students and to provide input for students’ writing conferences. Encourage students to look over their writing frequently to see their own development and areas that need improvement.

LEP SPECIAL EDUCATION REFERRAL PROCESS

A Detailed guide to the Six Step LEP Special Education Referral Process:

Initiate I-ELP- Content area/general education teachers must clearly be following WIDA standards and state standards. Through collaboration efforts of the ELL teacher, ELL support staff (where applicable), and the content area/ general education teacher, the student should be provided adequate language acquisition supports. The above criteria should be documented by lesson plans, I-ELP, work samples, and observations prior to moving on to step #2.

Revise I-ELP - Ensure that all components in step one are in place and not successful. With involvement of all effected content teachers, and other stake holders required to attend LPAC meetings, the student's I-ELP must be revised and include well communicated instructional accommodations. The accommodations may include environmental changes (schedule, seating, tutoring, additional pull-out, intervention opportunities...), but must include sustained instructional delivery changes within the general education classroom and within pull-out intervention settings.

***NOTE:** During this stage, the I-ELP should be very fluid. Prior to referring to Problem Solving Team or PST, the student's I-ELP should be initiated and updated a minimum of two times.*

PST Referral- Prior to a PST referral, the following must occur:

- All components above have been sincerely implemented.
- Work samples, lesson plans, I-ELP, and observations all indicate that the lack of progress is not related to language acquisition.
- The LPAC team, consisting of all effected content area teachers and other stake holders required to attend LPAC meetings, have reviewed the student's progress and agree to refer the student to PST.

Roles of PST and ELL Committees

1. The PST is to be used for writing strategies for any general education student that is at risk of failure academically or behaviorally. (At-Risk definition: core grades below C, stanines 1, 2, 3, or 4 on standardized tests, chronic behavior referrals, etc.) Although it is a required step before special education testing, it is not used only for pre-special education testing purposes. Approximately 93% of students served on PST plans never get referred for other testing. They remain in their current general education placement, and strategies are developed to meet their needs for success.

ELLs may be referred to PST, provided they have been and are currently being served with appropriate instructional and assessment strategies determined by the ELL committee, but continue to demonstrate risk of failure. ELLs cannot be referred to the PST if language is a barrier to achievement. PST committees may not have the specialized training needed to write appropriate strategies or accommodations for students whose primary language is other than English.

Due to IDEA requirements, if the student is to be referred for special education testing, research-based strategies must have been used before the referral can be accepted by the IEP team. I-ELP (Individual English Language Plan) should document that an appropriate scientifically researched based reading/math program was implemented, the length of time it was implemented, and how the student responded to the instruction. Results from diagnostic assessments and progress monitoring should be provided to the Problem Solving Team so that students may receive focused intensive instruction.

2. If an ELL student is being discussed for possible special education issues and language is clearly not the issue, then PST is the appropriate vehicle, provided ELL staff member(s) are part of the team. **Once language has been eliminated as the barrier** to achievement, ELL students must be served in the same way as all other students.
3. The ELL and PST committees are separate entities but may include some of the same members. In smaller school districts, there are a limited number of personnel available for these important roles. The issue is not the duplication of personnel on the committees; it is the purpose of the committees. Appropriate personnel to serve on the ELL Committee include, content-area or general classroom teachers of ELLs, assessment specialists, school administrators, school counselors, and ELL staff.

Special Education Referral-

A special education referral may be made only after each of the following steps have taken place:

1. The initial I-ELP has been implemented, sustained, and determined unsuccessful.
2. The I-ELP has been revised a minimum of two times with no documented evidence of adequate student progress.
3. Work samples, lesson plans, and formal observations all indicate the lack of progress is not related to language acquisition.
4. The BBSST team has implemented and sustained a support plan for the minimum period of time required prior to a Special Education referral.

NOTE: The ELL teacher managing the student I-ELP along with the referring general education teacher must participate in LPAC, PST, and special education IEP team meetings. Local schools should schedule a translator in a timely manner to attend all appropriate meetings.

****All Level 1 and level 2 LEP students and students participating in the LEP program for less than one full year should be approved by the district ELL coordinator prior to referral.**

LEP SPECIAL EDUCATION REFERRAL PROCESS

	YES	NO
Step 1– <i>Is the student experiencing academic difficulties?</i>	Go to Step 2	No Problem – Process Ends
Step 2– <i>Is the curriculum effective for Language minority students?</i>	Process ends if curriculum is effective and student is progressing academically.	Adapt, Supplement and provide Accommodations to existing curriculum – Retain evidence of STEP 2 in student ELL file. If academic problems do not improve, move to STEP 3.
Step 3– <i>Has the student’s problem been validated?</i>	If the problem has been validated and evidence exists that it is not due to the student’s LEP status, then proceed to STEP 4.	Problem must occur in all settings and be reflective in student’s work samples in spite of accommodations. This must be reflective in student’s ELL file. The problem cannot be the primary result of the following: <ul style="list-style-type: none"> •1 Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student’s grade level or age in language and ability). •2 Non-standard English constitutes a barrier to learning (only a foreign language or non-standard English spoken at home, the language at home exhibits strong dialectal differences). •3 Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning). •4 The student’s limited English proficiency is the determining factor for a special education referral. <i>If problem continues and the preceding factors have been ruled out as the cause, move to STEP 4.</i>
Step 4– <i>Is there evidence of systematic to identify the source of difficulty and take corrective action?</i>	If corrective action is effective – process ends.	Then the ELL team must consider the items in TABLE 1
<i>If problems continue after accommodations in STEP 4, move to STEP 5.</i>		
Step 5– <i>Do student difficulties persist?</i>	LPAC should determine program placement alternatives (Examples: Title 1, Tutorial Services, etc.)	Process Ends
Step 6– <i>Do difficulties continue after exhausting all alternatives?</i>	Referral to Special Education	

PARTICIPATION IN THE ALABAMA STUDENT ASSESSMENT PROGRAM

The Alabama Student Assessment Program Policies and Procedures for Students of Special Populations, January 2010, sets forth the policies and procedures regarding the inclusion of students of special populations in the Alabama State Assessment Program. These policies and procedures include written guidelines as well as required forms to be used in decision-making with regard to the state testing program. The manual provides information regarding the testing of LEP students and the instruction these students receive. Alabama requires all students to participate in the Alabama State Assessment Program. All students must be included to the fullest extent possible in all assessments and have their results included in the state accountability system. This required participation is supported by federal legislation. LEP documentation and checklists can be found in Appendix C of *The Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*, January 2010, and in the Appendix of this manual.

The following are required for a student to qualify for testing accommodations on state assessments:

1. Justification of the need for the testing accommodation
2. Prior practice in the classroom on a regular basis for instruction and on classroom tests for at least one instructional year.
3. Success of the accommodation during practice.

****An accommodation should never be used solely during state assessments.**

**Information provided regarding assessment accountability and participation reflects information released by Joseph B. Morton, State Superintendent of Education, on February 12, 2008*

PARENTAL AND COMMUNITY INVOLVEMENT

It is the goal of the DeKalb County Board of Education to provide meaningful opportunities to involve all parents in their child's education both at school and within the community by working diligently to:

- Consult with and encourage parents/guardians to participate in school planning in building level accountability, accreditation, or other committees and in district committees as may be appointed from time to time by the Board of Education for a specific purpose.
- Help parents / guardians to understand the educational process and the important role they have in promoting it with their children and the community.
- Inform parents / guardians of school choices such as open enrollment opportunities or other educational options.
- Provide opportunities for parents / guardians to be informed about their child's academic progress and progress toward state and district standards.
- Provide appropriate avenues for parents / guardians to find support in their role.
- Encourage formal organizations for parents at each school building as well as at the district level. The organizations shall receive information concerning district and school activities and shall have opportunities for input into district decisions as appropriate.
- Provide summer programs to foster student learning and educational development, including ELL classes, credit-recovery classes, and remediation classes geared toward the AHSGE.

In order to provide such services accessible for all persons, the following measures will be explored in order to begin, develop, and to foster this relationship between the DeKalb County Board of Education and parents as well as the community:

- Work closely with local churches and religious organizations to provide an open-forum for parents to freely ask questions of DeKalb County Board of Education personnel, including teachers.
- Work with community colleges in order to foster a relationship within the educational community giving students an understanding of their options after graduation.
- Offer programs that encourage family literacy and strategies to families as a whole to promote literacy among families and the community in collaboration with local GED programs and parent involvement programs.
- Incorporate after school programs in coordination with local churches in order to expose children to the arts, such as music and theatre, as well as help with academics.
- Initiate programs to assist all families who are adjusting to life in the United States by offering classes on a wide range of topics, including medical and dental information, women's health, preventative education, how and where to obtain a driver's license, college preparation, and additional information as necessary.
- Implement summer programs through several locations to ensure academic growth over the course of the summer months.

INSTRUCTIONAL STAFF

The number of staff employed in the DeKalb County School System is based on the number of ELL students and are concentrated at those schools within the county that contain the largest ELL populations. ELL teachers, a Language Acquisition Coach, as well as a Title III Coordinator will be provided by the LEA to support instructional opportunities for LEP students. Teachers are highly qualified to address the needs of the ELL population and some hold ESL teacher certification. Teachers not certified in ELL are given professional development opportunities in second language acquisition, WIDA standards, and SIOP. The LEA is committed to hiring additional personnel to accommodate increasing enrollment of ELL students.

Professional development will be scheduled periodically to ensure quality instruction and an awareness of current research on the best teaching, assessment, and management practices.

ELL students in the DeKalb County School system come primarily from the countries of Mexico and Guatemala; therefore, the principal language spoken is Spanish.

DeKalb County Schools is committed to parental involvement and therefore provides system wide translators, though some translators are based at one school in the highly populated areas to provide assistance to students, staff, and parents.

ELL Program Evaluation

The instructional goals of the DeKalb County Schools as stated at the beginning of this manual are as follows:

- To increase the English language proficiency to a degree necessary to allow successful independent functioning in the regular classroom.
- To enable students to reach their full potential.

The school system will utilize both formal and informal evaluations of the program in order to determine progress in meeting these goals.

The evaluation is an ongoing process. The progress of each ELL student who may be at risk or struggling is evaluated at the end of each grading period using the ELL academic progress report. For each student in FLEP monitoring year 1 or year 2, evaluations of student achievement is also done at the end of each grading period using the *Documentation of Monitoring of Exited ELL Students* form. These reports are kept on file at each individual school.

A formal evaluation of the ELL program will be conducted at the end of each school year. This evaluation will consist of data collected from the individual schools concerning the following:

General Information

- Number of limited-English proficient students at each school.
- Number of students by gender and ethnicity who participate in the ELL program.
- ELL student enrollment by language and grade level.

Identification and Assessment

- The individual, by position, who is responsible for ensuring that the Home Language Survey has been completed for each student registering for enrollment for the first time. A description of how this information is maintained, by whom, and where.
- The number of Home Language Surveys currently on file.
- The number of students identified as having a primary or home language other than English who are not receiving services. (NOM PHLOTE).
- The number of students of parents/legal guardians who waived English language instruction educational program student services during the year.
- The number of newly identified students assessed for English proficiency during the year.
- The number of new students enrolled in the LEA's English language instructional program during the year.

Reporting the Types of Language Instruction Educations Program utilized by the LEA

Program Exit Information

- Criteria used by the LEA to determine when a student is ready to exit the English language instruction educational program.
- Transitional services provided by the LEA to students who have exited the ELL program.
- The number of students who exited the ELL program.
- The number of students who returned to the English language instruction program, by school and for the LEA.
- The number of students who received passing grades without transitional services or classroom modifications, by school and for the LEA.
- The number of years an LEA monitors the progress of FLEP students who have exited the ELL program. (Documentation of monitoring should be on file at each individual school.)
- Number of ELLs who are in their first year of school in the United States.
- Number of ELLs who are in their second year or higher of school in the United States.
- Number of students who are in the first year of monitoring as a Former Limited English proficient (FLEP 1) student.
- Number of students who are in their second year of monitoring as Former Limited English proficient (FLEP2) student.
- Number of students considered Former Limited English Proficient. (Successfully completed 2 years of monitoring).

Participation in Other Program

- The number of ELL and general education students referred for special education evaluation by school and for the LEA.
- The number of ELL and general education students who qualified for placement in special education programs and /or services by the school and for the LEA.
- The total number of ELL and general education students currently enrolled in the LEA's special education program.
- The number of ELL and general education students referred for admission in to the LEA's gifted and talented program.
- The total number of ELL and general education students currently enrolled in the LEA's gifted and talented program.
- The total number of ELL and general education students currently enrolled in the LEA's career-technical education program.
- The number of ELL and general education students participating in extracurricular activities and clubs.
- The number of ELL student and general education students who received an honor or award during the school year.
- The number of ELL and general education students being served by Title 1.

State Assessment Reporting

- The percentage of Title III served LEP students scoring proficient or above on the mathematics portion of the Alabama Reading and Math Test (ARMT).
- The percentage of Title III served LEP students scoring proficient or above on the reading/language arts portion of the Alabama Reading and Math Test (ARMT).
- The percentage of Title III served former LEP (Monitor year 1 & 2) students scoring proficient or above on the mathematics portion of the Alabama Reading and Math Test (ARMT).
- The percentage of Title III served former LEP (Monitor years 1 & 2) students scoring proficient or above on the reading/language arts portion of the Alabama Reading and Math Test (ARMT).

Number of Immigrant Children and Youth

Number of LEP students in their first academic year in the United States with limited or no formal schooling.

English Language Proficiency

- The number of ELLs making progress in learning English according to the ACCESS for ELLs scores.
- The number of ELLs attaining English Language proficiency by the end of the school year.
- The number of ELLs exited the ELL program (including those in monitoring).

Staffing

- The number of ESL certified teachers in the school and LEA.
- The number of teachers highly qualified to teach ESL but not ESL certified.
- The number of certified teachers teaching ESL (certified in another field other than ESL).
- The number of paraprofessionals working in the ELL program.
- The number of highly qualified ELL paraprofessionals.

Training

- A list and brief description of English language instruction educational program training provided for all personnel at each school and in the LEA; including the date, the intended audience and the number of participants.

Communication

- The number and name of different languages for which the LEA has written school related documents.
- A list of interpreters who are readily available to assist in parent/guardian communication and a description of how the list is maintained, by whom and where.
- A description of community activated conducted and resources in the community that are available to provide services.
- A description of efforts and activities to involve parents/guardians in the educational process.

General Comparison Information

- The LEA's number of ELL and general education dropouts.
- The total number of truancy petitions for ELL and general education students the LEA has issued during the year.
- The number of ELL and general education seniors that graduated.
- The number of ELLS and general education students who participated in: DIBELS (K-2), the Alabama Direct Assessment of Writing (5, 7, 10) and Alabama High School Graduation Exam (grades 11 and 12).
- The number of ELLs and general education students in grades 11 and 12 who passed the AHSGE.

- The number of ELL and general education students receiving supplemental services.
- The number of ELL and general education students prohibited or excluded from extracurricular activities based on grades.
- The number of high school ELLs using elective credit for ELL services.
- The number of ELL and general education students enrolled by grade level.
- The number of ELL and general education students retained by grade level.

Meeting Annual Measurable Achievement Objectives (AMAOs)

- Percent of ELLs making Adequate Progress in Language Acquisition (AMAO-A)
- Percent of ELLs attaining English language proficiency (AMAO-B)
- Meeting AYP requirements for the ELL subgroup at the LEA level (AMAO-C)

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 the school year.
- Adequate yearly progress, as defined by the state, for LEP students.
- The percentage of LEP students who participate in the state's student assessment system. Must have 95 % participation of the LEP subgroup on state assessments.

All of this information will be compiled into a system reports. Areas of improvement will be indentified. The ESL advisory committee will then develop strategies to correct deficiencies identified for the upcoming school year.

DeKalb County Schools School Compliance Checklist

School: _____ **Date:** _____

Areas to be observed	Yes	No	Initials
<u>Identification</u> - Each student has a Home Language Survey completed and on file in the student's cumulative record and ELL file.			
<u>Assessment</u> - Each ELL student has been assessed to determine those who need English language instruction.			
<u>Placement</u> - The school ensures age appropriate grade level placement and prohibits retention or failure based solely on lack of English skills.			
The school's regular program teachers differentiate instruction and testing to accommodate the language ability level of each ELL.			
The campus evaluates each ELL individually to determine the quantity of ELL and academic support necessary for the student to succeed.			
<u>Services</u> - The school maintains regularly scheduled language instruction for ELLs.			
<u>Transition</u> - The campus evaluates each former ELL individually to determine if academic support is necessary for the student to succeed in the mainstream classroom.			
<u>Communication</u> - The school attempts to communicate with parents of ELLs about important school information in a language they can understand.			

Checklist completed by _____

Signature _____ Date: _____
Principal

Comments: _____

APPENDIX

DEKALB COUNTY SCHOOLS
HOME LANGUAGE SURVEY
SENSOS DEL IDIOMA HABLADO EN CASA

Fecha: _____

Fecha entro los estados unidos: _____

Senso del idioma hablado en casa.

Nombre: _____

Edad: _____

Maestro(a): _____

Grado: _____

Por favor marcar (X) la mejor respuesta:

1. Cual es el primer idioma que el estudiante aprendió a hablar?
Ingles _____ Español _____ Otro _____

2. Cual es el idioma predominante del estudiante?
Ingles _____ Español _____ Otro _____

3. Que idioma se habla mas en casa?
Ingles _____ Español _____ Otro _____

Firma de estudiante (Grado 7-12)

Firma de los padres (Grado K-6)

Home Language Survey

Date: _____

Date entered United States: _____

Name: _____

Age: _____

Homeroom Teacher: _____

Grade: _____

Please check the appropriate answer:

1. What is the first language the student learned to speak?
English _____ Spanish _____ Other _____

2. What language does the student speak most often?
English _____ Spanish _____ Other _____

3. What language is most often spoken in the student's home?
English _____ Spanish _____ Other _____

Student's signature (Grades 7-12)

Parent's Signature (Grades K-6)

**DEKALB COUNTY SCHOOLS
ENGLISH LANGUAGE LEARNER PROGRAM
Permission to Participate in Supplemental Title III Program**

To the Parents of _____ Date: _____

The DeKalb County School System offers a program called English Language Learners (ELL) that will be beneficial to your child. Please sign the form below giving permission to enroll your child in this ELL class as part of his/her daily schedule. This class will help your child improve his/her listening, speaking, reading, and writing skills in English.

Please mark the appropriate response and sign below regarding whether you want your child to receive ELL services:

- _____ I want my child to receive ELL services.
_____ I do not want my child to receive ELL services.

Principal ELL Teacher

Signature of parent / guardian Date

**ESCUELA DEL CONDADO DE DEKALB
PROGRAMA DE ESTUDIANTES DE EL IDIOMA INGLES
Permiso Para Participar En El Programa**

Los Padres de: _____ Fecha: _____

Las escuelas del Condado de Dekalb ofrecen un programa llamado Estudiantes de el Idioma Ingles (ELL) cual será importante y beneficioso para su niño o niña. Su niño o niña aprenderá a escuchar, hablar, leer, y escribir en ingles con mejor precisión. Por favor firme el formulario de abajo dando permiso para inscribir su niño o niña en esta clase de ELL que es parte de la tarea diaria de el/ella. Marque por favor la respuesta apropiado debajo, si es que usted quiere que su niño o niña reciba los servicios de ELL:

- _____ Quiero que mi niño o niña reciba servicios de ELL.
_____ No quiero que mi niño o niña reciba servicios de ELL.

Director Maestra de ELL

Firma de los padres / guardianes Fecha

**Alabama Department of Education
Request for Supplemental English Language Development Program (ELL Program)
Withdrawal/Waiver Form**

Date: _____

Dear Parents:

You have indicated that you do not want your child enrolled in the Title III supplementary English language development program or that you would like a change in your student's Title III supplementary English language development program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request removal of your child from the program, (b) decline to enroll you child in such a program, or (c) choose another program or method of instruction, if available.

If you have chosen (a), (b), or (c) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school.

Thank you.

Alabama Department of Education

**Request for Title III Supplemental English Language Development Program
Withdrawal/Waiver Form**

I, _____ (parent/guardian) of _____ (student) have been informed of my right to decline to have my child enrolled in the Title III supplementary English language development program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

- Do not enroll my child in a Title III supplemental English language development program.
- Withdraw my child from the Title III supplemental program offered by the school.
- Enroll my child in another program or method of instruction, if available.

Signature of parent/guardian

Date

ACCESS TO ELL DOCUMENTS

The following school personnel have access to ELL test scores and other related information, including a student comprehensive ELL portfolio, and have been informed of their responsibilities in implementing specific accommodations and support that must be provided for:

_____ during the _____ school year.

DATE

SIGNATURE

POSITION

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Signature of person responsible for informing school personnel of their responsibility.

DEKALB COUNTY SCHOOLS
ENGLISH LANGUAGE LEARNER PROGRAM
Permission to Exit Students from the ELL Program

To the Parents of: _____ Date: _____

This is a required form for the DeKalb County School System in order to grant permission to exit a student from the ELL (English Language Learner) Program. After careful consideration, including testing, and LPAC (Language Proficiency Assessment Committee) meetings, it has been decided that the above student shall:

_____ continue with the ELL Program

_____ discontinue with the ELL Program

Administrator

ELL Teacher

Teacher

Parent / Guardian

Students will be monitored for two years once they have exited the program.

ESCUELAS DEL CONDADO DE DEKALB
PROGRAMA DE ESTUDIANTES DE EL IDIOMA INGLES
Permiso Para Salida

Los Padres de: _____ Fecha: _____

Este es una forma requerida por la Escuela del Condado de DeKalb para dar permiso de salida al estudiante del Programa de Estudiantes de el Idioma Ingles. Después de consideración cuidada, incluyendo un examen en ingles, y reuniones del LPAC, ha sido decidido que el estudiante arriba deberá:

_____ continuar con el Programa de Estudiantes de el Idioma Ingles

_____ salirse del Programa de Estudiantes de el Idioma Ingles

Administrator

Maestra de ELL

Firma de los padres / guardián

Maestra

* Los estudiantes serán monitoreados por dos años después de salirse de el programa.*

Documentation of Monitoring of Exited ELL Students

The following is a required form to document student achievement in core academic subjects once a student has been exited from the ELL program. This information is imperative in determining whether a student needs to receive additional assistance from the ELL Department. Thank you.

Student: _____

Circle One: (1st, 2nd, 3rd, 4th) Nine Week Report:

Teacher: _____	Grade: ____	Comments:
Subject: _____		
Teacher: _____	Grade: ____	Comments:
Subject: _____		
Teacher: _____	Grade: ____	Comments:
Subject: _____		
Teacher: _____	Grade: ____	Comments:
Subject: _____		
Teacher: _____	Grade: ____	Comments:
Subject: _____		
Teacher: _____	Grade: ____	Comments:
Subject: _____		

LPAC MEETING FORM

Student Name: _____ Date: _____ Grade: _____

Concerns:

Accommodations or interventions already implemented: *Successful or unsuccessful?*

Instructional Changes or Additional Accommodations *to be* implemented:

Reconvene to discuss progress: _____

Committee Members' Signatures:

Parent / Guardian

Principal

Counselor / LEA

Teacher

ELL Teacher

Interpreter (as needed)

Teacher

Other Stakeholder

DeKalb County Schools

LEP Notification Form

Home Language Survey indicates that this student may qualify for ELL program placement.

School Name: _____

Student Name: _____, _____, _____
Last Name First Name MI

Grade: _____ DOB: _____ Race: _____

Country of Birth: _____ Primary Language: _____

Date Enrolled: _____

Previous school attended: _____

Did the student enroll with a current ACCESS for ELLs score? Y or N if Yes, please provide composite score. _____ Year _____

W-APT score: (administered to students enrolling with no ACCESS for ELLs score report. Administered by an ELL teacher within **10 days** upon enrollment): _____

***If you are awaiting an ACCESS score form previous school please indicate that and submit this form now.

Comments:

Please fax this form to **Jennifer Williams at 638-9720** or email to jhwilliams@dekalbk12.org when enrolling new students when a language other than English is indicated on the Home Language Survey.

For Office Use Only:

- | | |
|---------------------------------|-----------------------------|
| <input type="radio"/> LEP1 | <input type="radio"/> FLEP1 |
| <input type="radio"/> LEP2 | <input type="radio"/> FLEP2 |
| <input type="radio"/> IMMIGRANT | <input type="radio"/> FLEP |
| <input type="radio"/> NOMPLOTE | |

