



# ESL Plan 2018-2019

*A Manual for Identifying, Assessing, Placing,  
and Meeting the Educational Needs of  
English Language Learners in  
the Tuscaloosa City School System*

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## DEFINITION OF TERMS

**EL - (English Learner)** Students from a non-English speaking background who have not yet developed sufficient proficiency to master an English only curriculum and instruction in school.

**ESL - (English as a Second Language)** English language learning in countries where English is the main and/or official language, and the student's own native language (first language) is not English.

**Under ESSA, an English Learner is one:**

- (A) Who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) who was not born in the United States **or** whose native language is a language other than English;
  - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas
  - (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
  - (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 in speaking, reading, writing, or understanding English may be sufficient to deny the individual -
  - (I) the ability to meet challenging State academic standards;
  - (II) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (III) the opportunity to participate fully in society.

Under ESSA, the term "**Immigrant children and youth**" means individuals who (A) are aged 3-21; (B) were not born in any state, including Puerto Rico and Washington D.C.; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

The term "**Migrant**" when used with respect to an individual, means:

- (A) the child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to free public education or is of an age below compulsory school attendance).
- (B) the child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or migrant fisher.
- (C) the child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work.
- (D) such employment is a principal means of livelihood.
- (E) has moved from one school district to another.
- (F) in a State that is comprised of a single school district, has moved from one administrative area to another within such district.
- (G) resides in a school district of more than 12,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in fishing activity (Alaska).

**WIDA** - Alabama joined the WIDA consortium in 2004. The consortium is made up of many states dedicated to the design and implementation of high standards and equitable educational opportunities for English Learners. The Consortium developed English language proficiency standards and an English language proficiency test aligned with those standards (ACCESS for ELLs 2.0). The WIDA English Language Proficiency Standards are based on the academic language of PreK-12 students.

# Overview

## INTRODUCTION

Language is a complex system of knowledge that children often acquire with apparent ease and natural ability. Language is the most powerful tool for expanding students' creativity, curiosity, inventiveness, intellect, and sociability. Language acquisition is integral to academic success and ultimately to all other life accomplishments.

## PROGRAM PURPOSE

It is the intent of the Tuscaloosa City School System that every student identified as an English Learner (EL) or whose primary home language is something other than English, be provided with appropriate services to enhance his/her ability to learn English as an additional language. It is not the intent of the ESL program to replace or negate the student's primary home language. Rather, the ESL program shall strive to enable the EL to become competent in listening, speaking, reading, and writing in the English language in order to master content-area skills. In this way, ELs are able to participate effectively in classroom settings and to reach their full potential.

## POLICY

It is the policy of the Tuscaloosa City Board of Education that no student shall be excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity once identified as a national origin minority student who is an English Learner (EL). Procedures will be developed and implemented to ensure that the board policy is enforced.

## HOME LANGUAGE SURVEY

**The Home Language Survey shall be the identification tool for potential English Learners (ELs), and shall be administered to the parents of ALL students at the time of registration and placed in the student's *Cumulative Record Folder*. If a language other than English is marked on any question, then the ESL Department must be notified within three (3) school days. This notification should be made by sending a copy of the home language survey to the ESL Coordinator at the Central Office.**

## POTENTIAL ENGLISH LEARNER (EL)

Home language surveys, which include any language other than English on any one question, must be referred to the English as a Second Language (ESL) Department within three (3) school days. **This notification must be made by sending a copy of the home language survey to the ESL Coordinator.** The ESL Specialist will administer the *W-APT* (WIDA - ACCESS for ELLs Placement Test), the *WIDA Screener Online* or *WIDA MODEL* and/or contact the previous school to determine the level of English language proficiency within ten (10) school days after the academic year has begun and within the first thirty (30) days of enrollment.

## ENGLISH LEARNER COMMITTEE

Each school shall form an EL committee consisting of a content area teacher, an ESL Specialist, the school counselor, reading coach (where available), an administrator, an interventionist (where available), parents and others as designated by the principal. Schools may use an existing RTI Team as the EL Committee, but understand the distinct roles of each team. The EL's parent will be invited to participate in EL Committee decisions whenever possible. The Committee

shall review all relevant information and determine appropriate placement, and exit from the ESL program as well as monitoring the EL's academic progress for four consecutive years after exiting the ESL program.

### **STATE-MANDATED ASSESSMENTS**

The Tuscaloosa City School System will adhere to all state guidelines determining eligibility for English Learners to participate in state assessments under standard conditions, and with approved accommodations, if needed.

All ELs must be included in the school's accountability system for all assessments completed. ELs in their first academic year of enrollment in U.S. schools may defer the reading subtest for one year if determined appropriate by the EL Committee. All ELs will participate in ACCESS for ELLs until an overall composite score of 4.8 or higher is reached.

### **PROGRAM EXIT**

A student may be exited from the ESL program upon recommendation by the EL Committee when the student scores a 4.8 or higher on ACCESS for ELLs.

Written notice shall be provided to the parents that their child will be exited from the ESL program. The notice shall be printed in English and whenever possible in the parents' primary language.

### **ESL MONITORING**

Exited students are monitored for a period of four years to determine if they are academically successful without language supports. The student will be monitored at nine week grading periods coinciding with the issuance of report cards during the first year. In the second year, the student will be monitored at the end of each semester.

## Legal Cases Relating to English Learners

1964 **Civil Rights Act, Title VI**

*"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." -42 U.S.C.2000d.*

1974 **Lau vs. Nichols (US Supreme Court Decision)**

*"The failure of school systems to provide English language instruction to national origin students who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program, and thus violates 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. Pp. 414 U.S. 565-569."*

1982 **Plyler vs. Doe**

*"The illegal aliens who are plaintiffs in these cases challenging the statute may claim the benefit of the Equal Protection Clause, which provides that no State shall deny to any person within its jurisdiction the equal protection of the laws"...The undocumented status of these children does not establish a sufficient rational basis for denying them benefits that the State affords other residents...No national policy is perceived that might justify the State in denying these children an elementary education." -457 U.S. 202*

1981 **Castañeda vs. Pickard**

*"In 1081, in the most significant decision regarding the education of language-minority students since Lau v. Nichols, the 5<sup>th</sup> Circuit Court established a three-pronged test for evaluating programs serving English language learners. According to the Castañeda standard, schools must base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy, - implement the program with resources and personnel necessary to put the theory into practice, and - evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648F. 2d 989 (5<sup>th</sup> Circuit, 1981)]."*

Additional laws, court decisions, and memoranda related to EL can be located in the Appendices of the ALSDE EL Guidebook located at:

<https://www.alsde.edu/sec/fp/ell/ESL%20Resources/EL%20Guidebook%202017-2018.docx.pdf>

## EDUCATIONAL APPROACH AND PROGRAM SERVICES

The instructional goals of the Tuscaloosa City Schools ESL Program are as follows:

- To assist English Learners in attaining English proficiency to allow successful independent mastery in the regular education classroom.
- To assist English Learners in reaching their full potential in mastering grade-level academic content.

According to research, it takes the average student from one to three years to acquire the social language skills needed to function successfully on a daily basis; moreover, it takes approximately five to seven years to acquire the language skills necessary to function in an academic setting at the same level as the student's native English-speaking peers (Cummins, 1979). Working with this premise in mind, the Tuscaloosa City School System has developed a plan to meet the needs of the ELs.

An English Language Development Program is primarily used with ELs in grades K - 12 using the ESL (English as a Second Language) model. In limited cases, the Newcomer class is used at the high school level if determined appropriate by the EL Committee based on the student's proficiency and limited-formal education. In addition, the Push-In or Pull-out model is used if determined successful for an individual student. Using the ESL model, lesson planning, instruction and assessments are accommodated by the classroom teacher based on the individual proficiency level of each student. Classroom teachers with ELs are provided with opportunities to receive professional development and coaching on language development strategies. Because ELs are included in the mainstream classroom, the following are promoted as good teaching strategies for all students: Turn and Talk, TWIRL (Teach, Write, Investigate, Read and Listen), explicit instruction, language, print-rich environments, frequent use of visual materials, small group instruction, active engagement, differentiated instruction and assessment, project-based learning and cooperative learning. Both classroom and testing accommodations are provided for students based on individual proficiency levels. An emphasis is placed on all four language domains: listening, speaking, reading and writing.

A variety of materials is used for instruction. These include textbooks (Pearson's Scott Foresman Reading Street with differentiated instruction for ELs), dictionaries (Oxford Picture Dictionary, word-to-word translation dictionaries), computer software (Imagine Learning and other district EL software), videos, listening stations, games (Bingo, Scrabble, word puzzles), purchased ESL programs and language development activities. Many of these scientifically researched-based materials and evidenced-based materials have been authored by well-known researchers in the second language acquisition field, and incorporate accepted ESL teaching strategies.

In compliance with *Every Student Succeeds Act (ESSA)*, the state of Alabama has adopted a set of English language proficiency standards, known as WIDA English language development (ELD) standards. These standards are to be implemented by the classroom teacher, and will provide a curriculum/assessment resource anchored in academic content standards. Furthermore, the WIDA standards will establish a common system of measurement to define and determine how ELs acquire language across the domains of listening, speaking, reading, and writing.

# REGISTRATION PROCEDURES and IDENTIFICATION

## Documents for Registration:

- **Proof of Age** – A valid birth certificate, a valid passport, or other valid document listing date and place of birth such as religious document, hospital records, baptismal certificate, an entry in a family Bible, adoption record, an affidavit from a parent, or previously verified school records.
- **Proof of Immunization** – The State of Alabama Certificate of Immunization, available at the County Health Department or a physician’s office. The Tuscaloosa City Schools will facilitate this process if a student does not have proof of immunizations.
- **Registration Forms** – School registration forms are to be completed and filed at the school along with proof of residency.
- **Home Language Survey** – System-wide form to be completed and signed by the parent or guardian **during registration**. This form will be filed in each child’s permanent record.

A *Social Security Card* is **NOT** necessary for enrollment, or for school lunch forms. If the student does not have a social security card, the school can assign an identification number.

If immunization records are not readily available at the time of registration, the dates of immunization may be obtained by calling the child’s previous school or health department. If all else fails, the student can begin the immunization series at the local health department.

**ELs should be placed age-appropriately in the mainstream classroom.** This provides them with access to challenging grade-level content instruction and the opportunity to interact with their English-speaking peers. It is important that ELs be placed in the least restrictive educational environment. At the high school level, credits should be awarded based on transcripts provided by the students/parents, even if the coursework was taken in another country. If transcripts are in a language other than English, translation should be sought so that credits can be awarded.

**ELs shall NOT be denied enrollment due to lack of appropriate documentation.**

**The Home Language Survey** shall be the identification tool for potential English Learners (ELs). This survey will be administered to the parents of **ALL** students **at the time of registration** by the staff member responsible in each school for registering students (secretary, registrar, guidance counselor, teacher, or administrator). **ALL** Home Language Surveys must be placed in students’ *Cumulative Record Folders*.

Home language surveys, which include any language other than English on any one question, must be referred to the English as a Second Language (ESL) Department within three (3) school days. This notification should be made by sending a copy of the home language survey to the ESL Coordinator at the Central Office.

# LANGUAGE PROFICIENCY ASSESSMENT

When the Home Language Survey (HLS) indicates that a language other than English is spoken at home, the ESL Specialist will administer the language proficiency placement test, *W-APT (WIDA - ACCESS for ELLs Placement Test)* or WIDA Screener to determine the level of English language proficiency within ten (10) school days after the academic year has begun and within the first thirty (30) days of enrollment at the beginning of the school year.

The W-APT and WIDA Screener are divided into the four language domains of listening, speaking, reading, and writing for all grades, K - 12. Most kindergarten students are only administered the listening and speaking sections of W-APT. Each language domain contains multiple sections and addresses language proficiency in content areas such as language arts, math, science and social studies.

ACCESS for ELLs is an annual assessment that indicates the progress students have made from year to year and annual proficiency level. The assessment addresses social and instructional language as well as language arts, math, science, and social studies. ACCESS for ELLs and the WAPT/WIDA Screener will be administered according to grade cluster and/or proficiency level:

The 2012 Amplification of the English Language Development WIDA Standards include six (6) proficiency levels, which are:

- Level 1 – Entering
- Level 2 – Emerging
- Level 3 – Developing
- Level 4 – Expanding
- Level 5 – Bridging
- Level 6 – Reaching

Students in grades 2-12 scoring less than a 5.0 composite score on WIDA Screener will be placed in the ESL Program. The EL Committee will discuss new students for placement. Students scoring below 25 on the WAPT in the first semester of kindergarten will placed in the ESL Program. Kindergarten students in the second semester will be placed in the program scoring less than 28 on Listening/Speaking, less than 12 on Reading and less than 14 on Writing. First grade students in the first semester scoring less than 29 on Listening/Speaking, less than 14 on Reading and less than 17 on Writing will be placed in the program. First grade students in second semester scoring less than 5.0 composite will placed in the program. All EL students will participate in ACCESS for ELLs regardless of participation in Title III services until the student scores an overall composite of 4.8 on ACCESS for ELLs. The ACCESS results are delivered to each building principal. **The ACCESS Individual Student Report must be placed in the student's cumulative folder each year.**

## PLACEMENT PROCEDURES

### **Home Language Surveys**

Home language surveys, which include any language other than English on any question, must be referred to the English as a Second Language (ESL) Department within three (3) school days. This notification should be made by sending a **copy** of the home language survey to the ESL Coordinator at the Central Office. The ESL Specialist will administer the *W-*

APT (WIDA - ACCESS for ELLs Placement Test) or WIDA Screener to determine the level of English language proficiency with ten (10) school days after the academic year has begun and within the first thirty (30) days of enrollment.

### **English Learner Committee**

Each school shall form an EL committee consisting of a content area teacher, an ESL Specialist, the school counselor, literacy coach, an administrator, an interventionist (where available), parents and others as designated by the principal. Schools may use the existing RTI Team as the EL Committee, but understand the distinct roles of each team. The EL's parent will be invited to participate in EL Committee decisions whenever possible. The Committee shall review all relevant information and determine appropriate placement and exit from the ESL program.

The responsibilities of the EL Committee in determining the needs of ELs and student eligibility for ESL services include the following:

- Make recommendations concerning the placement of each student
- Provide written notice to the parents of the Committee's recommendation for the child to participate in the ESL program. According to Title III, Part C, Section 3302(a), each LEA shall, "not later than thirty (30) days after the beginning of the school year, inform a parent or the parent of a limited-English proficient child identified for participation in, or participating in" an English Language instruction program, about the details of the program. If a student enrolls after the school year has begun, the LEA must carry out the parent notification requirements within two (2) weeks of a student begin placed in such a program. Parents are not required to respond affirmatively to the notification for the student to participate in the ESL program. Students may also qualify for Title III supplemental services. Upon receipt of written instructions from the parent to deny Title III supplemental services, however, the EL Committee must amend the I-ELP to reflect no supplemental services. The teachers and school are still obligated to provide appropriate accommodations and to utilize strategies to ensure that the student's English language and academic needs are met; the student will still be classified as EL in the student information system and will still participate in ACCESS for ELLs until reaching 4.8 or higher.
- Recommend and monitor the participation of eligible ELs in any other applicable program: i.e., Title I, at-risk, homeless, migrant, etc.
- Determine that ELs are eligible to participate in all academic and special programs on the same basis as the native English-speaking students.
- Review the English Learner's progress in language acquisition and academic achievement on a semi-annual basis.
- Recommend exiting the ESL program when ELs become proficient in English and have met exit criteria.
- Determine, according to state guidelines, to what extent an EL is to participate in the statewide assessment program.
- Make recommendations to school decision makers on professional development for staff and parents regarding EL success.

The following documentation must be maintained in the EL student file:

- Assessment data (ACCESS and WAPT/WIDA Screener)
- Academic data (when provided)
- Entry date into local school system
- Classroom observations and anecdotal records of teachers/tutors (when necessary)
- Classroom and testing accommodations
- Home Language Survey

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

### **General Education Placement**

Research related to student placement and retention shows that ELs should be placed age-appropriately in the mainstream classroom. This provides them with access to challenging grade-level content instruction and the opportunity to interact with their English speaking peers and is considered generally to be the least restrictive educational environment.

At the high school level, credits should be awarded based on transcripts provided by the students/parents, even if the coursework was taken in another country. If transcripts are in a language other than English, translations should be sought so that credits can be awarded.

### **Advanced Placement (AP Courses)**

English Language Learners are eligible to participate in advanced placement courses; however, according to the College Board Advanced Placement Program, accommodations for ELs are not permitted on AP Exams. Please note that ELs enrolled in AP courses should receive classroom accommodations so that they have access to the content. It is important that this information is shared with students and parents.

### **Foreign Exchange Students**

There are no special exceptions for Foreign Exchange or F-1 Visa students who are English Learners for the purposes of English language proficiency assessments as long as they attend a school in the United States. Foreign Exchange or F-1 Visa students who are LEP must receive ESL services, and if applicable, Title III Supplemental Services. Any student identified as a Foreign Exchange Student who is not working toward a diploma is **not** required to take tests currently required by the state.

## **STATE-MANDATED ASSESSMENTS AND ACCOUNTABILITY**

Tuscaloosa City School System encourages and supports participation of *all* students in the Alabama Student Assessment Program. Administration of all student assessments shall be according to established state guidelines and procedures. All Tuscaloosa city schools must assess ALL students regardless of whether a student will be included for reporting or accountability purposes, and regardless of the amount of time the student has been enrolled in the school.

Tuscaloosa City School System will adhere to all state guidelines determining eligibility and requirements for English language learners to participate in state assessments under standard conditions, and with approved accommodations, if needed. Current state assessments include, but are not limited to:

- Scantron Performance Series Grades 3-8
- ACT with Writing Grade 11
- ACT WorkKeys Grade 12
- Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) K-12

All participating ELs must be included in the school's accountability system for all assessments completed. ELs in their first academic year of enrollment in U.S. schools **will not be required** to participate in the Reading/Language Arts test of *Scantron* or the Reading test of *AAA*. ELs during their first academic year of enrollment in U.S. schools, **must participate** in the Mathematics and Science tests of *Scantron* and *AAA*. These students **must participate** in all parts of the *ACT with Writing* and the *ACT WorkKeys* assessments.

All ELs (Coded EL in the student information system), whether they receive or waive supplemental Title III services, must be tested annually on ACCESS for ELLs state English proficiency test until reaching 4.8 or higher proficiency.

As required by Title I, Section 1111 (b)(1), the implementation of WIDA Standards will guide the Tuscaloosa City Schools in meeting challenging state academic content and student achievement standards for ELs. By administering the ACCESS for ELLs, Tuscaloosa City Schools will comply with the State Department of Education's guidelines for establishing annual measurable achievement objectives for English language learners.

#### **Annual Measurable Achievement Objectives (AMAOs) for ELs**

- AMAO-A - Making annual increase in the number or percent of children making APLA (adequate progress in language acquisition) on ACCESS for ELLs
- AMAO-B - Making annual increases in the number or percent of children attaining English proficiency each school year based on ACCESS for ELLs
- AMAO-C - Making annual measurable goals for the EL subgroup in the areas of Reading and Math. These goals are set for both achievement and participation in the following: Scantron Performance Series, ACT Plus Writing and ACT WorkKeys. The EL subgroup consists of all students coded EL1, EL2, FEL1, FEL2, FEL3 and FEL4.

## **ESL GRADING GUIDELINES**

English Learners work under a dual burden: learning a new language and learning new content in a language they have not yet mastered. The guidelines below must be followed to comply with federal law (*Every Student Succeeds Act of 2016* (ESSA)) and assure that ELs are not being discriminated against due to the language barrier. Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher.

- Grading is based on accommodated work at the student's proficiency level. Teachers should refer to the accommodations listed in the I-ELP for each EL.
- ELs must not be retained on the basis of lack of English language proficiency. A grade of *F* cannot be assigned to an EL without **full documentation of accommodations given over the entire grading period** to assure the student has full access to the content of the academic program. This may be presented to the EL Committee.
- Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.
- Retention of ELs shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of *Lau v. Nichols*). **An ESL Specialist must participate on the school's retention committee to assist the team with ruling out language as the barrier.**

## **ESL PROGRAM EXIT PROCEDURES**

There is no time limit for participation in the ESL program. The student's need is the sole determining factor, and a student may participate in the ESL program as long as the EL Committee determines the student eligible.

**\*ELs will receive EL services until the student scores 4.8 (Composite Score) on the state English language proficiency test, ACCESS for ELLs 2.0.**

Written notice will be provided to the parents that their child will be exited from the ESL program. The notice shall be printed in English and whenever possible in the parents' primary language.

## **ESL MONITORING PROCEDURES**

Exited students are monitored for a period of four years to determine if they are academically successful without specific language supports. The student will be monitored at grading periods coinciding with the issuance of report cards during the first year. In the second year, the student will be monitored at the end of each semester.

Any combination of the following criteria can be used to determine success:

- Content area grades and/or progress
- Standardized test scores
- Attendance
- Teacher observations
- Parent observations
- Student observations

If these reports indicate that the student is experiencing difficulty in the regular program, the ESL Specialist will meet with the EL Committee. The Committee will use all available information to determine whether the student's difficulties are due to lack of English proficiency. This does not mean that the student will be placed back into the ESL program. It may mean that the student may need other services. If they are to be placed back into the ESL Program, they should be retested and placed in the program like a new student. It is highly recommended using the WIDA Model as a re-screener.

## **PARENTAL INVOLVEMENT / COMMUNICATION**

Many parents of English Learners speak little or no English and may be very uncomfortable in the school setting. All important school information sent to non-English speaking parents should be translated into a language that can be understood, to the extent feasible and possible. Local schools are encouraged to use TransACT to provide the majority of this documentation. In addition, all buildings have access to Language Line Services to communicate with parents in various languages.

To facilitate parental involvement, Tuscaloosa City Schools will:

- Evaluate their educational programs annually to identify and eliminate barriers to meaningful involvement and understanding of parents who may be non-English or limited English speaking.
- Provide an interpreter to assist in the enrollment of a limited-English or non-English speaking family, when possible.

- Provide an interpreter for parent-teacher conferences, when possible.
- Ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is provided in the parent’s native language.
- Provide meaningful opportunities for parents of English Learners (ELs) to participate in the education of their children, including providing information and school profiles in a language and format parents can understand whenever possible.
- Offer opportunities for parents of ELs to participate in the development of school parent involvement policy plans and Title I school-based plans.

According to Title III, Part C, Section 3302(a), each Local Education Agency (LEA) shall “inform a parent or parents of a limited-English proficient (LEP) child identified for participation in ” an English as a Second Language (ESL) program, about the following:

- The reasons for identification of the student as (EL)
- The student’s level of proficiency and how the level was assessed.
- The method of instruction to be used in the English language instruction educational program.
- How the program will meet the educational strengths and needs of the student including how to meet age-appropriate academic achievement standards for grade promotion and graduation.
- Specific exit requirements for the ESL program.
- In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
- The right of parents to have their child immediately removed, upon their request, from the English as a Second Language (ESL) program.
- Information pertaining to parental rights to have their child immediately removed from supplemental Title III programs, and options to decline to enroll their child in such supplemental Title III programs or choose another program or method of instruction if available.

Parents will be notified in writing in English and/or the parents’ primary language whenever possible. Parents are not required to respond affirmatively to the notification for the student to participate in the ESL program.

## **ESL STAFF**

The Tuscaloosa City School System will strive to employ educational personnel who have formal training in teaching second language learners. All teachers in the ESL program are fluent in English. Certified teachers in the area of ESL will be recruited. Non-ESL certified teachers will receive adequate training and will be encouraged to work toward the attainment of ESL certification.

The ESL staff works collaboratively with school and district administrators, the Federal Programs Director, the School Improvement Coordinator, the Coordinator of Assessments, the Technology Department, the Assistant Superintendents, the Special Education Director, teachers, and other appropriate personnel to ensure success of ELs. The staff is responsible for monitoring English language acquisition, assessments, tutoring, and progress of ELs and Former ELs, as needed. All ELs receive their primary instruction from certified teachers through the regular academic program.

## **ESL PROGRAM EVALUATION**

The Tuscaloosa City ESL program will use both formal and informal methods of evaluation to determine progress of the district's instructional goals:

- To assist limited-English proficient students in attaining English proficiency to allow successful independent mastery in the regular education classroom.
- To assist limited-English proficient students in reaching their full potential in mastering grade-level academic content.

A formal evaluation of the ESL program will be conducted at the end of each school year. This information will be placed in the ESL Data Compilation Report and will be submitted to the Alabama State Department of Education annually.

This evaluation will include, but is not limited to, collected data concerning the following:

### **General information including demographics and enrollment**

- Student population by race and ethnicity for each school
- Number of ELs by grade level and native language
- Number of ELs with limited-formal schooling

### **Student identification and assessment**

- Individual/position who is responsible for distribution and completion of Home Language Survey
- How HLS is maintained

### **Student progress within the program**

- Beginning English proficiency level and academic level of each student
- Number of years in ESL program
- Type of English language instructional program each student received
- Current English proficiency level and academic level of each student

### **Student exit information from the ESL program**

- Criteria used by the TCS to determine when a student is ready to exit the ESL program
- Transitional services for exited student if available
- Number of students who have exited the program

### **Staffing/Training**

- Name of each certified ESL teacher
- List and brief description of ESL training provided to all personnel at each school
- The number of people who attended ESL trainings

### **Participation in other programs**

- Number of ELs referred for special education evaluation
- Number of ELs currently enrolled in special education
- Number of ELs referred for admission into the gifted program
- Number of ELs currently enrolled in the gifted program

## Communication

- The number and names of languages for which Tuscaloosa City Schools has written school-related documents.
- A list of interpreters who are readily available to assist parents and where the list is maintained
- A description of activities to involve parents/guardians of ELs in the educational process

## General Comparison Information

- Drop-out rates for both Tuscaloosa City Schools and ELs
- Truancy petitions for both Tuscaloosa City Schools and ELs

To complete the system-wide evaluation process, some of this information will be compiled into a system report; then reviewed in order to identify deficiencies. Once deficiencies are identified, strategies will be developed to correct the deficiencies for the upcoming year. These strategies may include, but are not limited to, workshops and other professional development activities for ESL staff, administrators, counselors, instructional coaches, secretaries, bus drivers and classroom teachers; purchasing updated and/or new materials and teaching supplies; employing additional staff; and conducting research on specific areas that need to be addressed.

## ELs and Other Building Teams

1. The ESL Specialist will be a part of the IEP team for all students who are EL and have a disability. The IEP and I-ELP will work concurrently to provide supports for the students. This information should be included as part of the IEP on the Profile Page.
2. If an EL does not have an IEP, but is being discussed for concerns non-related to English as a second language, then RTI is the appropriate vehicle, provided the ESL Specialist is a part of the team. **Once second language acquisition has been eliminated as the barrier to achievement, ELs must be served in the same way as all other students.**
3. When determining eligibility for Special Education, the ESL Specialist must be a member of the team and will work with the team to assist in securing services of someone to assist with native language. Also, the ESL Specialist will assist the team in how the person will communicate with the child/parent in his/her native language. The materials and procedures used to assess a suspected disability of an EL must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. The *Alabama Administrative Code* (AAC) (290-8-9.04(1)(e)) states that in order for an EL student to be deemed eligible, the Team must determine that the communication disorder exists in the child's native language and is not the result of learning English as a second language. With the assistance of the ESL Specialist, the Team should determine if the English proficiency is comparable to peers. If not, the assessments must be administered in the EL's native language when such a test format is available. If the team determines that information from administration of the assessments in both languages is appropriate, then this procedure should be completed. Any nonstandard administration of assessments should be documented on the *Notice and Eligibility Decision Regarding Special Education Services* form.
3. The EL Committee and the Problem Solving Team are separate entities but may include some of the same members. Duplication of personnel on the both committees is permissible.

However, each team has a distinct role. Appropriate personnel to serve on the EL Committee include content-area or general classroom teachers of ELs, interventionists, reading coaches, school administrators, counselors, parents and the ESL Specialist.

4. Gifted Specialists will invite ESL Specialists to eligibility meeting for ELs being referred. ESL Specialists will provide information regarding the EL's English proficiency and communication requests from parents.

### **Non-Public School Participation**

The Federal Programs Director will facilitate offering Title III services each year to all non-public schools within our attendance zone.

## **ACKNOWLEDGEMENTS**

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Ms. Dely Roberts, Former SDE ELL Specialist  
Ms. Heidi Goertzen, Former SDE ELL Program Specialist  
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Ms. Josie Prado, Former ESL Specialist, Tuscaloosa City  
Mrs. Kristi Garcia, ELL Coordinator, Tuscaloosa City Schools  
Ms. Katie Harrison, ESL Specialist, Tuscaloosa City Schools  
Ms. Kava Smith, ESL Specialist, Tuscaloosa City  
Mr. Jeffrey Beasley, Testing Coordinator, Tuscaloosa City

# APPENDIX

# Tuscaloosa City Schools

## Home Language Survey

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Sex:  Male  Female  
Parent/Guardian Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

1. Was your child born in the United States?  Yes  NO  
If yes, in which state? \_\_\_\_\_  
If no, in what other country? \_\_\_\_\_

2. Has your child attended any school in the United States for any three years during their lifetime?  Yes  No  
If yes, please provide school name(s), state, and dates attended:  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_

3. What language is spoken by you and your family most of the time at home? \_\_\_\_\_  
4. If available, in what language would you prefer to receive communication from the school? \_\_\_\_\_

5. Please check if your child is:  
A.  Native American Indian C.  Native Pacific Islander  
B.  Alaska Native D.  Native U.S. Virgin Islander

6. Is your child's first-learned or home language anything other than English?  Yes  NO

**If you responded "Yes" to question number 6 above, please answer the following questions:**

7. What language did your child learn when he/she first began to talk? \_\_\_\_\_

8. What language does your child most frequently speak at home? \_\_\_\_\_

9. What language do you most frequently speak to your child? (Father) \_  
(Mother) \_

10. Please describe the language understood by your child. (Check only one)  
A.  Understands only the home language and no English.  
B.  Understands mostly the home language and some English.  
C.  Understands the home language and English equally.  
D.  Understands mostly English and some of the home language.  
E.  Understands only English.

\_\_\_\_\_  
Parent or Guardian's Signature

\_\_\_\_\_  
Date

**Tuscaloosa City Schools**  
**Request for Title III Supplemental Waiver**

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 your 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.

Tuscaloosa City Schools System  
 Request for Title II Supplemental Waiver/Withdrawal 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 supplementary English language development program.
- \_\_\_\_\_ Withdraw my child from the Title III supplementary program offered by the school.
- \_\_\_\_\_ Enroll my child in another program or method of instruction, if available.

\_\_\_\_\_  
 Signature of Parent/Guardian

\_\_\_\_\_  
 Date

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**Request for Translation/Interpreter**

Person requesting translation/interpreter: \_\_\_\_\_

Name of School/Central Office Dept.: \_\_\_\_\_

Date of Request: \_\_\_\_\_

Purpose of Document/Event:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Word Document attached/sent YES\_\_\_\_\_ NO\_\_\_\_\_

\*Please do not attach .pdf files unless there is no Word document to attach

Date Translation is needed: \_\_\_\_\_

Date of event/meeting for interpreter: \_\_\_\_\_

Signature of person requesting translation/interpreter:

\_\_\_\_\_

**OFFICE USE ONLY**

Approval Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## EL Committee Documentation

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Reason for meeting:

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Teacher Comments:

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Administrator and/or Counselor Comments:

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