



Auburn City Schools English Learners 2017-2018



Auburn City Schools recognizes that within the district there are students who have a primary language other than English. The goal of the English as a Second Language (ESL) program is to have each student become proficient in the use of the English language, however, not to replace the student's primary language.

What is the purpose of Title III?

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

What are the legal obligation to serve ELs?

The legal obligation to serve ELs can be found in the Equal Education Opportunities Act, Lau v. Nichols, Title VI of the Civil Rights Act of 1964, Plyler v. Doe, Casteneda v. Pickard, Every Student Succeeds Act (ESSA), and many others. ELs have the same rights to Advanced Placement college preparation courses, Gifted and Talented programs, Special Education services, extracurricular activities, etc.

How are EL's in Alabama identified?

Every child enrolled in Alabama schools is to be given a Home Language Survey. If a language other than English is provided on the survey, students in Grades K-12 are assessed for English proficiency using the WIDA Screener/WIDA ACCESS Placement Test (W-APT). These assessment tools are used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. This screening tool is used to determine whether a child is eligible for English language instructional services.

English Language Program for ACS

Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English. Instruction is provided in English only and adapted to the student's English proficiency level.

(English Learner Program Placement required by ESSA)

Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Students can waive supplemental services provided by an ESL teacher, but cannot waive the core program.

Social and Academic Language

According to Cummins' research (1979), it takes the average EL from **one to three years** to acquire **Basic Interpersonal Communication Skills (BICS)**, the social language which is needed to function on a daily basis; moreover, it takes approximately **five to seven years** to acquire **Cognitive Academic Language Proficiency (CALP)**, the language skills necessary to function in an academic setting. Working with this premise in mind, ACS has developed a plan to meet the needs of the EL.

What languages do ACS students speak?

There are more than 45 languages spoken in ACS. The top five languages spoken by our ELs include Korean, Spanish, Chinese, Vietnamese and Arabic.

Grading Criteria for ELs

The EL Committee will consider and determine whether an alternate grading plan is appropriate for an EL. This decision will be based upon a variety of criteria: the student's English language proficiency level, teacher observation, and other academic data.

“Graded according to LEP plan (EL)” must be documented on progress report and report card, as determined by the EL Committee.

EL Retention

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).

<https://www.alsde.edu/sec/fp/ell/SAMUEL%204/Handout%20-%20Grading%20and%20Retention.pdf>

Written documentation justifying failing grades at each grading period, including student work samples, must be presented to the ESL teacher/RTI committee for review and maintained in the student's ESL portfolio. Verbal discussion with parents in a conference or by phone and appropriate documentation must be on file.

ACCESS 2.0 for ELs

Assessing Comprehension and Communication in English State-to-State (ACCESS 2.0) for ELs is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners. It is administered each spring in accordance with the testing calendar set forth by the Alabama State Department of Education to monitor students' progress in acquiring academic English.

ESL Program Exit Criteria

A student is considered Limited English Proficient (LEP) until exited by the EL Committee. In order to exit, a student must earn a 4.8 or higher composite score on ACCESS 2.0. For the first year after being exited, the student is classified as Former Limited English Proficient (Monitor Year 1). During the second, third and fourth year following exiting, the student is classified as Former Limited English Proficient (Monitor Year 2, 3, and 4). At the end of four years of monitoring, the student is classified as Former Limited English Proficient Complete (FLEP COMP).

What if a parent waives ESL services?

If parents refuse services, a Denial to Participate Form will be signed by the parents and placed in the ESL student folder by the ESL instructor. The school district is still **required to make accommodations in instruction and monitor the student's academic performance**. Although the parent has denied ESL services for the student, the student must continue to participate in the annual English Language Proficiency testing (ACCESS 2.0) until attaining proficiency.

Individualized English Language Plan (I-ELP)

Each student designated as Limited English Proficient (LEP) will have an Individualized English Language Plan (I-ELP). The I-ELP will be updated annually until the student achieves Former Limited English Proficient (FLEP) status.

Translated Documents to Comply with ESSA

The Alabama Department of Education is pleased to partner with **TransACT** to provide free access to a collection of legally-reviewed parent notices. The collections are professionally translated into multiple languages and are updated in accordance with changing laws mandated by the Office for Civil Rights and ESEA/NCLB.

<https://app.parentnotices.com/main/index>

ESL Resources for Teachers

The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12.

<http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

WIDA: Advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse, along with professional development for educators. <https://www.wida.us/>

Further Information

Updates, forms and information on Title III and serving English Learners.

<http://www.alsde.edu/sec/fp/ell/Pages/home.aspx?navtext=English%20Language%20Learners>

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf>

