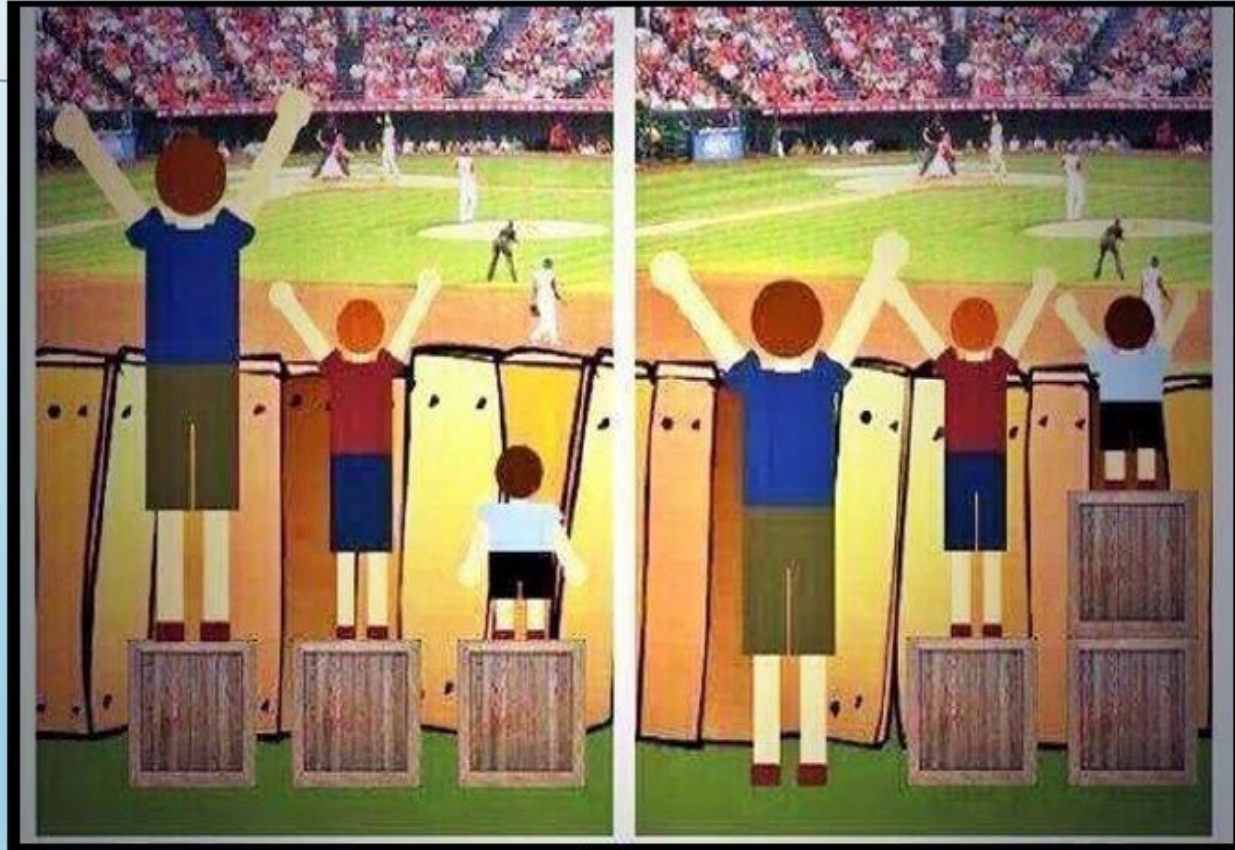




**Butler County School System
English Learners Program
Procedures and Plan
(English)**

EQUAL is not the same as FAIR



EQUAL = Everyone gets the same.

FAIR = Everyone gets what they need to succeed.

**Butler County School System English Second Language Program
(English)**

Protected Population Admission Policy (Section 8.2.c1)

Pursuant to the requirements of the Elementary and Secondary Education Act as amended by the 2015 Every Student Succeeds Act and the McKinney-Vento Homeless Education Act of 2001, all homeless, migrant, immigrant, Foster Care, English Learners (EL), and disabled children and youth must have equal access to the same free appropriate public education, including public preschool education, provided to other children and youth. This shall be the policy of the Butler County School System. Such children and youth will be provided the opportunity to meet the same challenging state content and state student performance standards to which all children and youth are held without being stigmatized or isolated.

The enrollment of homeless, migrant, immigrant, Foster Care, English Learners (EL), and disabled children and youth shall not be denied or delayed 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
- Guardianship or custody requirements

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ELL – (English Language Learners) or 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.

LEP – (Limited English Proficient) The Alabama definition of limited English proficient (LEP) is taken from the *No Child Left Behind Act of 2001* (NCLB), S.9101, 25 of Title IX:

LIMITED ENGLISH PROFICIENT. The term “limited English proficient,” when used with respect to an individual, means an individual:

- (A) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (B) 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
- (C) whose difficulty in speaking, reading, writing, or understanding English may be sufficient to deny the individual –
 - (I) the ability to meet the State’s proficient level of achievement on State assessments
 - (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 term “**Immigrant**” when used with respect to an individual, means an individual:

- (A) age 3-21
- (B) not born in any State; and
- (C) not 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 an individual:

- (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.

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(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 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (This provision currently applies only to Alaska.)

PROGRAM PURPOSE: It is the intent of the Butler County 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 their 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.

The instructional goals of the BCSS 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.

Foster Care: Butler County School System will ensure that EL students in foster care will participate meaningfully and equally in educational programs by doing the following:

- Identifying and assessing all potential EL students in a timely, valid and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful;
- Sufficiently staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extra-curricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs following federal guidelines;
- Continue to evaluate the effectiveness of school districts language assistance program and progress of each student;
- Ensure meaningful communication with the parents of the students.

IDEA Students: The IDEA, Part B directs school districts must make a Free Appropriate Public Education (FAPE) available to all eligible children with disabilities in the Least Restrictive Environment (LRE). FAPE under IDEA includes the provision of special education and related services at no cost to the parents in accordance with a properly developed Individualized Education Program (IEP). Each child’s placement decision must be made by a group of knowledgeable persons. BCSS will operate in accordance with all state and federal laws regarding special education students. Special education services will be provided to English Learners as they are to all students following the same guidelines non-EL students.

OTHER APPLICABLE PROGRAMS: English Learners are entitled to the same facilities, programs and activities as all other students. ELs 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 middle and high school EL 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, ELs can be given special deference with an interpreter or an adaptive version of the placement test. ELs may also be placed in gifted programs if testing deems it appropriate.

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ELs 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.

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

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Response to Instruction (RTI) Process for English Learners: English Learners will undergo the same District RTI procedures as non-English Learners. ELs are not allowed to be retained or failed due to lack of language proficiency. Failing grades are permissible if there is sufficient evidence/documentation proving accommodations and modifications according to the I-ELP. Documentation should include communication of academic progress and/or lack of academic progress with parents of the student in their native language.

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**BCSS’s Core Program for English Learners:
ENGLISH SECOND LANGUAGE PROGRAM (ESLP)**

ESL Core Services <i>Parents are not allowed to waive these services.</i>	ESL Supplemental Services <i>Parents are allowed to waive these services.</i>
<ul style="list-style-type: none"> ● Sheltered Instruction Practices/Strategies which are equal to Strategic Teaching Strategies ● Teacher Progress Monitoring Reports ● RTI Tiers ● Parent Notifications ● Student Individual English Learner Plan (I-ELP) ● Teacher Lesson Plans consist of English Language Proficiency Standards (ELPS) and specific strategies that address Language Proficiency Levels (LPL) of students. ● ACCESS for ELLs 2.0 Assessment ● State Assessments for general education students 	<ul style="list-style-type: none"> ● “Pull Out and/or Push In” ● Rosetta Stone ● Finish Line ● Virtual Tutoring

ESLP Phase I: Students who have not made an overall Composite Score of 4.8 or higher on the ACCESS for ELLs 2.0 Assessment.

ESLP Phase II: Students who have made an overall Composite Score of 4.8 or higher on the ACCESS for ELLs 2.0 Assessment and are being monitored. Students must complete four years of monitoring before exiting the ESLP completely. Teachers are still responsible for completing monitoring reports per grading period.

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ACCESS for ELLs 2.0 English Language Proficiency Test

ACCESS for ELLs 2.0 English Language Proficiency test is based on the WIDA English Language Development Standards (ELDS) and is used to measure students’ progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

ACCESS for ELLs 2.0 English Language Proficiency Reports indicates proficiency levels in the areas of...

- Oral Language (50% Listening + 50% Speaking)
- Literacy (50% Reading + 50% Writing)
- Comprehension (70% Reading + 30% Listening)

The Overall Composite Score (35% Reading + 35% Writing + 15% Listening + 15% Speaking) is calculated only when all four domains (Listening, Speaking, Reading, and Writing) are assessed.

Although an overall composite score of 4.8 is needed to exit the ESL Program, students should show growth in his/her overall composite proficiency score level of 0.5 (at minimum) each year tested prior to earning the Phase I exit score of 4.8.

Example: Year 1 Overall Composite Score = 2.3, Year 2 Overall Composite Score = 2.8, etc.

ACCESS for ELLs 2.0 test results should be placed in each student’s permanent record for each EL student anticipation of when/if they transfer to another school district or move on to a higher grade.

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English Learner Committee: Each school shall form an EL committee consisting of the school EL Liaison, content area teacher, an ESL Specialist (if applicable), the school counselor, instructional coach (if applicable), an administrator, 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.

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SCREENER TYPES:

World Class Instructional Design and Assessment (WIDA) Screener	
Grade(s): K – 12 <ul style="list-style-type: none"> ● Students qualify for the ESL Program if he/she receives a score of 5.0 or below on the WIDA Screener. ● Students do not qualify for the ESL Program if he/she receives a score above 5.0 on the WIDA Screener. 	

EL PowerSchool Coding

- EL- 1: English Learner student who is in first academic year in a United States school.
- EL- 2: English Learner student who is in second academic year or more in a United States school.
- FEL – 1: Former English Learner student has exited the LEP program and is in his/her first year of monitoring.
- FEL – 2: Former English Learner student has exited the LEP program and is in 2nd year of monitoring.
- FEL – 3: Former English Learner student has exited LEP Program and is in 3rd year of monitoring.
- FEL – 4: Former English Learner student has exited LEP Program and is in 4th year of monitoring.
- FEL: Former English Learner student who has exited the ESLP and is no longer monitored.
- NOM-PHLOTE: 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.

English Learners 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 should not be considered when determining placement.

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ENGLISH LANGUAGE PROFICIENCY STANDARDS

Standard 1: Social and Instructional Language

English language learners **communicate** for **Social and Instructional** purposes within the school setting.

Standard 2: The Language of Language Arts

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

Standard 3: The Language of Mathematics

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

Standard 4: The Language of Science

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

Standard 5: The Language of Social Studies

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

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Language Domains

Each of the five English language proficiency standards encompasses four language domains that define how ELs process and use language:

- **Listening**- process, understand, interpret, and evaluate spoken language in a variety of situations.
- **Speaking**- engage in oral communication in a variety of situations for a variety of purposes and audiences.
- **Reading**- process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.
- **Writing**- engage in written communication in a variety of situations for a variety of purposes and audiences.

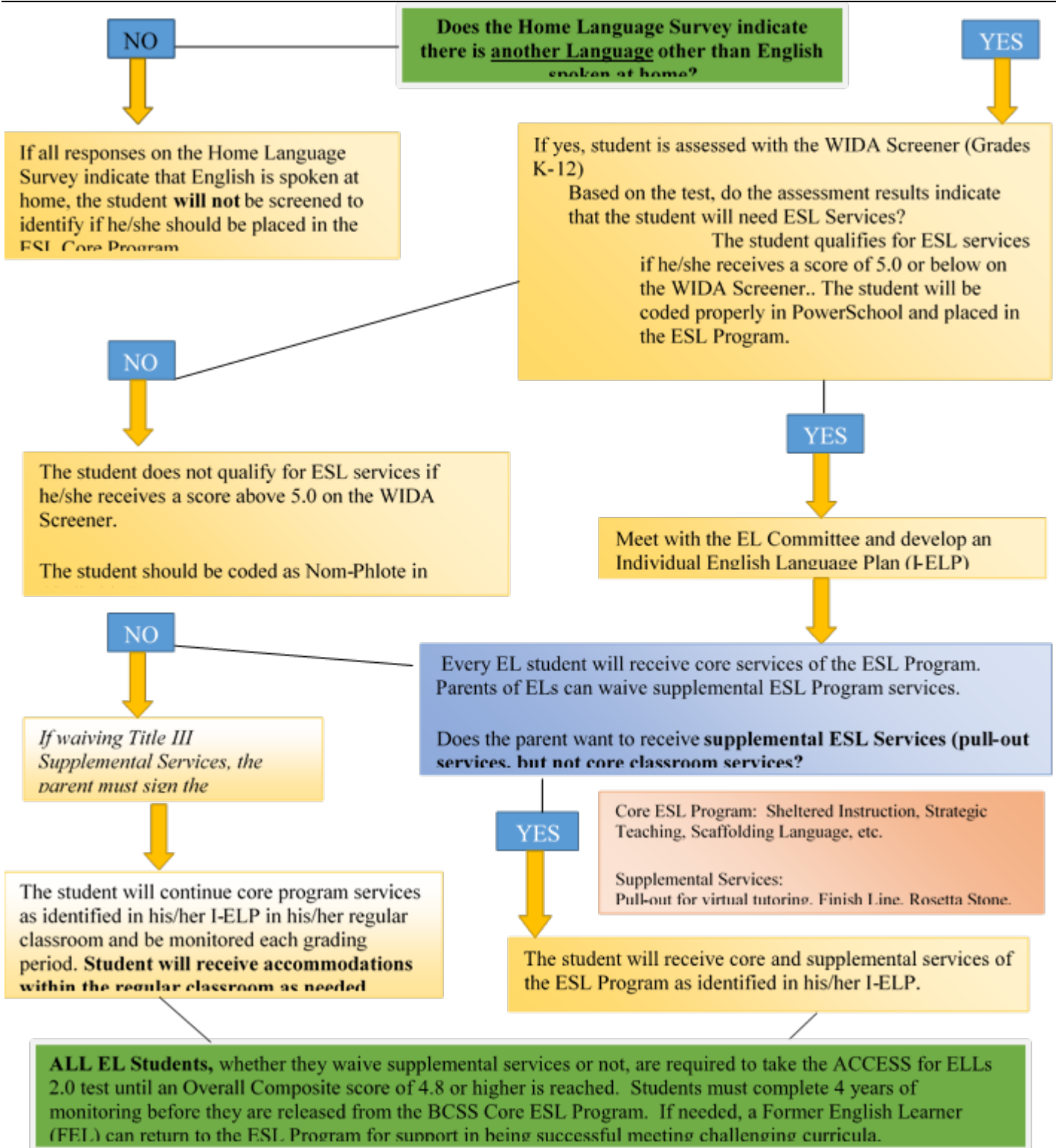
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WIDA Language Proficiency Levels/Indicators

Entering	Emerging	Developing	Expanding	Bridging	Reaching
1	2	3	4	5	6
words and pictures	simple sentences	simple paragraph	paragraph	extended passages	support

ENGLISH SECOND LANGUAGE PROGRAM PROCEDURES

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ALL communications with parents of ELs must be in the native language identified on the Home Language Survey.

PARENTAL NOTIFICATION AND RIGHTS

No later than 30 days after the beginning of the school year, or within 10 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 the ESL 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 a Limited English Proficient English Learner, the school must also provide notification to the parent(s) of ELs 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.