

Cherokee County Schools

English Learners

(EL) (Formally LEP, ELL)

Plan

2015-2016

Mr. Mitchell Guice, Superintendent

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Federal Programs Coordinator**

The Cherokee County School System strives to provide all students with multiple quality educational opportunities designed to prepare them for success in an ever-changing society.

Vision Statement

The Cherokee County School System strives to provide all students with multiple quality educational opportunities designed to prepare them for success in an ever-changing society.

Educational Theory and Goals

It is the policy of the Cherokee County Board of Education, following Section 427 of the General Education Provision Act that “no person in Cherokee County School District shall, on the basis of race, color, religion, gender, age, disability, immigrant or migrant status, homeless status, English Language Learner or national origin, be denied the benefit of, or be subjected to discrimination in any regard to employment, retention, promotion, transfer, or dismissal in any educational program or activity which is under the jurisdiction of the Board. No student shall be denied equal educational opportunities because of race, color, religion, gender, age, disability, immigrant status, English speaking status, homelessness, migrant status, or national origin.

The district will use the model approach called “structured English immersion” with additional learning supports such as tutoring programs and Title I assistance. For EL (LEP) students who are non-English speaking, a tutor who speaks the student’s native language will be sought.

The District will use technical assistance and support from the State Department of Education, local colleges and universities, community resources, volunteers, and other resources.

It is the goal of the Cherokee County Schools to ensure that the EL (LEP) students acquire English proficiency and are able to participate effectively in all eligible district programs.

Identification of Students

A Home Language Survey will be given to each new student who enrolls in a Cherokee County School to identify students. The school counselor forwards a copy of those surveys that report languages other than English to the Federal Programs Coordinator within **three** working days. The forms will be reviewed and any student reporting languages other than English will be tested for English-language proficiency within **ten days**.

Home Language Surveys will be filed in each student’s permanent record.

Assessment of Students

The testing of students will be handled by an English Language Learner Specialist or individuals trained in the testing procedure.

Language proficiency assessments will be WIDA ACCESS (W-APT). Areas for testing will be listening, speaking, reading, writing, and comprehension. The task scoring levels are: no response, approaches, meets and exceeds. A score of 0 – 3.9 qualifies a student for EL. A score of 4.0 or higher may still be placed in EL if the EL Committee determines that it is needed.

The five levels of English proficiency are: Level 1 – Entering, Level 2 – Beginning, Level 3 – Developing, and Level 4 – Expanding, Level 5 – Bridging.

The EL Committee may be comprised of content-area or general classroom teachers of EL (LEP) students, parent of the student, assessment specialist, school administrators, EL staff and members at large. A school may choose to use the Problem Solving Team (PST) as the EL (LEP) committee. The Federal Programs Coordinator will sit in on the meeting whenever possible. A copy of the minutes of the meeting will be sent to the Federal Program Coordinator.

The duties of the EL (LEP) Committee are to:

- Ensure full consideration of each student's language background before placement in alternative language programs.
- Ensure that systematic procedures and safeguards are in place related to the appropriateness of the identification, placement, assessment, instructional and support programs and program exits.
- Make recommendations to school decision makers on professional development for staff and parents regarding LEP student progress.
- Review the EL (LEP) student's progress in language acquisition on an annual.

An individual EL (LEP) Plan will be developed for each student. Students with little or no knowledge of English will be placed in a tutorial program and efforts will be made to locate a bilingual person when possible to tutor the student. Students will be eligible for Title I services.

The school will notify parents in person or in writing within 30 school days of registration in their home language or through an interpreter concerning:

- **The benefits of the program;**
- **The reason for the notification;**
- **Level of the child's English proficiency**
 - **How the level was assessed**
 - **The status of the child's academic achievement**
- **How the program will meet the educational strengths and needs of the child,**

- **How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;**
- **Parent's rights to visit the program;**
- **Specific exit requirements, expected rate of transition from the program into the regular classroom and rate of graduation from secondary school;**
- **The parent's right to waive supplemental Title III English language instruction services;**
- **Parent's right to withdraw the student from the supplemental Title III program. This request for withdrawal should be in writing.**
- **The parent notification will be in a language or manner that the parent will understand.**

Program Components

All language-minority students will be placed in their age appropriate grade level.

The goal of the Cherokee County Schools LEP Plan is to integrate the EL (LEP) student as much as possible into the regular program. We will use the English Immersion Model.

Students will be placed in the regular physical education, art, and/or music program.

The LEP student's plan may include any or all of the following components:

- Title I services (pull-out and/or in-class)
- Tutoring
- EL (LEP) Specialist instruction
- Computer software Accelerator Reading (Math) Program, Flash cards, English- In-A-Flash software, folder games, writing activities, etc
- Other appropriate educational practices

To participate in programs such as technical school, gifted and talented, and special education, the same criteria will be utilized as required for the fluent-speaking English students. Any accommodations that are needed will be made so that the EL (LEP) student is not excluded from participation based on limited-English proficiency.

The EL (LEP) committee will determine the amount of services the EL (LEP) student requires. All EL/LEP students will take the tests given under the Alabama Student Assessment Program. Accommodations can be made following the LEP/EL Accommodations Checklist in the *Alabama Student Assessment Program Policies and Procedures for Students of Special Populations*.

A student may not fail a subject or be retained in a grade simply because he/she does not speak English.

Any specialized materials, books, etc., will be obtained through technical assistance from the State Department of Education.

Staffing

The Cherokee County Board of Education will designate trained teachers to administer the limited-English proficiency assessments and assist the EL (LEP) committee in completing the LEP student plan. Title I teachers will be utilized as well as community tutors when needed.

Additional resources will include:

- Jacksonville State University In-service Education Center – (256)-782-5985
- Gadsden State Community College
- Various sections within the State Department of Education
- Southeastern Equity Center – (305)-669-0114
- National Clearing House for Bilingual Education (202) 467-0867
- TransAct

Transition and Exiting the Program

The EL (LEP) student will be evaluated on an annual basis by the school. Data should be maintained in a portfolio or the permanent record. The following types of information should be maintained:

- Assessment data (standardized test taken, scores and dates).
- Academic data (courses taken, grades, attendance, and promotion/retention).
- Entry date into local school system.
- Years of schooling in home language.
- Educational history.
- Results of sight and hearing tests.
- Physical conditions that may affect learning.
- Classroom observations and anecdotal records by teacher.
- Enrollment history and criteria used for placement in special services (ESL services, speech therapy, special education, gifted).

The EL (LEP) committee will determine the accommodations needed in the EL/LEP student's plan. Students shall exit the program with a score of 4.8 on ACCESS. English Language Learners may be referred to the PST only after differentiated strategies have been provided for them for a reasonable length of time in Tier 1 and there is data showing that this instruction has been unsuccessful. ELs cannot be referred to the Problem Solving Team (PST) if language is the barrier to achievement. If an EL student is being discussed for possible special education issues and language is clearly not the issue, then PST is the appropriate vehicle, provided ELs staff member(s) are part of the team. Once language has been eliminated as the barrier to achievement, EL students must be served in the same way as all other students.

Steps for Exiting:

- The LEP committee shall make a recommendation to begin the exiting process.
- EL students who score 4.8 composite on the ACCESS test will begin a two year period of monitor status (FLEP1 & 2).
- Written notice shall be provided to the parents within five school days by the chairman of the LEP committee.
- If the student continues to make successful academic progress the committee shall recommend full exiting from the ESL program.
- Written notice will be provided to the parents when full exiting is completed in a language and/or in a manner that the parents can understand.

Foreign Exchange Students

There are no special exceptions for Foreign Exchange or F-1 Visa students who are limited-English proficient 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 limited-English proficient must receive ESL services and if applicable, Title III Supplementary Services. Any students identified as a Foreign Exchange student who is **not** working toward a diploma is not required to take the AHSGE. Foreign Exchange students are included in the State's immigrant count for Title III funding:

- If the Foreign Exchange student is also a LEP student he/she would be included in a LEA's count of LEP students for the Title II formula.
- If the Foreign Exchange student meets the definition of being an immigrant student under section 3301(6) of Title III, he/she would also be included in the LEA's count of immigrant children and youth.
- Also note that under the Elementary and Secondary Act (ESEA), an exchange student would not be exempt from any Title I required assessment, specifically, in the case of the ELP assessment.

Program Evaluation

The Coordinator will evaluate the EL program annually. The areas to be considered will be the progress of the EL student in acquiring English and achieving academic standards as well as the rate of language acquisition. The data to be compared includes:

- Grade point averages.
- Achievement test score averages.
- Rates of retention.
- Dropout rates.
- Graduation rates.
- Receipt of honors and awards
- AYP data

The data will be reviewed to determine progress and accommodations in the system plan.

Time Line for EL Program

August - Give Home Language Surveys to all new students and file in the student's permanent record.

Forward a copy of any student's form whose home language is other than English within three (3) school days to the Federal Programs Coordinator.

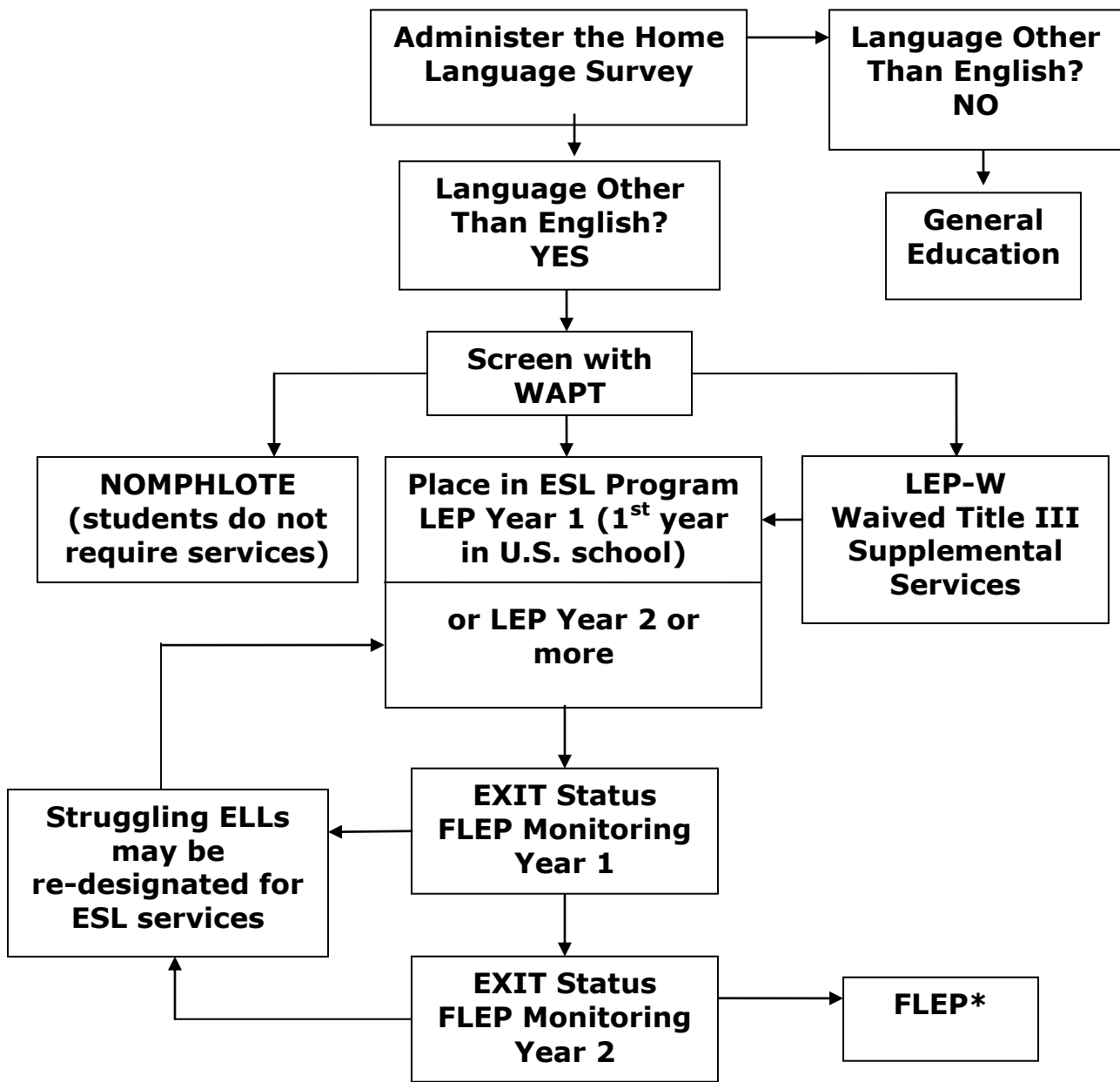
The student will be tested by the Title I teacher within 10 school days of registration.

The EL committee will meet to determine the appropriate education program to ensure English proficiency for the student.

Each

9 Weeks Review the EL student's progress. Keeps documentation for teacher observations, test records, writing samples, inventories, standardized test results and attendance records for evaluation purposes.

As needed: a list of EL/LEP students who have withdrawn from school and the date of the withdrawal will be sent to the Federal Programs Coordinator as they occur.



ACRONYMS

WAPT: WIDA ACCESS for ELLs Placement Test

NOMPHLOTE: National Origin Minority whose Primary Home Language is Other Than English

LEP-W: Limited English Proficient – Waived Title III Supplementary Services

LEP: Limited English Proficient

FLEP: Former Limited English Proficient

*Students who transfer from a different district or state and have already exited from an ESL program are not NOMPHLOTES; rather, they are Former Limited English Proficient (FLEP).