

# ESL Service for ELL students in Shelby County Schools

Program Procedures and Practices

Leah Dobbs Black

ESL Program Supervisor

[ldobbs-black@shelbyed.k12.al.us](mailto:ldobbs-black@shelbyed.k12.al.us)

# Objectives

- Participants will gain knowledge of the procedures in identifying and placing English Language Learner (ELL) students into the English as a Second Language (ESL) program.
- Participants will develop an understanding of federal mandates and court decisions that impact education of immigrant and non-native English speaking students.

# Who participates in ESL?

ELL/ESL services are provided for any student who indicates that any language other than English was first learned by the student, is used by the student, or is used in the home on the Home Language Survey.

# Identification of ELLs

- Home Language Survey completed at Enrollment

Questions:

1. Is a language other than English spoken in your home?
2. What language did your child first learn to speak?
3. Does your child most frequently speak a language other than English?

# Identification of ELLs

- If the student answers yes to any question, then an English Language Screening Assessment is administered.
- WIDA MODEL (kindergarten) & WIDA On-line Screener (1<sup>st</sup> -12<sup>th</sup>)
- If enrolled on or before the first day of school, the school has 30 days to finalize the identification process
- If enrolled after the first day of school, the school has 10 days to finalize the identification process
- The ELL Committee, consisting of the ESL teacher, the classroom teacher, the student's parent, ESL liaison and school administrator, meets to determine the placement of the student into the ESL program and the type and amount of service needed.

# ELL Plan

- An ELL's plan is monitored at least quarterly utilizing the Classroom Monitoring Form
- Each student's ELL plan is rewritten each school year to address the linguistic and instructional needs of an ELL.
- Upon demonstrating proficiency in English, the student's plan outlines that he/she exits from ESL.

# Equal Opportunity

- ELL students can be referred for and placed into Special Education and Gifted Education programs by following the same procedures used for all students (Section 3116; Section 3213(2)(2)(G); OCR Memorandum, September 1991, Lau v. Nichols.
- Although county policies require a birth certificate, immunization form, social security card, and proof of residence, provisions should be made to permit enrollment without the required documentation (Section 3116; Section 723 McKinney-Vento Homeless Education Act; various guidance documents from the Department of Justice and Office of Civil Rights)

# Equal Opportunity

- Immigration status is not a consideration in registering for school as schools are not agents of the immigration agency (Plyler v. Doe, 1982)
- If a student does not have a social security number, a student identification number is assigned to them by the school district. (Section 3116; Section 723 McKinney-Vento Homeless Education Act)



# Equal Opportunity

- Parents of students identified as an ELL can deny permission for their child to receive ESL services.
- If a student's parents deny services and the student has limited English proficiency, he/she continues to receive accommodations and must participate in the annual English language assessment until proficiency in English is demonstrated (Lau v. Nichols)

# ELL Documentation

- Home Language Survey
- WIDA MODEL/Screenener or ACCESS for ELLs results
- Individual English Learner Plan (I-ELP)
  - Latest English language assessment results
  - Home language, length of time in ESL
  - Accommodations for day to day instruction and annual assessments
- All Documentation is kept in a yellow folder in the student's cumulative folder.
- ACCESS for ELLs Teacher Report is filed in the student's cumulative record.

# English Language Proficiency Assessment

- ACCESS for ELLs 2.0 administered in spring of each year
- WIDA MODEL is used for progress monitoring
- Students' listening, speaking, reading and writing are assessed across the areas of social instructional language, language arts, math, science and social studies.
- The WIDA Screener, MODEL, & ACCESS for ELLs provide scores that indicate a student's overall proficiency in English as well as comprehension, oral language and in each of the four language domains.

# Proficiency Levels

- Scores are reported as proficiency levels ranging from levels 1 - 6
  - Level 1 - Entering
  - Level 2 – Emerging
  - Level 3 – Developing
  - Level 4 – Expanding
  - Level 5 – Bridging
  - Level 6 – Reaching

# Criteria to Exit ESL

- Attaining a 4.8 or higher on the ACCESS for ELLs

# ELL Exiting Procedures

- Upon attaining a 4.8 on the ACCESS for ELLs the student is exited from ESL and is then monitored for four years before a success letter is sent home.
- A student can be returned to ELL status if he/she begins to falter and the committee feels the support is needed.
- The committee must look at a current assessment/reassessment of the student's language proficiency.

# State Assessment Program

- All ELLs participate in the statewide testing program.
- ELLs in their first year of school in the United States can be exempt from the reading portions of the state assessments. They must participate in the math portions and science portions.

# Teacher Requirements

- All ESL teachers in Shelby County are certified teachers.
- All have extensive training in ESL instruction and 95% hold certification in ESL.
- Shelby County provides opportunities for professional development for ALL teachers regarding the instruction of ELL students.



# ELL Program Goals

- To provide high quality English language instruction for ELL students focusing on four areas: listening, speaking, reading and writing.
- All curriculum and materials utilized in instruction will be based research based instructional strategies for ELLs.
- To provide support to the mainstream classroom teacher.
- To provide support to the ELL student with mainstream classroom content.

# Communication

- Each school must make effective communication with the parents of ELL students.
- Forms, documents, and school manuals are to be provided in the language that is easily understandable for the parent.
- Translation services are to be provided as needed during parent conferences or meetings.
- The ESL office assists schools in providing first language support for parents.

# ESL Contact Info

Program Supervisor: Leah Dobbs-Black (682-5946)

[ldobbs-black@shelbyed.org](mailto:ldobbs-black@shelbyed.org)

Elementary ESL Resource Teacher: Cindy Cox(682-5962)

[ccox@shelbyed.org](mailto:ccox@shelbyed.org)

Bilingual Office Assistant: Dolly Chavez(682-5947/ fax682-5935)

[dchavez@shelbyed.org](mailto:dchavez@shelbyed.org)

Data Manager: Margaret Carlisle(682-5996/ fax682-5935)

[mcarlisle@shelbyed.org](mailto:mcarlisle@shelbyed.org)