

BCS ESL Teacher: Policies, Guidelines, and Responsibilities



Steven Baade
ESL Instructional Supervisor

Dr. David Stephens
Superintendent



“Attitude of Excellence”

BCS Vision:

To provide an innovative and exemplary education for all students in a safe, high-performing district that encourages them to expand their horizons, achieve their potential, and live lives of integrity

BCS Mission:

Partnering to empower our students to be productive citizens who are resourceful, life-long learners able to think critically

BCS ESL Goals:

- To provide programs for English learners to attain English proficiency and master content knowledge
- To engage families of English learners through meaningful communication and community activities
- To provide professional development to teachers and school leaders on educational strategies to best meet the academic language needs of English learners

Legal Provisions for the Education of English Learners

To ensure English Learners are properly and adequately served, the following court cases have formed the regulations and guidelines that direct and impact ESL instruction:

Title VI of the Civil Rights Act of 1964

Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English.

<https://www.ed.gov/essa?src=rn>

Title VII of the Elementary and Secondary Education Act of 1968

The Bilingual Education Act recognizes the unique educational disadvantages faced by non-English speaking students. It establishes a federal policy to assist educational agencies to serve students with limited English proficiency by authorizing funding to support those efforts. It also supports professional development and research activities. Reauthorized in 1994 as part of the Improving America's Schools Act, Title VII was restructured to provide for an increased state role and give priority to applicants seeking to develop bilingual proficiency. The Improving America's Schools Act modified eligibility requirements for services under Title I so ELs are eligible for services under that program on the same basis as other students.

Title VII was replaced in the most recent reauthorization of the ESEA, the *No Child Left Behind Act of 2001*, and is now Title III "Language Instruction for Limited English Proficient and Immigrant Students."

U.S. Department of Health, Education, and Welfare - May 25 Memorandum (1970)

The Memorandum clarified a school district's responsibilities with respect to national-origin-minority children, stating, in part, that "where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."

Supreme Court - Lau v. Nichols (1974)

The Supreme Court ruled that equality of educational opportunity is not achieved by merely providing all students with the same facilities, textbooks, teachers, and curriculum (because) students who do not understand English are effectively foreclosed from any meaningful education. The court ordered those districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

<http://www.pbs.org/beyondbrown/brownpdfs/launichols.pdf> (summary)

Equal Education Opportunities Act of 1974

Bartlett City Schools offers educational and employment opportunities without regard to race, color, creed, national origin, religion, sex, age or disability and adheres to the provisions of the Family Rights and Privacy Act (FERPA). BCS 7/2021

This civil rights statute prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional program

<https://www.govinfo.gov/content/pkg/USCODE-2010-title20/pdf/USCODE-2010-title20-chap39-subchapl-part2-sec1703.pdf> (full text).

Fifth Circuit Court - Castañeda v. Pickard (1981)

The court established a three-part test to evaluate the adequacy of a district's program for ELLs:

- 1) Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy?
- 2) Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- 3) Does the school district evaluate its programs and adjust where needed to ensure language barriers are being overcome?

http://scholar.google.com/scholar_case?case=16848723757397550913&hl=en&as_sdt=2&as_vis=1&oi=scholar (full text)

Supreme Court - Plyler v. Doe (1981)

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status, that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants. The court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational services to any student.

http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZS.html (text)

Congress - Civil Rights Restoration (1988)

This law clarified previous laws to ensure that discrimination is prohibited throughout an entire institution or agency, if any part receives federal assistance. If any state and local agencies, school systems, and corporations were found to be in violation of civil rights laws and refused to comply with the law, all the federal funding for that institution would be in jeopardy of being withdrawn.

Office for Civil Rights - Enforcement Policy of 1991

This addressed components within the compliance points:

- 1) ESL teachers must have been adequately trained and be evaluated by someone familiar with methods being used.
- 2) Exit criteria should be based on objective standards.

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3) Schools cannot have policies of “no double services” refusing alternative language service and special education to children needing them.

4) ELs cannot be categorically excluded from gifted/talented or other special programs.

Office for Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited English Proficiency (1991) adopted the three prongs of *Castañeda v. Pickard* (1981, above) that required all language minority students be assessed for fluency, that parents be provided school information in a language they understand, and that schools assure that instruction to limited English proficient students is carried out by qualified staff.

<https://www.ed.gov/essa?src=rn>

English Learners: ESSA Updates

https://www.tn.gov/content/dam/tn/education/documents/ESSA_english_learners_fact_sheet.pdf

Title III of the Elementary and Secondary Schools Act of 2016 – ESSA

The purposes of this part are:

1) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

2) to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(1).

3) to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth; Full document at:

<https://www.ed.gov/essa?src=rn>

Federal Definition of an Immigrant Student

The term “immigrant children and youth” which is defined in section 3301(6) of Title II, refers to individuals who:

- are aged 3 through 21
- was not born in any state.
- have not been attending one or more schools in any one or more states for more than 3 full academic years

Federal Definition of a Limited English Proficient Student

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

- A. who is 3 through 21?
- B. who is enrolled in 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?
- D. who is a Native American or Alaska Native, or a native resident of the outlying areas?
- E. 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; or?
- F. 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?
- G. whose difficulties in speaking reading, writing, or understanding the English language may be sufficient to deny the individual:

1. the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3).
2. the ability to successfully achieve in classrooms where the language of instruction is English; or
3. the opportunity to participate fully in society. TITLE III – LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT S

PROCEDURES FOR SCREENING NEW K STUDENTS

Steps	Essential Procedures for Identifying and Supporting EL Students
1	<p>Determine student’s non-English language background (NELB).</p> <ul style="list-style-type: none"> -Home Language Survey on enrollment form – copy from Info Snap -Conduct parent interview for conflicting HLS or school records
2	<p>-English language proficiency test for the non-English student^[11]_[SEP]– WIDA Screener (K), WIDA Online Screener (1st grade-12th grade), WIDA ACCESS Proficiency Test for K-12</p>
3	<p>LEP receives ESL services in accordance with state guidelines.</p> <ul style="list-style-type: none"> – At least 1 hour a day for low proficiency; up to 1 hour a day for intermediate and above; 1-2 hours a day for Newcomers;
4	<p>ESL and other services are provided for a sufficient length of time so that growth can be measured.</p> <ul style="list-style-type: none"> – Newly arriving immigrants move through a stage of culture shock and adjustment to the U.S. school system. – ELs appear to have signs and symptoms of a disability. They have not yet adjusted to the school system. – There is not a specific time frame for students to adequately adjust to schooling in the U.S. – Consider whether the time has been adequate to learn basic vocabulary, hear and discriminate the English sounds and symbols, follow basic directions, and practice learned skills.
5	<p>There should be targeted interventions implemented in addition to English language acquisition services.</p> <ul style="list-style-type: none"> – English language acquisition services, although important, should not be considered to be “interventions.”
6	<p>Progress monitored and compared with the progress of a comparable group of ELs</p> <ul style="list-style-type: none"> – It is important to compare students to similar peers (students should be from the same culture, language, age, and immigrant groups)
7	<p>Some procedures to be used with English learners are:^[11]_[SEP] RTI2 is a process focused on prevention and early intervention and designed to ensure success for ALL students, including English learners (ELs).</p> <ul style="list-style-type: none"> ▪ LEAs will administer a universal screener to English learners (ELs). Universal screeners will be culturally sensitive and free of bias. ▪ Thoughtful consideration will be made for how ELs will participate in tiered interventions.^[11]_[SEP] ▪ An ESL teacher should be part of the school-level RTI2 team if an EL is being discussed.^[11]_[SEP]

The law requires that all students have **one** completed Home Language Survey (HLS) in their permanent record. The original copy is preferred. **All** students who have a language other than English on their HLS **MUST BE TESTED**. A parent interview may occur if information or prior records are not clear.

For screening, the ESL teacher will:

- review Home Language Survey forms and test all new non-English background students using the state-approved WIDA Screener (K), or the WIDA Online Screener (1st-12th).

If the student does qualify based on the intake test, the ESL teacher will:

- notify assistant principal for ESL, classroom teachers, and parents (required by law). High-scoring K students cannot be consult (use tailored pull-out).
- send waived forms to parents if services were refused. Make copies for red folder, cumulative file, and district office. Note waiver on ILP.
- add student information to the ESL database.
- include immigrant status in the database (Immigrant is defined as a student born outside the US and its territories, (such as Guam and Puerto Rico), and is in the first 3 years in a U.S. school.
- complete Individualized Learning Plan (ILP-update as needed)) making four copies for the student's red folder, the student's teacher, the student's cumulative file, and the district.
- create a red folder with a copy of the HLS form, intake test with results, parent response letter, and ILP included. Add white sticker on the front of the file.
- put a copy of the ILP, intake test, and red checklist in the cumulative file. Add white sticker to the front of the file.
- change student's language status to "English Learner" in PowerSchool, add the second language, note the immigrant status, and add the world icon. BE SURE TO CLICK "SAVE" ON THE BOTTOM OF THE PAGE. Check in PS with code TN_ELB=L.

If the student does NOT qualify, the ESL teacher will:

- notify the admin for ESL, classroom teacher, and parents.
- add student's name to NELB database and file test results and a copy of the HLS in an NELB blue file folder with the ESL records. Add white sticker to the front.
- make a notation on student's Home Language Survey in the cumulative file that the student was tested and did not qualify. Add white sticker to the front of the file with NELB checked on it.
- change student's language status to "Non-English Language Background" in PowerSchool and add language. CLICK ON SAVE.
- check complete list in PS with code: TN_ELB=N

PROCEDURES FOR RETURNING/TRANSFERRING ELs (THAT DID NOT EXIT IN GRADES 1-5)

For returning students, the teacher will:

- place a copy of their WIDA ACCESS test results in their ESL red folder, cumulative folder, and send the color copy to the parents of the student with the program response and program placement letters (in native language, if requested).
- file a copy of "Parent Response Letter" in the ESL file.
- send waived forms to parents if services were refused. Make copies for ESL red folder, cumulative file, and district office. Note waiver on ILP.
- type a new ILP annually for any student who is an ELL, T1 or T2(including waived students).
- make four copies of the ILP to be placed in the ESL red folder, cumulative file, and give one copy to the student's teacher and the district office. Sign all copies. Add Can Do Descriptors to the teacher copy and one copy to the cumulative file for the current grade band.
- add new (or update old) white sticker on file and update red checklist in cumulative file.
- make sure PS is correct, but nothing should have changed.
- check "Yes" for services and "Other-Consult" on the ILP for students who scored high (Pre-exiting support on the parent letter) on the WIDA ACCESS test.
- put new WIDA ACCESS scores on the database, change grade and years in ESL program.
- send a copy of the database to the principal or AP.
- Check in PS with code TN_ELB=L.

For transferring students with another language on the HLS, the teacher will:

- send an email inquiry to purcellmc@scsk12.org if the student is from SCS with another language listed.
- send an email inquiry, fax, or call to former school to locate any ESL test results.
- use the info gathered from previous school to classify as EL, T1-T4, F, or NELB. No retesting needed.
- type a new ILP for students who are ELs with scores (ELs, T1, and T2).
- make four copies of the ILP to be placed in the ESL red folder, cumulative file, and give one copy to the student's teacher and the district office.
- give the WIDA Online Screener to a student when no tests results are located.
- make a blue folder if the new student doesn't qualify for services, including the HLS and intake test/results copy in the folder. Put a white sticker on the front marked with "NELB". File in ESL files.
- note on HLS in cumulative file that the student was tested with WIDA Online Screener and was determined to be NELB. Place white sticker on cumulative file and check NELB.
- make a red folder if the student qualifies for services. Include the HLS, intake test/results, parent letter, and ILP. Put white sticker on the front of file. File the red folder in the ESL files in the office.
- send waived forms to parents if services were refused. Make copies for ESL red folder, cumulative file, and district office. Note waiver on ILP.
- add the student's info and test scores to the database.
- enter the status, language, year, icon, and if necessary, immigrant info in PS.

- Check in PS with code TN_ELB=L.

PROCEDURES FOR SCREENING NEWCOMERS TO THE U.S. THAT QUALIFY FOR SERVICES

The teacher will:

- test the student with the appropriate test (WIDA Screener for K, WIDA Online Screener for 1st-12th grades) if there is another language listed on the Home Language Survey.
- send home Notification of Services and Program Description within 30 days of school opening (in native language, if requested).
- set up an ESL red file folder for the new EL with a white sticker on the front.
- file copy of intake test scores in the cumulative file and ESL red folder.
- file a copy of "Parent Response Letter" and "Program Description" in the red ESL file.
- send waived forms to parents if services were refused. Make copies for ESL red folder, cumulative file, and district office. Note waiver on ILP.
- complete Individualized Learning Plan (ILP), and file a copy in cumulative file, the ESL file, and send one to the district office.
- add a white sticker, make notation on the HLS form that student is an EL, and begin red checklist in the cumulative file.
- notify classroom teacher and provide a copy of the ILP as well as other information (Can Do Descriptors) and resources about the EL's language proficiency.
- include immigrant status of EL on the database and in PS if the student was born outside the U.S. or one of its territories (Puerto Rico, Guam) and other student info on database. See next page for immigrant status guidelines.
- change student's language status to "English Language Learner - L" in Power School along with a language, date of entry, EL icon, and click on "Save".
- print database and give a copy to the admin responsible for ESL.

PROCEDURES FOR NEWCOMERS TO THE U.S. THAT DO NOT QUALIFY FOR ESL (TDNQ) (NELB)

The teacher will:

- add student to NELB database, change status in PS, and make a blue folder.
- put HLS and intake test into the blue folder in the ESL files. Add sticker on front.
- notify the classroom teacher, parents, and principal (or AP) that the student didn't qualify and will not receive services or TCAP accommodations.
- note on the HLS in the cumulative file that the student tested proficient. Add sticker on the front of cumulative file with NELB marked.
- Include a copy of the intake test in the cumulative file with the HLS.
- change the status in PS to NELB, change language, and immigrant status (if needed). Click on "Save".

- Check in PS with code TN_ELB=N.

PROCEDURES FOR EXITING AND TRANSITIONING ELs

When a student reaches proficiency, defined by the TN Board of Education as Composite 4.4 for the overall composite and 4.2 for literacy on WIDA ACCESS, the student EXITS ESL and begins two years of monitoring: Transitional One (T1) and Transitional Two (T2). STATE BOARD POLICY MAY ALTER EXIT SCORES BASED ON STANDARD CHANGES OR ASSESSMENT NORMED CUT OFFS. If the student has exiting test scores from another state, the student does not need to be tested again.

The ESL Teacher shall:

- send home an ESL Exit Letter (with test results page) and put a copy of the parent letter in both cumulative and ESL files.
- place a copy of the test results in the ESL red folder and the cumulative folder.
- note the change to T1 on the **ILP (Individualized Learning Plan)**, database, and in PowerSchool.
- change T1 to T2 in PS, the database, and ILP for those who exited.
- update the white sticker on the ESL and on the cumulative file.
- update the red checklist in the permanent file.
- notify the classroom teacher of the change in PS to T1 or T2.
- check “Yes” for services on the ILP and check “Other-Monitor”.
- monitor the classroom progress during the T1 and T2 years and document contact with the classroom teacher using T1/T2 forms during Q1-Q4.
- document contact with the parents and student.
- confer with classroom teacher and offer ESL support services during this period if the T1 or T2 begins to struggle academically.
- confer with classroom teacher and, if necessary, reclassify a T1 or T2 who struggles in the mainstream classroom.
- Check PS with TN_ELB=1 for T1 and TN_ELB=2 for T2 to verify count.

PROCEDURES FOR RECLASSIFICATION OF MISCLASSIFIED or TRANSITIONAL ELL

A transitional student should only be reclassified if it is determined that they are struggling academically due to a lack of English proficiency and that accommodations are not adequate for the student to experience academic success. This may happen when the cognitive load with grade-level work is increasing faster than gains in English language proficiency. Each district should have a written procedure that is applied equitably each time reclassification is needed. The procedure should address the following:

- Instructional supports within the classroom
- RTI² procedures
- Analysis of English language proficiency
- Progress monitoring data

Procedure:

1. Globe Symbol is present in Power School for T1, T2, L, and W.
2. Teacher is aware of student status with ILP
3. Instructional Supports include small group, peer to peer, and intervention.
4. RTI² Aimsweb Plus Scores monitored by RTI team.
5. WIDA Scores on ILP is conveyed to classroom teacher.
6. Progress Monitoring is through Aimsweb Plus for Tier II or Tier III students.
7. ESL Teacher monitors and confers with RTI team as needed.
8. Procedures to be used with English Language Learners: RTI2 is a process focused on prevention and early intervention and designed to ensure success for ALL students, including English Language Learners (ELLs).
9. LEAs will administer a universal screener to English Language Learners (ELLs). Universal screeners will be culturally sensitive and free of bias.
10. Thoughtful consideration will be made for how ELLs will participate in tiered interventions.
11. An ESL teacher should be part of the school level RTI2 team if an EL is being discussed.
12. Misclassified students are identified through PS or EIS error report. Teacher notifies ESL Supervisor. Cum File is consulted and if necessary a parent interview occurs to correct classification.

PROCEDURES FOR T3 AND T4 STUDENTS

The ESL teacher must now maintain records in Power School for T3 and T4 students for accountability purposes. After two years of successful progress as a T1 and T2, the student leaves the ESL program.

The ESL teacher shall:

- notify the classroom teacher of the change.
- note change in student files, on the white sticker, and on the red checklist.
- change the language status from T2 to T3, then T3 to T4.
- ESL icon in PS is taken off when they are T3.
- move the student's information below the database when they are T3 or T4.

PROCEDURES FOR FORMER(F) STUDENTS

The ESL teacher shall:

- notify the classroom teacher of the change.
- note change in student ESL file and on the white sticker on the front of ESL file.
- change the language status from T4 to "Former-F" in PS.
- document the change in the cumulative file (white sticker & red checklist).
- take the student off the database when you mark "F" in PS and remove icon.
- give the red folder to the teacher who has the dead file for storage.

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PROCEDURES FOR WAIVED (W) STUDENTS

When the parents do not agree with the need for services for the ELL, the ESL teacher shall:

- send parents two waiver refusal forms to sign in order to refuse ESL pull-out services.
- file a copy of refusal forms in the ESL red folder, cumulative file, and send to district.
- inform the classroom teacher that the student does not receive services from the ESL teacher; however, s/he is still considered an English Learner and the classroom teacher becomes responsible for all language services. The teacher does receive an ILP.
- inform the parents, teachers, and admin that the student must still take WIDA ACCESS in the spring. The student continues to take WIDA ACCESS and remains on the database until s/he scores proficient and completes the T2 year.
- schedule the student in Jan./Feb. in order to prepare them for the WIDA ACCESS test.
- change student status in Power School to "Waiver-W" along with language change, immigrant status (if needed), and ESL icon.

SUMMARY OF ESL PAPERWORK

Paperwork is an important part of the ESL teacher's job. Accurate and up-to-date databases and ILPs document students for funding. They also are used to code ELL categories for TN Ready and to determine who gets ELL accommodations on TN Ready. Appropriate paperwork in the permanent record is a requirement for compliance with the Office of Civil Rights.

Student ESL files:

- Copy of Home Language Survey
- Intake test or test results (IPT used until April 2005; CELLA to May 2008; PT 2008-9, TELPA 2009-2013). W-APT 2014-2020 – K students, 2017 WIDA Online Screener 1-12, beginning 2021-WIDA K Screener
- Copies of Parent Notification of Services
- Copy of Letter Waiving or Refusing Services, if applicable. ***
- Updated ILPs annually and note any status changes
- Copy of WIDA ACCESS scores
- Documentation (consult/T1/T2) that was used to check progress in the classroom
- Copies parent/student/teacher survey forms for Q1-Q4 for each student on database
- Copy of Exit Letter sent after student scored **Literacy 4.2 (Reaching) and 4.4 Composite on WIDA ACCESS.**

Permanent/Cumulative records: (CHECK ALL OFFICE FILES YEARLY FOR HLS FORM IN EACH STUDENT'S FILE.)

- Copy of HLS and intake test
- Update ILP annually with scores or status change until they reach T3
- Copy of annual WIDA ACCESS scores until T1
- Copy of Exit Letter after testing 4.2 in Literacy and 4.4 in Composite
- Copy of Letter Waiving or Refusing Services, if applicable****

AUGUST RESOURCES FOR TEACHERS

The following are some ideas of available resources for classroom teachers:

- Quick Reference Guides: An overview of the ESL program including characteristics of ELLs, strategies, suggestions for modifications, and content specific information for grades K-2, 3-5, 6-8, 9-12
- Bartlett City Schools ESL Website
- Newcomer Activities Booklet and Content Area Activities Booklets
- Bilingual dictionaries
- Content picture dictionaries
- Google Translate
- Stratus for conferences when language translation is necessary
- Step/Reads in Readworks.org that changes reading level for articles to make them accessible for the EL
- If you have parents that speak a different language, Seesaw has some awesome translation tools. You can learn more about them here...
<https://help.seesaw.me/hc/en-us/articles/218102343-How-does-translation-work->
- <https://www.gamestolearnenglish.com/teachers/getlink>
- Graphic organizers
- Sentence Frames, Stems, Starters
- Photo cards/visuals for vocabulary reference
- Imagine Learning Skills Inventory Report
- ELL strategies books that come with the reading series

MONTHLY REVIEW FOR ESL TEACHERS

AUGUST: Testing and Locating Returning Students

The first few weeks of school are spent screening students to test and locating returning students. Schools are busy with registration and getting ESL information may be inconvenient. Please be sensitive to the office personnel's priorities. The Attendance Operator may be able to help you find the returning students. An AP can email a list of the HLS for your school.

*****30 DAYS FOR INTAKE TESTING & NOTIFICATION AT BEGINNING OF YEAR *****
****10 SCHOOL DAYS THEREAFTER ****

NEW STUDENTS:

- Review Home Language Surveys (HLS) of all new students.
- Make a copy of the HLS of any student who shows a primary language other than English on the questions listed on the HLS.
- If available, review permanent record to see if there are records showing language assessment from the previous school.
- Test identified students using WIDA Screener for K Students and WIDA Screener Online for grades 1-12.
- Determine eligibility for services.
- See previous pages on what actions to take for each classification of students.

AUGUST/SEPTEMBER: Services

While this may be tricky to accomplish, strive to begin teaching as soon as possible, keeping in mind the priority is testing all new students within the first 30 days of school. Be aware that a schedule you make now more than likely will change. Do your best to leave some time during testing/screening to meet with non-English or very limited English students.

Scheduling:

- ELs who are classified as 27 or less on WIDA Screener for K or WIDA Screener Online Composite 1 or 2 must receive at least one class period of daily services. **(3.4 or lower)**
- Elementary Students who score below 3.5 on more than one domain of the WIDA ACCESS shall receive a minimum of one (1) hour of ESL service each day from a teacher who holds an ESL endorsement. Middle and High shall receive one class period.
- Communicate/collaborate with the classroom teacher regarding schedule (email, memo, between classes). Keep teachers informed of changes.
- T1 and T2 are "monitored".
- WIDA students who score 3.5 or above on all domains shall have ESL service tailored to their individual needs as determined by the ESL teacher.
- Send a copy of your student schedule to the ESL Supervisor as well as your building principal.

Consulting and Monitoring:

- WIDA Screener Students who score 3.5 or above on all domains shall have ESL service tailored to their individual needs as determined by the ESL teacher. These students may be put on a consult status (not pulled) if working at grade level. Maintain frequent communication with classroom teacher to ensure student success.
- Transitional 1 and 2 students do not receive services until experiencing academic problems. They are "monitored." Check "monitoring" and "0" hours served.
- You must document (email, consult/monitor form, notes, or memos) that you have routine contact with classroom teachers about the progress of students you do not see.
- Check BOY Aimsweb Plus scores and BOY Imagine scores.

Documentation of Planning:

Teachers should document planning using lesson plan book or another approved format. The documentation should reflect the ESL curriculum standards for Tennessee:

<http://bartlettschools.weebly.com/esl-curriculum-guides-k-12.html>

OCTOBER – DECEMBER

- Continue consulting and monitoring documenting contact with teachers.
- Test any new student within two weeks of student's enrollment. Make sure PS has correct info.
- During 8th week of grading period, send out consult, T1, T2, parent, teacher, and student response forms to be filed in the ESL files for each student (not for waived students).
- The Writing Assessment for grades 2-11 is now in the month of April/May. Remind teachers that the EL must have been using the accommodation in the classroom to receive it on TN Ready.
- Prepare a list of suggested allowable EL accommodations and coding to give to the admin responsible for testing and ESL. This list should be suggested accommodations based on the individual needs of the EL.
- Consult with teacher on accommodations. Student must have been using the accommodations to receive them on TN Ready.
- Help prepare ELLs for the writing assessment. For previous test questions and anchor papers, check online at the Tennessee Department of Education.

JANUARY – MARCH

- Continue ESL responsibilities.
- **Send out response forms and consult, T1 and T2 forms in 8th week.**
- In January, start planning for the February/March administration of WIDA ACCESS. Let principals know that ESL testing will start soon.
- Work on creating a testing schedule and inform teachers your schedule will be changed.
- In January, check in again to make sure the school knows TN Ready writing accommodations.
- In February, start WIDA ACCESS testing (ELLs and Waivers only – not T1 or T2).
- In March, complete and turn in WIDA ACCESS testing materials.
- In March, compile a list of suggested accommodations for April's TN Ready in consultation with the classroom teacher. Testing is late April. Provide schools with a list of which accommodations individual students will receive on TN Ready. ***Not every student will NEED accommodations. For example, a student who doesn't read in his native language would not benefit from using a bilingual dictionary.

APRIL

- Help school administer/prepare for TN Ready.
- Offer to check bubble sheets for correct EL information.
- Continue monitoring and consulting.
- Continue teaching.

MAY – End of Year

ESL Files

- Prepare ESL and NELB files of students moving to another school in the district to give to future ESL teacher. Make sure that white sticker is updated each year and all papers are stapled together.
- Review red checklist in cumulative files to make sure it has current info.
- Prepare student files of students who have left your school district to put in dead file.
- Secure your current files for the summer somewhere they will not be misplaced or accessed by non-approved personnel.

ESL TEACHER ATTENDANCE and SIGN IN

ESL Teacher responsibility:

- Give each school a schedule and an e-mail address.
- If you cannot be at an assigned school as scheduled, it is your responsibility to notify the school by e-mail or phone. If itinerant, follow the procedures of your base school.
- For sick and personal days, follow procedures set by the base school.
- Confer with the ESL Supervisor, Kristy Ford, for sensitive ESL issues by phone only at 202-0855 ext. #2243.
- Follow the sign-in and sign-out time established by the base school unless another schedule is determined by the ESL Supervisor.

Evaluations

All teachers must participate in an evaluation process. The administration at the base school is responsible for the evaluations. However, the ESL Supervisor may conduct the evaluation with the principal's approval. You are responsible for making sure that evaluation paperwork and interviews are completed on time.

In Service / Staff Development

The ESL Teacher is expected to attend your base school's scheduled in-service and staff development activities, unless committed to other ESL responsibilities (such as presentations in other schools or approved ESL specific meetings).

PD Credits

All teachers are required to complete Professional Development Flex Credits. The number of hours and the breakdown are decided annually. Check with your base school for requirements.

Professional Responsibilities

The ESL Teacher is expected to act professionally by:

- Learning and following the guidelines and procedures of the ESL program as well as those of the school(s) that you serve.
- Completing all paperwork, ESL and base school, in a timely fashion.
- Meeting deadlines.
- Working as a team player in both the ESL program and the base school.

Regular Classroom Teacher Support

1. Assign the ESL student a willing classroom buddy to assist the new student in learning important school locations and classroom rules/procedures.
2. For activities appropriate for the new EL, go to the ESL Resource Page on the Bartlett City Schools website.
3. Set realistic goals for the new students. Set goals that allow the ESL student to reach success within the first few days of enrollment. Do not expect the student to complete the same assignments as the other students do.
4. Modify work and make accommodations in assessment, when needed. Teachers may allow students to use notes, shorten spelling lists, shorten tests, reduce the reading and writing burden, etc.
5. Maintain contact with the assigned ESL teacher.
6. Realize there is a silent period, typically 6 months, with new ELs. It is helpful to allow them time to observe to get used to classroom procedures.
7. Resources available to the classroom teacher (see ESL teacher):
 - ESL Quick Reference Guides, program overview with specific suggestions for content area teachers are below.
 - https://www.bartlettschools.org/apps/pages/index.jsp?uREC_ID=245384&type=d&pREC_ID=590317

Modification Tips and Techniques for Teachers

1. Remember, time is your best friend. Some English learners can understand ideas and topics in a few weeks. For some English Language Learners, this may take a few months.
2. Assign realistic/attainable goals at first. If the English learner can see some successes in the first few weeks, the student will probably have the mind set to reach for achievement.
3. Bilingual dictionaries are available for all English learners (obtain from ESL teacher).
4. Assign a willing peer study buddy. Make sure the peer study buddy is sitting close by.
5. Use lots of visuals, demonstrations, and print key words and ideas on the whiteboard.
6. Print assignments and homework.
7. Reduce the number of vocabulary and spelling words.
8. When appropriate, allow the EL to copy someone else's notes.
9. Children's literature is wonderful to give to new ELs during the first few weeks or months of transition.
10. Allow students to illustrate or make outlines/timelines of concepts.
11. Allow students to organize pictures or put simple cut-out sentences into correct order to assess understanding of concepts.

Stages of Cultural Adjustment for Teachers to Use in Determining Praise or Concern

Honeymoon stage: Students are usually new to America in this stage. They seem to smile a lot and be excited to learn new things. They will usually demonstrate an eagerness to please the teacher. The answer may not always be right, but they are trying very hard to strive for excellence.

Hostility stage: Students seem to be very angry, frustrated, and sometimes even depressed. The honeymoon is over and the reality of leaving friends, family, and culture sets in. This is a very common stage for middle school and high school English Language Learners.

Humor stage: Students eventually adapt to the new surroundings and will laugh or make fun of their minor misunderstandings. Most of the time, these students are very easy to work with because they are relaxed and willing to put forth effort.

Home stage: Students have adapted as much as possible to the new environment and surroundings. They continue to love and respect their own culture, but they show honor to their new culture as well.

Guidelines for Helping ELLs Achieve Acceptance and Become Comfortable

- Learn as much as possible about the student and his or her background. The teacher may learn about important traditions or foods relating to the student's home country.
- Allow ELLs with limited speaking, reading, and writing abilities to use their abilities helping with classroom tasks.
- Make ELLs part of cooperative learning groups where they can learn social and academic language and develop relationships with their peers.
- Make each aspect of the school day a lesson. For example, you may want to give the student a basic vocabulary lesson while in the cafeteria. Teach them words like "line, food, seats, tables," etc.
- Seat the ELL near the front or middle of the room. Never put an ESL student in the back.
- Use as many concrete objects and pictures as possible.
- Never force a non-English student to speak or repeat what you say. Some ELLs go through a "silent period," so refusing to speak is a natural occurrence.

Tips for Teachers of Students Who Speak No English

- Assign willing peer buddies, if possible one who speaks the ELL's native language as well as one who does not.
- Use pictures and demonstrations. Pictures, gestures, and demonstrations are a vital tool in introducing the student to beginning language acquisition.
- Use bilingual resources if available at your school.
- Try to learn as much as possible about the home culture and try to incorporate it into the lesson. You might display posters from the student's home country.
- Try to find out what a student has been taught in the past and incorporate it in your lessons.
- Have the students cut out pictures from old magazines and paste on index cards. Then, have a peer tutor write what the picture is on the back. Have the peer tutor practice the cards with the student. ELLs enjoy this activity because it allows them to select vocabulary that interests them.
- Teach key content words! Even ELLs with no or very limited English should learn important words in the subject areas. Most ELLs arrive with some subject area knowledge.

Tips for Teachers of Students Who Have Oral Skills but Have Limited Reading and Writing

The following are recommendations for working with English Language Learners who have adequate speaking and listening skills but are limited in cognitive academic language.

- Make sure to keep the students at grade level while modifying and adapting content material.
- Use library books and children's books when textbooks are too difficult.
- Stay focused on the content and not necessarily on the English.
- Provide a reader or assistant to help with assignments or tests.
- Reduce test items per page, and test orally as much as possible.
- Allow students use of a translation app or a bilingual dictionary.
- Preview vocabulary and reduce the amount of new vocabulary.
- Have students do short story summaries. You may want the student to give a one sentence summary of every page read. Then have the student put all the sentences together to form a summary of the story.

ESL Terms Used in Bartlett City Schools

CELLA	Comprehensive English Language Assessment. CELLA was the state-mandated English assessment for 2004-05 and 2005-06. It was used for intake from April 2005 to May 2008.
Consult	Conferring and collaborating with classroom teachers of ELLs who do not require daily services (some WIDA 4s).
ELDA	English Language Development Assessment. ELDA is the former state-mandated English assessment.
ELL or EL	English Language Learner: a student with a primary language other than English spoken in the home who has tested limited on the state-mandated English language test. Formally known as LEP.
ELSA	English Linguistically Simplified Assessment. An accommodated version of the TCAP available during spring achievement testing. Test questions are the same as standard test questions but feature simplified language to reduce linguistic barriers. Allowable ELL accommodations can be given to students taking the ELSA.
ESL	The state- recognized English language program. In Bartlett Schools, this is pull-out.
HLS	Home Language Survey: a completed form showing if a primary language other than English is spoken in the home. A completed HLS must be part of the permanent record.
Immigrant	Defined by the Federal government as students who were born outside the U.S. and its territories and who have been in a U.S. school fewer than 3 years.
LFS	Limited Formal Schooling
ILP or LSP	Individualized Learning Plan or Language Support Plan. Each student must have a completed plan filled out and filed annually.
LTP or Former	BCS acronym for students who have left the ESL program after finishing their T4 year, have transferred to another district, or has left an ESL program (modified exit).
MAPS	Music, Art, and P.E. (AKA: LAMPS: Library, Art, Music, PE)
Monitor	Following the classroom progress of T1s and T2s
NCLB	No Child Left Behind: Under NCLB, TN ELLs are required to meet certain requirements in making progress in learning English; exiting from ESL, and meeting AYP.
NELB	Non-English Language Background: a student with a primary language other than English spoken in the home who has tested FLUENT on the state-mandated English language screener.
OCR	Office of Civil Rights: Monitors Title III ESL Program for compliance.
SIFE	Student with Interrupted Formal Education
T1	Transitional I: The first year after scoring fluent/proficient on the WIDA ACCESS. T1 progress in the classroom is monitored. An exit letter is sent.
T2	Transitional 2: The second year after scoring fluent/proficient on the language assessment. T2 progress in the classroom is monitored. After successful completion of two years of monitoring, the T2 formally leaves the ESL Program.
TDNQ	BCS acronym for students who were tested and did not qualify for ESL.
TELPA	Tennessee English Language Proficient Assessment: Former TN required intake
Waiver	Students whose parents have signed a waiver (refusal) of services for ESL. Students are still considered English Learners and must continue to take the WIDA ACCESS until they score fluent/proficient. The classroom teacher becomes responsible for delivering language services.
WIDA	World Class Instruction Design Assessment. The current Common Core Standards for the 2014-2015 school year adopted the WIDA assessment for the state of TN.

APPENDIX OF FORMS

PageParent Notification of Services/Eligibility

PageParent Response to Program Placement

Pages Waiver Notification

Page Exit Notification

Page Consult Form

Page T1/T2 Form

Page Quick Reference ESL Guide

PagesILP with Accommodations

Page Parent, Teacher, Student Response Forms

Initial/Continuing Eligibility Determination for Program Placement

To the Parents of: _____

School Location: _____

Date: _____

When you registered your child for school, you filled out the Home Language Survey and indicated a language other than English as the child's first language, or a language other than English is spoken most often in your home or outside of school. Based on this information, the school system is required to assess your child's English language proficiency and determine his/her eligibility for the school district's English as a Second Language (ESL) program. Your child's English language assessment indicates that he/she:

- does not qualify for ESL program services
- will receive direct ESL language instruction by a qualified ESL teacher
- will receive ESL consultation services with retesting in Spring

Criteria used for recommendation:

WIDA Screener/WIDA Online Screener Score: _____ ACCESS Score: _____

Other language assessment scoring if applicable: _____

The goal of the ESL program is to help your child learn English so that he/she will be able to meet age-appropriate academic standards for grade promotion and graduation. Students normally participate in the ESL program for one to five years. Although we are offering a program that we feel is most appropriate for your child's level of English proficiency, you may refuse to have your child participate in the program. Contact the ESL teacher below if you have questions or need more information.

Under Tennessee School Board of Education (TSBOE) Policy 3.207, districts are required to use criteria to exit **English language learners (ELLs)** from ESL programs. The exit criteria apply to the vast majority of ELLs who receive special education services. In rare cases, an ELL receiving special education services may qualify to be exited using modified criteria giving special consideration to an ELL for whom assessments and/or standards under TSBOE Policy 3.207 are not appropriate because of the nature of a student's disability.

ESL Teacher: _____

Phone Number: _____ Email address: _____

Program Response Letter

Student: _____ Grade: _____

I have received the information about the English as a Second Language program and the following recommendation for my child's placement for the _____ school year.

- Initial Placement
Assessment Results: _____
- Continuing Placement
Assessment Results: _____
- Pre-Exiting Support
Assessment Results: _____
- Exiting ESL Program
Assessment Results: _____

After exiting the ESL Program, your child's progress will be monitored for 2 years to ensure grade level success.

CHECK ONE:

- I **agree** with the recommended placement of my child in the ESL program.
- I **do not agree** with the ESL recommendation and request a conference.

Name of Parent/Guardian

Telephone of Parent/Guardian

Parent/Guardian Signature

Date

PLEASE RETURN THIS LETTER TO YOUR CHILD'S ESL TEACHER.

ESL Services Waiver/Refusal Letter

To the Parents of:

Your child has been identified as eligible for our ESL program. This status was determined by the state's language proficiency assessment.

If you do not agree with this determination or do not want your child in this program, please sign the waiver notice below and return it to the school. Please email Kristy Ford, PK-5 Instructional Supervisor, if you have any questions at kford@bartlettschools.org.

ESL Teacher Signature

Date

ESL Teacher should forward copy of this form when signed by the parent/guardian to the ESL Office.

Please fill out and return this bottom portion to the school.

Waiver/Refusal of ESL Services

Dear ESL Teacher:

I do not want my child to be in the ESL program.

Please provide information as to your decision not to have your student placed in the ESL Program.

Student Name: _____

Parent/Guardian Signature: _____

My signature above constitutes that I understand that even though the student will not participate in the ESL program, the student is still required to be assessed on all state approved language assessments until the approved exit criteria is met.

Date: _____

**English Learners (ELs) Whose Parents Have
Waived English as a Second Language
(ESL) Services**

Parents have a right to waive ESL services for their children who qualify for such services, but they may not waive English Language Proficiency testing for that child. All children who are non-English language background as determined by the Home Language Survey should be assessed in a timely fashion for English language proficiency unless they have documentation that they have exited from an alternate language program and have been classified as fluent English proficient by another school district. Determination of English language proficiency testing should occur as soon as possible to provide ESL services if necessary and to avoid disruption to the student's schedule. ESSA requires this to take place within 10 school days from the date of enrollment, if the enrollment takes place after the school year begins and within 30 days if this happens before the school year begins. When a non-English language background student test as Limited English Proficient (LEP, referred to as ELs or ELLs in TN) on the state approved English language proficiency test, the school district must offer ESL services. A parent may refuse the services and waive the student's right. Before this decision, which so seriously impacts a child is made; the parent should be informed of the benefits of ESL services and of the problems that often accompany the lack of ESL services. After this information is provided in a language the parent can understand, (translated or interpreted, as needed by the parent) the parent may choose either to enroll the student in ESL services or classes or to waive ESL services. If parent decides to waive ESL services, the district should keep written documentation of that decision with the parent's signature and date that the decision was made. The child must still be counted as an EL and included in the district's count of EL students for funding and accountability purposes. These students are entitled to the same accommodations on the Tennessee Comprehensive Assessment Program (TCAP Achievement) as EL students who are receiving ESL services

All ELs, whether they are participating in the ESL program or not, are reclassified as transition 1 status based on the same exit criteria. Because of this, all EL students, including those whose parents have waived ESL services, must be assessed with the state proficiency language assessment.

My signature below constitutes that I have read the above information on ESL Waived Services.

Parent Signature: _____ Date: _____

ESL PROGRAM - EXIT NOTIFICATION

Date: _____

Dear Parents / Guardian: _____

This letter is to inform you that your child, _____, has demonstrated proficiency in all four areas of State of Tennessee Language Proficiency Assessment that was given during the spring of _____.

The four areas tested are:

Listening: _____

Literacy: _____

Speaking: _____

Reading: _____

Composite: _____

Writing: _____

At this time, it has been determined that your child no longer requires ESL services and is being exited from the program. Your child will be monitored for two years to ensure that he/she is progressing as expected. If you have any questions, please call your school.

Thank you,

ESL Teacher

Date

Consultation Form

Date: _____ ESL Teacher: _____

Classroom Teacher: _____

Name of Student: _____

The student listed above is an ESL student that is currently on consultation status. I am monitoring this student's progress and documentation will be kept in the student's ESL folder.

Please indicate if any accommodations are being used in the classroom:

Yes No

Please list accommodations being used in the classroom with the student:

Please list positive comments or concerns you have for this student: **(Mandatory)**

Current academic grades as of _____:

LA: _____

Math: _____

Social Studies: _____

Science: _____

Other: _____

Other: _____

Other: _____

AIMSweb Plus: Date: _____ Status: _____

Other Assessment Information: Assessment: _____ Date _____

Status: _____

Other Assessment Information: Assessment: _____ Date _____

Status: _____

Academic Teacher Signature: _____ Date: _____

Please complete & return to _____ by _____.

T1 & T2 Monitoring

Date: _____ Grading Period: _____

Student's Name: _____ School: _____

Student #: _____ Grade: _____ D.O.B.: _____

Classroom Teacher: _____ Subject: _____

The above student has exited from the ESL program. To help evaluate the student's overall achievement, please use the following scale to rate the student's performance in your class.

	Unsatisfactory		Average		Excellent
	1	2	3	4	5
Category 1: Ability to Learn Course Content: Rate the student's ability to master the course content.	<input type="checkbox"/>				
Category 2: Academic Performance: Rate the student's actual progress in meeting course objectives.	<input type="checkbox"/>				
Category 3: Communications with Teacher: Rate the student's skill in communicating with you.	<input type="checkbox"/>				
Category 4: Communication with Peers: Rate the student's skill in communicating with classmates.	<input type="checkbox"/>				
Category 5: Class Participation: Rate the student's participation in class activities and discussions.	<input type="checkbox"/>				
Category 6: Study Habits: Rate the student's completion of homework/projects outside of class.	<input type="checkbox"/>				

Category 7: Attendance

List the number of days student was absent from your class: _____

Classroom Teacher Comments: _____

ESL Teacher Recommendation: _____

Signature of Teacher

Date

Signature of ESL Teacher

Date

**ESL Quick Reference Guide for the
Administrator and Local School**

Terminology

- ESL** – English As a Second Language (program/class)
EL – English Learner (student who was tested and did qualify)
ILP – Individualized Language Plan
NELB – Non-English Language Background (student who was tested, but did not qualify)
LEP – Limited English Proficient (student)
RAEL – Recently Arrived English Learner (student)
SIFE – Student with Interrupted Formal Education (student)
LTEL – Long-Term English Learner (student who has not exited after six years of service)
T1 – Transitional 1: First year of monitoring after exiting ESL based on testing criteria. (student)
T2 – Transitional 2: Second year of monitoring after exiting ESL based on testing criteria. (student)
T3, T4 – Transitional 3 and 4: Transitional status must be recorded in Power School. Student info is placed below the ESL database.
HLS – Home Language Survey: Filled out by all newly enrolled students in BCS.
Immigrant – Student born in another country, who has been in US schools less than 3 years.

Assessments:		
<p>WIDA <u>WIDA Screener Test:</u> Screening assessment for initial ESL placement for K</p>	<p>WIDA <u>Online Screener:</u> ESL placement for grades 1-12</p>	<p>WIDA <u>Access:</u> Annual assessment of ALL ELs to measure student growth and proficiency. T1-T4 students DO NOT take this test.</p>

PART I: To be completed by ESL teacher upon notification of English Language Learner.

Student: Last Name _____, First Name _____ TNID: _____
Last First

Date of Birth: _____ U.S. Entry Date: _____ BCS Entry Date: _____ U.S. School Entry Date: _____

Male Female Home Language Survey Completed: YES NO If yes, date completed: _____

Country of Birth: _____ Home Language: _____ Grade: _____

School: Bartlett City Schools Teacher(s): _____ ESL Teacher: _____

Recently Arrived English Learner Date: _____ Long-Term English Learner Date: _____ SPED Date: _____

Indicate if: LFS (Limited Formal Schooling) SIFE (Student with Interrupted Formal Education) Interruption Dates: _____

PART II: To Be completed by ESL teacher after intake and/or annual proficiency assessment.

WIDA		Growth Trajectory			
WIDA Screener/W-APT date:	ACCESS date:	Year	Predicted Growth Standard	Expected Score to Meet ELPA Growth Standard (One-Year)	Actual WIDA Composite Score
Listening:	Listening:	2019			
Speaking:	Speaking:	2020			
Reading:	Reading:	2021			
Writing:	Writing:	2022			
Literacy:	Literacy:				
Composite:	Composite:				

Aimsweb Plus: _____

ESL Teacher's Signature: _____ Date: _____

PART III: To be completed by ESL teacher within 10 days of initial testing or start of school year.

PROGRAM ENTRY LEVEL (For Current Year): **Entering** **Emerging** **Developing** **Expanding** **Bridging** **Reaching**
 (Select One) 1 2 3 4 5 6

SUMMARY AND RECCOMENDATIONS (Mark letter choices that apply.)

A. Assign to ESL: Daily Pullout Tailored Pullout Consult Monitoring (T1/T2) Waived (See Letter C.)

Weekly Service Hours: _____ (Consult, T1, and T2 should receive appropriate classroom accommodations. See reverse.)

B. Accommodations on: TN State Assessments Assignments Instruction Assessment (See reverse.)

C. Parent waived service. (Regular classroom with appropriate accommodations.)

D. Exited Program: Date: _____

E. Transitional Monitoring: Year 1 (T1) Year 2 (T2)

Form Copy: Student Cumulative File ELL Folder Classroom Teacher District Office

Bartlett City Schools offers educational and employment opportunities without regard to race, color, creed, national origin, religion, sex, age or disability and adheres to the provisions of the Family Rights and Privacy Act (FERPA). BCS 7/2021

Listed below are accommodations that facilitate comprehension for ELLs during instruction, practice, and assessment. These accommodations are determined through consideration of the student's English language proficiency level and individual instructional needs based on WIDA's W-APT and ACCESS scores, ESL Reference Guides, and the Modification Strategy Sheet. Accommodations are a mandatory part of the student's individual ELL plan in accordance with the Equal Educational Opportunities Act (EEOA), 20 U.S.C. Section 1703 (f) (1974). As the student transitions from level to level, his/her plan should be reviewed and revised accordingly. An ELL student may not receive a failing grade based only on lack of language ability. However, they may receive a failing grade when documentation of utilized accommodations and work samples are provided. Please communicate with the ESL teacher to express questions, concerns, and/or suggestions regarding the student's ELL plan. *Check the number(s) for each accommodation that applies to this student in the areas of instruction, assignments, and assessments.*

<p>INSTRUCTION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Simplify language used in instruction <input type="checkbox"/> Provide additional instructions including reviews, drills, and/or opportunities for reteaching <input type="checkbox"/> Teach in small groups <input type="checkbox"/> Allow for peer support (in primary language as needed) <input type="checkbox"/> Increase the use of manipulatives to enhance concepts <input type="checkbox"/> Provide visual aids to enhance key concepts <input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Allow for alternate seating for proximity to peer helper or teacher as necessary <input type="checkbox"/> Assist student in creating/building picture card file for key vocabulary <input type="checkbox"/> Incorporate group work and cooperative learning activities <input type="checkbox"/> Utilize alternate reading assignments/materials at the student's reading level <input type="checkbox"/> Utilize resources in the student's first language <input type="checkbox"/> Teach new concepts in chunks <input type="checkbox"/> Provide frequent checks for comprehension 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide a word bank for fill in the blank or labeling items <input type="checkbox"/> Allow student an opportunity to have test read aloud by teacher or aide in regular class <input type="checkbox"/> Allow fact or formula note cards for exams <input type="checkbox"/> Allow for small group administration of assessments <input type="checkbox"/> Rewrite test items at a lower reading level <input type="checkbox"/> Reduce the number of choices on tests/quizzes <input type="checkbox"/> Accept correct answer in alternate form (drawing, misspelled, lists, graphic organizers, etc.) <input type="checkbox"/> Limit matching questions to 5-10 items per section <input type="checkbox"/> Allow extended time if needed <input type="checkbox"/> Allow student an opportunity to give oral responses to be recorded by teacher or aide <input type="checkbox"/> Require reduced sentence or paragraph length in open-ended responses and composition <input type="checkbox"/> Allow students to redo or correct work when appropriate (may be for partial credit) <input type="checkbox"/> Permit the use of bilingual dictionaries or electronic translating device <input type="checkbox"/> Use rubrics as an assessment tool in place of textbook tests <input type="checkbox"/> Provide opportunities for the student to take tests in sections/chunks
<p>ASSIGNMENTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow editing and revision before grading <input type="checkbox"/> Provide a daily or weekly syllabus of class and homework assignments <input type="checkbox"/> Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments <input type="checkbox"/> Extend time for assignment completion as necessary <input type="checkbox"/> Allow students an opportunity to express key concepts in their own words <input type="checkbox"/> Utilize alternate reading assignments/materials at the student's reading level. When possible, use material specifically designed for ELLs <input type="checkbox"/> Utilize resources in the student's first language <input type="checkbox"/> Substitute a hands-on activity or use of different media in projects for a written activity <input type="checkbox"/> Utilize assignment notebooks <input type="checkbox"/> Simplify language or shorten assignments <input type="checkbox"/> Permit the use of bilingual dictionaries or translation device 	<p>ADDITIONAL ACCOMMODATIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Permit the use of picture dictionaries during instruction, assignments, and/or assessments as needed <input type="checkbox"/> Computer assisted language learning programs(s): _____ <input type="checkbox"/> Sheltered Instruction: _____ (Indicate content area) <p><u>Home Language Survey Questions:</u></p> <p>What is the first language this child learned to speak? _____</p> <p>What language does this child speak most often outside of school? _____</p> <p>What language do people usually speak in this child's home? _____</p>

Comments

Please provide comments every quarter.

Teacher Comments			
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p><i>How is your EL performing?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____	<p><i>How is your EL performing?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____	<p><i>How is your EL performing?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____	<p><i>How is your EL performing?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____

Parent Comments			
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p><i>How do you feel your child is progressing at school?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____	<p><i>How do you feel your child is progressing at school?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____	<p><i>How do you feel your child is progressing at school?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____	<p><i>How do you feel your child is progressing at school?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____

Student Comments			
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p><i>How do you feel like you are doing in school?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____	<p><i>How do you feel like you are doing in school?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____	<p><i>How do you feel like you are doing in school?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____	<p><i>How do you feel like you are doing in school?</i></p> <p>Please check one:</p> <input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments: _____

Bartlett City Schools
English as a Second Language Program
Phone 901-202-0855 ext. 2235 Fax 901-202-0854

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