



ESL Teacher: *Policies, Guidelines, and Responsibilities*



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Superintendent



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 6/2016

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.

<http://www.usdoj.gov/crt/cor/coord/titlevistat.htm> (full text)

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 ELLs are eligible for services under that program on the same basis as other students.

<http://www2.ed.gov/legislation/ESEA/toc.html> (access full text)

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."

<http://www2.ed.gov/about/offices/list/ocr/docs/lau1970.html>

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 that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

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

<http://stanford.edu/~kenro/LAU/IAPolicy/IA1aLauvNichols.htm> (summary and full text)

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Equal Education Opportunities Act of 1974

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 programs.

<http://www.maec.org/laws/eeo.html> (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, and 3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually 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 of 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, 3) schools cannot have policies of "no double services" refusing alternative language service and special education to children needing them and, 4) 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, required that 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.

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<http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html>

Executive Order 13166: Improving Access to Services for Persons With Limited English Proficiency (2000)

<http://www.usdoj.gov/crt/cor/13166.htm> (full text)

Title III of the Elementary and Secondary Schools Act of 2001 - No Child Left Behind

Public Law 107-110

This federal mandate holds state educational agencies, local educational agencies, and schools accountable for increases in English language proficiency and core academic content knowledge of limited English proficient students. It requires states to implement yearly student academic assessments that include, at a minimum, academic assessments in mathematics and reading or language arts. These assessments must be aligned with state academic content and achievement standards. Each state, school district, and school is expected to make adequate yearly progress toward meeting the state standards. This progress is measured by disaggregating data for specified subgroups of the population.

NCLB also requires that states provide for an annual assessment of English language proficiency (listening, speaking, reading, writing, and comprehension in English) of all students identified as limited English proficient in schools served by the state [ref. Title I, SEC. 1111 (a) (7)].

<http://www.ed.gov/policy/elsec/leg/esea02/index.html> (full text) <http://www.ed.gov/esea> (U.S. Department of Education's official ESEA Web site; includes NCLB links)



Bartlett City Schools
English as a Second Language Program
 Phone 901.202.0855 ext. 243 Fax 901.202.0854

Steps	Essential Procedures for Identifying and Supporting EL Students
1	Determine student’s non-English language background (NELB) – Home Language Survey on enrollment form – Copy from Info Snap
2	▪ English language proficiency test for the non-English student – W-APT (WIDA – ACCESS Proficiency Test)
3	LEP receives ESL services in accordance with state guidelines – 1 hour/day for low proficiency – up to 1 hour/day for intermediate and above
4	ESL and other services provided for a sufficient length of time so that growth can be measured – Newly arriving immigrants move through a stage of culture shock and adjustment to the U.S. school system. – Appear to have signs and symptoms of a disability; in reality 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	Targeted interventions implemented in addition to English language acquisition services – English language acquisition services, although important, should not be considered to be “interventions.”
6	Progress monitored and compared with the progress of a comparable group of ELs – It is important to compare students to similar peers (students should be from the same culture, language, age and immigrant groups)
7	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). ▪ LEAs will administer a universal screener to English Language Learners (ELLs). Universal screeners will be culturally sensitive and free of bias. ▪ Thoughtful consideration will be made for how ELLs will participate in tiered interventions. ▪ An ESL teacher should be part of the school level RTI2 team if an ELL is being discussed.

PROCEDURES FOR SCREENING FOR ESL PROGRAM

The law requires that all students have a completed Home Language Survey (HLS) in their permanent record. All students who have a language other than English on their HLS MUST BE TESTED.

For screening, the ESL teacher:

- Reviews home language surveys and tests all new non-English background students using the state-approved intake test, WAPT.
- If the student qualifies based on the intake test, the ESL teacher:
 - Notifies assistant principal for ESL, classroom teachers, and parents (required by law)
 - Adds student information to ESL database
 - Completes Language Support Plan and schedules services
 - Changes student's language status to "English Learner" in PowerSchool.
- If student does NOT qualify, the ESL teacher:
 - Notifies assistant principal for ESL and classroom teachers
 - Adds student's name to NELB database and files test results in an NELB file folder with the ESL records
 - Makes a notation on student's Home Language Survey in the permanent record that the student was tested and did not qualify.
 - Changes student's language status to "Non English Language Background" in PowerSchool.

Paperwork: ESL teacher responsibility:

- ESL folder contains:
 - Copy of Language Support Plan (LSP) - Update as needed.
 - WIDA ACCESS score sheets
 - Copy of "Parent Response Letter" and "Description of English Language Development Program" (sent annually). Copy of Exit Letter (when students score WIDA 5 or 6 and enter Transitional 1 year).
 - Intake test information (test and/or scoring guide)
- Student's permanent record contains:
 - Copy of the student's LSP Form updated annually
 - WIDA ACCESS Score Sheets/Intake Test Information
 - Copy of "English Language Development Program" Exit Letter (copy sent home when student scores Composite 5 or 6 on WIDA)
- ESL and NELB databases:
 - Maintains up-to-date ESL and NELB databases.
 - Includes immigrant status in database (Immigrant is defined as a student born outside the US and its territories (Guam, Puerto Rico, etc.) and is in the first 3 years in a US school.)

PROCEDURES FOR EXITING AND TRANSITIONING ESL

When a student reaches proficiency, defined by the TN Board of Education as Composite 5.0 for the overall composite and 5.0 for literacy on WIDA ACCESS, the student EXITS ESL and begins two years of monitoring: Transitional One (T1) and Transitional Two (T2).

The ESL Teacher shall:

- Send home an ESL Exit Letter and put a copy in both permanent and ESL files.
- Note the change to T1 on the LSP and in PowerSchool.
- Notify the classroom teacher of the change.
- Monitor the classroom progress during the T1 and T2 years and document contact with the classroom teacher.
- 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 T1 or T2 who struggle in the main stream classroom.

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.
- Change the language status from T2 to "Former-F" in Power school.

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.

*****30 DAYS FOR INTAKE TESTING & NOTIFICATION AT BEGINNING OF YEAR *****
****10 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 listed questions 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 WAPT (WIDA ACCESS Placement Test)
- Determine eligibility for services.

RETURNING ESL STUDENTS: Find ESL students expected to return. Use PowerSchool.

AUGUST: After Testing:

QUALIFIED STUDENTS are English Language Learners - ELL

- Send home Notification of Services and Program Description, in native language, if requested on HLS within 30 days of school opening.
- Complete Language Support Plan (LSP) print and file a copy in permanent and in ESL records
- Set up an ESL file folder for the new ELL
- File a copy of "Parent Response Letter" and "Program Description"
- File copy of intake test scores
- Notify classroom teacher and provide a copy of the LSP as well as other information and resources about the EL's language proficiency. (See next section for ideas.)
- Print database and give principal (or assistant principal) responsible for ESL a copy.
- In PowerSchool, change student's language status to "English Language Learner - L"

TESTED and DO NOT QUALIFY (TDNQ)

If the student was tested and scored fluent/proficient in English, then s/he does not qualify for ESL services. If the student has test scores from another state, s/he does not need to be tested again.

- Add student information to database.
- Notify classroom teacher. Be sure the teacher knows that the student does not qualify for services, and therefore, will not receive modifications on TN Ready.
- Keep tests and HLS of these students in a folder to be kept on file for future reference.
- Note on the student's Home Language Survey in the permanent record that the student tested fluent/proficient in English.
- In PowerSchool, change language status to "Non-English Language Background-N"

Transfers in FROM Shelby County Schools:

Check with Cyndi Purnell at Shelby County Schools ESL Department. If the student was in their ESL program, we do not have to retest. Use results to either classify student as ELL, T1, T2, or NELB. If student exited ESL in SCS, note this on the HLS.

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: 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
- Remind teachers that a period of observation for a student who is new to the country, and does not speak English, is acceptable and encouraged.

AUGUST: Returning ESL Students:

ESL Student Files of Returning ELs

- File copy of WIDA ACCESS score report in the permanent and ESL files
- File copy of "Program Response Letter" and "Program Description" (this also has to be sent home within 30 days. It's the same form as that sent home for new ELLs) in ESL files
- Update returning ELs Language Support Plan (LSP) and make sure a copy is in the permanent and ESL files
- File copy of Exit Letter if student exits

ESL Database and PowerSchool.

- Give up-to-date databases to principal (or assistant principal)
- Make sure ESL information is current and accurate BEFORE September 30
- In PowerSchool Enter immigrant status (for immigrants also enter the date they first enrolled in a US school). - Immigrants: Students who were born outside the US or its territories and have been in a US school 3 years or less.

T1: ELs who achieve a Overall Composite 5.0 or *5.0 for literacy* on WIDA ACCESS may transition (exit). K-2 students with a 5 need supporting evidence such as Tier I Reading or TN Ready.

- Change ELL to Transition 1 in ESL database
- Record change in status and service on the Language Support Plan (LSP) and permanent records
- In PowerSchool change status to T1
- Send home an exit letter.
- Put copy of exit letter in student's ESL file and permanent record.

T2: Students who were Transitional 1 (T1) in the previous school year should be changed to Transitional 2 (T2) for the current year.

- Make change in student's LSP and permanent records.
- Notify classroom teachers of student's status.
- Change status in PowerSchool to T2.

Former: When students finish their Transitional 2 (T2) year and have shown success in the regular classroom through continual monitoring, they are ready to officially leave the ESL program. These students are considered former students.

- Make sure the LSP and the permanent records show the student left the ESL program.
- Let classroom teachers and assistant principal know that the student has left the ESL program.
- Change student's status in PowerSchool to "Former -F".

Waiver: Some students' parents may refuse or waive ESL pull out services.

- Parents must sign a form showing their desires.
- Copy of refusal filed in ESL and permanent records.
- 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.
- 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.
- Change student status in Power School to "Waiver-W".

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:

- ELLs who are classified as W-APT Composite 1 or 2 must receive at least one class period of daily services.
- Communicate/collaborate with the classroom teacher regarding schedule (email, memo, between classes). Keep teachers informed of changes.
- T1 and T2 are "monitored"
- WIDA Composite 4.0 students may be put on "consult" if the teacher feels the student is working at grade level and does not need services
- Send a copy of your student schedule to the ESL Supervisor as well as your building principal.

Consulting and Monitoring:

- WIDA 4 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."
- 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.

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: WIDA
<http://www.wida.us/standards/eld.aspx>

OCTOBER - DECEMBER

- Continue consulting and monitoring
- Test new students within two weeks of student's enrollment. Make sure PowerSchool has current ESL information
- The Writing Assessment for grades 3-11 is the month of February using MIST. 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 ELL accommodations and coding to give to the assistant principal responsible for testing and ESL. This list should be suggested accommodations based on the individual needs of the ELL.
- 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
- 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
- In January, check in again to make sure school knows TN Ready writing accommodations.
- In February, help with the TN Ready
- In February, start WIDA ACCESS testing (ELLs and Waivers only – not T1 or 2s)
- 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 ELL information.
- Continue monitoring and consulting.
- Continue teaching.

MAY – End of Year

ESL Files

- Prepare student files of students moving to another school in the district to give to future ESL teacher.
- Prepare student files of students who have left your school district to give to ESL Specialist.
- Secure your current files for the summer somewhere they will not be misplaced or accessed by non-approved personnel.

SUMMARY OF ESL PAPERWORK

Paperwork is an important part of the ESL teacher's job. Accurate and up-to-date databases and LSPs 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 WIDA ACCESS scores
- Notes from teachers and parents
- Updated LSPs updated when there has been a change in status
- Copies of Parent Notification of Services and Program Description
- Documentation (consult/monitoring form or other) that was used to check progress in the classroom
- Copies of report cards or grades from PowerSchool
- Intake test or test results (IPT used until April 2005; CELLA to May 2008; PT 2008-9, TELPA 2009-2013). WAPT 2014 results - current
- Copy of Exit Letter sent after student scored Composite 5 (Reaching) or 6 on WIDA.
- Copy of Letter Waiving or Refusing Services, if applicable. ***

Permanent/Cumulative records

- Current LSP (formerly: Test Insert/Data Form)
- Update LSP when there is a change in status
- Copy of annual WIDA ACCESS scores
- Copy of Exit Letter
- Copy of Letter Waiving or Refusing Services, if applicable****

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. 243
- Follow the sign-in and sign-out times 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 schools 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 and 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 assignments as do the other students.
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's all right 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
 - Bartlett City Schools Website – www.bartlettschools.org
 - Picture dictionaries/bilingual dictionaries
 - Graphic Organizers

Modification Tips and Techniques for Teachers

1. Remember, time is your best friend. Some English Language 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 Language 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 Language 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 visual and demonstrations and print key words and ideas on the board.
6. Print assignments and homework
7. Reduce the number of vocabulary and spelling words.
8. When appropriate, allow the ELL to copy someone else's notes.
9. Children's literature is wonderful to give to new ELLs 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 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 ELs with limited speaking, reading and writing abilities to use their abilities helping with classroom tasks.
- Make ELs 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 the words line, food, seats, tables, etc.
- Seat the EL 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 ELs 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 EL'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.
- Perhaps display posters from the student's home country. Also, try to learn as much as possible about the home culture and try to incorporate into the lesson.
- *Try* to find out what a student has been taught in the past, and incorporate 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. ELs enjoy this activity because it allows them to select vocabulary that interests them.
- Teach key content words! Even ELs with no or very limited English should learn important words in the subject areas. Most ELs 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.
- Allow students use a bilingual dictionary.
- Test orally as much as possible.
- 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 of 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 until 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
LSP	Language Support Plan. Taken the place of the test insert. 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 T2 year or have transferred to another district.
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 test or has left an ESL program.
OCR	Office of Civil Rights: Monitors TitleIII ESL Program for compliance.
SIFE	Student with Interrupted formal Education
T1	Transitional 1: 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 State 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

A - Parent Notification of Services/Program Eligibility

B – Parent Response to Program Placement

C – Waiver Notification

D - Consult/Monitor Form

E – ELL Language Support

F – ESL Quick Reference Guide



Bartlett City Schools
English as a Second Language Program
Phone 901.202.0855 ext. 243 Fax 901.202.0854

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 2017

Criteria used for recommendation:

W-APT Scoring: _____ 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 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.

ESL Teacher: _____

Email: _____ Phone Number: _____



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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.

- I am in agreement 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.

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 6/2016



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English as a Second Language Program
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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: _____

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**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 so as to provide ESL services if necessary and to avoid disruption to the student's schedule. No Child Left Behind requires this to take place within 14 days from the date of enrollment (Sec. 3302 (b) and (c)) 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 tests 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 TN Ready 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: _____



Bartlett City Schools
English as a Second Language Program
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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 the state of Tennessee Language Proficiency Assessment
that was given during the spring of _____.

The four areas tested are:

- | | |
|--------------|------------------|
| 1. Listening | Literacy: _____ |
| 2. Speaking | |
| 3. Reading | Composite: _____ |
| 4. 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 the local school

Thank you.

ESL Teacher

Date



Bartlett City Schools
English as a Second Language Program
Phone 901.202.0855 ext. 243 Fax 901.202.0854

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 any concerns you have for this student:

Current Academic Grades as of _____ :

LA: _____

Math: _____

Science: _____

Social Studies: _____

Other: _____

Other: _____

Other: _____

Aimsweb: Date: _____ Status: _____

Other Assessment Information: Assessment: _____ Date _____

Status: _____

Other Assessment Information: Assessment: _____ Date _____

Status: _____

Academic Teacher Signature: _____ Date: _____

Please complete & return to _____ by _____.

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T1 & T2 Monitoring

Date _____ Grading Period _____

Student's Name _____ School _____

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

Classroom Teacher _____ Subject _____

INSTRUCTIONS TO THE CLASSROOM TEACHER:

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

Category 7: Attendance

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

Classroom Teacher Comments: _____

ESL Teacher

Signature of ESL Teacher

Date



Bartlett City Schools
English as a Second Language Program
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RETENTION GUIDELINES

FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Retention of LEP students shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of a LEP student, the following points should be addressed in consultation with the ESL staff or designated district language minority contact person.

1. Has the student been enrolled in the school district for more than one full academic year? If no, the child may have spent more than 1/2 the year in a "silent period". Two-four months may be inadequate for educational goals.

2. Are classroom modifications being made in the areas of:

- the classroom;
- assignments;
- homework; and
- assessments.

3. Are all modifications documented? Has there been a discussion with the ESL/Title III coordinator?

4. Has the student been considered as an individual & had differentiated instruction? Have modifications and differentiation been documented?

5. Is a beginning to intermediate student receiving an hour of ESL daily? Is a more advanced student receiving enough ESL for instruction to be meaningful?

6. Does the teacher modify grading through a rubric or contract?

Retention policies for LEP students should not be based on one specific piece of data alone or any sole criterion. In most cases, retention does not help the child with academic achievement. Every effort should be made to move the child to the next level of academic work and allow the child to remain in the grade that is age appropriate.

Retention of LEP students will not facilitate English language acquisition. The process of language acquisition should occur at all grade levels. The ESL Coordinator is available for technical assistance at kford@bartlettschools.org or 901-202-0855 ext. 243.



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

Terminology:

- ESL** – English As a Second Language (program/class)
- EL** – English Learner (student)
- NELB** – Non-English Language Background (student)
- LEP** – Limited English Proficient (student)
- T1** – Transitional 1: First year of monitoring after exiting ESL based on testing criteria.
- T2** – Transitional 2: Second year of monitoring after exiting ESL based on testing criteria.
- 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>W-APT Placement Test: Screening assessment for <i>initial</i> ESL placement.</p>	<p>WIDA ACCESS– Annual assessment of <i>ALL</i> ELs to measure student growth and proficiency. T1 and T2 students <u>DO NOT TAKE this test!</u></p>	<p>ELSA – English Linguistically Simplified Assessment: This assessment <i>IS</i> the TCAP, but is linguistically simplified for ELs. It contains the same questions and passages. T1 and T2 students <u>DO TAKE this test.</u></p>
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Student Identification:

- Students are identified at the local area schools through review of home language surveys. If any language other than English is listed on any part of the HLS, the student must be referred to the ESL teacher.
- Once students are referred, they are assessed using W-APT Placement Test. This test determines qualifications in the ESL program in Bartlett City Schools.
- Using this assessment, services are based on the student’s language level, literacy needs and teacher recommendations.

Transitioning and Exiting:

- Students who score a composite of 4 or above on ELDA or W-APT can be exited from the program and can be moved to T1 status.
- Exited students are monitored for two years, Transitional Year 1 (T1) and Transitional Year 2 (T2).



ELL Language Support Plan (LSP)

School Year 2016-17

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

Student: _____, _____ ID: _____
Last First

Male Female Date of Birth: _____ U.S. Entry Date: _____
BCS Entry Date: _____

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

School: _____ Teacher(s): _____ ESL Teacher: _____

Home Language Survey Completed: YES NO 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.*

Results:

WIDA: W-APT- date:	ACCESS - date:	Other Assessments:	
Listening _____	Listening _____	K-8:	High School:
Speaking _____	Speaking _____	TCAP/SAT10 Rdg: _____	EOC: _____
Reading _____	Reading _____	TCAP/SAT10 Math: _____	_____
Writing _____	Writing _____	AIMSweb: _____	ACT: _____
Literacy _____	Literacy _____	Istation: _____	_____
Composite _____	Composite _____	Beacon: RLA: _____ Math: _____	Compass: _____

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: YES NO If yes, service schedule: Daily Pullout Tailored Pullout Other: _____
Weekly Service Hours: _____

B. Accommodations on: TNReady Class Work(See Reverse) Instructions(See Reverse) 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)

F. Other: _____



ELL Language Support Plan (LSP)

School Year 2016-17

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 ELDA/TELEPA scores, ESL Reference Guides and 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 due to lack of language ability, and may only be done when documentation of 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.

Circle the number(s) for each accommodation that applies to this student in the areas of Instruction, Assignments, and Assessments.

INSTRUCTION	ASSESSMENTS
<ol style="list-style-type: none"> 1. Simplify language used in instruction 2. Provide additional instructions including reviews, drills and/or opportunities for re-teaching 3. Teach in small groups 4. Allow for peer teaching (in primary language as needed) 5. Increase the use of manipulatives to enhance concepts depending on language level of learner (see “can do” indicators) 6. Provide visual aids to enhance key concepts 7. Use Graphic Organizers 8. Allow for alternate seating for proximity to peer helper or teacher as necessary 9. Assist student in creating/building picture card file for key vocabulary 10. Incorporate group work and cooperative learning activities allowing for primary language support when appropriate 11. Focus on and pre-teach specialized vocabulary 12. Utilize alternate reading assignments/materials at the student's reading level 13. Utilize resources in the student’s first language 14. Teach new concepts in chunks 15. Provide frequent checks for comprehension 	<ol style="list-style-type: none"> 1. Provide a word bank for fill-in-the blank or labeling items 2. Allow student opportunity to have test read aloud by teacher or aide in either regular or ESL class 3. Allow fact or formula note cards for exams 4. Allow for small group administration of assessments 5. Re-write test items at a lower reading level 6. Reduce the number of choices on tests/quizzes 7. Accept correct answers in alternate form (drawing, misspelled, lists, graphic organizer, etc.) 8. Limit matching questions to 5 – 10 items per section 9. Allow extended time if needed 10. Allow student an opportunity to give oral responses to be recorded by teacher or aide 11. Require reduced sentence or paragraph length in open ended responses and compositions 12. Allow students to re-do or correct work when appropriate (may be for partial credit) 13. Permit the use of bilingual dictionaries or electronic translating device 14. Use rubrics as an assessment tool in place of textbook tests 15. Provide opportunities for the student to take tests in sections/chunks
ASSIGNMENTS	ADDITIONAL ACCOMMODATIONS
<ol style="list-style-type: none"> 1. Allow editing and revision before grading 2. Provide a daily or weekly syllabus of class and homework assignments 3. Give alternative homework or class work assignments suitable to the student’s linguistic ability for activities and assessments 4. Extend time for assignment completion as necessary 5. Allow students an opportunity to express key concepts in their own words 6. Utilize alternate reading assignments/materials at the student’s reading level. When possible, use material specifically designed for ELLs 7. Utilize resources in the student’s first language 8. Substitute a hands-on activity or use of different media in projects for a written activity 9. Utilize assignment notebooks 10. Simplify language or shorten assignments 11. Permit the use of bilingual dictionaries or translation device 	<ol style="list-style-type: none"> 1. Permit the use of picture dictionaries during instruction, assignments, and/or assessments as needed 2. Computer assisted lang. learning program(s): _____ 3. Sheltered Instruction: _____ <i>(Indicate Content Area)</i> 4. _____ 5. _____ 6. _____

Comments: _____



Federal Definition of an Immigrant Student

Federal Definition of an Immigrant Student

The term "immigrant children and youth," which is defined in section 3301(6) of Title III, refers to individuals who: (A) are aged 3 through 21; (B) were not born in any State; and (C) 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 aged 3 through 21;
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C)(i) who was not born in the United States or whose native language is a language other than English;
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (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; or
 - (iii) 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
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.
- TITLE III—LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS

