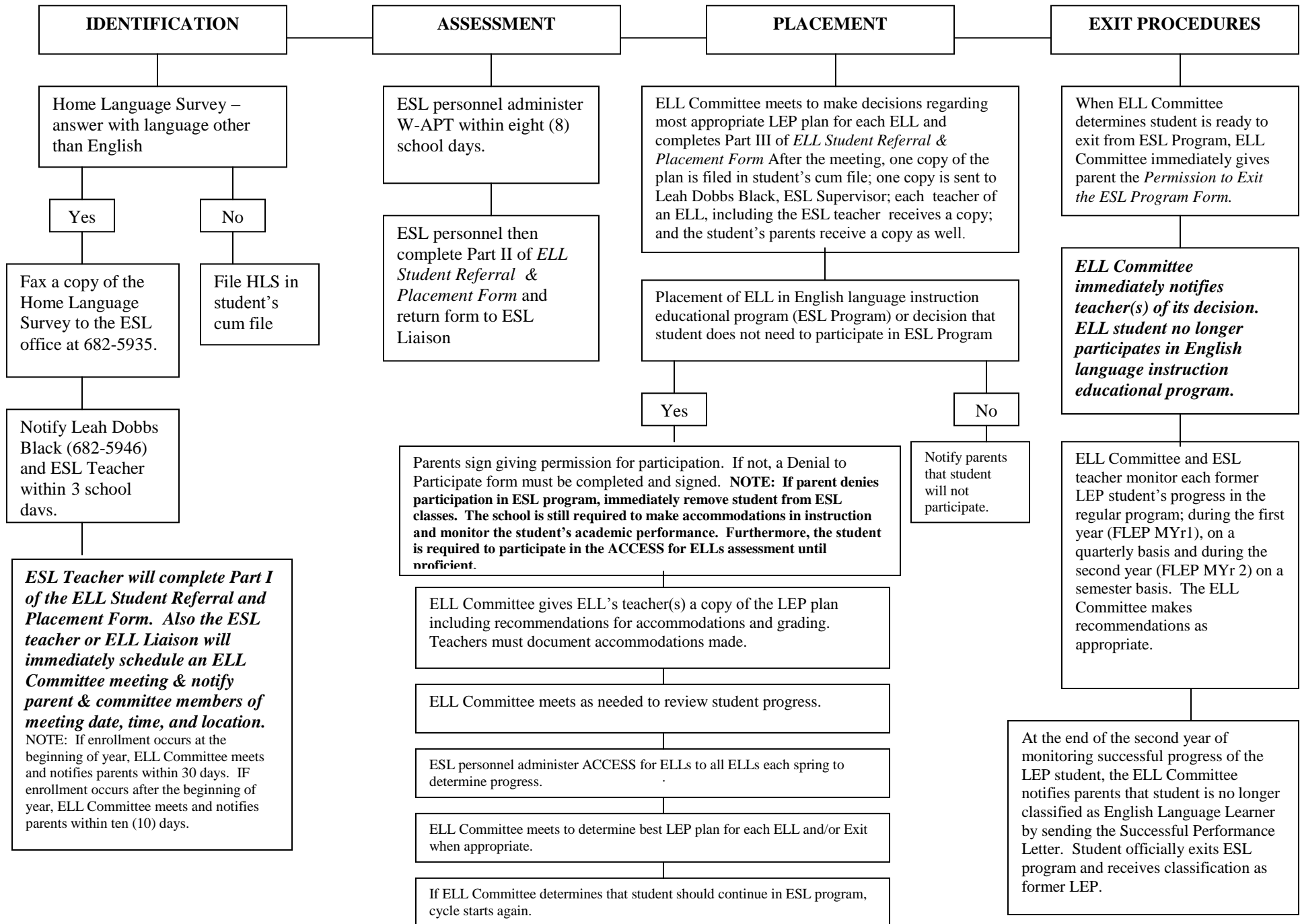


ESL FLOW CHART



SCHOOL COMPLIANCE CHECKLIST

School _____ Date _____

	Yes	No	Initials
1. <u>Identification</u> - Each student has a Home Language Survey completed and on file in the student's cumulative record.	_____	_____	_____
2. <u>Assessment</u> - Each ESL student has been assessed to determine those who need English language instruction.	_____	_____	_____
3. <u>Placement</u> - The school ensures age appropriate, grade level placement and prohibits retention or failure based solely on lack of English skills.	_____	_____	_____
Classroom teachers modify instruction and testing, not curriculum, to accommodate the language level of each English Language Learner (ELL).	_____	_____	_____
The ELL committee determines the quantity of ESL and academic support necessary for individual ELLs to succeed.	_____	_____	_____
The ELL committee reviews and monitors, at least quarterly, the academic and language development of ELLs.	_____	_____	_____
4. <u>Services</u> - The school maintains regularly scheduled language instruction for ELLs.	_____	_____	_____
5. <u>Transition</u> – The faculty evaluates each former ELL individually to determine if academic support is necessary for the student to succeed in the mainstream classroom.	_____	_____	_____
6. <u>Communication</u> - The school attempts to communicate with parents of ELLs about important school information in a language they can understand.	_____	_____	_____

Signature _____ Date _____
Principal

SHELBY COUNTY SCHOOLS

410 East College Street
Columbiana, Alabama 35051

HOME LANGUAGE SURVEY

This form must be completed upon enrollment of any student. A form must be completed on each child in a family.

PLEASE PRINT OR TYPE ALL INFORMATION REQUESTED. **School Name** _____

STUDENT INFORMATION							
Student's Name						Grade	
Date of Birth			Age		Gender (male or female)		
I.D. Number							
Street Address (P.O. Box or Route IS NOT Acceptable)							
City			State		Zip Code		County
What date did the child enter the United States? / /							
In what country was student born?							
Is a language other than English most often spoken in your home?					() Yes		() No
If yes, what language?							
What language did your child first learn to speak?							
Does the child most frequently speak a language other than English?					() Yes		() No
If yes, what language?							

Signature _____ Date _____

REVISED 2/04
HLS

SHELBY COUNTY SCHOOLS

410 East College Street

Columbiana, Alabama 35051

FORM A
HLS

HOME LANGUAGE SURVEY

This form must be completed upon enrollment of any student. A form must be completed on each child in a family.

PLEASE PRINT OR TYPE ALL INFORMATION REQUESTED. **School Name** _____

STUDENT INFORMATION							
Student's Name						Grade	
Date of Birth			Age		Gender (male or female)		
I.D. Number							
Street Address (P.O. Box or Route IS NOT Acceptable)							
City			State		Zip Code		County
What date did the child enter the United States? / /							
In what country was student born?							
Is a language other than English most often spoken in your home?					() Yes		() No
If yes, what language?							
What language did your child first learn to speak?							
Does the child most frequently speak a language other than English?					() Yes		() No
If yes, what language?							

Signature _____ Date _____

REVISED 2/04
HLS

SHELBY COUNTY SCHOOLS410 East College Street
Columbiana, Alabama 35051FORM A/SP
HLS**ENCUESTA: LENGUAJE USADO EN CASA**

Esta forma debe ser completada al momento de la matrícula. Cada estudiante de una familia tiene que llenar un formato. POR FAVOR ESCRIBA EN IMPRENTA LA INFORMACIÓN SOLICITADA.

Nombre de la Escuela _____

INFORMACIÓN DEL ESTUDIANTE

Nombre de estudiante		Grado	
Fecha de nacimiento	Edad	Género	
Número de Identificación			
Calle (no se acepta P.O.Box ó carretera)			
Ciudad	Estado	Código Postal	Condado
¿En qué fecha entró el niño(a) a los Estados Unidos?		/	/
¿En qué país nació el estudiante?			
¿En casa se habla más frecuentemente otro idioma que no sea Inglés?		() Sí	() No
Si es así, ¿qué idioma?			
¿Cuál es el primer idioma que su niño(a) aprendió a hablar?			
¿El niño(a) habla otro idioma más frecuentemente que Inglés?		() Sí	() No
Si es así, ¿qué idioma?			

Firma _____ **Fecha** _____

Revisado 2/04



STATE OF ALABAMA

DEPARTMENT OF EDUCATION



OFFICIAL REQUEST FOR STUDENT RECORDS

DATE OF REQUEST _____ DATE OF REQUEST RECEIVED _____

The Alabama Department of Education and _____
 (Name of School)

request that you transmit the following student records as soon as possible. If the student is currently receiving special education and related services, the records must be transferred to the requesting school. [Alabama Administrative Code, Chapter 290-080-090-.10(2)(e)]

_____	_____	_____	_____
LAST	FIRST	MI	GRADE

_____	_____	_____	_____
LAST	FIRST	MI	GRADE

_____	_____	_____	_____
LAST	FIRST	MI	GRADE

_____	_____	_____	_____
LAST	FIRST	MI	GRADE

Principal

Mailing Address:
School: _____

Street: _____

P.O. Box: _____

City: _____

State: _____ Zip: _____

REQUEST FOR RECORDS

TO: PRINCIPALS AND REGISTRARS

Alabama, like other states, has experienced increased mobility in its school population. Procedures must be addressed in order that the timely transfer of records be achieved. Oftentimes, the student arrives at the new school with few, if any, records. This creates a myriad of problems for the student as well as school personnel. As the student awaits the arrival of an official transcript or the collection of other placement information, school personnel struggle to identify the course of study or grade placement which will be most beneficial to the student.

To facilitate the immediate and accurate placement of each student, the following should be followed:

1. Records should be requested on the date the student enrolls.
2. Response to requests for transfer information should be forwarded no later than one school day from receipt of request.
3. No transcript should be withheld due to the fact that the student may have some outstanding bill pending at the school.



Departamento de Educación
Gordon Persons Building
50 North Ripley Street
Montgomery, AL 36130-3901



Petición Oficial de los Archivos Académicos de Estudiante

Fecha de la petición _____
Fecha de recibir la petición _____

El Departamento de Educación del estado de Alabama y _____

Piden que ustedes transmitan tan pronto como posible los archivos académicos de los siguientes estudiantes. Si el estudiante ya recibe los servicios de la educación especial o servicios relativos, debe trasladar los archivos a la escuela que los pide. (Código administrativo de Alabama 290-080-090-09[2][e])

Apellido	1 ^{er} Nombre	Inicial 2 ^o Nombre	Grado

Director de la escuela

Firma del

Dirección:

Escuela: _____

Calle: _____

Apartado Postal: _____

Ciudad: _____

Estado: _____ Código Postal: _____

IMPORTANT PROCEDURES FOR ENGLISH LANGUAGE LEARNERS

1. Complete Home Language Survey for EVERY student. This form MUST be in each Shelby County student's cumulative record file as per OCR guidelines.
2. If any question on the Home Language Survey is answered with a language other than English, our office should be notified (Leah Dobbs Black, 682-5946) within three (3) school days.
3. Fax a copy of the Home Language Survey for each student who has a question answered with any language other than English to 682-5935.
4. The ESL teacher will administer the WIDA ACCESS Placement Test W-APT to determine whether or not the student needs to participate in the ESL program. The local school cannot simply decide that a student does not need to participate in the program because teachers think he or she is doing fine. According to OCR guidelines, there must be a formal assessment of the student's English proficiency.
5. If it is determined by the ELL Committee that the student should participate in the ESL program, the student will receive ESL services on a daily basis in accordance to his/her language level and as set forth by the ELL committee.
6. Each ELL (English Language Learner) student must have an ELL Committee that includes the parent or guardian. (One of the OCR requirements is that we must communicate with the parent in a language that he/she understands. We therefore may have to have an interpreter at the ELL Committee meeting.) The ELL Committee will determine placement in the ESL program, determine accommodations necessary for participation in the State Assessment Program, suggest best class schedule for ELL, suggest accommodations for use in regular content area classes, determine best grading procedure for ELL, encourage ELL to meet his/her academic goals, lend emotional support and encouragement to ELL as he/she adjusts to life in the new school, work with parents to ensure maximum benefit from school program, and make recommendations to school decision makers on professional development for staff and parents regarding ELL success.
7. According to Title III, Part C, Section 3302(a), each LEA shall, "not later than thirty (30) days after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the details of the program as instructed in the parental notification section of this document (see Section XI). If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the LEA must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program.

ELL COMMITTEE

What school should have an ELL Committee?

EVERY school **must** have an ELL Committee in place.

Who serves on the ELL Committee?

The following people are suggested members for the ELL Committee:

- Regular education teacher
- ESL teacher
- Special education teacher
- Administrator
- Counselor
- Parent or guardian of the student (must be invited to participate)

What is the role of the ELL Committee?

The ELL Committee is responsible for the following:

- a. Verifying that every student has a Home Language Survey in his/her cumulative record file.
- b. Determining placement in and exit from ESL program.
- c. Working with parents to ensure maximum benefit from school program.
- d. Determining accommodations for participation in State Assessment Program.
- e. Suggesting best class schedule for ELL.
- f. Suggesting accommodations for use in regular content area classes.
- g. Determining best grading procedure for ELL.
- h. Encouraging ELL to meet his/her academic goals.
- i. Lending emotional support and encouragement to ELL as he/she adjusts to life in the new school.
- j. Making recommendations to school decision makers on professional development for staff and parents regarding ELL success.

How often should the ELL Committee meet?

The ELL Committee should meet as often as necessary to meet the needs of English Language Learners in the school.

INFORMATION TO BE INCLUDED DURING PARENT CONFERENCE

The LEA must ensure that appropriate notification is made to parents prior to placing a student in an English language instruction educational program. According to Title III, Part C, Section 3302(a), each LEA shall, “not later than thirty (30) days after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in,” an English language instruction educational program, about the following:

- The reasons for the identification of the student as limited-English proficient and in need of placement in an English language instruction educational program.
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.
- The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and the use of English from “regular” programs in the school.
- How the program will meet the educational strengths and needs of the student.
- How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate.
- If applicable, how the program meets objectives of the student's individualized education plan (IEP).

Specifically, the following information pertaining to parental rights must be provided in writing:

- The right of parents to have their child immediately removed, upon their request from the English language instruction educational program.
- The options that parents have to decline to enroll their child in an English language instruction educational program or to choose another program or method of instruction if another program or method is available.
- The assistance that will be provided for parents in selecting from among various programs and methods of instruction if more than one program or method is offered by the LEA.

Each LEA must implement "an effective means of outreach" so that parents of ELLs can:

- Be involved in the education of their children.
- Be active participants in assisting their children to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging state content and student achievement standards as all children are expected to meet.

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the LEA must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program.

Enrollment Interview

The purpose of collecting educational background information on LEP students is to assist in student placement and educational planning. Minimally, answers to the following questions should be sought:

1. Where did the student last attend school?
2. When was the last time the student attended school?
3. What was the last grade level the student completed?
4. What would be the equivalent grade level in the United States?
5. What subjects has the student had, and what grades did the student receive in school?
6. Has the student ever attended school in the U. S.? If so, where and for how long? Did the student study in the mainstream, or was an ELL or bilingual program provided?
7. Has the student ever taken English as a foreign language or second language?

For how long?

8. Is there any other information that you believe would be helpful to the school in assessing and placing the student?

Note: The parent or guardian of the student may not have the English proficiency necessary for conveying the educational background information at the time of registration. Nevertheless, every effort should be made to obtain the information because it is useful in educational planning for the student. A translator may be needed to accomplish the interview.

(This is not intended to be an exhaustive list of questions, but it should serve as a guide for gathering information related to appropriate placement.)