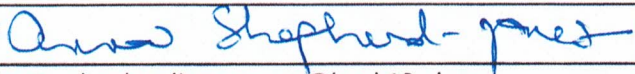
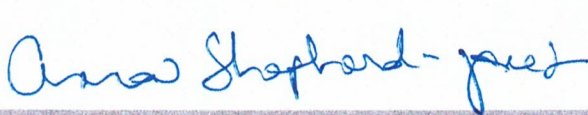



Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Lee County Schools
LEA Contact for ELs:	
Name: Anna Shepherd-Jones	Signature: 
Position and Office: EL/Title III Coordinator	Email Address: shepherdjones.anna@lee.k12.al.us
Telephone: 334-705-4166	Fax:
<input checked="" type="checkbox"/>	Check box if LEA receives Title III Funds
<input type="checkbox"/>	Check box if LEA receives an Immigrant Grant

Assurances	
The LEA will:	
<input checked="" type="checkbox"/>	Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan
<input checked="" type="checkbox"/>	Assure that all teachers in any language instruction educational program for English Learners (ELs) that is funded with any source of federal funds are fluent in English , including having written and oral communication skills
<input checked="" type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English learners
<input checked="" type="checkbox"/>	Assure that all individuals used as translators or interpreters are fluent in the language they are translating.
<input checked="" type="checkbox"/>	Assure ELs have equal access to appropriate categorical and other programs and are selected on the same basis as other children
(The following assurances apply only to LEAs that receive Title III funds)	
<input checked="" type="checkbox"/>	Assure that the LEA has a process for parents to waive Title III Supplemental Services .
<input checked="" type="checkbox"/>	Assure that the LEA has an Equitable Services Implementation plan , if applicable.
<input checked="" type="checkbox"/>	Assure timely and meaningful consultation with private school officials regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable

Anna Shepherd-Jones		9/19/2022
EL Program Administrator	Signature	Date
James E. McLoey		9-20-22
LEA Superintendent	Signature	Date

***THIS COVER SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

***EL Advisory Committee Signatures**

Please see attached document.

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the *Every Student Succeeds Act* (ESSA) for serving students who are English learners and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

The Comprehensive EL District Plan should address each aspect of the instructional program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should: contain sufficient detail and specificity so that all employees can understand how the plan is to be implemented; and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs may refer to the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at www.alsde.edu/departmentoffices/federalprograms.

***THIS SIGN-IN SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

EL Advisory Committee Meeting Sign-in sheet 9/09/2022

Name	School	Role
Angel Fowler	ALL	Meeting Facilitator/Lead Teacher
Cynthia Meals	Beauregard High	AP
Brad Hunter	Central Office	Assistant Superintendent
Anna Shepherd-Jones	Central Office	EL/Title III Coordinator
Pamela Gaddis	Loachapoka Elementary	School Counselor
Valeria Moore	Loachapoka Elementary	EL teacher
Charma Allen	Loachapoka Elementary	Reading Coach
Kathy Guy	LC2	District Test Coordinator
Meg Collins	West SSES	AP
Alexis O. Barry	Loachapoka High	AP
Jennifer Hall	East SSES	AP
Lyndi Lee	Beulah Elementary School	AP
Amy Head	Smiths Station Junior High School	Counselor
Michele Thomason	West SSES	AP
Jamie Anthony	Lee County Schools	EL Teacher
Ameshia Cleveland	Lee County Schools	EL Teacher
Jamie Harrison	Auburn University	Associate Professor
Ana Calderon	Beauregard	Parent
Grecia McMullen	Lee County Schools	Bilingual Parent Liaison
Daisy Benford	Sanford Middle Schools	AP
Ashley Bledsoe	South SSES	AP

Section II Checklist

EACH LOCAL DISTRICT THAT DOESN'T RECEIVE TITLE III MUST USE THIS PLAN TEMPLATE

A. Required Theory and Goals

The LEA's educational theory and goals for its program of services – to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)

The mission of Lee County Schools (LCBOE) is to challenge every student to pursue dreams, succeed with integrity, and contribute meaningfully to a diverse society. LCBOE is committed to providing all students an equal opportunity to benefit from educational programs and services that are appropriate, effective and evidence-based. The programs, practices, training, and accountability measures are designed so all students can reach English proficiency as well as the state of Alabama's rigorous content standards in a timely manner.

Under federal law, a student may not be excluded from participation in, or denied the benefits of, a school program or activity on the basis of his/her national origin or English language proficiency. LCBOE is committed to the affirmation that all students, including those who are not proficient in English, can and will receive a free and appropriate education. LCS recognizes that equal services are not equitable services (Lau v. Nichols, 414 U.S. 563 (1974)). The procedures in this plan assure that students who are identified as English learners (ELs) receive individualized, specialized services that allow them to succeed in all academic and extracurricular classes while fully developing their English language skills. The plan includes policies and procedures for the registration, identification, evaluation, instruction-including programs and resources-and existing criteria for ELs.

The LEA Advisory Committee helps to establish and review goals for the EL program. Program goals are as follows:

- Schools will be culturally responsive and welcoming to ELs and their families.
- LCBOE employees will value linguistic diversity and encourage students to use their home languages at school, when appropriate, and urge multilingual parents to continue developing their children's native language(s) at home.
- During instruction and assessment, teachers of English learners will implement the WIDA English Language Development (ELD) standards in conjunction with LCS's evidence-based core curricula.
- English learners will strive to meet state English Language Proficiency standards and state content standards with the support of classroom teachers, EL Teachers and other pertinent school officials.
- English learners will exit the program in a timely manner. (5-7 years)
- State and federal funds will be used to provide EL teachers' salaries and benefits as well as to provide interpreters/translators, professional development (PD) opportunities, and materials/supplies for the implementation of this plan.
- EL teachers will coach teachers, provide PD and resources to teachers, and collect and maintain vital English learner opportunities, and materials/supplies for the implementation of this plan.

- ELs will meet state goals for Assessing Comprehension and Communication in English State-to State for English Language Learners (ACCESS for ELLs 2.0).
- ELs will show improvement annually on ALSDE's academic accountability assessments, eventually reaching or exceeding benchmark.

B. IDENTIFICATION AND PLACEMENT PROCEDURES

1) Include the LEA's procedures for identifying members for the EL Advisory Committee.

System Level:

LCBOE's EL Advisory Committee review, approves, and evaluates the implementation of the District EL Plan annually. The committee discusses the overall effectiveness of the EL program and makes recommendations for its improvement. Input is sought from all stakeholders to ensure that student needs are identified and all available community resources are being utilized. The following stakeholders are represented on LCBOE's EL Advisory Committee: system administrators, school administrators, EL Teachers, EL Building Contacts, Counselors, Building Test Coordinators, parents and AU ESOL faculty.

The Director of Federal Programs or designee is responsible for oversight of the LEA EL Advisory Committee and maintaining documentation, as well as submitting required reports to the ALSDE. A copy of the EL District Plan is available to ALL parents, students, and the public for review on the system website, in schools' media centers and at the LCBOE in the office of the EL department.

The EL Lead Teacher communicates the EL Program's plan, goals and progress to parents at parent meetings. He or she provides this information to school Administrators, school-level EL Building Contacts, Registrars, Counselors, and Teachers at face-to-face PDs, webinars, or in writing electronically.

Each school has a designated EL Building Contact who receives and turns-around additional EL PD. EL Building Contacts are liaisons between the system EL staff and school staff. They are the face of the EL program at their schools, where they serve as EL go-to people for their faculty, ELs and EL parents. They maintain close communication with EL teachers by phone, through email, or in-person. EL Building Contacts promote a shared commitment to EL achievement across the county.

School Level:

Each school in the LEA will form a school level EL Committee. Members consist of an administrator/LEA, EL Teacher, EL Building Contact, Counselor, and, when possible, special services (speech pathologist, special education teacher, gifted teacher, etc.), and any other school employee with knowledge of the students if designated by the principal or EL teacher. The school-level EL Committee will meet to review pertinent items related to the EL Program.

Based up on this information, the school-level EL Committee shall:

1. Review, discuss, and recommend changes to EL parent engagement and parent programs.
2. Review the annual EL Program Evaluation.
3. Review changes and updates to the District EL Plan, providing the district EL Advisory Committee with feedback when deemed necessary.

All members of the EL Committee will observe all rules and laws governing the confidentiality of information concerning individual students.

2) Include the LEA's methods for identifying, placing, and assessing the students to be included in the English language instruction educational program. The following components must be explained in the plan.

1. Parents complete a Home Language Survey (HLS) upon enrolling in LCBOE.
2. School registrars refer students whose parents indicated another language is present in the home to the EL teacher for EL screening by the first day of school or **WITHIN ONE DAY OF ENROLLMENT after the school year has started.**
3. EL Teachers will also check PowerSchool Enrollment frequently for new enrollments that may need to be screened.
4. If EL records from a WIDA state cannot be located within the applicable 30-day or 10-day deadline, the EL teacher will administer either the WIDA Screener for Kindergarten or the WIDA Online Screener for students in grades 1-12.
5. The EL teacher and other pertinent parties will review the student's transferred EL Records or screener results and ALSDE EL eligibility/placement policy to determine eligibility and proper placement in the EL Program.
6. Parents are notified annually of their child's eligibility for EL Services.
7. Qualifying and returning EL students' parents are invited to join the school EL Committee in making recommendations and other relevant documents pertaining to their child.
8. After meeting the exit requirements, the student will no longer participate in the EL program but will be monitored for 4 years, per federal ESSA regulations.
9. After a student satisfies the exit requirements and has successfully completed 4 years of monitoring, the EL teacher will recommend that they be dismissed from the EL Program. The school EL committee will review the student's information and approve or deny the dismissal.
10. Parents are notified when students are eligible for dismissal from the program.
11. **ALL ACTIVE EL PARENTS ARE NOTIFIED OF THEIR RIGHT TO WAIVE TITLE III SERVICES ANNUALLY.** Parents wanting to deny services receive additional information on the consequence of refusing the supplementary Title III services. Parents who choose to deny supplemental Title III services should complete a waiver form that the EL teacher places in the student's cumulative folder. These forms should be completed annually.
12. The core EL program may not be waived. The student will have an IELP and will take the ACCESS for ELLs test until they attain the ALSDE exit criteria.
13. Home language surveys and ACCESS score reports are placed in a yellow folder jacket in students' permanent records. Should a student withdraw from LCBOE, copies of these records travel with their other transfer documentation. Original documents remain in the withdrawn child's yellow folder.

Additional Information Regarding EL Enrollment:

In May 2014, the US Department of Education, Office for Civil Rights, and US Department of Justice issued a "Dear Colleague" letter reminding schools of their responsibility to comply with federal law and regulations regarding enrollment procedures and ELs. Please see the excerpt below. The full text can be found here:

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405>

Additionally, the United States Supreme Court held in the case of Plyler v. Doe, 457 U.S. 202 (1982), that a State may not deny access to a basic public education to any child residing in the State, whether present in the United States legally or otherwise. Denying "innocent children" access to a public education, the Court explained, "imposes a lifetime hardship on a discrete class of children not

accountable for the disabling status...By denying these children a basic education, we deny them the ability to live within the structure of our civic institutions, and foreclose any realistic possibility that they will contribute in even the smallest way to progress of our Nation.” Plyler, 457 U.S. at 223. As Plyler makes clear, the undocumented or non-citizen status of a student (or his or her parent or guardian) is irrelevant to that student’s entitlement to an elementary and secondary public education.

ALL language minority students must be allowed to attend school, regardless of their ability to produce proof of residency, immunization certificate, previous school’s records, a birth certificate, social security number, or immigration documentation. Children may not be excluded from school because they do not have a social security number or documented immigration status. The school should use procedures described in Alabama Administrative Code (AAC) to create a student number (See Appendix B, Online Resources, Item 2 [electronic copy of the AAC]).

If parents do not have student immunization records available, the dates of immunization may be obtained by calling the previous school the child attended. The LEA may need to contact the former school system. If necessary, students can begin the immunization series at the local public health department. If appropriate immunization documentation cannot be obtained within 90 days, the student’s case should be handled in accordance with approved state and local board of education procedures. The LEA should work collaboratively with community and area agencies to facilitate the school enrollment process. These efforts should be documented for future reference as needed.

When students have never attended a US school and no foreign school records are available, initial grade placement is made based on the age of the language-minority student and parent information. **Students are placed in an age appropriate classroom.** Language minority students transferring from school systems in the USA will be placed in the appropriate grade based on their previous school’s records.

3) Include the method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress for a period of at least four years (new in ESSA), and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0® English language proficiency test.

EL Program Exit and Monitoring Procedures

No student shall be exited from EL services due to being in the program a set amount of time. There is no time limit for participation in the EL program. Students are considered eligible to exit the EL program based on the following criteria:

Results of the ACCESS Test:

ELs who meet the ALSDE EL exit criteria will be placed on year 1 monitoring status pending approval of the school EL committee. As of 8/19/2020, the ALSDE exit criterion is earning a composite score of 4.8 or above on the ACCESS for ELLs. Parents will be notified in writing of their child’s change in status.

Monitoring of Exited Students:

Classroom teachers monitor exited students for a period of four years to determine if they are academically successful. During the first year students will be monitored at the time of report cards (4 times a year). Years 2-4 the student will be monitored at the end of each semester. The EL teacher shall maintain documentation of monitoring.

The criteria used to determine success may include:

1. Subject area grades
2. Review of formal and informal student assessment results
3. Review of student work samples
4. Attendance
5. Administrative information
6. Teacher monitoring form
7. Parent input
8. Student input

If these reports indicate that the student is experiencing difficulty in the mainstream program, the EL teacher will administer a grade-level appropriate WIDA screening tool as well as any other assessment necessary to determine if the academic difficulty is due to a lack of English language proficiency in English. The EL committee will approve placement back into the EL program if the evidence indicates that the difficulty is due to a lack of English language proficiency.

C. PROGRAMS AND INSTRUCTION

1) Describe the programs and activities that will be developed, implemented, and administered to ensure that ELs acquire academic language as part of the core LIEP.

- Process the system uses to conduct a comprehensive needs assessment
- Rationale for selecting the particular EL program/s and how they are evidence-based

Research Based EL Programs

According to research, it takes the average EL from six months to five years to acquire the social language that is needed to function on a daily basis. Additionally, it takes approximately five to seven years to acquire the language skills necessary to function in an academic setting. Research also suggests that the rate of second language acquisition depends on the language learning environment, the student's age, motivation, and the cultures of the home and school. EL Advisory Committee completes a comprehensive needs assessment annually as part of their program evaluation. Working with these findings in mind, Lee County Schools has developed a plan to meet the needs of its EL students. Both the Core and Supplementary EL programs are research-based and sound according to Second Language Acquisition theory.

Description of the Core English Language Instruction Educational Program:

LCBOE's Core EL Program is English as a Second Language (ESL). The US DOE English Learner Tool Kit defines English as a Second Language as a "Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing)." (U.S. Department of Education, Office of English Language Acquisition, 2016, Ch. 2, p. 9).

ESL is teaching the core content standards, established by the ALSDE, in conjunction with the WIDA ELD standards through the domains of listening, speaking, reading, and writing. The ESL model groups language minority students from different language backgrounds together in classes where teachers use English as the medium for providing content area instruction while adapting their language to the proficiency level of the students, and accommodating the content to match the students' ACCESS for ELLs proficiency levels. Although the acquisition of English is one of the goals of ESL, instruction focuses on content rather than language and on learning the language through content. Through this

high-quality differentiated instruction, ELs are able to learn content and English simultaneously. The EL Teachers are available to assist teachers in implementing the core EL Program.

To ensure ELs are educated in the least restrictive and least segregated manner possible, based on the educational needs of the students, all language-minority students are immersed in the regular curriculum, which is scaffolded by classroom teachers using ESL best practices and WIDA Standards. The WIDA ELD Standards for ELLs in Kindergarten through Grade 12 are to be used as an instructional tool when an EL is receiving English language acquisition instruction by the EL teacher as well as regular classroom instruction in all EL Programs. ELs are required to meet all grade-level appropriate academic standards defined in the Alabama Courses of Study. Academic subjects are taught using English as the medium of instruction. Content knowledge and skills are the primary goals. Highly qualified content-area teachers use the ESL methods of simplified language, physical activities, visual aids, and research-based, proven EL strategies to teach vocabulary for concept development in language arts, mathematics, science, social studies, and other subjects.

The Core EL Program, ESL, ensures that students gain the English language skills necessary to function successfully in an English-speaking academic setting. If academic deficiencies exist, then LCBOE will provide additional support as needed to ensure that ELs meet the same challenging state standards all students are expected to meet.

English learners must simultaneously learn English and content. The WIDA ELD Standards facilitate the development of language while simultaneously supporting, guiding, and developing content knowledge and skills at the appropriate level of English proficiency for each student. Students learning a new language undergo five stages of language development: Entering, Emerging, Developing, Expanding, and Bridging until they attain English proficiency. By implementing the WIDA ELD standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum and state standards as they progress through the stages of language acquisition.

Description of the Supplemental English Language Instruction Educational Program

LCBOE's supplemental EL program is based on the pull-out/push-in method of English acquisition instruction. All aspects of supplemental, direct EL services are based on evidence-based approaches that demonstrate effectiveness in increasing English proficiency and student academic achievement in all content areas. Supplemental instruction employs ESL and Sheltered-Instruction techniques to teach language (WIDA Standards 1-5) through content. EL teachers include activities that focus on speaking, listening, reading, and writing that supplement the lessons being taught in their content classes.

Students whose language proficiency, as determined by the WIDA Screener or ACCESS for ELLs, is considered to be in the beginning levels of proficiency (anywhere from 1.0 to a 2.9), may receive pull-out or push-in instruction with the EL teacher. For students who are at the proficiency levels of 3.0 to a 4.7, the EL Committee will determine services upon the recommendation of the EL Teacher. These services can include push-in, pull-out, or close collaboration between the EL Teacher and classroom teacher.

2) Describe how language instruction educational programs will ensure that ELs develop English proficiency:

- How data is used to improve the rate of language acquisition for ELs

- How the LEA supports each school with respect to continuous improvement practices and specific professional development
- How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum

Practice of continuous improvement and use of data to improve the rate of language acquisition for ELs

Data from Access for ELLs 2.0, ACAP summative, Renaissance, STAR CBM data, and grades used are used to monitor continuous progress. The LEA entered into a contract with ELlevation in August of 2017. Beginning in late Fall 2017, these measures were brought together in ELlevation, along with supporting data, which may include attendance information, IELPs, and any additional plans the student may have (IEP, RTI, Characteristics of Dyslexia, etc.). Advanced filters will allow for the EL department to disaggregate and analyze data by grade level, home language, length of time in program, etc., at the individual student, school, or district level. District EL teachers, administrators, and classroom teachers or ELs have access to the ELlevation platform.

Support the LEA provides each school with respect to continuous improvement practices

The LEA provides opportunities for EL teachers, administrators, and classroom teachers to attend workshops and professional development seminars throughout the school year. These workshops include, but are not limited to, School Assistance Meetings for Understanding English Learners (SAMUEL-ALSDE EL PD), Alabama Mississippi Teachers of English to Speakers of Other Languages (AMTESOL), Southeast Teachers of English to Speakers of Other Languages (SETESOL), WIDA conferences, and any other state-sponsored EL workshops. Leave time to attend workshops of this nature are approved and funded. The LEA will support schools and provide workshops within the system during the year. This might include differentiated coaching with a member of the EL department staff, outreach workshops with AU ESOL faculty, or special-topics PD by EL teachers that suit the schools' unique and immediate EL needs.

LEA integration of the World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards with the curriculum; teacher integration of the WIDA ELP Standards in lesson plans

Teachers use the WIDA Standards, Can-do descriptors, and Model Performance Indicators to determine what their EL should be able to do in the classroom. Teachers will use the ACCESS for ELLs results provided on the student's IELP in conjunction with the recommended accommodations in order to create lesson plans that facilitate language and content learning. Teachers should list target WIDA ELP Standard(s) on their lesson plans.

3) Describe the grading and retention policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.

GRADING

It is against the law to fail a student because he or she is not proficient in English.

To ensure that EL students have a reasonable chance of succeeding in school, the following guidelines will apply:

1. For each EL student, a plan for EL instruction known as an Individualized English Language Plan (IELP) shall be developed. Students will be graded according to the IELP.

2. Students who are identified as EL will be graded on content mastery with appropriate language accommodations. Teachers should refer to the student's IELP for the appropriate language accommodations.
3. The IELP committee will approve the language accommodations recommended by the EL teacher for each EL student, based on an evaluation of the student's English proficiency level. Each teacher will receive a copy of the accommodations that are appropriate for each student. As a student gains English proficiency, the IELP committee will approve changes to the accommodations.
4. Written documentation justifying failing grades despite accommodations provided should be available for administrators, the EL teacher, or the student's parents or guardians to review upon request. A summary of instructional strategies and accommodations used should also be provided.
5. Lack of ability to read, write, or speak in English or inability to complete coursework because of a lack of proficiency in English is NOT the basis for an "F." Therefore, it is important that teachers document how lessons, assignments, and exams are made linguistically accessible.
6. Kindergarten EL students will be graded on the standards-based scale used by all Kindergarten students.
7. EL students in grades 1-12 will receive a letter or standards based grading **with language accommodations per the students' IELPs. Report cards will specify grades with accommodations in place.**
8. Students who exit the EL program will not receive accommodations but will be monitored for 4 years. During this time, if they are experiencing academic problems or receiving failing grades in any subject area, they can reenter the EL program only if it is determined that the failing grades are the result of a lack of proficiency in English. The EL committee will approve placement based on the results of the language evaluations.

FAILING AND RETENTION

A grade of "F" cannot be assigned to an EL without full documentation of what accommodations had been made to assure the student had full access to the content of the academic program. Lack of ability to read and write in English cannot be the basis for an "F"; it is against the law to fail a student because he or she is not proficient in English and violates his or her civil rights.

Retaining an EL, even with parent permission, based solely on their lack of English proficiency is ill advised in that, according to the ALSDE, it does not help the student to learn English more quickly. Consultation with the Director of Federal Programs, counselor, and EL Coach is required before retaining or failing an EL. Prior to considering retention of an EL, the following points should be addressed by the EL Committee:

- What is the student's level of English language proficiency?
- Has an IELP been implemented to document classroom accommodations and student progress?
- To ensure meaningful participation, are classroom accommodations being made in the areas of:
 - Teacher lesson delivery?
 - Activities and assignments?
 - Homework?
 - Formal and informal assessments (e.g. quizzes and tests)?

- How much English language development instruction is the student receiving during the school day?
- Has an alternate grading strategy been implemented (e.g. portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
- Has the student’s classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to guidelines set forth in their IELPs?
- Has the teacher completed the Retention Checklist for ELs document?

If the parent of an EL requests that their child be retained in a grade level, that parent request will be given consideration by the EL Committee, and the same established procedures for retention of an EL will be followed.

House Bill 388, also known as the Alabama Literacy Act, calls for the retention of third grade students who fail to master third grade minimum essential state reading standards unless the student qualifies for a good cause exemption. Good cause exemption number two states, “Students identified as English language learners who have had less than two years of instruction in English as a second language,” shall not be retained.

The Alabama Literacy Act also states that students in grades K-3 who demonstrate a reading deficiency at any time will be provided with a Student Reading Improvement Plan (SRIP). EL students with a composite score of 2.0 or less on the ACCESS assessment will not be provided with a SRIP where lack of English proficiency can not be ruled out as a barrier to reading proficiency.

Advanced Placement (AP) Courses—ELs are eligible to participate in advanced placement courses; however, according to the College Board of Advanced Placement Programs, accommodations for ELs are not permitted on AP Exams (Please note ELs enrolled in AP courses should receive classroom accommodations so that they have access to the content). It is important that this information is shared with parents and students.

District Assessment, e.g. ACAP (Alabama Comprehensive Assessment Program), STAR/Renaissance, Classwork, etc.--Any assessment given to an EL for grading and/or program placement purposes MUST be accommodated as it is stated in the IELP.

4) Include details on the specific staffing and other resources to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.

Staffing

Qualified Personnel (ESL Licensure)

All teachers in any English language instruction program for ELs funded with federal funds must be qualified to teach ESL (English as Second Language/English for Speakers of Other Languages) and fluent in English with high quality written and oral communication skills. State requirements for teaching English as a second language are included in this section for clarification.

EL Staff Development

On-going professional development (PD) opportunities are provided to develop EL Teachers in the implementation of the WIDA ELD Standards and differentiated instructional strategies for ELs. These may include WIDA PDs and webinars, AMTESOL conferences, State-Sponsored EL PD include SAMUELS. In addition, EL teachers participate in staff development with content teachers, data presentations, and state and federal programs EL meetings.

State Requirements for Teaching English as a Second Language

Teaching English to non-native speakers requires knowledge and skills that differ from teaching other subjects such as science and math. Although certain educational theories and instructional strategies are interdisciplinary, teacher preparation courses may be inadequate in providing methodology and theory that address English language development within core subject areas.

The information provided below illustrates current state minimum requirements for teaching ESL.

- ESL Certification is awarded through programs at Alabama colleges or with reciprocal agreements with other states with PRAXIS II,
- ESL P-6 Teachers can have:
 - ESL Certification
 - Foreign Language Certification
 - Regular Elementary Certification
- Secondary ESL Teachers can have:
 - ESL Certification
 - Foreign Language Certification
 - Regular Elementary Certification
 - English/Language Arts Certification

While some certified teachers without formal ESL certification are permitted to teach ESL as described above, LEAs must provide appropriate PD for teachers who have not received formal ESL certification. LCBOE complies with OCR regulations in requiring EL Teachers be certified in English as Second Language/English for Speakers of Other Languages. (See OCR Memorandum 1991, Staffing Requirements.)

Content Teacher and Administrator Staff Development

On-going PD sessions are conducted annually to better train content teachers and administrators in the implementation of the WIDA ELD Standards and differentiated instruction strategies for ELs. EL Teachers will provide content teachers and administrators opportunities to view relevant videos, attend EL workshops, webinars, and specialized, targeted assistance by EL teachers on request. A strong partnership with the Auburn University ESOL Department provides additional opportunities for professors and ESOL students to collaborate with faculty upon request.

Resources

The following lists offer a broad description of the program materials available to school personnel. As content area textbooks are adopted, attention is given to the EL supplementary components. Additional efforts are made to provide Spanish Bilingual companion texts and/or appropriate adapted texts when ELs are in the entering (level 1) and emerging (level 2) stages of English Language Proficiency.

Elementary

- TransACT website

- Spanish only and bilingual Spanish/English library books
- Accelerated Reader (AR) tests for Spanish versions of books
- Word-for-word translation dictionaries for state assessment accommodations
- Lakeshore math and reading centers and games for visual and hands-on support
- Bilingual dictionaries
- iPads with apps that support ELD and scaffold content (K-2)
- Chromebooks (3-5)
- Making Content Comprehensible for English Learners: The SIOP Model, 5th Edition, Echevarria, Vogt & Short (2016)
- Oxford English/Spanish Picture Dictionary for the Content Areas for Kids books, workbooks, reproducibles, and teacher's edition for Low and High Beginning ELs.
- Freckle/MyON—online library and learning content available in both English and Spanish

Secondary

- TransACT website
- Spanish only and bilingual Spanish/English library books
- Accelerated Reader (AR) tests for Spanish versions of books
- EL supplemental resources for regular curriculum materials
- Duolingo
- Bilingual dictionaries
- Word-for-word translation dictionaries for state assessment accommodations
- Internet (e.g. Google Translate, Microsoft Translator) for in-class translation as needed.
- Valazquez Press bilingual content area academic vocabulary binder inserts, 6-8 and 9-12, Spanish and Hindi
- Chromebooks
- Making Content Comprehensible for English Learners: The SIOP Model, 5th Edition, Echevarria, Vogt & Short (2016)
- Oxford English/Spanish Picture Dictionary for the Content Areas for Kids books, workbooks, reproducibles, and teacher's edition for Low and High Beginning ELs.
- Freckle/MyON—online library and learning content available in both English and Spanish

5) Describe how the LEA will collect and submit data in accordance with SDE requirements.

- How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

EL department staff will code ELs in the state system/ database according to guidelines provided by the ALSDE's English Learner department staff. EL department staff will work diligently to ensure that all data is reliable and accurate. EL department staff members will conduct random data audits to ensure accuracy and reliability.

1. EL department staff will review the latest ACCESS test results as soon as they become available to the district. Staff members will collaborate with teachers, counselors and registrars in order to review new student's EL transfer records and/or WIDA screener (K-12) results.
2. EL departments staff will follow the guidelines that have been established by the ALSDE to update the status of all ELs in the PowerSchool SIS. The updates will be based on the student's most recent English proficiency test scores.

3. EL department staff will conduct ongoing data audits to verify students' EL status. Scheduled data audits will occur prior to the ALSDE's main data collection and again the WIDA AMS data verification period which occurs each year after Access testing.
4. Registrars, counselors, and data entry personnel are trained to consult with the EL department staff before making changes to students' EL status and accompanying fields.

6) Include the LEA's method for evaluating the effectiveness of its program for English learners

- LEA engagement in the continuous improvement cycle
- In relation to English proficiency and challenging state academic standards

In order to ensure that English learners are engaged in the continuous improvement cycle, LCBOE will evaluate the effectiveness of its English learner program by using the results from formal and informal assessments. This evaluation will be an on-going process. The academic progress of each EL student is assessed two times per grading period. This information will be collected, stored and reviewed in Ellevation. ELs and FLEPs' progress will be assessed via Ellevation's classroom monitoring forms.

EL department staff will conduct a formal evaluation of the ELD program at the end of each school year. This evaluation will consist of data collected from the following sources:

- ACCESS for ELLs testing data
- Student report card grades
- Students scores on district and state assessments
- Feedback from parents and teachers
- ALSDE's feedback

The District EL Advisory Committee will review all relevant data during its initial meeting. The committee will recommend strategies to correct these deficiencies. Strategies may include, but are not limited to, workshops PD activities for EL or regular staff, purchasing new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

**7) Include LEA's method of identification and referral of ELs for special services (including Gifted Ed)
Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.**

EL students can be referred for and placed into Special Education and Gifted Education programs by following the same procedures used for all students (Section 3116; Section 3213(2)(2)(G); OCR Memorandum, September 1991, Lau v. Nichols.

All ELs served by the system's EL program will receive special education services on the same basis as non-EL students. However, it is important to note that ELs, because of their cultural and linguistic backgrounds, have special instructional needs. These needs should not be confused with disabilities nor should they serve as a basis for referral for special education evaluation. Prior to referral for a special education evaluation, efforts must be made to meet the student's needs within the context of the regular education program. This includes English as Second language classes and documentation of assessments, accommodations, and interventions.

Specific indicators, which validate the need for special education for special education are:

1. Poor communicative proficiency in the home as compared to siblings and peers in bilingual environments, especially when parents note this lack.
2. English language development that appears to be significantly different than that of his peers who are also learning English.
3. Noted developmental delays or other at-risk conditions.

EL Teachers will review student progress and performance for English learners on a regular basis. In the event that concerns beyond language acquisition arise, The EL Instructor in collaboration with the classroom teacher can refer the student to the RTI team, or can work in conjunction with the PST to outline the intervention that the student needs. If Tier I and Tier II RTI interventions are not successful, English learners will receive intensive Tier II or Tier III interventions in language and content as recommended by the RTI Team. If these interventions are not successful, it may be necessary to refer the student for special education services.

Because it is against the law to place a child into special education because of a lack of proficiency in English, the student's regular education teacher must provide the following documentation. This documentation is necessary to provide sufficient evidence that the problem meriting the referral is not caused by a limited proficiency in English.

- Teacher observation report explaining the problem(s) as well as when and how often the problem occurs.
- A list of strategies that have been used in the classroom to address student's language and academic problems.
- Evidence that appropriate accommodations and/or modifications in instruction and assessments have been provided in compliance with the student's English Learner(EL) Plan.
- Evidence that the problem persists after classroom remediation, RTI interventions, and any other relevant pre-referral strategies have been implemented. This evidence should be sufficient in order to determine what the student can and cannot do academically.

The EL teacher will provide the following documentation to any RTI Team considering an el referral:

- Results from assessments that measure the student's English proficiency in all language areas. 1) WIDA Online Screener 2) ACCESS for ELs 3) Other appropriate language assessments considered necessary by the EL teacher.
- A copy of the current EL plan
- The student's EL status and longitudinal progress in English language acquisition.
- Evidence that the problem persists after appropriate English language instruction has been provided through the EL program.
- List of programs that are currently serving the student.
- Statement explaining why the evidence supports that the problem is not related to a lack of proficiency in English.

Based on the review of the submitted documentation, the RTI Team and the EL teachers may recommend the referral of a student to special education for evaluation after all other avenues have been explored, and after a conclusion has been reached that the regular education and EL program (including core and supplemental) cannot meet the student's needs.

Referral information may indicate that a structured development history is needed to assist in the evaluation of a student's problem. The information gained from this history would be helpful in determining that a student's eligibility for special education services was not determined by the student's limited English proficiency or a lack of instruction in reading and math. The information recorded should remove all doubt that socio-cultural factors are the primary contributors to the

student's learning or behavior problems. Essential factors needed to make this determination may be beyond the referral information required for non-EL students.

Additional pertinent information that should be addressed on the EL referral form may include but not be limited to:

1. Identification of a proficient use of native language (e.g., Home Language Survey/Identification, Oral Language Proficiency Assessment).
2. The extent to which the EL has received native language instruction and /or English language instruction prior to the referral.
3. Experiential and/or enrichment services for students for diverse cultural and experiential backgrounds.
4. The school's efforts to involve parents prior to referral
5. The amount of time and extent of services in an academic program for students who have had little or no formal schooling.
6. Length of residency of the referred student in the United States and prior school experience in the native country and in an English language school system
7. Attempts to remediate the student's performance prior to referral, including any supplementary aids or support services provided for this purpose.

All standard Lee County Special Education Procedures will be followed throughout the referral process. Special Education referrals are made to the Special Education Department. The Special Education Department will determine if the referral is to be accepted and what evaluations are needed. Tests, which will be administered to ELs, will be presented in the native language of the student if and when they are needed and when such a test format is available. Testing with the use of an interpreter is also an option. Personnel who are trained in their administration will administer all the tests. During the referral, and should the EL qualify for services, Special Ed personnel will work with the EL teacher and/or bilingual parent liaison to ensure parents are informed in a language they understand.

Upon completion of all evaluation material and information, the Special Education Committee, including the EL teacher, will meet to determine if the student qualifies for special education services. Should a student qualify for special services, the student's EL teacher MUST be a part of his/her Special Education Committee/IEP team. The student's Special Education teacher(s) and the EL teacher are expected to have collaborative dialogue and support each other in the implementation of the students' IEP and IELP. The Special Education Coordinator is the primary administrator responsible for the provision of special education services to all special education students.

Summary of the EL Referral Process

1. A consistent problem is observed.
2. Intensive instruction and varying teaching strategies are implemented in the regular and EL classrooms.
3. Other available services, i.e. RTI, additional Tier I & Tier II & Tier III instruction, are utilized if the child meets the eligibility requirements.
4. If the problem persists, then the PST and EL teacher will gather and meet to review all relevant documentation.
5. If it is determined that the problem is not related to a limited proficiency in English, then the special education referral process will begin.

6. If the initial special education evaluation provides sufficient evidence that there is a possible learning disability, then the placement process will begin. All typical Special Education procedures will be observed moving forward.

Gifted and Talented Education

LCS has implemented the following procedures for the gifted and talented program.

- All students in the second grade are screened for Gifted Education.
- A PD program was established to enhance sensitivity to cultural, economic and /or linguistic differences.
- Personnel who are properly trained administer all tests.
- Alternate assessments are given when there is evidence of cultural bias in testing or when language proficiency might hinder a student from fully expressing him/herself.
- Testing with the use of an interpreter is also an option.
- Classroom and EL teachers send gifted referrals to the Gifted Referral Screening Team.
- All gifted parent letters are translated and interpreted as needed.
- The gifted Eligibility Team meets to determine if the student qualifies for gifted services.

Communication with Students and Parents

Lee County Schools employs a bi-lingual parent liaison (Spanish) to facilitate translation and interpretation services for our Spanish speaking students and their families. Lee County Schools in conjunction with the ALSDE has also entered into a contract with MasterWord translation and interpretation service. This service provides translation and interpretation services in over 250 languages. Interpreters can be accessed on-demand as well as scheduled in advance. Documents can be uploaded for translation and are returned in a timely manner by the assigned translator. MasterWord's interpreters are FERPA compliant and are trained on the ADA, IDEA, Section 504, Title VI, and Title III. School district employees also have access to Transact, a website which features over 200 legally-required translated parent notices.

D. ASSESSMENT AND ACCOUNTABILITY

1) Describe how the LEA will encourage and hold schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program.

- Including coordination with the LEA Test Coordinator/Director
- Including communication of assessment and accountability requirements to schools

Communication

The LCBOE System Test Coordinator (STC) follows all ALSDE Accountability Guidelines. He or she communicates state and language testing assessment requirements, training and confidentiality requirements, participation policies and procedures to all building test coordinators (BTCs). The STC oversees all high-stakes testing, including annual ACCESS testing and WIDA Screening.

Language Proficiency Assessment

The EL staff members who have completed the appropriate assessment training and certification will administer the WIDA Screener for Kindergarten or WIDA Online Screener (1-12) to all new-to-the-system, non-WIDA state transfer students (potential ELs) and administer the ACCESS for ELLs 2.0 to all LEP students each spring. The WIDA Screener for Kindergarten and WIDA Online Screener (1-12) are the primary instruments utilized to determine the initial level of English language proficiency for program placement. The ACCESS for ELLs is an annual assessment that indicates the progress students have made from year to year and annual proficiency level. The WIDA Screener for Kindergarten, WIDA Online Screener and the ACCESS for ELLs measures speaking, listening, reading, and writing across the WIDA English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12. The standards are:

1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within a school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

The WIDA ACCESS for ELLs will be administered in grade level clusters as follows: Kindergarten; Grade 1; Grades 2-3; Grades 4-5; Grades 6-8; Grades 9-12.

The WIDA Screener for Kindergarten or WIDA Online Screener (1-12) is administered on an individual basis after the Home Language Survey has initially identified a student as a potential English learner. Kindergarten and Grade 1, Semester 1 students who score below a 4.0 (oral language only) will be placed in the EL program. Grade 1, Semester 2 through Grade 12 students who score below a 5.0 (composite) will be placed in the EL program.

The ACCESS for ELLs is administered each spring in accordance with the testing calendar set forth by the Alabama State Department of Education. All Kindergarten students are assessed individually. Students in grades 1-12 take the test on the computer. Students in grades 1-3 ONLY take the writing portion of the assessment with paper and pencil. Students scoring less than a 4.8 composite score will participate in the EL program based on their level of English proficiency and grade level. Changes in EL status will be made at the beginning of each school year based on the results of the WIDA Screener or ACCESS results. Changes will be made in compliance with ALSDE guidelines.

State-Administered Testing Program

LCBOE follows all ALSDE EL testing participation and accommodation guidelines for every state test. During annual state test training, the STC directs all BTCs to communicate with EL teachers to ensure all applicable, documented EL accommodations are in place in accordance with EL students' IELPs.

2) Describe how the LEA will hold schools accountable for meeting proficiency and long term goals.

- Monitoring and evaluating school engagement with continuous improvement plan

Schools must address EL goals for language proficiency in the CIPs. The LEA will monitor and evaluate the implementation of schools' continuous improvement plan, including EL goals both short and long term. All schools' ACCESS results will be evaluated by the EL department staff and shared with the Director of Federal Programs, Principals and the District EL Advisory Committee.

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

1) Describe how the LEA will inform EL **parents using information and notification** in the following format:

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to....

- 1. The reasons for the identification.**
- 2. The child's level of English proficiency.**
 - a. How such level was assessed.**
 - b. The status of the child's academic achievement.**
- 3. The method of instruction used in the program.**
- 4. How the program will meet the educational strengths and needs of the child.**
- 5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.**
- 6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.**
- 7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.**
- 8. Information pertaining to parental rights that includes written guidance detailing:**
 - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)**
 - b. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)**
 - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.**

