









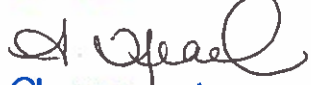










Section I Coversheet, Assurances, Signature Page	
	Local Education Agency (LEA) Name: Lee County Schools
LEA Contact for ELs:	
Name: Brad Hunter	Signature: 
Position and Office: Assistant Superintendent/Federal Programs Director	Email Address: hunter.brad@lee.k12.al.us
Telephone: 334-705-6004	Fax: 334-745-9822
<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	
		9/18/17
EL Program Administrator	Signature	Date
		9/18/17
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**

Jamie Harrison	Asst. Professor, ESOL Education Auburn University	
Jamie Anthony	Teacher- 4th - ESSES	
Albert Weeden, Jr.	Principal LHS	
Mary Ross	Principal - LES	
Adam Keel	Counselor, Beulah ES	
Amy G. Head	Counselor SSJHS	
Amanda Escob	Teacher-1st-LES	
Lisa Harris	Principal - BgES	
Jocelyn Bravate	ESL Instructor	
Michelle Rutherford	Accountability Coordinator	
Grecia Mennell	Bilingual Parent Liaison	
Kathy Guy	Reading Specialist	
Nancy Blanco	Lead EL Teacher	
Brad Hunter	Assistant Superintendent Federal Programs	

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/departments/offices/federalprograms.

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

Section II Checklist

A. Required Theory and Goals

The mission of the Lee County School System (LCS) is to challenge every student to pursue dreams, succeed with integrity, and contribute meaningfully to a diverse society. LCS 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 become proficient in English in a timely manner and so they can achieve the state's academic content standards.

Under federal law, a student may not be excluded from participation in, or denied the benefits of, any school program or activity on the basis of his/her national origin or English language proficiency. LCS 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 exiting criteria for ELs.

The LEA EL 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.
- LCS 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 ELs will implement the WIDA English Language Development (ELD) standards in conjunction with LCS's evidence based core curricula.
- ELs will strive to meet state English Language Proficiency standards and state content standards.
- ELs will exit the program in a timely manner (5-years or less).
- State and federal funds will be used to provide EL Teachers' salaries & 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 EL documentation required by the LEA and the Alabama State Department of Education (ALSDE).
- ELs will meet state goals for the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) state test.
- ELs will show improvement annually on the ALSDE's academic accountability assessments, eventually reaching or exceeding benchmarks when they are proficient in the English language.

B. IDENTIFICATION AND PLACEMENT PROCEDURES

1) Procedures for implementing the EL Advisory Committee at the system and school levels.

System Level:

LCS's EL Advisory Committee reviews, 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 LCS'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 Lead Teacher.

The EL Lead Teacher communicates the EL Program's plan, goals and progress to parents at parent meetings. S/he 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 their faculty, ELs and EL parents. They maintain close communication with EL teachers by phone, through email and/or Google Classroom. 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 applicable, special services (speech pathologist, special education teacher, gifted teacher, etc.), and any other school employee with knowledge of the student if designated by the principal or EL teacher. The school EL Committee shall convene to review and approve EL student referrals, placement, Individualized-English Language Plans (IELPs), and any other pertinent information available on each returning EL and each EL who enrolled before the first day of school. The school-level EL Committee will also meet to review other items related to the EL Program.

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

1. Approve recommendations concerning the placement of each student in the EL program.
2. Approve IELPs and accommodations for use in regular content area classes.
3. Approve, according to ALSDE guidelines, the accommodations necessary for EL to participate in the statewide assessment programs.
4. Approve the exit from the EL program when ELs have met the ALSDE exit requirements and when ELs have completed four (4) years of monitoring.
5. Approve the placement of monitored students back in to the EL program when it is determined that continued English language instruction and support is necessary.
6. Review, discuss and recommend changes to EL parent engagement and parent programs.

7. Review the annual EL Program Evaluation.
8. 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) Methods for identifying, placing, and assessing students for participation in the English Language Program

1. Parents complete a Home Language Survey (HLS) upon enrolling in LCS.
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. 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 MODEL Screener for Kindergarten students or the WIDA Online Screener for students in grades 1-12.
4. The school EL Committee 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.
5. Parents are notified annually of their child's eligibility for EL Services.
6. Qualifying and returning EL students' parents are invited to join the school EL Committee in making recommendations for EL program placement, classroom accommodations, state testing accommodations and other relevant documents pertaining to their child.
7. 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.
8. 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.
9. Parents are notified when students are eligible for dismissal from the program.
10. **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 consequences of refusing the supplementary Title III services. Parents who choose to deny supplemental Title III services complete a waiver form that the EL teacher places in the student's cumulative folder.
11. The core EL program may not be waived. The student will still have an IELP and will take the ACCESS for ELLs test until they attain the ALSDE exit criteria.
12. Home language surveys and ACCESS score reports are placed in a yellow folder jacket in students' permanent records. Should a student withdraw from LCS, 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.pdf> .

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 their 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 the 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.

The DOE and DOJ further clarified legal obligations and procedures for working with ELs and their families in a January 2015 "Dear Colleague" letter accessible here:

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

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) Method and procedures for exiting students from the English language instruction educational program and for monitoring their progress

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 9/1/17 the ALSDE exit criterion is earning a composite score of 4.8 or above on 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 student will be monitored at the time of report cards (4x 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 Observation 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 school 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 EL Program.**

- 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 three 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, the Lee County Schools system 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:

LCS'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 the 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 Alabama Courses of Study including the College and Career Readiness Standards (CCRS) and Next Generation Science Standards (NGSS). 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 LCS 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

LCS'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 MODEL or ACCESS for ELLs, is considered to be in the beginning levels of proficiency (anywhere from a 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, pullout, or close collaboration between the EL Teacher and classroom teacher.

Content-Based Language Development Summer Program:

In June, elementary ELs in the Loachapoka attendance zone are invited to participate in a month long, half-day Project Lead the Way Summer Engineering Academy (PLTW SEA). Lee County Schools' PLTW SEA uses Project Lead the Way's evidence-based, hands-on project based learning modules as its curriculum. Each grade level's curriculum is aligned to NGSS. The EL Lead Teacher directs the summer program, and provides teachers with sheltered instruction PD and on-going support. Teachers augment the PLTW target vocabulary with picture card vocabulary in English and Spanish. Emphasis is placed on using academic language in the classroom, and all language domains are practiced in the context-rich, themed environment. ELs are given priority enrollment; the bilingual parent liaison or EL teacher personally contacts each parent when the student applications are distributed. All students may apply, but ELs are given priority placement. The remaining spots are filled using a lottery system. Typical native English speaking peers support ELs by enriching the language of the classroom and serving as language models. All parent-PLTW SEA communication is sent in English and in Spanish by automated call, text, and on paper.

2) How the EL Program will ensure that ELs develop English language proficiency

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

Data from the WIDA ACCESS, Scantron data, DIBELS data, and grades used are used to monitor continuing progress. The LEA entered into a three-year contract with ELlevation in August 2017. Beginning in late Fall 2017, these measures will be 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. EL teachers and 6 administrators will have access to the ELlevation platform.

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

The LEA provides opportunities for EL instructors, administrators, EL contacts, 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, 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 on-going workshops within the system during the year. This might include differentiated coaching with the EL Lead Teacher, outreach workshops with AU ESOL faculty, or special-topics PD by EL teachers that suit 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 ELs should be able to do in the classroom. Teachers will use the ACCESS results provided on the Student EL Plan in conjunction with the recommended accommodations in order to create lesson plans that facilitate language and content learning. Teachers will list target WIDA ELP Standard(s) on teachers' lesson plans.

3) Grading and retention policy and procedures; ELs cannot fail or be retained if language is the barrier.

GRADING

It is against the law to fail a student because s/he 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 by the school-level EL Committee. Students will be graded according to the EL Plan.
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 EL 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 EL 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 K students.
7. EL students in grades 1-12 will receive a letter or standards based grading **with language accommodations per 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 is cannot be the basis for an "F"; it is against the law to fail a student because he/she is not proficient in English and violates his/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., a 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, the parent request will be given consideration by the EL Committee, and the same established procedures for retention of an EL will be followed.

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 Assessments, e.g., Scantron Performance Series, 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) Specific staffing and EL Resources

Staffing

Qualified Personnel (ESL licensure)

All teachers in any English language instruction education 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 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, and State-Sponsored EL PD including 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. LCS complies with OCR regulations in requiring EL Teachers be certified in English as Second Language/Language 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 instructional strategies for ELs. EL teachers will provide content teachers and administrator s opportunities to view relevant videos, attend EL workshops, webinars, and specialized, targeted assistance by EL teachers on request. A

strong partnership with the AU 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
- We Both Read – Spanish versions of books for parent interaction
- 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
- EPIC – Online library that contains leveled readers, read-alouds in 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-only phones available for student checkout (BYOD, in-class translation as needed)
- Velazquez Press bilingual content area academic vocabulary binder inserts, 6-8 and 9-12, Spanish and Hindi
- Chromebooks (6-12)
- Making Content Comprehensible for English Learners: The SIOP Model, 5th Edition, Echevarria, Vogt & Short (2016)
- Oxford English/Spanish Picture Dictionary for the Content Areas books, workbooks, reproducibles, and teacher's edition for Low and High Beginning ELs

5) Method for Collecting and Submitting Data in accordance with ALSDE requirements

1. The EL Lead Teacher will review the latest ACCESS results as soon as they become available to the district. The EL Lead Teacher will collaborate with other EL teachers, counselors and registrars in order to review new students' EL transfer records and/or WIDA MODEL (K)/WIDA Online Screener (1-12) results.
2. Following the latest ALSDE EL and ESSA EL data tracking requirements, the EL Lead Teacher will update the status of all ELs in iNow based on the ACCESS test or WIDA MODEL (K)/WIDA Online Screener (1-12) results.
3. EL teachers will verify ELs status in iNow a minimum of 2x a year—once before the ALSDE main data collection and again during WIDA AMS Data Verification after ACCESS testing is completed.
4. Registrars, counselors, and data entry personnel are trained to consult with EL Department staff before making changes to students' EL status and accompanying fields.

6) Method for Evaluating the Program's Effectiveness

Evaluating Effectiveness from Student Progress: Monitoring of Active ELs

Lee County Schools will utilize both formal and informal evaluations in order to determine progress in meeting our English Learner Program goals. The evaluation will be an on-going process. The academic progress of each EL is assessed at the end of each grading period using the report card given by the regular program and other assessments given by the classroom and EL teachers. This information is reviewed quarterly by EL teachers, and is kept on file in ELlevation. ELs and FLEPs' Language progress is assessed by classroom teachers quarterly using a Teacher Interview Form, based on this source: Colorín Colorado. (n.d.). ELL Starter Kit For Educators: Tools for monitoring language skills. Washington, DC: AFT. Retrieved from <http://www.colorincolorado.org/pdfs/guides/ellstarterkit.pdf>. These interviews are kept on file in Google Forms, and accessible for review by EL teachers and the Federal Programs Coordinator.

Evaluating Effectiveness from the Top Down: Monitoring of Program Overall

The EL Lead Teacher will conduct a formal evaluation of the ELD program at the end of each school year. This evaluation will consist of data collected for the ALSDE Data Compilation Report as well as information from the following sources:

- Evaluations of student scores on the ACCESS for ELs using the ELlevation software in order to determine strengths and weaknesses in language areas, trends at the school level, trends across grade levels, and trends at the district level.
- Grades for all ELs will be checked at the end of each grading period to determine if there are individual deficiencies that need to be addressed in the EL pullout program or with guidance from the EL teacher to the classroom teacher.
- The EL teacher will schedule at least one meeting per year for parents so that EL programs and policies can be explained.
- The program will be periodically evaluated by the ALSDE in order to make sure that all guidelines are being properly followed. Additionally, all necessary data and/or demographic information will be submitted to the ALSDE as required. This information will be reported through venues such as STI, standardized test reporting and data compilation reporting.

The District EL Advisory Committee will review the EL Lead Teacher's evaluation within the first 30 days of school. The EL committee will then recommend strategies to correct these deficiencies for

the upcoming school year. Strategies used may include, but are not limited to, workshops, PD activities for EL or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed. The EL Lead Teacher will monitor the implementation and effects of these strategies remotely at the end of each semester.

7) Method of identification and referral of ELs to the Special Education Program

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 the English — speaking 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 a special education evaluation.

Prior to a referral to PST or 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 a Second Language classes and documentation of assessments, accommodations, and interventions.

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

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

EL Teacher reviews 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 PST, 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 III interventions in language and content as recommended by the PST. 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 teachers 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 the 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 PST considering an EL referral:

- Results from assessments that measure the student's English proficiency in all language areas. 1) WIDA MODEL/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 Problem Solving Team (PST) and the EL teacher/Lead Teacher 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 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.

D. ASSESSMENT AND ACCOUNTABILITY

1) Accountability for Annual ELP Testing, State Testing, and Communication between EL Department, LEA Assessment Coordinator and Building Test Coordinators.

Communication

The LCS System Test Coordinator (STC) follows all ALSDE Accountability Guidelines. S/he communicates state and language testing assessment requirements, training & 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 MODEL (K) or Online Screener (1-12) to all new-to-the-system, non-WIDA state transfer students (potential ELs) and administer the ACCESS for ELL 2.0 to all LEP students each spring. The WIDA MODEL (K) and Online Screener (1-12) are the primary instruments utilized to determine the initial level of English language proficiency for program placement. The ACCESS for ELL is an annual assessment that indicates the progress students have made from year to year and annual proficiency level. The WIDA MODEL, 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 the 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 ELS will be administered in grade level clusters as follows: Kindergarten; Grades 1-2; Grades 3-5; Grade 6-8; Grades 9-12.

The WIDA MODEL (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. Students who score below a 5.0 (composite) will be placed in the EL program.

The ACCESS for ELs is administered each spring in accordance to the testing calendar set forth by the Alabama State Department of Education. All Kindergarten students are assessed individually. Students in grades 1-12 take a portion of the test on computer, and writing may possibly be computer based or paper 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 MODEL Screener or the ACCESS results. Changes will be made in compliance with ALSDE guidelines.

State-Administered Testing Program

LCS 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) Accountability for Meeting Proficiency and Long Term Goals

Schools must address EL goals for language proficiency in their 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 Lead Teacher and shared with the Director of Federal Programs, Principals and the District EL Advisory Committee.

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

1) Methods for promoting parent involvement activities and garnering community support to help improve student achievement

LCS invites and encourages parents who speak a language other than English to participate in all programs and activities offered to native-English speaking parents at the district and school level. These include parent-teacher conferences, parent workshops, curriculum nights, the district EL Advisory Committee, The Parent-Teacher Organization, and a wide range of other special activities. Parents are encouraged to offer their input to the local school and to the EL Program Supervisor for suggestions to improve the overall EL program that will generate success for their children in school. Forms and communication to parents of ELs are available in the parent/guardian/community representative's native language. The EL Department champions culturally responsive teaching and the observance of relevant community celebrations, such as Hispanic Heritage Month.

LCS works closely with the following community agencies to ensure ELs and their families receive community services:

- Lee County Health Department
- Department of Human Resources
- Lee County Extension Services
- United Way of Lee County
- Lee County Mental Health **Spanish Bilingual Staff Available*
- East Alabama Food Bank
- Loachapoka Community Center and Library
- Auburn University ESOL Faculty
- Auburn University's Glanton House (income-based family and marriage therapy) **Spanish Bilingual Staff Available*
- Auburn University EMPOWER-College of Education Outreach Organization
- Auburn University Student Association for Mentoring
- ALL for Children (Auburn Language and Learning)-Speech, language, auditory and literacy therapy. **Spanish Bilingual Staff Available, accepts Medicaid and uninsured patients; partners with local surgeons to donate cochlear implants*
- Local pediatric clinics and dentists who treat uninsured children

- Mercy Medical-income-based healthcare for uninsured persons **Spanish Bilingual Staff Available*
- Churches-AUMC, St. Michael's, St. Mary's, etc.

2) Methods for Meeting Notification EL identification, placement, exit, and monitoring Requirements

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.

LCS will comply with ALL federal and state requirements to:

- Evaluate annually its educational programs to identify and eliminate barriers that may exist in preventing parents of limited-English proficient students from participating in school activities.
- Provide an interpreter to assist in the registration of a limited-English or non-English speaking student.
- Provide an interpreter for parent/teacher conferences.
- Ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is provided in the language requested by parents.
- Provide meaningful opportunities for the participation of parents with limited-English proficiency in the education of their children, including providing information and school profiles in a language and format parents can understand.
- Include parents of ELs to the extent practicable and possible, in the development of system wide or individual school Parent Involvement Plans and Title I School wide Plans, if possible.
- Provide EL parents with all ESSA required parent notices, explained above, in the language of their choice.

Translation Procedures and Guidelines

LCS has developed the following guidelines for providing interpreting and translation services.

1. Presently, LCS employs one Bilingual Parent Liaison to assist in interpreting and translating Spanish. LCS also contracts with a Vietnamese translator/interpreter. These interpreters/translators are the only personnel who are approved to provide translation services involving confidential information.
2. LCS takes pride in providing accurate and professional translations. Therefore, teachers and other school personnel should not request a translation from a translator who has not been approved by the EL Lead Teacher.
3. Children should never be asked to provide translations between school personnel and parents.
4. Software or on-line translation services are extremely unreliable and inaccurate because they are very literal and cannot distinguish meaning. Besides being inaccurate and confusing, they can be extremely comical and at worse, disrespectful to the families. These tools should never be used to translate documents unless they are proofread and edited by one of the school translators.
5. Teachers and principals who need flyers, simple notices or announcements translated should submit them to the bilingual parent liaison least one week prior to the dissemination of the information. The same rule applies to messages that need to be recorded orally and sent to Spanish speaking homes using the automated phone system.
6. Translations will be prioritized using the following hierarchy:
 - a. Central Office documents
 - b. Documents and notices within a specific school sent out annually to the entire school or grade level.
 - c. Teacher level translations that one teacher shares with parents annually
7. All documents/messages submitted for translation must include the following information.
 - a. Name of the person or department submitting the document
 - b. The document title
 - c. The date that the translation is needed
 - d. The original document in English, preferably submitted as an email attachment in Microsoft Word format.
8. When scheduling parent-teacher meetings, IEPs, and parent outreach events, LCS employees should contact the Bilingual Parent Liaison with at least one-week's notice so the s/he may block this time off on her/his calendar.
9. Lee County Schools uses the Trans-ACT Service that is provided by the Alabama Department of Education. Trans-ACT Parent Notices have been professionally translated into several languages. Some of these documents include; registration forms, free lunch forms, health forms and letters.
10. Families may request oral, native-language translation upon enrollment or at any time. The Bilingual Parent Liaison is provided a work cell phone to communicate with parents. S/he gives EL parents, teachers and administrators this work cell phone number so that s/he can respond in the timeliest manner possible to interpretation needs.

Lee County Schools will provide a translator/interpreter for families whose home language is a language other than Spanish or Vietnamese. However, other languages may require a longer turnaround time until a translator can be located, background checked, and contracted.

F. TITLE III SUPPLEMENTAL SERVICES

1) *Describe how the LEA uses Title III funds to supplement the core EL program.*

Title III funds purchase the following resources: instructional supplies for supplemental ELD instruction, resources for content class accommodations, Summer EL Program costs, support for sheltered instruction practices, ELlevation software, translations, and PD for teachers.

2) *Describe the method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA.*

Annually Via certified, registered mail, the Assistant Superintendent/Director of Federal Programs invites the one private school in the LCS attendance zone to discuss availability of receiving federally funded services, including Title III. The school denies our services yearly.

Should this, or a new a private school in the district, elect to accept Title III services in the future, LCS would offer opportunities to participate in EL PD and EL instructional materials. The identification and educational services would be designed using the same guidelines outlined in this EL Plan for students in LCS. Private schools choosing to participate would be required to complete an End of Year EL Program Evaluation to assess services. ELs would be assessed using the ACCESS for ELLs state English language proficiency test. The amount of funds/services available would be determined on an individual needs basis.

G. APPENDICES

Appendix A: Home Language Survey – Online Enrollment Version

Appendix B: Home Language Survey – Paper Version

Appendix C: English Learner Program Placement Notice

Appendix D: Parent-Teacher Conference: English Learner Student (IELP Invitation)

Appendix E: Title III Supplemental Services Waiver Letter

Appendix F: Explanation of Consequences for Refusing English Learner Program

Appendix G: English Learner Program Exit Letter

Appendix H: Notice of Annual English Language Proficiency Testing

Federal Law/ESSA Section 3214, Title VI, and OCR/DOJ Guidelines require schools to determine the language(s) spoken in each student's home. This information is essential and will only be used by the school in order to provide meaningful instruction for all students. We request your cooperation in helping us meet this important requirement.

Please answer the following questions.

Is a language other than English spoken in your home?

- Yes No

Name all languages spoken at home.

Spanish & English

Does your child communicate in a language other than English?

- Yes No

Which Language(s)?

Spanish

Which language did your child learn to speak first?

Spanish

3. What language does your child use most frequently with adults at home?

Both English and Spanish

4. What language is spoken most often by adults at home?

Spanish

Which one best describes your child?

Does not speak English. Speaks another language better than English. Speaks English and another language equally well. Speaks English better than another language. Speaks only English.

Was your child born in the United States?

- Yes No

Which State?

alabama

What country was your child born

in?

N/A

Date child entered the US?

N/A

I would like to receive all school information in:

English Spanish (Written) Spanish (Verbal) Other

I would like to receive all school information in another way

Lee County Board of Education HOME LANGUAGE SURVEY

Date _____ School _____ Grade _____

Child's Name _____
First Name Middle Initial Last Name

Parent or Guardian's Name _____
First Name Middle Initial Last Name

Address _____
Street City State Zip

Phone Number _____
Home Work

1. Child's date of birth: _____ (Month/Date/Year)
 Was your child born in the United States? Yes No
 If yes, in which state? _____
 If no, in what other country? _____
 If no, date child entered the United States: _____ (Month/Date/Year)

2. Has your child attended any school in the United States for any three years during their lifetime? Yes No
 If yes, please provide school name(s), state, and dates attended:
 Name of School _____ State _____ Dates Attended _____
 Name of School _____ State _____ Dates Attended _____
 Name of School _____ State _____ Dates Attended _____

3. What is the language most frequently spoken at home? _____

4. If available, in what language would you prefer to receive communication from the school? _____

5. Please check if your child is:
 A. Native American Indian C. Native Pacific Islander
 B. Alaska Native D. Native U.S. Virgin Islander

6. Is your child's first-learned or home language anything other than English? Yes No

If you responded "Yes" to question number 6 above, please answer the following questions:

7. In what country did your child most recently reside? _____

8. Which language did your child learn when he/she first began to talk? _____

9. What language does your child most frequently speak at home? _____

10. What language do you most frequently speak to your child? (Father) _____

(Mother) _____

11. Please describe the language understood by your child. (Check only one)
 A. Understands only the home language and no English.
 B. Understands mostly the home language and some English
 C. Understands the home language and English equally
 D. Understands mostly English and some of the home language
 E. Understands only English.

 Parent or Guardian's Signature

 Date

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	



**Lee County Board of Education
English Learner Program Placement**

Initial Placement Continuing Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English Learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (number of years). The high school graduation rate for students receiving English Learner Services is _____ %. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

Lee County Board of Education



The name of the English proficiency test your child took is:

- _____
(Test used to measure level of English proficiency)
- _____
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____ The highest score possible is: _____

The level needed to be proficient in English and exit English Learner Services is: _____

If applicable, your child's level of academic achievement was measured using the following test(s):

- _____
(Test used to measure level of academic achievement)
- _____
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child's English Learner Services is:

- Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- Other:** _____

- Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Lee County Board of Education
Description of Programs

English
English Learner Program Placement

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**Lee County Board of Education
Parent-Teacher Conference:
English Learner Student**

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

The staff teaching in the English Learner Services provided by Title I, Title III, or both invite you to a meeting with your child's English Learner Services teacher(s). The meeting is held at this time to inform you of the progress your child is making in becoming proficient in English and meeting challenging academic standards. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication.

An important part of your child's success in school is our School-Parent Compact. The School-Parent Compact was completed at the beginning of the school year. It is an agreement between parents and the school that is intended to help your child's academic success. This compact will be discussed at this meeting with your child's teacher or at a future Parent - Teacher Conference.

We will send a written report home with all students on _____ (mm/dd/yyyy).
Please also use the section below to tell us if you need an interpreter.

PARENT-TEACHER CONFERENCE – TIME SLOT			
(Please save this section as your reminder)			
_____	_____	_____ at _____	<input type="checkbox"/> am <input type="checkbox"/> pm
Student Name	Day	Date (mm/dd/yyyy)	Time
_____	_____	_____	_____
Teacher Name	Room	Phone	



Please detach here and return this bottom section to the school

- Yes, a parent or guardian will be able to meet at this time.
- No, a parent or guardian is not able to meet at this time:

Please schedule a meeting on _____ (mm/dd/yyyy) at _____ (time)

_____ Student's Name _____ Teacher's Name

- Please check one:
- Please have an interpreter available. Language: _____
 - I do not need any translation/interpretation assistance.

_____ Parent/Guardian Name _____ Phone _____ Date (mm/dd/yyyy)

Lee County Board of Education
Request for Change in English Learner Program

English
Request for Change in English Learner Program

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III or both. Although we are offering English Learner Services we feel are the most appropriate for your child's level of English proficiency, you have the right to refuse these English Learner Services for your child. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication.

If you decide to refuse the English Learner Services provided by Title I, Title III, or both, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes proficient in English.

Thank you.

Request for Change in English Learner Program

I, _____ (parent or guardian) of _____ (student) have been informed of my right to refuse English Learner Services. I have been informed of other district language programs or methods of instruction, if available, and request the following action:

- I want to refuse the English Learner Services provided by Title I, Title III, or both.
- Please place my child in another English Learner Service or method of instruction provided by Title I, Title III, or both if available.

Please place my child in the following program: _____

Parent or Guardian Signature

Date (mm/dd/yyyy)

**Lee County Board of Education
Explanation of Consequences for Refusing English Learner Services**

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III, or both.

Title VI of the Civil Rights Act and the U.S. Supreme Court case Lau v. Nichols ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Our school district provides programs and services designed to help increase your child's level of English proficiency. Even if you do not want your child to participate in our district's English Learner Services, the district is still required by Civil Rights law to provide services to your child that will help your child become proficient in English and succeed academically in school.

English Learner Services provided by Title I, Title III, or both are services that are provided to students learning English that are in addition to the district's English Language Development Program. Refusing to allow your child to participate in these services will result in your child not being given all of the services our district provides to help your child become proficient in English and meet high academic grade level standards and graduation requirements.

If you refuse the English Learner Services our district provides, your child will still be required to take the annual test of English language proficiency. All English learner students are tested annually until they become proficient in English.

Refusing the district's English Learner Services could result in your child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay your child's ability to fully participate in educational programs offered by our district.

Sincerely,

_____	_____
Name	Title
_____	_____
Phone	Email

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S

Lee County Board of Education
English Learner Program Exit Letter

Student Name: _____ Date: _____
(mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

Your child's results on a recent English proficiency test show that your child has made significant improvement in his or her ability to read, write, speak and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Your child was tested with the following state and district test(s):

- _____
(Test used to measure level of English proficiency)
- _____
(Test used to measure level of English proficiency)

As a result of your child's improvement in English language proficiency, he or she will no longer participate in the school district's English Learner Services provided by Title I, Title III, or both.

Your child will:

- Continue to attend: _____ (name of school)
- Be transferred to: _____ Beginning: _____
(name of school) (mm/dd/yyyy)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

Name	Title
Phone	Email

Parent or Guardian: Please complete the section below and return the entire form to your child's school.

I agree with the plan to exit _____ (student name) from English Learner Services. I understand that he or she will now receive an education without English Learner supports.

Parent or Guardian Signature: _____ Date: _____
(mm/dd/yyyy)

Parent or Guardian Name: _____

Phone: _____ Email: _____

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Lee County Board of Education
Notice of Annual Assessment of English Language Proficiency

Date: _____

Dear Parent/Guardian(s):

Your child is currently enrolled or is eligible to be enrolled in the school district's English Language Development Program. The annual assessment of students enrolled or eligible to be enrolled in this program will be given on the following date to determine the progress students are making in English language proficiency.

Name of Test: _____ Date(s) of Test: _____

In compliance with federal Title I and Title III (if applicable), and state regulations, this test is given to all students who are:

- currently enrolled in the school district's English Language Development Program.
- identified as eligible for the district's English Language Development Program but participation in the program was declined, and the student is receiving English language development services in the mainstream classroom.

The test will measure your child's level of English proficiency in speaking, listening, reading, and writing. Results of the test will be shared with you as soon as all tests are taken and scored.

If you have questions about the annual assessment or if your child is unable to attend school on the date of the test, please contact the following person:

Name: _____ Title: _____

Phone: _____ Email: _____

Sincerely,

Name

Title

Phone

Email