

Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Russellville City Schools
LEA Contact for ELs:	
Name: George Harper	Signature:
Position and Office: Federal Programs Coordinator	Email Address: gharper@rcs.k12.al.us
Telephone: 256.331.2003	Fax: 256.332.7323
x	Check box if LEA receives Title III Funds

Assurances		
The LEA will:		
<input 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 type="checkbox"/>	Assure that all teachers in any language instruction educational program for limited-English proficient students that is funded with any source of federal funds are fluent in English , including having written and oral communication skills	
<input type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English language learners (ELs)	
<input type="checkbox"/>	Assure that all individuals used as translators or interpreters are fluent in the language they are translating.	
<input 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 type="checkbox"/>	Assure that the LEA has a process for parents to waive Title III Supplemental Services.	
<input type="checkbox"/>	Assure that the LEA has a non-public school participation plan .	
<input type="checkbox"/>	Assure timely and meaningful consultation with private school officials regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA	
EL Program Administrator	Signature	Date
LEA Superintendent	Signature	Date

EL Advisory Committee Signatures

See Federal Programs Advisory Panel Agenda and Sign In Sheet

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive EL District Plan, in accordance with Section 3116 of Title III of the *No Child Left Behind Act of 2001*, for serving students who are limited-English proficient 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 LEA's 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 each staff person 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 are encouraged to use 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.alex.state.al.us/ell/

Section II Checklist

**AT A MINIMUM
THE LOCAL EL DISTRICT PLAN MUST**

A. INTRODUCTION

1) Include the LEA's educational **theory and goals** for its program of services.

B. IDENTIFICATION AND PLACEMENT PROCEDURES

1) Include the LEA's procedures for **implementing the EL Advisory Committee**.

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

- Home Language Survey
- WIDA-ACCESS Placement Test (W-APT)
- EL Committee Placement

3) Include the LEA's **method and procedures for exiting students from the English language instruction educational program and for monitoring their progress** for a period of at least two years, and at a minimum, follow SDE exiting requirements for ELs. The State established exit criteria a composite score of 4.8 on the ACCESS for ELLs® English language proficiency test.

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 ESL program.

- Process the district uses to conduct a comprehensive needs assessment
- Rationale for selecting the particular ESL program/s and how they are based on scientific research

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

- Practice of continuous improvement and use of data to improve the rate of language acquisition for ELs
- Support the LEA provides each school with respect to continuous improvement practices
- 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

3) Include the specific components of the LEA’s program of English language acquisition and academic services for ELs.
4) Describe the grading and retention policy and procedures; ELs cannot fail or be retained if language is the barrier.
5) Include the specific staffing and other resources to be provided to limited-English proficient students under the LEA’s English language instruction educational program. As with other instructional personnel, ESL staff must be qualified with academic preparation in English-as-a-second-language, as stipulated in the 1991 Office of Civil Rights (OCR) Memorandum. <ul style="list-style-type: none"> • Qualified personnel (ESL licensure) • ESL staff development • Content teacher and administrator staff development
6) Describe how the LEA will collect and submit data in accordance with SDE requirements. <ul style="list-style-type: none"> • How schools are trained to use STI or INOW to code ELs and enter reliable and accurate data
7) Include the LEA’s method for evaluating the effectiveness of its program for limited-English proficient students (including those enrolled in non-public schools) <ul style="list-style-type: none"> • LEA engagement in the continuous improvement cycle
8) Include LEA’s method of identification and referral of ELLs to Special Education . Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.
D. ASSESSMENT & ACCOUNTABILITY
1) Describe how the LEA will encourage and hold schools accountable for annually measuring the English proficiency of limited-English proficient students and for participating in the state-administered testing program. <ul style="list-style-type: none"> • Coordination with the LEA Student Assessment Director • Communication of assessment and accountability requirements to schools
2) Describe how the LEA will hold schools accountable for meeting proficiency and Annual Measurable Achievement Objectives (AMAOs). <ul style="list-style-type: none"> • Monitoring and evaluating school engagement with continuous improvement plan
E. PARENT INVOLVEMENT
1) Describe how the LEA will promote parental notification and parental and community participation in programs for limited-English proficient students. <ul style="list-style-type: none"> • Eight requirements for parent notification regarding program placement

- Separate notification to parents regarding failure of the LEA or school to meet Annual Measurable Achievement Objectives (AMAOs) within the specified time limit

F. TITLE III SUPPLEMENTAL SERVICES

This section should be completed if the LEA receives Title III supplemental funds.

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

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.

- How ELs are identified
- How needs of ELs are identified
- How, when, where, and what services will be provided
- How the services will be assessed
- The amount of funds/services available

LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN TEMPLATE

Section A: Introduction and Educational Theory and Goals

ESL stands for English as a Second Language, ELL stands for English Language Learners and EL stands for English Learners. All of these abbreviations will be used in this plan in referring to students for whom English is not their first language. Each one of these students will be given the opportunity to participate in an ESL Program to enhance their educational experience. During the period when students are classified as limited English proficient, they should be involved in an academically challenging curriculum designed by people who recognize that the students are not yet proficient in English.

"Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the education program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful." (Lau v. Nichols, 1974.)

This EL Plan for Russellville City Schools has been developed in consultation with the Federal Programs Advisory committee.

GOALS

The principal goals of the ESL Program of the Russellville City Schools are:

- (1) To help identified students to develop English proficiency.
- (2) To enable identified students to participate effectively in the academic program of the school.
- (3) To promote identified students' self-esteem and cross-cultural competence.

Section B: Identification and Placement Procedures

1) Procedures for implementing the EL Advisory Committee

Russellville City Schools has developed a Federal Programs Advisory Committee which includes school administrators, regular education teachers, EL instructors, parents and community leaders. Our system is relatively small, therefore our Federal Programs Advisory Committee is used as our EL advisory committee and this committee always includes parents and teachers of EL students. Agendas, sign-in sheets and minutes are kept of each meeting.

2) Methods for identification and placement

STEP 1 - All students enrolling in Russellville City Schools will be asked to complete the Home Language Survey.

STEP 2 – Any student whose registration on the Home Language Survey indicates a first language other than English on any of the survey questions is a language-minority student. If any response on the Home Language Survey indicates the use of a language other than English by the student or his parents is a language-minority student. Further assessment must be conducted to determine the student’s English language proficiency level.

STEP 3 – School personnel will administer an assessment of English proficiency which is approved by the SDE. Currently, the approved test is the W-APT (World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test), an English proficiency assessment designed by the WIDA consortium. Any student in grades 1-12 scoring an overall composite score of 3.9 or below on the W-APT must be identified as limited-English proficient and will require placement in an English language instruction educational program. Any student scoring an overall composite score of 4.0 or above on the W-APT may be identified as limited-English proficient and may require placement in an English language instruction educational program. Further assessment of the student’s English language proficiency is needed to determine placement. Concerning kindergarten placement, a W-APT score of 25 or above (out of 30) is considered proficient. The student may not need EL services, but their academic progress may be monitored in case rescreening is needed in first grade to determine reading and writing proficiency.

STEP 4 – The English Learner (EL) Committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. The EL Committee may be comprised of content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, ESL staff, and other members as appropriate (e.g., parents, central office administrators, and school psychologists). The committee should consider the English proficiency test scores and any other pertinent information about the student (grades, other test scores, etc.) as it designs a program to meet the language needs of the student.

STEP 5 – The EL team should notify the parents or guardian of the student that the child has been placed in a program to help the student gain proficiency in English. This notification should be done within 30 days of placement and it must contain notice that the parent or guardian may decide to decline or “opt out” of the ESL services. It should also contain

assessment information used to make the decision. In our system, if a parent chooses to “opt out,” then a parental conference should be convened and a thorough description of the services offered be given to the parents (through an interpreter, if necessary).

CLASS PLACEMENT

It is recommended that elementary LEP students be placed at an age appropriate level. Secondary students should be placed in classes that provide the greatest levels of comprehensible instruction in consideration of the students' levels of English language proficiency. High school students are placed in grade levels according to accrued credits.

Secondary students are eligible to participate in the Newcomers Program if they meet the following criteria:

- Students are at risk of educational failure or of dropping out of school.
- Students have little or no English or native language literacy and academic achievements.
- Students are overage for their grade level placement, because of weak academic skills and limited formal education.
- Students' needs exceed the instructional design of the regular EL core program that is in place in the district.

Both the student and his/her parent or guardian will be apprised of the nature of the program and understand that the student will not be working toward a high school diploma. The parent or guardian and student must give written consent for the student to be placed in the program.

3) Procedures for exiting students from the ESL Program and monitoring progress

EL students who make an overall proficiency level of 4.8 on ACCESS for ELLs will exit the EL program (or continue to be immersed in the language in a regular classroom setting with support if necessary) . If a student does not make an overall proficiency score of 4.8 they will continue receiving core English language instruction (and may keep receiving supplemental language acquisition services from the district).

Students who make the required score to exit from supplemental ESL services are placed on monitoring status for two academic years. During the monitoring time, the ESL teacher and the classroom teacher(s) communicate regularly. Students are classified as Former Limited-English Proficient Monitoring Year 1 (FLEP Monitoring Year 1) during their first year of monitoring, and Former-Limited English Proficient Monitoring Year 2 (FLEP Monitoring Year 2) during their second year of monitoring. Upon successful completion of two years of monitoring, ELs are classified Former Limited-English Proficient (FLEP) and no longer included in the LEP subgroup for accountability purposes.

It is the desire of the district that all students who enter the English as a Second Language program will be performing at the same level as their English-only peers as soon as possible.

The ACCESS student assessment is given each year to monitor English proficiency gains. The ACT ASPIRE Reading and Math, Grades 3 through 8 and 10, ACT ASPIRE Science, Grades 5, 7, and 10, ACT Aspire English and Writing Grade 10, ACT EXPLORE, Grade 8,

ACT PLAN, Grade 10, ACT Plus Writing, Grade 11, ACT WorkKeys, Grade 12, are also administered. These scores are maintained to track student performance in English mastery.

Section C: Programs and Instruction

- 1) Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core ESL program

ELs are a diverse group of students with personal, cultural, and educational backgrounds that often differ significantly, and thus require instruction that meets their particular needs. Like all students in Alabama, ELs must be provided with access to the Alabama CCRS and requires different instructional pathways to master those standards.

ELs require instruction that makes content comprehensible, accelerating acquisition of academic language proficiency and literacy. Appropriate instructional support increasing academic English and achievement may include an adequate amount of pre-activities and modeling, and meaningful hands-on activities. As the ELs attain fluency in English, fewer variations or accommodations in classroom activities will be necessary English Learners must simultaneously learn English and content. Educators must go beyond teaching ELs survival English by developing their academic English within the context of all content areas.

It is important that all limited and non-English speaking students learn to function in society equally with their English-speaking peers. In order to accomplish this, an intensive system wide program is necessary. A variety of materials and research-based strategies are used by the teachers of this system to accomplish the goals stated above. We use Specifically Designed Academic Instruction in English. Regular classroom teachers are required to implement WIDA standards for language acquisition. Basic language acquisition instruction occurs in the regular education classroom. All of our regular education classroom teachers are expected to differentiate instruction so that all students including English Language Learners can access the curriculum at their level of understanding. Language arts instruction includes emphasis on the four language domains: Listening, speaking, reading and writing.

Our core programs for all students (including EL students) includes tiered instructional levels so that students acquiring academic skills will be given the additional help needed to succeed. Ownership of the academic success of limited and non-English speaking students is the responsibility of everyone. Regular classroom teachers are encouraged to accommodate the curriculum and use alternative teaching and grading strategies. These include but are not limited to:

- (1) portfolio assessment;
- (2) cooperative learning;
- (3) sheltered English;
- (4) whole language;
- (5) grades based on effort and progress;
- (6) peer tutoring;
- (7) student surveys;
- (8) checklist on improvement.

Students participating in the Newcomer Program will emphasize language acquisition and will also provide basic survival skills in math, reading and writing. Middle School newcomers may need to be in the program for several years, where the goal is to transition them the following year into the general secondary school setting. However, high school newcomers may inevitably remain in a Newcomers program for more than two years because the intended student goal may perchance be receiving basic survival skills in math, reading and writing.

All teachers are given professional development on differentiated instruction on an on-going basis. In addition, we make use of specialized curriculum (such as IXL, Wonder reading, Voyager reading, Rosetta Stone, etc) that are designed for students who struggle with language acquisition.

Student progress is most important to the success of the program. Since we expect the same high standards of limited or non-English speaking students as we expect of regular students. All students participate in the state testing programs.

2) How the ESL program will ensure that ELs develop English proficiency

The basic instruction for EL students (as well as other students) is found in the regular classroom where students have access to the state approved curriculum. Our regular classroom teachers are given professional development on the inclusion of WIDA standards and procedures for language acquisition. The aim is for EL students to simultaneously learn English and content. Classroom teachers are focusing on developing academic English through the context of their courses. Supplemental EL programs help to enhance and assist the instruction in the regular classrooms.

3) Specific components of the LEA's ESL program

Our program of English language acquisition includes our core program which occurs in the regular classroom coupled with supplemental pull-out EL classes. These programs are designed to work together using WIDA standards for English acquisition. A coordinated effort is made to use tools of differentiated instruction, specialized programs and frequent assessment to determine if language acquisition goals are being met.

4) Grading and retention policy and procedures

Grading of ELs should be based on students' level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to the students' I-ELP. This complies with the federal law (No Child Left Behind Act of 2001 (NCLB)). Appropriate instruction and differentiation must be adjusted according to language proficiency level in order to appropriately accommodate the student.

Retention of ELs shall not be based solely upon level of English language proficiency. EL's cannot fail or be retained if language is the only barrier. 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 Individual English Language Plan (I-ELP) been implemented to document

classroom modifications and student progress?

*To ensure meaningful participation, are classroom accommodations being made in the areas of:

- Teacher lesson delivery at student's level of English proficiency?
- Activities and assignments?
- Homework?
- Formal and informal assessments (e.g., quizzes and tests)?

*How much individual 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 EL instructional and assessment strategies specifically designed for students learning English?

*Do the reports cards indicate that students were graded according to their I-ELPs?

5) Specific staffing and other resources to be provided to ELs through the ESL program

All teachers who provide language instructions are state certified and must meet the requirements of NCLB "highly qualified". All are fluent in English and have both written and oral communication skills. Some teachers have advanced degrees in ESL instruction and others have training specifically designed for ESL teachers.

Each school in our system has one or more ESL teachers to provide specific language acquisition skills to those students who are not proficient in English.

High quality professional development is provided to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school personnel that is:

- Designed to improve the instruction and assessment of LEP students;
- Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children;
- Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency, or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers;
- Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom (excluding activities such as one-day or short-term workshops and conferences unless the activity is a component of an established comprehensive professional development program for an individual teacher).

6) Method for collecting and submitting data

Russellville City School system will collect and submit data to the State Department of Education regarding student demographics and student assessment on a timely basis. Information about a students' birth country and whether a student meets the SDE requirement to be classified as an immigrant student (that is, the student was born outside the United States and has been in United States schools for less than three academic years) is collected in the student information system.

Data is also collected about the student's primary language, migrant status and LEP status. Data regarding student's performance on state mandated tests (ACT ASPIRE, ACT Plus Writing, ACT WorkKeys, EXPLORE, and PLAN) is also collected. Assessment data is also collected on the ACCESS test for all English Language Learners and scores are compared to previous ACCESS scores to follow language acquisition progress for each student. Access scores are also used in determining proficiency.

School staff are instructed in the use of assessment data to evaluate their program and drive instruction.

7) Method for evaluating the effectiveness of the ESL program

The effectiveness of the program for EL students in our school system is evaluated by the success of the students in the program and of the students who have been served by the program. The EL students and former EL students' scores on various tests are monitored each year. The ACCESS for EL's assessment is administered to all EL students. Their scores are analyzed and then compared to previous scores. EL teachers, counselors, regular teachers, and administrators use the scores to evaluate progress of students and then look at groups of scores for trends or for areas that need improvement. All assessment scores plus other indicators such as student grades are used to determine the effectiveness of the program. Adjustments are made to the ESL program and professional development is planned to strengthen weak areas. We analyze the disaggregated results on the ACT ASPIRE, EXPLORE, PLAN, ACT WorkKeys and ACT Plus Writing to see how EL students and former EL students are doing when compared with their peers in our school, across the state, and across the nation. We also keep track of progress made in classrooms, teacher grades, etc, and ultimately, how many of our LEP students and former LEP students graduate with a diploma and are successful in post-secondary school and employment situations. Data is shared with the Continuous Improvement Plan committee as decisions are made regarding instruction.

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

Language-minority students must have access to instructional programs and related services for special populations in a school system such as special education and gifted education. All student support programs and services and must be available to language-minority students or ELs on the same basis that they are available to other students in a school or school system.

Local Education Agencies are required to follow procedures for the education of ELs with disabilities. Among the concerns requirements are identification, eligibility, and service provision for ELs suspected of having a disability. Special education programs and services must be provided in accordance with the Individuals with Disabilities Education Act of 2004 (P.L. 108-446). In most cases the EL student is usually (unless disability is severe and obvious) referred to the RTI Problem Solving Teams. The team tries various measures and

techniques to try to improve learning. Among these would be determining (by studying ACCESS and other scores) that the problems are not being caused by lack of language proficiency. Once lack of language proficiency has been ruled out, referral to special education is made.

Uncertainty often exists regarding the referral of ELs for Special Education Services (SES). ELs are eligible to receive Special Education Services on the same basis as all other students. Care should be used to ensure that limited-English proficiency is not the basis of a referral.

All students with disabilities are guaranteed the right to:

- A free, appropriate public education.
- An IEP with special education and related services, if needed, that meets their specific needs.
- Access to due process.
- An educational experience provided in the least restrictive environment.
- Access to tests that are not culturally discriminatory.
- Be assessed with assessments that are multidisciplinary.

The limited-English proficient student with disabilities has a right to the same individual special education services as other students with disabilities. Public Law 108-446 requires that state and local education agencies ensure that the students are assessed in all areas related to the suspected disability prior to determining eligibility. The materials and procedures used to assess a limited-English proficient student must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. The Alabama Administrative Code (AAC) (290-8-9.04(1)(e) states that in order for a limited English proficient student to be deemed eligible, the eligibility team (or IEP Team) must determine that the communication disorder exists in the child's native language and is not the result of learning English as a second language. The English proficiency level of ELs should be considered by the IEP Team prior to referral to Special Education, with the assistance of the ESL specialist. If the English proficiency level is determined to be comparable to peers, then assessments may be administered in English. If the proficiency level is not comparable to peers, then the assessments should be administered in the EL's home language. If the IEP Team determines that information from administration of the assessments in both languages is appropriate, then this procedure should be completed. Any nonstandard administration of assessments should be documented on the Notice and Eligibility Decision Regarding Special Education Services. In situations where it is not realistic to test in the native language or mode of communication for an EL student, the LEA must consider information that will enable the IEP Team or eligibility team to make a decision as to whether the child has a disability and the effects of the disability on educational needs.

A child may not be determined to be eligible for special education if the determinant factor is the child's lack of instruction in reading, math, or limited-English proficiency. The IEP for an EL with a disability must include all of the components as listed in the Alabama Administrative Code. The IEP Team shall consider the language needs of the student as those needs relate to the student's IEP. Parent participation is a required part of the special education process and to ensure active participation arrangements are made with bilingual personnel to communicate in the student's and parent's principle language.

Section D: Assessment and Accountability

- 1) Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program

The system student assessment coordinator will work with each building test coordinator to assure that each student (including EL students) will be assessed on each test for which they are eligible. All students (including EL students) are expected to participate in all assessments. The only exception is for students who are in their first year of enrollment in US schools who may be excused from portions of the state tests except all must participate in appropriate math tests.

- 2) Method for holding schools accountable for meeting proficiency in academic achievement (AMOs) and Annual Measurable Achievement Objectives (AMAOs)

As is done with other accountability measures, local schools are held accountable for meeting annual measurable achievement objectives. AMAO data is monitored and evaluated by each school's continuous improvement committee. Adjustments to curriculum and professional development are made when data is received.

Section E: Parent Involvement

- 1) Methods for promoting parent involvement activities to help improve student achievement

Our system is responsible to provide outreach to parents of limited English proficient children. Our system informs parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet.

- 2) Methods (in a language they can understand) for notification requirements for ELs students regarding
- EL identification and placement and
 - Separate notification for the LEA or school's failure to meet AMAOs

According to NCLB Title III requirements, districts must, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

1. The reasons for the identification;
2. The child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement;

3. The method of instruction that will be used in the program, including a description of other alternative programs;
4. How the program will meet the educational strengths and needs of the child;
5. How the program will help the child learn English and meet academic achievement standards;
6. The program exit requirements, including the expected rate of transition, 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. Their rights, including written guidance that
 - Specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request,
 - Describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and
 - Assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

In addition to providing the above information, each LEA or school that is using Title I and/or Title III funds to provide a language instruction educational program and that has failed to make progress on the annual measurable achievement objectives (AMAOs) for any school year, shall separately inform a parent or the parents of a child identified for participation in the program, or children currently enrolled in the program, of such failure not later than 30 days after such failure occurs.

If a child enrolls in school after the beginning of the school year, the LEA must notify parents of the changes being made in the language instruction educational program because of not making AMAOs within two weeks of the child being placed in such a supplemental program. Parent notifications must be communicated in a language and/or manner that the parents can understand.

The required notices must be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

Section F: Title III (To be completed if the LEA receives Title III supplemental funds)

1) Use of Title III funds to supplement the core ESL program

In each school we supplement regular instruction with ESL classes for those students who have not measured proficient in language acquisition (4.8 or greater on ACCESS). The ESL pull-out classes include even more specialized instruction targeted to WIDA goals of language acquisition. This includes every aspect from basic instruction (naming objects in English) to level V activities. We also stress the “language of learning” in the different content areas so those students have a working vocabulary and knowledge to succeed in math, science, social studies and other areas.

2) 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 (if applicable)

Not applicable

Section E: Appendix *(Required documents are Home Language Survey, Parent Notification Letters, and Title III Supplemental Services Waiver Letter; the LEA may include any other related documents)*

Attachment A

**Russellville City Schools
Home Language Survey**

_____ Date

_____ School

Schools are required to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your child return this form to his/her teacher. Thank you for your help.

Name of student: _____
Last First Middle

Grade: _____ Age: _____

1. Which language did your son or daughter learn when he or she first began to talk?

2. What language does your son or daughter most frequently use at home?

1. What language do you use most frequently to speak to your son or daughter?

4. Name the language most often spoken by the adults at home:

Signature of parent or guardian

**Russellville Escuelas de la Ciudad
Idioma del hogar Inspecciona**

_____ Fecha

Escuela

Se requieren determinar el idioma (s) escuelas habla en casa por cada estudiante. Esta información es esencial en orden por escuelas proporcionar instrucción significativa por todo estudiantes.

Su cooperación en ayudarnos reunión se ruega este requisito importante. Favor de contestar las preguntas siguientes y tiene a su niño le vuelve a esta forma a su/ su maestro. Gracias por su ayuda.

Nombre de
estudiante: _____

Ultimo

Primeros

Medio

Claidad: _____ Edad: _____

1. ¿Cuál idioma hacía a su hijo o hija aprende cuando él o ella primeros emperaron a hablar? _____

2. ¿Qué idioma hace a su hijo o hija más frecuentemente usa en casa?

3. ¿Qué idioma usa más frecuentemente hablar a su hijo o hija?

4. Nombre el idioma más a menudo habla por los adultos en casa:

Firma de padre o guardián