

**LEA COMPREHENSIVE ENGLISH LEARNER
DISTRICT PLAN TEMPLATE**

Section A: Theory and Goals

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

ESL stands for English as a second language, LEP stands for limited English proficient, and EL stands for English language learner. These abbreviations will be used in this plan in referring to students whose first language is not English. A student who is identified as NES (non-English speaking) or LEP (limited English proficient) will be given the opportunity to participate in an EL program. These students will be required to meet promotion standards established by a committee composed of the principal, teacher(s), counselor, and system ESL coordinator. Students who are identified as NES or LEP will be provided with appropriate services to teach him/her English as a second language. The English as a second language program will be used along with a Specifically Designed Academic Instruction in English (SDAIE) for teaching various academic content using the English language to students who are still learning English. It will be used to teach both content and language in a cognitively demanding environment. The lessons will include both content goals and language goals for the students.

The number of limited-English speaking families in Alabama has increased significantly in recent years. These families include immigrants, migratory workers, and others whose children may have limited-English proficiency. These children are in Alabama schools acquiring academic English that facilitates mastery of the content standards. Their ability to learn this content may be hampered by the lack of appropriate instruction and accommodations in the classroom. The SDE recognizes that there are national origin minority school children in the state that have limited-English language proficiency. This population continues to grow annually. Students with limited-English proficiency sometimes experience difficulty with the dual load of learning a language while learning academics taught in that language. These students are at a higher risk of dropping out of school and may consequently have reduced opportunities for employment.

The SDE is committed to providing all students equal opportunity to benefit from educational programs and services. Further, the SDE is committed to supporting scientifically research-based and effective appropriate programs, practices, training, and accountability so that all students can become proficient in English and can achieve the state's academic content and student academic achievement standards.

The goal of the alternative instructional programs provided for the NES and LEP students shall not be to replace or to negate the students' primary home language. Rather, the program shall strive to enable the students to become competent in listening, speaking, reading, and writing in the English language. The instruction shall emphasize the acquisition and mastery of English so that the students will be able to participate fully in the regular educational setting.

The short-term goals for the NES and LEP students will be to:

1. To identify ESL students.
2. To provide assistance for identified students.
3. To enable identified students to participate successfully in the school's academic program and state assessment.
4. To promote identified students' self-esteem and cross-cultural competence.

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

The EL Advisory Committee has representatives from all schools from various positions at the schools. These representatives were selected because they are knowledgeable about our EL population and work with them on a regular basis. These representatives are able to help us identify and address the needs of our EL population. Through their continued input, we are able to provide better opportunities to serve them.

The EL Advisory Committee consists of the following representatives:

- EL District Coordinator
 - Anissa Ball
- Federal Programs Director
 - Vanessa Anthony
- Principals
 - Alphonso Morton, III.
 - Barry Hill, Jr.
 - Jeff Campbell
 - Mark Capps
 - Lee Richardson
 - Debbie Rice
- School Counselors
 - Lorrisa Holder
 - Jennifer Sterling
 - Elizabeth Hickman
 - Becki Jennings
 - Jenephoia Wilder
 - Jerodine Guyton
 - Anderia Truelove-Lockett
- Teachers
 - Daphne Burkhalter
 - Sandy Murdano
- Community Members
 - Marco Lugo
- Parents
 - Amanda Rodriguez

The EL Advisory Committee convenes yearly to review, revise, and update the EL Plan for the district. The Federal Programs Director facilitates the work of the EL Advisory Committee and monitors the program throughout the school year working collaboratively with the local school administrators, district administrators, general education teachers, EL facilitator, community members, parents, students, and other appropriate stakeholders. The Federal Programs Director is responsible for scheduling the annual committee review.

The LEA's procedure for identifying the members of the EL Advisory Committee involves working with school leadership teams and ESL Specialists to ensure representation from each school and from various departments involved in educating EL students. The committee members are responsible for attending the meetings, sharing ideas, and giving input. Members are also encouraged to communicate with the committee throughout the school year to provide input and suggestions related to program goals.

2) Methods for identification, placement, and assessment

Procedures and methods for identifying, placing, and assessing students to be included in the English language instruction educational program are followed according to the ALSDE Student Assessment Resource Guide for English Learners.

- Home Language Survey**
 All students enrolling in the Pickens County School System will be asked to complete the Home Language Survey. Any student whose Home Language Survey indicates a first language other than English on any of the survey questions is a language-minority student and further assessment must be conducted to determine the student's English-language proficiency level. The assistance of a translator may be necessary to complete the survey.
- WIDA Online Screener**
 The WIDA Online Screener will be administered to each identified student within thirty 30 days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment. This test will determine the level of English proficiency. Students who are identified will be placed in the EL support program. For educational purposes, students who are other than fluent-English speakers are considered to be English language learners. If the survey indicates another language spoken in the home, it does not mean the student is not fluent in English. If another language is present, and they are fluent, they will be classified as a NOMPHLOTE. The parents, however, may need information in their home language.
- ACCESS for ELLs 2.0®**
 It is administered to Kindergarten through 12th-grade students who have been identified as English language learners (ELLs). It is given annually to monitor students' progress in learning academic English. It is used for monitoring and reporting ELLs' progress toward English language proficiency. It corresponds to the WIDA English Language Development Standards. It assesses the four language domains of Listening, Speaking, Reading and Writing

The systematic procedure for the identification of possible LEP students is outlined below:

- During the enrollment process, *every* parent or student will complete the Home Language Survey (HLS) that is part of the Pickens County Schools (PCS) registration process.
- The PCS staff member who collects the enrollment information will immediately refer all students who indicate a language other than English on the Home Language Survey to the school counselor who will then contact the Federal Programs Director. This includes students who appear to be fluent in English as well as foreign exchange students.
- Completed HLS are filed in each student's cumulative folder.
- The following methods of screening and results indicate placement in the ESL Program as outlined in the chart below. This was updated August 2022 from Alabama State Department of Education:

Qualifying Scores for Potential ELs
WIDA Screener for Kindergarten or WIDA Screener Online

WIDA SCREENER FOR KINDERGARTEN			
GRADE	REQUIRED DOMAINS	QUALIFIES STUDENT AS EL	DOES NOT QUALIFY STUDENT AS EL
Pre-K4 Pre-registration period for kindergarten entry through 1 st semester of Grade 1	Listening Speaking	4.0 and below Oral Language Score	4.5 or higher Oral Language Score
WIDA SCREENER ONLINE			
GRADE	REQUIRED DOMAINS	QUALIFIES STUDENT AS EL	DOES NOT QUALIFY STUDENT AS EL
2nd semester of Grade 1 through Grade 12	Reading, Listening, Writing, Speaking	4.5 and below	5.0 or higher

NOTE: In cases where students score too high and do not qualify for services (NOMPHLOTE) but are experiencing difficulty with language in the classroom, it may be necessary to reassess the student. It is permissible to readminister the initial screener to the student, with the parent/guardian(s) permission, in order to determine if the student does qualify to receive services.

After the determination is made to place the student in the ESL Program, the ESL teacher will notify parents. Pickens County ESL Program utilizes the Ellevation online platform to generate federally compliant parent notification letters. These parental notification documents serve as official notification letters and are available in 32 different languages.

In Pickens County Schools, there are no barriers to enrollment for language minority students. The “No Barriers to Enrollment” policies are shared annually with district administrators and local school registrar personnel. Schools are made aware that students may be enrolled at any school within the district regardless of ability to produce any or all of the following items:

- A birth certificate
- Immunization records
- Proof of citizenship
- A social security number
- Legal custody documentation signed by a judge

Each school has an English Learner Committee (ELC) to guide and monitor the placement, service, and assessment of ELs. The committee meets within 10 days of enrollment and may be comprised of the following personnel:

- Principal
- Counselor
- Parent/Guardian
- Classroom Teachers of ELs
- Special Service Teachers (gifted, special education, etc.), as warranted
- Test Administrator (screener and/or ACCESS for ELLs), as warranted
- Curriculum & Instruction Specialist
- EL District Coordinator
- Federal Programs Director
- Translator, as warranted
- Other district/program administrators, as warranted.

The ELC determines placement and develops an Individualized English Language Plan (I-ELP) for students who enter the English Language program. It reviews pertinent information (HLS, language proficiency test results, student achievement data, ACCESS for ELLs, and other scholastic/diagnostic data) in designing the plan and ensures age appropriate placement in cases where receipt of student records are not timely received for transferring student.

The ALSDE Provisional Identification Plan for Potential English Learner Students as described in the State Superintendent’s Memorandum dated April 29, 2020 will be followed when in-person screening is not practical due to pandemic and/or other catastrophic incidents that require school closing and/or alternative operations. Provisional screening procedures will be adjusted as needed to maintain compliance with future ALSDE guidance.

3) Methods and procedures for exiting students from the LIEP and for monitoring progress

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

- ACCESS results are 4.8 or higher
- Parents can request that students no longer receive supplemental services only.
- Written notice is sent to the parents stating that their child is to be exited from the LEP program

EL students who make an overall proficiency level of **4.8** on ACCESS for ELLs will exit the EL program. If a student does not make an overall proficiency score of 4.8 they will continue receiving language acquisition services from the district.

Students who are exited from EL services are placed on monitoring status for four academic years. During the monitoring time, the EL teacher and the classroom teacher(s) communicate regularly, (it is recommended that they communicate no less than once each nine weeks during the first year and at least once each semester during the second year) to ensure that the exited student is functioning in the mainstream without EL support. Students are classified as Former English Learner Monitoring Year 1 (FEL-1 Monitoring Year 1) during their first year of monitoring, Former English Learner Monitoring Year 2 (FEL-2 Monitoring Year 2) during their second year of monitoring, Former English Learner Monitoring Year 3 (FEL-3 Monitoring Year 3, and Former English Learner Monitoring Year 4 (FEL-4 Monitoring Year 4. Upon successful completion of four years of monitoring, ELs are classified Former English Learner (FEL) and no longer included in the EL subgroup for accountability purposes.

The Language Proficiency Assessment Committee (LPAC) will monitor the progress of an exited EL for four (4) years. The monitoring may include:

- Review of grades each grading period
- Review of state assessment scores
- Review of portfolio assessments

During monitoring, an EL professional should contact teachers in the student's regular classes to:

- Find out if the student is adjusting and succeeding academically.
- Verify if the student is sustaining the criteria used to exit from the EL program.
- Identify any academic or adjustment needs.

It is important for the regular education teacher to recognize that exited ESLs will need ongoing support as they continue to work toward grade-level academic language performance. They will still need help in making connections between new information and their background knowledge. They may also need to be guided in organizing information and in assessing their own learning.

Regular classroom teachers may need to make adaptations to content material and present it to EL students in a less demanding language format. It is also important for a teacher to note the progression of an exited student's academic skills in order to increase the complexity with which information is provided as the student becomes more cognitively proficient.

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 LIEP

The goal for students who are ELs is that they attain fluency in English, master the state's academic content standards as demonstrated by proficiency on the state's required student assessments such as ACAP Summative, PreACT Secure, ACT Plus Writing, and ACT WorkKeys. We focus on English as a Second Language as our instructional education program. Research related to student placement and retention shows that ELs should be placed age-appropriately in the mainstream classroom which makes English as Second Language essential. This provides them with access to challenging, grade-level content instruction and the opportunity to interact with their English-speaking peers. In order for them to effectively interact with their peers, we make sure that language development is practiced on a daily basis. It is important that ELs be placed in the least restrictive educational environment. At the high school level, credits should be awarded based on transcripts provided by the students/parents, even if the coursework was taken in another country.

All students enrolling in the Pickens County School District will be asked to complete the Home Language Survey. Any student whose Home Language Survey indicates a first language other than English on any of the survey questions is a language-minority student and further assessment must be conducted to determine the student's English-language proficiency level. The assistance of a translator may be necessary to complete the survey.

Pickens County analyzes enrollment and assessment data along with curricula resources to develop a comprehensive needs assessment. The result of the needs assessment is utilized in the implementation and evaluation of the ESL program. English as a Second Language serves as the instructional program. It correlates with instructional beliefs and practices of the district. Evidence-based core materials are used in instruction along with supplemental supports.

Each local school meets with their school EL teams to determine the individual needs of the schools based on their ACCESS data and the individual needs of the students. The District Advisory Committee members and the EL Coordinators from each school meet to complete the Needs Assessment for the school district. The team reviews the plan and identify the greatest areas of need or focus for the system. We then prioritize those goals that were identified by the schools. We discuss who will be responsible for implementation of the strategies, the process for monitoring, and the effectiveness of the strategies.

Our classroom teachers focus on English as a Second Language while increasing their language development through various strategies and a program that focuses on both language and literacy. We use Imagine Learning to strengthen the Language Instruction Educational Program for our EL population as well as struggling students. Imagine Learning is a strategic, research-based curriculum that meets students at their own grade level and proficiency level. With Imagine Language & Literacy, every child receives explicit, targeted instruction within an individualized learning path that continually adjusts to their needs.

As students begin the program, they complete an Initial Placement Test, which determines a developmentally appropriate (or grade-equivalent) starting point for instruction. As students work through their individualized learning pathway, ongoing user-friendly assessments gather data on predictive and evaluative checkpoints. These checkpoints determine which upcoming lessons and instructional support options are best for each student. Teachers may also enable tri-annual, third-party measures for students via the Reading Level Assessment (RLA) and the Annual Growth Test (AGT).

- Ongoing assessments that direct instruction
- Integrated, teacher-directed benchmarks
- Lexile® measures

2) How the LIEP will ensure that ELs develop English proficiency

Pickens County Schools will use formative assessments and evidenced-based practices to guide instructional decisions by:

- Using Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) to help ensure acquisition of social language and academic vocabulary across content areas.
- Intertwining sensory, interactive, and graphic scaffolds into lesson designs, as appropriate, to support learning.
- Developing lessons and incorporate WIDA-ELD Standards and Can Do Descriptors.
- Requiring documentation of standards and descriptors in lesson plans and conduct walk-throughs and Continuous Improvement Plan (CIP) reviews to monitor implementation.

Building administrators review lesson plans weekly and conduct regular walk-throughs to monitor use in addition to district efforts. The district supports professional learning of teachers of EL, counselors, and administrators. As a proactive measure, each school participates in training on EL services regardless of the

existence of an EL population on its campus. Participants share training information, within ten days, with fellow teachers in turnaround sessions

We will equip each student with the necessary skills to meet or exceed challenging state and national content standards. The school district understands that students acquiring a second language often require additional assistance in the language acquisition process.

- Ensure that ELs are not deprived of full participation in educational programs of the system.
- Require the development and implementation of an Individual English Language Plan (I-ELP) for each student to help ELs adequately comprehend and become competent listeners, speakers, readers, and writers of English.
- Offer appropriate levels of support in the language acquisition process.

We will provide all students equal opportunity to benefit from educational programs and services. Also, we will be committed to supporting scientifically research-based and effective appropriate programs, practices, training, and accountability so that all students can become proficient in English and achieve the state's academic content and student academic achievement standards.

It is the school's goal that all LEP students learn to speak English and progress through school successfully. In order to accomplish this the following strategies will be used:

- Pullout EL services by a tutor
- Title I services
- Service learner tutor (second year Spanish student)
- Research-based computer programs
- Professional development for teachers

Purpose of Program: To enable English Language Learners (EL) to become competent in the comprehension, speaking, reading, and writing of the English language.

Home Language Survey: All students will have a completed Home Language Survey in their cumulative folder. The Home Language Survey will be included in the enrollment packet for all new students.

Language Proficiency Test: The WIDA Online Screener will be administered to anyone whose home language survey indicates they are a language-minority student. The test will be administered within 10 days of enrollment when school is in session and within 30 days when school is not in session.

Language Proficiency Assessment Committees: (LPAC) Each campus with an identified EL population shall form a LPAC, consisting of a school administrator, school counselor, classroom teachers, and the system EL coordinator.

Parental Notice and Approval: According to Title III, Part C, Section 3302(a), each LEA shall, "not later than thirty (30) days after the beginning of the school year, inform a parent or the parents of a Limited-English proficient child identified for participation in, or participating in" an English language instruction educational program. The LPAC will convene a meeting with the parents and a translator.

Program Exit: A student may exit the ESL program when the LPAC Committee feels the student can perform at a level that would insure academic success, ACCESS for ELLs results are 4.8 or higher, the student meets the required standards on all mandated state assessments, report card grades and classroom performance indicate that success without EL instruction is obtainable, or parents request that students no longer receive services.

3) Grading and retention policy and procedures

Strict adherence to a "number" grading system is often inappropriate for LEP students. To insure that LEP students have a reasonable chance of succeeding in school, the following guidelines will apply:

1. For each LEP student, a plan for LEP instruction, similar to an IEP, shall be developed by the LPAC.
2. Satisfactory or unsatisfactory grades relevant to the learning objectives can be assigned or number grades can be used. The LPAC will make that determination.
3. In regular classes, grades shall be assigned in accordance with the scale established by the Pickens County Board of Education, and any modifications will be noted in the student's cumulative folder and on the report card.
4. Students who are identified as English language learners will be graded on improvement in both language and content.

It is strongly recommended that teachers keep a portfolio of the EL student's work. The portfolio will enable the teacher to provide evidence that the student was given the appropriate opportunities to master the content required to pass a course, earn credits and be sufficiently prepared for state assessments.

Grading of ELs is based on students' level of English proficiency. Teachers use accommodations and assessments according to a student's I-ELP.

- Adjust appropriate instruction and differentiation according to language proficiency levels in order to appropriately accommodate student learning.
- Maintain supporting documentation in the form of lesson plans, work samples, and formative assessments.

ELs will not be retained in cases where language is a barrier to performance. Prior to considering retention of an EL, the following points will be addressed by the ELC:

- student's level of English language proficiency
- supporting documentation of I-ELP implementation
- classroom accommodations made in the areas of lesson delivery at student's level of English proficiency, activities and assignments, informal assessments (e.g., quizzes and tests)
- the amount of individual English language development instruction the student received during the school day
- use of alternate grading strategies (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives), and
- classroom teacher's professional learning in the area of EL instructional and assessment strategies specifically designed for students learning English.

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

The Pickens County School District does not have a ESL teacher at the present. However, it is the school's goal that all LEP students learn to speak English and progress through school successfully. In order to accomplish this, the following strategies will be used:

- Pullout EL services by a tutor
- Title I services
- Service learner tutor (second year Spanish student)
- Research-based computer programs
- Professional development for teachers

All core instructional teachers are fluent in English. Content teachers participate in professional learning designed to equip them with knowledge and skills for providing high quality instruction. Each elementary school

employs an ARI Specialist who supports reading instruction. Elementary classroom teachers also participate in LETRS (Language Essentials for Teachers of Reading and Spelling) training to further their understanding of the science of reading.

The ARI Specialists and primary/content teachers receive training in their service areas from SDE staff and provide turnaround training at the building level. School and district administrators also participate in SDE supported professional learning. SDE staff provides on-site support for teachers by helping to implement strategies to improve students' achievement levels in identified target domains. In addition, the district maintains WIDA resources on its website to support schools and individual classroom teachers in their efforts in providing appropriate EL services.

5) Method for collecting and submitting data

The LEA will utilize the Main Data Collection of the Federal Programs Application Portal. The data is collected from the school counselors. The school counselors are trained to use PowerSchool to code ELs and enter accurate and reliable data. A certified teacher is trained to administer the ACCESS test and must receive the WIDA certificate to test. The EL Coordinator and the System Testing Coordinator works together to determine the appropriate testing level for each student.

6) Method for evaluating the effectiveness of the program

The LEA will conduct a program evaluation each year to determine the effectiveness of the program. Evaluating the ELL program involves collection and analysis of data to determine whether or not the goals set forth during the comprehensive needs assessment (or previous program evaluation) were met. The data analysis will be summarized to illustrate the status of the ELL program and will include the LEA's future goals and plans to improve the program the following school year. The LEA will, also, complete a self-assessment to determine program compliance.

The LEA provides CIP professional learning for schools to assist them with tools and strategies for improving instruction and measuring the impact of their efforts. Schools evaluate the strength of their program efforts by individual student performance on grade specific state assessments. District coordinators and administrators conduct CIP mid-year reviews to monitor plan implementation. The EL Advisory Committee reviews procedural impact to advise plan adjustments. The Federal Programs Director analyzes ACCESS for ELLs results to determine individual student growth. Program effectiveness is gauged by the amount of student progress.

7) Method of identification and referral of ELs to the Special Services Program including Gifted Ed

Special Education Guidelines for Service to LEP students is as follows. The LEP student with disabilities has a right to the same special education services as other students with disabilities. However, cultural and linguistic backgrounds should not be confused with disabilities and should not serve as a basis for referral for a special education evaluation. As a general rule, LEP students who are following normal developmental patterns for learning a new language should not be referred. Prior to a referral, efforts must be made by the student's classroom teacher to meet the student's needs within the context of the services that are part of the regular education program, including the modifications outlined in the EL plan. Such efforts and their results must be documented on the referral. All students in Grade 2, including EL students, are tested for the Gifted Program through our Special Education Department. If a student qualifies, he or she will receive gifted services according to their guidelines. The Gifted Teacher will invite the EL Assistant to eligibility meetings for ELs being referred. EL Assistant will provide information regarding the EL's English proficiency and communication requests from parents.

The EL Assistant will be a part of the IEP team for all students who are EL and have a disability. The IEP and I-ELP will work concurrently to provide supports for the students. This information should be included as a part

of the IEP on the Profile Page. If an EL student does not have an IEP, but is being discussed for concerns non-related to English as a Second Language, then RTI is the appropriate vehicle, provided the EL Assistant is a part of the team. Once second language acquisition has been eliminated as the barrier to achievement, ELs must be served in the same way as all other students.

Three specific indicators that 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 this lack is noted by parents;
2. English language development that appears to be significantly different from that of peers who are also learning English as a Second Language; and,
3. Noted developmental delays or other at-risk conditions.

When the LEP student referral form is completed, the information recorded should remove all doubt that sociocultural factors are the primary contributors to the student's learning or behavior problems.

Contact Procedures for Known or Suspected Disability

1. If the school suspects or has knowledge of a limited English-speaking student with a disability, the building principal should contact the special education coordinator.
2. The special education coordinator will assist the building principal (or his/her designee) in securing an appropriate interpreter for the purpose of communicating with the student and parents under consideration.

An agreed upon date and time will be established for the purpose of discussing special education considerations and possible evaluations with the parents and student (if appropriate). We will have a translator available, if necessary, to assist the parents and students throughout the process.

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 LEA will insure that all ELL students participate in the ACCESS and all required State assessments. The Title III Coordinator will order all ACCESS tests and administer the tests. The LEA Testing Coordinator and School Testing Coordinator will be responsible for insuring that all ELL students participate in State assessments.

The System Test Coordinator (STC) for each EL student will look at State assessment results, ACCESS results, report card grades, and teacher input to measure the English proficiency of ELL students. The data will determine if the students can exit the program, if the program is working, or if a new program needs to be implemented.

The STC ensures that ELs participate in the state assessment program. All ELs participate in the program for accountability purposes. ELs who are in the first twelve months of enrollment in the United States have some flexibility in some assessments. ELs who are not in their first twelve months of enrollment in a United States school must participate in all state assessments for their grade level. Annual training sessions are conducted with school personnel to ensure communication of assessment and accountability requirements.

Each school and LEA will be held accountable for the following:

- Annual increases in the number or percentage of students making progress in learning English.
- Annual increases in the number or percentage of students attaining English proficiency by the end of each school year.
- Adequate Yearly Progress, as defined by the state, for LEP students consistent with Title I, Section 1111(b) (7).

- The percentage of LEP students who participate in the states' student assessment program. (Title I, Section 1111(b) (2) (I) (ii) states that not less than 95 percent (95%) of each school's LEP students are required to take the state's assessments.

2) Method for holding schools accountable for meeting proficiency in academic achievement

The Title III Coordinator will look at the ACCESS reports and notify the schools and parents about their test scores. The parents will receive a copy of the scores. If objectives were not met and student didn't score proficient in specific areas, the school's CIP must have as a goal what they plan to do to meet the objectives. The LEA monitors and evaluates CIPs at least three times, yearly, to ensure that schools implement procedures and document implementation.

Section E: Parent, Family, and Community Involvement

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

Pickens County seeks to partner with all of its parents and to assist them in helping their children achieve academic proficiency on state assessments. It recognizes that parents of ELs may face unique challenges and needs. Schools have freedom to identify strategies to engage their parents, families, and communities according to exhibited needs. Examples of outreach efforts include but are not limited to:

- developing relationships with parents through face-to-face contact,
- offering opportunities for parents of ELs to meet and fellowship,
- emphasizing cultural awareness,
- asking parents to volunteer in areas that coincide with their expertise, talent, or comfort level,
- providing parent-child homework assistance sessions,
- posting information around the school in multiple languages, and
- providing staff development on working with parents of ELs.

All Pickens County Schools receive Title I funds and parents of EL students are informed in a letter of a list of available information upon request. The information includes:

- The reasons for the identification of a child as limited proficient and in need of placement in a language instruction educational program.
- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement.
- The methods of instruction used in the program in which the child is or will be participating and the methods of instruction in other available programs, including how such programs differ in content, instructional goals, and the use of English and native language in instruction.
- How the program in which the child is or will be participating will meet the educational strengths and needs of the child.
- How such a program will specifically help the child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation. Program support for students with IEPs and how the program meets the objectives of the IEP of the child (if applicable)
- Specific exit requirements for the program, expected rate of transition from ESL Program into the regular classroom, and the expected rate of graduation from secondary school • Rights related to the student's participation in the program (right to have the child removed from supplement ESL Program upon request - if applicable, the option to decline to enroll the child in supplemental ESL Program or choose another program of method of instruction - if available, and various programs and methods of instruction if more than one method is offered)
- The immediate removal of the child from such a program upon parent request/the option to decline to enroll the child in such a program.

2) Methods (in a language they can understand) for notification requirements for ELs students regarding EL identification, placement, exit, and monitoring

The LEA and each individual school will insure that all communication is sent home in a language parents can understand. EL parents will be made aware of and encouraged to attend all school functions.

Appropriate notification is made to parents when their child changes status within the ESL Program, such as:

- Exiting the ESL Program
- Successful completion of each monitor year
- Reentry into ESL Program
- Annual eligibility of services for parents who have waived Title III supplemental services.

The LEA and schools use TRANSACT for forms, translator software for newsletters, etc. and interpreters for meetings. The LEA uses TransACT to print notices to parents in both English and their language. We complete a English Learner Program Placement form for initial as well as continued placement. We also complete a Determination of Student Eligibility for Program Placement form. These forms are also sent home with the parents in their native language, if necessary.

Parental Notice and Approval: According to Title III, Part C, Section 3302(a), each LEA shall, "not later than thirty (30) days after the beginning of the school year, inform a parent or the parents of a Limited-English proficient child identified for participation in, or participating in" an English language instruction educational program. The LPAC will convene a meeting with the parents and a translator.