



Autauga County Schools English Learner District Plan and Guidebook 2021 – 2022

PLAN APPROVED BY:

Timothy Tidmore, Superintendent

Date of Approval

Dr. Rachel Surles, Federal Programs Administrator

Date of Approval

ASSURANCE STATEMENT

It shall be the policy of the Autauga County Board of Education (ACBOE) that no student shall be denied the benefit of any educational program or educational activity based on race, color, national origin, age, sex, disability, limited English proficiency, immigrant status, migrant status or homeless status. A student shall not be excluded from any federally assisted education program based on a surname or language-minority status. A free and appropriate education is available to all students with disabilities. All programs offered by schools within the school district shall be open to all students in compliance with statutory and judicial requirements.

Table of Contents

I.	Section I: Coversheet, Assurances, Signature Page	3
	EL District Plan Cover Sheet	
	Assurances	
	Autauga County Schools - EL Advisory Committee Signatures	
II.	EL District Plan Minimum Requirements.....	5
	A. Introduction	
	B. Identification and Placement Procedures	
	C. Programs and Instructions	
	D. Assessment and Accountability	
	E. Parent Involvement	
	F. Title III Supplemental Services	
III.	Appendices.....	16
	A: State Definition of Immigrant, Migrant and English Learner	
	B: Registration Guidelines	
	C: Legal Cases Related to English Learners	
	D: Home Language Survey (HLS)	
	E: Flow Chart of the EL Identification Process	
	F: Flow Chart of Program Overview	
	G: Parent Notification Letter: Notice of Proposed Meeting	
	H: Parent Notification Letter: EL Placement or Continuation	
	I: Retention Guidelines Chart for English Learners	
	J: Parent Notification Letter: Exit Notification	
	K: Title III Supplemental Services Waiver Letter	
	L: Explanation of Refusing Supplemental English Learner Services	

Section I: Coversheet, Assurances, Signature Page

EL District Plan Cover Sheet

EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Autauga County
LEA Contact for ELs: Mrs. Christina Thurman	
Name: Christina Thurman	Signature:
Position and Office: EL Specialist	Email Address: christina.thurman@acboe.net
Telephone: 334-361-3840, Ext. 12010	Fax: 334-361-3842
<input checked="" type="checkbox"/>	Check box if LEA receives Title III Funds

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 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 checked="" type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English language learners (ELs)	
<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 a non-public school participation plan .	
<input checked="" 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	
Dr. Rachel Surles		
Federal Programs Administrator	Signature	Date
Timothy Tidmore		
LEA Superintendent	Signature	Date

***EL Advisory Committee Signatures**

Alonda Quirkill

Christina Thurman

JAC - Jarmin Quintero

Hanny Tiesi

[Signature]

[Signature]

Dana Homes

Angela McCall

J. Perkins

Elizabeth Dawson

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.**

EL District Plan Minimum Requirements

A. Introduction

1. Include the LEA's (Local Education Agency's) educational theory and goals for its program of services.

The vision of Autauga County Schools is “Learning Today... Leading Tomorrow.”

The mission of Autauga County Schools is to provide excellent educational experiences for all students to be successful in life.

Program Philosophy:

ESL (English as a Second Language) Program services shall be provided to students for whom English is an additional language and who have been identified as being an EL/ML (English Learner/Multilingual Learner), regardless of immigrant status. When implementing services for EL/MLs, all schools follow the vision and mission of Autauga County Schools to provide excellent educational services for all ELs to become successful graduates.

Program Goals:

- To assist all ELs/MLs in acquiring fluency in the English language skills of listening, speaking, reading, comprehending and writing without replacing or negating the student's primary home language
- To help ELs/MLs acquire academic content instruction at each grade level
- To provide ELs/MLs with equal access to all school programs
- To provide quality professional development to teachers, administrators, and other school or community-based personnel

Program Objectives:

- To increase the English proficiency in listening, speaking, reading and writing of English Learners by providing quality language instruction educational programs
- To create a learning environment that will provide for cognitive and affective needs
- To increase the academic achievement of ELs/MLs in the core academic subjects
- To improve the instruction of ELs/MLs by providing quality professional development to teachers, administrators and other school personnel in instructional and assessment strategies that address the cultural and language needs of ELs
- To improve the coordination between elementary/secondary language instruction education programs and other relevant programs and services

Program Description:

The Core English Language Program is based on researched based programs and methodology strategies used by classroom teachers. According to Jim Cummins' research, it takes the average EL from one to three years to acquire the social language needed to function on a daily basis. This portion of language development is called BICS (Basic Interpersonal Communication Skills). Moreover, it takes five to seven years to acquire the language skills necessary to function in an academic setting CALP (Cognitive Academic Language Proficiency). Based on these guidelines Autauga County has developed a plan to meet the needs of ELs/MLs.

The program is English as a Second Language Program. The EL supplemental program in Autauga County offers a combination of self-contained services, inclusion services and pullout services. In addition, support services are provided to all classroom teachers. WIDA Standards and Can Do Descriptors are provided to each teacher to help guide their strategies for working with ELs and for developing academic language.

Students are placed in the ESL program based upon their performance on the WIDA Screener for Kindergarten (Grade K) and the WIDA Screener Online (Grades 1-12), the English language proficiency screener test of listening, speaking, reading, and writing, upon their academic achievement, and other related information. Depending upon the grade level and ability level of the individual students, EL/ML services are provided to meet specific needs of each student. A combination of strategies is used to teach English

with emphasis on the development of the four communication skills: listening, speaking, reading and writing.

The decision on the amount of instructional time that a student receives is based on formal as well as informal assessment. The criterion that has the greatest impact on the amount of EL instruction is the student's score on the English proficiency assessment and student's progress in language acquisition. Consideration is also given to regular program achievement and other program assignments (such as special education), and teacher recommendation. The final determination is made by the EL Committee, which includes the EL Resource Teacher and the classroom teacher(s). The time spent in EL classes depends upon the grade level of the student, needs of the student, the instructional program being used, and the time frame of classes at the twelve individual schools.

Emphasis is placed on the development of the four language domains: listening, speaking, reading and writing, the inception of the WIDA Standards and the use of ACCESS have provided an opportunity to re-evaluate the effectiveness of its' ESL Program. WIDA Standards help guide the EL program in the classroom and in the supplemental programs. The WIDA Standards and the Can Do Descriptors are to be used as guides for classroom teachers.

Program Purpose:

English Language (EL) is taught to enable ELs/MLs to become competent in the comprehension, listening, speaking, reading and writing of the English language. The program emphasizes mastery of English language skills along with content area concepts and skills so students are able to participate effectively in the regular academic program and to reach their full potential after graduation.

B. Identification and Placement Procedures

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

Each school in Autauga County must have an EL Committee to oversee placement of ELs/MLs, the I-ELP for each student, testing and other issues related to English Learners. The EL Team consists of a classroom teacher, an administrator of the school or designee, a counselor, EL Resource Personnel, parents and other members. These other members may include the homeroom teacher, special education teachers, and other staff as needed. The committee reviews pertinent information about each EL/ML student and performs the following tasks:

- a. Make recommendations and complete documents (EL Placement and Program Recommendations) concerning the placement of each student in the ESL program.
- b. Send written notice to parents who were unable to attend recommending placement of students in the ESL program.
- c. Recommend and monitor the participation of eligible EL students in any other applicable program.
- d. Monitor students' progress and recommend exit from the ESL program when ELs/MLs become proficient in English and meet exit criteria.
- e. Monitor (for a minimum of four years) the academic progress of students who exit the ESL program. When exited students are not achieving academic success, consider other programs or re-entry into the ESL program.
- f. Follow the process for determining students' accommodations for state and district mandated achievement tests based on ALSDE guidelines.
- g. Monitor the academic progress of all ELs/MLs in the program and make recommendations to the regular classroom teachers concerning accommodations for ELs/MLs in the program.

All members of the EL Team observe the rules and laws governing the confidentiality of information concerning individual students. The EL Team reviews all pertinent information on each EL student and makes the determination required regarding the placement in and exit from the ESL program.

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.
 - a. Home Language Survey

- b. WIDA-ACCESS for ELLs 2.0 annual test, WIDA Screener Online (Grades 1 – 12), and/or the WIDA Screener for Kindergarten.
- c. EL Committee Placement

The Autauga County System strives to provide students with immediate access to public education regardless of their immigrant, EL, migrant or homeless status. School personnel will provide assistance in obtaining the necessary documents for enrollment.

- A. During the enrollment process, the parent/guardian or student completes the Home Language Survey (HLS). When a language other than English is indicated on the HLS, the school staff member collecting the enrollment information faxes or emails any Home Language Surveys that indicate a language other than English to the EL Specialist, and gives a copy of the HLS to the EL Contact at each school. Completed surveys are filed in each student’s permanent record folder. The permanent record folders are kept in the records room at the school. Copies of the Home Language Survey are also kept in the students EL records kept with the school’s EL Contact.
- B. When it is indicated that English is not the student’s home language by the Home Language Survey, the student is screened within thirty (30) days of enrollment if the student enrolls prior to the beginning of school or ten (10) days after enrollment if the student enrolls during the school year. He/she is administered the WIDA Screener for Kindergarten (Grade K) and the WIDA Screener in Grades 1 – 12 by staff certified to administer these instruments. For students scoring below 5.0 on the composite of the WIDA Screener Online or below 4.5 on the WIDA Screener for Kindergarten, the student will be identified as an English Learner/Multilingual Learner (EL/ML).
- C. If further assessment is needed to determine appropriate placement, the EL Committee will consider teacher judgment, other assessments and school history/previous schooling will also be used to determine placement.

Placement:

Autauga County recommends age-appropriate grade placement for EL students unless special circumstances indicate a closer look at the individual child. The Principal and the EL Committee at the school level must approve any special decision on grade placement.

If a student or parent speaks a language other than English, every effort is made to find an interpreter or someone who can communicate in some way with the student and/or parents. A current list of potential interpreters is sent to all schools. An interpreter may help the parent fill out the enrollment forms.

- 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 four years, and at a minimum, follow ALSDE exiting requirements for ELs. The State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0® English language proficiency test.

Students may be categorized as non-English proficient or English proficient. The appropriate codes are entered or updated in PowerSchool by the EL Specialist. For educational purposes, students who are other than English proficient speakers are considered to be English Learners/Multilingual Learners (EL/ML) and are provided services based on the following codes:

- English Learner 1 (EL – 1): Students are those who have entered Autauga County Schools and have attended U.S. schools less than one year. Some of these students are not literate in their primary language. These students are deferred for one year on reading portions of state mandated testing. These students receive services from an EL Resource Teacher or designee.
- English Learner 2 (EL – 2): Students in Year 2 or more. Students exhibit good oral skills in English but have difficulty in reading and writing skills. These students will take all norm-referenced tests and remain in the ESL program until they have met exit criteria. They receive support services from the EL Resource Teacher. Students scoring 4.0 or higher will not be pulled from core instructional time weekly; only on an as needed basis.

ELs remain in the ESL program until achieving an overall proficiency score of 4.8 or higher on the ACCESS for ELLs 2.0® language proficiency test. This assessment is scheduled for spring administration. Students scoring 4.8 or higher on the composite score exit the program.

A meeting is held to discuss the student exiting the program and the progress the student has made. Parents are given an exit letter letting them know the status of their child's success in the ESL Program. The parent signs the letter. Each student who exits the ESL program is monitored for four years. Students in the monitoring phase are categorized as follows:

- FEL-1 is a Former English Learner in Year 1 of monitoring
- FEL-2 is a Former English Learner in Year 2 of monitoring
- FEL-3 is a Former English Learner in Year 3 of monitoring
- FEL-4 is a Former English Learner in Year 4 of monitoring
- FEL Complete –Completed four years of monitoring

At the end of four years, a determination of the student's academic achievement is made. If monitoring indicates that the student is academically successful, further monitoring is discontinued. The EL Committee will review the information and then make a decision on the student's status. If after a student exits the program, the student begins to experience difficulty in the classroom, the EL committee will convene and determine the best avenue to pursue in helping the student. The decision may be to place the student back in the ESL Program or to begin the RTI process. Parents are invited to attend any meeting concerning the status of their child's progress in the ESL program.

C. Programs and Instructions *Implementation of this plan is contingent on CDC and ADHP guidance as it relates to COVID-19.

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.

Students are placed in the ESL program based upon their performance on an English language proficiency test of listening, speaking, reading and writing, as well as their academic achievement and other formal and informal measures. The decision on the amount of instructional time that a student receives is based on formal as well as informal assessment. The time spent in ESL classes depends upon the grade level of the child, the instructional program being used, and the time of classes at individual schools. The plan for each student is as individual as each student.

The core Language Instruction Education Program for Autauga County is based on an EL approach that focuses on instruction in English as the primary method of helping ELs acquire language and to meet academic standards. The core program is English as a Second Language. Additional supplemental services include pullout EL, and EL electives at several of the secondary schools. These models for instruction were selected for use in the school district based on several factors including, an EL population that is diverse in age and grade levels and the formal education background and English language proficiency of students.

EL/ML instruction begins at the student's individual level of English language knowledge. Many different strategies are used to teach English skills in the four language domains of listening, speaking, reading, and writing. Specific classroom level practices recognize ELs/MLs unique needs as multilingual language learners and support learning and comprehension. These include the use of programs that integrate language and specialized content instruction.

Some examples of specialized instruction for ELs/MLs include the following:

- Individualized instruction
- Use of visuals and realia
- Cooperative learning
- Total Physical Response (TPR)
- Journaling
- Repetition, rephrasing, and reiterating of instructions and content, slower speech

- Hands-on activities, student-centered learning activities
- Building background knowledge by connecting to previous learning
- Chunking and webbing
- Primary language support if available
- Use of scaffolding techniques
- Use of a variety of grouping configurations, and modeling
- Alternative assessments

In addition to the classroom instruction, the EL/ML student may receive regularly scheduled instructional support with the ESL Resource Personnel or designee.

Students are placed in the ESL program based upon their performance on an English language proficiency test of listening, speaking, reading, and writing, as well as their academic achievement and other formal and informal measures. Depending upon the grade level and ability level of the individual student, EL services are provided to meet specific needs.

In grades K-12, ELs/MLs receive instruction based upon their language proficiency. Instruction begins at the student's individual English language level of proficiency. The level of English language proficiency determines the amount of specialized instructional time needed for that student. EL instruction in Kindergarten consists of classroom inclusion with EL support as needed. In grades 1-12, students are placed in classes based upon their performance on an English language proficiency test of listening, speaking, reading, writing, and comprehension. For students in grades 1—6 EL services are provided through pullout and inclusion with strategies utilized by classroom teachers working with ELs. Grades 7-12 may attend an ESL elective class. This is combined with classroom support services in the core classes. Strategies are used in all core classes as well as electives.

A combination of strategies is used to teach English phonics, oral language skills, cooperative learning, and integrated reading. Emphasis is placed upon the development of the four communication skills: listening, speaking, reading and writing. A variety of materials and equipment is used in instruction. This includes textbooks, computers, videos, listening stations, games, purchased ESL programs and materials, and language development activities. Curricula and instructional materials used in the ESL program are scientifically research-based and aligned with WIDA Standards and the Alabama College and Career and Readiness Skills.

All teachers providing instruction for ELs/MLs should use a variety of approaches in organizing the classroom, designing a curriculum, and presenting lessons. There are several basic elements underlying good language instruction:

- Versatility and flexibility
- Interactive lessons with hands-on activities and cooperative learning
- Opportunities for all students to feel successful by providing appropriate accommodations for the needs of students' different levels of abilities

The following methodologies are promoted as good teaching strategies for ELs as well as all students.

- Total Physical Response (TPR)
- Cooperative Learning
- Language Experience
- Specially Designed Academic Instruction of English (SDAIE)

ESL and Regular classroom teachers should:

- Allow for student wait time to respond to questions
- Announce the lesson's objectives and activities
- Face the student when speaking
- Write legibly and grammatically correct in print
- Develop and maintain classroom routines
- Review instructions
- Present frequent summations of the main points of the lesson
- Use visuals, lists, charts, and other graphic organizers
- Build background knowledge

- Control rate of speech
- Pre-teach academic vocabulary
- Utilize frequent checks for comprehension
- Repeat, Reword, Rephrase, and Reiterate

Materials for Instruction

EL Instruction: The *Finish Line for ELLs 2.0* curriculum will be used in Grades 1 – 12. In Kindergarten and in the content classes, the ESL Program is using regular classroom textbooks, as well as ideas from workshops and other purchased materials designed for ELs.

Regular Program Instruction: The regular classroom teacher makes accommodations in the regular program to meet the needs of the EL/ML students. The teacher also utilizes WIDA Standards and strategies for meeting the needs of ELs in the classroom.

Other Programs: Summer school programs and tutoring services are provided for ELs whenever possible.

2. Describe how language instructional educational programs will ensure that ELs develop English proficiency.
 - a. Practice of continuous improvement and use of data to improve the rate of language acquisition for ELs
 - b. Support the LEA provides each school with respect to continuous improvement practices
 - c. LEA integration of the World-class Instructional Design and Assessment English Language Proficiency (WIDA ELP) Standards with the curriculum
 - d. Teacher integration of the WIDA ELP Standards in lesson plans

The EL Resource Teacher or EL Contact monitors all ELs/MLs throughout the year. Assessment information from the ACCESS for ELLs 2.0® is compiled each year to determine if a student achieved progress. For those students not meeting their goals, revisions to the I-ELP are implemented to ensure additional support for these students, if necessary. Professional development is also offered to teachers working with ELs in the classroom each year to address implementation of strategies and accommodations in the classroom.

3. Include the specific components of the LEA’s program of English language acquisition and academic services for ELs.
 - a. Elementary (K-6) services include pullout services, push-in services, and inclusion for ELs to remain in the regular classroom. Teachers are provided supplemental materials in the classroom for use by the students including computer software, iPads, bilingual books and resources including Word to Word translation dictionaries.
 - b. Secondary (7-12) services include an ESL class elective and inclusion for ELs to remain in the regular classroom. Teachers are provided supplemental materials in the classroom for use by the students including computer software, iPads, bilingual books and resources including Word-to-Word translation dictionaries.

4. Describe the grading and retention policy and procedures; ELs cannot fail or be retained if language is the barrier.

Grading guidelines for elementary and secondary ELs include grading on improvement in the content areas for any beginning EL/ML scoring levels 1 or 2 on the WIDA Screener for Kindergarten, WIDA Screener Online, or ACCESS for ELLs 2.0®. For intermediate ELs scoring at levels 3 or 4 on the WIDA Screener for Kindergarten, WIDA Screener Online, or ACCESS for ELLs 2.0®, teachers grade on improvement as well as knowledge of content. Lack of ability to read and write in English is not the basis for a failing grade. A student cannot be given a failing grade because he/she is not proficient in English.

The system uses a variety of methods to measure the progress of all students, including the EL/ML students, in meeting the education goals of the regular instructional program and the ESL program. Progress is measured using the following instruments:

- Report Cards – Student report cards are sent to the parents at the end of each nine weeks of school. The criteria used in these reports include achievement, attendance, and citizenship progress for the preceding nine-week period. At the end of each semester the grades are averaged and a

semester grade is given. The semester grade is recorded in the student's cumulative folder, which is kept on file in a central location in each school and filed in each student's EL folder.

- Teacher Input-Teachers provide additional information about a student's classroom performance. WIDA Kindergarten Screener and/or WIDA Screener Scores – Each student in the ESL program is given the WIDA Screener for Kindergarten or WIDA Screener Online upon entering the system. This assessment provides information on a student's initial language proficiency levels.
- Progress Reports - EL personnel keep an EL record on each student that indicates progress in learning English and progress in the regular program. The regular classroom teacher and EL Resource Teacher supply this information.
- Alabama Student Assessment Program – All EL/ML students participate in all state assessments. The student's EL Committee is responsible for determining if accommodations are needed.
- English Language Development Test – All ELs will be assessed each spring to determine adequate yearly progress using Assessing Comprehension and Communication in English State to State Proficiency Test (ACCESS for ELs 2.0®).

Guidelines for Grading

General education classroom teachers grade in the content areas on improvement for any beginning English Language Learner (EL/ML) designated as EL-1 (Year 1) or (EL-2 Year 2 or more) scoring levels 1 or 2 on the WIDA Screener for Kindergarten, WIDA Screener Online, or ACCESS for ELs. Students may receive an S for Satisfactory or N for needs improvement for a period of time to allow the student to gain some English skills. The grades must be converted to regular grades on the Report Card. For students in kindergarten, students may receive the grades of ESPN. E is for Exceeding; S is for Satisfactory; P is for Progressing; and N is for Needs Improvement. Students' levels of English Proficiency should be considered when assigning grades. All teachers working with ELs/MLs should use strategies such as scaffolding, accessing prior knowledge, building background knowledge, and other strategies that are part of the core ESL program.

- Lack of ability to read and write in English is not the basis for an "F" or "U." A student cannot be given a failing grade because he/she is not proficient in English.
- Grade of "F" cannot be assigned to an EL student without full documentation of accommodations having been made to assure the student's full access to the content.

5. Include the specific staffing and other resources to be provided to ELs/MLs 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.
 - a. Qualified personnel (ESL licensure)
 - b. ESL staff development
 - c. Content teacher and administrator staff development

All EL Resource Teachers have been determined highly qualified. All receive professional development training throughout the school year. Administrators and teachers are invited to participate in EL professional development workshops during the school year.

ESL Certification is awarded through programs at Alabama colleges or with reciprocal agreements with other states and as of June 1, 2007, with PRAXIS II.

ESL Preschool – 6th Grade Teachers can have:

- a. ESL Certification
- b. Foreign Language Certification
- c. Regular Elementary Certification

Secondary ESL Teachers can have:

- a. ESL Certification
- b. Foreign Language Certification
- c. Regular Elementary Certification
- d. English/Language Arts Certification While some certified teachers without formal ESL certification are permitted to teach ESL as described above, LEAs must provide appropriate professional development for teachers who have not received formal ESL certification. (OCR Memorandum 1991, Staffing Requirements)

6. Describe how the LEA will collect and submit data in accordance with ALSDE requirements.

Training is held each year for school office registrars in enrollment procedures for ELs/MLs. PowerSchool data for ELs/MLs is coded by the EL Specialist. Local schools can perform coding of EL data in PowerSchool with the EL Specialist's guidance.

7. Include the LEA's method for evaluating the effectiveness of its program for English learners (including those enrolled in non-public schools).

Data is collected each year on the progress of individual EL students and schools using ACCESS for ELLs® 2.0 reports. Surveys are sent to school administrators, classroom teachers, EL Resource Teachers and parents to determine strengths and weaknesses of the ESL program. This information is collected and compiled to help evaluate the effectiveness of the program.

8. Include LEA's method of identification and referral of ELs in 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.

A special education referral for ELs/MLs can only proceed once language has been eliminated as the problem. EL/ML students in need of additional academic or behavioral support are initially referred to the EL Team at their school. EL/ML students are required to receive accommodations within the general education classroom and special assistance from EL staff members.

When an EL/ML is experiencing academic or behavior problems, the RTI process can be implemented at the local school level. Various interventions at Tier 1, 2 and 3 will be implemented. A special education referral may be initiated based on the results of data from the interventions. The EL Resource Teacher is a member of the EL Problem Solving Team.

The materials and procedures used to assess ELs 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. Tests, administered to ELs/MLs, are presented in the native language of the student when such a test format is available. Testing with the use of an interpreter is also an option. Tests that are often used with EL/ML students are non-verbal assessments. Personnel who are properly trained administer all tests. Upon completion of all evaluation material and information, the IEP Eligibility Team meets to determine if the student qualifies for special education services. The EL Resource Teacher participates as a member of the eligibility team. A child may not be determined to be eligible for special education if the determinant factor is the child's lack of English proficiency. An EL/ML can have special needs in addition to being an EL/ML. Every effort is made to determine the best program for ELs/MLs.

EL/ML students with disabilities have a right to the same individual special education services as other students with disabilities. The IEP team shall consider the language needs of the student as those needs relate to the student's IEP. Those ELs/MLs qualifying for special education services are provided with alternative language services based on the individualized education plan (IEP). Accommodations are made at the IEP meeting and in written communication for the non-English speaking parent to ensure their active participation.

Gifted and Talented Services: All ELs served by the system's ESL program are considered for gifted and talented services on the same basis as English-speaking students. All second grade students in the district participate in a state mandated gifted screening process during the first semester of the school year. Other students are referred for gifted evaluation in the same manner as all other students.

Tests administered to ELs/MLs, are presented in the native language of the student when such a test format is available and necessary. Testing with the use of an interpreter is also an option. Personnel who are properly trained administer all tests.

Upon completion of all evaluation material and information, the Gifted Eligibility Team meets to determine if the student qualifies for gifted and talented services

Additional Programs, Services, and Facilities: All ELs/MLs have access to student support programs and services on the same basis as other students. Such programs include, but are not limited to, pre-school programs, career/technical programs, and extracurricular activities.

Information regarding a special education referral is communicated to the parent in a language they can understand. Interpreters are available for these meetings with parents. If an interpreter is not available in person, a Language Line telephone interpreter can be used.

D. Assessment and Accountability

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

The EL Specialist and System Testing Coordinator work together to review testing information. All testing and accountability requirements are provided to school administrators. ACCESS for ELLs 2.0® testing data is sent to all school administrators, counselors, teachers and EL Resource Teachers each year. Information from these reports is used to measure the progress of ELs in the school and the district.

2. Describe how the LEA will hold schools accountable for meeting proficiency.

The instructional goals of the Autauga County School's ESL Program as stated at the beginning of this document are as follows:

- To increase the English language proficiency of second language learners to the degree necessary to allow independent functioning in the regular school program
- To provide the EL student the opportunity to reach his/her full potential.

The system utilizes both formal and informal evaluations of the program in order to determine progress in meeting these goals.

The evaluation is an ongoing process. The progress of each EL/ML student is assessed at the end of each nine-week period using the academic progress report. These progress reports are kept in the student's EL folder with the EL Resource Teacher for that service area. Progress Reports are used to determine if changes need to be made in the student's EL instructional program.

A formal evaluation of the ESL program is conducted at the end of each school year. This information is reviewed by the district and submitted to the State Department of Education. The following data is included in the formal evaluation:

General Information:

- Student Population, by race and national origin, for each school
- Number of Limited English Proficient students at each school, by grade level, and by language spoken

Identification and Assessment:

- Information on the administration and completion of Home Language Surveys
- Number of students having a primary language other than English
- Number of newly identified students assessed for English proficiency
- Number of new students enrolled in the EL program
- Number of parents/legal guardians who waived EL student services

EL Program Information:

- Beginning English proficiency level, beginning academic level and number of years in the EL program for all EL/ML students
- Type of English language instruction educational program received

- Current English proficiency level, current academic level and current number of hours spent in the English language instruction educational program for all EL/ML students
- Criteria used to determine when a student is ready to exit the ESL program and transitional services provided to students who have exited the program
- Number of students who exited the program, those requiring classroom modifications, and the number of those students who reentered the program
- Number of years the district monitors the progress of EL/ML students who have exited the ESL program with appropriate documentation

Staffing and Training

- Names of all certified EL teachers
- Names and qualifications of all EL instructional assistants
- List and description of all EL training provided to district personnel
- Number of district personnel who attended EL training

Participation in Other Programs:

- Number of EL/ML students referred for special education and the number who qualified for special education programs and services
- Total number of students currently enrolled in the district's special education program and the number of EL/ML students currently enrolled in special education programs
- Number of EL/ML students referred for the gifted and talented program and the number who qualified for gifted and talented services
- Total number of students currently enrolled in the district's gifted and talented program
- Total number of students currently enrolled in the district's career-technical program and the number of EL/ML students enrolled in this program
- Number of EL/ML students participating in extracurricular activities at their respective schools
- Number of EL/ML students who received honors or awards at their respective schools

Parent/School Communication:

- Number of different languages for which the district has written school-related documents
- List of interpreters available to assist in parent/school communications
- Description of parent involvement activities
- Description of community activities and resources available

General Comparison Information:

- The district dropout rate among all students and among current and former EL/ML students
- The total number of truancy petitions issued by the district and number of petitions issued for EL/ML students
- Overall graduation rate of the district and the overall graduation rate of current and former EL/ML students
- Number and percentage of EL/ML students who participated in applicable state assessments
- Retention rate among all students in the district and the rate among current and former EL/ML students

All of this information is compiled into a system report to be completed by the EL Program Director. Areas of deficiencies are identified. The EL program staff then develops a plan of action to correct any deficiencies for the upcoming school year. Methods used may include, but are not limited to, workshops, in-service for EL staff 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.

POLICY CONCERNING COMPLAINTS

Parental dissatisfaction with the LEA EL Plan should be addressed by submitting a letter to the EL Specialist including the parent's name, address, telephone numbers, child's name, and the specific nature of the concern. Upon the receipt of the letter, the EL Specialist will contact the parent by telephone, letter, or conference. If there are still concerns, the parent may contact the Federal Programs Director.

E. Parent Involvement

1. Describe how the LEA will promote parental notification and parental and community participation in programs for ELs/MLs.
 - The district contracts with interpreters who are fluent in Chinese, French, Korean, Spanish, and Vietnamese to help with parental involvement. As the need for other interpreters occur, the district attempts to provide services in the language identified. These interpreters are available as needed for parent meetings at schools and for district parent meetings. In addition to in-person interpreters, Autauga County Schools also has an account with Language Line for Professional On-Demand Phone Interpreting. Documents for parents are printed in their native language, whenever possible utilizing TRANSACT® for pre-translated documents. Documents are also translated into the appropriate language whenever possible by the contracted interpreters.
 - According to ESEA sec. 1112(3) (A) Title III requirements, districts must, no 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. This is done in a language they can understand, if possible. If parents are not present or if communication could not be established at the time of enrollment, they are notified either in writing (using their home language) explaining the types of programs and services available. The following information is provided to parents of ELs receiving EL services:
 - The reasons for identification in an English language instruction educational program.
 - The student's level of English proficiency and how it was assessed.
 - The method of instruction to be used in the EL program.
 - How the EL program will meet the educational strengths and needs of the student.
 - How the program will help the student learn English and meet academic achievement standards.
 - Specific exit requirements for the program.
 - Parent rights related to removing their child from the Title III Supplemental English language instruction educational program.
 - If the child has a disability, how the EL program will meet the child's IEP objectives.
 - A separate notification is sent to parents in a language they can understand (when possible) when a school or the district does not meet the annual goals.
 - Parents are always welcome and encouraged to visit and participate in school functions. *COVID-19 restrictions may apply.

F. Title III Supplemental Services

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

- A. Describe how the LEA uses Title III funds to supplement the core ESL program.

Autauga County uses Title III funds to supplement the core ESL program in the district (see Section C).

Funds are also used to provide materials and equipment to EL teachers beyond what is provided to them from the general education program. In addition, funds are used to help with materials for classroom teachers to facilitate learning for ELs.

Title III funds are also used to provide professional development materials and supplies for classroom teachers who attend workshops in the district to support the ELs in their classrooms.

- B. 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.

The Federal Programs Department for Autauga County Schools invites all non-public schools to participate in district programs each year. A letter of invitation is sent to all non-public schools.

Appendices

Appendix A: State Definition of Immigrant, Migrant and English Learner

Under ESSA, an English Learner, means an individual —

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. who was not born in the United States, or whose native language is a language other than English;
 - i. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - ii. who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - iii. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - i. the ability to meet the challenging State academic standards;
 - ii. the ability to successfully achieve in classrooms where the language of instruction is English; or
 - iii. the opportunity to participate fully in society.

Under ESSA, the term “Immigrant children and youth”, means individuals who— (A) are aged 3-21; (B) were not born in any state, including Puerto Rico and Washington D.C.; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

The term “Migrant” when used with respect to an individual, means:

- A. the child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to free public education or is of an age below compulsory school attendance).
- B. the child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or migrant fisher.
- C. the child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work.
- D. such employment is a principal means of livelihood.
- E. has moved from one school district to another.
- F. in a State that is comprised of a single school district, has moved from one administrative area to another within such district.
- G. resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (This provision currently applies only to Alaska.)

Appendix B: Registration Guidelines

All language minority students must be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, or immigration documentation. Students may not be excluded from school because they do not have a social security number. As a result of *Plyler v. Doe*, public schools may not deny admission to a student during initial enrollment or at any other time on the basis of immigration status.

- A. Proof of Age - May consist of a valid birth certificate, a valid passport, or other official document listing date and place of birth. School officials work with the parent to obtain the necessary documents for enrollment.
- B. Proof of Immunization – The only acceptable proof of immunization consists of the State of Alabama Certificate of Immunization (IMM-50). If the parents cannot provide the proof of immunization, they will be assisted in obtaining a current immunization by contacting the previous school, or by providing them with directions to the health department. Every effort will be made to assist the parents. If language is a barrier, we help bridge the language barrier whenever possible by providing translators whenever possible.
- C. Social Security Number – Providing a Social Security Card is optional. If a student does not have a Social Security card, the central office will assign a system number. The school office should contact the Pupil Services Director or designee by telephone to acquire a student identification number.
- D. Registration Form - On file at individual schools 5. Home Language Survey - Should be signed by the parents of students. This form identifies the first language spoken by the student, the language spoken in the home, and the language the child speaks most often. This survey should be filed in the permanent record of each child in the system, a copy should be given to the EL Contact or EL Resource Teacher, and a copy should be sent to the EL Program Office (Fax: 361-3842) for any student who has a language other than English listed on the form. HLS must be in a language parents understand.

Appendix C: Legal Cases Related to English Learners

The following is a compilation of major legislation, court rulings and administrative regulations addressing language minority students. There is a substantial body of federal law established to ensure the rights of national origin minority students.

FEDERAL LAWS

- 1964 - Civil Rights Act, Title VI “No person in the United States shall, on the ground of race, color, or nation’s origin... be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”
- 1968 - Constitution of the United States Fourteenth Amendment “No state shall... deny to any person within its jurisdiction the equal protection of the laws.”
- 1974 - Equal Educational Opportunities Act (EEOA) No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by...the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”
- 2001 - No Child Left Behind Act “...ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.”

SUPREME COURT

- 1974 - Lau V. Nichols: Equality of instruction denied to non-English speaking if special provisions are not made to aid them in learning English in schools.
- 1982 - Plyler V. Doe: States prohibited from denying free public education to children of undocumented immigrants, regardless of legal status. Schools are not agents for enforcing immigration law.

FEDERAL COURTS

- 1974 - Serna V. Portales: Court ordered school to make a curriculum available to students who lack English skills.
- 1978 - Cintron V. Brentwood: EL students not are segregated completely from other students, but included in art, PE, and non-language based classes.
- 1981 - Castaneda vs. Picard: The 5th Circuit Court established a three pronged test for evaluating programs serving English language learners. The schools must:
 - Base their program on sound educational theory.
 - Implement the program with resources and personnel necessary to put the theory into practice.
 - Evaluate the programs and make adjustments where necessary to ensure that adequate progress is made.

Appendix D: Home Language Survey (HLS)

HOME LANGUAGE SURVEY

Student Name: _____ Birth Date: _____ Sex: Male Female
 Parent/Guardian Name: _____
 Address: _____
 Home Telephone: _____ Work Telephone: _____
 School: _____ Grade: _____ Date: _____

1. Was your child born in the United States? Yes No
 If yes, in which state? _____
 If no, in what other country? _____
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 language is spoken by you and your family most of the time 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

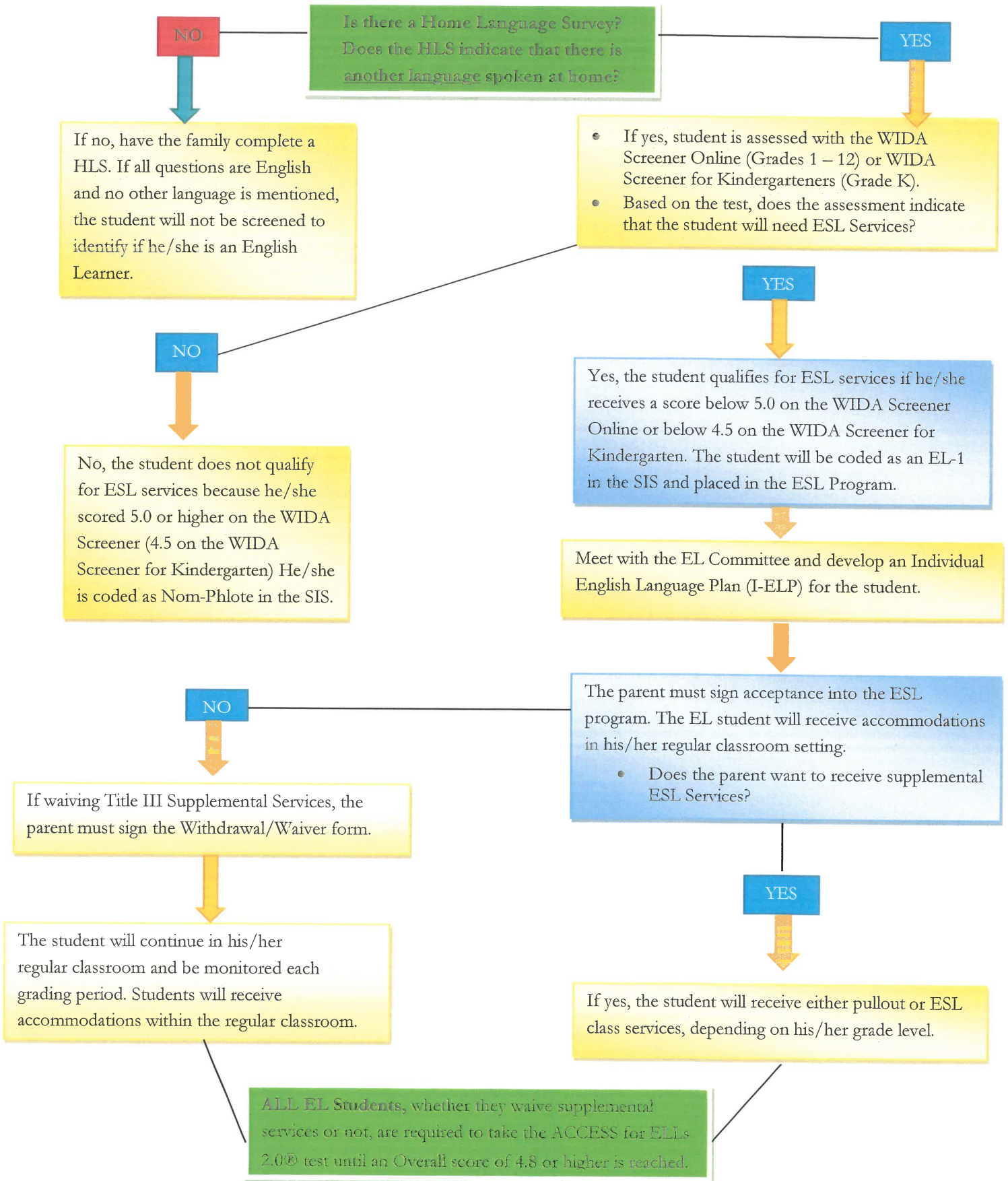
If you responded "Yes" to question number 6 above, please answer the following questions:

7. What language did your child learn when he/she first began to talk? _____
8. What language does your child most frequently speak at home? _____
9. What language do you most frequently speak to your child? (Father) _____
 (Mother) _____
10. 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

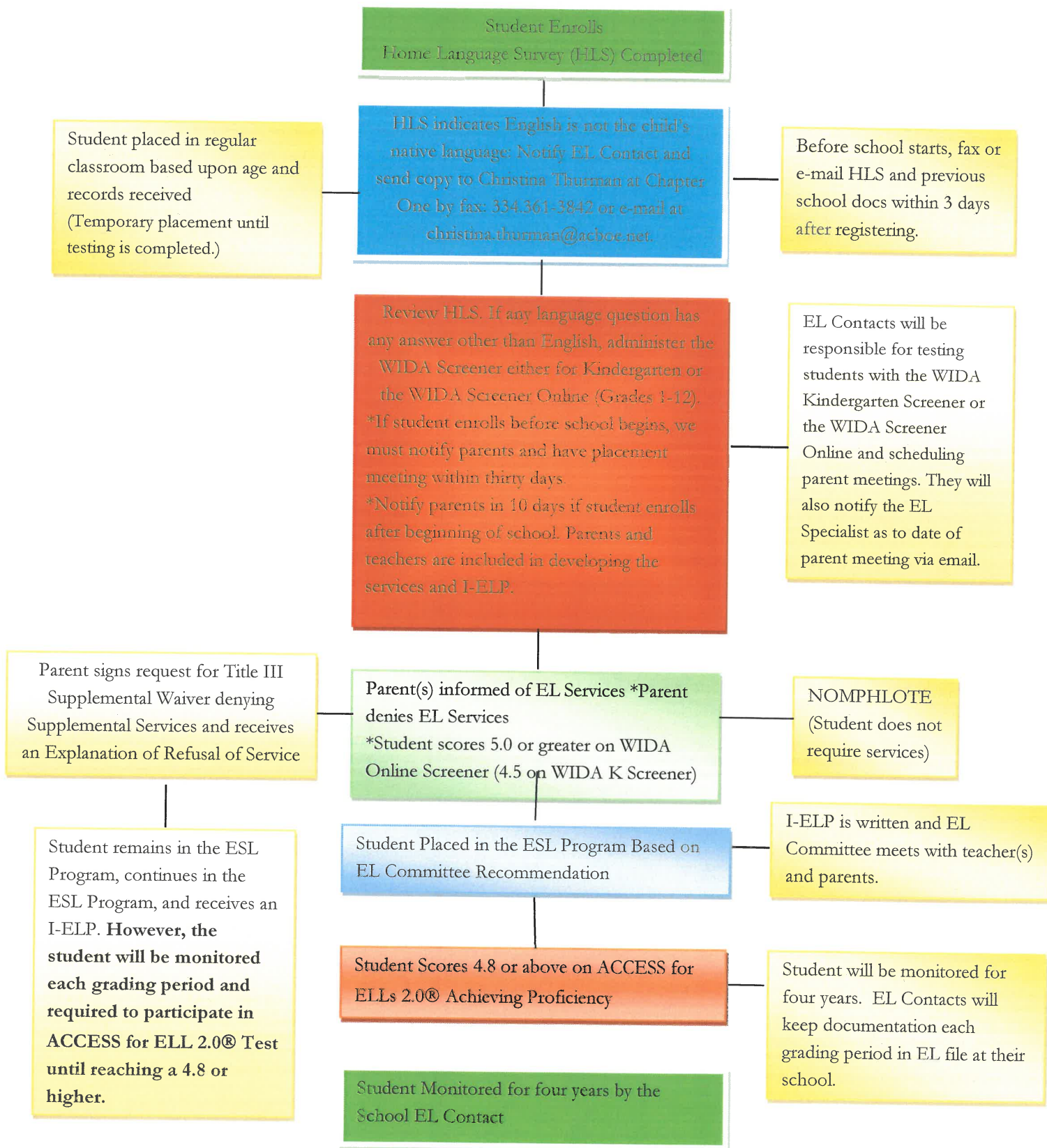
Parent or Guardian's Signature _____ Date _____

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

Appendix E: Flow Chart of the EL Identification Process



Appendix F: Flow Chart of Program Overview



Appendix G: Parent Notification Letter: Notice of Proposed Meeting

Autauga County Schools
153 West 4th Street
Prattville, AL 36067

NOTICE OF PROPOSED MEETING			
Student's Name	<input style="width: 90%;" type="text"/>	Date	<input style="width: 90%;" type="text"/>
Time	<input style="width: 350px;" type="text"/>	Location	<input style="width: 350px;" type="text"/>
The purpose of this meeting is to discuss participation in the EL program.			
Because your input is important to us, we encourage you to make every effort to attend this meeting. If you have questions, please contact <input style="width: 250px;" type="text"/> at <input style="width: 150px;" type="text"/>			
Signature of School's EL Contact _____.			
PARENT - STUDENT			
Please check one of the following boxes, sign, date, and return this form to before <input style="width: 150px;" type="text"/> (date)			<input style="width: 250px;" type="text"/>
<input type="checkbox"/> I will attend this meeting. <input type="checkbox"/> I cannot meet at the date and time indicated. <input type="checkbox"/> I will not be able to meet you. Please send me a copy of the I-ELP plan.			
Please check one of the following boxes.			
<input type="checkbox"/> I do not need an interpreter. <input type="checkbox"/> I will bring an interpreter with me (family member, friend) <input type="checkbox"/> I will need an interpreter.			
Signature of Parent or Student at Age 19 _____ Date _____			
OFFICE USE ONLY			
Documented attempts to contact parent/student (age 19) for EL meeting.			
Date Notice Sent	Via	Action	Result

Appendix H: Parent Notification Letter: EL Placement or Continuation

Notification of English Language Program Placement or Continuation

Student: _____ School: _____
Grade Level: _____ EL Status: _____

Our school district provides a program of language instruction for English Language Learners (ELs) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the WIDA Screener Online (ACCESS for ELLs 2.0), a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

Your child took the WIDA Screener Online (ACCESS for ELLs 2.0) on _____ and his/her results are listed below:

Listening _____ Writing _____ Reading _____ Speaking _____ Literacy Composite _____

The ACCESS for ELLs test results are ranked into the following categories:

- Proficiency Level - Description

- 1 - Entering - Knows and uses minimal social language and minimal academic language with visual support
- 2 - Emerging - Knows and uses some social English and general academic language with visual support
- 3 - Developing - Knows and uses social English and some specific academic language with visual support
- 4 - Expanding - Knows and uses social English and some technical academic language
- 5 - Bridging - Knows and uses social and academic language working with grade level material
- 6 - Reaching - Knows and uses social and academic language at the highest level measured by this test

Additional factors used to determine your child's program eligibility: State mandated standardized test, Committee determination, and Teacher's recommendation

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom. While the rate of English language development (ELD) varies between students, many exit the ELD program in 5-7 years. Your child's English language development will be assessed annually until he/she achieves: An Overall score of at least 4.8 on the ACCESS for ELLs 2.0. Students who exit the program are monitored for academic success for 4 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2018/2019 expected rate for graduation of 90%.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. If you have any questions about your child’s placement or the type of program options available to you, please contact the EL Contact at your child’s school.

	Yes, I approve of this placement for my child.
	No, I would like to decline this placement for my child. I understand that my child will be tested annually with the ACCESS for ELLs 2.0 until he/she attains English proficiency at the score of 4.8 or higher.

Please sign, date this letter below, and return it to the EL Contact.

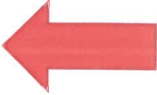
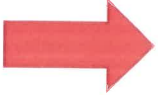
Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

K-12 Program Services for English Language Learners

Our school district provides English language instruction within the context of academic content – using grade-level curriculum – to students at all levels of English language proficiency (ELP) by offering the following programs:

- ESL Pull-out/Push-In ESL: An English program that serves identified ELL students in English only by providing a certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.
- ESL Class Period (Prattville Junior High School and Prattville High School)
- Regular English Instruction

Appendix I: Retention Guidelines Chart for English Learners

<p>Consider Retention</p> <p>In consultation with ESL committee members, retention can be considered if all points have been addressed and the student still is not successful.</p>	<p>YES</p> 	English Proficiency Level	<p>NO</p> 	<p>Do Not Retain</p> <p>Student should not be retained if all points have not been addressed.</p>
		Full Implementation of I-ELP		
		Full Implementation of Accommodations		
		Amount of English Language Development Instruction		
		Alternate Grading Strategy		
		Classroom Teacher PD		
		Graded according to I-ELPs		

Appendix J: Parent Notification Letter: Exit Notification



ESL PROGRAM – EXIT NOTIFICATION

Date School
Student Grade
Class/Homeroom Teacher

Dear Parent / Guardian of

Your child has been participating in the Autauga County School’s English as a Second Language Program (ESL) for English Learners (ELs). This letter is to inform you that your child has successfully met the exit criteria from the ESL program by scoring a 4.8 or higher on his/her State ACCESS for ELLs 2.0 test of English Proficiency. At this time, it has been determined that your child no longer requires EL services, and is being exited from the program. We feel that he/she is able to perform in a regular classroom setting at this time. Your child will be monitored for four years to ensure that he/she is progressing as expected. If it appears that your child needs EL services during the four year monitoring period, you have the right to request additional services. If you have any questions, please call

Sincerely,

Christina Thurman
Autauga County Schools
EL Specialist

Please sign below indicating that you received the EXIT NOTIFICATION. Return to your child’s teacher by the next school day.

Signature of Parent(s)

Date

Appendix K: Title III Supplemental Services Waiver Letter



Autauga County Schools Request for Title III Supplemental English Language Development Program (ESL Program) Withdrawal/Waiver

Date: _____

Dear Parents:

You have indicated that you do not want your child enrolled in the Title III supplementary English language development program or that you would like a change in your student's Title III supplementary English language development program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request removal of your child from the program, (b) decline to enroll your child in such a program, or (c) choose another program or method of instruction, if available.

If you have chosen (a), (b), or (c) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school.

Thank you.

Autauga County Schools
Request for Title III Supplemental English Language Development Program
Withdrawal/Waiver Form

I, _____ (parent/guardian) of _____ (student) have been informed of my right to decline to have my child enrolled in the Title III supplementary English language development program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

- Do not enroll my child in a Title III supplemental English language development program.
- Withdraw my child from the Title III supplemental program offered by the school.
- Enroll my child in another program or method of instruction, if available.

Signature of parent/guardian

Date

Appendix L: Explanation of Refusing Supplemental English Learner Services



Autauga County School District

Explanation of Consequences for Refusing Supplemental English Learner Services

Dear Parent or Guardian:

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

Title VI of the Civil Rights Acts 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, ACCESS. 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