Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	**Local Education Agency (LEA) Name:** Chilton County
LEA Contact for ELs:	
Name: Dr. Tatshum N. Johnson	**Signature:** Dr. Tatshum Johnson
Position and Office: Curriculum/Professional Development	**Email Address:** nbulger@chiltonboe.com
Telephone: 205-280-3000	**Fax:** 205-755-6549
X **Check box if LEA receives Title III Funds**	

Assurances

The LEA will:

X 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

X 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

X Assure that all schools in the LEA are in compliance for serving English language learners (ELs)

X Assure that all individuals used as **translators or interpreters are fluent** in the language they are translating.

X 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)

X Assure that the LEA has a process for parents to **waive Title III** Supplemental Services.

X Assure that the LEA has a **non-public school participation plan**.

X 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

Tatshum N. Johnson	Tatshum N. Johnson	9/16/21
EL Program Administrator	**Signature**	**Date**
JASON GRIFFIN	Jason Griffin	9/16/21
LEA Superintendent	**Signature**	**Date**

Section II Checklist

AT A MINIMUM
THE LOCAL EL DISTRICT PLAN MUST

A. INTRODUCTION

1) English as a Second Language (ESL) shall be taught to enable **English Learners (ELs)** to become competent in the comprehension, speaking, reading, and writing of the English Language. The program shall emphasize mastery of English language skills and content area concepts and skills so students are able to participate effectively in the regular academic program. This program also targets migrant students who have English needs. All these students will be identified and referred to as EL (English Learners).

B. IDENTIFICATION AND PLACEMENT PROCEDURES

1) The EL Advisory Committee consists of federal programs, EL teachers, community members, testing coordinator, LEA personnel, teachers, and counselors. The committee meets to review **the EL** plan and discuss any changes to be made.

2) When students register for school, The Home Language Survey (HLS) is completed by the parents and maintained in each individual student's permanent record. If the HLS indicates a language other than English or a foreign language and English, the student is given the WIDA Screener for Kindergarten to determine whether the student will qualify for the ESL program. According to the AL Comprehensive Assessment Program (ACAP), the following scoring will be utilized to determine ESL placement:

- The proficiency level for students taking WIDA Screener for Kindergarten is 4.5 and above on Listening and Speaking (Oral Language). A student who scores less than 4.5 should be considered for English language support services. NOTE: Students taking WIDA Screener for Kindergarten will only take the (Oral Language) Listening and Speaking domains (ACAP, *Student Assessment Resource Guide for Multilingual Learners 2021-2022*, p. 90).
- The proficiency level for students taking the WIDA Screener Online is an overall composite score of 5.0. Any student who scores below a 5.0 should be considered for English language support services (ACAP, *Student Assessment Resource Guide for Multilingual Learners 2021-2022*, p. 93).

Each school's EL committee will determine the amount of time needed in the ESL class per week and any additional content/academic class accommodations. The EL committee may be comprised of content-area teachers, ESL staff, counselors, school administrators, and other members as appropriate (i.e., parents, central office personnel, school psychologists).

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 SDE exiting requirements for ELs. The State established exit criteria a composite score of 4.8 on the ACCESS for ELLs® English language proficiency test.

C. PROGRAMS AND INSTRUCTION

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

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

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

3) Include the **specific components of the LEA's program** of English language acquisition and academic services for ELs.

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

5) Include the **specific staffing and other resources** to be provided to limited-English proficient students under the LEA's English language instruction educational program. As with other instructional personnel, ESL staff must be qualified with academic preparation in English-as-a-second-language, as stipulated in the 1991 Office of Civil Rights (OCR) Memorandum.
   - Qualified personnel (ESL licensure)
   - ESL staff development
   - Content teacher and administrator staff development

6) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.
   - How schools are trained to use INOW or PowerSchool to code ELs and enter reliable and accurate data

7) Include the LEA's method for **evaluating the effectiveness of its program** for limited-English proficient students (including those enrolled in non-public schools)
   - LEA engagement in the continuous improvement cycle

8) Include LEA's **method of identification and referral of ELLs to Special Education**. Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

D. ASSESSMENT & ACCOUNTABILITY

1) Describe how the LEA will encourage and hold schools accountable for **annually measuring the English proficiency** of English Learners and for participating in the state-administered testing program.
   - Coordination with the LEA Student Assessment Director
   - Communication of assessment and accountability requirements to schools

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and annual progress.
   - Monitoring and evaluating school engagement with continuous improvement plan

E. PARENT INVOLVEMENT

1) Describe how the LEA will promote **parental notification** and parental and **community participation** in programs for English Learners.
   - Eight requirements for parent notification regarding program placement
   - Separate notification to parents regarding failure of the LEA or school to make progress within the specified time limit

F. TITLE III SUPPLEMENTAL SERVICES

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

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

2) Describe the method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA.
   - How ELs are identified
   - How needs of ELs are identified
   - How, when, where, and what services will be provided
   - How the services will be assessed
   - The amount of funds/services available

Section III LEA

LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

Section A: Introduction and Educational Theory and Goals

The Chilton County Schools English Learner Plan is the guide for providing services to students who are English Learners, according to the U.S. Department of Education and the Office of Civil Rights. It incorporates requirements and applicable references to Title III of the *Every Student Succeeds Act*. This document is intended to relate the basic requirements and guidelines for policies, procedures, and practices for identifying, assessing, and serving ELs.

English as a Second Language (ESL) shall be taught to enable English Learners to become competent in the comprehension, speaking, reading, and writing of the English language. The program shall emphasize master of English language skills and content area concepts and skills so students are able to participate effectively in the regular academic program. This program targets migrant students also and the EL term is meant to include migrants who have English needs. All these students will be identified and referred to as EL (English Learners).

The WIDA Consortium, of which Alabama is a partner, has developed English Language Proficiency Standards for English Learners (K-12). These standards have been adopted as a means to align curriculum, instruction, and assessment for ELs. This program meets the requirements of the *Every Student Succeeds Act* by linking English language acquisition standards and state academic content standards. Using a standards-based approach to deliver instruction will teach our students to become competent in the comprehension, speaking, reading, and writing of the English language. The Chilton County School System emphasizes mastery of English language skills along with content area concepts and skills. This enables all ELs to participate effectively in the regular academic classroom.

It is the goal of all personnel, including regular classroom teachers, special education teachers, after-school staff, summer school staff, ESL (English Second Language) teachers, Title I resource teachers, counselors, and administrators, to help ensure that all English Learners (ELs), including immigrant and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, and to assist State and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs.

Section B: Identification and Placement Procedures

1) Procedures for implementing the EL Advisory Committee

The English Learner (EL) Committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. The EL Committee may be comprised of content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, ESL staff, and other members as appropriate (e.g., parents, central office administrators, and school psychologists).

An EL System Advisory Committee will meet at least once per year to review the overall progress of EL students in the county, review EL teacher recommendations from each school, and suggest data driven changes to the District EL Plan. These recommendations will be presented to the Director of Federal Programs.

2) Methods for identification and placement

Initial assessment of English language proficiency must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Language-minority students are identified through the Home Language Survey during registration.

- A Home Language Survey (HLS) must be completed for each student registering for enrollment.
- If any language other than English is listed on the HLS as the student's first language learned and/or primary language used, they are a potential candidate for EL services. We will use the WIDA Screener for Kindergarten and the WIDA Screener Online for students in grades 1-12.

The qualifying scores are highlighted in the figure below.

(ACAP, *Student Assessment Resource Guide for Multilingual Learners 2021-2022*, p. 94)

Qualifying Scores for Potential English Learners
WIDA Screener for Kindergarten and *WIDA Screener Online*

Alabama uses the *WIDA Screener for Kindergarten* for students in Pre-K 4 (students who are enrolling during the kindergarten registration process) through first semester of Grade 1 and *WIDA Screener Online* for students in second semester of Grade 1 through Grade 12.

WIDA SCREENER FOR KINDERGARTEN			
GRADE	**REQUIRED DOMAINS**	**QUALIFIES STUDENT AS AN ENGLISH LEARNER**	**DOES NOT QUALIFY STUDENT AS AN ENGLISH LEARNER**
Pre-K 4 kindergarten registration period through 1ST semester of Grade 1	Speaking Listening	**Less than 4.5** **Oral Language Score**	**4.5 and above** **Oral Language Score**
WIDA SCREENER ONLINE			
2ND semester of Grade 1 through Grade 12	Speaking Listening Reading Writing	**Less than 5.0** **Overall Composite Score**	**5.0 or above** **Overall Composite Score**

This assessment must be given within thirty (30) days at the beginning of the school year or within ten (10) days of enrollment after the beginning of the school year.

Each school's EL committee will determine the amount of time needed in the ESL class per week and any additional content/academic class accommodations. The EL committee may be comprised of content-area teachers, ESL staff, counselors, school administrators, and other members as appropriate (i.e., parents, central office personnel, school psychologists).

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

The EL student will remain in the ESL program until he or she test proficient on ACCESS and is determined by the EL Committee to be functioning adequately in the classroom. ACCESS will be administered during the spring semester each year. When the student achieves the exit criteria level, the ESL teacher and/or counselor will petition the EL Committee (see Appendix H) for the student to exit the program and enter Monitoring-1 status.

The ESL teacher and/or counselor will request permission from the parent for the EL student to exit the program. When a student exits the ESL program, the counselor and/or ESL teacher will monitor the student's progress for a period of four school years. At the end of four school years, a student who is achieving satisfactorily will **officially** exit the program. There is no time limit for participation in the ESL program. Need is the determining factor and a student may participate as long as the committee determines the student is eligible.

Criteria for Exiting

- Student receives a composite score of 4.8 on ACCESS for ELs test (given each year by certified test administrators).
- Alabama has determined that EL students who achieve a 4.8 composite score on ACCESS for ELLs are considered to be English language proficient. These students will exit the program and will no longer receive English language support services. At such time, a EL student has exited, the student will be classified as an FEL-1 and will be monitored for four years (ACAP, *Student Assessment Resource Guide for Multilingual Learners 2021-2022*, p. 30).

Steps in Exiting

1. The EL Committee will review the above criteria, plus other pertinent information and make a recommendation for exiting a student from ESL. This will be done at the end of the school year.
2. Written notice shall be given to the parents that their child is to be exited from ESL.
3. The ESL teacher and counselor shall monitor the progress of the student for a period of four years at grading period intervals.
4. If the student is not academically successful, or does not pass course work without modification, the student can be recommended to the EL Committee for reclassification as EL and re-enrolled in the ESL program and/or other appropriate programs which meet the need for English Language instruction. The EL Committee will make the final decision.

The EL exit forms will be completed and filed in the student's cumulative records. EL students are considered on an individual basis and assessments will be administered as indicated.

Section C: Programs and Instruction

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

The instructional goals of the Chilton County Schools ESL Program are as follows:

- To increase the English language proficiency 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.

According to research, it takes the average student from **one to three years** to acquire the **social language** which is needed to function on a daily basis; moreover, it takes approximately ***five to seven years*** to acquire the language skills necessary to function in an ***academic*** setting. Working with this premise in mind, the Chilton County School System has developed a plan to meet the needs of the EL students.

EL students are assigned to a regular class in which the classroom teacher has had opportunities and will continue to receive training in teaching EL students. In addition to regular classroom instruction the EL students may receive regularly scheduled ESL instruction. The students are placed in the ESL program based upon their performance on the ACCESS for ELLs, an English language proficiency test of reading, speaking, writing, and comprehension and upon their academic achievement. All EL students in grades K-12 receive instruction based upon the student's language proficiency. ESL instruction begins at the student's English language knowledge.

A combination of strategies is used to teach the language: phonemic awareness, phonics, oral language skills, cooperative learning, whole language 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. These include textbooks, computers, videos, listening stations, games, purchased ESL programs and materials, and language development activities.

The ESL program consists of three models of instruction. In the pull-out program, students receive instruction based upon their individual level of English proficiency and maturity level. In sheltered instruction, the middle school to high school students receive instruction for a content area class in order to receive credit for the content area class. Push-in instruction occurs when the ESL teacher spends time in the regular classroom assisting the teacher by reinforcing the concepts in content instruction.

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

Title III of the Every Student Succeeds Act (ESSA) requires the annual assessment of EL students as a way of monitoring English language acquisition. Each EL student will be assessed with an English language development assessment annually. Currently, ACCESS for ELLs is administered to all EL students during the second semester. The oral section is a test to determine the student's ability to speak and comprehend English, and the reading and writing sections determine the level of the student in reading and writing English.

An assessment will also be made of the student's academic achievement in the regular program based upon records received from the prior school. Students who perform at the proficiency level on the language section and whose records from the previous school indicate that they have been achieving at a satisfactory level in the academic program will enter the regular instructional program. When records from the previous school are not available, or when the records are limited in information, the teacher will place the student age appropriately.

Any student who tests below the proficiency level on ACCESS for ELLs will be considered for referral to the EL Committee for placement consideration. The committee makes the determination of placing or not placing the student in an alternate language program using the form found in Appendix F. The Committee will also consider other assessments such as past academic records and teacher observations. If the determination is made to place the student in an alternate language program, the counselor or ESL teacher will contract the parent for placement permission.

The regular classroom teachers will continue to receive on-going training to enable them to provide quality instruction. This training will enable them to modify the regular program and meet the needs of the EL students.

3) Specific components of the LEA's ESL program

The EL program in the Chilton County School System currently consists of three EL-certified teachers for grades K-12. The content teacher and the EL teachers work as a team to ensure the success of the EL children in the regular academic program.

The decision on the amount of time that the student is assigned to the EL program is based on formal, as well as, informal assessment and the EL Committee. The criterion that has a great impact on the amount of EL instruction is the student's score on the ACCESS for ELLs. Great consideration is also given to regular program achievement, other program assignments (such as special education), and the teacher and counselor recommendations. The EL Committee makes the final determination. The time spent in EL classes will depend upon the proficiency level, age of the child, the instructional program being used, and the time frame of classes at the individual schools.

The school system pays a supplement (using local funds) to provide translation and interpretation services to those who require this service.

Materials for Instruction

1. EL Instruction

The EL teachers work under the direction and leadership of the EL specialist. At the present time, the EL teachers utilize scientifically researched strategies, various researched-based programs, and materials designed for EL students.

2. Regular Program Instruction

(Regular Program Instruction continued) The content classroom teachers will continue to receive on-going training to enable them to provide quality instruction. This training will enable them to modify classroom instructions in order to meet the needs of the EL students. Sheltered Instruction is the core EL program delivered by the content teacher with ESL being utilized for instructional support. Modifications (Appendix E) may include but are not limited to the following:

Oral, rather than written assignments
Oral testing
Extra time to complete assignments
Shortened assignments
Alternative assignments
Tutoring
"Buddy System"—peer tutoring

4) Grading and retention policy and procedures

The following grading guidelines must be followed to assure that EL students are not being discriminated against due to the language barrier:

1. Teachers will grade non-English speaking students in the content areas on **improvement**. Beside the appropriate subject "EL" may be written with the grade following. Example: Math EL/82 **or**
   A written evaluation of the student's work may be given to the parents.

2. For intermediate English speaking students, teachers will grade on **improvement** as well as knowledge of content.

3. A grade of "F" **cannot** be assigned to an EL student without full documentation of modifications and accommodations having been made to ensure the student received full access to the content.

4. **Lack of ability to read and write in English is not the basis for an "F". It is against the law to fail a student because he/she is not proficient in English.**

At the end of each term, the EL Committee will review the EL students' report cards to determine any additional content teacher training or student accommodations.

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

All teachers are language teachers. Everyone is a language learner. It is important for all content area teachers to understand this concept in working with all students. The EL student may need accommodations to content material and assessments.

When the student is referred for ESL instruction outside the classroom, it is done primarily as a pull-out format, although some students may receive EL instruction through immersion. Students in grades 1-12 receive instruction by a EL-certified instructor. The amount of time EL students spend in the English as a Second Language classroom will be based on the following criteria: the number of EL students to be served at the school; the level of English proficiency of the EL students; the achievement level of the students; the grade level of the students; and other programs in effect at the individual schools.

English as a Second Language classes are offered at all schools in the system. The EL coordinator or other certified full-time teachers trained in the administration of the ACCESS for ELLs administer the language test to these students. Staff providing ESL services to EL students, when possible, will be certified or endorsed teachers trained in ESL.

The Elementary Curriculum Coordinator serves as the system EL coordinator. However, many central office administrative employees are involved in the planning for the ESL program. This includes the Superintendent and Federal Programs, Special Education, and Testing Coordinators. Counselors and a committee representing parents, teachers, administrators, and others also contributed to this document. All aspects of the ESL program are conducted in cooperation with the school. Some schools have community members who serve as volunteers in their community school for the EL students, as well as, other students. Some communities in Chilton County also have adult EL programs in which their school age children may attend EL classes with their parents. These EL classes are sponsored by the local churches.

All EL students served by the system's EL program participate in all aspects of the total school program. They receive services from the library, counseling, physical education, extra-curricular activities, and special education programs on the same basis as the English-speaking students. At the middle school and high school levels, students are offered counseling service to determine which courses meet their needs and which academic avenue they need to follow. Career and technical education programs, gifted and talented programs, membership in school extra-curricular activities, and other school programs are all available to EL-1 students on the same basis, as they are available to all students.

All of the materials and resources listed above will be used to ensure that EL students meet the Chilton County School System's educational goals for all students.

6) Method for collecting and submitting data

At the end of each term, the EL Committee will review the EL students' report cards to determine any additional content teacher training or student accommodations.

The EL department is responsible for collecting and submitting data in accordance with SDE requirements. The EL teachers are aided by secretaries, counselors, EL contacts, and other personnel to maintain data in **PowerSchool SIS**.

7) Method for evaluating the effectiveness of the ESL program

In order to make suitable changes that address deficits in the EL Plan in a timely manner, the individual EL School Committees and the EL Committee will meet at least once a year to evaluate the effectiveness of the program and make recommendations.

At a minimum, the evaluation process will include a review of:

CIPs
Standardized test results
Student progress/grade reports
ACCESS scores
EL Data Compilation Report
Input from general education teachers/individual schools

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

1. ELs may be referred to the PST, provided they have been and are currently being served with appropriate instructional and assessment strategies determined by the EL Committee, but continue to demonstrate risk of failure. ***ELs cannot be referred to the PST if language is the barrier to achievement.***

2. If an EL student is being discussed for possible special education issues and language is clearly not the issue, then PST is the appropriate vehicle, provided EL teacher is part of the team. **Once language has been eliminated as the barrier** to achievement, EL students must be served in the same way as all other students.

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

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, as determined by the ACCESS for ELLs and other state assessments.
- Annual increases in the number or percentage of students attaining English proficiency by the end of each school year, as determined by the ACCESS for ELLs and other state assessments.
- Adequate yearly progress, as defined by the state, for English Learners consistent with Title I, Section 1 1 1 1 (b)(7).

The percentage of limited-English proficient students who participate in the state's student assessment system. Title I, Section 1 1 1 1 (b)(2)(I)(ii) states that not less than 95% of each school's ELs are required to take the state's assessments, unless the number of such students is insufficient to yield statistically reliable information.

2) Method for holding schools accountable for meeting proficiency levels.

The system will use a variety of methods to measure the successful progress of all students, including the EL students, in meeting the education goals of the regular instructional program and the EL program. Progress will be measured using the following instruments.

1. **The Alabama State Superintendent's Report Card**, which comes out each summer and gives the progress of each school and the system. The criteria for this document are Stanford Achievement Test Scores, Alabama Reading & Math Test, attendance, drop-out rates, and pupil-teacher ratio. This report will now show disaggregated scores.

2. **Progress Reports**—Student progress reports are sent to the parents at the end of each 9 weeks and again at the term. These criteria used in these reports include achievement, attendance, and citizenship progress for the proceeding grading period. At the end of each term the grades are averaged and an overall grade is given.
   That term's grade is recorded in the student's cumulative folder, which is kept on file in a central location in each school. Classroom teachers of students being monitored (FEL-1) will report to the counselor each 9 weeks and (FEL-2, 3, &4) each term. He/she will then report to the ESL teacher the progress of their EL students. If at any time the student shows academic failure because of EL-1, the student may be re-identified and served by the ESL program.

3. **Scores on ACCESS for ELLs**—Each student in the ESL program will be given the ACCESS for ELLs on an annual basis. ACCESS data is to be filed in the student's permanent records. School personnel will keep a record on each student that indicates progress in learning English and progress in the regular program. This information may be supplied by the regular classroom teacher, ESL instructor, and others who teach this student.

At the beginning of each school year, the progress made by EL-1 students in meeting EL goals and system goals will be evaluated by the **EL Committee at each school**. Progress monitoring may include review of grades, formal and informal assessments, work samples, interviews with students and/or parents.

The individual reports from each of the schools will be combined into a system report by the **EL coordinator and central office staff**. Criteria used in these reports may also include DIBELS scores, ACCESS for ELLs scores, progress reports, number of drop-outs, and retention records.

Section E: Parent Involvement

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

Parents, who speak a language other than English, are invited and encouraged to participate in all programs and activities offered in the local school and district. Parent-teacher conferences, Parent-Teacher Organizations, family nights, and a range of other special activities are part of the programs and services provided for parents.

Each fall, parents of students in Title I schools complete surveys that provide the school with information regarding their needs as they relate to helping their children at home. The survey outcomes become the focus for parent activities throughout the school year with an emphasis on specific needs of parents.
Parents of EL students also receive a survey that evaluates the EL program and provides information to the system as to how we can better serve their needs at home that will improve student achievement.

Methods (in a language they can understand) for notification requirements for ELs students regarding

- EL identification and placement and
- Separate notification for the LEA or school's failure to meet progress

According to NCLB Title III requirements, schools will notify parents of ELs identified for participation in an English language instruction educational program of:

1. the reasons for the identification;
2. the child's level of English proficiency
   a. how such level was assessed;
   b. The status of the child's academic achievement;
3. the method of instruction used in the ESL program;
4. how the ESL program will meet the educational strengths and needs of the child;
5. how the program will help the child learn English;
6. the specific entrance and exit requirements of the ESL program;
7. how the program will meet the objectives of the IEP, if necessary.
8. EL parental rights information.

This information will be provided in a language parents can understand.

Section F: Title III (To be completed if the LEA receives Title III supplemental funds)
1) Use of Title III funds to supplement the core ESL program
Funding costs for the EL program are covered by Federal/Title III funds (Professional Development, Materials & Supplies) and State EL funds (Salaries & benefits of teachers and Materials & Supplies).
2) Method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA (if applicable)
Annually, Chilton County Schools will send a letter to all of the non-public schools within its geographic boundaries. This letter extends Title III serves to EL students at the non-public schools if necessary. If any non-public school requests Title III services, Chilton County will send an EL teacher to the non-public school to administer diagnostic testing using the WIDA Screener for Kindergarten. If EL services are warranted under the guidelines set forth in the AL EL Policy and Procedures Manual (see section B2 of MCBOE Comprehensive English Learner District Plan), an I-ELP will be created for the student that lists how, when, where, and what services will be provided. The non-public EL student becomes part of the EL teacher's regular caseload. The EL teacher follows the same procedures and curriculum as with any other Chilton County EL student. The services provided are determined by student's language need and resources available.
Section E: Appendix *(Required documents are Home Language Survey, Parent Notification Letters, and Title III Supplemental Services Waiver Letter; the LEA may include any other related documents)*