

Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Walker County Board of Education
LEA Contact for ELs:	
Name: Brenda Dix	Signature:
Position and Office: Federal Programs Coordinator	Email Address: dixb@wcslive.com
Telephone: (205)387-0555	Fax: 205-384-9735
<input type="checkbox"/>	Check box if LEA receives Title III Funds
<input type="checkbox"/>	Check box if LEA receives an Immigrant Grant

Assurances		
The LEA will:		
<input checked="" type="checkbox"/>	Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan	
<input checked="" type="checkbox"/>	Assure that all teachers in any language instruction educational program for English Learners (ELs) that is funded with any source of federal funds are <b>fluent in English</b> , including having written and oral communication skills	
<input checked="" type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English learners	
<input checked="" type="checkbox"/>	Assure that all individuals used as <b>translators or interpreters</b> are <b>fluent</b> in the language they are translating.	
<input checked="" type="checkbox"/>	Assure ELs <b>have equal access to appropriate categorical and other programs</b> and are selected on the same basis as other children	
(The following assurances <b>apply only to LEAs that receive Title III funds</b> )		
<input type="checkbox"/>	Assure that the LEA has a process for parents to <b>waive Title III Supplemental Services</b> .	
<input type="checkbox"/>	Assure that the LEA has an <b>Equitable Services Implementation plan</b> , if applicable.	
<input type="checkbox"/>	Assure <b>timely and meaningful consultation with private school officials</b> regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable	
EL Program Administrator	Signature	Date
LEA Superintendent	Signature	Date

**\*THIS COVER SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

**\*EL Advisory Committee Signatures**

**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](http://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.**

## LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN TEMPLATE

### Section A: Theory and Goals

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

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The goal of the Walker County Board of Education's English Language Learner (EL) Program is to provide equitable opportunities to students who have a primary or home language other than English, and who are English Learners (EL) or Non- English speakers. The primary focus is to provide an English –rich environment to encourage English proficiency as quickly as possible.

This program, beginning with kindergarten and continuing through high school, provides each English language learner (EL) the opportunity to be successful in academic areas and to develop listening, speaking, reading and writing proficiency in order to be successful.

The Walker County Board of Education will create a learning environment that provides cognitive and affective support to help students become successful, contributing members of the community. The Walker County Board of Education supports and encourages students to recognize and celebrate their cultural heritage.

The goals of the EL program include:

1. Help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English
2. Assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet
3. Assist teachers, principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teacher English learners, including immigrant children and youth
4. Assist teachers, principals, and other school leaders, State educational agencies, and local educational programs to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings
5. Promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners

## **Section B: Identification and Placement Procedures**

### **1) Procedures for identifying the EL Advisory Committee**

The English Language Learner (EL) committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are English learners. The EL committee may be comprised of the school leadership team including content-area or general classroom teachers, EL staff, school administrators, school counselors, literacy coach, EL facilitators, community members and parents. DAC, School EL committee members and EL facilitators comprise the District EL Advisory Committee.

Each school will convene an annual committee meeting to review and develop Individual-English Learner Plans (I-ELP) for each identified English learner (EL) student. The EL committee will meet as often as needed when concerns arise during the school year for any EL or FEL student. The individual student plan (I-ELP) will be reviewed and updated annually until the student achieves FEL status.

The EL committee should use the following guidelines in implementing the I-ELP:

- ◆ Ensure full consideration of each student's language background.
- ◆ Ensure appropriateness of identification, placement, assessment, instructional and support programs, and program exit.
- ◆ Review student's progress in academics and language acquisition.
- ◆ Determine accommodations needed on state assessments, if needed.
- ◆ Collaboratively determine appropriate Tier I classroom strategies and accommodations.
- ◆ Include a description of how the school will communicate with parents of EL student in the individual English learner plan, including communication in their native language.

Determine appropriate supplemental services based on students English proficiency and grade level function.

### **2) Methods for identification, placement, and assessment**

#### **Home Language Survey**

#### **WIDA Online Screener**

#### **WIDA Measure of Developing English Language (MODEL) for Kindergarten**

#### **ACCESS for ELLs 2.0®**

#### **Home Language Survey**

The Home Language Survey is completed upon registration of a new student. This includes Kindergarten students and new enrollees. Upon completion of the HLS, the classroom teacher and EL committee reviews surveys to determine if a language other than English is used by the student or in the student's home.

#### **WIDA Online Screener**

The WIDA (World-class Instructional Design and Assessment) Online Screener is administered to all students in the second semester of 1st grade through 12th grade who have indicated that a

language other than English is used by the student or in the student's home. Any score lower than 5.0 on the WIDA Online Screener qualifies for EL services.

#### WIDA Measure of Developing English Language (MODEL) for Kindergarten

The WIDA MODEL is administered to all students entering kindergarten, as well as students in the first semester of 1st grade, who have indicated that a language other than English is used by the student or in the student's home. Any score lower than 4.0 on the WIDA MODEL qualifies for EL services.

#### ACCESS for ELLs 2.0®

ACCESS for ELLs 2.0® is administered in Winter to early Spring. Results are received in the summer. The EL coach will review these composite scores with each school's EL committee during the first four weeks of the school year, and scores will be given to classroom teachers in student plans.

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

The Alabama State Department of Education has established (2010) that a student will exit the program when scoring a composite score of 4.8 or better on *Assessing Comprehension and Communication in English State-to-State for English Language Learners* or *ACCESS 2.0 for ELLs®* (*ACCESS 2.0 for ELLs®*).

*ACCESS 2.0 for ELLs®* is administered in winter to early spring (February/March). Results are received in the summer. The EL coach will review these composite scores with each school's EL committee during the first four weeks of the school year. Notification letters will be prepared and submitted to parents to inform them if student exits the program.

Exited students will be identified as a Former English Learner or FEL Year 1, FEL Year 2, FEL Year 3 and FEL Year 4. Students will be monitored for four years following program exit. Progress reports, report cards and teacher input will be considered as monitoring tool. Students who are struggling with academic success due to second language interference may be re-admitted to program if evidence suggests a need for services. An EL Committee will convene to discuss monitored students as needed. Students who are re-admitted will continue to take *ACCESS 2.0 for ELLs®*.

### Section C: Programs and Instruction

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

The Walker County Board of Education and the EL staff recognize classroom teachers as the primary teacher of EL students. Classroom teachers teach content while developing students' English language. The classroom teacher provides the core instruction, English as a Second Language. Each teacher is provided with a copy of WIDA English language proficiency standards and attends training relating to the WIDA standards. Additional supplemental EL resources are utilized by staff to support language development needs and to connect language development in listening, speaking, reading, and writing, with content Course of Study standards and the Common Core Readiness Standards. Supplemental EL instructional software programs and materials are utilized, when appropriate.

## Program Description

The core program implemented in Walker County Schools is English as a Second Language (ESL). The delivery method of instruction is Sheltered Instruction.

**Sheltered Instruction-**This delivery method is specially designed content-area instruction in which the classroom teacher is the EL teacher. This model includes standards-based curriculum emphasizing academic and social language proficiency. The EL coursework is based upon WIDA Consortium English Language Proficiency standards. Classroom teachers integrate these ELP standards with Alabama State Content Standards and College and Career Readiness Standards to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches ensure that the needs of ELs are accommodated.

Classroom teachers integrate English Learner instruction with subject-matter instruction. Instruction focuses on using English as a medium to learn content while learning the English language. Appropriate instruction is planned for EL students to make academic instruction in English more understandable. Vocabulary for concept development is emphasized through physical activities, visual aids, digital aids and the environment. Best practices identified for EL students are incorporated into core lessons.

The classroom teacher is the primary teacher for students and will work with the EL coach to develop an Individual English Learner plan (I-ELP). Instructional planning and collaboration between the classroom teacher and the EL coach is expected and will yield the best instructional outcomes for EL students.

The EL Coach, or designee, is responsible for administering or scheduling the WIDA MODEL placement test and WIDA Screener Online , initiating and facilitating EL committee meetings to develop I-ELPs and monitoring progress, maintaining EL related documents and records, communicating EL program placement and progress with parents, assisting schools with the implementation and administration of the annual *ACCESS 2.0 for ELs*® assessment, participating in special education individual educational plan meetings, assisting Problem Solving Team (PST) meetings where an EL student is involved, modeling lessons, and conducting professional development regarding WIDA Standards and best practices for EL. An EL facilitator is established at each school that may administer assessments in the absence of the EL coach, attend EL meetings and professional development, and act as a resource person and facilitator of the school's English Learner program.

**EL Pullout program-** It is understood that the primary purpose of an EL Coach is to enable and empower the regular classroom to effectively address the needs of English Learners. It is expected that the EL coach and classroom teacher will collaborate to identify appropriate strategies and resources to deliver content while addressing language development needs. To the extent practicable, the EL coach may provide limited small group pull-out or push-in services/support. Students from different language backgrounds and grade levels may be grouped for instruction. For this to occur, communication and collaboration between EL coach and classroom/content-area teacher is necessary.

**Push-in program-** It is appropriate for the EL coach to provide limited small group instruction within the regular classroom setting for the purpose of modeling appropriate methods and strategies to empower teachers.

A paraprofessional may work under the direction of a certified, highly-qualified teacher to supplement tiered instruction. Communication and collaboration between the classroom teacher, interventionist and paraprofessional is expected. The paraprofessional does not have to be proficient in the student's native language.

#### **Newcomer Program- Speakers of Other Languages**

This is a designated class designed specifically to meet the unique needs of newcomers enrolled in grades 9-12. The district EL coach provides academic and social emotional support and development to students during their transition, with a focus on English language development.

#### **ESL Program Goals:**

- clear mission of excellence in the education of newcomers that values the positive contributions to the school and community that newcomers bring;
- rich learning opportunities for newcomers that are rigorous and include grade-level content and literacy learning in English and newcomers' home languages whenever possible;
- agreed-upon educational pathways for students that promote coherence across grade levels or school settings;
- school adults directly supporting students' education and socio-emotional well-being, agency, and autonomy;
- regular check-ins with students, and efforts to connect families with needed services;
- program with an asset orientation that values newcomers' home languages, cultures, families, and experiences; and
- educators and staff who focus on continuous improvement of the core academic program with the goal of integrating rigorous academic and language learning to nurture and ripen newcomer students' potential.

The Walker County Board of Education EL program encourages appreciation for different cultural and linguistic backgrounds. In addition, Educate Alabama Quality Teacher Standard 4- Diversity delineates key indicators for consideration of cultural and linguistic diversity.

There are many ways that our district recognizes the culture of the EL student:

- Uses native language supports such as providing bilingual labels in the classroom.
- Recognizes cultural differences in dress styles and hygiene.
- Learns about cultural gestures and nonverbal communication that could be misinterpreted.
- Gets to know students and their families.
- Incorporates student's prior knowledge into lessons.
- Encourages the family to support first language at home. Maintaining literacy in the first language supports second language acquisition.
- Values and celebrates diversity in the classroom and the school.
- Offers opportunities for parents to be involved in the educational process.

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

EL Advisory Team annually reviews student and program progress through ACCESS 2.0. Each school reviews student progress as part of the comprehensive needs assessment to determine goals and strategies for the continuous improvement plan (CIP). Goals, strategies and action steps are determined to assist ELs in making progress based upon scores on ACCESS 2.0 and Timeline and Progress in Achieving English Language Proficiency charts adopted by Alabama State Department of Education.

Each school will convene an annual EL committee meeting to review and develop Individual-English Learner Plans (I-ELP) for each identified English Learner (EL) student in their building. The EL committee will meet as often as needed when concerns arise during the school year for any active or former English Learner (FEL) student.

The Walker County Board of Education offers a continuum of delivery models to ensure that ELs have the opportunity to acquire academic language as part of the core academic program. The components mentioned below are described in further detail throughout the plan.

- Enrollment and Identification of ELs
- Screening and assessment for ELs
- Implementation of school level EL committees for the purpose of developing annual I-ELP
- Meeting to discuss ELs with persistent academic concerns;

ruling out language when appropriate for other referrals;

- Exiting ELs from the EL program.
- Core instruction (ESL) provided by the classroom or content-specific teacher
- Professional development for teachers and other certified staff
- Parent communication, notification, involvement , and outreach
- Bilingual supports and community partnerships
- Use of evidenced based supplemental materials and instruction

## 3) Grading and retention policy and procedures

Traditional procedures for assigning grades to students are sometimes problematic for English learners. The same methods and criteria applied to their English speaking peers should not be used to assess EL students. Teachers will maintain high expectations for student learning and should employ best practices with their students. Lessons, assignments, and assessment should be accommodated so that students can demonstrate their knowledge of content standards.

An Individual-English Language Plan (I-ELP) provides guidance for classroom teachers concerning the English proficiency level of the student and appropriate accommodations. The teacher is charged with the responsibility of reviewing available data regarding English language proficiency level and school history. It is imperative that teachers learn about language and cultural influences as well as academic history to develop an appropriate plan and inform differentiated instruction and assessments for their EL students.

### RECOMMENDATIONS FOR GRADING EL STUDENTS:

- Identify students' English language proficiency level.
- Grade student based on ELP level (See WIDA Performance Definitions)
- Use alternative grading strategies such as portfolio, checklists, teacher observations, and rubrics.

- Assign a grade and follow it with explanatory comments.
- Base grades on accommodated work.
- Accommodate content work as needed and record accommodations.
- Accommodations are determined by school level EL committee.
- Teachers receive a copy of accommodations for each student.
- The EL committee will adjust accommodations as the student progresses.
- Grades placed in student's cumulative folder must reflect the student's academic achievement on grade level content standards accommodated for the student's English Language proficiency level.
- Written documentation justifying failing grades at each grading period, including work samples, must be presented to the EL committee and maintained in the student's EL portfolio for documentation by the EL coach.
- The classroom teacher is responsible for alerting the EL coach of a need to convene a meeting to discuss student concerns.
- Student work samples and documentation is critical for all students who are having academic difficulties due to issues beyond second language acquisition and may be under consideration for retention or PST referral.
- Report cards may include a comment indicating that grades reflect performance on accommodated assignments and assessments for EL students, however, a comment is not required. It is understood that grades are based upon accommodations.
- A student may not be failed based upon lack of language proficiency alone.
- A student fails when he or she does not complete or meet expectations where the teacher has provided appropriate scaffolding, accommodations, and support throughout instruction and assessment. (Contact EL Coach for clarification or review ALSDE EL Handbook.)

*WIDA Can Do Descriptors or Can Do Booklets* are accessible tools to guide Differentiated instructional tasks for a range of English proficiency levels. A student will be assigned a grade based on his accommodated work performance. Training will be available throughout the year on WIDA standards and differentiated instruction for English learners.

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

Classroom teachers are the primary EL teacher. All teachers of English Learners are fluent in English. All schools and teachers are provided staff development to assist in implementation of best practices for English learners. Teachers are encouraged to work toward EL certification.

Currently, one EL coach, who is fluent in English serves the district. The EL coach is fluent in English. Two bilingual paraprofessionals are employed by the district. An EL paraprofessional provides supplemental assistance to EL students in a push-in/pull-out model under the direction of a certified teacher and EL coach and serves as an interpreter when the need arises. A second paraprofessional provides parental involvement/family and community engagement communication and activities, translating services and instructional support, when appropriate. The EL coach assesses students, initiates and facilitates EL committee meetings, collaboratively develops with the team the students' I-ELPs, initiates and conducts meetings with parents, monitors student progress and maintains files and records related to EL program. The primary function of the EL coach is to provide professional development to teachers and administrators and maintain program compliance. Additionally, this EL coach participates in ALSDE and other EL staff development and shares this information with school faculties and administration. It is the duty of the EL coach to empower teachers to develop lessons incorporating appropriate strategies for ELs including WIDA standards.

The number of staff employed in the district in the EL program will be based on the following criteria: number of ELs, the level of English proficiency of the ELs, the achievement level of the students, the grade level of the students, and other programs at the individual schools.

The Walker County Board of Education will strive to employ personnel who have formal training in teaching second language learners. All teachers and bilingual instructional paraprofessionals in the EL program are fluent in English. Teachers without an EL certification will be encouraged to work toward the attainment of the certification.

5) Method for collecting and submitting data

Annual training is held for school administration and office personnel regarding procedures for identifying and enrolling ELs. Each school is asked to assign one EL building coordinator (counselor) to assist the EL coach with the collection of Home Language Surveys and identification of ELs. The EL coach or designee screens all potential EL students and will report all EL identification to the Chalkable manager and principal. The EL coach requests and reviews for accuracy the Chalkable reports. Data for the State Department EL accountability report are gathered using Chalkable Reports, System testing data, and with assistance from the EL building coordinator when required data cannot be retrieved from Chalkable.

6) Method for evaluating the effectiveness of the program

Effectiveness of the EL program is monitored using compliance checklists, results of standardized test, surveys, EL accountability report for ALSDE, and ongoing input from EL committee members, parents, and other stakeholders. Schools complete an annual comprehensive needs assessment and evaluation as a part of the Continuous Improvement planning process. This includes a review of data including *ACCESS 2.0 for ELs*®, curriculum and personnel review, and parent involvement/family and community engagement. An evaluation of the CIP occurs each summer.

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

ELs are eligible to receive Special Education Services on the same basis as all other students. When a student experiences persistent academic difficulty despite implementation of the I-ELP and other interventions, the EL committee will convene to complete an EL Case Study. The EL case study includes a parent interview and a review of various factors that pose unique challenges to English learners in the classroom. The EL committee will revise the I-ELP or rule out language as the barrier to academic progress. When language is ruled out, then the student will be referred to the PST. Occasionally, an academic or developmental concern may be great enough to warrant a simultaneous referral to the EL committee and PST or Special Education. If the student is referred for Special Education services and qualifies, then an EL teacher/coach will participate on the IEP committee. A separate I-ELP will not be developed but will be integrated with the IEP as the committee deems appropriate. ELs are included in the annual screening of all second grade students for gifted education. Classroom teachers and EL coach identify and assist with referrals throughout the year.

## **Section D: Assessment and Accountability**

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

The Walker County Board of Education adheres to the expectations set forth by the Alabama Accountability System. The policies and procedures include the written guidelines as well as required forms to be used in decision-making with regard to the state testing program. As decisions are made regarding the participation in the Alabama State Testing Program a five step process will be applied.

- Expect students of special populations to achieve grade-level state content standards.
- Learn about accommodations for instruction and state assessments.
- Select accommodations for instruction and state assessments for individual students.
- Administer accommodations during instruction and state assessments.
- Evaluate the effectiveness of accommodations and make appropriate adjustments.

All ELs participate in the statewide assessment program. For purposes of participation, ELs during their first academic year of enrollment in U.S. schools will use the English language proficiency assessment, Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS 2.0 for ELs). EL students will only participate in the math and science portions of state assessments within their first 12 months of enrollment.

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

District-wide data meetings are held annually to discuss reports and scores from all state assessments. Administration from all local schools are brought together to discuss and compare data from the previous year's assessments. Cumulative growth of each student is assessed to ensure all students are meeting academic achievement. The EL advisory committee is involved in the discussions regarding the academic achievement of all ELs, including monitored students. The data is assessed by district, school, and individual student. This data is then discussed in turn-around trainings with the classroom teachers. This information is used to guide classroom instruction to ensure there is cumulative academic growth.

The Continuous Improvement Plan includes a goal for schools with ELs regarding accountability in academic achievement. An annual evaluation is conducted by the school leadership team. Schools review goals and assess progress toward meeting those goals which is reported to the district. Program adjustments are made as needed.

## **Section E: Parent, Family, and Community Involvement**

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

The Walker County Board of Education encourages all parents to be involved in parent, family, and community involvement activities provided by the local schools. Activities are created for parents to be involved in the all areas of their students' educational process. There are activities, such as:

- Open House for Parents/Teachers
- Informational Meetings
- Kindergarten Homework/Procedures Training
- Parent Educational Sessions
- Math and Reading Family Nights (to promote learning at home)
- Parent Teacher Organizational Meetings

## **Communication**

Language Line, TransACT, and ParentLink are communication tools that are used within our district. These services allow our parents to be contacted in a language they understand. These services are used to inform parents of activities, such as the ones listed above; as well as emergency situations or news from administration.

Our district-wide Spanish translator is also available to help translate meetings, parent/teacher conferences, newsletters, and phone calls. The Walker County Schools handbook is also available in Spanish.

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

Walker County Schools will not later than 30 calendar days after the beginning of the school year or 10 school days after the date enrolled if after first day of school, provide notification to parents related to....

1. The reasons for the identification.
2. The child's level of English proficiency.
  - a. How such level was assessed
  - b. The status of the child's academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing:
  - d. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)
  - e. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)
  - f. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

#### Determination of Student Eligibility for Program Placement

The district EL coach will complete the Determination of Student Eligibility for Program Placement form. This form will notify parents that their child was given the screener due to a language other than English marked on the Home Language Survey. This form will inform the parents on the assessment used to test the English language abilities and whether their child did/did not qualify for EL services. This is provided in the home language, as well as English.

#### English Learner Program Placement

The English Learner Program Placement form is attached to the student's IELP. The parents will receive a copy. This form explains the entire EL program. The parents will see their child's proficiency level, as well as the target goals for exiting the program. This is provided in the home language, as well as English.

### English Learner Program Exit Letter

After a student receives an overall composite score of 4.8 on the *ACCESS 2.0 for ELs®*, the English Learner Program Placement letter is sent to the parents. This informs the parents that the child has met the proficiency goals, and the student will no longer receive English language services. This is provided in the home language, as well as English.

Parents will continue to receive state/local assessment data. The EL committee and the school leaders will use this data to monitor students' progress and continue to keep parents informed. Should a monitored student begin to descend in progress on these assessments, the EL coach and committee would need to be contacted.