

Section I Cover Sheet, Assurances, Signature Page

EL District Plan Cover Sheet		Local Education Agency (LEA) Name: DeKalb County
LEA Contact for ELs: Dr. Anna Hairston & Erin Brown		
Name: Dr. Anna Hairston & Erin Brown	Signature:	
Position and Office: Federal Programs Director & EL Coordinator DeKalb County Board of Education	Email Address: ahariston@dekalbk12.org debrown@dekalbk12.org	
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<input checked="" type="checkbox"/>	Check box if LEA receives Title III Funds	

Assurances

The LEA will:

- 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**
- 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**
- Assure that all schools in the LEA are in compliance for serving English language learners (ELs)**
- Assure that all individuals used as translators or interpreters are fluent in the language they are translating.**
- 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)

- Assure that the LEA has a process for parents to waive Title III Supplemental Services.**
- Assure that the LEA has a non-public school participation plan.**
- 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**

Mrs. Erin Brown		
EL Program Coordinator	Signature	Date
Dr. Anna Hairston		
Federal Programs Director	Signature	Date

Mr. Wayne Lyles

LEA Superintendent

Signature

Date

EL Advisory Committee Signatures

Wayne Lyles, Superintendent

Anna Hairston, Federal Programs Director

Erin Brown, EL Coordinator

Mary Lance, Academic Recovery Supervisor

Chris Hairston, DVA Director

Tara Kirby, Parental Engagement Specialist

Penny Benton, Homeless Liaison

Maria Jeffery, Translator

Phillip Bryan, Principal

Bradley Crawford, Principal

Heather Brown, Elementary Curriculum Supervisor

Bridgett Ott, Secondary Curriculum Supervisor

Scott Timmons, Principal

Marilyn Brown, Assistant Principal

Vanessa Henderson, Counselor

Rena Day, EL Teacher

Tanya Ford, EL Teacher

April Hart, EL Teacher

Jana Foshee, Special Education Teacher

Chris Self, Special Education Teacher

Anna Adams, Elementary Teacher

Kerry Starling, Elementary Teacher

Audre Gilbert, Secondary Teacher

Vanessa Marroquin, Secondary Teacher

Tony Bartley, School Resource Officer

Marisol Beritez, Parent

Laura Zuniga, Parent

- **Signatures can be found on the Federal Programs Advisory Council Sign-In Sheet.**

LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN TEMPLATE

Section A: Introduction and Educational Theory and Goals

Language is a complex system of knowledge that children acquire and use with apparent ease and naturalness. This remarkable human quality is the most powerful tool they have for expanding their curiosity, inventiveness, intellect, and sociability. Language acquisition is integral to academic success; academic success is integral to human accomplishment and fulfillment.

It is the intent of the DeKalb County Board of Education that every student in the system who has a primary home language other than English and who is identified as English Learners (ELs) be provided with the opportunity to participate in an English Language Learner (EL) program.

It is also the intent of the DeKalb County Board of Education that no EL student enrolled in the EL program is denied the opportunity to participate in other programs.

The goal of EL instruction shall not be to replace or to negate the students' primary home language. Rather, the EL program shall strive to enable the EL students to become competent in listening, speaking, reading, and writing in the English language. This instruction shall emphasize the acquisition and mastery of English to enable EL students to participate fully in the benefits of public education.

Section B: Identification and Placement Procedures

1) Procedures for implementing the EL Advisory Committee

The EL Advisory Committee includes EL teachers, district administrators, principals, classroom teachers, EL parents, and community stakeholders. The EL Advisory Committee will meet annually for the purpose of determining program needs, evaluation, and for making any necessary amendments to the EL Guidebook. The committee will also make recommendations for parental involvement programs to further student success and professional development.

Copies of the DeKalb County Comprehensive EL Guidebook are located in the Federal Programs Office, at each school, and on the district website at www.dekalbk12.org.

2) Methods for identification and placement

IDENTIFICATION

The systematic procedure for identification of possible EL students is as follows.

I. HOME LANGUAGE SURVEY

- During enrollment, every parent or student will complete the Home Language Survey (HLS) which is a part of the DeKalb County online registration.
- It may be necessary to conduct an interview with the student and/or parents during the enrollment process. Information from the interview may be helpful to the EL committee when considering appropriate placement for the student. The assistance of a translator may be required to complete the survey. The completed survey becomes part of the student's permanent record and should be available for future reference.

- If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student’s English-language proficiency level. These students should be referred to the EL teacher immediately. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English. This includes students who appear to be fluent in English as well as Foreign Exchange students.
- Completed HLS are filed in each student’s cumulative record and in the student’s EL record.

II. ASSESSMENT

- **Language-minority students identified through the HLS (Home Language Survey) during registration at the beginning of the year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment.**
- Kindergarten students will be assessed for English Language Proficiency using the WIDA Screener

The following guidelines determine eligibility for placement in the English Language instruction education program.

Kindergarten and 1st grade students taking the WIDA SCREENER

- In the first semester of school, they have a composite score less than **4.5**.
- In the second semester of school, scores are Listening & speaking less than **4.5**
- WIDA SCREENER: Grade 1 first semester are Listening and Speaking less than **4.5**
- First grade students in the second semester of school and students in grades 2-12 taking WIDA Screener Online are less than **5.0**.

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 1 ST semester of Grade 1	Speaking Listening	4.0 and below Oral Language Score	4.5 and above Oral Language Score
WIDA SCREENER ONLINE			
2 ND semester of Grade 1 through Grade 12	Speaking Listening Reading Writing	4.5 and below Overall Composite Score	5.0 or above Overall Composite Score

Initial WIDA screening results will be placed in the students’ permanent record in the counselor’s office.

The DeKalb County Board of Education follows the guidelines for placement in the EL program set forth in the ALSDE EL Guidebook.

III. PROGRAM PLACEMENT

1. After the WIDA SCREENER Paper or online has been scored, an EL COMMITTEE should convene to discuss the type of service, amount of time served by EL teacher, instructional accommodations, and state testing accommodations. Not all students receive the same types of accommodations and should be individualized based on students' English proficiency assessment data. The final placement is based on all pertinent records, including any available records from previous school enrollment.
2. DeKalb County Board of Education recommends that EL students be placed age-appropriately in the mainstream classroom. This provides EL students with access to challenging, grade-level content instruction and the opportunity to interact with their English speaking peers. It is important that ELs be placed in the least restrictive educational environment. At the high school level, credits should be awarded based on transcripts provided by the students/parents, even if the coursework was taken in another country. If transcripts are in a language other than English, translators will review transcripts, so that credits can be awarded.
3. The I-ELP needs to be placed in the student's EL file and access be given through ELlevation to classroom teachers for instructional and daily use. Copies of testing accommodations should be given directly to the building test coordinator to ensure proper accommodations during state testing as well as placed in the student's EL file.
4. Some EL students will require mid-year EL COMMITTEE meetings to address issues affecting the academic success of the student. These EL COMMITTEE meetings are scheduled on an as-needed basis, at the discretion of the EL teacher or committee member(s), to discuss the academic needs of the student.

******The EL student's EL status and/or immigrant information should be coded appropriately in POWERSCHOOLS and Special Programs. Counselors should work closely with EL staff to ensure this information is marked correctly annually.**

IV. PARENTAL NOTIFICATION AND RIGHTS

According to ESSA sec. 1112(3)(A) requirements, districts must, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program of:

- The reasons for the identification.
- The child's level of English proficiency.
 - a. How such a level was assessed.
 - b. The status of the child's academic achievement.
- The method of instruction used in the program.
- How the program will meet the educational strengths and needs of the child.
- How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

- The specific exit requirements for such programs, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
- In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
- Information pertaining to parental rights that includes written guidance detailing:
 - The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
 - 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.
 - The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

(Refer to TransAct for *Request for Change in Supplemental English Learner Program* waiver forms.)

ADMISSION POLICY

To ensure that there are no barriers to enrollment of language minority students, immigrant students, homeless students, migrant students, or children in foster care, the DeKalb County Board of Education has an enrollment policy that states that these students can enroll at any school even if they do not have the following:

- birth certificate
- school records or transcripts
- immunization or health records
- proof of residency
- transportation
- social security number
- Proper guardianship or custody requirements

English Learner (EL) Committee

Each school in DeKalb County has an EL committee and uses the guidelines from the ALSDE EL Guidebook.

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 composed of content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, EL staff, and other members as appropriate (e.g., parents, central office administrators, and school psychologists). Although there is nothing to prohibit members from the MTSS Team participating on EL Committees, these committees serve different purposes.

INDIVIDUAL ENGLISH LANGUAGE PLAN (I-ELP)

The EL Committee shall use the following guidelines in implementing the I-ELP:

1. Ensure full consideration of each student’s language background before placement in an English language instructional program.
2. Ensure implementation of systematic procedures and safeguards related to appropriateness of identification, placement, and assessment, instructional and support programs, and program exit.
3. Review student’s progress in language acquisition and academic achievement annually.
4. Convene as needed to discuss changes or adjustments to the ELs instructional services.
5. Identify accommodations needed on state assessments. Additional classroom strategies and

accommodations should be identified as appropriate.

6. Communicate in a timely manner the student's I-ELP with faculty and staff who interact with and provide instruction for the child.
7. Ensure the I-ELP is **communicated** with the student's parents in their native language.
8. **Please note that the distinction between "date first enrolled" (which is the date of registration) and date to establish "length of time in LEP/EL Program" (which is the date students are first determined to be EL) are two different dates.**

If the child's parent is unable to attend, arrangements will be made to accommodate the parents' input of the development of this plan.

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

EXIT REQUIREMENTS:

Students exit the EL program once they have obtained a score of 4.8 or higher (Composite Score) on any tier level ACCESS 2.0 for ELs state English language proficiency test.

Alternate ACCESS for ELLs Exit Criteria for English Learners (ELs) in Grades 1-12

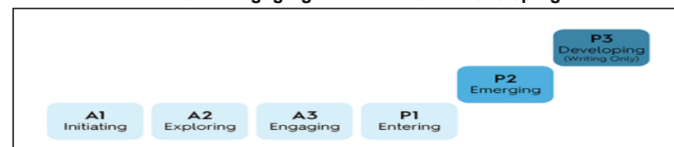
All Domains Taken?	
YES	NO
If the EL student achieves an overall composite score of A1, A2, or A3* on <u>three consecutive administrations of the test.</u>	If proficiency level scores on all domains taken remain consistent** <u>for three consecutive administrations of the test.</u>
OR	AND
achieves an overall composite score of P1 or P2* on <u>two consecutive administrations of the test.</u>	the EL and IEP Committees both recommend that the EL student exit the program and be reclassified as FEL-1,
AND	THEN
the EL and IEP Committees both recommend that the EL student exit the program and be reclassified as FEL-1,	the EL student will be monitored for four years and may continue to receive EL supports within the classroom.
THEN	
the EL student will be monitored for four years and may continue to receive EL supports within the classroom.	

If the above criteria are met, then the EL qualifies as English Proficient and will exit the program. The EL student will be reclassified as Former EL (FEL-1) and will no longer participate on Alternate ACCESS for ELLs. The student will continue to receive special education services and will continue to participate on the ACAP Alternate.

Proficiency Levels

The *Alternate ACCESS for ELLs English Language Proficiency (ELP)* levels were developed to define proficiency levels that would be more sensitive to the English language proficiency of ELs who have significant cognitive disabilities, and thus would give those students a chance to demonstrate progress. The ELP levels defined for *Alternate ACCESS for ELLs* are:

- | | |
|-----------------------|-----------------------|
| A1: Initiating | P1: Entering |
| A2: Exploring | P2: Emerging |
| A3: Engaging | P3: Developing |



* Proficiency level scores must be the same from year to year. For example, A1 for three years in a row.
 ** Consistent is defined as the exact same score, on the domains taken, for three years in a row.

MONITORING ELS WHO HAVE EXITED THE EL PROGRAM

Students who are exited from the EL program are placed on monitoring status for four academic years. During the monitoring time, the EL teacher and the classroom teacher(s) communicate regularly, (it is recommended that they communicate no less than once each nine weeks during the first year and at least once each semester during the second year) to ensure that the exited student is functioning in the mainstream without EL program support. The Documentation of Monitoring of EL Student will be completed at the end of each grading period.

Students are classified as Former English Learner Monitoring Year 1 (FEL Monitoring Year 1) during their first year of monitoring, Former English Learner Monitoring Year 2 (FEL Monitoring Year 2) during their second year of monitoring, Former English Learner Monitoring Year 3 (FEL Monitoring Year 3) during their third year of monitoring, and Former English Learner Monitoring Year 4 (FEL Monitoring Year 4) and should be marked as such in POWERSCHOOLS. Upon successful completion of four years of monitoring, ELs are classified as Former English Learner (FEL COMP) and should be marked as such in I-NOW.

Once students are classified as FEL-1 and are on monitoring status, they no longer take ACCESS for ELs.

If an EL student is not progressing academically as expected and monitoring suggests a persistent language need, the EL Committee must reconvene and determine if the student needs to be re-tested with the WIDA Screener Online test. If the student scores below 5.0, the team may consider returning the student to EL 2 status and begin providing English language supports. The student will then take ACCESS for ELLs or Alternate ACCESS for ELLs at such time the test is administered.

If the team, which includes parents/guardians, determines that rescreening is needed, documentation must be made in the I-ELP. If the parent/guardian refuses for the student to be rescreened, this should be documented, and a statement of the parent/guardian's refusal included in the I-ELP. If this is the case, the LEA will continue to provide the necessary English language supports for the remainder of the four-year monitoring period.

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 EL program

The EL Advisory Committee meets annually for the purpose of program needs, assessment, and evaluation. The Advisory committee also reviews the district comprehensive EL Plan and makes suggestions for amendments. The committee reviews longitudinal ACCESS for ELs data, Reading and Math state assessments, and other pertinent information to fully evaluate the effectiveness of the current core EL program. Strengths and weaknesses in EL student data are identified. The committee may also determine professional development needs and help plan parental involvement activities.

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

All DeKalb County schools complete and implement the Interim Growth section of the CIP. This includes analyzing ACCESS for ELs data to improve the rate of language acquisition, the attainment of proficiency, and Reading and Math proficiency. EL teachers work with the school CIP teams to develop goals, strategies, and action steps that meet the needs of the school's EL population. For additional information, see the individual schools' CIPs. Each DeKalb County School is supported in the CIP development process with a team of instructional supervisors and instructional coaches.

Classroom teachers are trained annually on how to incorporate the WIDA ELD standards into their daily instruction so EL students may access content and academic vocabulary while developing all 4 language domains of listening, speaking, reading, and writing. The students' primary language may be used as support. Teachers use the students Can Do descriptors, ACCESS for ELLs teacher reports, and the WIDA ELD standards to prepare lessons for EL students in the general education classroom.

- 3) Specific components of the LEA's ESL program

The components of the DeKalb County EL program are:

- Program Structure, Administration and Planning
- Curriculum and Instruction
- Student Intake
- Assessment, Evaluation, and Educational Gains
- Staffing and Professional Development

CORE EL PROGRAM:

ELD (English Language Development)

Classroom teachers are trained annually on how to incorporate the WIDA ELD standards into their daily instruction so EL students may access content and academic vocabulary while developing all 4 language domains of listening, speaking, reading, and writing. The students' primary language may be used as support. Teachers use the students Can Do descriptors, ACCESS for ELs teacher reports, and the WIDA ELD standards to prepare lessons for EL students in the general education classroom.

DeKalb County also provides supplemental support to EL students through a pullout and/or push in model with an EL teacher. During the pull out time the EL teacher provides additional support in language acquisition and employs strategies to develop listening, speaking, reading, and writing. During push in support, the EL teacher will push into the mainstream classroom and provide additional language acquisition support within small groups or with one on one instruction.

EL Teachers may:

- Pullout EL students during the school day to provide additional language acquisition instruction in all 4 language domains (Listening, speaking, reading, writing). This is in addition to the strategies the classroom teacher is using to incorporate WIDA standards and develop language domains within the general education classroom.
- Push in to support the student and classroom teacher by working with small groups while the classroom teacher leads a small group.
- Co-plan lessons with classroom teachers to support language needs of EL students.
- Hold parent information meetings regarding Title III, ACCESS for ELs data, and helpful ways they can support their child at home.
- Gather and provide additional resources (realia, visual aides, etc) to support and build background knowledge and academic vocabulary in content areas.

4) Grading and retention policy and procedures

EL GRADING GUIDELINES

Grading of ELs should be based on students' level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to the students' I-ELP. This complies with the federal law (*Every Student Succeeds Act* (ESSA)). Appropriate instruction and differentiation must be adjusted according to language proficiency level in order to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher.

Traditional procedures for assigning grades to students may not be appropriate for ELs. While students with little or no English language proficiency may not be able to be graded on the exact assignments and tests as their native speaker peers, they can be graded on content knowledge using the accommodations as outlined in his/her I-ELP and are to be given grades with the notation on the report card that he/she was graded according to I-ELP.

Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that ELs can progress.

- *Grading should not be delayed.*
- *Students' I-ELP accommodations are NOT optional. Rather accommodations are an integral component to student learning and must be implemented as outlined in the students' I-ELP.*

- **Lack of ability to read and write in English cannot be the basis for an “F.”** *It is against the law to fail a student because he/she is not proficient in English **however**, if the regular education teacher and the EL Committee feel that a student has failed a class due to circumstances *other than* English language proficiency, a student can receive a failing grade.*
- **Please note that specific documentation of accommodations must be available to assure that the student has had full access to the curriculum content within the context of his/her limited English if a failing grade is given. Specific documentation shall include adapted lesson plans, samples of accommodated work, and portfolios.**

***** Note: It is important for the EL committee and the regular teacher to communicate on a regular basis to ensure the success of all EL students. Danger of a failing grade should be reported to the EL committee as soon as possible so that efforts can be made to assist the student before he / she fails a class.****

RETENTION:

When considering an EL student for retention, it is important to take into account the progress and circumstances of **individual** students.

The decision to retain an EL student must be made within an EL Committee setting. When making this determination, the EL COMMITTEE must have clear documentation to conclude the need for retention is not based on the student’s lack of language acquisition. Documentation should include the following:

	Description
Initial Plan (I-ELP)	A team, including teachers, administrators, parents, and other appropriate participants, have reviewed the student’s ACCESS for ELs scores and previous instructional progress to develop a supportive EL COMMITTEE plan. The plan includes well defined accommodations.
Implementation of (I-ELP)	The EL COMMITTEE plan has been implemented. Documentation of this plan is available and includes: student work samples, adapted lesson plans, teacher observation, EL progress reports with explanation of grade, notes from EL COMMITTEE meetings with accommodations and instructional changes clearly denoted.
I-ELP revision	The initial plan was not successful. The EL COMMITTEE met with a referring teacher and reviewed progress. Following a review of progress, the plan was revised to include new or additional accommodations and teacher instructional changes. Documentation of these accommodations and instructional changes are available.
Multiple I-ELP Revisions fail	After multiple EL COMMITTEE revisions, the student lacks progress. With appropriate accommodations in place, the student’s grades do not meet the criteria for promotion.
I-ELP COMMITTEE Recommendation	The EL COMMITTEE thoroughly reviews all documentation and contends that sufficient evidence has been provided to rule out the student’s lack of language acquisition as a basis for retention.

NOTE: If an EL student is earning passing grades with appropriate accommodations then that student should not be considered for retention. When considering retaining a level 1 or 2 EL student, the EL coordinator must be included in decision making progress.

When considering retention of an EL student, please consider the following points as outlined in the ALSDE EL Guidebook.

Retention of ELs shall not be based solely upon level of English language proficiency (*Lau v. Nichols*). Prior to considering retention of an EL, the following points should be addressed by the EL committee.

- What is the student's level of English language proficiency?
- Has an EL plan been implemented and have classroom accommodations and student progress been documented?
- To ensure meaningful participation, are classroom accommodations being made in the areas of
Teacher lesson delivery?
Activities and assignments?
Homework?
Formal and informal assessments (quizzes, tests, portfolios)?
- How much individual English language development instruction is the student receiving during the school day? (EL pullout classes, daily, how long)
- Has an alternate grading strategy been implemented? (e.g. a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
- Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to the I-LEP plan?

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

DeKalb County Schools employs 21 certified teachers. EL teachers are hired using the same procedures as all employees in the school system. All teachers in the English Language Learner instructional program are fluent in English. Four translators are also employed with local funds to serve the communication needs of parents and students.

DeKalb County Board of Education follows the guidelines set forth in the ALSDE EL Guidebook.

State Requirements for Teaching English as a Second Language

The information outlined below illustrates current state minimum requirements for teaching ESL.

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 P-6 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 EL as described above, DeKalb County Board of Education provides professional development for teachers who have not received formal ESL certification.

6) Method for collecting and submitting data

The EL department is responsible for collecting and submitting data in accordance with SDE requirements. The EL department aided by school counselors, secretaries, and Chalkable technicians ensure that SIS data is maintained accurately. EL teachers also maintain a separate spreadsheet of all EL-1, EL-2, FEL-1, FEL-2, FEL-3, FEL-4, FEL COMP, Immigrant, NOMPLOTE, and LEP Waived Services students as a backup to Chalkable.

After identification and placement, students are given a code in the INOW student database.

INOW Codes	Definitions of Codes
EL-1-1 st year in U.S. School	Limited-English Proficient students who are in their first year in a U.S. school.
EL-2- 2 nd year + in U.S. School	Limited-English Proficient students who are in their second year or more in a U.S. school.
FEL-1- Exited, 1 st year monitoring	Students who have exited the ESL program and are in their first year of systematic monitoring. These students no longer take ACCESS for ELLs English Language Proficiency test.
FEL-2- Exited, 2 nd year monitoring	Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs.
FEL-3-Exited, 3 rd year monitoring	Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs.
FEL-4-Exited, 4 th year monitoring	Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS for ELLs.
FEL COMP- completed 4 years of monitoring	Former English Learner students who have successfully completed four years of monitoring and are no longer EL.
EL, Waived Services	Students who are EL yet parents have refused supplemental Title III services.
NOM-PHLOTE	National Origin Minority Student Whose Primary Home Language is Other Than English. These students have a non-English language background but are fluent in English and do not require EL services. Parents, however, may need information in their home language.

The EL department with support from school counselors, secretaries, program supervisors, and the attendance officers also complete the annual Accountability Web Portal and submit to ALSDE. This is an extensive data collection that includes the following information:

- General Information relating to ELs
- Identification and Placement
- Program Exit Information
- Participation in Other Programs
- Staffing

- Professional Development
- Communication (school, district, and community sponsored events)
- General Comparison Information

All of this information will be compiled into a system report. Areas of improvement will be identified. The EL advisory committee will then develop strategies to correct deficiencies identified for the upcoming school year.

7) Method for evaluating the effectiveness of the EL program

DeKalb County Schools evaluates the effectiveness of the EL program using:

- Cumulative Growth Status reports
- ACCESS for ELLs
- Continuous Improvement Plans (CIP)
- Standardized test results
- Student progress/report cards
- EL Accountability Web Portal Information

DeKalb County also conducts an annual program Evaluation as outlined in the ALSDE EL Policy and Procedures Manual by collecting information on the following areas:

1. Implementation of the EL program
2. Effectiveness of the EL program in meeting its goals for students
3. English language development
4. Ability to participate meaningfully in the educational program
5. Appropriate input from knowledgeable persons and other stakeholders

This information is gathered and evaluated by the EL advisory committee to review information and compare goals for the EL program. If The review shows that the EL program is successful and EL program goals are being met no EL program modifications are needed. If the review shows program deficiencies with respect to meeting established program goals the committee will then work to design EL program modifications and improvements that address the program concerns identified during the review of the information. The district will then implement EL program modifications and improvements and continue to conduct periodic evaluations of the effectiveness of its EL program

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

EL SPECIAL EDUCATION REFERRAL PROCESS

A Detailed guide to the Six Step EL Special Education Referral Process:

Implement I-ELP- Content area/general education teachers must clearly implement WIDA standards and state standards. Through collaboration efforts of the EL teacher, EL support staff (where applicable), and the content area/ general education teacher, the student should be provided adequate language acquisition support. The above criteria should be documented by lesson plans, I-ELP, work samples, and observations prior to moving on to step #2.

Revise I-ELP - Ensure that all components in step one are in place and not successful. With involvement of all **affected content teachers**, and other stakeholders required to attend EL COMMITTEE meetings, the student's I-ELP must be revised and include well communicated instructional accommodations. The accommodations may include environmental changes (schedule, seating, tutoring, additional pull-out, intervention opportunities...),

but must include sustained instructional delivery changes within the general education classroom and within pull-out intervention settings.

NOTE: During this stage, the I-ELP should be very fluid. Prior to referring to the Multi-Tiered System of Supports or MTSS the student's I-ELP should be initiated and updated a minimum of two times.

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.

MTSS Referral- Prior to a MTSS referral, the following must occur:

- All components above have been sincerely implemented.
- Work samples, lesson plans, I-ELP, and observations all indicate that the lack of progress is not related to language acquisition.
- The EL COMMITTEE team, consisting of all affected content area teachers and other stakeholders required to attend EL COMMITTEE meetings, have reviewed the student's progress and agree to refer the student to MTSS.

Roles of MTSS and EL Committees

1. The problem solving team process plays a central role in implementation of Response to Instruction (RtI). The purpose of RtI is to combine core instruction, assessment, and intervention within a multi-tiered system in order to increase student achievement and to reduce behavior problems. The role of the MTSS is to help guide general education intervention services for all students who are at risk of failure academically or behaviorally. (At risk definition: core grades below C, scoring below "proficient" on standardized tests, chronic behavior referrals, etc.) Although it is a required step before special education testing, it is not used only for pre-special education testing purposes.

English learners may be referred to the MTSS only after differentiated instructional strategies have been provided for them for a reasonable amount of time in Tier I and there is data showing that this instruction has been unsuccessful. ELs cannot be referred to the MTSS if language is the only barrier to achievement. MTSS committees may need specialized training in order to write appropriate strategies and accommodations for students whose primary language is other than English. (See Lau v Nichols).

2. **Once language has been eliminated as the barrier** to achievement, EL students must be served in the same way as all other students. If an EL student is being discussed for possible special education issues and language is clearly not the issue, then MTSS is the appropriate vehicle, provided ELs staff member(s) are part of the team.
3. The EL and MTSS committees are separate entities but may include some of the same members. In smaller school districts, there are a limited number of personnel available for these important roles. The issue is not the duplication of personnel on the committees; it is the purpose of the committees. Appropriate personnel to serve on the EL Committee include, content-area or general classroom teachers of EL s, assessment specialists, school administrators, school counselors, and EL staff.

Special Education Referral- A special education referral may be made only after each of the following steps have taken place:

1. The initial I-ELP has been implemented, sustained, and determined unsuccessful.

2. The I-ELP has been revised a minimum of two times with no documented evidence of adequate student progress.
3. Work samples, lesson plans, and formal observations all indicate the lack of progress is not related to language acquisition.
4. The MTSS team has implemented and sustained a support plan for the minimum period of time required prior to a Special Education referral.

NOTE: The EL teacher managing the student I-ELP along with the referring general education teacher must participate in EL COMMITTEE, MTSS, and special education IEP team meetings. Local schools should schedule a translator in a timely manner to attend all appropriate meetings.

****All Level 1 and level 2 EL students and students participating in the EL program for less than one full year should be approved by the district EL coordinator prior to referral.**

EL SPECIAL EDUCATION REFERRAL PROCESS

STEP	YES	NO
Step 1– Is the student experiencing academic difficulties?	Go to Step 2	No Problem – Process Ends
Step 2–Is the curriculum effective for Language minority students?	Process ends if the curriculum is effective and the student is progressing academically.	Adapt, Supplement and provide Accommodations to existing curriculum – Retain evidence of STEP 2 in student EL file. If academic problems do not improve, move to STEP 3.
Step 3–Has the student’s problem been validated?	If the problem has been validated and evidence exists that it is not due to the student’s LEP status, then proceed to STEP 4.	<p>Problems must occur in all settings and be reflective in student’s work samples in spite of accommodations. This must be reflective in a student’s EL file. The problem cannot be the primary result of the following:</p> <ul style="list-style-type: none"> ·1 Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student’s grade level or age in language and ability). ·2 Non-standard English constitutes a barrier to learning (only a foreign language or non-standard English spoken at home, the language at home exhibits strong dialectal differences). ·3 Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning). ·4 The student’s limited English proficiency is the determining factor for a special education referral. <p><i>If the problem continues and the preceding factors have been ruled out as the cause, move to STEP 4.</i></p>
Step 4–Is there evidence of systematic	If corrective action is effective – process ends.	Then the EL team must consider the items in TABLE 1

<i>efforts to identify the source of difficulty and take corrective action?</i>		
<i>If problems continue after accommodations in STEP 4, move to STEP 5.</i>		
Step 5- Do student difficulties persist?	EL COMMITTEE should determine program placement alternatives (Examples: Title 1, Tutorial Services, etc.)	Process Ends
Step 6-Do difficulties continue after exhausting all alternatives?	Referral to Special Education	

9) Method of identification and referral of ELs to the Gifted Program

Intellectually gifted children and youth are those who perform at or have demonstrated the potential to perform at higher level academic, artistic, linguistic or creative fields when compared with peers of their age, experience or environment. Gifted children and youth require services not ordinarily provided by the regular school program. Children and youth possessing gifted abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. Gifted students may also be found within any race, ethnicity, gender, economic class or nationality. Upon entering 2nd grade, **all** students are screened and based on specific indicators and rubrics determine if next steps are applicable.

- A comprehensive definition that encompasses a spectrum of cognitive, social and emotional, artistic, linguistic, and logical-reasoning capabilities.
- Multiple avenues and data points, such as student interviews, performance-based evaluations, or nonverbal instruments—that reach beyond standardized assessment data for gifted identification, and placement.
- A system/approach for authentically developing exceptional talents and gifts of all learners, including EL's.

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 EL department and building test coordinators work collaboratively to ensure that all EL students participate in all state administered assessments. The district testing coordinator communicates with building test coordinators regularly regarding testing requirements for ELs and other pertinent information.

Students whose parents/guardians waive Title III services are still required by federal law to participate in the annual state-adopted English language proficiency test.

DeKalb County Schools follow the state-administered assessment protocol from the ALSDE EL Guidebook:

PARTICIPATION IN STATEWIDE ASSESSMENT PROGRAM

All EL students must participate in the statewide Student Assessment Program for accountability purposes. EL students, during their first 12 months of enrollment in U.S. schools, will not be required to participate in the Reading/Language Arts test of Scantron or the Reading test of the Alabama Alternate Assessment (AAA).

EL students in their first 12 months of enrollment in U.S. schools must participate in the Mathematics and Science tests of Scantron and the AAA. These students must participate in all parts of the ACT with Writing and the ACT WorkKeys assessments.

EL students, for which this is not their first 12 months of enrollment in U.S. schools, must participate in all subjects and all tests in the statewide Student Assessment Program. EL students in Grades K-12, regardless of the number of years of enrollment in U.S. schools must participate in Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs 2.0), the state-administered English language proficiency test, or the Alternate ACCESS for ELLs 2.0, the state-administered English language proficiency test for students in Grades 1- 12 who have a significant cognitive disability. All ELs, whether they receive or waive supplemental Title III services, must be tested annually on ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0. Students in their first 12 months of enrollment in U.S. schools who take ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0 will be counted as participants toward meeting the 95% participation requirement for Reading.

Participation of EL students in any of the assessments that allow flexibility during the first 12 months of enrollment in U.S. schools, will not result in their scores being used for accountability determination. However, these students will be counted as participants toward meeting the 95% participation requirement for accountability purposes.

Accommodations for English Language Learners on the Statewide Student Assessment Program

Decisions regarding appropriate accessibility supports and accommodations for EL students must be made on an individual basis by the EL Committee. For approved accommodations, refer to the Accommodations Checklists located at: www.alsde.edu under the Student Assessment tab. The EL Committee should consider the content and nature of each specific assessment and the level of the student's language proficiency when making decisions about appropriate accommodations for assessments and the students' instructional program.

EL Guidebook Office of Student Learning-- Federal Program

All ELs, whether they receive or waive supplemental Title III services, must be tested annually on ACCESS for ELLs® state English proficiency test.

- 2) Method for holding schools accountable for meeting proficiency in academic achievement, Interim Progress in Achieving English Language Proficiency.

All DeKalb County Schools are accountable for achieving their Interim Progress. When Interim Progress status reports are received all information is distributed to schools and are used to write goals, strategies, and action steps in each school's Continuous Improvement Plan (CIP). Schools use Interim Program data to reform strategies, action steps, and benchmarks to achieve goals and plan interventions when data necessitates.

DeKalb County follows the protocol set in the ALSDE EL Guidebook:

Interim Progress in terms of accountability regarding English Learners (ELs)

Progress in Achieving English Language Proficiency – Cumulative Growth Title I of ESSA requires long-term goals for English learners for increases in the percentage of such students making progress in achieving English Language Proficiency (ELP) as measured by the statewide English language proficiency assessment. Alabama will use ACCESS for ELLS to evaluate progress toward English language proficiency.

Cumulative Growth is used to calculate the expected progress ELs make toward English language proficiency. Cumulative Growth is when the previous year's growth is compared to the current year's growth target to determine the students expected level of proficiency. Student growth expectations will increase each year so student's meet the proficiency cut score within seven years after their initial year. The proficiency cut score is a composite score of 4.8 on ACCESS for ELLS.

The number of years to achieve proficiency varies based on the student's initial level of proficiency. Students at lower levels of English language proficiency will have more ambitious annual growth targets.

Each year a team of stakeholders meet to evaluate data and develop the district EL Guidebook.

Section E: Parent Involvement

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

It is the goal of the DeKalb County Board of Education to provide meaningful opportunities to involve all parents in their child's education both at school and within the community by working diligently to:

- Consult with and encourage parents/guardians to participate in school planning in building level accountability, accreditation, or other committees and in district committees as may be appointed from time to time by the Board of Education for a specific purpose.
- Help parents / guardians to understand the educational process and the important role they have in promoting it with their children and the community.
- Inform parents / guardians of school choices such as open enrollment opportunities or other educational options.
- Provide opportunities for parents / guardians to be informed about their child's academic progress and progress toward state and district standards.
- Provide appropriate avenues for parents / guardians to find support in their role.
- Encourage formal organizations for parents at each school building as well as at the district level. The organizations shall receive information concerning district and school activities and shall have opportunities for input into district decisions as appropriate.
- Provide summer programs to foster student learning and educational development, including EL classes, credit-recovery classes, and ACT Prep classes.

In order to provide such services accessible for all persons, the following measures will be explored in order to begin, develop, and to foster this relationship between the DeKalb County Board of Education and parents as well as the community:

- Work closely with local churches and religious organizations to provide an open-forum for parents to freely ask questions of DeKalb County Board of Education personnel, including teachers.
- Work with community colleges in order to foster a relationship within the educational community giving students an understanding of their options after graduation.
- Offer programs that encourage family literacy and strategies to families as a whole to promote literacy

among families and the community in collaboration with local GED programs and parent involvement programs.

- Incorporate after school programs in coordination with local churches in order to expose children to the arts, such as music and theater, as well as help with academics.
- Initiate programs to assist all families who are adjusting to life in the United States by offering classes on a wide range of topics, including medical and dental information, women's health, preventative education, how and where to obtain a driver's license, college preparation, and additional information as necessary.

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

PARENTAL NOTIFICATION AND RIGHTS

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

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

(Refer to TransAct for *Supplemental English Language Development Program Waiver Forms*.)

Separate Notification Regarding Accountability for Interim Progress in Achieving English Language Proficiency (Title I, Section 1111(c)(4)(A)(ii))

In addition to providing the above information, DeKalb County ensures that parents are notified if their child's school has failed to make progress on the Interim Growth for any school year. DeKalb County separately informs parents of a child identified for participation in the program, or children currently enrolled in the program, of such failure not later than 30 days after such failure occurs.

If a child enrolls in school after the beginning of the school year, the school must notify parents of the failing school's language instruction educational program within two weeks of the child being placed in such a program.

Parent notifications are communicated in a language and/or manner that the parents can understand. This communication is provided by translated letters and by a translator if necessary.

DeKalb County notifies parents by a mailed letter provided from TransACT in a language the parent can understand. In addition to informing parents in writing, all new students are informed upon registration and failure to meet Interim Growth is shared at annual parent meetings and within each school's CIP.

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

The core language acquisition program is funded with state and/or local funds. Title III funds will supplement after state and local funds have been implemented.

In DeKalb County Title III funds are used to provide professional development activities designed to improve instruction of EL students, provide technological software and hardware to support EL students' academic achievement and language acquisition, provide tutoring services during the school year and summer school program for EL students.

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 DeKalb County Schools sends a letter to all of the non-public schools within its geographic boundaries. This letter extends Title III services to EL students at the non-public schools if necessary. If any non-public schools request Title III services, DeKalb County follows the same guidelines as outlined previously in this document regarding EL identification, program placement, assessment, and EL services.

Section G: Immigrant Children and Youth (To be completed if the LEA receives Immigrant Grant)

DeKalb County uses immigrant funding for the following activities.

1) Describe how the LEA uses Immigrant Children and Youth Grant funds are used.

1. Family Literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.
 - The LEA will establish a family literacy program that will be housed on local school campuses. The Program will provide language acquisition support and parent training programs to assist parents in becoming active participants in the education of their children.
2. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.
 - Through contract services, LEA will provide school day embedded and after school tutors, mentors, and academic or career counseling services for immigrant children and youth.
3. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.
 - The LEA will identify and acquire educational software and hardware intended to support language acquisition. These materials will be utilized during and after school.
4. Other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education.

- The LEA will identify and acquire well developed "newcomer" programs and supportive materials.
5. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.
- The LEA will coordinate activities with multiple community-based organizations that have expertise in working with immigrants and organizations that offer opportunities to connect immigrants with the community.

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