Eufaula City (133) Public District - FY 2026 - Consolidated - Rev 0 - Improvement Planning

Section I Coversheet, Signature Page

EL District Plan Cover Sheet

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Eufaula City Schools

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☑ Check box if LEA receives Title III Funds

☐ Check box if LEA receives an Immigrant Grant

Signatures

EL Program Administrator Signature and Date

LEA Superintendent Signature and Date

*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. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA 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 system. The Plan should also: 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 (ALSDE) review of the Plan, LEAs will develop the Plan using the template in eGAP 2.0. LEAs may refer to the ALSDE EL Guidebook when developing and revising the Plan for a clear understanding of the requirements for serving ELs.

***Coversheet and Signature page can be found under Improvement Planning → Related Documents → Required Documents.**

Section II Checklist - ALL LEAS MUST USE THIS PLAN TEMPLATE

A. Required 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)**

B. Identification and Placement Procedures

1) Include the LEA's procedures for identifying members for the EL Advisory Committee.

The ALSDE requires school systems to include parent(s)/guardian(s) of ELs, to the extent

practical and possible, in the development of Title I LEA and school level parent involvement policy and Alabama Continuous Improvement Plans (ACIPs), the ECS Comprehensive EL District Plan, and the LEA LIP (when an LIP is necessary). The ECS Federal Programs Advisory and EL Advisory Committees have EL parental and community representation. Forms and communication to parents of ELs are available, to the extent practical, in the parent/guardian/community representative's native language. Cultural awareness activities are recommended for special events such as Hispanic Heritage Month and October Parent Month. ECS works closely with community agencies such as the Barbour County Health Department, Department of Human Resources, Barbour County Extension Services, Girl Scouts, Boy Scouts, Boys and Girls Club, Eufaula Parks and Recreation Department, churches, etc. to ensure ELs and their families receive community services. Parent meetings/workshops are held during the school year to provide information to assist parents in meeting the needs of their child; translators are provided. In addition, staff members are provided an opportunity to attend PD sessions to assist them in working with parents of ELs. Community programs are held in conjunction with community agencies and churches to also meet the needs of EL families. The Annual Meeting of Title I Parents is held at the beginning of each school year. Invitations to all school events are translated, and translators are provided.

All important school information sent to non-English speaking parents/guardians must be translated into a language that can be understood to the extent feasible and possible. The ALSDE sponsors statewide, unlimited district access to the TransACT Compliance & Communication Center at no cost to the LEA, which enables educators to comply with the parental communication requirements, mandated by federal and state requirements in languages parents can understand. The ALSDE also provides video translation services through MasterWord in many different languages, including many Mayan dialects. Each school has designated an administrator to be responsible for scheduling those services. While each school nurse and the EL Coaches also have access to

schedule meetings, the main responsibility for each school falls on the designated administrator. ECS have Spanish translators available to make written translations and serve as interpreters for schools during enrollment, parent conferences, and school functions where important information is being given to the parent/guardian.

ECS and the schools' websites allow parents to locate classroom and program information easily and rapidly which can be translated into different languages. Also located in the school foyer is a flat screen monitor of important events and dates of school activities to inform parents. Schools provide open houses, workshops, state mandated testing sessions, parent meetings, newsletters, etc. to involve parents in the education process. Parents are provided an opportunity to provide suggestions on the annual parent survey. Parents are encouraged to get involved with the school and the system, to provide criticisms and suggestions for improvement, and to work to change existing patterns that can limit the education of our students.

EL Identification and Placement Parent Notification

According to ESSA Title III requirements, districts must, not later than 30 calendar days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an LIEP including:

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:

- The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
- The options 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.

ECS provides all of the above information to parents through the use of the Parent Notification letter found on the TransACT website. Rights are communicated to parents during the initial parent conference.

These rights and a signature space are provided to acknowledge their review and will be covered as part of the I-ELP meeting with the EL's parent(s). When possible and if the parent(s) request, the I-ELP should be translated into a language the parent(s) can understand. Parents may choose to receive or refuse supplemental services. If parents/guardians request to refuse services, the Request for Title III Supplemental English Language Development Program Withdrawal/Waiver Form must be sent and received back in writing from the parent/guardian. However, the school is still obligated to provide appropriate strategies in the core LIEP to ensure the student's English language and academic needs are met in the regular program. A parent can refuse services but cannot refuse assessment (ACCESS for ELLs). An I-ELP must be developed through the EL Committee for each EL needing any accommodations and services. In the event a parent conference is not possible the I-ELP should be sent home to the parent(s) with the parent letter located in TransACT, for parents to sign and return to the school.

2) Include the LEA's **methods for identifying, placing, and assessing** the students to be included in the English language instruction educational program. The following components must be explained in the plan.

• Home Language Survey

• WIDA Online Screener (1st-12th Grade)

• WIDA Screener for Kindergarten

• WIDA ACCESS

Home Language Survey

All students, including Foreign Exchange students, enrolling in an ECS school must complete the Home Language Survey (HLS) as part of the enrollment process. The assistance of a translator may be required to enroll and/or complete the survey. Assistance with verbal translations is available through the ALSDE provided remote interpretation and translation service called MasterWord and/or ECS contract interpreters. Access to MasterWord is available to all ECS staff and can be obtained by contacting the Federal Programs Coordinator. The completed survey becomes part of the student's permanent record, and the original will be available for future reference in the student's cumulative record. An indication of a language other than English on the HLS assures further assessment to determine the students English language proficiency level. The HLS can be downloaded from the TransACT website, www.transact.com, in multiple languages. Login information allowing school staff to access the TransACT website may be obtained by contacting the Federal Programs Coordinator.

When the enrollment forms are completed, the staff member responsible for registering students (registrar, secretary, or designee) will forward a copy of the HLS, if any language other than English is indicated, to the EL Department member at that school. If a student transfers to another system, copies of necessary documents, to include any document of EL services, should be made and sent to the new school.

School personnel responsible for registering students (registrar, secretary, or designee) will receive annual training on the ECS registration procedures for ELs. All language-minority students must be allowed to enroll in and attend school, regardless of their ability to produce proper paperwork including proof of residency, immunization records, previous school's records, a birth certificate, social security number, immigration documentation, etc. Children may not be excluded from school because they do not have a social security number (Plyler v. Doe). The school should use procedures described in Alabama Administrative Code (AAC) to create a student number in lieu of a social security number. If families do not have student immunization records available, the dates of immunization may be obtained by calling the previous school the child attended, and if necessary, students can begin the immunization series at the local public health department. If appropriate immunization documentation cannot be obtained within a reasonable period of time, the student's case should be handled in accordance with approved state and local board of education procedures. The LEA should work collaboratively with community and area agencies to facilitate the school enrollment process. These efforts should be documented for future reference as needed.

When no previous school in the US has been attended and no school records are available, initial grade placement is made based on the age of the language-minority student and family information. Students are placed in an age-appropriate classroom if there are no indications of having been retained in a previous school. An age-appropriate placement could be a grade up or grade down from their age, depending on the information gathered from the family, previous schools, and an interview. Language-minority students transferring from school systems in the US should be placed in the appropriate grade based on their previous school's records.

EL Screener

When a student indicates a language other than English is used at home on the HLS, then the English Language Proficiency of the student must be determined. If no test results for the ACCESS for ELLs, or an equivalent test from a non-WIDA state, are available, then the students are given a language assessment to help determine eligibility for placement in the LEA's English Language Instruction Education Program (LIEP) for grades K-12. If the child is in Kindergarten or the first semester of first grade, the WIDA Screener for Kindergarten is administered, and if the child is in grades 1-12 (second-semester 1st grade), the WIDA Screener Online is given.

Both instruments assess English language proficiency in all four domains of language development-listening, speaking, reading, and writing, as well as comprehension, to ensure students' language needs are properly identified and addressed through the LEA's educational program, and they both provide an overall composite score based on the language domains tested. Kindergarten students in their first semester through 1st grade students in their first semester are only required to have the listening and speaking portion of the WIDA Screener for Kindergarten.

Only certified ECS employees who have completed the ALSDE approved training including the WIDA trainings for administering the screeners may administer the WIDA Screener for Kindergarten and the WIDA Screener Online. Training is to be completed once per academic year. The following guidelines determine eligibility for placement in the LIEP:

- Kindergarten students and first-grade students in their first semester of school taking the WIDA Screener for Kindergarten that score less than 4.5.
- First-grade students in the second semester of school and students in grades 2-12 taking the WIDA Screener Online that score less than 5.0.

If a student qualifies, a yellow folder with appropriate documentation will be placed in the cumulative record. If the student does not qualify, the student will be considered a National Origin Minority whose Primary Home Language is Other Than English (NOMPHLOTE), and a blue folder with appropriate

documentation will be placed in the cumulative record.

There are no special exceptions for Foreign Exchange or F-1 Visa students who are language minorities for the purposes of English Language Proficiency assessments as long as they attend a school in the United States. Foreign Exchange or F-1 Visa students who are language minorities must receive EL services if they meet the above criteria.

ACCESS for ELLs

All active ELs take the ACCESS for ELLs summative assessment during the prescribed period assigned by the Alabama State Department of Education.

EL Committee Placement

Each school's EL Committee is responsible for guiding and monitoring the placement, services, and assessment of all newly enrolled students qualifying for EL services, as well as established ELs. All newly enrolled EL's enrollment and assessment data must be discussed by the EL Committee during the meeting for determination of appropriate services. Any child determined to be eligible for EL services by their score on the English language proficiency screener must be presented to the EL Committee for the development of an I-ELP. If available, the previous school's records such as test results, transcripts, grades, EL monitoring reports, EL progress reports and other educational information should also be used to develop appropriate educational plans for ELs, including records from the child's home country.

The following must be completed during the first 30 calendar days of enrollment if the student enrolls before the first day of school or 10 business days of enrollment if the student enrolls after the first day of school:

- Identification of student as language-minority through the HLS during registration and the appropriate EL Department member notified;
- Assessment of student for English-language proficiency through the appropriate instrument;
- Development of the I-ELP in conjunction with the EL Committee, if needed; and
- Notification of the parents/guardians of their rights and services.

The LEA will record the registration date as "original entry date" in PowerSchool or "date first enrolled" when completing the demographics page of the ACCESS for ELLs English proficiency test.

Each EL Department member will ensure ELs are identified and administered the appropriate assessment within the required time frame. The team member at each school ensures each schools' master list of ELs is updated regularly through the ELLevation EL data management system which works with PowerSchool through a nightly data sync. It is extremely important that all education-related decisions concerning ELs be communicated to the school's EL Department member in order for a complete/updated set of records to be maintained. This information, along with other documentation related to the number of students who are language-minority must be reported to the Federal Programs Coordinator in order for it to be reported to the ALSDE.

The EL Department is responsible for planning and working with administrators to implement an appropriate and effective instructional program. In addition, regularly scheduled meetings at the district level will keep their assigned schools up-to-date on current policy, data collection, and instructional strategies needed for the EL Program. The EL Coach and/or EL Paraprofessional is a member of the school's EL committee, with each EL Coach being the organizing member of each committee. Involvement in the development of I-ELPs is needed but should not be their responsibility alone as decisions should be made as a committee. Appropriate staff members responsible for the student's instructional program should participate. To ensure that students are placed and monitored properly, a student support team must be in place. Each school's EL Committee is responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. All students with the PowerSchool status of EL-1 and EL-2 must be brought before the EL Committee at least annually. Former English Learner (FEL) 1, 2, 3, and 4 may be brought up before the EL committee if problems arise. Information from the HLS, WIDA Online Screener, WIDA Screener for Kindergarten, ACCESS for ELLs, the student's home and educational background, progress reports and/or grades, work samples, class schedules, and other information, such as discipline referrals or attendance records, deemed relevant to the development of the I-ELP should be available during the EL Committee meeting and should be considered in decisions about programs and services to be provided. The EL Department will provide a copy of the HLS and previous years ACCESS for ELLs test results, which is also available on ELLevation.

The following persons should be a present and participating member of EL Committee meetings when any language-minority student is discussed: EL Coach, EL Paraprofessional (EHS only), counselor, content area or general classroom teachers of the EL (English Language Arts preferred), principal or designated administrator (preferably the administrator responsible for RtI), and other members as appropriate (e.g. parents, central office administrators, Special Education teachers, Gifted Specialist, school psychologist, etc.).

The EL Committee should use the following guidelines in creating and implementing the I-ELP:

- Ensure full consideration of each student's language background before placement in an EL instructional program.
- Ensure implementation of systematic procedures and safeguards related to the appropriateness of identification, placement, assessment, instructional and support programs, and program exit.
- Review student's progress in language acquisition and academic achievement annually.
- Convene as needed to discuss changes or adjustments in the EL's instructional services.
- Identify the accommodations needed on state assessments.
- Identify additional classroom strategies and accommodations as appropriate.
- Communicate in a timely manner the student's I-ELP with faculty and staff who interact with and provide instruction for the child.
- Determine and record the date of placement into the EL Program on the I-ELP and in PowerSchool; please note the distinction between "date first enrolled" (which is the date of registration) and date to establish "length of time in EL Program" (which is the date the student is first determined to be EL); these dates could be two different dates.

The need for classroom accommodations, testing accommodations and/or supplemental services for English Language Development instruction will be indicated by the EL Committee in their

I-ELP. The staff members responsible for the I-ELP must be cognizant of the fact that it can take an EL anywhere between 6 months to two years to acquire the social language needed to function on a daily basis. It can then take from five to seven years (or more) to acquire the language skills needed for academic achievement. Supplemental services such as pull-out services, push-in services to content subjects, a class period, or a Newcomer Program may be necessary to accelerate the English language skills needed to perform in the regular classroom and should be written in the I-ELP as needed.

Parents may be present at this meeting or the EL Department may choose to hold a separate meeting with the parents to discuss the student's I-ELP. Parents must be notified of any EL Committee decision. A Parent-Teacher Conference request form is available in multiple languages on TransACT.

Students should be provided with the maximum opportunities for acquiring English as rapidly as possible, and teachers and students should be provided with support in content classes. Teachers should implement all accommodations and assessment alternatives in order for the EL to be successful in the classroom.

The following documentation will be maintained in each individual EL's file on ELLevation:

- I-ELP document;
- WIDA standards (Can-do descriptors);
- Classroom Accommodations List;
- Accommodations for standardized testing, as needed;
- Documentation – Dated work samples that reflect the accommodations made, including assessments; this can be reflected in either the documents upload tab, the notes tab, or both;
- Assessment data (ACCESS scores, standardized tests taken with scores);
- Updated notes created by the EL Department, the teacher, or an admin to support collaboration efforts;
- RtI Documentation, if applicable, but this should also be kept in RtI Rails;
- Monitoring forms assigned automatically to be completed quarterly (for FEL 1, 2, 3, and 4 only).

When an EL receives Special Education services, the I-ELP for the Special Education EL should be developed in collaboration with the IEP team. Each school's EL Department member and counselor must be members of the special education eligibility committee. Both sets of state-mandated testing accommodations are completed allowing for accommodations to be made for the language needs and special education needs of the student. Translators or MasterWord should be used for the parents when language is a barrier. Copies of the I-ELP are made available electronically through ELLevation. Copies of the I-ELP, ACCESS for ELLs test scores, state testing accommodations, and other relevant information needed for the planning of the student's academic program should be kept in the yellow folder within the EL student cumulative folder established when the student first registered.

Roles of Problem-Solving Team (PST), Response to Instruction (RtI) Committee, and EL Committee

When an EL is not making progress in the classroom, the EL Committee should re-evaluate the I-ELP. If the EL Committee has exhausted all of its resources and academic and/or social problems still need to be addressed, students may also be referred to the school's RtI Committee. In the event an EL is brought before the RtI Committee, all members of the EL Committee should also be present. ELs cannot be referred to the RtI Committee if language is the barrier to achievement and should be referred to the RtI Committee only after differentiated instructional strategies have been provided for the EL for a reasonable amount of time in Tier I and Tier II and there is documented data showing this instruction has been unsuccessful. RtI committees may not have the specialized training needed to write appropriate strategies or accommodations for students whose home language is other than English, so the EL Committee should be consulted in this process.

If an EL student is being discussed for possible special education services and language is not the barrier to learning, then RtI is the appropriate vehicle, provided the EL Department member and counselor are part of the team. Once language has been eliminated as a barrier to achievement, ELs must be served in the same way as all other students. The following points regarding ELs and RtI/PST must be considered:

• The EL and RtI Committees/PST are separate entities but may include some of the same members. Regularly scheduled EL committee meetings may coincide with PST scheduled meetings to discuss strengths, weaknesses, and ELD progress of EL students.

• The I-ELP is not a Tier III plan and should be used by the classroom teacher during Tier I and II instruction. The I-ELP must be consulted during any RtI/PST meeting. Struggling ELs will be considered for a Tier III plan just like any other student as deemed by the EL Committee.

• ELs that meet the criteria for needing intervention must be given the same treatment as any other student, meaning that they cannot be disqualified from receiving services solely because they receive EL services.

3) Include the **method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress** for a period of at least four years (new in ESSA), and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the WIDA ACCESS English language proficiency test.

EL students who attain a 4.8 composite score on ACCESS for ELLs or who meet the Alternate Exit Criteria (see below) are exited from the English as a Second Language Services and placed on monitoring status for four academic years. Parents/guardians must be notified when their child exits the EL Program using the "Notification of English Language Program Exit" letter, which is available on ELLevation. During this four-year monitoring phase, general education classroom teachers and EL teachers must communicate regularly – preferably once every nine weeks – to ensure students are functioning in the mainstream without EL support.

Documentation of the monitoring process is completed on the FEL (1, 2, 3, and 4) Monitoring Forms that are sent out electronically via ELLevation which will in turn automatically notify the EL Coach of problem areas for the Monitor EL. While monitored students may still need minimal accommodations considering

they still have a language other than English at home, exited students must eventually be able to function in the mainstream classroom without EL support before the end of the monitoring period.

If an EL student in the monitoring phase is not progressing academically as expected and monitoring suggests a persistent language need, the EL must be referred to the RtI team first, and if the RtI team determines the issues are language related, the EL Committee must reconvene and determine if the student needs to be re-tested with the WIDA Screener Online test. If the screening results in scores below 5.0, the team may consider returning the student to EL 2 status and begin providing English language supports after considering other data points. The student will then take ACCESS for ELLs or Alternate ACCESS for ELLs at such time the test is administered.

If the team determines that rescreening is needed, parents/guardians must first be notified. 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.

An FEL that is outside of the monitoring phase may also be reconsidered for EL services using the same protocol as a student within the monitoring phase.

Students taking the Alternate ACCESS for ELLs may also exit the EL program. The exit criteria is as follows:

If all language domains were taken:

1. If the EL student achieves an overall composite score of P1 or P2 on two consecutive administrations of the test OR achieves the same proficiency level score of A1, A2, or A3 for three consecutive administrations of the test, AND

2. The EL committee and IEP committee both recommend that the EL student be reclassified and exited from EL services.

- If the above criteria are met, the student is reclassified as former EL (FEL-1).
- Students may continue to receive EL accommodations within the classroom during the four years of monitoring.

If all language domains were not taken:

1. Proficiency level scores on all domains taken remain consistent for three consecutive administrations of the test, AND

2. The EL committee and IEP committee both recommend that the EL student be reclassified and exited from EL services.

- If the above criteria are met, the student is reclassified as former EL (FEL-1).
- Students may continue to receive EL accommodations within the classroom during the four years of monitoring.

C. Programs and Instruction

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

• Process the system uses to conduct a comprehensive needs assessment

• Rationale for selecting the particular EL program/s and how they are evidence-based

Comprehensive Needs Assessment

ECS annually evaluates the effectiveness of its EL Program. EL Program evaluation surveys are sent to all teachers of ELs and administrators electronically in the spring of each school year.

Each school annually completes this evaluation to assess the level of implementation of the LEA's EL Program goals, as well as the effectiveness of the implementation. The progress of ELs in acquiring English and achieving academic goals, as well as the evaluation of longitudinal EL data is also considered when making program changes. The ECS LEA EL Advisory Committee assists in establishing and reviewing goals for the EL Program. The English Language Learners LEA Compilation Data Form, based on the previous school year's data, is compiled at both the school and LEA level at the beginning of the current school year. This is also an important piece of the needs assessment as it gives the school and LEA the demographic information needed to determine services for the school year.

Evidence-Based EL Programs

All EL Programs utilized in ECS are evidence-based. After consultation with the ALSDE, review of prior years' data, and self-assessment reports, the English as a Second Language (ESL) model, also called content-based ESL, was decided to be the best model to fulfill the educational needs of ELs in ECS. The WIDA Standards are used in conjunction with ESL as a guide to support ELs in their development of English language skills. The WIDA ELD Standards can be found in the student's I-ELP Plan on ELLevation. Training sessions are conducted annually by the school system and through attendance at ALSDE trainings to support classroom instruction in the use of the WIDA ELD standards. A review of EL teaching strategies and best practices is an important PD component for this evidenced-based methodology in ESL.

Language Instruction Educational Program (LIEP) – ECS's LIEP is Structured English Immersion (SEI), which is teaching the core content standards and WIDA language standards, established by the ALSDE, through the domains of listening, speaking, reading, and writing. The LIEP groups language minority students from different language backgrounds together in classes where teachers use English as the medium for providing content-area instruction while adapting their language, instruction, activities, and assessments to the proficiency level of the students and accommodating the content to match the students' ACCESS for ELLs English proficiency levels. Although the acquisition of English is one of the goals of the LIEP, instruction focuses on content rather than language and on learning the language through the content. The EL Department is available to provide assistance to teachers in implementing the LIEP. The LIEP cannot be waived by parents/guardians.

Supplemental Program - ECS's supplemental EL Program is based around the services provided by the EL Department to the students. For all ELs, the EL Committee - upon recommendation of the EL Department - will determine services after taking into consideration all factors, including but not limited to: English Language Proficiency levels (as determined by the ACCESS for ELLs, WIDA Screener Online, or WIDA Screener for Kindergarten), standardized test scores, attendance records, discipline records, classroom teacher notes, etc. These services can include push-in, pull-out, or close collaboration between the EL Department and classroom teacher. Supplemental services may be waived by parents/guardians.

Coaching Model - ECS employs EL Coaches to work with students and teachers to improve Tier I instruction to meet the unique needs of the ELs. This model varies from year to year, depending on the previous year's ACCESS for ELLs scores. The EL Coaches provide PD throughout the year to teachers. This PD could

be either embedded with other required PD or stand alone PD with individuals, in a group or PLC setting, and/or whole faculty. As time allows, the EL Coaches can partner with the Academic/Instructional Coaches when they do formal coaching cycles with teachers of ELs, but the main job of the EL Coach is to provide ELD instruction to students first, PD to teachers next, and then collaborative coaching cycles with the other coaches.

Newcomer Programs - ECS schools have seen an influx of students with an informal and/or interrupted formal education, also called SIFE ELs. These students typically come as unaccompanied minors and/or as refugees from other countries that need to enroll in school. ECS, in conjunction with the ALSDE, designed a plan to adequately serve these children at EHS. Upon enrollment, through a series of questions that may include the HLS and appropriate testing, the registrar, EL Staff, counselors, and/or administrators will determine the student's current level of education. The student is placed in their age-appropriate grade level and given the WIDA EL Screener. If the student is placed into the EL Program, the EL Committee meets to determine if the Newcomer Program is the most appropriate placement.

- Eufaula Primary School/Eufaula Elementary School- Newcomers in Kindergarten and 1st through 5th grades where the mainstream report card is NOT appropriate may receive an Alternate report. This alternate report card may be used for one full academic year and then for subsequent years would be decided upon by the EL Committee.
- Admiral Moorer Middle School - Newcomers in grades 6-8 must take all mainstream classes, but they may be graded using the grading rubric created by the EL Department. All instruction, assignments, and assessments must still be appropriately accommodated; however, the teacher may assign their grades based off of the rubric score. In addition to their mainstream classes, newcomers may have a number of electives to aid in their English advancement, including ESL classes, intervention classes, art, PLTW, etc.
- Eufaula High School - Newcomers in grades 9-12 may spend their first academic year taking elective courses in order to expedite learning English and build the background necessary to succeed in the secondary academic classroom, depending on their goals. Their schedule may consist of any combination of the following: an ESL class/ESL study hall, a math intervention class, heritage language/Spanish class, PE, JROTC, art, music, and/or enough electives to complete their schedule. If the EL family chooses this option, they do not spend their first year in academic classes for credit nor do they work toward graduation, and they are not eligible to play sports until they have spent two semesters in academic classes. Once the SIFE EL has spent one academic year in the Newcomer Program, they may enter the mainstream EL Program, or they may enter a hybrid Newcomer Program where they take some academic classes, but not a full load of academic classes. The EL Committee will make this decision. If the SIFE EL enters school during an academic school year, they may spend that academic year and the next in the Newcomer Program. ELs may work toward graduation until they reach 21 years of age. The rubric created by the EL Department may also aid in grading students at the high school level.
- All of the above is based upon the recommendation of the EL Committee and must be stated in the I-ELP. All ELs with an alternate grading system or rubric grading system must have a notation in the PowerSchool gradebook that states this.

2) Describe how language instruction educational programs will ensure that ELs develop English proficiency:

• How data is used to improve the rate of language acquisition for ELs

• How the LEA supports each school with respect to continuous improvement practices and specific professional development

• How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum

Each EL in ECS takes the ACCESS for ELLs during the spring semester. Scores are used to write each EL's I-ELP. ACCESS for ELLs scores will be entered into ELLevation each year and goals will be generated during the I-ELP construction process to help improve language acquisition. ELLevation will also be used to view data and show improvement in language acquisition longitudinally over multiple years with various data points.

Each school in ECS develops an Alabama Continuous Improvement Plan (ACIP) with a committee consisting of administrators, counselors, teachers, and other relevant personnel, parents, and community members. This ACIP must address all aspects of teaching and learning, including evidence-based practices for ELs.

The LEA supports professional development by allowing teachers to attend out-of-system and in-system EL specific training, as well as training that may not be specific to EL but supports evidence-based practices for ELs.

ECS will utilize the WIDA ELD Standards for ELs in Kindergarten through Grade 12 as guides to instruction. Each teacher of ELs has a digital copy of the WIDA ELD standards, including the Can-Do Descriptors, to use when they create lessons and assessments. The WIDA Can-Do Descriptors are also a part of each EL's online I-ELP as part of ELLevation. This will ensure the needs of ELs are met at their proficiency level.

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

Traditional procedures for assigning grades to students may not be appropriate for ELs. Teachers are encouraged to maintain high expectations for student learning and must accommodate and adapt lessons and assignments so ELs can progress. A list of appropriate accommodations is available on ELLevation and is included in the ELs' I-ELPs. The guidelines listed below must be followed to assure ELs are not being discriminated against due to their language barrier.

Teachers must follow these guidelines:

- Grading Systems - 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-ELPs. This complies with the federal law Every Student Succeeds Act of 2016 (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, ongoing assessments, etc.) should be maintained by the classroom teacher and samples uploaded to ELLevation. Alternate grading systems that incorporate rubrics will be decided by the EL Committee on a case-by-case basis, but are an option for all grades K-12.

- Report Card Comments – EL must be included in the comment section of the report card for each subject receiving accommodations, either printed or hand written by the teacher. There is an option on PowerSchool to add "ESL Grading Implemented" as a comment.

- Advanced Placement (AP) Courses - ELs are eligible to participate in advanced placement courses and honors courses; however, according to the College Board of Advanced Placement Programs, accommodations for ELs are not permitted on AP Exams (Please note ELs enrolled in AP courses should receive classroom accommodations so that they have access to the content). It is important that this information is shared with parents and students.

- District Assessments – Any assessment given to an EL for grading and/or program placement purposes MUST be accommodated as it is stated in the I-ELP.

Failing and Retention

An EL cannot earn an "F" without complete documentation of what accommodations had been made throughout the grading period to assure the student had full access to the content. 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 and violates his/her civil rights. Consultation with the Federal Programs Coordinator, counselor, and EL Coach is required before retaining or failing an EL. 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 I-ELP been implemented to document classroom accommodations and student progress?
- To ensure meaningful participation, are classroom accommodations being made in the areas of:
- Teacher lesson delivery?
- Activities and assignments?
- Homework?
- Formal and informal assessments (e.g., quizzes and tests)?
- How much English language development instruction is the student receiving during the school day?
- Has an alternate grading strategy been implemented (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and/or 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 guidelines set forth in their I-ELPs?
- Has the teacher completed the "Retention Checklist for ELs" document on ELLevation?

If the parent of an EL requests that their child be retained in a grade level, the parent request will be given consideration by the EL Committee, and the same established procedures for retention of an EL will be followed.

4) Include details on the **specific staffing and other resources** to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.

• Qualified personnel (state certification and/or ESL licensure)

• ESL staff development

• Content teacher and administrator staff development

Qualified Personnel (ESL licensure)

All teachers in any LIEP for ELs funded with federal funds must be qualified to teach ESL/ESOL (English for Speakers of Other Languages) and fluent in English with high quality written and oral communication skills. State requirements for teaching English as a second language are included in this section for clarification.

EL Paraprofessional

All paraprofessionals for the EL program must meet the mandatory minimum requirements for being employed as a paraprofessional. They must have a high school diploma or equivalent and have 48 hours of postsecondary education or have taken and passed the WorkKeys Assessment.

State Requirements for Teaching English as a Second Language

Teaching English to non-native speakers requires knowledge and skills that differ from teaching other subjects such as science and math. Although certain educational theories and instructional strategies are interdisciplinary, teacher preparation courses may be inadequate in providing methodology and theory that address English language development/second language acquisition within core subject areas. The information provided 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 with PRAXIS II,

ESL P-6 Teachers can have:

- ESL Certification
- Foreign Language Certification
- Regular Elementary Certification

Secondary ESL Teachers can have:

- ESL Certification
- Foreign Language Certification
- Regular Elementary Certification
- English/Language Arts Certification

While some certified teachers without formal ESL certification are permitted to teach ESL as described above, LEAs must provide appropriate PD for teachers who have not received formal ESL certification. ECS complies with OCR regulations in requiring EL Staff to be certified or working toward certification in English for Speakers of Other Languages. (See OCR Memorandum 1991, Staffing Requirements).

EL Department Development

The EL Department participates in staff development with content teachers; presentations on data; EL specific PD at conferences such as the WIDA Conference, TESOL, or AMTESOL; sessions with the state ESL Coaches; and state and federal ESL meetings.

Content Teacher and Administrator Staff Development

On-going PD sessions are conducted to develop classroom teachers in the implementation of the WIDA ELD Standards and differentiated instructional strategies for ELs. Sessions are also conducted to develop administrators in how to evaluate teachers for use of EL strategies and the WIDA ELD Standards.

5) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.

• How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

In accordance with ALSDE requirements, school systems must systematically maintain information in individual student profiles for all students identified as EL/language-minority students. The EL Department will complete and maintain an EL Master List for each school through ELLevation. ECS will also utilize the PowerSchool data system to manage this information. Training on entry guidelines for the items in PowerSchool to be completed for EL data collection purposes will be addressed at Registrar meetings and EL Department meetings. Only the EL Coaches, Registrars, and others with full office rights will be able to access the EL data screens to enter EL information. All students with another language spoken in the home as determined by the HLS are coded, in PowerSchool, as EL-1, EL-2, FEL-1, FEL-2, FEL-3, FEL-4, FEL Complete (either 2 years or 4 years), or NOMPHLOTE after administration of the WIDA Screener or WIDA Screener for Kindergarten.

The ALSDE provides ELLevation, a data management system for ELs, free to all school systems in order to more accurately manage and audit EL information for all schools to include the Alabama Virtual Academy (ALVA). This data management system allows ECS to complete meetings on ELs, write I-ELPs, track data longitudinally, and with the integration of a piece called “Strategies,” will allow teachers to find and implement EL specific strategies per proficiency level.

6) Include the LEA's method for **evaluating the effectiveness of its program** for English learners

• LEA engagement in the continuous improvement cycle

• In relation to English proficiency and challenging state academic standards

English Learners and Continuous Improvement Plan

Student Performance Data-ECS routinely gives summative assessments to all students including ELs. All ELs take summative assessments with accommodations noted in their I-ELPs; ELs in their 1st year of school are exempt from reading, writing, and English sections of all assessments except ACT suite assessments at the high-school level. Some summative assessments may be taken in Spanish, provided there is documentation of need in the I-ELP under the Testing Accommodations portion. ACCESS for ELLs is a required summative assessment for all ELs. Their performance is addressed under the section "Academic Growth" on the state report card for the district. This data is used to drive decisions made about ELs in each school.

Evaluation of the Effectiveness of the EL Program

The evaluation for the EL Program is divided into two parts: core and supplemental. ACCESS scores are used to evaluate the core program in which classroom teachers utilize the SEI LIEP. The second part of the evaluation of the EL Program reflects the effectiveness of PD and the use of the EL Department who work with identified students and classroom teachers at each school. Professional development seminars will be evaluated using the evaluation sheets each participant turns in at the end of the PD. The EL Coaches will be evaluated in the same way as other teachers using Educator Effectiveness rubrics. The EL program and the effectiveness of the strategies used in meeting the needs of identified ELs will be evaluated through Google Forms surveys that classroom teachers and administrators complete during the last weeks of school. EL attendance and discipline statistics/records will be monitored since they affect academic performance.

7) Include LEA's **method of identification and referral of ELs for special services (including Gifted Ed)** Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

Method of Identification and Referral of ELs to the Special Education Program

ELs may be referred to the RtI/PST only after differentiated instructional strategies and accommodations have been provided for them for a reasonable amount of time in Tier I and Tier II and there is data showing this instruction has been unsuccessful. The PST may not have the specialized training needed to write appropriate strategies or accommodations for students who have a home language other than English. If an EL is being discussed for possible special education issues and language is clearly not the barrier, then the PST is the appropriate vehicle, provided a member of the EL Department and the counselor are part of the team. Once language has been eliminated as a barrier to achievement, ELs must be served in the same way as all other students.

A child may not be determined to be eligible for special education if the determining factor is language proficiency alone. ECS Special Education Procedures will be followed for referring, placing, re-evaluating, and serving an EL in Special Education. Accommodations for English language proficiency must be made in each phase of the process. All referrals involving ELs must include the EL Department member for that school, the classroom teacher, and the counselor. There must be documentation (e.g., work samples) over a span of time that the classroom teacher, in conjunction with the EL Department, has done everything in their power to remove the language barrier through accommodations and modifications in accordance with the child's I-ELP. Once all possible accommodations/modifications (per I-ELP) have been made, the teacher can and should refer the EL to RtI/PST.

The materials and procedures used to assess an EL must be selected and administered to ensure they measure the extent to which the student has a disability and needs special education services, rather than measuring the student's English language proficiency. Listed below are some guidelines to be used with ELs being tested for special education services. The English language proficiency of the EL must be taken into consideration before following any of these suggestions.

- An appropriate IQ test, including a non-verbal IQ test, may be given for the psychological part of the evaluation when language is not a barrier.
- A test in the student's native language can be administered with the assistance of an interpreter (for spoken language) and/or translator (for written language).
- A second academic test, different from the one administered in the native language, can be administered in English according to the student's English Language Proficiency level. An interpreter should be present, in case the student is not able to give an answer to a question in English.

For students with possible articulation problems the following guidelines are considered appropriate. A translator fluent in the student's native language may be needed to assist with giving any assessment used to determine eligibility for Speech services. The Speech Pathologist should become familiar with the phonetic principles of the native language for the child being assessed. The EL Department may help the Speech Pathologist with understanding which phonemes transfer, which do not transfer, and which may or may not be heard in English; this may include sitting in with the Speech Pathologist during testing.

Students with limited English proficiency should be given non-verbal tests as well as tests in their native language whenever feasible. Other pertinent information about the child should be considered when making a decision about Special Education eligibility. All efforts to help parents understand the Special Education process should be expended, including providing parents with the home questionnaires in a language they understand and/or with an interpreter.

The EL with disabilities has a right to the same individual special education services as other students with disabilities. The EL Committee and IEP team must work together as a whole to make a plan for the EL for both Special Education services and EL services.

The IEP for an EL with a disability must include all of the components as listed in the Alabama Administrative Code (https://www.alabamaachieves.org/knowledge-base/alabama-administrative-code/). The IEP team shall consider the language needs of the student as those needs relate to the student's IEP. The I-ELP for these students should be written in collaboration with the IEP committee to include an administrator, a counselor, the school's EL Department member, the special education teacher, and the content/classroom teacher. A description for communicating with non-English speaking students/parents must be included in their IEP. Parent participation is a required part of the special education process and to ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. This may also be necessary for parents of students who are NOMPHLOTE. These accommodations must include a translator for oral communication, and written communication must be in the parent's native language, when at all feasible and possible.

Gifted and Talented Education

ECS has implemented the following procedures for the gifted and talented program.

- All students in the second grade are screened for Gifted Education. If possible the EL Department should push into class during the Child Find activities to ensure full participation on the part of the EL. The EL Department should be consulted when screening 2nd graders for possible signs of giftedness (e.g. ACCESS Scores). This will guarantee ELs equal access to the Gifted process.
- A PD program was established to enhance sensitivity to cultural, economic and/or linguistic differences.

- Personnel who are properly trained administer all tests.
- Alternate assessments are given when there is evidence of cultural bias in testing. Testing with the use of an interpreter is also an option.
- Gifted referrals are made to the Gifted Referral Screening Team.
- The Gifted Eligibility Team meets to determine if the student qualifies for gifted services.

D. Assessment and Accountability

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

• Including coordination with the LEA Test Coordinator/Director

• Including communication of assessment and accountability requirements to schools

All ELs in all schools, including ALVA, must participate in the statewide assessment program for accountability purposes. All students with EL status are classified as ELs. During their first academic year of enrollment in U.S. schools, ELs, known as English Learner year one (EL-1) students, will not be required to participate in the Reading, English, or Writing subtests of the Alabama Comprehensive Assessment Program (ACAP). EL-1 students will have to participate in ACAP Math and Science (grades 4, 6, and 8 only). An academic year cannot exceed 12 months or allow more than one exemption from the state reading assessment regardless of the date of enrollment. All students in grades 10 and 11 must take all subtests of the ACT suite assessments regardless of length of time in school.

Coordination with the LEA Testing Coordinator

Annually in the spring, students requiring English proficiency testing will be assessed using the ACCESS for ELLs (or Alternate ACCESS for ELLs). All ELs, whether they receive or waive supplemental Title III services, must be tested annually on the ACCESS for ELLs state English proficiency test. Foreign Exchange students with EL status are also assessed with the ACCESS for ELLs. The EL Department share their EL spreadsheets from ELLevation organized by school, grade, and name with the Testing Coordinator who is responsible for ordering and organizing testing materials. Management of ACCESS for ELLs testing through the WIDA AMS testing management site is the responsibility of both the Testing Coordinator and the EL Department. LEA and Building Test Coordinators are trained on the ALSDE testing regulations and the Testing Coordinator monitors testing.

Each EL's I-ELP must include the testing accommodations, if needed, for each test the EL will take during the school year for which the I-ELP is written. Any testing accommodations, with the exception of testing in Spanish, included in the student's I-ELP must be regularly made in each classroom. The accommodations must be reasonable, proven successful, and be a part of the student's I-ELP. If an EL is also placed in the Special Education program, an IEP testing accommodation form is completed. ELs with an IEP are allowed accommodations for the ACCESS for ELLs; this checklist can be found on the Special Populations page of the ALSDE website. Students classified as NOMPHLOTE, FEL or FEL 1, 2, 3, or 4 do not take the annual ACCESS for ELLs state assessment. State language assessment results are to be kept in the student's cumulative folder. Only certified teachers who have completed the ALSDE approved training will administer the ACCESS for ELLs. Per state recommendations, if the school's administration cannot ensure a quiet testing environment, each testing session, other than individual Kindergarten testing, needs a test administrator, a proctor, and a hall monitor.

Communication of assessment and accountability requirements to schools is accomplished through presentations during district and school committee meetings. Copies of all ALSDE accountability reports are given to designated staff at the school level by the LEA Testing Coordinator and the results are addressed in the schools' ACIPs, e-GAP, program evaluations, and system plans where applicable.

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and long term goals.

• Monitoring and evaluating school engagement with continuous improvement plan

At the beginning of each year, the LEA completes the EL Compilation Data Form, which is data compiled from the previous year at each school and is used to see all areas of school for ELs, e.g. PD offered to teachers, number of graduates, number of students in CTE programs, number of students getting awards, etc.

The following methods are used to hold schools accountable, to self-assess, and to guide program changes:

- Results of the English Learners LEA Compilation Data Form
- CIP implementation uploads
- RtI/PST records
- Parent survey results
- Observations during school walk-throughs
- Sign-in sheets from EL PD sessions
- EL End of Year Program Evaluation
- ALSDE LEA Report Card
- ACCESS for ELLs Scores

ECS annually evaluates the effectiveness of its EL Program at the end of the school year through progress made on the ACCESS for ELLs from one school year to the next and through a survey conducted via Google Forms sent to all ECS teachers of ELs and school administrators. This data is used to determine programmatic changes for the next school year.

E. Parent, Family, and Community Engagement

1) Describe how the LEA will inform EL parents using information and notification in a language the parents can read and understand.

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related

to:

1. The reasons for the identification.

2. The child's level of English proficiency and how such level was assessed.

3. The status of the child's academic achievement.

4. The method of instruction used in the program.

5. How the program will meet the educational strengths and needs of the child.

6. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

7. 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.

8. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.

9. Information pertaining to parental rights that includes written guidance detailing:

a. The right of the parents to have their child immediately removed from Title III programs upon request. (IF APPLICABLE)

b. The options that parents have to decline to enroll their child in such Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)

c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

Parent Notifications and Parental and Community Participation Parent and Community Participation

The ALSDE requires school systems to include parent(s)/guardian(s) of ELs, to the extent

practical and possible, in the development of Title I LEA and school level parent involvement policy and Alabama Continuous Improvement Plans (ACIPs), the ECS Comprehensive EL District Plan, and the LEA LIP (when an LIP is necessary). The ECS Federal Programs Advisory and EL Advisory Committees have EL parental and community representation. Forms and communication to parents of ELs are available, to the extent practical, in the parent/guardian/community representative's native language. Cultural awareness activities are recommended for special events such as Hispanic Heritage Month and October Parent Month. ECS works closely with community agencies such as the Barbour County Health Department, Department of Human Resources, Barbour County Extension Services, Girl Scouts, Boy Scouts, Boys and Girls Club, Eufaula Parks and Recreation Department, churches, etc. to ensure ELs and their families receive community services. Parent meetings/workshops are held during the school year to provide information to assist parents in meeting the needs of their child; translators are provided. In addition, staff members are provided an opportunity to attend PD sessions to assist them in working with parents of ELs. Community programs are held in conjunction with community agencies and churches to also meet the needs of EL families. The Annual Meeting of Title I Parents is held at the beginning of each school year. Invitations to all school events are translated, and translators are provided.

All important school information sent to non-English speaking parents/guardians must be translated into a language that can be understood to the extent feasible and possible. The ALSDE sponsors statewide, unlimited district access to the TransACT Compliance & Communication Center at no cost to the LEA,

which enables educators to comply with the parental communication requirements, mandated by federal and state requirements in languages parents can understand. The ALSDE also provides video translation services through MasterWord in many different languages, including many Mayan dialects. Each school has designated an administrator to be responsible for scheduling those services. While each school nurse and the EL Coaches also have access to schedule meetings, the main responsibility for each school falls on the designated administrator. ECS have Spanish translators available to make written translations and serve as interpreters for schools during enrollment, parent conferences, and school functions where important information is being given to the parent/guardian.

ECS and the schools' websites allow parents to locate classroom and program information easily and rapidly which can be translated into different languages. Also located in the school foyer is a flat screen monitor of important events and dates of school activities to inform parents. Schools provide open houses, workshops, state mandated testing sessions, parent meetings, newsletters, etc. to involve parents in the education process. Parents are provided an opportunity to provide suggestions on the annual parent survey. Parents are encouraged to get involved with the school and the system, to provide criticisms and suggestions for improvement, and to work to change existing patterns that can limit the education of our students.

EL Identification and Placement Parent Notification

According to ESSA Title III requirements, districts must, not later than 30 calendar days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an LIEP including:

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:

- The right of the parents to have their child immediately removed from supplemental Title III programs upon request.
- The options 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.

ECS provides all of the above information to parents through the use of the Parent Notification letter found on the TransACT website. Rights are communicated to parents during the initial parent conference.

These rights and a signature space are provided to acknowledge their review and will be covered as part of the I-ELP meeting with the EL's parent(s). When possible and if the parent(s) request, the I-ELP should be translated into a language the parent(s) can understand. Parents may choose to receive or refuse supplemental services. If parents/guardians request to refuse services, the Request for Title III Supplemental English Language Development Program Withdrawal/Waiver Form must be sent and received back in writing from the parent/guardian. However, the school is still obligated to provide appropriate strategies in the core LIEP to ensure the student's English language and academic needs are met in the regular program. A parent can refuse services but cannot refuse assessment (ACCESS for ELLs). An I-ELP must be developed through the EL Committee for each EL needing any accommodations and services. In the event a parent conference is not possible the I-ELP should be sent home to the parent(s) with the parent letter located in TransACT, for parents to sign and return to the school.