LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN FY27

Section A: Introduction and Educational Theory and Goals

The number of Non-English Language Background (NELB) students entering Jasper City Schools each year is steadily growing. In the 2020-2021 school year, there were 230 students enrolled. For the current school year, 2024-2025, there are 554 EL students. Within the last four years, this particular population group has more than doubled. English Learner students require special instruction in order to be successful in school. In 1974, the Supreme Court declared, "Students who do not understand the language of instruction are effectively foreclosed from learning. Simply providing the same classrooms, teachers, textbooks and materials does not ensure success." (Lau vs. Nichols) These students require a different approach to their education.

The goal of the Jasper City Schools *English as a Second Language Program* (ESL) is to provide equal educational opportunities through English language development to students who have a Non-English Language Background (NELB) and who are Limited-English Proficient (LEP) or English Learners (EL). In addition, Jasper City Schools strives to create a learning environment that encourages students' pride in their cultural heritage and provides the cognitive and affective support to help all students achieve academic success. The ESL program is designed to help EL students develop listening, speaking, reading, and writing skills in English to a level of proficiency that allows them to compete with their English-speaking peers academically and to participate in the mainstream activities of the school.

English Learners

SYSTEM SELECTION	
School Year	2026 - 2027 Not Open
School System	163; Jasper City
School	0000; Jasper City

STUDENTS RACE / ETHNIC	
American Indian/Alaska	4
Asian	11
Black	4
Native Hawaiian/Pacific	0
White	2
Middle Eastern North African	2
Two or more races	41
Other races	2
Not Specified	0
TOTAL	66
Hispanic/Latino	498
STUDENTS GENDER	

STUDENTS STATUS	
EL (EL = 1, 2 & 6)	404
Homeless	0
Target Assistance	0
Schoolwide	340
Migrant	0
Immigrant	74
Foreign Exchange	0
21st Century	0
Total Exceptionality	107
Spec Ed	81
Gifted Primary	26
Gifted Secondary	0
Lunch - Free	479

Grade	EL	EL (1,2,6)	EL Year 1	EL Year 2
Ages 0 to 2 (97)				
Ages 3 to 5 (98, 99)	0	0	0	0
Grade K (00)	2	2	0	2
Grade 1 (01)	57	44	1	43
Grade 2 (02)	54	46	2	44
Grade 3 (03)	61	52	2	50
Grade 4 (04)	66	57	0	57
Grade 5 (05)	52	35	1	34
Grade 6 (06)	48	28	1	27
Grade 7 (07)	29	19	0	19
Grade 8 (08)	36	23	0	23
Grade 9 (09)	38	27	1	26
Grade 10 (10)	40	24	0	24
Grade 11 (11)	34	20	0	20
Grade 12 (12)	45	27	0	27
	562	404	8	396

Page 1 of 2 (18 items) [1] 2

Section B: Identification and Placement Procedures

1) Procedures for implementing the EL Advisory Committee

Every school has an ESL committee that guides and monitors the placement, services, and assessment of EL students. This committee may be the existing PST Team or another team designated specifically to address the needs of the EL student. The committee is led by the ESL Building Teacher-Coordinator. The committee may be composed of general education teachers, special education teacher(s), counselor(s), and administrator, the

parent, and/or district level personnel (such as social workers, attendance officer, nurse, etc.). When EL students are considered, the ESL teacher also participates. If the principal chooses to designate a team solely for the purpose of considering the needs of the EL student, a general education teacher, the ESL teacher, and/or administrator, instructional support teacher, or counselor will usually be the school participants. Members-at-large (e.g., parents, student support personnel, community representatives, the student, etc.) may also serve on the team. Other personnel may be added to the team as needed.

The ESL committee is responsible for making all decisions regarding the academic program and ESL program for the EL student, such as:

- Reviewing all information concerning the student's language background, English-proficiency level, and academic performance before considering a student for an ESL program
- Determining placement in and exit from the ESL program.
- Determining participation in and/or accommodations for the State Assessment Program
- Suggesting accommodations for use in regular content area classes
- Determining best grading procedures for student
- Determining what kind of ESL program will best suit the needs of the individual
- Making recommendations to school decision makers on professional development for staff and parents regarding student success

The ESL Building Teacher/Coordinator will coordinate the ESL committee and ensure that the responsibilities of the committee are implemented.

2) Methods for identification and placement

When **every new student** enrolls in Jasper City Schools, the parent/guardian completes a Home Language Survey. The purpose of the Home Language Survey is to initially identify students who come from a background where a language other than English has played a significant role in their lives. If the answer to any of the questions is a language other than English, the student is considered a language-minority student. A copy of the Home Language Survey for any language-minority student is sent to the ESL Building Coordinator, who is responsible for or assisting with ESL services within the school. **The original Home Language Survey for every new student, regardless of language background, should be filed in the student's cumulative folder.**

All language minority students who enroll on or before the first day of the academic year must be tested within thirty (30) days of enrollment to determine the student's level of English-language proficiency. Any language minority students who enroll after the first day of the academic year must be tested within ten (10) days of enrollment to determine the student's level of English-language proficiency. Unless records show that the student has already been successfully exited from ESL services or was recently tested, the Kindergarten *WIDA Access Placement Test* and the WIDA Screener for all other grade levels will be administered. It is important that all kindergarten students are identified using the same assessment. Test administrators must complete and pass the training modules in order to be qualified to administer this new screener. Training modules are available on the WIDA website at wida.wisc.edu. Educators must train annually and pass the appropriate assessment in order to be certified.

Any language-minority student who scores in the Limited-English or Non-English Proficient level on oral English proficiency is identified as an English Learner (EL) student. Any language-minority student in grade 3 or above who is orally proficient in English, but who scores below the assessment's threshold for reading or writing proficiency, is identified as an EL student. Students who are not fluent English speakers, readers, or writers are considered to be English language learners and are eligible for ESL services.

Students are considered eligible for ESL services on the following basis:

- The student has a Non-English Language Background (NELB).

- The student has a WIDA Screener for Kindergarten test result in the Non-English Proficient (NEP) or Limited-English Proficient (LEP) range.
- The student was actively enrolled in an ESL program in another district.

The following steps are used to enter a student into the ESL program:

- Assess and determine the need for ESL services
- Convene the ESL Committee to determine eligibility
- Notify parents of a student's eligibility
- Receive the notification document signed, indicating parents' knowledge of student's participation (not required, but preferred to document parents' receipt of notice)
- Place in the ESL program

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

EL students remain eligible for ESL services until they meet the following criteria for exit from the ESL program:

- An overall composite score for the proficiency level of 4.8 or higher on the ACCESS 2.0 assessment.
- Ability to do grade-level work with an average grade without accommodations
- A recommendation for exit from a classroom teacher
- A recommendation for exit from the ESL teacher
- The agreement of the ESL committee members
- Parent involvement in the committee decision to exit the student, if desired

Before exit from ESL services is considered, the student should have the skills necessary to perform in the regular classroom. In some cases, the student may still need accommodations or some special instruction, such as supplemental reading. The committee makes recommendations for the types of services needed when the student exits.

When an EL student exits from the ESL program, the ESL Building Coordinator along with ESL or instructional support teachers at the school/grade level will **monitor** the student's progress **within two weeks of the student's exit from the program** to verify that the student can function academically and socially in the classroom setting. Periodic monitoring (at the end of every grading period) in the form of a review of grades, review of student work samples, review of formal and informal assessments, and discussion between the ESL/instructional support teacher and the classroom teacher occurs for a minimum of four (4) academic years to determine if the student is performing adequately in the regular program without ESL support. If the student's grades decline, the ESL/instructional support teacher will work with the classroom teacher to determine if the student needs the academic support that other services can provide, such as instructional support, Title I, etc. If the student continues to experience difficulty and seems to need more intensive services, the student may be referred back to the ESL committee for determination of placement back into the ESL program.

Section C: Programs and Instruction

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

Jasper City Schools uses the ***Sheltered Instruction Observation Protocol (SIOP)*** **model**, a research-based and validated model, as its core ESL approach to meet the needs of its EL students. The SIOP Model has proven effective in addressing the academic needs of English learners throughout the United States.
The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery

- Review & Assessment

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners. This model simultaneously assists EL students with acquisition of English language skills and academic content.

In addition, and based on assessed student need, the district also uses a pullout approach and a tutorial approach in the elementary setting. The tutorial approach is one in which the student participates in either an individual or small-group setting in a resource room or within the regular classroom. It is often implemented with students in the early primary grades (K-2), but it may also be used at other elementary and middle school grades. An ESL pullout program is generally the method used at the elementary setting but occasionally may be used at the middle school level. In this approach, ESL/instructional support teachers take students from their classroom for small group instruction in English language development. These small groups provide low stress and opportunity for risk-free experimentation with the new language for EL students to facilitate language acquisition. They also allow teachers to group students by age and language ability to maximize learning opportunities.

As assessed needs indicated, the ESL class period approach is used to supplement instruction in the middle or secondary school setting. Students with lower levels of proficiency concentrate on improving their skills in listening, speaking, reading, writing, grammatical structure in English and the cultural concepts and study skills students need to succeed in regular classroom instruction. Students with high levels of proficiency in English receive additional language instruction and receive assistance with understanding the vocabulary of content classes. Students with significant reading problems may also participate in a structured research-based, language-based reading program. A newcomer program focuses on students new to the country who are Limited English Proficient or Non-English proficient. The emphasis is for students to acquire beginning English language skills along with core academic skills of reading and language.

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

ESL staff work closely with classroom teachers to monitor student's progress. Students are assessed annually in oral, reading, and writing proficiency to determine the progress the student makes. The progress of students on the state-administered assessment is also monitored. Areas of deficit will be identified and used in determining skills that need to be emphasized in the ESL and regular classroom.

3) Specific components of the LEA's ESL program

The ESL program emphasizes English language acquisition. Content-based instruction, reading and writing workshop, CALL (Cognitive Academic Language Learning), and/or reading instruction methods supported by the Alabama Reading Initiative (such as, a structured language-based reading program, SPIRE Remediation program, Complete EL- Essential skills and language experience, etc.) are utilized.

4) Grading and retention policy and procedures

It may not be appropriate to use standard grading procedures for EL students. The lack of a student's ability to read and write in English should not be the basis for an "F" in a class or retention in a grade. An EL student should not fail a subject or grade level without full documentation of accommodations that have been made to assure the student full access to the content. Some suggestions for grading are:

- An "S" for satisfactory, "I" for improving, or an "N" for needs improvement might be used in place of the traditional grade. This option is available to teachers in grades K – 8. Teachers could use this option when the student is not yet able to produce work on accommodated content. An "N" should not be assigned on the basis of lack of English language proficiency. Instead, it would represent that the student is not participating in the academic program prescribed by the ESL committee.

- Consider progress. For example, if the student masters five (5) vocabulary words this week and six (6) of 20 the next week, then progress toward the goal of total content can be considered in grading.
- Identify specific key concepts and vocabulary for which students will be responsible.
- Add comments or an EL designation on the computerized grade report or the report card that indicate that the grade reflects ESL services or accommodated curriculum.
- At the elementary and intermediate schools, pass/fail indicators are appropriate.
- In academic classes at the high school level, pass/fail is not appropriate. Students cannot receive a Carnegie credit for any required course unless there is a letter grade. The key to grading EL high school students is appropriate accommodation of content. The student should be given regular grades and be graded on the accommodated work.
- If the student has not achieved enough to receive a passing grade but is making progress, defer the grade by giving an Incomplete (I).
- Alternate assessment (i.e., portfolios, projects or oral reports, lists and other products that express what students have learned, use of rubrics, etc.) is a preferred option for EL students.
- As students gain proficiency in English and are able to produce written and other work, they may begin to receive letter grades based on their accommodations. If an EL student is earning a D or F on class work with no accommodations, accommodations should be put in place. An EL student must never receive a failing grade on the basis of lack of English proficiency. Conversely, if a student receives A's or B's in a modified program, it is time to revise the plan for the student to move closer toward grade level.
- If a teacher believes a failing grade is justified, it must be clearly documented what accommodations and/or modifications were provided, what steps were taken to support the student, and that the student fully understands the reason for receiving the failing grade.
- An EL or accommodated grade designation cannot be placed on the cumulative card or the transcript.

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

JCS personnel hired to teach EL students in ESL programs are fluent in English, both written and oral communication skills. ESL teachers are either certified or trained to teach EL students. Aides provide assistance to students under the direct supervision of a certified teacher and are not directly responsible for teaching and/or supervising students. Each instructional support teacher and aide has received or is receiving training in second language acquisition techniques to teach English as a Second Language. The teachers and aides participate in professional development training designed to address the needs and characteristics of second language learners.

Professional development opportunities are provided annually to regular classroom teachers and EL staff who work with EL students in the regular program. The professional development focuses on effective instructional techniques, ideas about modifying instruction in the classroom to better serve the EL population, and understanding multi-cultural issues that impact students. In-service training is provided by such agencies as the Southeastern Equity Center and by local school personnel trained in ESL strategies. Resources in the form of classroom materials, technology, and testing are available to students in the ESL program. These are usually provided through local funds.

6) Method for collecting and submitting data

School EL teachers-coordinators, along with school clerical staff, receive training on coding of EL students and collection of accurate, reliable data. Building coordinators assist with frequent updates to the EL data collection portal.

7) Method for evaluating the effectiveness of the ESL program

As part of the continuous improvement cycle, the ESL program is informally evaluated on an on-going basis. Program revisions and changes are suggested at meetings with the ESL staff. An annual formal program evaluation is completed through the collection of data, as well as the standardized assessment for all EL students, ACCESS 2.0

General Information

- EL student population per school, by grade level, national origin, spoken language, country of origin, entry dates,

Identification and Assessment

- The individual, by position, who is responsible for ensuring that the Home Language Survey has been completed for each student registering for enrollment for the first time
- A description of how this information is maintained, by whom, and where
- The number of students identified as having a primary or home language other than English for each of the past two school years.
- The number of newly identified students assessed for English proficiency during each of the past two school years.
- The number of new students enrolled in the LEA's English language instruction educational program for each of the past two years.
- The number of parents/legal guardians who waived English language instruction educational program student services during each of the past two years.

Progress within the Program

For each school in Jasper City Schools in the ESL program, the district will report the name of each student in an English language instruction educational program and maintain the following data to show progress in acquiring English:

- The beginning English proficiency level.
- The beginning academic level.
- The number of years in the English language instruction educational program.
- The type of English language instruction educational program service received, e.g., English as a Second Language, one-on-one tutoring.
- The current English proficiency level.
- The current academic level.
- The current number of hours spent in the English language instruction educational program.

Program Exit Information

- Criteria used to determine when a student is ready to exit the English language instruction educational program.
- The transitional services provided by the district to students who have exited the English language instruction educational program.
- The number of students who exited the program during the past two school years, by year, by school, and for the district.
- The number of exited students that required classroom modifications during each of the past two school years by school and for the district.
- The number of students who returned to the English language instruction educational program during each of the past two years by school and for the district.
- The number of students who received passing grades without transitional services or classroom modification by school and for the district.
- The number of years the district monitors the progress of EL students who have exited the English language instruction educational program. Documentation of monitoring is on file at the school.

Staffing

- The name of each certified English language instructional educational program teacher at each school and whether the teacher is endorsed or certified as an ESL teacher.
- The name and qualifications of each English language instructional educational program instructional assistant, teacher's aide, or tutor at each school.
- The procedures used to allocate English language instruction educational program teachers to schools.

Training- Professional Development

- A list and brief description of English language instruction educational program training provided for all personnel at each school during the past two school years, by year, and the intended audience for each training activity.
- The number of personnel, by employment category, by school, who attended English language instruction educational program training for each of the past two years.
- Professional Development through trainings conducted by ALSDE staff or representatives will be requested and utilized. Areas of need include grading, utilizing Can-Do Descriptors, and implementing the WIDA standards.

Participation in Other Programs

- The number of LEP students referred for special education evaluation during each of the past two school years, by year, by school, and for the district.
- The number of LEP students who qualified for placement in special education programs and/or services during the past two school years, by year.
- The total number of all students currently enrolled in the district's special education program.
- The number of LEP students currently enrolled in the district's special education program.
- The number of LEP students referred for admission into the district's enrichment program during each of the past two years.
- The total number of all students currently enrolled in the district's enrichment program.
- The number of LEP students currently enrolled in the district's enrichment program.
- The number of all students currently enrolled in the district's career-technical education program.
- The number of LEP students enrolled in the district's career-technical education program.
- The number of LEP students participating in extracurricular activities, e.g., intramural sports, clubs.
- The number of LEP students who received an honor or award for each of the past two school years.

Communication

- The number and name of the different languages for which the district has written school-related documents.
- A list of interpreters who are readily available to assist in parent/guardian communications and a description of how the list is maintained, by whom, and where.
- A description of community activities conducted and resources in the community that are available to provide services.
- A description of efforts and activities to involve parents/guardians in the educational process.

General Comparison Information

- The district's dropout rate among all students for each of the past two school years.
- The district's dropout rate among LEP students for each of the past two school years (for those students who were in an ESL program at the time of dropout).
- The dropout rate of former EL students in the district for each of the past two school years (for those students who already exited the ESL program).
- The number of truancy petitions the district has issued for LEP students for each of the past two school years.
- The overall graduation rate of the LEA, the number of all seniors compared to the number that graduated, for each of the past two school years.
- The overall graduation rate of former LEP students, those in the district's schools who were in ELL programs at the time of graduation and those who had exited such programs, for each of the past two school years.

- The number and percentage of LEP students, in comparison to all LEP students in the school and in comparison to all students in the school for all schools in the district who participated in applicable state assessments.
- The district's retention rate, by grade, among all students for each of the past two school years.
- The district's retention rate among LEP students and former LEP students for each of the past two school years.

In addition to the above data, the district will analyze data from state-mandated assessments, and informal reading assessments given to students to determine by test, by grade, and by school, whether students are making progress annually in comparison to previous years. Individual data will be analyzed to determine specific academic areas that need to be strengthened for each student.

In order to have the data readily available, a database will be kept to document students who are NELB and their proficiency levels, individual student progress, the type of English language program received, the number of hours spent in service, and the number of students in other programs (Title I, Special Education, Gifted, etc.). All of this data will be used to:

(1) Document annual increases in the percentage of children making progress in learning English; and
(2) Document annual increases in the number of children attaining English proficiency by the end of each school year.
(3) Determine school or district changes that need to be made to improve the program.
(4) Determine areas of professional development that need to be implemented.

termine staffing increases or changes that need to occur.

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

EL Students and Special Education Services

Referral of an EL student to special education needs careful consideration. It is essential that the process be carefully planned and implemented. It is often difficult to determine if the student's difficulties with academics are related to the student's deficits in English proficiency or to a true disability. Research indicates that it takes a minimum of two years for a student to master basic interpersonal communication skills (BICS) and five to seven years to master cognitive academic language proficiency (CALP) skills. Research also shows that the dual load of learning academics and language at the same time sometimes causes academic progress to slow. Therefore, it is critical not to confuse language development with learning difficulties.

The school works closely with the district's special education and ESL coordinator to ensure that pre-referral interventions are appropriately implemented. The PST Team considers all avenues for pre-referral before referring the students to an IEP team for consideration for referral. If the IEP team, which includes the ESL teacher and/or ESL coordinator, agrees that a learning disability or language disability may be involved, the team may initiate a referral. Special education programs and services must be provided in accordance with the *Individuals with Disabilities Education Act of 1997* (IDEA 97), which states that all students with disabilities are guaranteed the right to a free, appropriate public education, an individualized education program with related services that meet their specific needs, due process, education in the least restrictive environment, tests that are not culturally discriminatory, and multidisciplinary assessments. The materials and procedures used to assess the EL student in all areas related to the disability must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. Therefore, assessments used to evaluate EL students for special education services must be administered in a language he student can read and understand when such tests are available. The EL student with disabilities has a right to the same individual special education services as other students with disabilities.

The Individualized Education Program (IEP) for an EL student with a disability must include all of the components as listed in the *Alabama Administrative Code.* The IEP team also shall consider the language

needs of the student as those needs relate to the student's IEP. Parents are a vital part of the process and to ensure their active participation, accommodations must be made at the IEP meeting and in written communications for the non-English speaking parent.

2nd Grade Child Find, is the process where all second-grade students are observed for potential gifted behaviors. This includes EL students. Based on observations, an EL student may be referred for a gifted referral.

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

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

Each JCS school will be encouraged and held accountable for meeting *Annual Measurable Achievement Objectives* (AMAOs) for EL students. The JCS District ESL Coordinator and the JCS Director of Assessment and Accountability will work with the JCS ESL Building Coordinators and school administrators to ensure goals are met. The following items are a part of the accountability requirements:

- Percent of ELs making Adequate Yearly Progress in Language Acquisition (.5 or greater gain on ACCESS 2.0 composite)
- Percent of ELs attaining English Language Proficiency (scoring 4.8 or higher on ACCESS 2.0 composite)
- Meeting accountability requirements for the EL subgroup at the LEA level

Federal law indicates that all EL students must participate in all state assessments. The U. S. Department of Education has determined that students who are in their **first academic year of enrollment in U.S. schools** may be **exempt for their first year** from content assessments in reading and language arts for accountability purposes. Participation is not required, but also is not prohibited. Students in their second year in US schools will take the assessments and only student growth is counted in the Accountability measure. The EL Committee must be included when making decisions about participation in reading and language arts. An *EL Participation Documentation* form should be completed. The ESL committee consists of the student's parent(s)/guardian(s) and **no less than three** local school or district representatives knowledgeable of the student's language proficiency. The ESL committee considers the content and nature of each specific assessment and the level of the student's language proficiency when making decisions about appropriate testing accommodations. In order for testing accommodations to be allowed, accommodations through an EL plan should be in place throughout the school year in the regular classroom setting for instruction and classroom tests.

2) Method for holding schools accountable for meeting proficiency in academic achievement (AMOs) and Annual Measurable Achievement Objectives (AMAOs)

The JCS District ESL Coordinator/Assessment of Accountability will work with the JCS ESL Building Coordinators and school administrators to ensure goals are included in the school's continuous improvement plan, as warranted, and to ensure that stated goals are met. Regular and periodic review of progress toward goals will take place throughout each school year.

Section E: Parent Involvement

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

Parental Notification and Participation

Jasper City Schools seeks to involve parents of EL students in the education program. Since some parents of EL students are also Non-English Proficient or Limited-English Proficient themselves, they may have difficulty with written and verbal communications with school personnel. If feasible and possible, important school information, forms, notices of meetings, etc. will be translated to a language that can be read and understood by non-English speaking parents. An interpreter will be used to assist in the enrollment of a Limited-English or non-English speaking student and in parent/teacher conferences, if possible. Parents who are bilingual and community agencies volunteer their assistance with interpreting. The school district's parent notification letter addresses eight requirements for parent notification regarding program placement. Due to the Covid 19 pandemic, more parents have been involved in virtual meetings and provided input through that means. During the current year, 2024-2025, a School Messenger communication program also translates information into texts, emails, or voice recordings. MasterWord and Transact are also great resources for schools when offering on-demand interpretation and translation services.

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 AMAOs**

Jasper City Schools has developed notification documents regarding EL identification and placement (in ELLevation). These documents can be translated, with the assistance of the Transact program, to a language that can be understood by non-English speaking parents. An interpreter will be used to assist in the enrollment of a Limited-English or non-English speaking student and in parent/teacher conferences, if possible. Parents who are bilingual and community agencies volunteer their assistance with interpreting. The school system has hired an Interpreter to assist at schools.

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 Jasper City Schools utilize Title III funding to employ an EL AIDE teacher who serves the seventh through twelfth grade students. In addition, instructional resources and professional development monies are designated through Title III.

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)**

Non-public schools within the Jasper City Schools service area are notified by letter on an annual basic regarding the availability of services for EL students. At the current time, there are no non-public schools within the Jasper City Schools' service area.

Parents Right-to-Know

(Limited-English Proficient)

Title I Section 1112 (g)

(g) PARENTAL NOTIFICATION-

(1) IN GENERAL-

(A) NOTICE- Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of —

(i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;

(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

(iii) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

(iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;

(v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;

(vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools;

(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;

(viii) information pertaining to parental rights that includes written guidance —

(I) detailing —

(aa) the right that parents have to have their child immediately removed from such program upon their request; and

(bb) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

(II) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

(B) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

(2) NOTICE- The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR- For those children who have not been identified as limited English proficient prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).

(4) PARENTAL PARTICIPATION- Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part.

(5) BASIS FOR ADMISSION OR EXCLUSION- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

PARENT WAIVER OF SUPPLEMENTAL TITLE III SERVICES

Some parents of students identified as ELs may choose to waive Supplemental Title III Language Assistance services for their child. However, this does not negate the responsibility of the LEA to provide language support under the Office of Civil Rights law. The LEA must find alternate means of providing the student with support for language development and proficiency outside of the structured ESL classes that may include pull out or push in services. Parents who choose to waive services must do so in writing on an annual basis, and the LEA must maintain the written documentation.

Students who will not receive supplemental language services must still participate on the ACCESS for ELLs or WIDA Alternate ACCESS assessments in order to determine the student's level of English proficiency and to provide educators with valuable information attained from

test scores so that appropriate supports may be provided. ELs whose parent/guardian(s) have chosen to waive services will still be eligible for the appropriate EL accommodations on state assessments.

Although parent/guardian(s) may choose to waive Supplemental Title III Language Assistance for formal language assistance, the student will be identified and coded as an EL in PowerSchool and will continue to be coded as EL until the student attains a 4.8 composite score on ACCESS for ELLs or an alternate score on WIDA Alternate ACCESS.

A parent meeting is required to explain the screener scores, why the student qualified for services, what services are available to the student had those services not been waived, how the student will be supported in the classroom, and why participation on ACCESS for ELLs or WIDA Alternate ACCESS cannot be waived and is federally required.

School districts may not recommend that parents decline all or some services within an EL program for any reason, including facilitating scheduling of special education services or other scheduling reasons. A parent's decision to opt out of an EL program or particular EL services must be knowing and voluntary. Thus, school districts must provide guidance in a language parents can understand to ensure that parents understand their child's rights, the range of EL services that their child could receive, and the benefits of such services before voluntarily waiving them.

An I-ELP will still need to be created for these students. I-ELPs will denote the parent waived services and will be reviewed annually with the parent/guardian(s)' request for attendance. If the parent/guardian(s) refuse to attend, the I-ELP will remain in place until the student demonstrates English proficiency, which is a 4.8 composite score on ACCESS for ELLs.