

Section II Checklist

Eufaula City Schools District FY19 EL Plan

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)

Eufaula City School's (ECS) mission is to equip students to reach their dreams by providing an innovative, collaborative environment that promotes focus, creativity, and confidence. ECS is committed to providing all students an equal opportunity to benefit from educational programs and services that are appropriate, effective, and evidence-based. The programs, practices, training, and accountability measures are designed so all students can become proficient in English in a timely manner and so they can achieve the state's academic content standards.

Under federal law, a student may not be excluded from participation in, or denied the benefits of, any school program or activity on the basis of his/her national origin or English language proficiency. ECS is committed to the affirmation that all students, including those who are not proficient in English, can and will receive a free and appropriate education. The procedures in this plan assure all English learners (ELs) receive the same benefits as non-EL students in ECS and include policies and procedures for the registration, identification, evaluation, instruction-including programs and resources-and exiting criteria for ELs.

The LEA EL Advisory Committee helps to establish and review goals for the EL Program. Program goals are:

- ELs will strive to become proficient in the use of the English language within seven years of entering the program without replacing the student's primary language.
- Teachers will implement the WIDA English Language Development (ELD) standards in conjunction with ECS's evidence-based core curricula, including instruction and assessment.
- ELs will be given the opportunity to meet state proficiency standards as well as advanced levels of student academic achievement on state content standards.
- State and federal funds will be used to provide EL Coaches' salaries & benefits as well as to provide interpreters/translators, professional development (PD) opportunities, substitutes, and materials/supplies for the implementation of this plan.
- EL Coaches will assist teachers by providing PD and resources; they will collect and maintain vital documentation required by LEA and Alabama State Department of Education (ALSDE).
- ELs will make the ALSDE required Cumulative Growth which is dependent upon each ELs first ACCESS for ELLs 2.0 score.

B. IDENTIFICATION AND PLACEMENT PROCEDURES

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

An LEA EL Advisory Committee was formed in ECS for the purpose of revising the ECS

Comprehensive EL District Plan to include Every Student Succeeds Act (2015) regulations.

The LEA EL Advisory Committee is made up of representatives including central office and school administrators, Academic Coaches, EL Coaches, counselors, teachers, parents and community representatives. The selected members' responsibilities include:

- Making both program and financial recommendations for the ECS Comprehensive EL District Plan
- Reviewing methods for identification and placement
- Reviewing assessment data
- Recommending high-quality PD for staff
- Suggesting parental involvement programs to further student success
- Monitoring and continuously overseeing the EL Program
- Distributing information needed to their constituency group
- Making recommendations to the LEA regarding the EL Program

Input from stakeholders is actively sought in order to ensure student needs are identified and all available community resources are being utilized. Each school's Continuous Improvement Advisory Committee will serve as the local school EL Advisory Committee.

The Federal Programs Specialist or designee is responsible for oversight of the LEA EL Advisory Committee and maintaining documentation as well as submitting required reports to the ALSDE. Implementation of the plan is reviewed periodically at district advisory committee meetings in order to support an increase in English proficiency, academic achievement and other indicators of success. Goals and progress are communicated to all stakeholders through staff and parent meetings and press releases so, there is a shared commitment for a quality education for all ELs in ECS. A copy of the ECS Comprehensive EL District Plan will be in the office of the Federal Programs Specialist. Each administrator will keep a copy of the plan on their Canvas page for teachers to access. It will be available to parents, students, and the public for review on the LEA and schools' websites.

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

All students, including Foreign Exchange students, enrolling in an ECS school must complete the Home Language Survey (HLS) as part of the enrollment. The assistance of a translator may be required to enroll and/or complete the survey. The completed survey becomes part of the student's permanent record and will be available for future reference. A student's indication of a language other than English assures further assessment to determine the 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 Specialist or the EL Coaches. Assistance with verbal translations is available through the TransACT Language Line. The original HLS is kept in the students' cumulative records. 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 Coach. 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 attend

school, regardless of their ability to produce proof of residency, immunization certificate, previous school's records, a birth certificate, social security number, or immigration documentation. Children may not be excluded from school because they do not have a social security number (*Plyler v. Doe*). Application forms to obtain social security numbers may be distributed, but the option of completing the forms must be left to the parents. The school should use procedures described in Alabama Administrative Code (AAC) to create a student number. If parents do not have student immunization records available, the dates of immunization may be obtained by calling the previous school the child attended. The LEA may need to contact the former school system. 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 USA has been attended and no school records are available, initial grade placement is made based on the age of the language-minority student and parent information. Students are placed in an age appropriate classroom if there are no indications of having been retained in a previous school. Language-minority students transferring from school systems in the USA should be placed in the appropriate grade based on their previous school's records.

EL Screener – WIDA Screener Online/WIDA MODEL

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 2.0, 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 development program for grades K-12 (see the Determination of Eligibility form in the Individualized-English Learner Plan (I-ELP)). If the child is in Kindergarten, the WIDA MODEL is administered, and if the child is in grades 1-12, 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.

Only certified ECS employees who have completed the ALSDE approved training will administer the WIDA MODEL or WIDA Screener Online. The following guidelines determine eligibility for placement in the English language instruction educational program:

- Kindergarten students taking the WIDA MODEL is less than 4.0.
- First-grade students in the first semester of school taking the WIDA MODEL is less than 4.0.
- First-grade students in the second semester of school and students in grades 2-12 taking the WIDA Screener Online is 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.

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. 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.

Language-minority students identified through the HLS during registration at the beginning of the school year must be assessed for English-language proficiency, develop the I-ELP if needed, and notify parents of rights and services within thirty (30) days of enrollment. Language-minority students, who register after the beginning of the school year, must be assessed for English-language proficiency, develop the I-ELP if needed, and notify parents of rights and services within ten (10) days of enrollment. The LEA will record the registration date as "original entry date" in INow or "date first enrolled" when completing the demographics page of the ACCESS for ELLs English proficiency test.

Each EL Coach will ensure ELs are identified and administered appropriate testing. The coach at each school compiles and maintains an EL Master List of all language minority students. An electronic copy of each school's EL Master List is sent to the Federal Programs Specialist as changes occur in EL student enrollment. It is extremely important that all education-related decisions concerning ELs be communicated to the school's EL Coach, so a complete/updated set of records is maintained. This information, along with other documentation relating to the number of students who are language-minority must be reported to the Director of Federal Programs to be reported to the ALSDE.

The EL Coach is responsible for planning and implementing 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 is a member of the school's EL committee. Involvement in the development of I-ELPs is needed but should their responsibility alone as decisions should be made as a committee. All 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 INow 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-MODEL or WIDA Screener, ACCESS for ELLs 2.0, 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 Coach will provide a copy of the HLS and previous years ACCESS for ELLs 2.0 test results.

The following persons should be present at the EL Committee meeting when any language-minority student is discussed: EL Coach, counselor, content area or general classroom teachers of the EL, principal or designated administrator, and other members as appropriate (e.g. parents, central office administrators, and school

psychologist). The EL Committee meeting agenda, sign-in sheets, and I-ELP will be evidence and documentation of the action taken.

The EL Committee should use the following guidelines in 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 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
- Ensure the I-ELP describes how the school will communicate with the student's parents in their native language
- Determine and record the date of placement into the EL Program on the I-ELP and in INow; 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 student is first determined to be EL) could be two different dates.

The need for classroom accommodations, testing accommodations and/or instructional pullout time for English language acquisition instruction will be indicated by the EL Committee on their I-ELP plan. The staff members responsible for the I-ELP must be cognizant of the fact it can take an EL anywhere between 6 months to two years to acquire the social language which is needed to function on a daily basis. It can also take from five to seven years (or more) to acquire the language skills, in another language, needed for academic achievement. Pull-out and/or push-in instruction in content subjects may be necessary to accelerate 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 Coach 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 is available in multiple languages on TransACT.

The EL Committee recommends students are provided with the maximum opportunities for acquiring English as rapidly as possible and teachers and students are provided 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 should be maintained in each individual EL binder (either physical or digital):

- I-ELP document
- WIDA standards
- Classroom Accommodations Checklist
- Accommodation forms for standardized testing, if needed
- Documentation – Dated work samples that reflect the accommodations made, including assessments
- Assessment data (ACCESS, standardized test taken, scores and dates)
- Documentation of EL coaching/collaboration – Classroom observations by administrators and/or EL Coach and anecdotal records kept by the teachers

- RtI Documentation (if applicable)
- Classroom monitoring forms (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. The EL Coach 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. When at all possible, translators or the TransAct Language Line should be used for the parents when language is a barrier. A copy of the I-ELP should be given to all teachers of the EL. The EL Coach will maintain a signature sheet, with the signatures of all persons receiving a copy of the I-ELP. 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 EL student folder established when the student registered. The EL folder should be kept in the student's cumulative folder.

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 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 primary 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 issues and language is not the issue, then RtI is the appropriate vehicle, provided the EL Coach and counselor are part of the team. Once language has been eliminated as the barrier to achievement, ELs must be served in the same way as all other students.
- 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, weakness, and ELD progress of EL students.

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 ACCESS for ELLs 2.0® English language proficiency test.

Students will exit the EL Program when they score a 4.8 or higher on the ACCESS for ELLs 2.0 state test. Parents must be notified when their child exits the EL Program using the English Language Development Program Exit Letter, which is available in multiple languages from TransACT. Students who are exited from EL services are classified as FEL-1 and placed on monitoring status for the next four academic years. During the monitoring time, the EL Coach, counselor, and the classroom teacher(s) communicate regularly. It is recommended they communicate no less than once each quarter during each year of monitoring.

Documentation of the monitoring process is completed on the FEL (1, 2,3, and 4) Monitoring Forms. 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 without EL support before the end of the monitoring period. The FEL Monitoring Forms should be shared with every teacher of

the student to provide a means of reporting any difficulties to the EL Committee. Students are classified as FEL-1 during their first year of monitoring, FEL-2 during their second year of monitoring, FEL-3 during their third year of monitoring, and FEL-4 during their fourth year of monitoring. Upon successful completion of four years of monitoring, they are classified as FEL and are no longer included in the EL subgroup for accountability purposes.

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

Students who have academic difficulties while being monitored shall be provided supplemental support and instruction and may be recommended for readmission to the EL Program, and thus the EL subgroup, by the school's EL Committee. Upon receiving the recommendation, the EL Coach will rescreen the student, and if the student scores a 5.0 or below on the WIDA EL Screener, he/she will be reentered into the EL Program. Students who re-enter the EL Program will re-qualify to receive EL services. Any student who re-enters will be included in the EL subgroup for the purpose of accountability and will not be classified as "Former English Learner" until they have again scored proficient on the state ACCESS for ELLs 2.0 test and have been successfully monitored in the regular classroom for four additional years. Assessment scores for reentered ELs cannot be banked from previous years for exiting purposes.

The exited students' names continue to be maintained on the school's EL Student 'Master List as long as they are enrolled in the school as an FEL student. If at any time these students again experience academic or cultural difficulties, they should be brought to the EL Committee and reviewed for possible interventions and/or accommodations.

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. 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 are an important PD component for this research/evidenced-based methodology in ESL.

Language Instruction Educational Program (LIEP) – ECS's LIEP is Content-based ESL Language Assistance Program, 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 ESL Language Assistance Program 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 to the proficiency level of the students and accommodating the content to match the students' ACCESS for ELLs 2.0 proficiency levels. Although the acquisition of English is one of the goals of ELD, instruction focuses on content rather than language and on learning the language through the content. The EL Coaches are available to provide assistance to teachers in implementing the core EL Program.

Supplemental Program - ECS's supplemental EL Program is based on the pull-out/push-in method of English acquisition instruction. For students whose language proficiency as determined by the WIDA EL Screener/WIDA MODEL (K only) or ACCESS for ELLs 2.0 is generally considered to be in the beginning level of proficiency (anywhere from a 1.0 to a 2.9), the EL Coaches may pull them out of class and/or be with them in class to give direct English instruction and strategies to classroom teachers for acquisition purposes. For students who are at the proficiency levels of 3.0 to a 4.7, the EL Committee - upon the recommendation of the EL Coach - will determine services. These services can include push-in, pull-out, or close collaboration between the EL Coach and classroom teacher.

Newcomer Program - ECS, especially Eufaula High School (EHS), has 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 want to enroll in school. ECS, in conjunction with the ALSDE, designed a plan to adequately serve these children. Upon enrollment, through a series of questions that include the HLS, the registrar and EL Coach determine the student's current level of education. The student is placed in their age appropriate grade level and given the WIDA EL Screener, and if the student scores into the EL Program, the EL Committee meets to determine if the Newcomer Program is the most appropriate placement. In the Newcomer Program, depending on each individual EL's goal(s), the EL 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. Their schedule must consist of at least one ESL class every day and might consist of the following other options: a math intervention class and

enough electives to complete their schedule. The electives may come from the Fine Arts Department, the Career Tech Department, JROTC, PE or any other class approved by the principal. If the EL 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.

This program is only available to EHS students SIFE ELs.

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 2.0 during the spring semester. Scores are used to write each EL's I-ELP. Each year ACCESS 2.0 scores will be entered in to ELlevation 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 A Continuous Improvement Plan (ACIP) with a committee consisting of administrators, counselors, teachers, 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 trainings and trainings 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 have a digital copy of the WIDA ELD standards, including the Can-Do Descriptors, to use when they create lessons and assessments. This will ensure the needs of ELs are met at their proficiency level.

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

To ensure ELs are educated in the least restrictive and least segregated manner possible, based on the educational needs of the students, all language-minority students are immersed into the regular curriculum, unless the EL Committee recommends the Newcomer Program at EHS for SIFE ELs. The WIDA ELD Standards for ELLs in Kindergarten through Grade 12 are to be used as an instructional tool when an EL is receiving English language acquisition instruction by the EL Coach as well as regular classroom instruction in all EL Programs. ELs are required to meet all grade-level appropriate academic standards defined in Alabama Courses of Study including the College and Career Readiness Standards (CCRS). Academic subjects are taught using English as the medium of instruction. The EL Program must ensure students gain the English language skills necessary to function successfully in an English-speaking academic setting. If academic deficiencies exist, the LEA must provide additional support as needed to ensure that ELs meet the same challenging state standards all students are expected to meet. English learners must simultaneously learn English and content. The WIDA ELD standards facilitate the development of language while simultaneously supporting, guiding, and developing content knowledge and skills at the appropriate level of English proficiency for each student. By implementing the WIDA ELD standards in the classroom,

teachers can provide ELs with meaningful access to local curriculum and state standards as they progress through the stages of language acquisition.

The following lists offer a broad description of the program materials in place at the different grade levels for school personnel. Documentation of the evidence for these programs is included in the CIP documentation file and in the office of the Federal Programs Specialist. Each school has its own additional inventory to meet the unique needs of the students enrolled in that school. As content area textbooks are adopted, attention is given to the EL supplementary components. Additional efforts are made to provide the Spanish Bilingual component of the HIPPO program for ages 3-5 and utilizing differentiated instructional strategies in the Pre-K program.

Grades K-2

- Reading A-Z, Writing A-Z, Headsprout, Enhanced ELL Resources, RAZ KidsSubscription Services
- Language Line
- TransACT website
- Spanish only and bilingual Spanish/English library books
- Accelerated Reader (AR) tests for Spanish versions of books
- We Both Read – Spanish versions of books for parent interaction
- Bilingual dictionaries
- Rigby's On Our Way to English
- Laptops and iPads

Grades 3 - 5

- Reading A-Z, Writing A-Z, Headsprout, Enhanced ELL Resources, RAZ KidsSubscription Services
- *Oxford Picture Dictionary*
- *Basic Oxford Picture Dictionary*
- Oxford Picture Dictionary and Workbooks for Low and High Beginning
- Language Line
- TransACT website
- Spanish only and bilingual Spanish/English library books
- Accelerated Reader (AR) tests for Spanish versions of books
- We Both Read – Spanish versions of books for parent interaction
- Bilingual dictionaries
- ESL supplemental resources for regular curriculum materials
- Word-for-word translation dictionaries for state assessment accommodations
- Laptops and iPads

Grades 6 – 8

- Reading A-Z, Writing A-Z, Headsprout, Enhanced ELL Resources, RAZ KidsSubscription Services
- *Oxford Picture Dictionary*
- *Basic Oxford Picture Dictionary*
- Oxford Picture Dictionary and Workbooks for Low and High Beginning
- Language Line
- TransACT website
- Spanish only and bilingual Spanish/English library books
- Comprehension Tool Kit for teachers
- Laptops and iPads
- Inside the USA Newcomer Series
- ESL supplemental resources for regular curriculum materials

Grades 9 – 12

- Reading A-Z, Writing A-Z, Headsprout, Enhanced ELL Resources, RAZ KidsSubscription Services

- *Oxford Picture Dictionary*
- *Basic Oxford Picture Dictionary*
- Oxford Picture Dictionary and Workbooks for Low and High Beginning
- Language Line
- TransACT website
- Spanish only and bilingual Spanish/English library books
- Comprehension Tool Kit for teachers
- Laptops and iPads
- Inside the USA Newcomer Series
- ESL supplemental resources for regular curriculum materials
- Language, Literacy & Vocabulary – Reading Expeditions (Life Science/Human Body, Physical Science, Earth Science, Ancient Civilizations, U.S. Regions, U.S. History and Life)
- Rigor 1 and 2 by Benchmark Publishing

4) 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 should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so ELs can progress. A list of appropriate accommodations is available from each school's EL Coach and is included in the ELs' IELPs. 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-ELP. 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, and ongoing assessments) should be maintained by the classroom teacher. Alternate grading systems will be decided by the EL Committee on a case-by-case basis.
- 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.
- Advanced Placement (AP) Courses - ELs are eligible to participate in advanced placement 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 Assessment – 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

A grade of "F" cannot be assigned to an EL without full documentation of what accommodations had been made 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. Retaining an EL, even with parent permission, based solely on their lack of English proficiency is ill advised in that, according to the ALSDE, it does not help the student to learn English more quickly. Consultation with the Federal Programs Specialist, 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?

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.

5) 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 English language instruction education program 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 Staff Development

On-going PD sessions are conducted to develop EL Coaches in the implementation of the WIDA ELD Standards and differentiated instructional strategies for ELs. In addition, EL Coaches participate in staff development with content teachers, presentations on data, and state and federal ESL meetings.

Content Teacher and Administrator Staff Development

On-going PD sessions are conducted annually to better train content teachers and administrators in the implementation of the WIDA ELD Standards and differentiated instructional strategies for ELs.

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 Coaches be certified in English for Speakers of Other Languages. (See OCR Memorandum 1991, Staffing Requirements).

6) 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 Coach will complete and maintain an EL Master List for each school. ECS will also utilize the INOW data system to manage this information. Training on entry guidelines for the items in INOW, to be completed for EL data collection purposes will be addressed at Registrar meetings and EL Coaches' meetings. Only school staff with full office rights will be able to access the EL data screens. However, much of the information needed will have to be obtained from the school EL Coach and counselor. To access the screen to enter EL student program information in INOW click on the Federal Programs tab at the top of the student data screen. All students with another language spoken in the home are marked, in INOW, as determined by the HLS.

7) 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 assessment with accommodations noted in their I-ELP; 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. ACCESS for ELLs 2.0 is a required summative assessment for all ELs. Their performance is addressed under the sections "Areas of Notable Achievement" and "Areas of Notable Improvement." 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 content-based ESL approach. The second part of the evaluation of the EL Program reflects the effectiveness of PD and the use of the two EL coaches who work with identified students and classroom teachers. 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 using both Educator Effectiveness for Coaches and surveys on Google

Forms. Classroom teachers and administrators will use a Google Forms questionnaire to evaluate the effectiveness of these strategies in meeting the needs of identified ELs.

8) 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 cannot be referred to the PST if language is the barrier to achievement. ELs may be referred to the PST only after differentiated instructional strategies have been provided for them for a reasonable amount of time in Tier I 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 primary 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 an EL Coach and counselor are part of the team. Once language has been eliminated as the 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 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 Coach, classroom teacher, and counselor. There must be documentation (e.g., work samples, over a span of time, that the classroom teacher, in conjunction with the EL Committee, has done everything in their power to remove the language barrier through accommodations and modifications in accordance with the child's IELP. Once all possible accommodations/modifications (per IELP) have been made, the teacher can and should refer the EL to the 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 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. A translator will need to translate the questions on the test to the student in their native language and translate into English the student's responses to the test administrator. The translator must be trained beforehand, so it is clearly understood the translator serves as a translator and not as an interpreter.
- A second academic test, different from the one administered in the native language can be administered in English according to the student's ELP level in English. A translator 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 (or the language line) fluent in the student's native language may be needed to assist with giving any assessment given 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 Coaches may help the Speech Pathologist with understanding which phonemes transfer, which do not transfer, and which may or may not be heard in English.

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 or with an interpreter.

The EL with disabilities has a right to the same individual special education services as other students with disabilities. Additionally, ELs with an Individualized Education Plan (IEP) must be provided with the same LIEP services as ELs without an IEP. 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 (www.alsde.edu). 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 EL Coach, 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 NOMPLOTE. 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. The EL Coach 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 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 or English subtests of the Performance Series. EL-1 students will have to participate in Performance Series Math and Science (grades 5 and 7 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.

Coordination with the LEA Student Assessment & Accountability Coordinator

Annually in the spring, students requiring English proficiency testing will be assessed using the ACCESS for ELLs 2.0 (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 2.0 state English proficiency test. Foreign Exchange students with EL status are also assessed with the ACCESS for ELLs 2.0. EL Coaches share their EL

spreadsheets organized by school, grade, then name with the Instructional Data Specialist who is responsible for ordering and organizing testing materials, including managing ACCESS for ELLs 2.0 testing through the WIDA AMS testing management site. LEA and Building Test Coordinators are trained on the ALSDE testing regulations and the Instructional Data Specialist monitors testing.

The I-ELP must include the testing accommodations needed (if needed) for each test the EL will take during the school year for which the I-ELP is written. Any testing accommodations 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 a special education program, an IEP testing accommodation form is completed. ELs with an IEP are allowed accommodations for the ACCESS for ELLs 2.0; 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 2.0 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 2.0.

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 Instructional Data Specialist and the results addressed in the schools' ACIPs, e-GAP, program evaluation, 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

ECS annually evaluates the effectiveness of its EL Program at the LEA and school levels utilizing formal and informal methods to determine progress in meeting these goals. At the beginning of the school year, the EL LEA Compilation Data Form is completed at the school level and sent to the Federal Program Specialist to compile for the LEA. This data is an important part of the evaluation.

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

- Results of the English Language Learners LEA Compilation Data Form
- ACIP implementation evidence file
- 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

In May, each school will annually complete an ECS EL Program evaluation to assess the level of implementation of the LEA's EL Program goals. This evaluation will be a survey sent to each teacher of an EL and administrators of each school; the survey will be available on Google Forms. These are compiled into a system level evaluation report.

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

1) Describe how the LEA will inform EL parents using information and notification in the following format: 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.
 - 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:
 - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)
 - b. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)
 - 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). 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. EL 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 when needed. 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 parents. The Annual Meeting of Title I Parents is held at the beginning of each school year. Invitations to all school events are translated as needed, and translators are provided if possible when applicable. All-important school information sent to non-English speaking parents/guardians should 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. Staff at each school has been provided the opportunity to receive training in how to download documents from the TransACT Compliance and Communication Center online service and make telephone calls using the TransACT Language Line. ECS have translators, for Spanish, available to make written translations and serve as an interpreter for schools during enrollment, parent conferences, or school functions where important information is being given to the parent/guardian. ECS and school websites allow parents to locate classroom and program information easily and rapidly. 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, EL 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 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction educational program 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 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 services. A Parent – Teacher Conference Letter (TransACT document) must be sent to parents if the EL Committee determines an I-ELP is needed. 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 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 2.0). An I-ELP must be developed through the EL Committee for each EL needing any accommodations, inclusion and/or 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.

F. TITLE III SUPPLEMENTAL SERVICES

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

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

ECS uses Title III funds to supplement the core ESL program by purchasing materials and software to be used in small groups by the EL Coach. We have bought materials for teachers to use in classes with ELs. We have also purchased bilingual books and take-home resources. We have also used Title III funds to procure the ELLevation data management system that will help us keep more accurate and timely data on our ELs, FELs, and NOMPLOTEs.

2) Describe the method the LEA uses to initiate contact with non-public school officials to engage in timely and meaningful consultation regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA.

- How ELs are identified
- How needs of ELs are identified
- How, when, where, and what services will be provided
- How the services will be assessed
- The amount of funds/services available

After timely and meaningful consultation with appropriate private school officials, local education agencies (LEAs) receiving Title III funds must provide educational services to limited English proficient (LEP) children and educational personnel in private schools that are located in the geographic area served by the LEA.

To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials during the design and development of the Title III program on issues such as:

1. How the LEP children's needs will be identified.
2. What services will be offered.
3. How, where and by whom the services will be provided.
4. How the services will be assessed and how the results of the assessment will be used to improve those services.
5. The size and scope of the services to be provided to the private school children and educational personnel.
6. The amount of funds available for those services.
7. How and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of contract services through potential third-party providers.

- Title III services provided to children and educational personnel in private schools must be equitable and timely and address their educational needs.
- Funds provided for educational services for private school children and educational personnel must be equal, taking into account the number and educational needs of those children, to the funds provided for participating public school children.
- Title III services provided to private school children and educational personnel must be secular, neutral, and nonideological.
- LEAs may serve private school LEP children and educational personnel either directly or through contracts with public and private agencies, organizations and institutions.
- The control of funds used to provide services and the title to materials and equipment purchased with those funds must be retained by the LEA.
- Services for private school children and educational personnel must be provided by employees of the LEA or through a contract made by the LEA with a third party.
- Providers of services to private school children and educational personnel must be independent of the private school and of any religious organization, and the providers' employment or contract must be under the control and supervision of the LEA.
- Funds used to provide services to private school children and educational personnel must not be commingled with nonfederal funds.

G. IMMIGRANT CHILDREN AND YOUTH

This section must be completed if the LEA receives Title III Immigrant Children and Youth Grant.

Assurance that the LEA has used Immigrant Grant on the Allowable uses of Funds Listed below:

1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services
6. Other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education
7. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services

G. IMMIGRANT CHILDREN AND YOUTH

Describe how the LEA uses their Immigrant Grant.

We have \$4,609.00 in Immigrant funds this year. We will spend \$2,000 on family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education or their children. We will spend \$2,609 on the identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the progra