



Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Auburn City Schools
LEA Contact for ELs:	
Name: Dr. Tim Havard	Signature:
Position and Office: Director of Student Services	Email Address: tshavard@auburnschools.org
Telephone: 334-887-1927	Fax: 334-502-8362
<input checked="" type="checkbox"/>	Check box if LEA receives Title III Funds
<input checked="" type="checkbox"/>	Check box if LEA receives an Immigrant Grant

Assurances		
The LEA will:		
<input checked="" type="checkbox"/>	Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan	
<input checked="" type="checkbox"/>	Assure that all teachers in any language instruction educational program for English Learners (ELs) that is funded with any source of federal funds are fluent in English , including having written and oral communication skills	
<input checked="" type="checkbox"/>	Assure that all schools in the LEA are in compliance for serving English learners	
<input checked="" type="checkbox"/>	Assure that all individuals used as translators or interpreters are fluent in the language they are translating.	
<input checked="" type="checkbox"/>	Assure ELs have equal access to appropriate categorical and other programs and are selected on the same basis as other children	
(The following assurances apply only to LEAs that receive Title III funds)		
<input checked="" type="checkbox"/>	Assure that the LEA has a process for parents to waive Title III Supplemental Services .	
<input checked="" type="checkbox"/>	Assure that the LEA has an Equitable Services Implementation plan , if applicable.	
<input checked="" type="checkbox"/>	Assure timely and meaningful consultation with private school officials regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable	
Dr. Tim Havard		8-20-20
EL Program Administrator	Signature	Date
Dr. Cristen Herring		8/20/20
LEA Superintendent	Signature	Date

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

***EL Advisory Committee Signatures**

Dr. Tim Havard	Program Coordinator
Callie Counts	ESL Teacher
Andrea Folmar	ESL Teacher
Angela Payne	ESL Teacher
Mojen Lau	ESL Teacher
Rebecca Vining	ESL Teacher
Marcel Bailey	ESL Teacher
Samantha Shipman	ESL Teacher
Dr. Ed Smith	Director, Assessment
Lamarrius Anderson	Assistant Principal
Terri Welch	Bookkeeper
Jounglan Kim	Parent
Denia Bachrach	Parent

Note: The Advisory Meeting was conducted via WebEx due to COVID-19 concerns and documentation of participation is attached through e-mail confirmation from each participant.

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the *Every Student Succeeds Act* (ESSA) for serving students who are English learners and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

The Comprehensive EL District Plan should address each aspect of the instructional program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should: contain sufficient detail and specificity so that all employees can understand how the plan is to be implemented; and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs may refer to the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at www.alsde.edu/departments/offices/federalprograms.

***THIS SIGN-IN SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

Section II Checklist
EACH LOCAL DISTRICT THAT DOESN'T RECEIVE TITLE III MUST USE THIS PLAN TEMPLATE
A. Required Theory and Goals
The LEA's educational theory and goals for its program of services – to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)
B. IDENTIFICATION AND PLACEMENT PROCEDURES
1) Include the LEA's procedures for identifying members for the EL Advisory Committee.
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. <ul style="list-style-type: none"> • Home Language Survey • WIDA Online Screener • WIDA-ACCESS Placement Test (W-APT) for Kindergarten • WIDA Measure of Developing English Language (MODEL) for Kindergarten • ACCESS for ELLs 2.0®
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 (<i>new in ESSA</i>), 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.
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. <ul style="list-style-type: none"> • Process the system uses to conduct a comprehensive needs assessment • Rationale for selecting the particular EL program/s and how they are evidence-based
2) Describe how language instruction educational programs will ensure that ELs develop English proficiency: <ul style="list-style-type: none"> • 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
3) Describe the grading and retention policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.

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

- 5) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.
- How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

- 6) Include the LEA's method for **evaluating the effectiveness of its program** for English learners
- LEA engagement in the continuous improvement cycle
 - In relation to English proficiency and challenging state academic standards

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

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
- 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

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.

LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN TEMPLATE

Section A: Theory and Goals

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

The primary goal of the ESL program for Auburn City Schools is to provide instruction that allows each student to become language proficient, which will help them to be capable of receiving a quality education in the least restrictive and most conducive environment. The ease with which English Learners (ELs) make the transition from one language and culture to another depends upon many factors, including age, length of residence in the new country, and level of literacy in the native language. Although the transition varies from student to student, helping them make the transition smoothly is a priority for the ESL teacher as well as the content area teachers. In addition, we know that peer interaction is vital to both language acquisition and social acclimation and we recognize that ELs have distinct social, emotional, language and academic needs and that we are charged with the responsibility of meeting those needs.

1) Procedures for identifying the EL Advisory Committee

The district EL/Federal Programs Advisory Committee includes Central Office Administrators, School Administrators, ESL teachers, Title I teachers and parents. The district committee meets at least annually to review the EL Plan and give input regarding the ESL program, including that part that is funded by Title III, and to make recommendations based on program review and needs assessment data.

2) Methods for identification, placement, and assessment

Every student enrolling in Auburn City Schools will be required to have a Home Language Survey (HLS) completed as part of the registration process. The HLS will be the initial identification tool for potential English Learners. The HLS must contain, at a minimum, the following questions:

- 1) Is a language other than English spoken at home?
- 2) Is your child's first language a language other than English?

Any student whose registration or HLS indicates a language other than English on any of the survey questions is a language minority student. If a language other than English is identified in ANY of the HLS responses, the student will be identified as a potential English Learner (EL). If a student is identified as a potential EL upon enrollment, a copy of the HLS will be given to the ESL teacher for that school within three (3) days.

The student must be evaluated with the current state screener to determine the student's English Language proficiency level to determine if the student is eligible for English as a Second Language (ESL) services. The completed evaluation/screener becomes part of the student's permanent record and ESL file.

The Alabama State Department of Education (ALSDE) has adopted the WIDA Screener Online for students in grades 1-12 and the WIDA W-APT Kindergarten Screener. The district follows

proficiency level guidance as provided by the ALSDE. Assessments are given by staff who have been trained in the administration of the appropriate assessments.

Language minority students who are identified by the HLS during registration at the beginning of school will be evaluated within 30 school days of enrollment. Language minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment. The district will record the registration date as the "original entry date" in the student data system or the "date first enrolled" when completing the demographics page of the ACCESS for ELLs proficiency test.

Language minority students must be assessed with the WIDA Screener Online unless their records show that the student has successfully exited from an ESL program or they have been recently tested. Any student scoring an overall composite score of 4.9 or below must be identified as limited-English proficient (EL) and will require placement in an English language instruction program. Other factors such as teacher judgement, other assessments and extenuating circumstances may be considered when making decisions about student placement.

The ACCESS for ELLs is the required annual assessment to assess English language proficiency in all four domains of language development. The assessment determines the annual proficient level of each student. The school counselor, registrar or principal will notify the ESL teacher of the enrollment or pending withdrawal of any student with English as a Second Language.

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

In order to exit the ESL program, the student must achieve a composite score of 4.8 on the ACCESS for English Language Learners 2.0 Assessment. When the student achieves the exit composite score (4.8), the ESL teacher will provide written notice to the parent/guardian by the end of August that the student has achieved the exit status criteria and that the monitoring process will be for a period of four years. The notice to parents will be printed in English and in the parents' primary language.

ELs whose parents have waived supplemental Title III services must be assessed on the ACCESS for ELLs 2.0 until they are proficient in English with a composite score of 4.8 or higher.

Exited students are monitored by the EL Building Coordinator, ESL Teacher and the EL student's content teachers for a period of four years to determine academic success. Students who have met the exit criteria for the first year will be labeled FEL-1. Students will be monitored for four years before being completely out exited from the program. Students will be monitored at the end of each semester using multiple criteria such as grades, progress monitoring data, standardized assessments, attendance, etc. After completing the four years of monitoring, the students is marked as FEL-Complete.

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 IELP

- ALSDE SAMUEL Meetings
ESL teachers and general education teachers will be able to participate in professional development offered by ALSDE. They will, in turn, train content area teachers in order to build capacity of content teachers to meet the needs of ELs.

- ESL Teacher led Local Professional Development
TransACT Usage
WIDA Standards
ELlevation Usage including Monitoring
Understanding and Using ACCESS Data

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

Auburn City Schools core English Language Program is Specially Designed Academic Instruction in English (SDAIE). In the core English language program, classroom teachers follow the students LIEP. A data analysis of ACCESS scores for each school is completed annually. School committees develop goals and strategies addressing the needs of ELs within their respective school.

Auburn City Schools employs seven ESL teachers who are responsible for working with school teams to develop the learning plan for each student. The ESL teacher coordinates the instructional program for ELs who meet criteria for service. They take an individualized approach to instruction, considering the child's IELP and allows them to proceed at an appropriate pace in the Least Restrictive Environment. Students may work individually, in a small group and in cooperative learning environments. Instruction may take place in pull-out groups, one-on-one, push-in arrangements, resource rooms support, or in content classrooms using SDAIE.

In addition, the ESL teacher provides coaching to classroom teachers by suggesting techniques, strategies, and resources to assist with sheltering the content and making the content comprehensible using SDAIE strategies. Students are encouraged to participate in extracurricular activities so they have another avenue for authentic language participation. The ESL teacher maintains open communication through close contact with the ELs family, thereby monitoring not only the school but also the home environment.

3) Grading and retention policy and procedures

Grading in Auburn City Schools should be guided by the student's level of English proficiency. Instructional staff, with guidance and support from the ESL teacher, should instruct, assess and grade through the use of accommodations that are appropriate, based on the student's proficiency level.

Once appropriate strategies and accommodations are implemented (in accordance with the student's I-ELP), the degree to which the student has mastered grade level standards can be ascertained. If a student, even with appropriate accommodations, is not able to demonstrate appropriate levels of mastery, he/she should be considered through the school's RtI team for additional support. If a failing grade is to be assigned to a student, there must be documentation of appropriate consideration of the following:

- Accommodations that were provided
- Steps taken to support the student, including interventions if needed
- Involvement of support staff (including the ESL teacher)

- That the students English language proficiency was not the sole reason for failure

In terms of possible retention of ELs, pertinent local, state and federal guidelines should be considered, including the following legal precedent: "Retention of ELs shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols)."

ACS Administration and Staff shall consider the following prior to considering retention:

- The student's IELP
- Is the student receiving ESL services?
- Has an I-ELP been implemented to document classroom accommodations and student progress?
- Past and current ACCESS data
- Are accommodations being utilized in the areas of:
 - Teacher lesson delivery
 - Activities and assignments
 - Homework
 - Formal and informal assessments

In addition, the following needs to be considered when retention is being considered:

- How much individualized English language development instruction is the student receiving during the school day?
- Has an alternate grading strategy been implemented (e.g. a portfolio, narrative, checklist, teacher observation or rubric assessment on content and language objectives).
- Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for English Learners?
- Does the report card indicate that the student was graded according to their I-ELP?

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

Teaching English to non-native speakers requires knowledge and skill that differ from teaching other subjects such as science and math. Although certain educational theories and instructional strategies are interdisciplinary, teacher preparation course may be inadequate in providing methodology and theory that address English language development within core subject areas. The information provided below illustrates current state minimum requirements for teaching ESL; however, LEAs may apply more rigorous ESL teacher certification requirements as part of their local policy.

5) Method for collecting and submitting data

Auburn City Schools will collect and submit required data to the Alabama State Department of Education in a timely and accurate manner. Data submission is the ultimate responsibility of the Federal Programs Coordinator. He/she oversees the use of the district's database and other supporting recordkeeping.

At the district level, the Federal Programs Coordinator maintains information on the enrollment and withdrawal of students, their date of enrollment, native language, date of withdrawal and re-entry into the system. This information is provided by the ESL teacher and other staff at the schools. Multi-year tracking of ACCESS scores for students enrolled in the program is also maintained.

6) Method for evaluating the effectiveness of the program

Auburn City Schools collects information annually in order to assess the effectiveness of its English Language program. This information includes, but is not limited to, the student's previous level of English proficiency, the student's most current level of English proficiency, and academic progress as measure by state assessments, grades, teacher input, formative assessment/progress monitoring data, and earned credits (grades 9-12). This information is compiled, reviewed and shared as appropriate with administrative and advisory groups.

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

The education of ELs with disabilities raises several concerns about the legal requirements of LEAs. Among the concerns are identification, eligibility and service provision for ELs suspected of having a disability. Special Education programs and services must be provided in accordance with the Individuals with Disabilities Education Act of 2004. All LEAs are required to include a description for communicating with non-English speaking students/parents in their Individualized Education Plan (IEP). All students with disabilities are guaranteed the right to a free, appropriate public education (FAPE) through the provisions and services specified in an IEP. These services include specially designed instruction and possibly other related services, to address the student's disability in the least restrictive environment. ELs with disabilities have a right to the same individualized services as other students with disabilities. It should be noted that ELs must be provided English language acquisition services that are an integral part of their IEP. Care should be exercised to ensure that limited English proficiency is not the basis of a referral under IDEA. In situations where it is not realistic to test in the native language or mode of communication for an EL, the LEA must consider information that will enable the eligibility team to make a decision as to whether the child has a disability and the effects of the disability on educational needs.

Section D: Assessment and Accountability

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

The Federal Programs Coordinator and System Test Coordinator work closely together to ensure that all ELs are assessed annually using the ACCESS for ELs and that all ELs participate in all other required state assessments in which all students participate. Decisions regarding the need for testing accommodations are made individually by the student's EL committee. The system test coordinator attends annual professional development sponsored by the Alabama State Department of Education regarding assessment and accountability requirements. These requirements are shared annually with the Federal Programs Coordinator and other administrative staff, including Building Test Coordinators.

All ELs must and will participate in statewide assessments. ELs during their first academic year in the US will not be required to participate in the reading subtest of the state required assessments. ELs may require accommodations on state assessments because of their level of language proficiency. All decisions regarding accommodations on state assessments must be made by the student's EL committee and be noted on the I-ELP. These accommodations must be ones that occur within the regular classroom on classroom tests on a regular basis.

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

Data analysis of ACCESS scores is completed annually and provided to the school administrator, Building Test Coordinator and ESL teachers. Schools are made aware of the accountability aspects of ACCESS testing and how that data fits into the Alabama Accountability system. Proficiency results from ACCESS and student performance on the state assessment program both are taken into consideration by the accountability process. This data is reviewed by central office administration, building level administration, ESL teachers and school assessment and planning teams (including RtI teams). All of these stakeholders provide feedback on ways to improve the performance of ELs. Some of the suggestions may include, but are not limited to, workshops, professional development activities for ESL staff and regular staff, purchasing updated materials and teaching supplies, employing additional staff, and research on specific areas to be addressed.

At the student level, the student's EL committee will make adjustments to the student's I-ELP based on the data and other indicators of student performance. The quality and intensity of intervention being provided is reviewed and adjusted by the EL committee and/or RtI team when necessary.

Section E: Parent, Family, and Community Involvement

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

Parental involvement is facilitated through the use of school liaisons who assist the schools in communicating effectively with parents. The liaisons also provide parent training sessions focused on curriculum, school policy, and school/social services that are available to the families. The schools through the ESL teachers, counselors and liaisons focus on connecting parents with community agencies and support groups that are available to help provide for their needs. The district has a Parent and Community Education Center that is funded through Title I and Title IV that is used to provide a location that parents are familiar with where district staff can host meetings, provide registration assistance, and inform parents about the many services available to them in ACS. Involvement of the parents of ELs is an important part of one of the district's strategies from its Strategic Plan. That strategy is supported by the district's Parent and Family Engagement Plan which has a strategic focus on parents of ELs.

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

According to Federal and State requirements, the district must, not later than 30 days after the beginning of the school year, provide notification to parents of ELs identified for participation in an English Language Instruction education program of:

1. The reasons for identification,
2. The child's level of English proficiency,
3. The method of instruction used in the program,
4. How the program will meet the education 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 the 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 IEP for the child,
8. Information pertaining to parental rights that includes written guidance detailing

- a) The rights of the parents to have their child immediately removed from supplemental Title III programs upon request,
- 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,
- c) The various programs and methods of instruction if more than one program or method is offered by the eligible entity.