
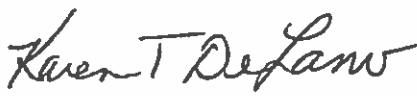

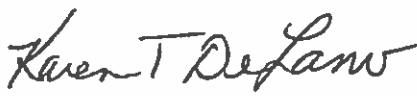

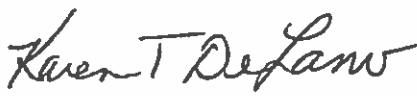


EL District Plan Cover Sheet		Local Education Agency (LEA) Name: Auburn City Schools
LEA Contact for ELs:		
Name: Dr. Tim Havard	Signature:	
Position and Office: Director of Student Services	Email Address: tshavard@auburnschools.org	
Telephone: 334-887-1936	Fax: 334-502-8362	
<input checked="" type="checkbox"/>	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 <u>apply only to LEAs that receive Title III funds</u>)								
<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							
<table border="0" style="width: 100%;"> <tr> <td style="width: 40%;"> Dr. Tim Havard EL Program Administrator </td> <td style="width: 30%; text-align: center;">  Signature </td> <td style="width: 30%; text-align: center;"> 9-15-17 Date </td> </tr> <tr> <td> Dr. Karen Delano LEA Superintendent </td> <td style="text-align: center;">  Signature </td> <td style="text-align: center;"> 9-15-17 Date </td> </tr> </table>			Dr. Tim Havard EL Program Administrator	 Signature	9-15-17 Date	Dr. Karen Delano LEA Superintendent	 Signature	9-15-17 Date
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***THIS COVER SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

EL Advisory Committee Signatures

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive EL District Plan, in accordance with Section 3116 of Title III of the *No Child Left Behind Act of 2001*, for serving students who are limited-English proficient 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 LEA's 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 each staff person 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 are encouraged to use 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.alex.state.al.us/ell/

Section III Checklist
<p style="text-align: center;">AT A MINIMUM THE LOCAL EL DISTRICT PLAN MUST</p>
A. INTRODUCTION
1) Include the LEA's educational theory and goals for its program of services.
B. IDENTIFICATION AND PLACEMENT PROCEDURES
1) Include the LEA's procedures for implementing the EL Advisory Committee.
<p>2) Include the LEA's methods for identifying and assessing the students to be included in the English language instruction educational program. The following components must be evident in the plan.</p> <ul style="list-style-type: none"> • Home Language Survey • WIDA-ACCESS Placement Test (W-APT) • EL Committee Placement
3) Include the LEA's method and procedures for exiting students from the English language instruction educational program and for monitoring their progress for a period of at least two years, and at a minimum, follow SDE exiting requirements for ELs. The State established exit criteria a composite score of 4.8 on the ACCESS for ELLs® English language proficiency test.
C. PROGRAMS AND INSTRUCTION
<p>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 ESL program.</p> <ul style="list-style-type: none"> • Process the district uses to conduct a comprehensive needs assessment • Rationale for selecting the particular ESL program/s and how they are based on scientific research
<p>2) Describe how language instruction educational programs will ensure that ELs develop English proficiency.</p> <ul style="list-style-type: none"> • Practice of continuous improvement and use of data to improve the rate of language acquisition for ELs • Support the LEA provides each school with respect to continuous improvement practices • LEA integration of the World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards with the curriculum • Teacher integration of the WIDA ELP Standards in lesson plans
3) Include the specific components of the LEA's program of English language acquisition and academic services for ELs.
4) Describe the grading and retention policy and procedures; ELs cannot fail or be retained if language is the barrier.

5) Include the **specific staffing and other resources** to be provided to limited-English proficient students under the LEA's English language instruction educational program. As with other instructional personnel, ESL staff must be qualified with academic preparation in English-as-a-second-language, as stipulated in the 1991 Office of Civil Rights (OCR) Memorandum.

- Qualified personnel (ESL licensure)
- ESL staff development
- Content teacher and administrator staff development

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

- How schools are trained to use STI or INOW to code ELs and enter reliable and accurate data

7) Include the LEA's **method for evaluating the effectiveness of its program** for limited-English proficient students (including those enrolled in non-public schools)

- LEA engagement in the continuous improvement cycle

8) Include LEA's **method of identification and referral of ELLs to Special Education**. 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 & ACCOUNTABILITY

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

- Coordination with the LEA Student Assessment Director
- Communication of assessment and accountability requirements to schools

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and Annual Measurable Achievement Objectives (AMAOs).

- Monitoring and evaluating school engagement with continuous improvement plan

E. PARENT INVOLVEMENT

1) Describe how the LEA will **promote parental notification and parental and community participation** in programs for limited-English proficient students.

- Eight requirements for parent notification regarding program placement
- Separate notification to parents regarding failure of the LEA or school to meet Annual Measurable Achievement Objectives (AMAOs) within the specified time limit

F. TITLE III SUPPLEMENTAL SERVICES
<i>This section should be completed if the LEA receives Title III supplemental funds.</i>
1) Describe how the LEA uses Title III funds to supplement the core ESL program.
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. <ul style="list-style-type: none">• 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

LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN TEMPLATE

Section A: Introduction and Educational Theory and Goals

Introduction:

The primary goal of the ESL program for Auburn City Schools is to provide instruction that allows each student to become language proficient, thereby capable of receiving a quality education in the least restrictive and most conducive environment. The ease with which ESL students 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 content area teachers. In addition, we know that peer interaction is vital to both language acquisition and social acclimation. We recognize that English learners have distinct social, emotional, language and academic needs and that we are charged with the responsibility of meeting those needs.

Registration Procedures:

According to the Alabama State Department of Education's Federal Programs Local Education Agency Requirements for Serving Limited-English Proficient (LEP) Students..." all language-minority children must be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, or immigration documentation." A language-minority student is one whose home language is other than English. In keeping with these requirements the following guidelines are used in enrolling language-minority, homeless, immigrant and migrant students:

- No students are denied enrollment based on race, religion, ethnic background or immigration status.
- Proof of residency must be provided.
- Current immunization records must be provided within a reasonable period of time. If the parents do not have the records they will be assisted in obtaining a current immunization by calling the child's previous school or Health Department.
- A social security number is not required for enrollment or for completion of school lunch forms. If a student does not have a social security number, an identification number will be assigned to that student. Application forms to obtain a social security number may be distributed to the parent/guardian but the decision to complete them is optional. The school should use procedures described in the Alabama Administrative Code (AAC) to create a student number.
- Students are not required to show an original birth certificate. If they do not have one, other reliable proof, such as a passport, family bible or baptismal certificate will suffice in place of one.
- Student eligibility for services is not based on immigration status.

Plyler vs. Doe [457 U.S. 202 (1982)]

Educational Theory and Goals"

The program for English Learners is designed to help student acquire fluency in English, to provide students with equal access to the academic core curriculum and to help students maintain a positive self-concept. Auburn City Schools understands and acknowledges that there are a variety

of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of instructional approaches are aligned to the individual student needs, State and Federal mandates, as well as parent requests. To determine which educational approach(es) will be used for individual students, multiple factors are considered by the school EL Committee, such as English language proficiency data, other evaluative data, previous school records, and teacher recommendations. Teachers will use approaches based on scientifically based research that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. Activities will focus on listening, speaking, reading and writing to facilitate second language acquisition.

Research suggests that the average EL student who receives language support will gain Basic Interpersonal Communication Skills (BICS) in one to three years. This includes the language necessary to function in everyday life. Cognitive Academic Language Proficiency (CALP) is the language necessary to understand academic content, understand classroom instruction, lectures, notes, read and understand textbooks and take academic tests. The average EL student will gain this type of language acquisition in five to seven years.

ELs may require instruction that differs based on their educational backgrounds, personal and cultural experiences. Like all students in Alabama, they must be provided with access to the Alabama courses of study and district curriculum and services. However, they may require alternate pathways to achieve these goals. They require instruction that makes content more comprehensible and accelerates the acquisition of academic language. A variety of approaches are utilized to meet the needs of English Learner students. Versatility and flexibility are necessary to meet the needs of students. EL student's core instructional program in Auburn City Schools is Specially Designed Academic Instruction in English (SDAIE). Content teachers use SDAIE strategies to ensure that input is comprehensible and the language needs of ELs are met while meeting the academic rigor expectations of the school. School EL Committees develop Individualized Language Acquisition Plans (ILAP) for all identified EL students. The plans outline the accommodations that are needed for each student to be successful in the classroom. Schools may elect to have students received Tier II and Tier III interventions specific to each student's needs. ESL and classroom teachers work together to provide the most appropriate instruction using best practices to meet the academic and language needs based on the WIDA-English Language Proficiency Standards for English Language Learners in Kindergarten through grade 12. Appropriate accommodations or modifications (in the case of an IEP) are implemented as needed. The law requires effective instruction that (a) leads to timely acquisition of proficiency in English and (b) provides teaching and learning opportunities so that each student can become proficient in the state's academic content and student academic achievement standards within the specified time frame that is expected for all students. With adequate instruction and support, many students should advance no less than .5 proficiency levels (based on ACCESS Proficiency Tests) per academic year. All EL students will receive classroom instruction by certified teachers in the academic program and the core English language program, SDAIE). All EL students will receive accommodated content instruction when necessary and appropriate. All ELs are mainstreamed.

The ESL teacher uses a highly individualized approach to instruction, considering the student's ELP and allows them to proceed at an appropriate pace. Students work individually, in small groups, and in cooperative learning situations. Instruction will take place in pull-out groups or one-on-one, push in scenarios, resource class support and in content classrooms using the sheltered instruction model to supplement.

Section B: Identification and Placement Procedures

Procedures for implementing the EL Advisory Committee

The district EL Advisory Committee may include central office administrators, assessment specialists, school administrators, school counselors, parents, and possibly community representatives who work with EL students. The district EL Advisory Committee will meet at least annually to review the EL Plan and give input regarding the EL program and make recommendations based on the program review and needs assessment for modification of the program.

1) Methods for identification and placement

Identification:

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 EL 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 Second Language (ESL) services. The completed evaluation/screener becomes part of the student's permanent record and ESL file.

WIDA-ACCESS Placement Test (W-APT)

The State Department of Education has adopted the World Class Instructional Design and Assessment (WIDA-ACCESS) Placement Test. The WIDA ACCESS Placement Test (W-APT) is the primary screener utilized to determine the initial level of English language proficiency for program placement and service.

Auburn City Schools will use the W-APT and/or other criteria as determined appropriate services. Testing is administered by the staff who have completed the appropriate assessment training to administer the W-APT or ACCESS, and who has demonstrated competency in the administration of the W-APT or other state approved assessment. This is usually the ESL teacher. In some cases,

identified classroom teachers may administer assessments.

Language minority students who are identified by the HLS during registration at the beginning of the school year will be evaluated within 30 days of enrollment. Language minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment.

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

Language minority students must be assessed with W-APT 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 3.9 or below must be identified as limited-English proficient (LEP) and will require placement in an English language instruction program. A student scoring a composite score of 4.0 or above may be identified as LEP and may require placement in an English language instruction program, but further assessment may be needed. Teacher judgment, other assessments and extenuating circumstances such as the child's age and amount and quality of previous schooling may be factored into the decision.

The ACCESS for ELLs is the required annual assessment to assess English language proficiency in all four domains of language development—listening speaking, reading, and writing. The assessment indicates the progress students have made from year to year in attaining language proficiency and determines the annual proficiency level of each student.

The school counselor, principal, or registrar will notify the ESL teacher of the enrollment or pending withdrawal of any student with English as a Second Language.

EL Committee/ILAP Team

Every student identified as limited-English proficient, or an English Learner (EL), will have an EL Committee. The English Learner (EL) Committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are EL. This committee will be comprised of the ESL teacher, EL Building Coordinator/Administrator, at least one of the student's core academic teachers, the parent and possibly a translator. The student's EL committee will guide and monitor the placements, services, and assessments (including accommodations) needed and will formulate a written plan, call the Individualized Language Acquisition Plan (ILAP).

Some of the responsibilities of the EL Committee will include: considering each student's language needs and background; ensuring proper identification, placement, assessment, instructional and support programs; regularly reviewing the student's progress in language acquisition and academic achievement; identifying accommodations needed on all state assessments; and identifying classroom strategies and classroom accommodations that will be implemented. The ILAP will be updated each school year, until the student exits the program. Once the student is identified as Former Limited English Proficient (FLEPMY1 and FLEPMY2) the student will be monitored by the EL Building Coordinator/Administrator, the ESL teacher and the ELs content teachers for two years to ensure the student is academically successful outside the umbrella of ESL services. This monitoring process is informal and fluid throughout the year with two official checkpoints that are documented in the EL file. When the student has been monitored for two consecutive years the student will be identified in iNow as FLEP Complete.

Roles of Data, Support and Intervention (DSI) Team and ELs Committees

Although there is nothing to prohibit members of the Data, Support and Intervention (DSI) team from participating on EL Committees, these committees serve very different purposes. The problem solving team process plays a central role in implementing Response to Instruction (RtI). RtI is designed to combine core instruction, assessment and interventions within a multi-tiered system with goals of increasing student achievement and reducing behavior problems. The DSI team's focus is to help guide general education intervention for all students at risk of failure both academically and behaviorally. At Risk is defined by the SDE as "core grades below C, proficiency levels of 1 or 2 on standardized tests, chronic behavior referrals, etc." English Learners may be referred to the DSI Team after differentiated instructional strategies have been provided for them for a reasonable amount of time in Tier I and there is data showing that this instruction has been unsuccessful. ELs cannot be referred to the DSI Team if language is the only barrier to achievement.

If an EL student is being discussed for possible special education issues and language is clearly not the issue, then the DSI Team is the appropriate vehicle, provided the EL student's staff member(s) are part of the team. Once language has been eliminated as the barrier to achievement, EL students must be served in the same way as all other students.

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

In order to exit the English language instruction education program, the student must achieve a composite score of 4.8 on the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) test. When the student achieves the exit composite score (4.8), the ESL teacher will provide written notice to the parent by the end of August of the school year the student achieves a 4.9 score on ACCESS, that the student has achieved the exit status criteria and that the monitoring process will be for a period of two years. The notice to parents will be printed in English and the parents' primary language.

English Learners whose parents have waived supplemental Title III services must be assessed on the ACCESS for ELLs English language proficiency test until they are proficient in English with a composite score of 4.8 or above. Students are coded on the ACCESS for ELLs test as having waived services.

Monitoring

Exited students are monitored by the EL Building Coordinator, ESL Teacher and the EL student's content teachers for a period of two years to determine academic success. Students who have met the exit criteria for the first year will be labeled FLEPMY1 (monitoring year 1). The second year the student will be labeled FLEPMY2 (monitoring year 2). These students will be monitored throughout the year informally and formally at the end of each semester. Criteria that may be used to determine success will be: subject area grades at "C" or better; review of formal or informal student assessment results; attendance; and teacher comments. After successfully completing the two (2) years of monitoring, the student will be classified as FLEP Complete.

If these efforts indicate that the student is experiencing difficulty in the regular classroom program, the school counselor will administer the W-APT, if needed. An EL Committee will meet and will review all information available in making a determination as to the reason(s) for the lack of success. If it is determined by the EL Committee that language is a barrier to academic success, the

student may be screened again using the W-APT and reenter the ESL Program if the scores indicate. If the score on the W-APT is 3.9 or less the student will be re-classified as LEP and receive accommodations and an ILAP if the lack of progress is related to English proficiency. If the lack of progress is not due to English proficiency, the committee will make recommendations to meet the needs of the student through the DSI Team and Rtl.

Section C: Programs and Instruction

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

Professional Development:

A. ALSDE SAMUEL Meetings

ESL 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 teacher to meet the needs of English Learners in a systematic, explicit and ongoing way.

B. ESL Teacher led Local Professional Development on the following topics:

1. TransACT Usage
2. WIDA Standards
3. Understanding SDAIE and Sheltered instruction
4. Understanding the ACCESS
5. Culture

C. ESL "Talk Abouts" Professional Conversations

The Federal Programs Coordinator, ESL Teachers and/or ESL Building Coordinators will plan and provide quarterly professional conversations that are focused on strategies especially for the early childhood classroom to facilitate and foster language acquisition.

2) How the ESL program 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 student's ILAP. A data analysis of ACCESS scores for each school is completed annually. School committees develop goals and strategies addressing the needs of EL students within their respective school.

The Federal Program Coordinator, Principals, and building teams selected by the principal can monitor implementation and effectiveness. Walk-through and evidence checks would ensure compliance with and offer support for continuous improvement practices.

Students who are acquiring a new language undergo five stages of language development:

Entering, Beginning, Developing, Transitioning and Bridging until they attain English language proficiency. WIDA has developed English Proficiency Standards for grades K-12 and an English Language Proficiency Test (ACCESS) that is aligned with those standards. The standards are designed as a curriculum and planning tool. They help educators determine a student's English Proficiency Level and how to appropriately challenge students to achieve a higher level. The WIDA ELP standards facilitate the design of language development objectives.

Auburn City Schools employs seven ESL Teacher with ESL Certification and who meet HQ status under the requirements of The No Child Left Behind Act of 2001. The ESL teacher is responsible for facilitating (1) the development of English-communication skills in the regular classroom through coaching and modeling with careful attention to listening, speaking, reading, and writing English across the curriculum in context; and (2) culture study and sensitivity. Cultural awareness is an important part of the curriculum that helps to enhance the self-esteem and develop respect and an appreciation of each student's own culture and the culture of others. The ESL teacher individualized approach to instruction, considering the student's ELP and allows them to proceed at an appropriate pace. Students work individually, in small groups, and in cooperative learning situations. Instruction can take place in pull-out groups or one-on-one, push-in scenarios, resource class support and in content classrooms using the SDAIE.

In addition, the ESL teacher provides coaching to content teachers by suggesting techniques, strategies, and resources to classroom teachers 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 EL's family, thereby monitoring not only the school but also the home environment.

3) Specific components of the LEA's ESL program

All ELs will receive classroom instruction by certified teachers in the core academic and core language program. Students who are EL will receive accommodated content instruction when necessary and appropriate for the language proficiency level. All ELs are mainstreamed. In addition, the ESL teacher uses a highly individualized approach to instruction, considering the student's ELP and allows them to proceed at an appropriate pace.

ESL teachers and content teachers work together to provide the most appropriate instruction using best practices, SDAIE and other avenues to meet the academic and language needs based on the WIDA-English Language Proficiency Standards for English Language Learners in Kindergarten through 12th grade. These efforts ensure that appropriate accommodations and/or modifications are implemented as needed.

4) Grading and retention policy and procedures

"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)."

The ELL Committee will consider the following prior to considering retention:

- Level of the student's ELP
- Is the student receiving ESL services?
- Has an Individualized Language Acquisition Plan (ILAP) been implemented to document classroom modifications 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 (quizzes and tests)

- How much individual 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 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 their ILAP?

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

State Requirements for Teaching English as a Second Language

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 courses 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 school board policy.

- ESL Certification is awarded through programs at Alabama colleges or with reciprocal agreements with other states and as of June 1, 2007, with PRAXIS II,
- ESL P-6 Teachers can have:
 - a) ESL Certification
 - b) Foreign Language Certification
 - c) Regular Elementary Certification
- Secondary ESL Teachers can have:
 - a) ESL Certification
 - b) Foreign Language Certification
 - c) Regular Elementary Certification
 - d) English/Language Arts Certification
- Highly Qualified teacher regulations under NCLB do not apply to ESL teachers who teach language development classes to ELs.
- ESL teachers shall not teach any core subject area classes without falling under NCLB Highly Qualified regulations.

While some certified teachers without formal ESL Certification are permitted to teach ESL as described above, LEAs must provide appropriate professional development for teachers who have not received formal ESL certification. (SDE Policy and Procedures Handbook, 2011)

Auburn City Schools employs seven ESL Teacher with ESL Certification and who meet HQ status under the requirements of The No Child Left Behind Act of 2001. In addition, classroom teachers have the responsibility to administer the core EL program of Sheltered Instruction following and implementing each student's ILAP accommodations. These teachers are fluent in the English language, as well as written and oral communication skills.

6) 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 Program Coordinator. The Federal Programs Coordinator provides an annual orientation and training on the use of iNOW to all ESL teachers and EL Building Coordinators that includes proper coding for ELs and the reliable and accurate entering of data. Documents are stored on the ACS server regarding the correct coding of ELs in iNOW.

At the district level, the Federal Programs Coordinator maintains information on the enrollment and withdrawal of EL students, their date of enrollment, their native language, date of withdrawal and re-entry into the system. This information is provided by the schools. The Federal Programs Coordinator also maintains multi-year tracking of ACCESS scores for each student enrolled in the district. This information is used in assessing the effectiveness of the EL program, in identifying students eligible to exit the program, and to determine progress of student's language acquisition.

7) Method for evaluating the effectiveness of the ESL 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 measured by state assessments, grades, teacher input, and earned credits (at the high school level). This information is compiled and reviewed by the Federal Programs Coordinator and shared with central office staff, school administrators, and the EL Advisory Committee. Attention is given to the system and school on Annual Measureable Achievement Objectives (AMAOs) status, which is provided by ALSDE. The EL Advisory Committee shares in setting/reviewing the goals for the EL program for the next school year. Another tool used in determining program effectiveness is the evaluation submitted in e-Gap with the Title III application of funds.

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

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 (IDEA) (P.L. 108-446). 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; an IEP with related services, if needed, that meet their specific needs; due process; education in the least restrictive environment; tests that are not culturally discriminatory; and a multidisciplinary assessment. LEAs are required to assess the student in all areas related to the suspected disability. The limited-English proficient student with disabilities has a right to the same individual special education services as other students with disabilities. Note 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. 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. The IEP for an EL with a disability must include all of the components listed in the Alabama Administrative Code (AAC) and shall consider the language needs of the students as those needs relate to the student's IEP.

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 Program Coordinator and System Test Coordinator work closely together to ensure that all ELs are assessed annually using the ACCESS for English Learners 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 central office personnel, principals, and building test coordinators.

All ELs must and will participate in statewide assessments. ELs during their first academic year in the U.S. will not be required to participate in the reading subtest of the state required assessments. EL students 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 ILAP plan. These accommodations must be ones that occur within the regular classroom and on classroom tests on a regular basis.

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

Data analysis of ACCESS scores is completed annually and provided to the school administrator, EL Building Coordinator and ESL teachers.

Schools are held accountable for meeting AMAOs. Walk-throughs and evidence checks would ensure compliance with, and offer support for, continuous improvement practices.

Proficiency results and AMAO data are shared with central office administrators, the school administrator, EL Building Coordinator, ESL teacher and EL Advisory Committee. All of the above mentioned stakeholders provide feedback on ways to improve the performance of EL students. Some of the suggestions may include but are not limited to: workshops, professional development activities for ESL staff and regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

At the student level, the student's EL committee will make adjustments to the student's ILAP 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 DSI Team when necessary.

Section E: Parent Involvement

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

Parental involvement is facilitated through the use of translators/interpreters at school events and for written communication between school and home, and the use of the TransACT program for various written communications. Schools also refer parents/families to various programs available in the local communities. Each school promotes parent involvement for all students, including EL parents.

Auburn City Schools contracts with two Parent Liaisons who hold quarterly parent meetings for immigrant and EL parents and families. The Parent Liaisons coordinates volunteer activities in the schools to foster community and build relationships. The Parent Liaisons also offer transition support to immigrant families and youth.

2) Methods (in a language they can understand) for notification requirements for ELs students regarding

- EL identification and placement and
- Separate notification for the LEA or school's failure to meet AMAOs

According to NCLB Title III requirements, the district 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 education program of:

1. The reasons for the 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 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.
 - 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.

Notification Regarding Accountability for Annual Measureable Achievement Objectives (AMAOs)

A notification is made to parents if the school or school system is using Title I or Title III funds to provide the language instruction program and the program has failed to make progress on the AMAOs for any school year, in accordance with state guidelines. The notification shall occur within

30 days after such failure occurs. If the child enrolls in school after the beginning of the year, Auburn City School will notify the parents of the failing language instruction program within two weeks of the child being placed in the program. The notification will be in a language or manner the parents can understand.

Section F: Title III (To be completed if the LEA receives Title III supplemental funds)

1) Use of Title III funds to supplement the core ESL program

Auburn City Schools employs six ESL Teachers with ESL Certification and who meet HQ status under the requirements of The No Child Left Behind Act of 2001. The ESL teacher is responsible for facilitating (1) the development of English-communication skills in the regular classroom through coaching and modeling with careful attention to listening, speaking, reading, and writing English across the curriculum in context; and (2) culture study and sensitivity. Cultural awareness is an important part of the curriculum that helps to enhance the self-esteem and develop respect and an appreciation of each student's own culture and the culture of others. The ESL teacher individualized approach to instruction, considering the student's ELP and allows them to proceed at an appropriate pace. Students work individually, in small groups, and in cooperative learning situations. Instruction can take place in pull-out groups or one-on-one, push-in scenarios, resource class support and in content classrooms using the SDAIE.

In addition, the ESL teacher provides coaching to content teachers by suggesting techniques, strategies, and resources to classroom teachers 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 EL's family, thereby monitoring not only the school but also the home environment.

The secondary ESL program is dedicated to ensuring that ELs acquire not only English, but also academic language necessary to earn Carnegie Units, meet the graduation requirements, demonstrate success on AHSGE and meet rigorous academic standards.

In addition, the ESL teacher coaches content teachers by suggesting techniques, strategies and resources to classroom teachers to assist with sheltering the content and making the content comprehensible.

ACS, in partnership with Auburn University, offers tuition-based English Summer School for 4 weeks for ELs and their families to support and enhance language acquisition and academic achievement. The ELs in elementary grades are eligible for Title I services on the same basis as other selected students. In the schools that operate school wide Title I programs, all children, including EL students, are intended to benefit from the program and the needs of all students are to be taken into account in the program design.

The ESL teacher is responsible for maintaining an ESL student folder. The ESL folder is established as soon as initial screening and/or records are received from the transferring school. The purpose of the folder is to assist the teacher, parent, school and district administrator with program placement and development, student monitoring and reclassification. The ESL folder will include but is not limited to:

- Compliance Checklist
- Home language survey

- ESL Student Referral Placement Form
- ESL Student Program Goals and Recommended Accommodation Form
- LEP Participation Form (Alabama Student Assessment Program)
- LEP Accommodations Checklist (Alabama Student Assessment Program)

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

ACS initiates 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 our geographic boundaries via certified mail. ACS maintains documentation of the intent of each institution.

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

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

Parent Liaisons

Auburn City Schools contracts with two Parent Liaisons who hold parent meetings for immigrant and EL parents and families. The liaisons coordinate volunteer activities in the schools to foster community and build relationships. They also offer transition support to immigrant families and youth.

Technology-based instruction

Laptops and iPads are provided so that students and teachers can access instructional program designed to help students acquire English and enhance their academic skill development. Also, programs such as BrainPop and Read Naturally are used in this area.

Professional Development

Several professional learning opportunities are provided to staff using these funds:

- ALSDE SAMUEL Meetings
- WIDA Conference
- ALSDE MegaConference

After School Tutors

These tutors help students with homework and continue to reinforce language acquisition in the after school environment

ACS-AU Summer Program

The district collaborates with Auburn University to provide a summer program to assist EL students and their families in the ongoing acquisition of English.

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