

Section I Coversheet, Assurances, Signature Page	
EL District Plan 2014-2015 Cover Sheet	Local Education Agency (LEA) Name:
	Piedmont City School District
LEA Contact for ELs:	
Name: Alana Norman-Rogers	Signature:
Position and Office: EL Coordinator	Email Address: anorman@piedmont.k12.al.us
Telephone: 256-447-8831	Fax: 256-447-6486
<input type="checkbox"/>	Check box if LEA receives Title III Funds

Assurances
The LEA will:
<input 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 X
<input type="checkbox"/> Assure that all teachers in any language instruction educational program for limited-English proficient students that is funded with any source of federal funds are fluent in English , including having written and oral communication skills X
<input type="checkbox"/> Assure that all schools in the LEA are in compliance for serving English language learners (ELs) X
<input type="checkbox"/> Assure that all individuals used as translators or interpreters are fluent in the language they are translating. X
<input type="checkbox"/> Assure ELs have equal access to appropriate categorical and other programs and are selected on the same basis as other children X
(The following assurances apply only to LEAs that receive Title III funds)
<input type="checkbox"/> Assure that the LEA has a process for parents to waive Title III Supplemental Services .
<input type="checkbox"/> Assure that the LEA has a non-public school participation plan .
<input type="checkbox"/> Assure timely and meaningful consultation with private school officials regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA

EL Program Coordinator	Signature	Date
Alana Norman-Rogers EL Coordinator		
EL Program Administrator	Signature	Date
Mike Hayes Director of Operations		
LEA Superintendent	Signature	Date
Matt Akin Superintendent		

EL Advisory Committee Signatures

Mike Hayes: Piedmont City School System Director of Operations

Revonda Pruitt: Piedmont City School System Special Education Coordinator Prek-12,
Testing Coordinator Prek-12.
Piedmont Elementary School Assistant Principal Pre-k-5th

Rachel Smith: Piedmont City School System Technology and Curriculum Instructional
Coordinator K-12

Alana Norman: English Language Coordinator (Prek-12) and Instructional Partner

Chris Hanson: Piedmont Elementary Principal (Prek – 5th)

Debra Ledbetter: Piedmont Elementary Counselor (Prek-5th)

Jerry Snow: Piedmont Middle School Principal (6th – 8th)

Patricia Clayton: Piedmont Middle School Counselor (6th – 8th)

Adams Clemons: Piedmont High School Principal (9th – 12th)

Sandra Akin: Piedmont High School Counselor (9th -12th)

Maria Fezell: Instructional Aide

Michael Ingram: PCS Board President and Community Leader, First Baptist Minister

Mrs. Escamilla: community member and parent

School Representatives for Year 2014-2015

Emily Wood: PES Secretary

Jean Steed: PMS Secretary

Teresa Christopher: PHS Secretary

To facilitate LEA compliance and the Alabama State Department of Education (SDE) and review updated policies and procedures, LEAs will develop yearly a Comprehensive EL District Plan.

PIEDMONT CITY SCHOOLS COMPREHENSIVE English Language PLAN 2014-2015

Introduction

The Piedmont City School District is committed to provide an appropriate and equal education to all students including those who are identified as Limited English Proficient (LEP). No student will be excluded from participation in any program on the basis of a language-minority status. The Piedmont City School District is committed to providing all students with equal opportunities to all educational programs and services in compliance with the State Department of Education and federal mandates. In 1982, the United States Supreme Court ruled in *Plyer v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same right as U.S. citizens and permanent residents to attend public primary and secondary schools. A student's undocumented status refers to his or her inability or the inability of the student's parents to provide a social security number, green card, visa or other documentation that indicates legal residence in the United States. Any discrimination would be a denial of equal protection in violation of the Fourteenth Amendment of the United States Constitution. As a result of the *Plyer* ruling, the Piedmont City School District will not: deny admission to a student during initial enrollment or at any other time on the basis of undocumented status; treat a student differently to verify residency; engage in any practices that hinder or prohibit the right of access to school; require students or parents to disclose or document their immigration status; make inquiries of students or parents that may expose their undocumented status; or require social security numbers as a requirement of admission to school, as this may expose undocumented status as well.

Piedmont City School District understands the responsibility for implementing and enforcing Title III, as well as Title VI of the Civil Rights Act of 1964, which prohibits discrimination in programs and activities that receive federal assistance. During EL instructional services, The Piedmont City School District is aware of the fact that it takes time for the English Learner to learn both the social language and the academic language. It is understood that Language acquisition takes the average EL student while receiving language support within a scaffold instructional lesson, one to three years, which is found in the growth chart of (BICS) Basic Interpersonal Communication Skills. This includes the language necessary to function in everyday life. It is also understood that Cognitive Academic Language Proficiency (CALP), which is language necessary to understand academic content, takes the average EL student with proper instruction according to their proficiency level approximately five to seven years. The Piedmont City School District will provide translating and/or interpreting services for students parents who's language is something other than English, ensuring communication is effective in the language best understood under federal requirements.

The Piedmont City School District will ensure and affirm within instructional practice, that English Learners will be supported effectively in their language proficiency level within their instructional practice across the curricula, while reaching English proficiency. The Piedmont City School District believes, academic success for EL students occurs through College and Career Ready Standards expectations for all students, adhering to targeted state developed differentiated recognition, accountability, and support, supporting effective instruction and leadership, and analyzing the data to make good instructional decisions to respond to students instructional needs, while firming up their interferences. Professional development for teachers, along with modeled lessons, as well as guided lessons, that incorporate the CCRS Anchor Standards, Speaking, Listening, and Reading, Writing have commonality with the four Language Domains found within WIDA, as well as the ACCESS,

which indicates a student's proficiency in English. Therefore will be embedded with the instructional practice across the curricula. The Piedmont City School District will allow all students to experience the framework Model within the essential components such as: learning within a multi-tiered framework, experiencing problem-solving processes, student learning being addressed through strategic skills and strategies, while teachers are making data based decisions and adjusting to students within the Tier Model. Students are able to respond to instruction successfully, and students will continuously experience academic engagement time, while discussing text complexity and applying strategies and skills through cloze reading process through the Core EL Sheltered Instruction Model. Teachers will make adjustments to different text complexity through cloze reading. Teachers will continue to incorporate all the above and support EL students effectively with high quality aligned instructional practices and assessments, while taking the EL students Individualized Language Plan (ILP) into account throughout. ILP's contain the students level of proficiency for understanding new learning within all content areas taught. Teachers will plan instructional lessons strategically and find commonalities within the CCRS Anchor Standards, WIDA standards, Language Domain, and EL Core: Sheltered Instruction across the content core objective. Creating connection to learning across the curriculum. Student data will be analyzed throughout the year to measure all students' academic and proficiency growth, as well as weaknesses, as teachers drive instruction through analyzed data and become good decision makers providing EL students the opportunity to reach his or her full potential as a successful learner. Through the shift within the core, Piedmont City School teachers realize it is not about teaching one way, it is about learning and responding to student learning/instructional needs. The Piedmont City School District understands that the classroom teacher's role is vital to the language acquisition process of Speaking, Listening, Reading, and Writing through the curricula.

Further Assurances and Goals:

The Piedmont City School District understands and is in compliance with guidelines concerning (EL) English Language Students entitlement and eligibility for the use of Title 1 funds whether or not they are enrolled in a Title 1 school. Students who are identified within the Piedmont City School District as an English Learner (EL) will participate in an instructional Core EL Program that supports their English proficiency level and empowers them within core classroom curricula, along with the CCRS Anchor Standards, while experiencing peer groups consisting of social interaction and extra-curricula activities. Parents of EL students will be given opportunities to be a part of their child's education through workshops and other program activities, such as, instructional parents night programs (computer basics) along with other programs implemented according to parental needs through the year. The EL Coordinator will serve as an advocate for both EL students and their parents. Administrators, teachers, students and parents will understand that Piedmont City Schools implements an instructional Core EL Program, designed to meet the grade level standards with emphasis on providing English Learners with the greatest access to core curriculum while affording students opportunities to English language instruction that ensures progress from limited English proficient to fluent proficiency. Our goal is for these students to become competent within the comprehension levels of speaking, listening, reading and writing of the English language. It is understood that a composite score of a 4.8 determines English Proficiency and passing/exiting the ACCESS and program. Therefore exiting places an EL student on two years of Monitoring. With this in mind, for student to exit the program and become English proficient, areas within the four domains must be monitored with continued level of support within a content area of need. Students must have a goal of gaining 0.5 on the ACCESS annually in order to exit and reach proficiency at a 4.8 or more. All this will be accomplished through identification and analysis of multiple assessments, report cards, and teacher observation/reporting. Services and monitoring of these students, as well as evaluating the program yearly according to student data, will enable PCS in making adjustments within the program annually ensuring students are progressing towards English proficiency. All EL students will be treated equally according to the use of student data. Therefore

being placed within an RtI Model Tier I, and II schedule, and following within assigned Tiers throughout the school day, deepening the instruction within each tier, while responding to student learning interferences. Each scheduled Tier will adhere to the EL student's proficiency level and implement appropriate instruction on a strategic and/or intensive level using appropriate strategies and skills provided through the EL Core Program, WIDA ELD 2012 standards, CCRS, Can Do Descriptors, as well as adhering to the student's I-ELP for accommodations and individualized goals, while merging these skills within the core classroom content objective.

Section A—Educational Theory and Goals

Overview Summary:

The Core EL Program for English Learners is designed to help students acquire fluency in English, by scaffolding their English proficiency level within the appropriate classroom curricula subjects/content. Instruction that provides students with equal access to the academic core curriculum on their proficiency level by using strategies and skills provided through the core, as well as WIDA ELD Standards, Can Do Descriptors, merged with the CCRS, and anchor standards, which help empower students with confidence within the classroom, by empowering them to Speak, Listen, Read, and Write through many strategies, while arriving and answering the essential question allowing understanding of the complexity of the text or problem. This promotes motivation to learn and succeed through problem-solving successful outcomes. The Piedmont City School District believes in the power of “analysis of data”, which ensures effectiveness of an appropriate instruction to student learning, which helps teachers differentiate instruction and align it within each individual student's needs (language proficiency) throughout the Tier Model. Ensuring that instruction for EL students, adheres to an appropriate and equal education.

Piedmont City Schools (EL Advisory Committee) will determine an educational strategic approach, (I-ELP), which will be used for appropriate accommodations within individual student plans of instruction across the curricula. In doing so, multiple factors are considered by the schools EL Advisory Committee, such as English language proficiency data (W-APT or ACCESS), previous school/grade level records, teacher recommendations/observations, RtI documentation data, RtI/PST special education referral documentation, report cards, benchmark assessments, state assessments, and other evaluation data and concerns. The committee will take all into account before any steps are taken within a student's educational service and I-ELP. Once all into account, the committee will therefore create an EL student's I-ELP along with Individualized Goals from such data. The student's I-ELP will be implemented through continued use of instructional strategic approaches based on the scientifically based research of the Core EL Program (SIOP) as well as using (SADIA) as a supplement for firming up the instructional needs of the student, if needed, along with WIDA ELD Standards and Can Do Descriptors, and implementing the framework of CALP, (Cognitive Academic Language Proficiency), all within core academic program of the CCRS. The Core EL Program, (SIOP) will merge with classroom curricula by providing effective strategies, which increase English proficiency within student academic achievement in core academic subjects. Strategic activities according to the students proficiency level will focus on the four language domains of: listening, speaking, reading and writing across all the grade level curriculum in all subject areas ensuring the facilitation of language acquisition is being responded to throughout the students learning school day.

Language Acquisition: The Piedmont City School District implemented a professional development on the WIDA, which covered Language Acquisition for EL students. It was understood that according to the research, it takes time for the English Learner to learn both the social language and the academic language. It is understood that Language acquisition takes the average EL student

who receives language support in Basic Interpersonal Communication Skills (BICS) one to three years to develop. This includes the language necessary to function in everyday life. It is also understood that Cognitive Academic Language Proficiency (CALP), which is language necessary to understand academic content, takes the average EL student with proper instruction according to their proficiency level approximately five to seven years. The Piedmont City School District will continue to mandate this professional development each year ensuring EL student language acquisition (progression) is understood and scaffold appropriately through instruction as well as appropriate time consideration is understood for student progress. Teachers and administrators understand, that just because an EL student speaks English well after a year or more, this does not mean they speak, nor understand the academic language within the curricula. This takes years of appropriate scaffold instructional strategies provided by the Core EL Program, as well as other mandated strategies and program/models, which are merged with the core classroom curricula in all subject/content areas.

Program Methodologies: EL student instructional strategies are not only based on their proficiency level, but like all students their educational backgrounds, personal and cultural experiences, as well as character traits are considered, as well. Teachers will take this into consideration when planning differentiated instructional activities/academic lessons during whole group learning, small group learning as well as independent learning. Like all students in Alabama, EL students must be provided with instruction according 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. This can be accomplished through a second and/or third tier within the domains according to students needs. Targeting the students instructional need and implementing a plan of strategic intervention, while monitoring students progress, and making appropriate adjustments within the strategies used, when progress is not being accomplished, therefore a variety of strategic approaches maybe utilized throughout the year to meet the needs of English Learner student/s. Strategic approaches will be implemented within a nine week grading period. At the end of each grading period student data will be analyzed and if the student is progressing the same strategic approaches will continue, if the student is not progressing then the strategic approaches will be adjusted according to the students needs for progress to take place. This calls for teachers to become versatile and flexible with their instructional delivery according to the student's style of learning. All EL students in grades K-12 will be provided a Core EL Program called (SIOP) with a supplemental program (SADIA) when needed to help ensure progression of proficiency both socially and academically. The EL Coordinator will train classroom teachers, administrators, and EL aides on the EL Core Program as well as how to merge the core along with knowledge of student data within regular classroom instruction according to the Alabama Course Study. These services will be provided through a classroom setting as a (push in), for EL students and in some cases an in-class tutor and/or bilingual instructional aide maybe utilized within the classroom setting providing the most appropriate instruction ensuring the students academic and language needs are met based on the WIDA-English Language Proficiency Standards for English Language Learners in Kindergarten through grade 12. Appropriate accommodations will be implemented as needed. The amount of instructional need will be based upon the individuals needs I-ELP as demonstrated by their language proficiency and academic progress. EL instructional services are provided daily within the core academic classrooms. It is our understanding that with adequate instruction and support, many students can advance 0.5 proficiency level (based on ACCESS Proficiency Test) per academic year. An evaluation of the Core EL Program will be conducted each year to determine the effectiveness through student data and proficiency level at the end of each academic year. Adjustments will be made within core, as well as more professional development for classroom teachers will provided in the areas of indicated by student weaknesses within the data which as been collected through a school year. The implementation of merging the CCRS, anchor standards through the curricula was

previously addressed above within the plan.

Section B: 1 Identification and Placement Procedures

Procedures for implementing the EL Advisory Committee

The Piedmont City School EL Advisory Committee is comprised of central office administrators, EL Coordinator, assessment specialists, school administrators, school counselors, school secretaries, grade level teachers, parents, and possibly community representatives who work with these students or have community and professional interest. The PCS EL Advisory Committee shall make recommendations regarding the EL program. The EL Advisory Committee will meet at least 3 times annually to review the EL Plan and give input regarding the EL program and student progress. The Committee will also make recommendations based on the program evaluation at the end of the year as well as advising with input on the needs assessment for modification of the program, ensuring students needs are being met according to law, as well as their instructional needs to reach English proficiency socially and academic, allowing students to reach full potential within their educational goals and future profession. **“Plyler vs. Doe:** The Supreme Court ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same right to attend public schools as U.S. citizens and must attend until they reach mandated age.

The Piedmont City School EL Advisory Committee is comprised of central office administrators, EL Coordinator, assessment specialists, school administrators, school counselors, school secretaries, grade level teachers, parents, and community representatives, who work with these students or have community and professional interest. The PCS EL Advisory Committee shall make recommendations regarding the EL program and student I-ELP’s. The committee shall review all relevant information/data and determine appropriate placement for EL services concerning all LEP students.

EL Committee Placement

Every student identified as limited-English proficient, or an English Learner (EL), will have an English Learner Advisory Committee. The 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 a school administrator, EL Coordinator, the school counselor, at least one of the student’s core academic teachers, or bilingual school aide, and if possible, the parent. The student’s EL committee will guide and monitor the placement services and assessments (including accommodations) needed within a formulated a plan, called the Individual-English Language Plan (I-ELP). The EL Coordinator will meet with classroom teachers and aide during the month of August no later than September and discuss each student’s I-ELP and accommodations. Classroom teachers will sign the Individual English Learning Plan Implementation form at this meeting signifying that they have received their student’s I-ELP and understand their role in implementing the needed accommodations. Some of the responsibilities of the EL Committee will include: considering each student’s language needs and background with placing a student in an ESL instructional program; 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, if appropriate or needed; and identifying classroom strategies and classroom accommodations that will be implemented.

The I-ELP will be updated each school year, until the student exits the program. Once the student passes the ACCESS with a composite score of a 4.8, the student will be identified as FLEP 1, Former Limited English Proficient Year 1 monitoring, and a second Year as FLEP 2, monitoring student grades is required during these years, as well as classroom guidance if needed for areas which may still be somewhat weak. Monitoring student progress will be conducted by the EL Coordinator, classroom teachers, and assigned aide. Students who start their third year have Exited

the program.

Section B: 2 Methods for Identifying

Home Language Survey

All students who enroll in the Piedmont City School System will be required to fill out 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?

When all responses on the HLS indicate that English is the only language used by the student and by individuals in the home, the student is considered an English-only speaker. Therefore, no referral for placement is needed. If the HLS indicates a language other than English then the student is referred for possible placement. See further details in plan for timeline and placement.

- Home Language Surveys: The home language survey shall be administered to all students at the time of **registration only** and placed in the student's cumulative file. The survey will be filled out by the student, parent or guardian for students in pre-kindergarten through twelfth grade, and offered within their primary language. The Home Language Survey will be administered once during the time a student first enters the PCS School District. If the HLS indicates any language other than English, the student is referred to the EL Coordinator within the same day or next school day through an (1) email and also (2) filling out the EL referral/placement form.
- Once the EL Coordinator receives the email and placement form, there will be a window within a ten day period for the EL Coordinator to administer the W-APT screener, which determines the student's language proficiency.
- All students will be given a state ID number. A social security number is not required for enrollment or for school lunch forms. All social security numbers are on a volunteered basis only. Parents who wish assistance in obtaining a social security number will be assisted by the school liaison. Application forms to obtain a social security number may be distributed to the parent/guardian, but the decision to complete them is optional and only upon request. This also applies for Driven Licenses as well. Parents are not required to show a license, but the school liaison may assist them as to how to acquire one.
- All students during registration will fill out a Home Language Survey: which indicates the student's language spoken first (native language), and language spoken most often in the home. If the HLS indicates any language other than English, the student is referred to the EL Coordinator within the same day or next school day through an (1) email and also (2) filling out the EL referral/placement form.
- Once the EL Coordinator receives the email and placement form, there will be a window within a ten day period for the EL Coordinator to administer the W-APT screener, which determine the student's language proficiency.
- Once the student has been tested within the same ten days, the EL Coordinator will code the results in INOW and send a confirmation through an email to the secretary, principal, CNP, and teacher/s, along with meeting with the advisory committee.
- A parent notification of results will be sent as well within 30 days concerning the results.

“Plyler vs. Doe:

The Supreme Court ruled in *Plyler v. Doe* [457 U.S. 202 (1982)] that undocumented children and young adults have the same right to attend public schools as U.S. citizens and must attend until they

reach mandated age.

PCS Policy:

It shall be the policy of the Piedmont City Board of Education that all students, without regard to status (e.g., immigrant, homeless, limited English proficient (LEP), migrant, etc.), will be provided a free and appropriate public education (FAPE), including equal and appropriate educational opportunities and support services, to enable them to achieve state and local content and achievement standards. Pursuant to such policy, no student shall be improperly excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity on the basis of gender, race, color, marital status, maternal status, age, religion, belief, national origin, ethnic group, disability, or other protected status. Accommodations will be made for students who are hearing and visually impaired through alternative methods. All programs offered by schools within the Piedmont City Schools shall be open to all students in compliance with statutory and judicial requirements. The Piedmont City Board of Education assures that any barriers to the enrollment and education of students will be eliminated. The enrollment of homeless, migrant, immigrant, and limited English proficient children and youth shall not be denied or delayed due to any of the following barriers:

- Lack of birth certificate
 - Lack of school records or transcripts
 - Lack of immunization or health records
 - Lack of proof of residency
 - Lack of transportation
 - Guardianship or custody requirements
-
- Enrolling students who do not have current immunization records or no records at all will be assisted in obtaining a current immunization by calling the child's previous school or Health Department. The school will constantly be of proper assistance in this matter until records are obtained. All assistance will be properly documented.

Section B: 2) Methods for Identification and Placement

W-APT: WIDA-ACCESS Placement Test

An EL student **who is** evaluated by the state screener W-APT to determine the student's English-language proficiency level and qualifies below a 3.9, the student will be identified for English Second Language (ESL) services. **The completed evaluation/screener should be placed in the student's cumulative record.**

Potential LEP Students: Home language surveys, which indicate anything other than English within the survey, must be referred to the school's EL coordinator within the same day or next official school day by (1) email and also (2) EL referral/placement form. The beginning of every school year teachers/secretaries/trained office personnel will refer all language surveys marked anything other than English to the counselor and the counselor will notify the EL Coordinator concerning PHLOTE students, by completing an EL Student Placement form. Notification from office personal, counselor, or principal should be made throughout the year concerning PHLOTE students who are entering or transferring schools by following the same procedures. The EL coordinator will gather any and all data information/forms including a letter, which will be sent home to the parents requesting permission to test the student using the ACCESS WAPT. All potential LEP students identified by the HLS will be administered the ACCESS WAPT test. An instructional aid will interpret during potential parental meetings and other needed areas. Once the test is completed, all information/data will be provided to the LEP Committee for review and

possible placement for EL services will be provided. No more than twenty working days will transpire between referral and placement. The Piedmont City School EL Advisory Committee is comprised of central office administrators, EL Coordinator, assessment specialists, school administrators, school counselors, school secretaries, grade level teachers, parents, and community representatives, who work with these students or have community and professional interest. The PCS EL Advisory Committee shall make recommendations regarding the EL program and student I-ELP's. The committee shall review all relevant information/data and determine appropriate placement for EL services concerning all LEP students.

EL Committee Placement

Every student identified as limited-English proficient, or an English Learner (EL), will have an English Learner Advisory Committee. The 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 a school administrator, EL Coordinator, the school counselor, at least one of the student's core academic teachers, or bilingual school aide, and if possible, the parent. The student's EL committee will guide and monitor the placement services and assessments (including accommodations) needed within a formulated a plan, called the Individual-English Language Plan (I-ELP). The EL Coordinator will meet with classroom teachers and aide during the month of August no later than September and discuss each student's I-ELP and accommodations. Classroom teachers will sign the Individual English Learning Plan Implementation form at this meeting signifying that they have received their student's I-ELP and understand their role in implementing the needed accommodations.

Some of the responsibilities of the EL Committee will include: considering each student's language needs and background with placing a student in an ESL instructional program; 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, if appropriate or needed; and identifying classroom strategies and classroom accommodations that will be implemented.

The I-ELP will be updated each school year, until the student exits the program. Once the student passes the ACCESS with a composite score of a 4.8, the student will be identified as FLEP 1, Former Limited English Proficient Year 1 monitoring, and a second Year as FLEP 2, monitoring student grades is required during these years, as well as classroom guidance if needed for areas which may still be somewhat weak. Monitoring student progress will be conducted by the EL Coordinator, classroom teachers, and assigned aide. Students who start their third year have Exited the program.

Roles of (PST Team) and EL Committee

The Response to Intervention Team and EL Committee serve very different purposes. The PST Team process plays a central role in implementing Response to Instruction (RtI). The PST Team will address individual student's who are at-risk of their academics, and/or behavior. The PST will then make data decisions to adhere to the students learning interferences and instructional strategies and skills will be applied to students learning needs, and the instruction is applied over multi-layers of tiers within an intervention class. The RtI intervention strategy/strategies will consist of a multi-tiered system with goals created by the PST, whose main focus is to increase student achievement and reduce behavior problems. On the other hand the Problem Solving Team's focus is to help guide general education intervention services for all students at risk. At-Risk students consist of students who are either failing or on the edge of failing in both academics and may have behavior issues as well. At Risk is defined by the SDE as "core grades below a 70 (C), proficiency levels of 1 or 2 on standardized tests, chronic behavior referrals, etc." RtI Tired instruction is a required step before special education testing. "English Learners may be referred to the PST **only** after

differentiated instructional strategies within WIDA, Can Do Indicators, CCRS, and language proficiency have been provided within the student's proficiency level for a reasonable amount of time in Tier I and the data shows that the instruction has not been fully unsuccessful **due to the students cognitive learning style and NOT due to the level of proficiency in English (language), therefore indicating more strategic instruction through a Tier II and Tier III** is needed according to the students learning style. All RtI instruction must include the student's proficiency level and strategy accommodations are made through the Core EL Program, WIDA Standards, CCRS, and Can Do Descriptors, which are to be merged with RtI implementation within the student's learning interference within the core content classroom instruction. English Learners **cannot** be referred to the PST if language is the barrier for achievement". Once language has been eliminated as the barrier for the student's achievement, then the PST will collaborate with the EL Coordinator and both with navigate the referral. The goal when referring EL students to a PST is "Preventing Inappropriate Referrals of Minority Students to Special Education"). This is a goal as well for all students, but language minority students are easy to be miss-analyze if the planning for implementing and analyzing data is not completed correctly.

Identification of PHLOTE Students: (Potential LEP Students)

On the first day upon registration of a new student, the school secretary will distribute home language surveys to the teacher/s or parent preceding registration within the secretary's office or pre-registration area. Completed home language surveys will be forwarded from the teacher/s involved in pre-registration to the school secretary with a list of students with HLS marked anything other than English anywhere within the form. These students are considered to be PHLOTE (Primary Home Language Other Than English), until further testing procedures take place indicating the students true English proficiency understanding and coded accordingly. The secretary will also make a list of students who registered within the office. The secretary/counselor will make a copy of the surveys, which were listed. The original Home Language Survey form will be filed in the student's cumulative records and the copy of the student's HLS will be forwarded to the EL coordinator attached to a referral placement form, along with an email as well, within the same day of registration or the next school day. Meanwhile, the school secretary will code the student PHLOTE in INOW. The EL coordinator will place an EL student placement form with the HLS and review information/data. The coordinator will test the student with the W-APT screener within a ten day window once notified. Once the student is tested the Coordinator will review the data information and place the student appropriately by coding in INOW either NOM-PHLOTE or LEP, indicating the student is not considered PHLOTE any more. The EL Coordinator will then proceed to inform the EL Advisory Committee as well as grade teachers, administrators, CNP, secretaries, and the student's parents, within a thirty day window. A meeting will take place within ten days of administering the test and proper instructional strategies through the Core EL Program, WIDA ELD Standards, Can Do Descriptors, as well as merging these strategies within classroom grade level core subjects/content, through the implementation of the CCRS will be discussed, planned and carried out by the classroom teacher through appropriate instruction according to the students proficiency level and I-ELP accommodations. This procedure will be followed throughout the year as new students enter the Piedmont City School District.

Section B:3 Identification and Placement Procedures

An EL student **who is** evaluated by the state screener W-APT to determine the student's English-language proficiency level and qualifies below a 3.9, the student will be identified for English Second Language (ESL) services. **The completed evaluation/screener should be placed in the student's cumulative record.**

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 once a student entering the system HLS indicates another language other than English. The W-APT is given at this time to determine the initial level of English language proficiency for program placement K-12 and appropriate services of instruction are put into place. The W-APT must be filed within the student's cumulative folder.

The Piedmont City School System District implements the W-APT and ACCESS as well as other state-approved English proficiency assessment when designated to do so. The EL Coordinator, and/or Mrs. L. Thomas, both who have completed the appropriate assessment training to administer the W-APT and/or ACCESS, to administer testing. The Piedmont City School District will record the registration date as the "original entry date" on INow or "date first enrolled" Language-minority students who are identified by the HLS during registration at the beginning of the school year will be evaluated within 10 days of enrollment once procedures are followed of day one of registers or by the next day. Potential Language-minority students who register after the beginning of the school will follow the same procedures.

The ACCESS for EL's is a required annual assessment to measure language acquisition proficiency. This assessment indicates the progress students have made from year to year in attaining language proficiency and determines the annual proficiency level of each student. Both the W-APT and the ACCESS measure speaking, listening, reading, and writing. **ACCESS reports must be filed in the student's cumulative folder each year the student takes ACCESS.**

The EL Coordinator will not only be notified of the enrollment, but also of withdrawals concerning any student with English as a Second Language. Office personnel will submit a copy of the **Notification of Withdrawal of any Student with English as a Second Language Form** within **three (3) days** of the student's withdrawal, along with an email.

EL Committee Placement

Every student identified as limited-English proficient, or an English Learner (EL), will have an English Learner Advisory Committee. The 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 a school administrator, EL Coordinator, the school counselor, at least one of the student's core academic teachers, or bilingual school aide, and if possible, the parent. The student's EL committee will guide and monitor the placement services and assessments (including accommodations) needed within a formulated a plan, called the Individual-English Language Plan (I-ELP). The EL Coordinator will meet with classroom teachers and aide during the month of August no later than September and discuss each student's I-ELP and accommodations. Classroom teachers will sign the Individual English Learning Plan Implementation form at this meeting signifying that they have received their student's I-ELP and understand their role in implementing the needed accommodations.

Some of the responsibilities of the EL Committee will include: considering each student's language needs and background with placing a student in an ESL instructional program; 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, if appropriate or needed; and identifying classroom strategies and classroom accommodations that will be implemented.

The I-ELP will be updated each school year, until the student exits the program. Once the student passes the ACCESS with a composite score of a 4.8, the student will be identified as FLEP 1, Former Limited English Proficient Year 1 monitoring, and a second Year as FLEP 2, monitoring student grades is required during these years, as well as classroom guidance if needed for areas

which may still be somewhat weak. Monitoring student progress will be conducted by the EL Coordinator, classroom teachers, and assigned aide. Students who start their third year have Exited the program.

Section B:3 Procedures for exiting students from the ESL Program and monitoring progress

Exiting the Program

In order to exit the English Language 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 EL Coordinator will provide written notice to the parent by the end of August of the school year indicating the student had achieved a 4.8 score on ACCESS, therefore the student as exited the program, but will be **entering the exit status** criteria and that the monitoring process will be for a period of two years as the student will be coded FLEP Year 1, and in the second year of monitoring, FLEP Year 2. After the second year of monitoring is complete, the student would have completed the monitoring criteria. A notice to parents will be printed in English or the parents' primary language for communication. This does not mean the students won't need to support in the classroom at times, and through proper training teachers will aware of each students possible weakness if any.

Student's Who Have Exited the Program:

Students who have exited, are monitored by classroom teachers, principal, and EL Coordinator for a period of two (2) years, to determine if they are academically successful without WIDA support. Students who have met the exit criteria for the first year will be labeled FLEP 1 (monitoring Year 1). During the first year the student will be monitored and throughout the conclusion of each grading semester. The second year the student will be labeled FLEP 2 (monitoring year 2) and will be monitored at the end of each grading semester. The student's grades are used to determine success will be: academic grades at "C" (70) or better; review of formal or informal student assessment results, attendance, behavior, and teacher input. After successfully completing the two (2) years of monitoring, the student will have met the criteria the student will be coded (FLEP), Former Limited English Proficient.

If the data for STUDENTS WHO ARE FLEP (YEAR 1) MONITORING, FLEP (YEAR 2) MONORTING, OR FLEP, indicate that the student is experiencing difficulty in a classroom content subject area, the EL Coordinator will be notified immediately through an email by the classroom teacher, aid, counselor, or principal, and a meeting will be held with the collaborative school staff for a discussion, to review all information and data available, while making a determination as to the reason(s) for lack of success. Also a walkthrough of classroom observations will be preformed for more insight on the problem. Furthermore, if needed the school administrator/counselor/grade level teacher/parent/aide/EL Coordinator, and/or the PST will make recommendations of strategies and skills through a tiered intervention/tutoring program within the core content subject area of weakness, consisting of traditional/tech programs, (blending learning). Please note: Students who are FLEP 1, FLEP 2, and exciting the program, or FLEP, have exited the program according to ACCESS, are all considered English Proficient and not a part of the EL Program, as well as the instructional strategies which fall under a students proficient level, yet some student's ACCESS scores may reflect a weakness in some areas, therefore EL strategies are encouraged for continuation as teachers differentiate tier instruction for students who are exiting or have exited the program as well as for all English Proficient students who might indicate a lack of understanding. The continuation of differentiating instruction is practiced in all Piedmont City School Classrooms according to a student's cognitive learning style, as well as any weakness a student indicates within English Proficiency understanding, indicating a gap within a content area, especially vocabulary

and/or writing skills is highly recommended, which enhances other areas such as math, science and social studies. This helps to ensure student success while narrowing the gap for all struggling students next to their grade level peers.

Section C: Programs and Instruction

1) Programs and activities that will be developed, implemented, and administered to ensure EL's acquire academic language as part of the core EL Program

After an annual evaluation of the program. An annual comprehensive needs assessment is conducted relying on the evaluation results of the program. The EL Committee sets data-driven goals and strategies within the program, along with making any necessary adjustments within the program, to ensure student success. Results of the evaluation and Need Assessment are shared with central office staff, administrators, teachers, and aides. Also, any adjustments made within the EL program, which indicate the need for professional development for staff members will be implemented before the new school year.

The Piedmont City School District sets individualized goals for EL students to build their English language skills necessary to become English Proficient both socially and academically in and out of the classroom, ensuring a successful English-speaking student. These goals also empower EL students to overcome challenges of state assessments. Instruction for EL students within the core academic classrooms is provided by Highly Qualified Teachers. Teachers have been appropriately trained through professional development concerning EL instructional model SIOP, SDAIE, WIDA, and ACCESS, and CCRS. Students receive core language instruction Tier I, II and III from Highly Qualified/Certified Teachers and not from paraprofessionals. Paraprofessionals are always under the guidance of the classroom teacher within the classroom, and never as a pull out for all students.

Alabama has a standard-based curriculum, emphasizing academic and social language proficiency for students who are English Learners. The EL coursework for strategies is based upon WIDA Consortium English Language Proficiency (ELP) standards, and CCRS Anchor Standards. Classroom teachers integrate the ELP standards with the new CCRS, while finding commonality across core subjects, as well as unpacking/unwrapping the College Career Ready Standards while lending and adhering to professional development training for teachers and staff. Instructional planning according to each individualized EL student will take place within all educational classes. Classroom instructional strategies within the content area are implemented for EL students and accommodations are made if needed.

The Piedmont City School District implements an English Learner Core, called (SIOP), which is an acronym for, Sheltered Instruction Observation Protocol. SIOP, (Echevarria, Vogt & Short, 2000) was developed to provide teachers with an articulated practical model of sheltered instruction. **The intent of the model is to facilitate high quality instruction for English Learners within the content area.** EL students are placed in classrooms with regular education students for core instruction. Highly Qualified General Education Teacher will implement core classroom instruction while differentiating the instruction through a student's I-ELP within a SIOP model, along with integrating appropriate individualized WIDA Standards and Can Do Descriptors that apply, as well as the CCCRS, which apply to the content being taught. The SIOP Model is based on current knowledge and research-based practices for promoting learning with all students, especially English Learners (ELs). Critical features of high quality instruction for ELs is embedded within the SIOP Model. The Sheltered Instruction Observation Protocol (SIOP) was developed to make content material comprehensible for English Learners.

The Piedmont City School District embraces the method SIOP Model through technology and hands

on method, as well as another instructional model called (SDAIE), which will be used as a supplemental core instructional model. (SDAIE) is an acronym for, Specially Designed Academic Instruction in English. The SDAIE instructional model is implemented much the same as the SIOP model, though more focus in within the content. EL students are placed in classrooms with regular education students for core instruction. The SDAIE model focuses more on the content than the language, while SIOP focuses more on adapting the language to the proficiency level of the student. The Piedmont City School District has a core reading program K-3, as well as research based reading tech components 4-up, with an EL component that classroom teachers may use as a resource. The core instructional program also offers students support with tiered instruction (RtI) to meet individual needs.

Section C:2 How the ESL program will ensure that ELs develop English proficiency

The Piedmont City School District will ensure that EL's develop English proficiency by implementing the following in a Tier I, Tier II classroom setting and instructing only in English and implementing WIDA, SIOP/SDAIE, and I-ELP accommodations within PES, PMS and PHS: The following indicated were EL instructional strategies/core model will be immersed within:

Piedmont Elementary School Instructional Day and Assessments:

The Piedmont City School District has a Continuous Improvement Plan (CIP) within PES school is completed annually. Schools with CIP's have a page devoted to ELs, indicating strengths and weaknesses, along with a plan of implementation, which address the weak areas. The State Assessment for EL's and all students, with the exception of first year immigrants and special educations students who qualify, (3rd – 5th) grade will take The ACT ASPIRE which is given annually, assessing students cognitive knowledge in reading, grammar and math. The ACT ASPIRE will indicate a score of proficient or not proficient, as well as a 1, 2, 3, or 4, along with a percentage of growth. EL students who score a 1 or 2 are considered at-risk and the data is taken into account for instructional procedures for EL's, while implementing WIDA instructional strategies, ACCESS scores and EL Core/Model, as well as accommodations, I-ELP. The NWEA is given three times a annually as a benchmark assessments k-5th. Go Math, and Wonders are the standard base curriculum for k-3rd, while 4th -8th creates a Standard Base Learning curriculum through the CCRS, with a minimal implementation of a Project Base Learning Curriculum. Scientifically Research Base Tech programs for remediation of Tiers as well as classroom Tier 1 instruction consist of: eSpark, Istation, IXL, REFLEX, Classwork, Stride Acadmey, as well for EL students and all students, while implementing EL instructional WIDA strategies, ACCESS scores and EL Core/Model, as well as accommodations, I-ELP.

Piedmont Middle School Instructional Day and Assessments:

The Piedmont City School District has a Continuous Improvement Plan (CIP) within PMS school, which is completed annually. Schools with CIP's have a page devoted to ELs, indicating strengths and weaknesses, along with a plan of implementation, which address the weak areas. The State Assessment for EL's and all students, with the exception of first year immigrants and special educations students who qualify, (6th – 8th) grade will take The ACT ASPIRE which is given annually, assessing students cognitive knowledge in listening, speaking, reading, and writing in the core areas of reading, grammar and math. The ACT ASPIRE will indicate a score of proficient or not proficient, as well as a 1, 2, 3, or 4, along with a percentage of growth. EL students who score a 1 or 2 are considered at-risk and the data will be taken into account for instructional procedures for EL's, while implementing EL instructional WIDA strategies, ACCESS scores and EL Core/Model, as well as accommodations from the student's I-ELP. The NWEA is given three times a annually as a benchmark assessments as well for EL students and all students, with exception of special education students who qualify, while implementing EL instructional WIDA strategies, ACCESS scores and EL Core/Model, as well as accommodations, I-ELP. During Tier 1, and Tier II instructional time all students participate in a blended learning curriculum through PCS blackboard in a blended Standard

Base Individualized Learning Curriculum. Throughout the curriculum students also participate in assigned Project Base Learning lessons as well. With the blended curriculum (MBolden) students participate in Blackboard, which is connected to a master program called Mastery Connect. Once a student obtains their individualized core standard assignment they connect to Master Connect, which contains several different programs such as: Scientifically Research Base Tech programs for remediation of Tiers as well as classroom Tier 1 instruction consist of: Istation, IXL, REFLEX, Classwork, Stride Academy, Discovery Ed, Odyssey, Compass, as well for EL students and all students, while implementing EL instructional WIDA strategies, ACCESS scores and EL Core/Model, as well as accommodations, I-ELP.

Piedmont High School Instructional Day and Assessments:

The Piedmont City School District at the high school level implements the following state assessments for EL students and all students with the exception of first year immigrant students, and special education students that qualify: The ACT PLAN WRITING (11th), PLAN (10th), ACT WORDKEYS (12th), Quality Core End of Course Assessment, (Algebra 1 and English 10th), and NWEA (9th). Students in advanced classes will take the Advanced Placement Test by subject area. EL students who are considered at-risk, their data is taken into account for instructional procedures, while implementing EL instructional WIDA strategies through ACCESS scores, and EL Core/Model, as well, and accommodations I-ELP. All students participate in a blended learning curriculum through PCS blackboard in a blended Standard Base Individualized Learning Curriculum. Throughout the curriculum students also participate in assigned Project Base Learning lessons as well. Within the blended curriculum students participate in Blackboard for core assignments. Blackboard contains several different programs and teachers make assignments in these programs according to their core content being taught. Programs being used to implement core instruction: Scientifically Research Base Tech programs for remediation of Tiers as well as classroom Tier 1 instruction consist of: Istation, IXL, REFLEX, Classwork, Stride Academy, Discovery Ed, Odyssey, Compass, as well for EL students and all students, while implementing EL instructional WIDA strategies, ACCESS scores and EL Core/Model, as well as accommodations, I-ELP.

EL students will be assessed annually with the state ACCESS, indicating a student's language proficiency level. Proficiency scores will be analyzed for instructional purposes integrating the WIDA Standards, Can DO Descriptors, within the EL core (SIOP) model, and content with the CCRS. The core content reading program within the elementary school, (Wonders), has monitoring tools included for progress monitoring in grades K-3, along with monitoring tools throughout curricula.

The Piedmont City School District is required as well, to complete a Title I Plan, which focuses on EL acquisition within the district, consisting of all the above components for analyzing data and implementing appropriate instruction. Lesson plans/ pacing guides and/or individualized plans (ILP) are reviewed and monitored for appropriate differentiated instructional methods according to student learning by the principal, assistant principal, IP's, counselors and teachers at each school. Walk-throughs have been implemented, while an evidence checklist is implemented once per semester annually, to ensure compliance with and offer support for classroom teachers within areas of need for EL's and all students in general. All PCS teachers are under the understanding, they are an English Language Development Teacher.

The Piedmont City School District understands that students who are acquiring a new language undergo five stages of language development: Entering, Beginning, Developing, Transitioning, and Bridging until they attain English proficiency. (See WIDA Consortium's description of the Performance Definitions.) WIDA has developed English Proficiency Standards for grade K-12 and an English Language Proficiency Test (ACCESS) that is aligned with the language standards and yields commonality to instruction in CCRS. 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 them to achieve at a higher level. The WIDA ELD standards facilitate the design of language development objectives.

By implementing the WIDA ELD standards and the EL Core in the classroom, teachers are able to provide ELs with meaningful access to the curriculum as they progress through the stages of language acquisition, along with the implementation of CCRS while adhering to the student's language actuation. The Piedmont City School District integrates the World-class Instructional Design and Assessment (WIDA) English Language Development (ELD) standards into the curriculum. English Learners must simultaneously learn English and content. The WIDA ELD Standards facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency. Educators must go beyond teaching ELs survival English by developing their academic English through the context of all content areas. Teachers have the dual task of helping these students advance their proficiency in English while also working toward mastery of content standards. The WIDA standards are specifically designed to further this objective. Teachers can adapt the WIDA standards to deliver instruction that will most accurately address the language needed to comprehend and achieve in content areas. All teachers will be given a folder with these standards for that student's grade level and the English Proficiency Level of the student as it relates to these standards. The ESL teacher and the content teacher will work together to align instruction to deliver these standards. Professional development is provided yearly, but more intensely in 2013 and 14, due forming a better understanding of instruction within the classroom for EL students by implementing a more structured EL Core Program, as well as teachers building a better understanding of incorporating the standards.

Section C:3 Specific components of the LEA's ESL program

The Piedmont City School District will ensure that EL's develop English proficiency by implementing the following in a Tier I, Tier II classroom setting and instructing only in English and implementing WIDA, SIOP/SDAIE, and I-ELP accommodations within PES, PMS and PHS. All ELs will receive classroom instruction by highly qualified certified teachers in the core academic program (standard base/project base learning), while in the EL Program. Students who are EL will receive accommodated content instruction, as needed. All ELs are mainstreamed and the regular classroom teacher will confer with the EL Coordinator on a regular basis concerning the academic needs regarding instruction and materials.

The EL Coordinator and 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, and through the Core EL Program. Appropriate accommodations will be implemented as needed. The amount of service will be based upon the individuals needs as demonstrated by their language proficiency and academic progress. With adequate instruction and support, students are expected to advance 0.5 proficiency level (based on ACCESS Proficiency Test) per academic year to meet AMAO. Students who are not progressing at a normal rate will have extra accommodations within their areas of need for improvement.

Section C: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 needs to consider the following prior to considering retention:

- Level of the students ELD
- Are the students receiving ESL services?

- Has an Individual English Language Plan (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 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

Grading Procedures

EL Grading Guidelines

The following guidelines for grading LEP students must be followed to ensure that LEP students are not being discriminated against due to a language barrier.

1. For LEP students, teachers will grade on improvement as well as knowledge of content.
2. A grade of an "F" cannot be assigned to an LEP student without full documentation of modifications, intervention and tutoring services having been made to assure the student full access to the content area.
3. The lack of ability to read and write in English is not a basis for an "F".
4. When determined through documentation and parent agreement that language is not a barrier to grade "F" and then placing the student within tutoring classes and/or afterschool program, to teach academic responsibility and structure, due to behavior problems, and/or maturity.

Guidelines for Grading and Assessing ELs: LEP students must receive accommodations of content work when needed.

- LEP students must not be assigned a failing grade due to lack of English proficiency.
- Teachers should refer to the Individual English Language Plan (I-ELP) for each EL student and accommodate accordingly.
- Classroom accommodations are determined by the EL committee. Each teacher will receive a copy that is appropriate for each student. As a student gains English proficiency, the EL committee will make changes to the accommodations through the I-ELP plan.
- Written documentation justifying failing grades at each grading period, including student work samples, must be presented to the EL committee for review and maintained in the student's I-ELP.
- The lack of ability to read and write in English is not a basis for an "F," therefore an "F" should be clearly addressed to ensure all barriers regarding Language have been removed.
-

* Teachers may consider alternative assessment measures such as portfolio, special projects, journals, etc. and the recommendations of the EL committee to insure a proper and fair education.

Each nine weeks the teacher will complete a grading period for all students. LEP student reports will be monitored and given to the EL coordinator. The reports will be filed in the student's EL file for further review by the EL committee, and a meeting will take place within five days of the report. LEP students whose data does not reflect a seventy or above will be given intense intervention/tutoring along with modifications to improve student learning.

All LEP students served by the system's EL program will receive special education services on the same basis as the English-speaking students. Students who are experiencing academic difficulties, not related to their LEP status, are initially referred to the Response to Intervention (RTI) at their school. The RTI will have the recommendations, which have been made by the EL committee, so further support can be identified to improve student learning. Supplementary aids and services and/or classroom modifications may be recommended in an effort to improve the student's academic functioning. If these interventions are not successful, it may be necessary that the student be referred for possible special education services. Referrals are made to the proper Special Education Teacher within the system. The Special Education teacher determines if the referral is to be accepted and what evaluations are needed. It is important that all instructional needs have been met and documented before referral sent and that language is not a barrier. The information gained from the RTI Team is used to determine if special education testing is needed. The Piedmont City School District contracts with certified educational services for assessing possible special education students. Students are tested for a hearing and eye test by the PCS School Nurse, once passed then assessed by a specialist for possible special education needs. During testing if an interpreter is needed then one can be provided. All the above information from RtI/PST Team along with any other requested information would be helpful she/he is a student for eligibility of special education services and barriers are removed therefore a clear determination was diagnosed or not diagnosed in reading and math tests.

Upon completion of all evaluation material and information, the special education teacher and LEA Special Education Coordinator will meet to analyze the data and the Specialist placement/score stating if the student qualifies for special education services, or not. LEP students are eligible for all special education services, including the Gifted and Talented Program, on the same basis as the English speaking students.

*All referrals involving an LEP student will result in a meeting with the EL committee, special education teacher, and Special Education Coordinator, to ensure all information relating to the student's national-origin-minority LEP status have been considered, and documents/letters sent to parents are in their primary language.

Accommodations: Accommodations for students with limited English proficiency will be written in to each student's I-ELP Plan. Classroom teachers will receive copies of each student's I-ELP with the accommodations that are to be used with the student. The ESL teachers will discuss the I-ELP and the accommodations with the classroom teachers within a reasonable timeframe.

EQUAL ACCESS TO APPROPRIATE CATEGORICAL AND OTHER PROGRAMS

Title I, Basic Programs

School systems are required by federal law to provide appropriate language acquisition services for students who are limited-English proficient. The language acquisition services are considered an integral part of a free and appropriate public education for all students. Title I funds may be used to coordinate and provide direct services to EL's students who are failing or are at risk of failing to meet the state's academic standards. Title I funds may be used to pay the salaries of instructional staff to work with students who are experiencing academic difficulties, including limited-English

proficient students.

English Learners are eligible for programs and services provided by Title I, on the same basis that non-ELs are eligible. EL's are eligible for Title 1 funds even if they are not enrolled in a Title 1 school. In schools operating Title I schoolwide programs, all children, including ELs, who intend to benefit from the program, and the needs of all students are to be taken into account in the program design.

Migrant Education Program

The Piedmont City School District is within a small rural area, as well as low socio-economic area. Many businesses have closed and the working population work outside of the school district. Migrant work is not within our area for workers to find seasonal work, and therefore their children do not attend our school district. If migrant children were to enroll and coded as "Migrant," then the students would be eligible for services under Title I services. If he/she has traveled with a parent or guardian across school system boundaries to obtain temporary or seasonal work in agriculture, fishing, or chicken processing, funds may be used to support ESL services, as well as provide direct services to migrant students who are also ELs. *Education of Homeless Children and Youth* Title VII-B of the *McKinney-Vento Homeless Act of 2001*, promotes access to public schools for homeless children and youth. The Piedmont City School District ensures that barriers to enrollment for homeless students are eliminated. Barrier include requirements for residency, guardianship, school records, immunization records, social security numbers, birth certificate, and transportation issues, among others. A student who is limited-English proficient, and also meets the federal definition of "homeless" is eligible to receive services provided through the Title funds of the *McKinney Vento Homeless Education Act of 2001* as are other children who meet that definition. (SDE Policies and Procedures Manual, 2011).

Foreign Exchange Students

The Piedmont City School District does not have any Foreign Exchange Students at this time. Though if students enroll within our system we will adhere to the following laws, legislations, and regulations set within our state and federal government.

Gifted and Talented Education

Intellectually gifted and talented youth are those who perform at or have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of the same age, experience, and environment. These children require services not ordinarily provided by the regular school classroom/program. Children with these abilities can be found in all populations and across all economic strata. EL students, as well as all students will have equal rights to participate in gifted and talented educational programs with no barriers due to their language proficiency.

Section C:5 Specific staffing and other resources to be provided to EL's through the ESL Program

State Requirements for Teaching English as a Second Language

The state of Alabama requires a state certified certificate in education for teaching ESL students; therefore, the Piedmont City School District requirements as part of their school board policy ensure qualified classroom teachers.

- a. Regular Alabama Teaching Certification in Education
- b. Highly Qualified Teacher Certification: The *No Child Left Behind Act of 2001*

While some certified teachers without formal ESL certification are permitted to teach ESL as described above, LEA (Piedmont City School District will ensure and provide appropriate professional development for teachers, administrations, secretaries, and other staff member, who

have not received formal ESL certification.

Staffing:

With the above guidance from the Alabama State Department of Education the Piedmont City School District employs Highly Qualified Teachers, as well as Certified Teachers. All Piedmont City School District Certified Teachers are fluent in the English both written and oral communication skill. The Piedmont City School District also employees a bilingual paraprofessional for interpreting and translating, as needed. Support personnel are under the direct supervision of a certified teacher and shall not be responsible for teaching or supervising students. All ELs receive their primary instruction from certified teachers within core academic programs. In collaboration of set procedures the EL Coordinator, principals, and teachers are responsible for monitoring grades of LEP, FLEP (1) and FLEP (2) students. Principals are responsible for emailing a copy of LEP and FLEP student semester grades to the EL Coordinator, who will analyze the data according to the students I-ELP, and make adjustments in areas of concern, if needed. A follow-up meeting will take place to discuss a plan for implementation for any adjustments within the student's core academics. Teachers are responsible for communicating and collaborating LEP student progress during semesters, especially if a students grades indicate a failing grade. The EL Coordinator will communicate and collaborate with teachers, students, and parents about any necessary concerns, professional development needs, extra tutoring, behavior problems, attendance, committee meetings and concerns/decisions, as well as analyze collective progress monitoring data and make necessary changes within areas, as needed. The assigned paraprofessional will work closely with the EL Coordinator and teachers to provide additional instructional support to EL students. All EL students receive instruction in English.

Professional Development: Professional development opportunities and training are provided annually for administrators, secretaries, counselors, and regular classroom teaches as well as paraprofessionals and other certified staff, and address specific needs as required. This last year and this year we have been embedded in the new CCRS, which calls for Professional Development. The EL Coordinator will attend state related professional workshops, conferences, and/or in-services. The EL Coordinator is a resource for core curriculum teachers who serve the EL populations. The EL Coordinator will bring back information to core teachers, and administrators valuable guidance, and policies and procedures of implementing a core EL program (SIOP) model with the use of WIDA—what it is and what it means, incorporating WIDA standards into the core classroom curriculum, with the use of designed strategies in an I-ELP for EL students, along with strategies for EL students and all students at risk of failing (within all Tier Instruction), interpretation of ACCESS scores and how to use ACCESS results and developing each student's I-ELP, while accommodating language acquisitions strategies within the content core subject, as well as how to involve parents more in the learning of their child.

The Piedmont City School District EL Coordinator will attend all Samuel I, II, and III meetings and complete a turn around training for all PCS staff members (target audience: teachers).

Section C:6 Method for collecting and submitting data

The Piedmont City School District provides annual orientation and training on the use of iNOW for office staff members within the district, secretaries/book-keepers, and counselors, which includes the proper coding for ELs and the reliable and accurate entering of data. All office personnel, secretaries, counselors, principals, and teachers will receive proper coding in iNOW for each EL students, FLEP students, Exited students, NOM-PHLOTE students, and any other proper coding from the EL Coordinator. Classroom teachers have been provided training as well concerning iNOW on entering and posting necessary student data (grades, attendance) within the classroom. A

technology staff person is available to each school to provide assistance to all school staff with iNOW. New teachers are also assigned a mentor to assist them with learning iNOW. An e-mail reminder is sent by the EL Coordinator to the school principals, secretaries, and counselors regarding the correct coding of ELs in iNOW.

At the district level the Federal Programs Coordinator and EL 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. The information is provided through an email by school principals. The school principals will first retain the information from school secretaries and/or counselors. The Federal Programs Coordinator and EL Coordinator also maintains ACCESS scores for each student enrolled in the district for the development of each students I-LEP. Principals will maintain school district ACCESS reports, and teachers will maintain a copy of an EL students ACCESS report for the current year, as well as a current copy of the students ACCESS report will be placed a students cumulative folder. This information is used in assessing the effectiveness of the EL program in an annual evaluation, in identifying students eligible to exit the program, and to determine progress of student's language acquisition from the previous year only.

Section C:7 Method for evaluating the effectiveness of the ESL program

The Piedmont City School System collects information annually in order to assess the effectiveness of its Core English language program. This information includes, but is not limited to, the student's previous level of English proficiency (ACCESS), the student's most current level of English proficiency (ACCESS), and academic progress as measured by state assessments, grades, intervention/enrichment data, teacher input, and earned credits (at the high school level). This information is compiled and reviewed by the EL coordinator and EL Committee and shared with central office, school administrators. An state evaluation is filled out annual after all data within the Core EL Program is analyzed, then progress on individual student's ACCESS are recorded on their I-ELP, and goal(s) are listed from each school's CIP, as well as strength and weakness, and progress on Annual Measurable Achievement Objectives (AMAOs), provided by the SDE, are also reviewed annually by the Federal Programs Director and EL Coordinator. The EL Committee shares in setting/reviewing and making necessary adjustments once an evaluation is completed and a complete needs assessment as to where adjustments were made, therefore creating new goal/s within the Core EL program for the next school year. With this in mind and taking all the above into account an evaluation concerning a summary of effectiveness within the Core EL Program as whole. This evaluation will be placed within the State Alabama Education website, submission in e-Gap.

Section C: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* (P.L. 108-446). All LEAs are required to include a description for communicating with non-English speaking students/parents in their Individual 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. Public Law 108-446 requires that state and local education agencies ensure that the students are assessed in all areas related to the suspected disability. The materials and procedures used to assess a limited-English proficient student must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. The limited-English proficient student with disabilities has a right to the same individual special education services as other students with disabilities. Note that EL students must be provided

English language acquisition services that are an integral part of their IEP. EL students are eligible to receive special educational services on the same basis as all other students. Care should be exercised or used 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. A child may not be determined to be eligible for special education if the determinant factor is the child's lack of instruction in reading, math, or limited-English proficiency. The IEP for an EL with a disability must include all of the components as listed in the *Alabama Administrative Code* (see Appendix A, Online Resources, Item 2). The IEP team shall consider the language needs of the student as those needs relate to the student's 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 parent's of students who are National Origin of Minority who's Primary Home Language is Other Than English (NOMPHLOTE). These accommodations must include a translator for oral communication, and written communication must be in the parent's native language". (SDE Policy and Procedure Handbook, 2010). **LEP Students and Special Education Services:** The Piedmont City School District understands there is much consideration to take into account as well as steps to follow when making a referral for special education services concerning students who are Limited English Proficient. It is very difficult to determine if the student's difficulties with academics are related to the student's deficits in English proficiency, therefore EL students who are following normal progression for learning a new language, should not be referred due to their pace within core material and learning is at a slower pace. Slow academic language progression and a slow pace within the core content does not indicate a true disability. Cultural and language proficiency needs should not be confused with content learning ability as a basis for referral for a special education evaluation. If an EL student is referred for possible special education services, language must be eliminated as the problem. If language proficiency indicates progression and multiple tired skills and strategies have been implemented within a reasonable amount of time, yet content progression remains low, then a referral is recommended.

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

Students who are experiencing academic difficulties not related to their LEP status will be referred to the Problem Solving Team (PST). The PST will collaborate with the classroom teacher, and EL Coordinator and additional services may implemented such as, tier II, and possibly a tier III, or, an adjustment within classroom accommodations may be recommended in effort to improve academic learning. If these interventions do not succeed within a reasonable amount of time, then the student may be referred for special education services. Prior to a referral for special education all efforts need to be made within the classroom core content and ESL core program, as well as adjusting needed accommodations with the I-LEP to improve academic performance. Teachers must present accommodations, assessments and interventions through documentation. Certain indicators need consideration which may validate a special education evaluation:

- Poor communicative proficiency in the home as compared to siblings and same age peers in bilingual environments
- Noted developmental delays or other at-risk factors

Based on a review of all submitted documentation, the PST may recommend a student for a special education referral for an evaluation. This will only be after all other avenues have been explored and documented within Tiers. 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 parent's of students who are National Origin of Minority who's Primary Home Language is Other Than English (NOMPHLOTE). These accommodations must include a translator for oral communication, and written communication must be in the parent's native language". (SDE Policy and Procedure Handbook, 2010).

The EL Coordinator and the System Test Coordinator work closely together to ensure that all ELs are assessed annually using the ACCESS, and that all EL students participate in other state recommended 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 I-ELP plan. These accommodations must be ones that occur within the regular classroom and on classroom tests on a regular basis. For an approved accommodations checklist, refer to EL Participation Documentation form, which can be found in Alabama Student Assessment Program Policies and Procedures for Students of Special Populations. Note: EL students during their first academic year in U.S. schools will not be required to participate in any state assessment such as ACT ASPIRE, and other state required assessments in reading. EL first U.S. students must take the mathematics portion of state assessments, however, their scores will not be included in accountability determinations.

Section D:2 Method for holding schools accountable for meeting proficiency in academic achievement (AMO3s) remains and Annual Measurable Achievement Objectives (AMAOs) is no more.

The Piedmont City School District does not receive Title III funds at this time. As a school district we understand that even though we do not receive funds, we are a Title 1 school, therefore according to NCLB, Title III requirements, or in our case Title 1, the district must, no later than 30 days after the beginning of the school year, provide notification to parent(s) of EL Students identified for participation in an English language instruction educational program. Parents must also receive any and all alerts within the system and EL Program concerning AMAO's A, B, and C.

The Piedmont City School District has a Continuous Improvement Plan (CIP) within their schools. The Title I schools will submit an e-CIP for approval each year. Data analysis of ACCESS scores is completed annually and provided to the teachers and building administrators. Data from this analysis is used in each e-CIP on the designated page devoted to ELs. The data is used when addressing the AMO section of the LEA Improvement Plan (LIP).

Schools are held accountable for meeting AMO by monitoring each schools CIP. The Piedmont City School System's improvement team and/or other central office personnel will monitor the schools CIPs. Throughout the year, Walk-throughs and evidence checks, are completed by building administrators as well, the EL Coordinator. This is to ensure compliance with, and offer support for, continuous improvement practices.

The Piedmont City School System is currently implementing the new CCRS with core curricula instruction across grades levels this year, 2013-2014. The system implemented a Core EL Program Model in 2013, along with professional development trainings within a Core EL Program called the (SIOP) Model, with supplemental support from the (SDAIE) Model, along with WIDA ELD Standards, Can Do Descriptors, ACCESS reports, ARI Strategies, and individual strategies from the students I-ELP and appropriate and effective integration within the core content subject being taught. Data indicated students ACCESS scores from 2013 improved from the previous year 2012. Through professional development training creating a more profound EL Core Program, which will meet students needs more effectively and therefore student learning will progress. Walk-throughs have

been implemented as well indicating an effective program due to student interaction and grades. The implementation of a Core EL Program Model, along with professional development for classroom instruction and proper integration of students I-ELP has improved student progression. An evaluation of the Core EL Program will take place once ACCESS reports scored for 2014 are compared to 2013.

Proficiency results and AMO data are shared with central office administrators, building level principals, ESL teachers, and the 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 classroom teachers and administrators in the area of EL; purchasing updated and/or new materials and teaching supplies; employing additional staff; and research on specific areas that need to be addressed.

At the individual 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. At the school and system level, a lack of sufficient progress results in adjustments to the CIP .

Section E: Parent Involvement

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

The Piedmont City School District understands the importance of parental involvement. Parental involvement is facilitated through the use of translators/interpreter at school events and for written communication between school and home, and the use of the Trans-ACT program for various written notifications. Schools also refer parents/families to various programs available in the local communities, if needed. The district has a Parent Involvement liaison, who will work with the administrators, and translator/interpreter in all the schools to promote parent involvement for all students, including EL parents. Workshops within different school programs are offered to parents to empower parents and their families as well to improve the achievement of their child or children. The EL Coordinator offers workshops to EL parents on topics of concern, advocating and empowering their needs and knowledge, while improving communication and the achievement of their child and/or children.

The Piedmont City School District will use TransAct as a method for translation of school documents, and letters. The Piedmont City School District will also refer all translations and interpreter needs to Mrs. Norman-Rogers if TransAct cannot help with needs of communication. The school district will use a translator and/or interpreter, for documents, letters and oral communication, along with the help from neighboring colleges and Army Depo for further translation/interpretation needs.

Home Language Surveys: The home language survey shall be administered to all parents/guardians and/or unaccompanied youth in their native language of understanding at the time of **registration only** and placed in the student's cumulative file once registration procedures have been followed . The survey will be filled out by the parent/guardian and/or unaccompanied youth. The Home Language Survey will be administered once during the time a student first enters the school system. Once registration procedures are followed, if anything other than English is indicated and further procedures are followed and the students is coded by the EL Coordinator as LEP, the a form of communication letter is sent home to the parent is their language. Parents receiving notice within their primary language for their child being a part of the EL program. Parents will be involved in the EL program as a learning experience for themselves and as being a partner in their child's education.

Alabama Employment Survey: The Alabama Employment Survey shall be administered to all

students for parents/guardians or unaccompanied youth to fill out at the beginning of every school year. Newly enrolled students throughout the year will be required to fill out the survey also. The purpose for the survey, will determine if a family is eligible for the Migrant Education Program, and for schools to determine migrant students within their system. The Piedmont City School District will honor parents with the survey in the primary language for communication and understanding. At this time, the Piedmont City School District does not have any Migrant Students.

Limited English Proficiency Committee or English Language Learner Committee:

The Piedmont City School System will form an EL committee consisting of school administrators, classroom teachers, counselors, EL Coordinator, community person, parent, etc. The EL Coordinator and others as designated by the PCS Director of Operations within the school system. The committee shall review all relevant information/data and determine appropriate placement for EL services on all LEP students, as said previously in the plan.

Notification Process:

Parent Notification of potential LEP students:

Parent Notification of EL program participates: The EL Committee shall review all information/data of concern for all EL participates. Parents will be notified through a progress report, report cards, parent meetings, and proper forms within the program depending on the objective at the time within their language of understanding. Recommendations will be made for those students, who are not progressing within their grade level instruction by the committee. A written notice will also be provided to parents in a timely manner of their child's progression within the program. Progression within the program includes the following: FLEP1 first year, FLEP2 second year, FLEP Final Exit Out of Program. All written notices/forms along with required state test results shall be printed in English and/or the parents' primary language.

Notification of EL program participates in procedures for Exiting the program:

The LEP/EL Committee shall monitor the progress of a student who has exiting the program for a total of three years. The first year, the student will be monitored at the conclusion of every grading period. The second, the student will be monitored at the conclusion of each semester during the school year. After the conclusion of the second year it will be the instructional teacher/staff member responsibility to notify the EL coordinator if a prior EL student is failing an academic subject. A written notice of academic problems will be sent to the parent followed with recommendations.

The Piedmont City School District does not receive Title III funds at this time. As a school system we understand if we were receiving Title III funds then, according to NCLB Title III requirements, the district must, no later than 30 days after the beginning of the school year, provide notification to parent(s) of the EL student being identified for participation in an English language instruction program of:

A separate notification is made to parents **if the school or school system** is using Title III funds to and therefore must provide instruction concerning the school program or tier, if the school has failed to make progress overall, for any school year in accordance with state guidelines. At this time the Piedmont City School System does not receive any Title III funds for English Language Program. The Piedmont City School District understands that if Title III funds are not available and you're a Title I school, then all rules for Title III apply to your Title I.

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

At this time the Piedmont City School District does not receive any funds for Title III (EL).

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)

Piedmont City School District sends a letter of Intent to Participate in Federal Programs to all the private schools located in the district Private schools within the school district are entitled to participate within all school activities and programs. The private schools in the district are eligible to receive Title I funds

The following is court rulings, legislations, as well as regulations addressing language minority students.

FEDERAL LAW

1964 Civil Rights Act, Title VI

"No person in the United States shall, on the ground of race, color, or national origin...be denied the benefit of, or be subjected to discrimination under any program of activity receiving Federal financial assistance.

1968 Constitution of the United States Fourteenth Amendment,

"No State shall ...deny to any person within its jurisdiction the equal protection of the laws."

1974 Equal Educational Opportunity Act (EEOA)

"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by ... the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

SUPREME COURT

1974 Lau v Nichols: *Equality of instruction denied to non-English speaking if special provisions are not made to aid the in learning English in Schools.*

1982 Plyer Doe: States prohibited from denying free public education to children of undocumented immigrants, regardless of legal statue. Schools are not agents for enforcing immigration laws.

Equal Education Opportunity Statement

The Piedmont City School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following people have been designated to address inquiries regarding the non-discrimination policies:

Mike Hayes, Title IX Coordinator, 502 Hood Street West, Piedmont, AL 36272, 256-447-8831

Mrs. Debra Ledbetter, 504 Coordinator, 504 Hood Street, Piedmont, AL 36272, 256-447-7483

Mrs. Revonda Pruitt, Title II Coordinator, 504 Hood Street, Piedmont, AL 36272, 256-447-7483

For further information on notice of non-discrimination, visit

<http://wdcrobc01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

FEDERAL COURTS

1974 Sema V. Portales: *Court ordered school to make a curriculum available to students who lack English skills.*

1978 Cintron v. Brentwood: *ESL students are not to be segregated completely from other students, but included in art, physical education, and non-language based classes.*

Section E: Appendix (Required documents are Home Language Survey, Parent Notification Letters, No Title III wavier exist anymore. LEA may include any other related documents)