

LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

Magic City Acceptance Academy
F 21-22

A. Required Theory and Goals

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

English as a Second Language (ESL) shall be taught to English Learners (EL) to become competent in the comprehension, speaking, reading, and writing of the English language. The program shall emphasize mastery of English language skills and content area concepts and skills so students are able to participate effectively in the regular academic program and to read to their full potential.

B. IDENTIFICATION AND PLACEMENT PROCEDURES

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

MCAA's EL Planning Committee & MCAA's Advisory Committee work collaboratively to review and revise the EL Plan each year. Opportunities will be made available for all English Learners (EL) to meet state proficient and advanced levels of student academic achievement on state content standards.

MCAA's EL Advisory committee is collaboratively formed by MCAA's Advisory Committee and EL planning committee is made up of school representatives including a school administrator, Federal Programs Coordinator, Teachers, Counselors, parents, community stakeholders, and others as designated by the EL Director. The LEA EL Advisory Committee shall make recommendations to the LEA regarding the English language development program, high-quality professional development for staff, parental involvement programs to further student success, budgeting of state, local, and federal funds, and the English language program evaluation.

2) Include the LEA's methods for identifying, placing, and assessing the students to be included in the English language instruction educational program. The following components must be explained in the plan.

HOME LANGUAGE SURVEY: The home language survey shall be administered to all parents or students at the time of registration and placed in the student's permanent record file. The survey shall be signed by the parent or guardian of students in grades 6-12.

POTENTIAL ENGLISH LEARNERS (EL): Home Language Surveys, which include any language other than English on any question, must be referred to the EL Teacher or ESL Director within two (2) school iredays. This notification should be made by submitting the name, grade level, and language to the ESL Director and teachers. The ESL Director or the school's ESL teachers will gather information on the student and administer the *WIDA-ACCESS 2.0 for ELs Placement Test* (WIDA Screener) to determine the level of English language proficiency. Language-minority students identified through the HLS during registration at the beginning of the school year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment. Interpreters may be available via MasterWord upon request.

The information will be provided to the EL Committee for review and possible placement of the student in an English language instruction educational program. (The English language instruction educational program will be referred to as the EL program hereafter in this document.)

The LEA will record the registration date as “original entry date” or “date first enrolled” when completing the demographics page of the ACCESS 2.0 for EL English proficiency test.

- The *WIDA Screener* yields an overall composite score based on the language domains tested. The following guidelines must be adhered to in determining eligibility for placement in the English language instruction educational program.
- Any student scoring an overall composite score of 3.9 or below on the *WIDA Screener* must be identified as limited-English proficient and will require placement in an English language instruction educational program.
- Any student scoring an overall composite score of 4.0 or above on the *WIDA Screener* may be identified as limited-English proficient and may require placement in an English language instruction educational program. Further assessment of the student’s English language proficiency is needed to determine placement.

The *WIDA Screener* should be considered as only one piece of evidence in the decision-making process regarding placement. Teacher judgment, other assessments, and extenuating circumstances, such as the student’s age and amount and quality of previous schooling, should be factored into the decision.

ENGLISH LEARNER COMMITTEE:

The EL Committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. The EL Committee may be composed of content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, ESL staff, and other members as appropriate (e.g., parents, central office administrators). The selected members are responsibilities include:

- determining placement in the EL program and exiting of the program
- participating in State Assessment Program
- recommending class schedule(s)
- recommending accommodations and modifications for use in regular content area classes
- recommending grading procedures
- encouraging the EL to meet his/her academic goals
- providing emotional support and encouragement to EL as he/she adjusts to life in the new school
- work with parents to ensure maximum benefit from the school program
- distributing any information needed to their constituency groups

All members of this committee shall observe all rules and laws governing the confidentiality of information concerning individual students. Committee representatives were selected because of their dedication and interest in the success of our EL students and school.

PLACEMENT:

The System recommends that ELs should be placed age-appropriately in the mainstream classroom. This provides them with access to challenging, grade-level content instruction and the opportunity to interact with their English speaking peers. It is important that ELs be placed in the least restrictive educational environment. At the high school level, credits should be awarded based on transcripts provided by the students/parents, even if the coursework was taken in another country. If transcripts are in a language other than English, translations should be sought so that credits can be awarded.

- 3) Include the method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress for a period of at least four years (*new in ESSA*), and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0® English language proficiency test.

ELs will be included in the LEP subgroup for the purpose of accountability until they obtain at least a 4.8 (Composite Score) on ACCESS 2.0 for ELs state English language proficiency test.

Students who are exited from EL services are placed on monitoring status for two academic years. During the monitoring time, the EL Director or school EL Team facilitator and the classroom teacher(s) communicate regularly, (it is recommended that they communicate no less than once each nine weeks during the first year and at least once each semester during the second year) to ensure that the exited student is functioning in the mainstream without ESL support.

Students are classified as Former Limited-English Proficient Monitoring Year 1 (FLEP Monitoring Year 1) during their first year of monitoring, and Former-Limited English Proficient Monitoring Year 2 (FLEP Monitoring Year 2) during their second year of monitoring. Upon successful completion of two years of monitoring, ELs are classified Former Limited-English Proficient (FLEP) and no longer included in the LEP subgroup for accountability purposes

A student may be exited from the EL program upon recommendation by the EL Committee when a student has the following:

- 1. WIDA-ACCESS 2.0 , or *WIDA Screener* scores indicating “proficient level”**
- 2. Teacher observation indicating student readiness to work in the classroom on regular curriculum activities without modification or assistance**
- 3. Parent’s request that their child no longer participate in the EL program**

The EL Committee shall review the above criteria and other pertinent information. A recommendation will then be made for exiting a student from the EL program.

Written notice shall be provided to the parents within five (5) school days that their child will be exited from the EL program. The notice shall be printed in English and when possible in the parents’ primary language.

C. PROGRAMS AND INSTRUCTION

- 1) Describe the programs and activities that will be developed, implemented, and administered to ensure that ELs acquire academic language as part of the core LIEP.
- Process the system uses to conduct a comprehensive needs assessment
 - Rationale for selecting the particular EL program/s and how they are evidence-based

The instructional goals of the MCAA’s EL Program are as follows:

- **To increase the English language proficiency to the degree necessary to allow independent functioning in the regular school program.**
- **To provide the EL the opportunity to reach his/her full potential.**

According to research, it takes the average EL from one to three years to acquire the social language which is needed to function on a daily basis; moreover, it takes approximately five to seven years to acquire the language skills necessary to function in an academic setting. Working with this premise in mind, MCAA has developed a plan to meet the needs of the ELs.

MCAA's EL Program is a Sheltered English and content-based program. ELs are grouped together in classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. The teachers use instructional techniques, such as gestures and visual aids to help students understand. Appropriate instructional support is given to increase academic English and achievement, such as adequate amount of pre-activities and modeling, access to reading material in their native language for classroom and homework assignments, availability of bilingual books (both fiction and non-fiction), meaningful hands-on activities that contextualize abstract concepts, and use of their native language in writing and speaking activities (even if the teacher does not know this language). Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language. In the regular classroom, accommodations are made according to the Individuals English Language Plan. Resources used are textbooks, computers, videos, listening stations, games, purchased EL programs and materials, language development activities and remedial software programs.

Teachers use a variety of approaches in organizing the classroom, designing a curriculum, and presenting lessons. There are several basic elements underlying all good language instruction:

- **Versatility and flexibility**
- **Interactive lessons with hands-on activities and cooperative learning**
- **Encouragement and support of the mainstream regular curriculum**
- **Opportunities for all students to feel successful by providing appropriate modifications and accommodations for the needs of students' different levels of ability**
- **Integration of language skills, thinking skills, and content knowledge**

2) Describe how language instruction educational programs will ensure that ELs develop English proficiency:

- **How data is used to improve the rate of language acquisition for ELs**
- **How the LEA supports each school with respect to continuous improvement practices and specific professional development**
- **How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum**

English language acquisition services will be delivered in the regular classroom setting. ELs will participate in the classroom for academic subjects with accommodations and/or modifications. The focus for middle schools for LEP students will be immersion into the English language (comprehension, speaking, and reading). The focus for middle schools for LEP students will be reading comprehension and writing. These programs will also focus on the teaching of the skills necessary for participation in the State Assessment Program. For LEP students in high schools, the focus will be speaking, writing, and reading comprehension in the English language. High schools will also focus on preparation for the American College Test -ACT. Training will be provided to classroom teachers in strategies for appropriate accommodations. Some of these accommodations include oral, rather than written assignments, and tutoring.

All teachers with EL students will receive training in the WIDA ELP Standards. The WIDA ELP Standards facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency. By implementing the WIDA ELP standards in the classroom, teachers are able to provide ELs with meaningful access to local curriculum as they progress through the stages of language acquisition

New secondary ELs are placed in less language dominant classes but not necessarily less challenging classes. Spanish speaking students may be placed in advanced Spanish classes to maintain a high level of literacy in

their first language and to provide additional support for the transition to second language acquisition. High school ELs may acquire elective credit for EL classes. ELs are not to be pulled out of physical education, art, music, and other extracurricular activities that are available. ELs are eligible to participate in advanced placement courses; however, according to the College Board Advanced Placement Program, accommodations for ELs are not permitted on AP Exams.

ELs should be considered for the gifted program and other special programs offered by the school system if academic performance indicates a possible need.

The ESL staff assesses ELs annually, using the WIDA-ACCESS 2.0, to determine progress in English language acquisition. ELs' participation in the State Assessment Program will be determined per State Assessment Guidelines. No student shall be excluded from participation in the state's required assessments based solely on the length of time the student has been enrolled in the school, the LEA, the state, or the United States. These scores are collected and reviewed by the EL Committee and the EL Director.

The English language instruction educational program for ELs may emphasize English temporarily over content subjects. The special instruction in English language development may be discontinued when the student becomes proficient. The school, however, is obligated to provide any assistance needed to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English. If a student is identified as English proficient on a reliable and valid language proficiency test and scores below grade level in core academic subjects, the school system must assist the student in eliminating the deficiencies. If the student exits the English language instruction educational program, efforts to eliminate the deficiencies may continue through the regular program and any supplemental programs and/or services that are available to other students who are eligible for such services

3) Describe the grading and retention policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.

As required by MCAA policy, a promotion and retention meeting is held for students who have failed to meet the minimal requirements. It is the goal of the committee to evaluate the child based on academics, social, and environment indicators. During the meeting, assessments, work samples, educational plan, parent input, and teacher recommendation are considered before a determination is made.

The following guidelines must be followed to assure that ESL students are not being discriminated against due to the language barrier:

1. LEP (Limited English proficient) students should be graded on improvement as well as knowledge of content.
2. A grade of "F" cannot be assigned to an EL without full documentation of accommodations having been made to assure the student full access to the content of the academic program.
3. Lack of ability to read and write in English is not the basis for an "F". It is against the law to fail a student because he/she is not proficient in English.
4. Prior to considering retention of an EL, the following points should be addressed by the EL Committee:
 - What is the student's level of English language proficiency?
 - Has an Individual English Language Plan (I-ELP) been implemented to document classroom modifications and student progress?
 - To ensure meaningful participation, are classroom accommodations being made in the areas of:
 - Teacher lesson delivery?
 - Activities and assignments?
 - Homework?

4) Include details on the specific staffing and other resources to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.

- Qualified personnel (state certification and/or ESL licensure)
- ESL staff development
- Content teacher and administrator staff development

MCAA will strive to employ educational personnel who have formal training in teaching second language learners to implement the English language instruction educational (ESL) program. All teachers in the English language instruction educational program are fluent in English, written and oral. Certified teachers in the area of ESL will be recruited; moreover, the current EL teachers are certified in ESL and TESOL and have taught in various countries. All ELs will receive their primary instruction from highly qualified teachers through the regular academic program.

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

- How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

At the beginning of each year, instructional coaches will identify personnel who will enter data into PowerSchools at the time of enrollment. After collection of data, EL teachers will provide the EL code to the identified personnel. Those personnel are trained how and when to enter the data. The federal programs secretary verifies that information has been entered and correct EL code has been given.

6) Include the LEA's method for evaluating the effectiveness of its program for English learners

- LEA engagement in the continuous improvement cycle
- In relation to English proficiency and challenging state academic standards

The EL staff assesses ELs annually, using the WIDA-ACCESS 2.0, to determine progress in English language acquisition. ELs' participation in the State Assessment Program will be determined per State Assessment Guidelines. No student shall be excluded from participation in the state's required assessments based solely on the length of time the student has been enrolled in the school, the LEA, the state, or the United States. These scores are collected and reviewed by the EL Committee and the ESL Director.

Through classroom observation, work sample, and formal/informal assessments local LEAs will be evaluated. Based on data collected, recommendations will be made to improve the instructional program.

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

English Learners (ELs) 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 Multi-Tiered Systems of Support (*MTSS*) team. 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.

Prior to the acceptance of a referral for a special education evaluation for the ELs, efforts must be made to meet the student's needs within the context of the regular education program including English as a Second

Language classes and documentation of assessments, accommodations, and interventions. Specific indicators, which validate the need for special education evaluation are the following:

- **Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when parents note this lack**
- **English language development that appears to be significantly different than that of peers who are also learning English as a Second Language**
- **Noted developmental delays or other at-risk-conditions**

Based on the review of the submitted documentation, the MTSS and the EL Director will recommend the referral of a student to special education for evaluation after all other avenues have been explored, and after a conclusion has been reached that the student's needs cannot be met by the regular education program.

Referral information may indicate that a structured development history is needed to assist in the evaluation of a student's problem. The information gained from this history would be helpful in determining that a student's eligibility for special education services was not determined by the student's limited English proficiency or a lack of instruction in reading and math. The information recorded should remove all doubt that socio-cultural factors are the primary contributors to the student's learning or behavior problems. Essential factors needed to make this determination may be beyond the referral information required for non-LEP students. Additional pertinent information that should be addressed on the EL referral form may include but not be limited to the followings:

- **Identification of a proficient use of native language (e.g., Home Language Survey/Identification, Oral Language Proficiency Assessment).**
- **The extent to which the EL has received native language instruction and/or English language instruction prior to the referral.**
- **Experiential and/or enrichment services for students for diverse cultural and experiential backgrounds.**
- **The school's efforts to involve parents prior to referral.**
- **The amount of time and extent of services in an academic program for students who have had little or not formal schooling.**
- **Length of residency of the referred student in the United States and prior school experience in the native county and in an English language school system.**
- **Attempts to remediate the student's performance prior to referral, including any supplementary aids or support services provided for this purpose.**

Which test will be administered to the EL will be determined by the IEP Team. The test may be presented in the native language of the student when such a test format is available and appropriate. An interpreter will be provided, if needed. Personnel who are trained in their administration will administer all tests.

Upon completion of all evaluation material and information, the IEP Team will meet to determine if the student qualifies for special education services. ELs are eligible for all special education services, including the Gifted and Talented Program, on the same basis as the English-speaking students. The Special Education Coordinator is the primary administrator responsible for the provision of services to all special education students.

A. Procedures for a New Referral

- 1. Follow ESL procedures for identification.**
- 2. Typically, a student should have participated in an appropriate ESL program for a minimum of one year.**

3. Documentation of assessments, accommodations, interventions will be submitted to the MTSS.
4. MTSS will submit collected, documented information to the EL Director for review and recommendations for additional support or intervention strategies.
5. Recommendation of the MTSS will be submitted to the EL Director after additional support or intervention strategies have been documented.
6. The IEP team will review the referral with ESL staff providing input to the team.
7. All IDEA procedures will be followed for the referral and evaluation process.

B. Criteria for Assessment

1. The IEP team will determine with input from the ESL staff evaluations to be administered and secure parental permission for evaluation.
2. The instruments of choice for intellectual functioning are *the LEITER International Performance Scale-Revised (LIPS-R) or Universal Nonverbal Intelligence Test (UNIT)*.
3. Other evaluations will be presented in the native language of the student when such a test format is available and appropriate. Testing with the use of an interpreter is also an option.

C. Eligibility for Special Education

ESL staff will participate at the IEP meeting to determine eligibility.

D. Development of the Individual Education Program (IEP)

ESL staff will participate in the initial development of the IEP and in subsequent IEPs until the student is exited from the ESL program.

D. ASSESSMENT AND ACCOUNTABILITY

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

- Including coordination with the LEA Test Coordinator/Director
- Including communication of assessment and accountability requirements to schools

The instructional goals of the MCAA's EL Program as stated at the beginning of this document are as follows:

- To increase the English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
- To provide the EL the opportunity to reach his/her full potential

The system will utilize both formal and informal evaluations of the program in order to determine progress in meeting these goals.

The evaluation will be an ongoing process. The progress of each EL is assessed at the end of each grading period using the academic progress report given by the regular program. These reports are kept on file at the individual schools and will be used in the annual evaluation.

A formal evaluation of the EL program will be conducted at the end of each school year. This evaluation will consist of data collected from the individual schools by the EL Director. Required information by the State Department of Education will be compiled and forwarded as requested. Data collected will include the following:

General Information

- **Student population, by race and national origin for each school**
- **Number of limited-English proficient students at each school, by grade level, and by language spoken**

Identification and Assessment

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

Progress Within the Program

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

Program Exit Information

- **Criteria used by the LEA to determine when a student is ready to exit the English Language instruction educational program**
- **Transitional services provided by the LEA to students who have exited the English language instructional educational program**
- **The number of students who exited the program during the past two school years, by year, by school and for the LEA**
- **The number of exited students that required classroom modifications during each of the past two school years, by school and for the LEA**
- **The number of students who returned to the English language instruction educational program during each of the past two years, by school and for the LEA**
- **The number of students who received passing grades without transitional services or classroom modifications, by school and for the LEA**
- **The number of years an LEA monitors the progress of LEP students who have exited the English language instructional educational program (Documentation of monitoring should be on file at the school and/or LEA office.)**

Participation in Other Programs

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

Communication

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

General Comparison Information

- The LEA's dropout rate among all students for each of the past two year.
- The LEA's dropout rate among limited-English proficient students for each of the past two school years. (This is the dropout rate of limited-English proficient students that were in an ESL other English language instruction educational program at the time of dropout)
- The dropout rate of former limited-English proficient students in the LEA for each of the past two school years. (This is the dropout rate among students who have already exited the English language instruction educational program.)
- The total number of truancy petitions for all students the LEA has issued for each of the past two school years
- The number of truancy petitions the LEA has issued for limited-English proficient students for each of the past two school years
- The overall graduation rate of the LEA, the number of all seniors compared to the number that graduated, for each of the past two school years
- The overall graduation rate of former limited-English proficient students, those in the LEA's schools who were in English language instruction educational programs at the time of graduation and those who had exited such programs, for each of the past two school years
- The number and percentage of limited-English proficient students, in comparison to all limited-English proficient students in the school and in comparison to all students in the school, for all schools in the LEA, who participated in applicable state assessments
- The LEA's retention rate, by grade, among all students, for each of the past two school years
- The LEA's retention rate among limited-English proficient students and former limited –English proficient students for each of the past two years

2) Describe how the LEA will hold schools accountable for meeting proficiency and long term goals.

- Monitoring and evaluating school engagement with continuous improvement plan

Each school will be held accountable for the following:

- Annual increases in the number of percentage of students making progress in learning English
- Annual increases in the number of percentage of students attaining English proficiency by the end of each school year
- Adequate yearly progress, as defined by the state, for limited-English proficient students consistent with Title I, Section III (b) (7)
- The percentage of limited-English proficient students who participate in the state's student assessment system. Title I, Section III 1(b)(2)(I)(ii) states that not less than 95 percent of each school's limited-English proficient students are required to take the state's assessments, unless the number of such students is insufficient to yield statistically reliable information

All of this information will be compiled into a system report, which will be completed by the EL Director or Federal Program Coordinator with input from the system-wide EL Advisory Committee. Areas of deficiencies will be identified. The EL Advisory Committee will then develop strategies to correct these deficiencies for the upcoming school year. Strategies used may include but are not limited to workshops, professional development activities for ESL staff or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

1. Describe how the LEA will inform EL parents using information and notification in the following format:

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to....

1. The reasons for the identification.
2. The child's level of English proficiency.
 - a. How such a level was assessed.
 - b. The status of the child's academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such programs, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing:
 - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)
 - b. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)
 - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

Parents who speak a language other than English are invited and encouraged to participate in all programs and activities as native-English speaking parents in the school. These include parent-teacher conferences, parent workshops, Parent-Teacher Organization, and a wide range of other special activities.

Parents are encouraged to offer their input to the local school and to the EL Director or Federal Program Coordinator for suggestions to improve the overall ESL program that will generate success for their children in school.

MCAA will comply with Alabama Department of Education requirements to:

- Evaluate annually its educational programs to identify and eliminate barriers that may exist in preventing parents of limited-English proficient students from participating in school activities
- Provide an interpreter to assist in the registration of a limited-English or non-English speaking student
- Provide an interpreter for parent/teacher conferences.
- Ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is provided in the child's home language
- Provide meaningful opportunities for the participation of parents with limited-English proficiency in the education of their children, including providing information and school profiles in a language and form parents can understand
- Include parents of EL and community representatives to the extent practicable and possible, in the development of system-wide and individual school Parent Involvement Plans and Continuous Improvement Plans

Following is a list of factors that may impact the degree and extent of parent involvement for EL:

- Length of residence in the United States
- English language proficiency
- Availability of support groups and bilingual staff
- Prior experiences of parents
- Economic need of parents

Whenever possible, the school must provide written communication that the parents can understand and/or provide a person who can speak the parent's native language to facilitate understanding. This provision greatly improves the quality and outcomes of the school-home working relationship.

The LEA must ensure that appropriate notification is made to parents prior to placing a student in an English language educational program. According to Title III, Part C, Section 3302 (a), each LEA shall, "not later than thirty (30) days after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction program, about the following:

- The reasons for the identification of the student as limited-English proficient and the need for placement in an English language instruction educational program
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known
- The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and use of English from "general education" programs in the school
- How the program will meet the educational strengths and needs of the student.
- How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation
- Specific exit requirements for the program, the expected rate of transition from the program into general education track, and the expected rate of graduation from high school, if appropriate
- If applicable, how the program meets objectives of the student's individualized education plan (IEP).

Specifically, the following information pertaining to parental rights must be provided in writing:

- **The right of parents to have their child immediately removed, upon their request, from the English language instruction educational program**
- **The options that parents have to decline to enroll their child in an English language educational program or to choose another program or method of instruction if another program or method is available**
- **The assistance that will be provided for parents in selecting from among various programs and methods of instruction if more than one program or method is offered by the LEA**

MCAA will implement “an effective means of outreach” so that parents of limited English proficient students can:

- **Be involved in the education of their children**
- **Be active participants in assisting their children to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging state content and student achievement standards as all children are expected to meet**

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the EL Committee must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program.