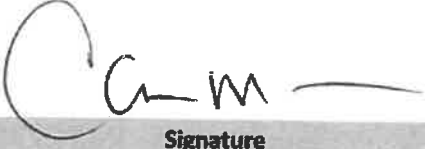
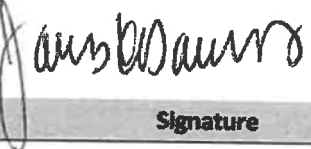


Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name: Sheffield City Schools
LEA Contact for ELs:	
Name: Carlos Nelson & Julie Box	Signature:
Position and Office: Deputy Superintendent & Ex. Director of Student Support Services	Email Address: cnelson@scs.k12.al.us & jbox@scs.k12.al.us
Telephone: 256-383-0400	Fax: 256-386-5704
<input type="checkbox"/>	Check box if LEA receives Title III Funds
<input type="checkbox"/>	Check box if LEA receives an Immigrant Grant

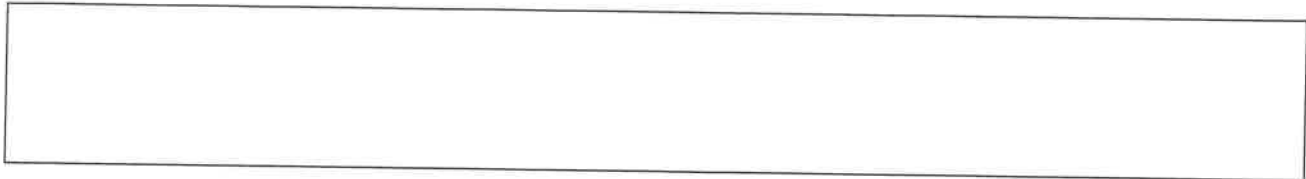
Assurances
The LEA will:
<input checked="" type="checkbox"/> Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan
<input checked="" type="checkbox"/> Assure that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

Dr. Carlos Nelson EL Program Administrator		9/17/2019 Date
Dr. Keith Davis LEA Superintendent		9/17/19 Date

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

***EL Advisory Committee Signatures**

Carlos Nelson *Cam*
Julie Box *Julie Box*
Shelly Hollis *Shelly Hollis*
Sherri Baker *Sherri Baker*
Matthew Syesta *Matthew Syesta*
Margaret Williams *Margaret Williams*
Pam Collier *Pam Collier*
Heather Collum
Melanie Culp *Melanie Culp*
Hollie Booth *Hollie Booth*
Paula Burch *Paula Burch*
Abby Keener *Abby Keener*
Dayna Willis *Dayna Willis*
Stephanie Wieseman *Stephanie Wieseman*
Tracy Parker *Tracy Parker*
Chelsea Poague *Chelsea Poague*
Joey Burch *Joey Burch*
Melissa Ryan *Melissa Ryan*
Jamie Smith *Jamie Smith*
Keith Davis *Keith Davis*



Comprehensive English Learner District Plan

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

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

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

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

Section II Checklist
EACH LOCAL DISTRICT THAT DOESN'T RECEIVE TITLE III MUST USE THIS PLAN TEMPLATE
A. Required Theory and Goals
The LEA's educational theory and goals for its program of services – to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)
B. IDENTIFICATION AND PLACEMENT PROCEDURES
1) Include the LEA's procedures for identifying members for the EL Advisory Committee.
SCS shall establish and implement a system so that each English learner has a student support team (SST) and/or EL Advisory Committee responsible for guiding and monitoring the student's placement, services, and assessment. The team shall make decisions about the types of instructional and support services that are needed. At a minimum, information from the Home Language Survey, the language proficiency test, the student's home and educational background, and the student's content knowledge and skills as demonstrated in the classroom shall be considered in decisions about programs and services to be provided.
The EL Advisory Committee may be comprised of content-area or general classroom teachers of ELs, assessment specialists, school administrators, counselors, EL staff, and members-at-large (e.g., parents,

student support personnel, community representatives, central office administrators, and school psychologists). A school may choose to use an existing Student Support Team (SST) as the EL Advisory Committee.

The duties of the EL Advisory Committee are to:

- Ensure full consideration of each student's language background before placement in an English language educational program
- Ensure establishment and implementation of systematic procedures and safeguards related to appropriateness of identification, placement, assessment, instructional and support programs, and program exit criteria
- Make recommendations to school decision-makers on professional development topics for staff as well as workshops and parental involvement seminars to further student success
- Review students' progress in language acquisition and academic achievement on at least a semiannual basis

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
- WIDA Online Screener
- WIDA-ACCESS Placement Test (W-APT) for Kindergarten
- WIDA Measure of Developing English Language (MODEL) for Kindergarten
- ACCESS for ELLs 2.0®

Identification

SCS will maintain a consistent enrollment procedure for language-minority students to facilitate their entry into the new school environment. The registration and orientation process will be conducted by school personnel who are experienced and dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

SCS shall administer a Home Language Survey (Appendage #3) to every student at the time of enrollment and shall ensure that surveys are maintained in each individual student's permanent record. To the extent possible, SCS will provide an interpreter to assist during the enrollment of limited-English or non-English speaking students and during parent/teacher conferences.

SCS will provide an English language educational program designed to meet the linguistic and educational needs of English language learners. Language-minority students must, therefore, be assessed to determine their English-language proficiency level within ten (10) days of their initial identification.

Program Placement and Services

SCS shall develop and implement an English learner educational program that provides English learners genuine and practical opportunities to develop conversational and academic English proficiency and to demonstrate achievement of the state's content and student performance standards that are expected of all students. The program will employ curricula, instructional materials, methodologies, and professional development based on scientifically-based research on teaching English learners and immigrant children and youth.

In order to determine the level of English Proficiency in all four areas of language development--listening, speaking, reading and writing--SCS shall administer the state-approved language proficiency screener W-APT and Access for EL's-- for diagnostic and placement purposes. SCS shall provide sufficient training for designated staff to administer the screener to all students who's Home Language Survey indicates that a

language other than English is their primary language.

The ultimate goal for English learners is to achieve the state's academic content and student academic achievement standards, as demonstrated by proficiency on the state's required student assessments, and that they progress to graduate from high school. They should, therefore, be placed in the grade that is age-appropriate. Retaining or placing a limited-English proficient student in a lower grade is ill advised in that it does not help the student to learn English quicker.

A student with little or no knowledge of English should be placed as soon as possible in an English learner educational program. The goal is to integrate the student, as much as possible, into regular programs while providing an intense language acquisition program. The student should participate with age-group peers in activities such as physical education, art, and music.

The following factors shall be considered when placing students in appropriate EL programs:

- The extent and continuity of previous education
- The level of English-language proficiency
- The level of proficiency of the student in his/her home language if possible
- The degree of home support for second-language learning

SCS will develop an English language educational program that includes objectives in the English language skills of listening, speaking, reading, writing, content vocabulary, cultural concepts, and study skills students need to succeed in regular classrooms. Curricula and instructional materials used in the program must be aligned with the Alabama Courses of Study and must be based on

scientifically-based research demonstrating the effectiveness of the materials in increasing English proficiency and student academic achievement in the core academic subjects. In addition, the program will be in harmony with the state-adopted WIDA English Language Proficiency Standards for English Learners in K-12.

Services for EL students will be provided primarily through two approaches--pull-out and sheltered instruction. In the pull-out approach, a student is pulled out of the mainstream classroom for special instruction in English.

Tutoring is provided in an effort to improve students' basic skills. Sheltered instruction is used widely for teaching language and content to ELs in the mainstream classroom, particularly as schools prepare students to achieve high academic standards. In sheltered instruction, academic subjects (e.g., science, social studies, mathematics) are taught using English as the medium of instruction. Sheltered instruction helps ELs acquire proficiency in English and achieve in content areas. With sheltered instruction, English is not taught as a language with a focus on learning language; rather, content knowledge and skills are the primary goals. In the sheltered classroom, highly qualified content-area teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

SCS shall establish and implement a system so that each English learner has a student support team(SST) and/or EL Committee responsible for guiding and monitoring the student's placement, services, and assessment. The team shall make decisions about the types of instructional and support services that are needed. At a minimum, information from the Home Language Survey, the language proficiency test, the student's home and educational background, and the student's content knowledge and skills as demonstrated in the classroom shall be considered in decisions about programs and services to be provided.

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.

All EL students shall participate in the state's student assessments with or without accommodations. There are no exemptions. EL students will be included in the LEP subgroup for the purpose of accountability until they score at the "proficient level" on the state English language proficiency test.

SCS shall establish and maintain the state adopted exit criteria requiring that all EL students scoring a proficient composite score (4.8) exit the English language educational program. Students must be assessed to determine if they have developed sufficient English-language proficiency in listening, speaking, reading, and writing to be classified as proficient no additional criteria will be added by SCS. EL students will be monitored for two years to ensure that former EL students are successful in the academic setting.

The data based decision to exit a student from an English language instruction educational program should be made through the EL Committee. The student should have the skills necessary to perform in the regular classroom; however, in some cases, the student may still be in need of special instruction, such as supplemental reading. Recommendations for other needed services should be made when the student exits the English language educational program. It is important for regular classroom teachers to note the progress of each exited student.

After a student is exited from the English language educational program, a follow-up review should be made and documented within the first two weeks. The purpose of the review is to verify that the student can function academically and socially in the new setting. At the end of each progress-

reporting period, a designated staff person should contact teachers in the student's regular classes to:

- Find out if the student is adjusting and succeeding academically
- Verify that the student is sustaining the criteria used to exit from the English language instruction educational program
- Identify any academic or other needs

Progress monitoring may include:

- Review of grades
- Review of formal and informal student assessment results
- Review of student work samples
- Interviews with the student
- Interviews with student's parents(s) or guardian(s)
- Interviews with classroom teachers of ELL students

SCS shall monitor the English language and academic progress of each exited student for a minimum of two academic years. Students that demonstrate academic and/or social difficulties while being monitored shall be provided supplemental support and instruction and/or be readmitted to an English language educational program.

Students who re-enter the program based on poor academic performance, a poor score on the English language proficiency test, or a reading score on a state assessment that does not meet the standard, are required to receive EL services. Any students who have re-entered will not be classified as "Former LEP" until they again score a proficient composite score (4.8) on the English language proficiency test,

ACCESS.

Data on current and former EL students shall be maintained as part of a system that includes information on all students. This will allow comparisons to be made between limited-English proficient and native English-speaking peers in mainstream programs. SCS shall systematically maintain the following information in individual student profiles for all students identified as limited-English proficient:

- Assessment data (standardized tests taken, scores, and dates)
- Academic data (courses taken, grades, attendance, promotion/retention)
- Entry dates into local school system as well as withdrawal dates
- Years of schooling in home language
- Educational history
- Results of sight and hearing tests
- Physical conditions that may affect learning
- Classroom observations and anecdotal records by teachers
- Enrollment history and criteria used for placement in special services (EL services, speech therapy, special education, gifted, other)

SCS will administer the state-adopted large-scale English language proficiency assessment annually-- ACCESS for EL's. SCS will use the non-secure form of ACCESS for EL's for initial screening, diagnostic, and placement purposes.

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

SCS shall develop and implement an English learner educational program that provides English learners genuine and practical opportunities to develop conversational and academic English proficiency and to demonstrate achievement of the state's content and student performance standards that are expected of all students. The program will employ curricula, instructional materials, methodologies, and professional development based on scientifically-based research on teaching English learners and immigrant children and youth.

SCS will develop an English language educational program that includes objectives in the English language skills of listening, speaking, reading, writing, content vocabulary, cultural concepts, and study skills students need to succeed in regular classrooms. Curricula and instructional materials used in the program must be aligned with the Alabama Courses of Study and must be based on scientifically-based research demonstrating the effectiveness of the materials in increasing English proficiency and student academic achievement in the core academic subjects. In addition, the program will be in harmony with the state-adopted WIDA English Language Proficiency Standards for English Learners in K-12.

SCS core programs for all students (including EL students) includes tiered instructional levels so that students acquiring academic skills will be given the additional help needed to reach CCR.

All core teachers in SCS are highly qualified and fluent in English. All teachers are given professional development or differentiated instruction on an on-going basis. In addition, we have a system-wide EL Tutor contracted to tutor our EL.

Research related to student placement and retention shows that ELs should be placed age-appropriately in the mainstream classroom. The ultimate goal for students who are English language learners is that they be able to achieve the state's academic content and student academic achievement standards, as demonstrated by proficiency on the state's required student assessments, and that they progress to graduate from high school. They should, therefore, be placed in the grade that is age appropriate. Retaining or placing an EL student in a lower grade is ill advised in that it does not help the student to learn English more quickly.

ELs will be placed in the least restrictive environment. At the high school level, credits are awarded based on transcripts provided by the students/parents, even if the coursework was taken in another country. Foreign Exchange or F-1 Visa students who are EL will also receive EL services.

Language-minority students have access to instructional programs and related services for special populations in a school system. Such programs include, but are not limited to, pre-school programs, career/technical programs, special education programs, gifted and talented programs, and extracurricular activities. All student support programs and services and extracurricular activities are available to language-minority students or ELs on the same basis that they are available to other students in a school or school system. ELs have access to comparable instructional materials, facilities, and other resources as other students. English Learners are eligible for programs and services provided by Title I, Part A, on the same basis that non-ELs are eligible. Butler County Schools implement the strategies of sheltered content instruction in serving ELs in the regular classroom.

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

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

Each student designated as EL will have an Individual EL Plan which will be updated annually until the student achieves Former EL (FEL) status. Students' W-APT, WIDA, ACCESS 2.0, and English as a Second Language for ELLs scores will help teachers to identify areas for focus for individual EL students. Specific instructional strategies will be implemented based upon the needs of the student.

Training for faculty and staff will be provided, reflecting the needs identified in the data analysis.

Sheltered instruction is used widely for teaching language and content to ELs in the mainstream classroom, particularly as schools prepare students to achieve high academic standards. In sheltered instruction, academic subjects (e.g., science, social studies, mathematics) are taught using English as the medium of instruction. Sheltered instruction helps ELs acquire proficiency in English and achieve in content areas. With sheltered instruction, English is not taught as a language with a focus on learning language; rather, content knowledge and skills are the primary goals. In the sheltered classroom, highly qualified content-area teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

SCS will develop an English language educational program that includes objectives in the English language skills of listening, speaking, reading, writing, content vocabulary, cultural concepts, and study skills students need to succeed in regular classrooms. Curricula and instructional materials used in the program must be aligned with the Alabama Courses of Study and must be based on scientifically-based research demonstrating the effectiveness of the materials in increasing English proficiency and student academic achievement in the core academic subjects. In addition, the program will be in harmony with the state-

adopted WIDA English Language Proficiency Standards for English Learners in K-12.

Tutoring is provided in an effort to improve students' basic skills. Sheltered instruction is used widely for teaching language and content to ELs in the mainstream classroom, particularly as schools prepare students to achieve high academic standards. In sheltered instruction, academic subjects (e.g., science, social studies, mathematics) are taught using English as the medium of instruction. Sheltered instruction helps ELs acquire proficiency in English and achieve in content areas. With sheltered instruction, English is not taught as a language with a focus on learning language; rather, content knowledge and skills are the primary goals. In the sheltered classroom, highly qualified content-area teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

The ELC will use the following guidelines in the development and implementation of the EL Plan:

1. Ensure full consideration of each student's language background before placement in an English language instruction educational program.
2. Ensure implementation of systematic procedures and safeguards related to appropriateness of identification, placement, assessment, instructional and support programs, and program exit.
3. Review student's progress in language acquisition and academic achievement annually.
4. Convene as needed to discuss changes or adjustments in the ELP's instructional services.
5. Identify accommodations needed on state assessments. Additional classroom strategies and accommodations should be identified as appropriate.
6. Communicate in a timely manner the student's ELP with faculty and staff who interact with and provide instruction for the child.
7. Ensure the ELP describes how the school will communicate with the student's parents in their native language.

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

Grades are assigned based on knowledge of the subject and effort while disregarding the language barrier. EL's cannot fail or be retained if language is the only barrier.

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

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

The EL Coordinator is responsible for coordinating all EL programs and services. The EL Coordinator will serve as a liaison for school personnel, parents, and the community, ensure that students are identified, and that an appropriate and effective instructional program is provided.

The EL Coordinator will also provide training to administrative staff and to personnel at individual schools on registration and other topics related to EL students.

Paraprofessionals and volunteers will be used to assist in SCS's EL program. In addition, SCS will secure the

services of bilingual teachers, tutors, teaching assistants, psychologists, counselors, principals, and social workers, as needed to provide effective services to EL students. All personnel will know and understand the school's EL plan and shall receive appropriate training to conduct tasks assigned to them.

All non-certified personnel working in SCS's EL program must work under the direct supervision of a certified teacher and are not to be given direct responsibility for teaching and/or supervising students.

SCS shall provide high-quality professional development to classroom teachers, including teachers in "regular" classrooms, principals, administrators, and other school or community-based organizational personnel. Professional development activities shall be:

- Designed to improve the instruction and assessment of limited-English proficient students
- Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for English language learners
- Based on scientifically-based research demonstrating the effectiveness of the professional development in increasing students' English proficiency and of substantially increasing content knowledge, teaching knowledge, and teaching skills
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom

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

The EL Coordinator is responsible for submitting required reports and surveys to the Alabama State Department of Education. Data on current and former EL students shall be maintained as part of a system that includes information on all students. This will allow comparisons to be made between limited-English proficient and native English-speaking peers in mainstream programs. SCS shall systematically maintain the following information in individual student profiles for all students identified as limited-English proficient:

- Assessment data (standardized tests taken, scores, and dates)
- Academic data (courses taken, grades, attendance, promotion/retention)
- Entry dates into local school system as well as withdrawal dates
- Years of schooling in home language
- Educational history
- Results of sight and hearing tests
- Physical conditions that may affect learning
- Classroom observations and anecdotal records by teachers
- Enrollment history and criteria used for placement in special services (EL services, speech therapy, special education, gifted, other)

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 system's EL Plan shall be reviewed and adopted at the annual Title I Parent Meeting & Federal Programs advisory Board Meeting. Modifications shall be made to the plan as needed to meet the needs of EL students and to comply with state and federal guidelines.

The EL Plan will be evaluated every three years by a state monitoring team. Modifications will be made to the plan to bring it into compliance with the team's recommendations.

SCS shall report the following information annually to its constituents, by means of reports to the Sheffield City Schools Board of Education and the Annual LEA Report Card: student identification, program participation rates, English proficiency acquisition rates, and student achievement results.

The ultimate test of effectiveness of the English language educational program is student achievement of English language proficiency reflected by success on grade-level student academic content standards, state assessments, annual measurable achievement objectives, and graduation from high school.

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.

SCS shall ensure that English learners are not assigned to or excluded from special education programs, including programs for the academically gifted, from other specialized programs, or other support services that are available to other students in the school, because of their limited-English language proficiency. Evaluation, placement, and notification to parents of students with special needs shall be conducted in accordance with current authorization of the Individuals with Disabilities Education Act and its regulations.

All students with disabilities are guaranteed the right to a free, appropriate public education; an individualized education program with related services, if needed, that meets their specific needs; due process; education in the least restrictive environment; tests that are not culturally discriminatory; and a multidisciplinary assessment. SCS shall ensure that students are assessed in all areas related to the suspected disability. The materials and procedures used to assess a limited-English proficient student shall 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. Additionally, they will be provided alternative language services that are an integral part of their individual education plan.

In situations where it is not realistic to test in the native language of an EL student, SCS will 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 the limited-English proficiency.

The Individualized Education Program (IEP) for a limited-English proficient student with a disability shall include all of the components as listed in the Alabama Administrative Code. 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. To the extent possible, SCS shall provide an interpreter for oral communication and translate written communication into the parent's native language.

D. ASSESSMENT AND ACCOUNTABILITY

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

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

SCS shall ensure that English learners participate in the state's student assessments in accordance with current state and federal policies and procedures. Further, SCS is committed to increasing English proficiency and core academic content knowledge of limited-English proficient children by requiring:

(A) demonstrated improvements in English proficiency of limited-English

proficient children each fiscal year; and

(B) gap achievement for limited-English proficient children, including

Immigrant children and youth.

Data on current and former EL students shall be maintained as part of a system that includes information on all students. This will allow comparisons to be made between limited-English proficient and native English-speaking peers in mainstream programs. SCS shall systematically maintain the following information in individual student profiles for all students identified as limited-English proficient:

- Assessment data (standardized tests taken, scores, and dates)
- Academic data (courses taken, grades, attendance, promotion/retention)
- Entry dates into local school system as well as withdrawal dates
- Years of schooling in home language
- Educational history
- Results of sight and hearing tests
- Physical conditions that may affect learning
- Classroom observations and anecdotal records by teachers
- Enrollment history and criteria used for placement in special services (EL services, speech therapy, special education, gifted, other)

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**

All SCS are held accountable for meeting annual measurable achievement objectives. AMAO data is monitored and evaluated by each school's continuous improvement committee. Adjustments to curriculum and professional development are made when data is received. Accountability for reaching AMAO's include but not limited to:

School walk-through

School data meetings

District wide data meetings

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

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

SCS shall ensure that English learners are educated in the least restrictive and least segregated manner possible based on the educational needs of the students. Students shall be included, to the extent possible and practicable, in all aspects of the regular school program that are available to other students.

SCS will implement an effective means of outreach so that parents of ELs 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.

SCS shall make reasonable, meaningful, and sufficient efforts to involve parents/guardians of students who are English learners in their child's overall educational program. Notifications of system and school policies and procedures, school activities, academic and behavioral expectations, available alternative language and support services, and student academic progress, shall be made to parents/guardians in a uniform format and, to the extent practicable, in a language that they can understand.

SCS will ensure that appropriate notification is made to parents prior to placing a student in an English language instruction educational program. In accordance with Title III regulations, SCS shall, not later than thirty (30) days after the beginning of the school year, inform the parents of a limited-English proficient child identified for participation in, or participating in an English language instruction educational program, about

the following:

- The reasons for the identification of the student as limited-English proficient and the need of 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 "regular" 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
- The specific exit requirements for the program; the expected rate of transition from the program into regular classrooms; and the expected rate of graduation from high school, if appropriate
- If applicable, how the program meets objectives of the student's individualized education language plan (I-ELP)

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

- The procedures for parents to follow, to express ideas, concerns, or grievances regarding the provision of services in harmony with Title VI Civil Rights safeguards (Appendage #1)
- 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 SCS
- The options that parents have to waive enrollment of their child in an English language educational program or to have their child immediately removed, upon their request, from the program (Appendage # 2).

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

Parents are not required to respond affirmatively to the notification in order for the student to participate in the SCS's English language educational program. SCS will continue to provide appropriate, informal strategies to ensure that the student's English language and academic needs are met.

