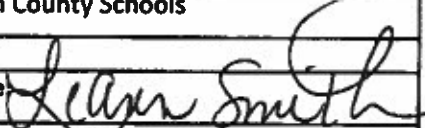
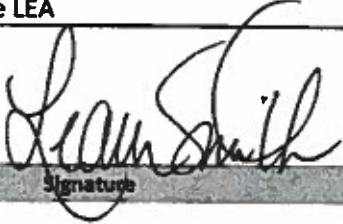



Section I Coversheet, Assurances, Signature Page	
<b>EL District Plan Cover Sheet</b>	<b>Local Education Agency (LEA) Name:</b> Conecuh County Schools
<b>LEA Contact for ELs:</b>	
<b>Name:</b> LeAnn Smith	<b>Signature:</b> 
<b>Position and Office:</b> EL District Coordinator	<b>Email Address:</b> leann.smith@conecuhk12.com
<b>Telephone:</b> 251-578-1752 ext. 4003	<b>Fax:</b> 251-578-2866
<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 limited-English proficient students 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 language learners (ELs)	
<input checked="" type="checkbox"/>	Assure that all individuals used as translators or interpreters are fluent in the language they are translating.	
<input checked="" type="checkbox"/>	Assure ELs have equal access to appropriate categorical and other programs and are selected on the same basis as other children	
(The following assurances apply only to LEAs that receive Title III funds)		
<input 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	
LeAnn Smith		10/01/18
EL Program Administrator	Signature	Date
Zickeyous M. Byrd		10-2-18
LEA Superintendent	Signature	Date

## LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN

### Section A: Theory and Goals

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

- 1) All students are entitled to a high quality free public education. This includes students who come from a background where a language other than English is spoken. Students with limited English proficiency sometimes experience difficulty with the dual load of learning a language and learning academics taught in that language at the same time. The students are at a higher risk of dropping out of school and may consequently have reduced opportunities for employment.
- 2) Language is a complex system of knowledge that children acquire and is a powerful tool for expanding their curiosity, inventiveness, intellectual and sociability. Language acquisition is imperative to academic success and is integral to human accomplishment and fulfillment. Students with limited English proficiency sometimes experiences difficulty with the dual load of learning a language while academics are taught in the language.
- 3) These students will be provided the same education as other students in our system. They will have access to the same programs and services that other students have such as Special Education and enrichment classes without regard to their primary language. With this in mind, the purpose of this plan is to outline ways in which Conecuh County Schools will provide programs to help limited English proficient (LEP) students become proficient in reading, writing, and understanding English.

### Section B: Identification and Placement Procedures

#### 1) Procedures for identifying the EL Advisory Committee

- 1) Upon enrolling in the Conecuh County School System, all students will be given a home language survey. If the survey indicates or if it is suspected by school personnel that a student may need ESL services, a Language Proficiency Assessment (W-APT or WIDA Online Screener) will be administered to determine proficiency level. If a student scores within with NES (non English speaking) or the LES (limited English speaking) ranges, that student is determined to be LEP and placed in the ESL program.
- 2) The English Language (EL) Advisory Committee of County Schools is comprised of a cross-representation of Central Office Leaders, school teachers and parents that are diverse in size and number of ELs represented at each school. At the beginning of the school year, the District Coordinator receives parental names from the School EL Coordinators-ESL parents and general education parents. All parents have an opportunity to participate on the 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) Methods for identification, placement, and assessment

- Home Language Survey
- WIDA Online Screener
- WIDA-ACCESS Placement Test (W-APT) for Kindergarten
- ACCESS for ELLs 2.0

CCS 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.

CCS shall administer a Home Language Survey 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, CCS will provide an interpreter to assist during the enrollment of limited English or Non-English speaking students and during parent/teacher conferences.

CCS will provide an English language educational program designed to meet the linguistic and educational needs of English language learners. Language-minority proficiency level within ten (10) days of their initial identification.

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

- 1) **The English Language Instruction Program (LIEP)** shall monitor EL students progress for a period of at least four years (new in ESSA) and at a minimum. 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.
- 2) 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.
- 3) CCS 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 criteria will be added by CCS. EL students will be monitored for four years to ensure that former EL students are successful in the academic setting.
- 4) 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. Recommendation for the 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.
- 5) 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 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 parent(s) or guardian(s)
- Interviews with classroom teachers of ELL students

CCS shall monitor the English language and academic progress of each exited student for a minimum of two-four academic years. Students that demonstrated 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 proficiency test, ACCESS.

CCS will administer the state-adopted large-scale English language proficiency assessment annually - ACCESS 2.0 for ELs. CCS will use either the W-APT or WIDA Online Screener for ELs for initial screening, diagnostic, and placement purposes.

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, CCS 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
- Education 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)

**Section C: Programs and Instruction**

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

CCS shall development 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 criteria, 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--CCS shall administer the state-approved language proficiency screener W-APT and ACCESS for ELs--for diagnostic and placement purposes. CCS shall provide sufficient training for designated staff to administer the screener to all students whose Home Language Survey indicated that a language other than English is their primary language.

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
- The degree of home support for second-language learning

CCS will develop an English language educational program that includes objectives in the English language skills of listening, speaking, 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 College and Career Readiness Standards 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 state-adopted WIDA English Language Proficiency Standards for English learners in K-12.

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

Core teachers in CCS are highly qualified and fluent in English. All teachers are given professional development in differentiated instruction on an on-going basis.

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 in 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. No student should be retained based on their language proficiency.

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 EI 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. Conecuh County implement the strategies of content instruction in serving ELs in the regular classroom.

**2) How the LIEP 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. Student's W-APT, WIDA Online Screener, ACCESS 2.0 and English as a Second Language for ELLs scores will help teachers to identify areas for focus for individual EL students. Training for faculty and staff with the provided, reflecting the needs identified in the data analysis.

CCS will develop an English language educational program that includes objectives in the English language skills of listening, speaking, writing, content vocabulary, and cultural concepts students need to succeed in regular classrooms. Curricula and instructional materials used in the program must be aligned with the Alabama College and Career Readiness Standards 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 state-adopted WIDA English Language Proficiency Standards for English learners in K-12.

**3) Grading and retention policy and procedures**

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

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

The school 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 school EL Coordinators are trained and provide turn-around training to staff about EL students, EL registration, and any other topics related to EL students. Each school has a district EL Plan.

In addition, CCS will secure the services of bilingual individuals, as needed to provide effective services to EL students. All individuals 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 CCS'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.

CCS 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 the 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) Method for collecting and submitting data

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

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, CCS shall systematically maintain the following information in individual student profiles for all students identified as limited English proficient:

- Assessment data (standardized tests taken, scores, screenings, 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
- Education 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) Method for evaluating the effectiveness of the program

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.

CCS shall report the following information annually to its constituents, by means of reports to the Conecuh County Board of Education and the Annual LEA Report Card: student identification, program participation rates, English proficiency acquisition objectives, and graduation from high school.

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

CCS 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. CCS 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 the 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, CCS 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.

The Individualized Education Plan (IEP) for 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 related to the student's IEP. Parent participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. To the extent possible, CCS shall provide an interpreter for oral communication and translate written communication into the parent's native language.

**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**

Data on current and former EL students shall be maintained as part of a system that includes information on all students. Schools are trained to use the state system/database to code ELs and enter reliable and accurate data. This will allow comparisons to be made between limited-English proficient and native English-speaking peers in mainstream programs, CCS shall systematically maintain the following information in individual student profiles for all students identified as limited English proficient:

- Assessment data (standardized tests taken, scores, screenings, 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
- Education 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) Method for holding schools accountable for meeting proficiency in academic achievement**

- Monitoring and evaluating school engagement with continuous improvement plan

All CCS 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
- ACIP's
- Samuel Training Sessions
- Professional Development regarding EL students
- Observations (ELEOT Tool)

**Section E: Parent, Family, and Community Involvement****1) Methods for promoting parent involvement activities to help improve student achievement**

CCS 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.

CCS will implement an effective means of outreach so the 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.
- Parent Committee and/or Family Engagement Committee
- Information provided in Native Language via TransAct or Social Media when necessary.

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

- EL identification, placement, exit, and monitoring

3) Methods for promoting education and awareness about Title VI Parental Rights in regards to concerns, ideas, and grievances.

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
- 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 CCS
- 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

If a student has not been identified for participation in an English language educational program prior to the beginning of the school year, CCS 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 CCS English language educational program. CCS will continue to provide appropriate, informal strategies to ensure that the student's English language and academic needs are met.