
Conecuh County Schools



EL Plan

2018-2019

Section A. Statement of Purpose, Theory and Goals

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.

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 experience difficulty with the dual load of learning a language while academics are taught in the language.

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.

Enrollment

All language-minority children will be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, or immigrant documentation. Conecuh County Schools will use a system-generated student number for those children who cannot produce social security numbers. If the parents do not have the immunization records available, the dates of immunization may be obtained by calling the previous school that the child attended. If all else fails, the student can receive the immunization series at the local public health department. The LEA should work collaboratively with community and area agencies to facilitate the school enrollment process. These efforts should be documented for future reference as needed. If appropriate immunization documentations cannot be obtained within a reasonable period of time, the student's case should be handled in accordance with approved state and local board of education procedures.

Goals

CCS shall ensure that language-minority and English learners have equal access to instructional, support, and extracurricular programs, services and activities. Further, CCS is committed to supporting scientifically research & evidenced-based and effective programs, practices, and training so that all students can become proficient in English and meet the same challenging state academic content and student academic achievements standards as all children are expected to meet. CCS shall ensure that English learners participate in the state's student assessments in accordance with state and federal guidelines showing:

(A) Demonstrated improvements in English proficiency of limited-English proficient children each fiscal year, and

(B) Adequate yearly progress for limited-English proficient children, including immigrant children and youth.

CCS shall ensure that English learners are not assigned to or excluded from special education programs, including 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 for the individuals with Disabilities Education Act and its regulations.

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 shall make reasonable, meaningful and sufficient efforts to involve parents/guardians of students who are English learners in the child's overall educational program. Notifications for 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.

CCS 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, CCS shall, not later than thirty (30) days after the beginning of the school year, inform the parents of a limited-English proficient child identifies 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 for 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 for 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 for 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 plan (IEP)

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 decline to enroll their child in an English language educational program or to have their child immediately removed, upon their request, from the program

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

CCS 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.

Our goals are to:

- Identify students in need of English as a Second Language (ESL) services;
- Identify special needs and interests of these students as quickly as possible;
- Ensure that students in this program are able to participate in all classroom state curriculum activities and the state testing program with success.

Section B. Identification and Placement Procedures and Services

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 will be administered to determine proficiency level. If a student scores within the NES (non English speaking) or the LES (limited English speaking) ranges, that student is determined to be LEP and placed in the ESL program.

The English Language (EL) Advisory Committee of County Schools is comprised of a cross-representation of Central Office Leaders, schools 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 school EL Coordinators- ESL parents and general education parents. 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

The methods for identification, placement, and assessment of EL students will be the following:

- 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.

Section C. Programs and Instruction

CCS 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 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 not 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

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

Services for EL students will be provided primarily in the classroom. In the pull-out approach, a student is pulled out of the mainstream classroom for special instruction in English. This is determined at each school level. The core curriculum is the structured English Immersion Program.

The goal of this program is acquisition of English language skills so the the ELL student can succeed on an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs for ELL students, possessing, either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' 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.

Essential components:

English Language Development - the component that provides language acquisition opportunities for English learners to learn the academic English necessary to access grade-level content standards

Access to the Core Curriculum - the component that provides special teaching methods and accommodations to assist English learners to meet the content standards in language arts, math, science, and social studies.

CCS shall establish and implement a system so that each English learner has a student support team/EL Committee at the school level. This team is 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 the classroom shall be considered in decisions about programs and services to be provided.

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.

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.

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 proficient in listening, speaking, reading, and writing to be classified as proficient no additional criteria will be added by CCS. 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. Recommendation 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 with 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 four 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 proficiency test, ACCESS.

CCS will administer the state-adopted large-scale English language proficiency assessment annually--ACCESS for ELs. CCS will use the on-secure form of ACCESS for ELs for initial screening, diagnostic, and placement purposes.

CCS 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.

CCS 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 CCRS 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.

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

All 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. 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 s 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 sheltered content instruction in serving ELs in the regular classroom.

- 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. Specific instructional strategies will be implemented based upon the needs of the student. Training for faculty and staff with the provided, reflecting the needs identified in the data analysis.

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.

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 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 CCS's EL program. In addition, CCS 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 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 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

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.

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 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 and 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 Program (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 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, CCS shall provide an interpreter for oral communication and translate written communication into the parent's native language.

D. Assessment and Accountability

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)

E. Parent, family and Community Engagement

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.

CCS 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.

CCS will ensure that appropriate notification is made to parent prior to placing a student in an English language instruction educational program. In accordance with Title III regulations, CCS 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 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:

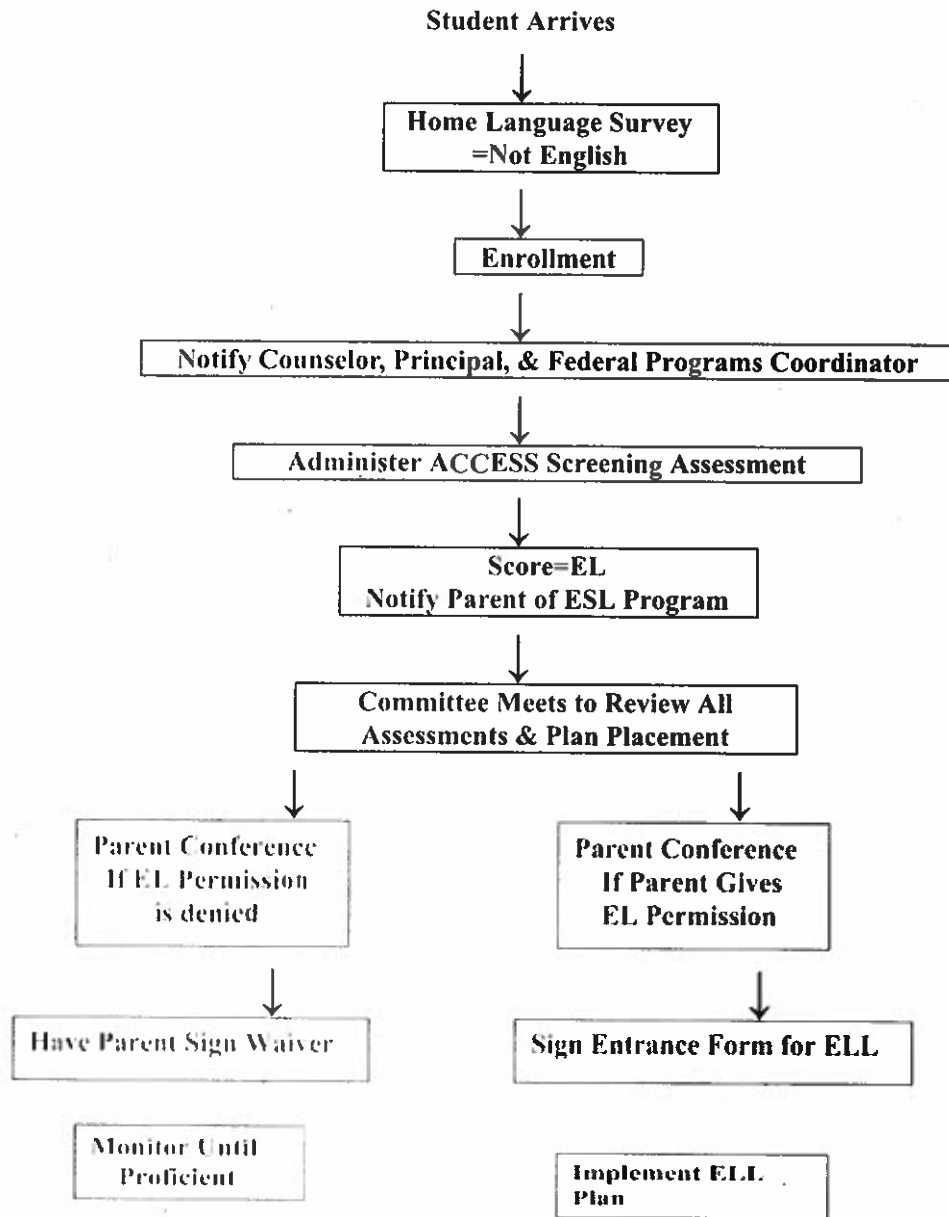
- The procedures for parents to follow, to express ideas, concerns, or grievances regarding the provision of services in harmony with Title VI Civil Rights safeguards
- The assistance that will be provided for parents in selecting from among various programs and methods of instruction if more than one 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 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.

CONECUH COUNTY SCHOOLS

EL FLOW CHART



HOME LANGUAGE SURVEY

Name _____ Age _____ Date _____

Teacher _____ Grade _____

Please check the appropriate answer.

1. What is the first language the student learned to speak?
English _____ Spanish _____ Other _____
2. What language does the student most often speak?
English _____ Spanish _____ Other _____
3. What language is most often spoken in the student's home?
English _____ Spanish _____ Other _____

Student's Signature (Grades 6 – 12)

Parent's Signature (Grades K – 5)

ENCUESTA SOBRE EL LENGUAJE QUE SE USA EN CASA

Nombre _____ Edad _____ Fecha _____

Escuela _____ Maestro _____ Grado _____

Contesta con la respuesta apropiada.

1. Cual es el lenguaje que el estudiante aprendio a hablar primero?
Ingles _____ Espanol _____ Canjoval _____ Otro _____
2. Cual es el lenguaje que el estudiante mas habla?
Ingles _____ Espanol _____ Canjoval _____ Otro _____
3. Que lenguaje se habla mas en la casa del estudiante?
Ingles _____ Espanol _____ Canjoval _____ Otro _____

Firma del estudiante (Grado 6 – 12)

Firma de Padres (Grado K – 5)

**CONECUH COUNTY SCHOOLS
PERMISSION TO ENTER EL PROGRAM**

To the Parent/Guardian of _____ Date _____

Your child has been identified as an English Learner (EL). The Conecuh County School System offers a program called English as a Second Language (ESL) that we believe would be very beneficial to your child. We would like your permission to enroll your child in the EL program. This program is designed to help your child improve his/her listening, speaking, reading, and writing skills in English.

If you approve, please sign below.

Sincerely,

LeAnn Smith, PhD

Federal Programs Coordinator

I approve and give my permission for my child to be enrolled in the EL program.

Signature of Parent/Guardian Date: _____

Conecuh County Schools

Accommodations Checklist for EL Students

Student _____ School _____

Teacher _____ Grade _____ School Year _____

To be completed by the LPAC. Circle all that apply.

1. Provide oral tests
2. Give short answer tests
3. Give modified tests
4. Provide highlighted texts, materials, etc.
5. Use visual aids
6. Provide additional instructions
7. Provide outlines
8. Extend time for assignment completion
9. Shorten assignments
10. Utilize assignment notebooks and prompts
11. Teach in small groups
12. Provide repeated reviews and drills
13. Allow peer tutoring
14. Reduce paper/pencil tasks
15. Provide manipulatives
16. Seat at the front of the classroom
17. Help student build a card file of vocabulary words
18. Read to the student
19. Encourage student to underline key words or important facts
20. Allow student an opportunity to express key words in their own words
21. Provide copies of notes or outlines
22. Give student a daily or weekly syllabus of class and homework assignments
23. For textbook or teacher made questions, add page numbers for answer location
24. For worksheets with reading assignments, color code questions in conjunction with the reading segment
25. Other _____
26. Other _____

**CONECUH COUNTY SCHOOLS
EL STUDENT PROGRESS REPORT**

(To be completed each grading period and returned to the counselor's office)

Name _____ Grade/Content _____

School _____ Teacher _____

Please indicate the number/letter grade this EL student has made this grading period. Keep in mind the modifications you have made to accommodate him/her, and that we cannot assign a failing grade to an EL student simply on the basis of lack of English proficiency.

SUBJECT	GRADING PERIODS				
_____	1	2	3	4	Average
	_____	_____	_____	_____	_____

Please indicate modifications made for this student:	YES	NO
1. Oral rather than written assignments	_____	_____
2. Oral testing	_____	_____
3. Extra time to complete assignments	_____	_____
4. Shortened assignments	_____	_____
5. Alternative assignments	_____	_____
6. Tutoring	_____	_____
7. Other _____	_____	_____

Comments:

**CONECUH COUNTY
BOARD OF EDUCATION
Evergreen, Alabama 36401**

Federal Programs Department
1455 Ted Bates Road
Evergreen, AL 36401

PHONE: (251) 578-1752
FAX: (251) 578-7061

English as a Second Language Program Waiver

Student's name _____
 LAST FIRST MI

School _____

Dear parents,

Your request for removal of your child from the English as a Second Language Program can be granted only by your signing and dating this form on the lines provided and returning this form to the school.

Sincerely,

I understand the purpose of the English as a Second Language Program and decline these services for my child.

Parent/Guardian Signature

Date

Note: The original copy of this document will be kept on file at the local school.

**CONECUH COUNTY SCHOOLS
ESL EXIT FORM**

Date _____ School _____ Grade _____

Student _____ SSN _____
 LAST FIRST MI

Date of Birth _____ Male () Female ()

ESL Entry Date _____ HR Teacher _____

Home Language _____

TEST SCORES

ACCESS 2.0 _____ Scantron Performance _____

DIBELS _____ OTHER _____

Other evaluative data: Teacher observation/checklist _____

LPAC COMMENTS:

Date _____

Program Exit: Not Recommend Recommend Highly Recommend
(circle one)

Signatures:

(Place this form in the Permanent Record)

**CONECUH COUNTY SCHOOLS
EL PROGRAM
EXIT PERMISSION**

Student _____ School _____

Class/Homeroom Teacher _____

Grade _____ Date _____

Dear Parent/Guardian:

Your child has been participating in Conecuh County Schools' English as a Second Language Program, and has progressed well. Based on test results, we feel that he/she is able to function in a regular English curriculum without this help. We request your permission to exit your child from the ESL Program.

Please mark the following form and return it to me.

Sincerely,

LEANN SMITH

Leann Smith, PhD
Federal Programs Coordinator

_____ I give permission for my child to be exited from the EL Program.

_____ I do not give permission for my child to be exited from the EL Program.

Signature of Parent/Guardian

Date

**CONECUH COUNTY SCHOOLS
EL Program**

School: _____

Advisory Team Meeting

Date: _____

Student's Name _____

Name	Title/Position	Signature

Comments: _____

Eligible: _____ **Yes** _____ **No**

School EL Coordinator's Signature