



Conecuh County Schools

EL Plan

2023-2024

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.
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. <ul style="list-style-type: none">• Home Language Survey• WIDA Online Screener 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. <ul style="list-style-type: none">• WIDA-ACCESS Placement Test (W-APT) for Kindergarten• WIDA Measure of Developing English Language (MODEL) for Kindergarten• ACCESS for ELLs 2.0®
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 (<i>new in ESSA</i>), 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.
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. <ul style="list-style-type: none">• Process the system uses to conduct a comprehensive needs assessment• Rationale for selecting the particular

EL program/s and how they are evidence-based

- Conecuh County Schools will implement a Structured English Immersion (core curriculum). All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing, either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.

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

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

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

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

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.

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

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

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 programs, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.**
- 7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.**
- 8. Information pertaining to parental rights that includes written guidance detailing:**
 - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)**
 - b. The options that parents have to decline are 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.**

Conecuh County Schools 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)

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

The English Language (EL) Advisory Committee of County Schools is a cross- representation of Central Office and school leaders, certified personnel 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 District Committee meets twice a year to determine the district's overall goals and available funds for English Learners (EL). Each school with ELs meets at least every 9 weeks to determine students' needs and implement plans. The duties of the schools' EL Advisory Committees 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

The committees will review students' progress in language acquisition and academic achievement on at least an annual basis.

2) Methods for identification, placement, and assessment

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 for kindergarten students or WIDA Online Screener for grades 1-12) 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 Limited English Proficient (LEP) and placed in the English Second Language (ESL) program.

Conecuh County Schools (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 have experience 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, 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 to 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 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 2.0 for ELs. 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 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 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 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, preschool 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 implements 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 of 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. ELs cannot fail or be retained if language is the barrier.

ELs may require accommodations in content work based on their identified level of English proficiency. Evidence of the accommodations is to be kept by the classroom teacher in an accommodations binder for each EL throughout the year.

- Grading is based on assessments suggested using the WIDA English Language Proficiency Standards and Performance Indicators prescribed by the student's level of language proficiency.
- An accommodations binder for each EL is to be kept in the regular classroom with evidence of accommodated work and assessments as suggested using the WIDA Performance Indicators.
- Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.
- Designate on the report card that the student is an EL.

A student may not be assigned a failing grade in a content-area because of a lack of English language proficiency. School districts are directed by federal law to ensure that LEP students can participate meaningfully in a district's educational program. This does not mean that ELs cannot fail. Rather, the classroom teacher must provide full documentation of accommodations having been made to assure the student full access to the content. The regular classroom teachers and the EL teacher must collaborate to guarantee this access. Evidence and documentation of instructional and assessment accommodations are kept by the classroom teacher in each EL's accommodations binder.

When a student is not demonstrating mastery and appropriate assessment suggestions have been implemented, the classroom teacher will collaborate with the EL teacher to consider other accommodations. This collaboration must be documented in Ellevation as a meeting and detailed notes must be entered. A report should be generated, printed, signed by the EL and regular teachers, and placed in the student's binder. If the student is still not performing successfully, the EL Committee will convene to review the child's accommodations binder and discuss other possible strategies.

Grades earned by EL students must reflect their academic achievement on grade level academic content standards. Assessments must allow students to demonstrate their knowledge and skills in spite of language barriers. Alternative assessments are to be used when needed. It is against the law to fail a student because he/she is not proficient in English. Classroom teachers are provided professional development on accurately aligning each EL's English language proficiency level with the prescribed WIDA Performance Indicators in Reading, Math, Science, or Social Studies. Instructional strategies and assessment tools are given for each content subject in the area of language development to include writing, speaking, understanding, and reading.

Examples of alternative assessments include, but are not limited to, portfolios, presentations, oral reports, making lists, or any product that allows EL students to express what they have learned.

Retention of ELs shall not be based solely upon level of English language proficiency (Lau vs. Nichols).

Prior to considering retention of an EL, the following points should be addressed and documented by the EL Committee:

1. What is the student's level of English language proficiency?
2. Has an Individual English Language Plan (I-ELP) been implemented to document classroom accommodations and student progress?
3. To ensure meaningful participation, are classroom accommodations being made in the areas of:
 - a. Teacher lesson delivery?
 - b. Activities and assignments?
 - c. Homework?
 - d. Formal and informal assessments?
4. How much individual English language development instruction is the student receiving during the school day?
5. Has an alternative grading strategy been implemented (e.g., portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
6. Has the student's classroom teacher been adequately trained with instruction and assessment strategies specifically designed for the students learning English?
7. Do the report cards indicate that students were graded according to their I-ELPs?

At the end of each grading period, the EL Teacher will review the grades of ELs. These grades will be discussed with the principal and EL Committee, if needed. Grades will be filed in the student's EL folder.

All ELs will participate in the State Testing Program(s). Accommodations for ELs will be according to the guidelines found in the Student Assessment Resource Guide for English Learners, located on the ALSDE Website at <https://www.alabamaachieves.org/english-learners/>. Counselors/EL Facilitators at each

school will be responsible for entering state testing accommodations (as well as the rest of the I-ELP) for each EL student into PowerSchool within two (2) weeks of the completion of an I-ELP meeting.

Accommodations

Conecuh County Schools provides English Learners with access to the same grade level academic content standards that are offered to all other language proficient students. This access is provided by means of accommodations to instruction and assessment (NOT TO CONTENT). The regular classroom teacher makes accommodations to the regular program to meet the needs of the language proficiency of the EL students based on the WIDA Consortium’s English Language Proficiency Standards and Performance Indicators for ELs in Pre-Kindergarten through Grade 12. The standards are designed as a curriculum planning and assessment preparation tool. They help educators determine children’s language proficiency levels and how to appropriately challenge them in oral, rather than written assignments, oral testing, sorting real-life objects, constructing a drawing, collecting and organizing data, illustrating and labeling, matching, listing, describing, and stating step-by-step processes.

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 evidence-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

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 is 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 students 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

Conecuh County Schools will monitor and evaluate school engagement with Continuous Improvement Plan

All CCS are held accountable for meeting annual measurable achievement objectives. 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 proficiency 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 (Cognia Evaluation Tools)

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 Trans-Act or Social Media when necessary

- 2) Methods (in a language they can understand) for notification requirements for ELs students regarding
- EL identification, placement, exit, and monitoring

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.