

Russellville City Schools

EL Plan

2025-2026

A. Required Theory and Goals –

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

The purpose of the English Learner Program is to provide specialized English instruction to students whose primary language is different than the target English language. The specialized instruction is designed to help English Learners (ELs) become English proficient in the four domains of language acquisition listening, speaking, reading, and writing.

The primary goal of Russellville City Schools’ English Learners Program is to provide equal educational opportunities to students who have a primary or home language other than English and who are identified as English learners. Additionally, Russellville City Schools promotes English proficiency skills by providing students with an English rich educational environment.

Russellville City Schools strives to create a learning environment that encourages students to have pride in their cultural heritage. The school system also provides the cognitive and affective support necessary to help them become contributing members of our society. The K – 12 EL Program will provide each EL student the opportunity to be successful in the academic areas and to develop listening, speaking, reading and writing proficiency in all classes.

Other goals of the EL Program of Russellville City Schools are:

1. To increase identified students’ English language proficiency to the degree necessary to allow successful independent functioning in the regular school program.
2. To enable identified students to participate successfully in the academic courses offered by the school.
3. To promote identified students’ self-esteem, cultural awareness, and other socially related skills.
4. To provide identified students the opportunity to reach their full potential.

The primary objectives of the EL Program of Russellville City Schools are:

1. To identify all students who have a primary or home language other than English.
2. To assess all students who have a primary or home language other than English.
3. To provide instruction to all students who do not understand, speak, read, or write English.
4. To develop listening, speaking, reading, and writing skills through the EL Program.

5. To assess and monitor the academic progress of EL students in the school system with an ongoing evaluation process.
6. To provide an opportunity for EL students to function comparably with their English-speaking classmates with the appropriate level of assistance.
7. To create a learning environment that will meet both cognitive and affective needs.
8. To exit students from the program when they reach the appropriate level of language proficiency.
9. To monitor exited students to ensure continued academic success.
10. To support the curriculum and instruction of the regular classroom as appropriate to the language developmental stage of the student.
11. To provide staff development in appropriate instructional and assessment strategies on the language, cultural and educational needs of EL students.
12. To communicate instructional goals and expectations to parents and encourage them to support their children's progress.

B. Identification and Placement Procedures

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

Russellville City Schools has developed a Federal Programs Advisory Committee which includes school administrators, regular education teachers, EL instructors, parents and community leaders. Our system is relatively small, therefore our Federal Programs Advisory Committee is used as our EL advisory committee and this committee always includes parents and teachers of EL students. Agendas, sign-in sheets and minutes are kept of each meeting.

2) Include the LEA's methods for identifying, placing, and assessing the students to be included in the English language instruction educational program. The following components must be explained in the plan. • Home Language Survey • WIDA Online Screener • WIDA- Screener for Kindergarten • ACCESS for ELs 2.0®

1 - All students enrolling in Russellville City Schools are required to complete the Home Language Survey. It is also helpful to conduct an interview with the student(s) and parent(s) during the enrollment process. The assistance of a translator may be required. Valuable information can be obtained during the interview.

2 – When any response on the HLS indicates the use of a language other than English is used by the student or any individuals in the home, then further assessment must be conducted to determine the student's English language proficiency level. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

After it is determined that the student's home language is something other than English, they are referred to the EL teacher for testing.

3 – School personnel will administer an assessment of English proficiency which is approved by the SDE. Currently, the approved test is the WIDA Kindergarten Screener and the WIDA Screener for grades 1-12. Any student in grades 1-12 scoring an overall composite below 5.0 on the WIDA Screener must be identified as an EL student and will require placement in an English language instruction educational program. Concerning kindergarten placement, the WIDA Kindergarten Screener score of 4.5 or above is considered proficient. The student may not need EL services, but their academic progress may be monitored in case rescreening is needed in first grade to determine reading and writing proficiency.

For students enrolled by the beginning of the school year, the district must notify parents of their child's English learner identification and eligibility for participation in the language development program within 30 calendar days after the beginning of the district's school year. If a student enrolls during the school year and is a first-time enrollee in a U.S. school, then the LEA has 30 days to screen and notify parents. For other students identified as English learners entering during the school year, parents must receive notification of language instruction program eligibility within two weeks of enrollment.

4 – The English Learner (EL) Committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students who are ELs. The EL Committee may be comprised of content-area or general classroom teachers of ELs, assessment specialists, school administrators, school counselors, EL staff, and other members as appropriate (e.g., parents, central office administrators, and school psychologists). The committee should consider the English proficiency test scores and any other pertinent information about the student (grades, other test scores, etc.) as it designs a program to meet the language needs of the student.

5 – The EL team should notify the parents or guardian of the student that the child has been placed in a program to help the student gain proficiency in English. This notification should be done within 30 days of placement for students who enroll by the beginning of the school year and within two weeks for students who enroll during the school year. It must contain notice that the parent or guardian may decide to decline or "opt out" of the ESL services. It should also contain assessment information used to make the decision. In our system, if a parent chooses to "opt out," then a parent conference should be convened and a thorough description of the services offered be given to the parents (through an interpreter, if necessary). Once the student is placed, an Individual English Language Plan (I-ELP) is developed.

6 - It is recommended that elementary EL students be placed at an age appropriate level. Secondary students should be placed in classes that provide the greatest levels of comprehensible instruction in consideration of the students' levels of English language

proficiency. High school students are placed in grade levels according to accrued credits.

Secondary students are eligible to participate in the Newcomers Program if they meet the following criteria:

- Students are at risk of educational failure or of dropping out of school.
- Students have little or no English or native language literacy and academic achievements.
- Students are overage for their grade level placement, because of weak academic skills and limited formal education.
- Students' needs exceed the instructional design of the regular EL core program that is in place in the district.

The parent or guardian and student must give written consent for the student to be placed in the program.

7 – EL students will participate on WIDA ACCESS for ELLs or WIDA Alternate ACCESS until such time the student demonstrates English proficiency (4.8 composite) and exits or meets the Alternate Exit Criteria. Parents are notified that the student is eligible for dismissal from the program. After the student exits the EL program, the student will be monitored for four years.

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

No student shall be exited from EL services due to being in the program a set amount of time. There is no time limit for participation in the EL program. School personnel should be aware of the state exiting criteria through annual professional development to have a higher understanding of expectations and exiting criteria.

Students are considered eligible to exit the EL Program based on the following criteria. Alabama has determined that EL students who achieve a 4.8 composite score on ACCESS for ELLs are considered to be English language proficient. At such time, an EL student has exited, the student will be classified as exited and will be monitored for four years. Students who have exited, may continue to receive the same EL accommodations on state assessments, as they did while they were classified as an EL1 or EL2. They may continue to receive these EL accommodations if they are being provided on a regular basis in the general ed classroom and are determined to be necessary for the student to be able to demonstrate

their knowledge and understanding of the content being measured. At the end of the four-year monitoring period, the students who have exited will no longer receive EL accommodations.

Alternate Exit Criteria for EL students who participate on Alternate ACCESS will not attain a numerical score as with the ACCESS for ELLs assessment. Instead, Alternate English Language Proficiency (ELP) levels are used to determine the student's level of English language proficiency.

Exited students are monitored by the EL Committee for a period of four years to determine if they are academically successful. The student will be monitored at grading periods coinciding with issuance of report cards during the first year. The second year the student will be monitored at the end of each semester. Documentation of monitoring shall be maintained by local school personnel as designated by the EL Committee and presented as requested by LEA or state officials.

The criteria used to determine success can be:

1. Subject area grades (stable at C or better)
2. Review of formal and informal student assessment results (stable or improving)
3. Review of student work samples
4. Attendance
5. Teacher comments
6. Parent comments
7. Student comments
8. PST recommendations

If a Former English Learner (FEL) student is not progressing academically as expected and monitoring suggests a persistent language need, the EL committee must reconvene and determine if the student needs to be retested with the appropriate version of the WIDA Screener Online test. Parent permission must also be obtained before rescreening occurs. If the parent/guardian refuses rescreening the student, this refusal should be documented, and a statement of the parent/guardian's refusal should be included in the I-ELP. If this is the case, the LEA will continue to provide the necessary English language supports for the remainder of the four-year monitoring period.

If the student scores below 5.0 on the appropriate version of the WIDA Screener, the team may reconsider returning the student to EL 2 status and begin providing English language supports. The student will then take ACCESS for ELLs or WIDA Alternate ACCESS at such time the test is administered.

C. PROGRAMS AND INSTRUCTION

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

ELs are a diverse group of students with personal, cultural, and educational backgrounds that often differ significantly, and thus require instruction that meets their particular needs. Like all students in Alabama, ELs must be provided with access to the Alabama CCRS and require different instructional pathways to master those standards. An English Language Program is provided to all ELs in grades K-12 in each local school. These services are provided through various models determined by local school needs and the availability of resources.

It is important that all limited and non-English speaking students learn to function in society equally with their English-speaking peers. In order to accomplish this, an intensive system wide program is necessary. A variety of materials and evidence-based strategies are used by the teachers of this system to accomplish the goals stated above. This is done through our English as a Second Language Program. Both basic and content language acquisition instruction occurs in the general education classroom, with general education teachers being required to implement WIDA English Language Development Standards for language acquisition. All of our general education classroom teachers are expected to differentiate instruction so that all students, including English Learners, can access the curriculum at their level of understanding, focusing on the four language domains: listening, speaking, reading and writing.

EL instruction enhances the student's acquisition and mastery of English as rapidly as possible. The amount of time of service is dependent upon the individual needs of the student, i.e., language proficiency and academic success.

Content area teachers differentiate instruction to meet individual EL needs. Training will be provided to classroom teachers in strategies for appropriate accommodations. Some of these accommodations include oral rather than written assignments, oral testing, extra time to complete assignments, shortened assignments, alternative assignments, and tutoring. The EL department will sponsor professional development activities to equip teachers with strategies for instructing and accommodating ELs.

EL instruction at all levels is a combination of pull-out, content-based, sheltered instruction, and inclusion. EL instruction does not take the place of physical education, art, music, and other such courses. ELs should be considered for the gifted program and other special programs offered by the school system if academic performance indicates a possible need.

The emphasis for our EL students at the secondary level who participate in the Newcomer Program is language acquisition and basic survival skills in math, reading, and writing. High school and middle school newcomers will enroll in the program for one year, with the goal to transition them into the general secondary school setting to the greatest extent possible.

If parents refuse services, a Waiver Form should be signed by the parents and placed in the student's cumulative record folder by the EL instructor. The school district is still required to make accommodations in instruction and monitor the student's academic performance. Although the parent has denied EL services for the student, the student must continue to participate in the annual English Language Proficiency testing (ACCESS for ELLs) until attaining proficiency.

Information about the EL Program is provided to parents in a language that they can understand through interpreters and/or forms and letters in their home language.

Title III law requires effective instruction that leads to the timely acquisition of proficiency in English and provides teaching and learning opportunities so that each student can become proficient in the state's academic content and student academic achievement standards within the specified time frame that is expected for all students. The English language instruction educational program for ELs may emphasize English temporarily over content subjects. The special instruction in English language development may be discontinued as the student gains proficiency. The school, however, is obligated to provide any assistance needed to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English. If the student exits the English language instruction educational program, efforts to eliminate the deficiencies may continue through the regular program and any supplemental programs and/or services that are available to other students who are eligible for such services.

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**

Data from the ACCESS test and WIDA K Screener will be used for student goal setting. Continuous improvement will be based on progress reports, Aimsweb Plus, iReady scores, IXL, report cards, State Test results, and teacher collaboration.

- **How the LEA supports each school with respect to continuous improvement practices and specific professional development**

The basic instruction for EL students (as well as other students) is found in the regular classroom where students have access to the state approved curriculum. Our regular classroom teachers are given professional development on the inclusion of WIDA standards, the process of language acquisition, instructional strategies for ELs, appropriate accommodations for ELs, and the expectations of the ACCESS test. They are also given opportunities to attend any ALSDE sponsored EL or Common Core workshops. The aim is for EL students to simultaneously learn English and content. Classroom teachers are focusing on developing academic English through the content of their courses.

- **How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum**

Teachers use the Can – Do Descriptors and Model Performance Indicators to determine what students can do in their classroom. Teachers will use the ACCESS results provided on the student's I-ELP in conjunction with the recommended accommodations to create a lesson that facilitates learning the academic content. The lessons are designed to modify the language but not the content.

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

Grading of ELs should be based on students' level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to the students' I-ELP. This complies with the federal law (Every Student Succeeds Act of 2016 (ESSA). Appropriate instruction and differentiation must be adjusted according to language proficiency level to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher.

Retention of ELs shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of an EL, the following points should be addressed in consultation with the EL Committee.

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

Teachers are often concerned about their responsibility for the state course of study and preparation for state assessments. They must keep in mind that ELs work under a dual burden: learning a new language and learning new content in a language they have not yet mastered.

Teachers must follow these guidelines:

- ELs must receive accommodations on content work when needed.
- Grading is based on accommodated work
- ELs must not be failed based on a lack of English language proficiency
- 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.

If a student can demonstrate knowledge and skills in a subject, i. e. math, he / she should be assigned a regular achievement grade.

Other suggestions for grading.

- Assign a grade and follow it with explanatory comments.

- Describe progress over time in narrative form with examples of student work.

EL Grading Policy Based on ALSDE Guidelines- To ensure that EL students have a reasonable chance of succeeding in school, the following guidelines will apply:

1. For each EL student, a plan for EL instruction (I-ELP) shall be developed. Students will be graded according to the I-ELP.
2. Students who are identified as an EL will be graded on improvement in both language and content. Teachers should refer to the I-ELP for the appropriate grading accommodations.
3. Some students will not receive accommodations in every content area. Therefore, if the student can demonstrate knowledge and skills without accommodations, then they should be assigned a regular achievement grade.
4. The EL committee will decide which type of classroom and grading accommodations are appropriate for each EL student, according to his/her designated English proficiency level. Each teacher will receive a copy of the accommodations that are appropriate for each student. As a student gains English proficiency, the EL committee will make changes to the accommodations.
5. The EL committee will meet as needed to review the progress of EL students.
6. Written documentation justifying failing grades should be available and provided to administrators, the EL teacher or the student's parents or guardians upon request.
7. Lack of ability to read, write or speak in English or not be able to do coursework because of these inabilities is not the basis for a failing grade. Teachers must also document how lessons and exams are made linguistically accessible. It is against the law to fail a student because he / she is not proficient in English.
8. It is recommended that teachers keep a portfolio of the EL student's work. The portfolio will enable the teacher to provide evidence that the student was given the appropriate opportunities to master the content required to pass a course, earn credits, and be sufficiently prepared for state assessments.

4) Include details on the specific staffing and other resources to be provided to English learners under the LIEP in the district. EL 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 EL licensure)

All teachers who provide language instruction are state certified and must meet the requirements of ESSA qualifications. All are fluent in English and have both written and oral communication skills. Some teachers have advanced degrees in ESL instruction and others have training specifically designed for EL teachers.

Each school in our system has one or more EL teachers to provide specific language acquisition skills to those students who are not proficient in English.

High quality professional development is provided to teachers, principals, administrators, and other school personnel that is:

- Designed to improve the instruction and assessment of EL students;
- Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instructional strategies for EL students;
- Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency, or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers;
- Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

5) Describe how the LEA will collect and submit data in accordance with SDE requirements. • How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

Russellville City School System will collect and submit data to the State Department of Education regarding student demographics and student assessment on a timely basis. Information about a student's birth country and whether a student meets the SDE requirement to be classified as an immigrant student (that is, the student was born outside the United States and has been in United States schools for less than three academic years) is collected in the student information system.

Data is also collected about the student's primary language, migrant status and EL status. Data regarding student's performance on state mandated tests (ACAP Summative/Alternate, PreACT, ACT with Writing, ACT WorkKeys) is also collected. Assessment data is also collected on the ACCESS and Alternate ACCESS test for all English Learners and scores are compared to previous ACCESS scores to follow language acquisition progress for each student. ACCESS scores are also used in determining proficiency. All data entry personnel are trained in the terminology and appropriate procedures for EL data entry.

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

The effectiveness of the program for EL students in our school system is evaluated by the success of the students in the program and of the students who have been served by the program. The EL students and former EL students' scores on various tests are monitored each year. The ACCESS for ELLs assessment is administered to all EL students. Their scores are analyzed and then compared to previous scores. EL teachers, counselors, general classroom teachers, and administrators use the scores to evaluate progress of students and then look at groups of scores for trends or for areas that need improvement. All assessment scores, plus other indicators such as student grades, are used to determine the effectiveness of the program. Adjustments are made to the ESL program and

professional development is planned to strengthen weak areas. We analyze the disaggregated results on the ACAP Summative/Alternate, ACT WorkKeys and ACT with Writing to see how EL students and former EL students are doing when compared with their peers in our school, across the state, and across the nation. We also keep track of progress made in classrooms, teacher grades, etc., and ultimately, how many of our EL students and former EL students graduate with a diploma and are successful in post-secondary school and employment situations. Data is shared with the Continuous Improvement Plan committee as decisions are made regarding instruction.

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.

Language-minority students must have access to instructional programs and related services for special populations in a school system such as special education and gifted education. All student support programs and services and must be available to language-minority students, or ELs, on the same basis that they are available to other students in a school or school system.

Local Education Agencies are required to follow procedures for the education of ELs with disabilities. Among the requirements are identification, eligibility, and service provision for ELs suspected of having a disability. Special education programs and services must be provided in accordance with the Individuals with Disabilities Education Act of 2004 (P.L. 108-446).

In most cases, the EL student is usually (unless a disability is severe and obvious) referred to the Problem Solving Team (PST). The PST process plays a central role in the implementation of academic, behavioral, and foundational wellness supports for all students. Academic supports for all students are met through the implementation of Response to Instruction (RTI); the purpose of RTI is to combine standards-based core instruction, assessment, and interventions within a multi-tier system of supports to increase student achievement through eliminating barriers of teaching and learning. The PST is responsible for guiding, supports and interventions for any student at risk of facing barriers to academic, behavioral, and/or foundational wellness success. A student is considered at-risk if their grades in core subject areas (English Language Arts, Mathematics, Science, and/or Social Studies) are below C, if they score below proficient on state standardized assessments, if they have chronic absenteeism, chronic behavioral referrals, and so on. Although a referral to PST is a required step prior to special education testing, a PST referral is not used only for pre-special education testing purposes.

ELs should not be referred to PST if language is the only barrier to achievement. Differentiated instruction should be provided for a reasonable amount of time to include instructional accommodations in accordance with the student's I-ELP. Other data sources may also be considered and reviewed to determine that the barrier is not related to language or the student's lack of instruction.

Once language has been eliminated as the barrier to achievement, EL students must be served in the same way as all other students. If an EL student is being discussed for

possible special education issues and language is clearly not the issue, then PST is the appropriate vehicle, provided EL staff member(s) are part of the team.

The team tries various measures and techniques to try to improve learning. Data sources, including ACCESS results, are used to determine if the below-grade level performance levels are due to a lack of language proficiency. Once the lack of language proficiency has been ruled out, referral to special education is made.

Uncertainty often exists regarding the referral of ELs for Special Education Services (SES). ELs are eligible to receive Special Education Services on the same basis as all other students. Care should be used to ensure that limited-English proficiency is not the basis of a referral.

All students with disabilities are guaranteed the right to:

- A free, appropriate public education.
- An IEP with special education and related services, if needed, which meets their specific needs.
- Access to due process.
- An educational experience is provided in the least restrictive environment.
- Access to tests that are not culturally discriminatory.
- Assessments that are multidisciplinary.

The limited-English proficient student with disabilities has a right to the same individual special education services as other students with disabilities. Public Law 108-446 requires that state and local education agencies ensure that the students are assessed in all areas related to the suspected disability prior to determining eligibility. The materials and procedures used to assess a limited-English proficient student must 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 Alabama Administrative Code (AAC) (2908-9.04(1)(e) states that in order for a limited English proficient student to be deemed eligible, the eligibility team (or IEP Team) must determine that the communication disorder exists in the child's native language and is not the result of learning English as a second language. The English proficiency level of ELs should be considered by the IEP Team prior to referral to Special Education, with the assistance of the EL specialist. If the English proficiency level is determined to be comparable to peers, then assessments may be administered in English. If the proficiency level is not comparable to peers, then the assessments should be administered in the EL's native language. If the IEP Team determines that information from administration of the assessments in both languages is appropriate, then this procedure should be completed. Any nonstandard administration of assessments should be documented on the Notice and Eligibility Decision Regarding Special Education Services. In situations where it is not realistic to test in the native language or mode of communication for an EL student, the LEA must consider information that will enable the IEP Team or eligibility team to make a decision as to whether the child has a disability and the effects of the disability on educational needs.

A child may not be determined to be eligible for special education if the determinant factor is the child's lack of instruction in reading, math, or limited-English proficiency. The IEP for an EL with a disability must include all the components listed in the Alabama Administrative Code (see Appendix A, Online Resources, Item 2). The IEP Team shall consider the language needs of the student as those needs relate to the student's IEP. Parent participation is a required part of

the special education process and to ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. This may also be necessary for parents of students who are National Origin of Minority whose Primary Home Language is Other Than English (NOMPHLOTE). These accommodations must include an interpreter for oral communication, and written communication must be provided in the parent's native language.

D. ASSESSMENT AND ACCOUNTABILITY

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

The District Test Coordinator (DTC) will work with each Building Test Coordinator (BTC) and EL Coordinator to ensure that every student, including English Learners (ELs), is assessed on each test for which they are eligible. All students are expected to participate in all required assessments.

The ACCESS for ELLs or WIDA Alternate ACCESS assessments are administered annually to monitor English proficiency gains. Additional assessments include:

- **Grades K–5:** i-Ready and Aimsweb Plus
- **Grades 6–12:** IXL
- **Grades 2–8:** ACAP Summative
- **Grades 2–8, 10–11:** ACAP Alternate
- **Grade 10:** PreACT
- **Grade 11:** ACT Plus Writing
- **Grade 12:** ACT WorkKeys

EL students within their first twelve months of enrollment in U.S. schools must participate in the mathematics and science portions of the ACAP Summative or ACAP Alternate but are exempt from the ELA portion.

The DTC, BTC, and EL Coordinator will collaborate to ensure that proper test administration procedures and accountability requirements are clearly communicated and followed by all testing personnel.

Russellville City Schools includes EL data as part of the continuous improvement plan. The continuous improvement plan team meets and analyzes data to set long-term goals to promote EL growth district wide.

Interim Progress Targets:

- Based on two years of statewide district data.
- Percentage of ELs within a district that must make the progress target in order to meet the ELP indicator.
- Proportion of students in a district expected to make progress in ELP increases each year.
- Interim progress is reported as the percentage of students in a district who make progress in their overall score.
- Progress is reported per school, not per district.

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our system is responsible for providing outreach to parents of limited English proficient children. Our system informs parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic content and student academic achievement standards as all other children are expected to meet.

1. The reasons for the identification;

ELs must be identified at the time of enrollment. The Home Language Survey (HLS) is a requirement for every student entering school in Alabama. It is also helpful to conduct an interview with the student(s) and parent(s) during the enrollment process. The assistance of a translator may be required. Valuable information can be obtained during the interview. When any response on the HLS indicates the use of a language other than English is used by the student or any individuals in the home, then further assessment must be conducted to determine the student's English language proficiency level.

2. The child's level of English proficiency

Parents of EL students are notified of their child's level of English proficiency through written communication sent by the school. This notification is required by both state and federal guidelines and must be provided within 30 days of the start of the school year. For students who enroll after the school year begins, parents must be notified within two weeks of enrollment. The letter explains why the student was identified as an EL, their current English proficiency level, and the method used to determine that level. It also includes information on the student's current academic achievement, the instructional program they will receive, and how the program supports both language development and academic progress.

The notice must also outline how long the student is expected to participate in the EL program, the exit criteria, and the ways the program aligns with other services, such as special education if applicable. Parents are informed of their rights, including the ability to opt their child out of specific supplemental language programs or request additional options if available. Importantly, the notification must be provided in a language the parents understand to ensure clear communication. Many school districts use standardized letters, often translated into multiple languages, to make this information accessible and ensure compliance with federal Title III requirements.

3. The method of instruction that will be used in the program,

Parents of ELs are informed about the method of instruction their child will receive through the required parent notification letter, which is sent at the start of the school year or within two weeks of a mid-year enrollment in their native language. This letter explains the instructional approach used in the EL program—such as English as a Second Language (ESL) pull-out services, sheltered instruction within the

general classroom, or content-based ESL—and describes how the method is designed to help the student develop English proficiency while meeting academic standards.

4. How the program will meet the educational strengths and needs of the child;

Parents of EL students are informed in their native language about how the EL program will meet their child's educational strengths and needs through a translated parent notification letter provided at the beginning of the school year—or within two weeks for mid-year enrollments. This letter explains, in a language the parents can understand, how the program will build on the student's existing skills, address areas for improvement, and support both English language development and academic achievement. By providing this information in the parents' native language, schools ensure that families clearly understand how the instructional approach is tailored to their child's abilities and how it will help them succeed in the classroom.

5. How the program will help the child learn English and meet academic achievement standards;

Parents are informed on how the EL program will help their child learn English and meet academic standards through a written parent notification letter provided within the required timelines. This letter explains how the program's instructional methods—such as targeted English language development lessons and academic content support—are designed to build the student's listening, speaking, reading, and writing skills while ensuring they can progress in core subjects like math, science, and social studies. It outlines how the program integrates language learning with grade-level curriculum so the student can both acquire English proficiency and meet state academic standards.

6. The program exit requirements, including the expected rate of transition, and the expected rate of graduation from secondary school;

Parents of ELs are informed about the EL program's exit requirements, the expected rate of transition out of EL services, and the anticipated high school graduation rate through the official parent notification letter. This communication explains the specific criteria a student must meet to exit the program—such as achieving a proficient score on the state's English language proficiency assessment—and provides an estimated timeline for when most students successfully transition to full participation in general education without language support. It also includes information on the district's or state's graduation rates for EL students, helping parents understand long-term academic expectations and outcomes.

7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.

Russellville City Schools takes into consideration that the lack of English proficiency is not the basis for a referral for Special Education Services. The Alabama Administrative Code (290-8- 9.04)(1)(e) states that in order for an EL student to be deemed eligible, the Eligibility Committee (EL Committee/IEP Team) must determine that the disability exists in the child's native language and is not the result of learning English as a second language. A child may not be determined to be eligible for special education

services if the determinant factor is the child's lack of instruction in reading, math, or lack of English proficiency. The IEP Team should consider the language needs of the student as those needs relate to the student's IEP. Parent participation is required at all IEP meetings and to ensure full participation of the parent/guardian(s), accommodations must be provided.

8. Their rights, including written guidance that

- Specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request,
- Describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and
- Assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Some parents of students identified as ELs may choose to waive Supplemental Title III Language Assistance services for their child. However, this does not negate the responsibility of the LEA to provide language support under the Office for Civil Rights law. The LEA must find alternate means of providing the student with support for language development and proficiency outside of the structured EL classes that may include pull out or push in services. Parents who choose to waive services must do so in writing on an annual basis, and the LEA must maintain the written documentation. Students who will not receive formal language services must still participate on the ACCESS for ELLs or Alternate ACCESS in order to determine the student's level of English proficiency and to provide educators with valuable information attained from test scores so that appropriate supports may be provided. ELs whose parents have chosen to waive services, will still be eligible for the appropriate EL accommodations on state assessments. Although parents may choose to waive supplemental Title III Language Assistance services for formal language assistance, the student will be identified and coded as an EL in the SIS and will continue to be coded as EL until the student attains a 4.8 composite score on ACCESS for ELLs or an alternate score on Alternate ACCESS.

Russellville City Schools' English language instruction educational program will use scientifically research based instructional strategies that demonstrate effectiveness in increasing English proficiency and student academic achievement in core academic subjects. Teachers will include activities that focus on listening, speaking, reading, and writing to facilitate second language acquisition. Methods of instruction include but are not limited to:

- Content-based instruction
- Sheltered Instruction
- Reading instruction methods supported by the Alabama Reading Initiative
- ESL Pull-Out
- ESL Push-In