

## **POLICY FOR LIMITED ENGLISH PROFICIENT STUDENTS (English Language Learners –ELL)**

Calhoun County Schools has a policy of admitting students regardless of immigrant or English-speaking status. In compliance with Title VI of the Civil Rights Act of 1964, the Calhoun County Board of Education prescribes the following policies to ensure that all limited-English proficient (LEP) students who are in need of language assistance services receive such services:

1. The superintendent or designee shall:

- (a ) identify personnel and resources available to serve limited English proficient students;
- (b) coordinate programs and services to such student and their parents;
- (c) as requested, report information concerning the identification, placement, and educational progress of such students to the State Department of Education and other appropriate governmental agencies.

2. The school system shall identify and shall report, as requested, to the State Department of Education and other appropriate agencies information including but not limited to the number of students whose primary home language is other than English, the number of limited English proficient students receiving services, the nature of the services, the number of limited English proficient students receiving special education services and services for the academically gifted, and other required data as needed.

3. A home language survey shall be administered to every student upon initial enrollment and maintained in the student's permanent record file. Each student from a non-English language background will be individually assessed to determine the student's level of English proficiency in order to determine the type(s) of assistance needed. The following formal language proficiency test for determining English proficiency will be administered: the WIDA-ACCESS Placement Test (W-APT). Once a student qualifies as an LEP student, the ACCESS test is used to monitor student progress. A student will exit the LEP program upon scoring a 4.8 on the ACCESS test.

4. An individual plan which, in the view of professional educators qualified to teach LEP students, has a reasonable chance of allowing the student to progress in school, is to be implemented for each identified LEP student. Plans are to be reviewed annually. The student's progress will be monitored and modifications to the plan will be made as needed.

5. In the event alternative language programs are necessary, students are not to remain in such programs longer than necessary to achieve program goals based upon program exit criteria. Students shall be monitored for two years after exiting such programs.

6. Limited English proficient students are to participate in the State testing programs in accordance with the Alabama Student Assessment Program Policies and Procedures for Students of Special Populations. When limited English proficient students are exempted from the statewide testing program, other appropriate methods shall be used to monitor the academic progress of these students.

7. LEP students are not to be assigned to or excluded from special education programs because of their limited-English language proficiency. Evaluation, placement, and notification to parents of students with special needs shall be conducted in accordance with the Individuals with Disabilities Education Act (IDEA) and its implementing regulations.

8. LEP students are not to be categorically excluded from programs for the academically gifted, from other specialized programs, or from support services such as guidance and counseling.

9. LEP students shall be educated in the least segregative manner based on the educational needs of the student. Students shall be included in all aspects of the regular school program in which they can perform satisfactorily.

10. LEP students including those with disabilities are to have access to extracurricular activities on the same basis as English-speaking students, and LEP students are to have access to comparable facilities on the same basis as the English-speaking students.

11. Efforts shall be made to involve parents of limited-English proficient students in the educational program of their children. National minority parents will be informed of school activities when notice is given to other parents. When possible, notices will be provided in the home language.

12. The Calhoun County Schools Grievance/Complaint Procedure may be utilized to resolve claims or complaints relating to discrimination or harassment because of race, color, sex, religion, national origin, age, disability, or other deprivation of a person's legal rights, including violations of Title VI (Civil Rights Act).

13. The Superintendent or designee is authorized to develop written plans and procedural guidelines as appropriate for implementation of this policy.