



Procedures and Guidelines  
for

**English Learners**

**2025-2026**

## **A. THEORY AND GOALS**

Tuscumbia City Schools prides itself in serving all students and to removing all barriers to learning that a student may encounter. The EL program for Tuscumbia City Schools will provide each child with limited, restricted, or non-English speaking ability the opportunity to be successful in all academic areas and to develop age and grade appropriate speaking, listening, reading, and writing proficiency for success in the classroom and life beyond.

## **B. IDENTIFICATION AND PLACEMENT PROCEDURES**

### ***1. Advisory Committee***

Tuscumbia City Schools shall establish and implement a system so that each English learner has a student support team and/or EL Advisory Committee responsible for guiding and monitoring the student's placement, services, and assessment. The team shall make decisions about the types of instructional 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 decisions about the programs and services to be provided.

The EL Advisory Committee will be composed of school counselors, school administrators, content area or general classroom teachers of ELs, and other members-at-large if needed. A school may choose to use an existing Student Support Team (Problem Solving Team/Response to Instruction team) as the EL Advisory Committee.

The duties of the EL Advisory Committee are to:

- Ensure full consideration of each student's language background before placement in an English language education 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 student's progress in language acquisition and academic achievement on at least a semi-annual basis.

### ***2. Methods for Identifying, Placing and Assessing Students***

Tuscumbia City Schools will maintain a consistent enrollment procedure for language-minority students to facilitate their entry in to 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.

Tuscumbia City Schools places the Home language Survey in the registration documents on the online registration site PowerSchool Enrollment. This site does allow for parents to select the

language of their choice when completing the required documents needed for enrollment. If a student's parents do not have access to the internet, devices and help are available at all school sites and the Tuscumbia City Schools Central Office. Home Language Surveys are maintained in each individual student's permanent file. To the extent possible, Tuscumbia City Schools will provide an interpreter to assist during the enrollment of limited or non-English speaking students and during parent/teacher conferences.

Tuscumbia City Schools will provide an English language educational program designed to meet the linguistic and educational needs of English language learners. Language-minority students must therefore be assessed to determine their English-language proficiency level within ten (10) days of their initial identification.

#### Program Placement and Services:

Tuscumbia City Schools 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.

In order to determine the level of English proficiency in all four areas of language development--listening, speaking, reading, and writing--Tuscumbia City Schools shall administer the state approved language proficiency screener W-APT and Access for EL, for diagnostic and placement purposes. Tuscumbia City Schools shall provide sufficient training for designated staff to administer the screener to all students who have a Home Language Survey that indicates a language other than English is their 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. 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, in to 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

## **C. Programs and Instruction**

### ***1. Programs and Activities***

Tuscumbia City Schools 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.

Tuscumbia City Schools will develop an English language educational program that includes objectives in the English language skills of listening, reading, writing, content vocabulary, cultural concepts, and student skills students need to succeed in regular classrooms. Curricula and instructional materials used in the program must be aligned with the Alabama Course of Study and must be based on scientifically-based research demonstrating the effectiveness of the material 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

Tuscumbia City Schools core programs for all students (including EL students) includes tiered instructional levels so that students acquiring academic skills will be given the additional help needed to reach college and career readiness.

All core teachers in Tuscumbia City Schools are highly qualified and fluent in English. All teachers are given professional development on differentiated instruction on an on-going basis.

### ***2. Language Instruction Educational Programs***

English as a second language is used widely for teaching language and content to ELs in the mainstream classroom, particularly as schools prepare students to achieve high academic standards. In English as a second language, academic subjects (e.g., science, social studies, mathematics) are taught using English as the medium of instruction. English as a second language helps ELs acquire proficiency in English and achieve in content areas. With English as a second language, English is not taught as a language with focus on learning language; rather content knowledge and skills are the primary goals. In the English as a second language classroom, highly qualified content-area teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary concept development in mathematics, science, social studies, and other subjects.

### ***3. Grading and Retention***

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

Traditional procedures for assigning grades to students may not be appropriate for English Learners. The same methods and criteria applied to their English speaking age and/or grade peers cannot always be used to assess students who lack English language proficiency. Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that ELs can progress. Likewise, assessments should be modified so that students can demonstrate their knowledge and skills. LEAs must describe their grading policies and procedures in local EL plans and should provide training for appropriate personnel so that the policies and procedures are implemented consistently and fairly.

A student may not be assigned a failing grade in a content area on the basis of lack of English language proficiency. The key to appropriate grading of ELs is appropriate instructional accommodations. If content teachers are unsure how to accommodate ELs, they should seek in-service or other training.

Alternative assessment is a preferred option for ELs. Implementation of alternative assessments include, but are not limited to; asking students to prepare portfolios, present projects or oral reports, make lists, and other products that express what students have learned. Teachers may also assign a grade based on a rubric

Students in grades 9-12 must be given the opportunity to earn credits toward graduation. Students should be given grades on work done with modifications and accommodations. Teachers are often concerned about their responsibility for the state course of study and preparation for the ACT test. 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 on the basis of 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 particular 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.

**Grading Policy based on ALSDE Guidelines**

- For each EL student, a plan for EL instruction (EL Plan) similar to an IEP shall be developed. Students will be graded according to the EL Plan.
- Students who are identified as limited in English proficiency (LEP) will be graded on improvement in both language and content. Teachers should refer to the EL plan for the appropriate grading accommodations.
- 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.
- 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.
- The EL committee will meet as needed to review the progress of EL students. • Written documentation justifying failing grades should be available and provided to administrators, the EL teacher or the student’s parents or guardians upon request. • 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 an “F”. 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**
- It is strongly 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.

### **Grading for Kindergarten**

- EL students will receive a yes or no. Teachers should refer to the student’s EL Plan for the accommodations. Some students will not receive accommodations in every content area.
- Classroom teachers must document/verify that the appropriate designated accommodations have been implemented.
- 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 an “F”. 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**

### **Grading for students in grades 1-8**

- EL students will receive a letter or numeric grade that is an average of grades earned in the content area classroom with accommodations made.
- Some students will not need 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.

- Teachers should refer to the student’s EL Plan as the EL Committee will determine the appropriate accommodations. Classroom teachers will verify that the appropriate designated accommodations have been implemented.
- Written documentation justifying failing grades should be available and provided to administrators, the EL teacher or the student’s parents or guardians upon request. • It is strongly 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.
- Students who exit the EL program will not receive accommodations but will be monitored for two years. During this time, if they receive failing grades in any subject area, they can reenter the EL Program. However, they can only reenter if it is determined that the failing grades are the result of a deficiency in English. The EL Committee will determine if the student should reenter the program.
- 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 an “F”. 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**

### **Grading for students in grades 9-12**

- Students will receive a numeric grade obtained for mastery of the course objectives with accommodations made according to the EL Plan.
- Some students will not need 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.
- Teachers should refer to the student’s EL Plan as the EL Committee will determine the appropriate accommodations. Classroom teachers will verify that the appropriate designated accommodations have been implemented.
- Written documentation justifying failing grades should be available and provided to administrators, the EL teacher or the student’s parents or guardians upon request. • Students who exit the EL program will not receive accommodations but will be monitored for two years. During this time, if they receive failing grades in any subject area, they can reenter the EL Program. However, they can only reenter if it is determined that the failing grades are the result of a deficiency in English. The EL Committee will determine if the student should reenter the program.
- It is strongly 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.
- Students in grades 9-12 must be given the opportunity to earn credits toward graduation. Students should be given grades on work done with modifications and accommodations. Teachers must keep in mind that EL students work under a dual burden of learning a new language and learning new content in a language they have not yet mastered.

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### **ALSDE Retention Guidelines**

- What is the student’s level of English language proficiency?
  1. Most current WIDA MODEL screener and/or ACCESS scores
  2. Scores from other tests that have been used to measure English language proficiency.
- Has an Individual English Language Plan (IELP) been implemented to document classroom modifications and student progress?
  1. A copy of the most current IELP
- To ensure meaningful participation, are classroom accommodations being made in the areas of...
  1. Teacher lesson delivery
  2. Activities and assignments
  3. Homework
  4. Formal and informal assessments
  5. Summary of when and how EL accommodations have been used in the classroom according to the IELP. Examples of lesson plans, assignments, and work samples should be available upon request.
  6. List of various teaching strategies used in the regular classroom and EL classroom
  7. Examples of alternative and authentic assessments
  8. List of testing accommodations used for the student
- How much individual English language instruction is the student receiving during the school day?
  1. A current schedule for participation in the EL program and which teachers are serving the EL.
  2. A summary of language needs and content that has been taught during the individual instruction time.
  3. Evidence from test scores to determine growth and progress in the English language acquisition and content.
- Has an alternate grading strategy been implemented (e.g. portfolio, checklist, teacher observation or rubric assessment on content and language objectives)?
  1. Lists of alternative assessments used in the regular classroom.
- Has the student’s classroom teacher been adequately trained with instruction and assessment strategies designed for students learning English?

#### ***4. Staffing and Other Resources***

The EL Coordinator is responsible for coordinating all EL programs and services. The EL Coordinator will serve as the liaison for school personnel, parents, and the community, ensure that students are identified, and that an appropriate and effective instructional program is provided.

The EL Coordinator will also coordinate and/or provide training to administrative staff and to personnel at individual schools on registration and other topics related to EL students.

Tuscumbia City Schools will 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:

- Designated 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 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 teacher’s performance in the classroom.

#### ***5. Collect and Submit Data***

The EL Coordinator is responsible for submitting required reports and surveys to the Alabama State Department of Education. Data on current and former EL students shall be maintained as part of a system that includes information on students. This will allow comparisons to be made between limited-English proficient and native English-speaking peers in mainstream programs. Tuscumbia City Schools 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, and promotion/retention) •
- Entry dates into local school system as well as withdrawal dates
- Year of schooling in home language
- Educational 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, and other)

## ***6. Evaluating the Effectiveness of the Program***

The Tuscumbia City Schools EL Plan shall be reviewed annually by the superintendent and the EL Coordinator. 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 five years by a state monitoring team. Modifications will be made to the plan to bring it into compliance with the team's recommendations.

## ***7. Method of Identification and Referral of ELs for Special Services (including Gifted Ed)***

Tuscumbia City Schools 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 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. Tuscumbia City Schools 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 an EL student, Tuscumbia City Schools 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.

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 the limited-English proficiency.

The Individualized Education Program (IEP) for a 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 relate to the student's IEP. Parent participation is a required part of the special education process and to ensure active participation

#### ***D. Method and Procedures for Exiting Students and Monitoring their Progress***

Tuscumbia City Schools 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 proficiency in listening, speaking, reading, and writing in order to be classified as proficient, no additional criteria will be added by Tuscumbia City Schools. EL students will be monitored for four 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. Recommendations 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 released student.

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 progress 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 education 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 the student's parent(s) or guardian(s)

Tuscumbia City Schools shall monitor the English language and academic progress of each exited student for a minimum of four 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 language proficiency test, ACCESS.

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proficient and native English-speaking peers in mainstream programs. Tuscumbia City Schools 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)
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Tuscumbia City Schools will administer the state-adopted large-scale English language proficiency assessment annually-ACCESS for EL's. Tuscumbia City Schools will use the non secure form of ACCESS for EL's initial screening, diagnostic, and placement purposes.

## **E. Programs and Instruction**

### ***1. Programs and Activities that will be Developed, Implemented and Administered***

Tuscumbia City Schools 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.

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All core teachers in Tuscumbia City Schools are highly qualified and fluent in English. All teachers are given professional development on differentiated instruction on an on-going basis.

## ***2. Programs that will Ensure English Proficiency is Developed***

English as a second language is used widely for teaching language and content to ELs in the mainstream classroom, particularly as schools prepare students to achieve high academic standards. In English as a second language, academic subjects (e.g., science, social studies, mathematics) are taught using English as the medium of instruction. English as a second language helps ELs acquire proficiency in English and achieve in content areas. With English as a second language, English is not taught as a language with focus on learning language; rather content knowledge and skills are the primary goals. In the English as a second language classroom, highly qualified content-area teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary concept development in mathematics, science, social studies, and other subjects.

## ***3. Grading and Retention***

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Other suggestions for grading

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

Grading Policy based on ALSDE Guidelines

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- The EL committee will meet as needed to review the progress of EL students. • Written documentation justifying failing grades should be available and provided to administrators, the EL teacher or the student's parents or guardians upon request. • 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 an "F". 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
- It is strongly 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.

Grading for Kindergarten

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### Grading for students in grades 1-8

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- Students who exit the EL program will not receive accommodations but will be monitored for two years. During this time, if they receive failing grades in any subject area, they can reenter the EL Program. However, they can only reenter if it is determined that the failing grades are the result of a deficiency in English. The EL Committee will determine if the student should reenter the program.
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### Grading for students in grades 9-12

- Students will receive a numeric grade obtained for mastery of the course objectives with accommodations made according to the EL Plan.
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- Teachers should refer to the student's EL Plan as the EL Committee will determine the appropriate accommodations. Classroom teachers will verify that the appropriate designated accommodations have been implemented.
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#### ALSDE Retention Guidelines

- What is the student's level of English language proficiency?
  - Most current WIDA MODEL screener and/or ACCESS scores
  - Scores from other tests that have been used to measure English language proficiency.
- Has an Individual English Language Plan (IELP) been implemented to document classroom modifications and student progress?
  - A copy of the most current IELP
- To ensure meaningful participation, are classroom accommodations being made in the areas of:
  - Teacher lesson delivery
  - Activities and assignments
  - Homework
  - Formal and informal assessments
  - Summary of when and how EL accommodations have been used in the classroom according to the IELP. Examples of lesson plans, assignments, and work samples should be available upon request.
  - List of various teaching strategies used in the regular classroom and EL classroom
  - Examples of alternative and authentic assessments
  - List of testing accommodations used for the student
- How much individual English language instruction is the student receiving during the school day?
  - A current schedule for participation in the EL program and which teachers are serving the EL.
  - A summary of language needs and content that has been taught during the individual instruction time.
  - Evidence from test scores to determine growth and progress in the English language acquisition and content.
- Has an alternate grading strategy been implemented (e.g. portfolio, checklist, teacher observation or rubric assessment on content and language objectives)?
  - Lists of alternative assessments used in the regular classroom.
- Has the student's classroom teacher been adequately trained with instruction and assessment strategies designed for students learning English?

#### ***4. Specific Staffing and Other Resources***

The EL Coordinator is responsible for coordinating all EL programs and services. The EL Coordinator will serve as the liaison for school personnel, parents, and the community, ensure that students are identified, and that an appropriate and effective instructional program is provided.

The EL Coordinator will also coordinate and/or provide training to administrative staff and to personnel at individual schools on registration and other topics related to EL students.

Tuscumbia City Schools will 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:

- Designated 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 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 teacher's performance in the classroom.

#### ***5. Data Collected and Submitted to the ALSDE***

The EL Coordinator is responsible for submitting required reports and surveys to the Alabama State Department of Education. Data on current and former EL students shall be maintained as part of a system that includes information on students. This will allow comparisons to be made between limited-English proficient and native English-speaking peers in mainstream programs. Tuscumbia City Schools 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, and promotion/retention) •  
Entry dates into local school system as well as withdrawal dates
- Year of schooling in home language
- Educational 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, and other)

## ***6. Method for Evaluation the Effectiveness of the Program***

The Tuscumbia City Schools EL Plan shall be reviewed annually by the superintendent and the EL Coordinator. 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.

The Tuscumbia City Schools EL Plan shall be reviewed annually by the superintendent and the EL Coordinator. 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.

## ***7. Method of Identification and Referral for Special Services***

Tuscumbia City Schools 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 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. Tuscumbia City Schools 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 an EL student, Tuscumbia City Schools 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.

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 the limited-English proficiency.

The Individualized Education Program (IEP) for a 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 relate to the student's IEP. Parent participation is a required part of the special education process and to ensure active participation

## **F. ASSESSMENT AND ACCOUNTABILITY**

### ***1. English Proficiency and Participating in the State-Administered Testing Program***

Tuscumbia City Schools shall ensure that English learners participate in the state's student assessments in accordance with current state and federal policies and procedures. Further, Tuscumbia City Schools is committed to increasing English proficiency and core academic content knowledge of limited-English proficient children by requiring:

- Demonstrated improvements in English proficiency of limited-English proficient children each fiscal year; and
- Gap achievement for limited-English proficient children, including immigrant children and youth.

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. Tuscumbia City Schools shall systematically maintain the following information in individual student portfolios for all students identified as limited-English proficient:

- Assessment data (standardized tests taken, score, and dates)
- Academic data (courses taken, grades, attendance, and promotion/retention) •  
Entry dates into local school system as well as withdrawal dates
- Year of schooling in home language
- Educational 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, and other)

### ***2. Holding Schools Accountable for Meeting Proficiency and Long-term Goals***

Tuscumbia City Schools will ensure that English learners participate in the state's student assessments in accordance with current state and federal policies and procedures. Tuscumbia City Schools is committed to increasing English proficiency and core academic content knowledge of limited-English proficient children by requiring:

- Demonstrated improvements in English proficiency of limited-English proficient children each fiscal year; and
- Gap achievement for limited-English proficient children, including immigrant children and youth.

## **G. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT**

### ***1. Informing Parents/Guardians***

Tuscumbia City Schools 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.

Tuscumbia City Schools 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.

Tuscumbia City Schools shall make reasonable, meaningful, and sufficient efforts to involve parents/guardians of students who are English learners in their child's overall educational program.

Tuscumbia City Schools 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, Tuscumbia City Schools 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 instructional 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 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 graduation from high school, if appropriate.
- If applicable, how the program meets objectives of the student's individualized education language plan (IELP).

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 Tuscumbia City Schools.
- 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, Tuscumbia City Schools 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 Tuscumbia City Schools English language educational program. Tuscumbia City Schools will continue to provide appropriate, informal strategies that ensure that the student's English language and academic needs are met.