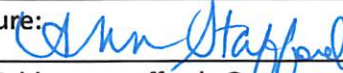


Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Geneva County
LEA Contact for ELs:	
Name: Ann Stafford	Signature: 
Position and Office: EL Coordinator	Email Address: stafforda@genevacoboe.org
<input checked="" type="checkbox"/> Telephone: 334-684-5693	Fax: 334-684-5709
<input type="checkbox"/> Check box if LEA receives Title III Funds	

Assurances
<p><input checked="" type="checkbox"/> The LEA will:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan <input checked="" type="checkbox"/> Assure that all teachers in any language instruction educational program for limited-English proficient students that is funded with any source of federal funds are fluent in English, including having written and oral communication skills <input checked="" type="checkbox"/> Assure that all schools in the LEA are in compliance for serving English language learners (ELs) <input checked="" type="checkbox"/> Assure that all individuals used as translators or interpreters are fluent in the language they are translating. <p>Assure ELs have equal access to appropriate categorical and other programs and are selected on the same basis as other children</p> <p><input checked="" type="checkbox"/> (The following assurances apply only to LEAs that receive Title III funds)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assure that the LEA has a process for parents to waive Title III Supplemental Services. <input checked="" type="checkbox"/> Assure that the LEA has a non-public school participation plan. <p>Assure timely and meaningful consultation with private school officials regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA</p>

Ann Stafford		8/22/22
EL Program Administrator	Signature	Date

Becky Birdsong		8/22/22
LEA Superintendent	Signature	Date

EL Advisory Committee Signatures

Ralph Riley-Federal Programs Supervisor

Ann Stafford – EL Coordinator

Letty Andrews-Migrant/EL Liaison

Angela Bryant-Slocomb Elementary School

Kari Whitaker-Slocomb Middle School

Casie Marcus -Slocomb High School

Trish Jackson-Geneva County Elementary School

Casey Watters-Geneva County Middle/High School

Rene' Hammond-Samson Elementary

Sarah Allen-Samson Middle/High School

Ralph Riley
Ann Stafford
Letty Andrews
Angela Bryant
Kari Whitaker
Casie Marcus
Trish Jackson
Casey Watters
Rene' Hammond
Sarah B. Allen

Note: Plan components are also reviewed with the LEA Federal Programs Advisory Council

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive EL District Plan, in accordance with Section 3116 of Title III of the *No Child Left Behind Act of 2001*, for serving students who are limited-English proficient and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

The Comprehensive EL District Plan should address each aspect of the LEA's program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should contain sufficient detail and specificity so that each staff person can understand how the plan is to be implemented and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs are encouraged to use the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at www.alex.state.al.us/ell/

Section II Checklist
EACH LOCAL DISTRICT THAT DOESN'T RECEIVE TITLE III MUST USE THIS PLAN TEMPLATE
A. Required Theory and Goals
The LEA's educational theory and goals for its program of services – to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)
B. IDENTIFICATION AND PLACEMENT PROCEDURES
1) Include the LEA's procedures for identifying members for the EL Advisory Committee.
2) Include the LEA's methods for identifying, placing, and assessing the students to be included in the English language instruction educational program. The following components must be explained in the plan. <ul style="list-style-type: none"> ● Home Language Survey ● WIDA Online Screener ● WIDA Screener for Kindergarten ● ACCESS for ELLs 2.0®
3) Include the method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress for a period of at least four years (<i>new in ESSA</i>), and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0® English language proficiency test.
C. PROGRAMS AND INSTRUCTION
1) Describe the programs and activities that will be developed, implemented, and administered to ensure that ELs acquire academic language as part of the core LIEP. <ul style="list-style-type: none"> ● Process the system uses to conduct a comprehensive needs assessment ● Rationale for selecting the particular EL program/s and how they are evidence-based
2) Describe how language instruction educational programs will ensure that ELs develop English proficiency: <ul style="list-style-type: none"> ● How data is used to improve the rate of language acquisition for ELs ● How the LEA supports each school with respect to continuous improvement practices and specific professional development ● How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum
3) Describe the grading and retention policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.
4) Include details on the specific staffing and other resources to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum. <ul style="list-style-type: none"> ● Qualified personnel (state certification and/or ESL licensure) ● ESL staff development ● Content teacher and administrator staff development
5) Describe how the LEA will collect and submit data in accordance with SDE requirements. <ul style="list-style-type: none"> ● How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

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

- LEA engagement in the continuous improvement cycle
- In relation to English proficiency and challenging state academic standards

7) Include LEA's method of identification and referral of ELs for special services (including Gifted Ed) Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

D. ASSESSMENT AND ACCOUNTABILITY

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

- Including coordination with the LEA Test Coordinator/Director
- Including communication of assessment and accountability requirements to schools

2) Describe how the LEA will hold schools accountable for meeting proficiency and long term goals.

- Monitoring and evaluating school engagement with continuous improvement plan

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

1) Describe how the LEA will inform EL parents using information and notification in the following format:

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to....

1. The reasons for the identification.
2. The child's level of English proficiency.
 - a. How such a level was assessed.
 - b. The status of the child's academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
7. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
8. Information pertaining to parental rights that includes written guidance detailing:
 - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE) Parents can't opt out of the core program.
 - b. The options that parents have to decline to enroll their child in such supplemental Title III services or to choose another program or method of instruction if available. (IF APPLICABLE) Parents can't opt their child out of the core program.
 - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.



GENEVA COUNTY SCHOOLS LEA COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN 2022-2023

Section A: Theory and Goals

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

It is the policy of the Alabama State Department of Education and the Geneva County School System that all homeless, migratory, immigrant and Limited English Proficient children shall have equal access to the same free appropriate public education provided to other children and youth. Such children will be provided the opportunity to participate in the same state educational programs and to meet the same state student performance standards as all other children without being isolated or stigmatized. The Geneva County School System is committed to providing all students equal opportunity to benefit from educational programs and services. The System is committed to supporting evidence-based research and effective programs, practices, training, and accountability so that all students can become proficient in English and can achieve the state's academic content and student academic achievement standards. English Learners require services that will enable them to benefit from instruction. In order to provide these services, the Geneva County Schools' Program for English Learners (EL) has the following goals:

- Highly qualified teachers will provide scientifically research-based and effective appropriate programs, practices, training, and accountability
- Students will become proficient in English and achieve the state's academic content and student academic achievement standards.

Geneva County School System will combine the *Geneva County Schools LEA Comprehensive English Learner District Plan* with the *Alabama Department of Education EL Policy and Procedures Manual* in relation to all decisions made for the EL student population of Geneva County Schools.

Section B: Identification and Placement Procedures

1) Procedures for identifying the EL Advisory Committee

The Geneva County School System has established an EL Advisory Committee for the purpose of identifying program needs, assessment, evaluation, and for developing the Comprehensive EL Plan. This committee includes central office administrators, school counselors and EL staff. The committee may also include parents and community representatives who work with these students and their families in other settings. The committee recommendations may include English language development program, high-quality professional development for staff, parental involvement programs, budget concerns, and EL program evaluation.

2) Methods for identification, placement, and assessment

Home Language Survey

English Learners (ELs) must be identified at the point of enrollment. A consistent enrollment procedure for language-minority students, to include the use of the Home Language Survey, facilitates their entry into the new school environment. A language-minority student is one whose home language is other than English. It is vital to have trained school personnel who are dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

A Home Language Survey must be completed for each student registering for enrollment in an Alabama public school. It may be helpful to conduct an interview with the student and /or parents during the enrollment process. Information from the interview may be helpful to the EL committee when considering appropriate placement for the student. TransACT documents and/or the assistance of a translator may be required to complete the survey. The completed survey becomes part of the student's permanent record and should be available for future reference.

The Home Language Survey must contain, at a minimum, the following questions:

- 1. Is a language other than English spoken at home?**
- 2. Is your child's first language a language other than English?**

When all responses on the HLS indicate that English is the only language used by the student and by individuals in the home, the student is considered an English-only speaker. Procedures established by the school system for placement in the general student population should be followed.

Any student whose registration or HLS indicates a language other than English on any of the survey questions in a language-minority student. If any response on the HLS indicates the use of a language other than English by the student or an individual 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.

Enrollment Procedures

All language-minority students must be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, or immigration documentation. Children may not be excluded from school due to not having a social security number (Plyler v. Doe). Geneva County Schools will follow the school admission requirements located in the *2021-2022 Geneva County Schools Code of Conduct*. Geneva County School personnel will work collaboratively with community and area agencies to facilitate the school enrollment process.

Program Placement

The evaluation of a student's level of English proficiency and placement in our school system's English Learner (EL) program will include the following:

The WIDA Screener Online yields an overall composite score based on the language domains tested. The following guidelines determine eligibility for placement in the English language instruction educational program:

- Kindergarten students taking the WIDA Screener for Kindergarten :**
 - o In the first semester of school through the first semester of 1st grade have an oral language score of less than 4.5**

- First grade students taking the Kindergarten Screener in the first semester of school are: Oral Language score of less than 4.5.**
- First grade students in the second semester of school and students in grades 2-12**

taking the WIDA Screener Online is less than 5.0.

Upon determination of enrollment in the EL program an EL Committee will be convened. This committee will facilitate the placement, services and assessment of the English Learner student. Members of this committee will include general education teachers, school counselors, school administrators, and others as appropriate, parents, Migrant/EL Liaison and the student.

3) Methods and procedures for exiting students from the LIEP and for monitoring progress

Upon scoring 4.8 (composite score) on ACCESS for ELs, English Learners will be exited from EL services and placed on monitoring status for two academic years. During the monitoring period, the EL Committee will review data to track the student's progress. Any support that is indicated by the data review will be planned, implemented and monitored by the committee. Students will be classified as Former Limited English Proficient Monitoring Year 1/Year 2 (FLEP Monitoring Year 1/Year 2) for the first two years of monitoring. Following two successful years of monitoring, EL students are classified as Former Limited English Proficient (FLEP), no longer being included in the LEP subgroup for accountability. The following procedures will be followed for program exit:

1. EL Committee with appropriate personnel will meet.
2. Written notice shall be given to the parents of the student to be exited from the EL program.
3. The EL Program Exit Form will be completed by the EL Committee and filed in the student's I-ELP folder.
4. Student progress will be monitored by the classroom teacher or case manager at nine week intervals for a period of two years.
5. If the student is not academically successful, or does not pass course work without modification, the student can be recommended for reclassification as EL and enrolled in the EL program and/or other appropriate programs that meet the need for English language instruction. This will be determined by the recommendation of the EL committee after reviewing all information available to make a determination for the lack of success.

The EL exit forms will be completed and filed in the student's EL folder. EL students are considered on an individual basis and assessments will be administered as indicated.

Section C: Programs and Instruction

- 1) Programs and activities that will be developed, implemented, and administered to ensure ELs acquire academic language as part of the core LIEP

- Geneva County Schools conducts an annual needs assessment using data from school eProve ACIPs and other available sources such as Star Math and Reading.
 - ALSDE SAMUEL professional development trainings and faculty turn around.
 - WIDA Standards
- The regular classroom teachers make evidence-based accommodations to the regular program to meet the needs of the EL students at their proficiency level.

- 2) How the LIEP will ensure that ELs develop English proficiency

The student's EL committee will continually monitor progress of language acquisition and use the data gathered to improve/modify instruction. Training for faculty and staff will be provided, reflecting the needs identified in professional development data analysis and the ACIP. The district will integrate the World-class Instructional Design and Assessment English Language Proficiency (WIDA ELP) Standards with the curriculum. Teachers will be able to provide EL students with access to the local curriculum, implementing ELL strategies (reading, writing, listening, speaking) for ELs as they progress through the stages of language acquisition: entering, beginning, developing, expanding, bridging.

3) Grading and retention policy and procedures

Retention and grading for EL students will be addressed through the Individual EL plan (I-ELP) with the input of the student's EL committee. The committee will gather and analyze data from a variety of sources in order to make the most effective decisions for the student's grading, promotion, and retention. Some items that will be considered in this process include the student's current level of English language proficiency, results of implementation of modifications as outlined in the I-ELP, accommodations such as lesson delivery, homework, formal and informal assessment results, individual English language instruction received daily, need for an alternate grading strategy, teacher training. Current district promotion and retention policies will also be considered by the EL committee.

The following guidelines must be followed to assure that EL students are not being discriminated against due to the language barrier:

- Regular classroom teachers will grade non-English speaking students in the content areas based on improvement and knowledge of content.
- A grade of "F" cannot be assigned to an EL student without full documentation of modifications having been made to assure the student full access to the content.
- Lack of ability to read and write in English is not the basis for an "F". It is against the law to fail a student because he/she is not proficient in English.

If students are graded with accommodations and supports it will be noted on the progress reports and report cards that are sent home.

4) Specific staffing and other resources to be provided to ELs through the program

EL students will be taught by highly qualified teachers using evidence-based materials. Teachers will receive appropriate professional development in order to support their instruction of EL students.

The following reflect the minimum state requirements for teaching ESL:

1. ESL Certification is awarded through programs at Alabama colleges or with reciprocal agreements with other states and as of June 1 2007, with PRAXIS II,
2. ESL P-6 can have
 - a. ESL Certification
 - b. Foreign Language Certification
Regular Elementary Certification
3. Secondary ESL Teachers can have
 - a. ESL Certification
 - b. Foreign Language Certification
 - c. Regular Elementary Certification
 - d. English/Language Arts Certification

While some certified teachers without formal ESL certification are permitted to teach ESL as described above, LEA'S must provide appropriate professional development for teachers

who have not received formal ESL certification (SDE Policy and Procedures Handbook, 2011)

Community members and family will assist the schools in providing services and activities for EL students as they make progress in language acquisition. The Migrant/EL Liaison will provide direction and assistance to EL teams as well as serve as a translator during EL Parent meetings. Foreign language instructors, staff members that speak foreign languages will also assist as needed with translation. All faculty and staff working with EL students will be fluent in English. Supplemental web-based programs will be used if deemed by the EL committee. Transact will be utilized to generate forms and documents in native language if needed to ensure proper communication between home and school.

5) Method for collecting and submitting data

School faculty and staff are trained to use PowerSchool SIS to code ELs as well as enter reliable data regarding enrollment, attendance, health, grades, discipline, and demographic data. School counselors are responsible for securing school records. District student assessment personnel will follow procedures as outlined by the SDE for collecting and submitting data regarding EL students to include the SDE Program Compilation Data form. School based data reviews are conducted each quarter to ensure accuracy of reports. Also, district personnel will follow procedures for reviewing EL reports online as required by SDE.

6) Method for evaluating the effectiveness of the program

Each school develops and reviews a Continuous Improvement Plan throughout the school year. The leadership team at each school maintains the ACIP with accurate, current information. Through this process the EL program will be evaluated by the EL Committee. Results of the ACIP process at each school as well as district-wide data will be combined and reviewed. The data will be analyzed and reviewed to determine if the goals of the EL plan have been attained, what adjustments are indicated, and what resources should be allocated. This process will include a self-assessment to determine program compliance, input from stakeholders, student assessment results, and local school data regarding discipline, attendance, and grades. The evaluation template provided by the SDE will be used to summarize the findings and plan for future activities.

7) Method of identification and referral of ELs to the Special Services Program including Gifted Ed

The Geneva County Schools' Program for Students with Disabilities and the Geneva County Schools' EL Program will work together to identify students who are eligible for services. The identification, eligibility and service provision for these students will be provided in accordance with the *Individuals with Disabilities Education Act of 2004*. Specific procedures concerning referral of EL students located in the *Alabama Department of Education English Learner Guidebook* will be followed. EL students will be considered for the gifted program under the same guidelines as all students in Geneva County Schools. EL students will be a part of the second-grade gifted screening. Cooperation with the EL Program will be sought to ensure the language proficiency of EL students does not prevent any access to the gifted program.

SECTION D: ASSESSMENT AND ACCOUNTABILITY

1) Method for holding schools accountable for annually measuring the English proficiency of ELs and for participating in the state-administered testing program

English Learners will be assessed annually using the ACCESS for ELLs English Language Proficiency Test until proficiency in English is reached with a composite score of 4.8 or higher.

All ELs must participate in the state assessment program. ELs, during their first academic year of enrollment in U. S. schools, will not be required to participate in the reading subtest of the ACAP. An academic year cannot exceed 12 months or allow more than one exemption from the state reading assessment regardless of the date of enrollment. English Learners, during their first academic year of enrollment in U. S. schools, must take the appropriate mathematics portion of the ACAP, with accommodations as necessary. These students will be counted as participants toward meeting the 95 percent participation requirement for Accountability purposes.

All ELs, whether they receive or waive supplemental Title III services, must be tested annually on ACCESS for ELLs state English proficiency test.

2) Method for holding schools accountable for meeting proficiency in academic achievement

The Geneva County School System will hold schools accountable for meeting academic achievement using results from Alabama State Testing (ACAP) and ACT. Meeting Annual growth targets will be determined using results from the ACCESS and other State testing mandates. Each school will be held accountable for measuring annually the English proficiency of limited-English proficient students and for participation in the state-administered testing program by submitting Continuous Improvement Plans (ACIP) for each school that includes a needs assessment, reform strategies, professional development activities, parental involvement strategies, and an evaluation of the plan. The ACIP will be monitored and evaluated each year. A copy of the plan will be submitted to the Federal Programs Director and Superintendent for approval. Based on the results of the ACAP, ACCESS for ELL's, and ACT, each school will review the scores of students in the subgroup-English as a Second Language. The results will serve as a needs assessment of specific areas to target. The ACIP committee at each school will report such results to the entire faculty. The ACIP will reflect annual revisions designed to meet the needs of EL students.

Parents and community members who speak a language other than English are invited and encouraged to participate in all school and district programs and activities as English speaking parents. Activities include but are not limited to PTO, parent conferences, parent workshops, and other student programs.

Parents of EL students will be notified by Adult Education classes and community classes where they may attend to benefit them as they adjust to a new culture.

Section E: Parent, Family, and Community Involvement

1) Methods for promoting parent involvement activities to help improve student achievement

Parents and community members who speak a language other than English are invited and encouraged to participate in all school and district programs and activities as English speaking parents. Activities include but are not limited to PTO, parent conferences, parent workshops, and other student programs.

Parents of EL students will be notified by Adult Education classes and community classes where they may attend to benefit them as they adjust to a new culture.

As required by the State Department of Education , the Geneva County school system will:

- ✓ Annually evaluate educational programs to identify and eliminate barriers that may exist in preventing parents from participating in school activities.
- ✓ Provide an interpreter to assist in school registration.
- ✓ Provide an interpreter for parent/teacher conferences.
- ✓ Provide notices of school meetings and other activities in the language parents can read.
- ✓ Provide opportunities for parents to participate in the education of their children.
Include parents of EL students, to the extent possible, on school committees.

2) Methods (in a language they can understand) for notification requirements for ELs students regarding

- EL identification, placement, exit, and monitoring

According the NCLB Title III requirements, districts must, not later than 30 days after the beginning of the school year, provide notification to parent(s) of ELs identified for participation in an English language instruction program of the following:

1. The reasons for the identification.
2. The child's level of English proficiency.
 - a. How such level was assessed.
 - b. The status of the child's academic achievement.
2. The method of instruction used in the program.
3. How the program will meet the educational strengths and needs of the child.
4. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

- 5. The specific exit requirements for such program, expected rate of graduation from secondary school.**
- 6. In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.**
- 7. Information pertaining to parental rights that includes written guidance detailing:**
 - The right of the parents to have their child immediately removed from supplemental Title III programs upon request. Parents can't choose for their child to opt out of the core program.**
 - The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. Parents can't choose for their child to opt out of the core program.**
 - The various programs and methods of instruction if more than one program or method is offered by the eligible entity. Acceptable parent notification forms are available in 22 languages online at TransACT. These parent notification forms, along with general education and NCLB compliance forms can be downloaded at www.transact.com.**

HOME LANGUAGE SURVEY (English)

Name _____ Age _____ Date _____

School _____ Teacher _____ Grade _____

Please check the appropriate answer.

1. In what country was the student born? _____
2. What is the first language the student learned to speak?
English _____ Spanish _____ Other _____
3. What language does the student most often speak?
English _____ Spanish _____ Other _____
4. Is a language other than English spoken at home? Yes _____ No _____
5. What language is most often spoken in the student's home?
English _____ Spanish _____ Other _____

Student's Signature (Grades 6-12)

Parent Signature (Grades K-12)

ENCUESTA SOBRE EL LENGUAJE QUE SE USA EN CASA (Español)

Nombre _____ Edad _____ Fecha _____

Escuela _____ Maestro _____ Grado _____

Conteste con la respuesta apropiada.

1. En qué país nació el estudiante? _____
2. Cual es el lenguaje que el estudiante aprendio a hablar primero?
Ingles _____ Espanol _____ Otro _____
3. Cual es el lenguaje que el estudiante mas habla?
Ingles _____ Espanol _____ Otro _____
4. Se habla una idioma distinto del inglés en casa? Si _____ No _____
5. Que lenguaje se habla mas en la casa de el estudiante?
Ingles _____ Espanol _____ Otro _____

Firma del Estudiante (Grado 6-12)

Firma del Padres (Grado K-12)

Accommodations Recommended for Use in Regular Classroom

(To be completed by EL Committee-Circle all that apply)

Student Name _____

Grade _____

School _____

Teacher _____

1. Provide oral tests
2. Give modified tests/alternative assessment
3. Provide highlighted texts, materials, etc.
4. Use visual aids
5. Provide additional instructions
6. Provide outlines
7. Extend time for assignment completion
8. Shorten assignments
9. Utilize assignment notebooks and prompts
10. Teach in small group
11. Provide repeated reviews and drills
12. Allow for peer teaching
13. Reduce paper/pencil tasks
14. Provide manipulative
15. Seat at the front of the classroom with minimal visual and auditory distractions
16. Help student build a card file of vocabulary words
17. Read to the student
18. Encourage students to underline key words or important facts
19. Allow students an opportunity to express key Concepts in their own words
20. Permit the use of picture or bilingual dictionaries rather Or electronic translating devices
21. Provide photocopied notes or outlines
22. Give alternative homework or class work assignments Suitable for the student's linguistic ability for Activities and assessments
23. For textbook or teacher made questions, add page _____
24. For worksheets with reading assignments, color code question in conjunction with the reading segment
25. Substitute a hands-on activity or use of different media in projects for written activity
26. Design bonus work or projects for student that require reduced sentence or paragraph composition
27. Give student a daily or weekly syllabus of class and homework assignments
28. Consider informal observations of performance and classroom participation as a percentage of the overall evaluation
29. Substitute an alternate reading assignment more appropriate in length and reading level. Where possible, use material specifically designed for LEP students
30. Disregard misspelled words when grading or underline key words that were misspelled and give the student a chance to correct them before grading
31. Accept correct answers on tests or worksheets in any written form such as lists or phrases
32. Incorporate group work into the assessment process
33. Create modified quiz or test in simple language instead of using standardized tests/shorter tests than chapter exams/use matching columns and/or word banks
34. Provide an opportunity for the student to take the test individually with the instructor or provide a reader the student during the test
35. Other _____ numbers for answer location

Additional Accommodations:

Comments:

Note: Updated Form Effective Date 01/01/2012

LEP CLASSROOM ACCOMMODATIONS

ENVIRONMENTAL ACCOMMODATIONS:

- _____ Wheelchair accessibility (specify)_____
- _____ Utilize preferential seating
- _____ Seat students near someone who will be helpful and understanding
- _____ Assign a peer tutor to help with explanations
- _____ Provide opportunities for movement
- _____ Seat the child in an area free from distractions
- _____ Assist with medications (medication form on file)
- _____ Assist with toileting (specify)_____

ORGANIZATIONAL ACCOMMODATIONS:

- _____ Establish a daily routine and attempt to maintain it
- _____ Make clear rules and be consistent enforcing them
- _____ Set aside specific time for cleaning desks, lockers, organizing materials, etc.
- _____ Help student keep workspace free from unnecessary materials
- _____ Use checklists to help keep child organized
- _____ Help student set timeline for completion of long assignments
- _____ Allow student to repeat directions given (privately)
- _____ Ask parents to help structure study time

ASSIGNMENT AND CURRICULUM ACCOMMODATIONS:

- _____ Avoid large amounts of written work
- _____ Allow for method of writing, which is most comfortable (cursive, manuscript, typed)
- _____ Set realistic expectations for neatness
- _____ Accept oral reports
- _____ Avoid purple dittos
- _____ Worksheets should be visually clear and adequately spaced.
- _____ Avoid copying from the board, provides student with a written copy of materials, or allow to copy teacher or peer notes
- _____ Provide taped materials
- _____ Provide partial outlines of study guides
- _____ Provide alternative assignments which do not always require writing
- _____ Reduce amount of assigned work:
Assign only even numbers in math Assign only__
words in spelling Optional assignments

PRESENTATIONAL ACCOMMODATIONS:

- _____ Use advance organizers: telling the student the purpose for the lesson and what he will be expected to do.
- _____ Use verbal cues, "This is important. Listen carefully."
- _____ Communicate orally, visually, and repeat, as needed
- _____ Write assignments on board in a consistent place
- _____ Give one direction at a time
- _____ Keep statements short and to the point
- _____ Provide directions on a one to one basis
- _____ Simplify vocabulary when needed (repeat directions privately)
- _____ Write an outline on the board when lecturing

- Provide students with copies of notes or outlines
- Check for understanding, have the students restate what you said in his own words
- Monitor the rate you present material (do not talk too fast or give too much information at one time)
- Recap or summarize the main points of the lecture
- Give students "think" the time when called on orally
- Avoid embarrassing the student by requiring him/her to read orally in class

EVALUATION ACCOMMODATIONS:

- Use alternative teaching techniques:
 - take an adapted test
 - take an open book/open notebook test
 - take the test in another classroom (counselor's office, ESL classroom, etc.)
 - take on oral test
 - allow for extended time on test
 - use more objective items
- Do not count off for spelling errors in academic areas
- Prepare essay questions prior to test
- Substitute assignments for test

MOTIVATIONAL ACCOMMODATIONS:

- Encourage students to ask assistance when needed
- Reinforce appropriate participation in your class
- Use nonverbal communications to reinforce appropriate behavior
- Ignore inappropriate behavior as much as possible
- Develop and maintain a regular school-home communication system
- Utilize behavior contracts
- Utilize behavior management plans

Alabama State Testing Program Accommodations: [No accommodations necessary
 [Accommodations necessary: (follow procedures in the Alabama Student Assessment Policies and Procedures for Students of Special Populations Program



This Accommodations Plan will be reviewed at the end _____ to determine if accommodations are no longer needed or if they need to be adjusted based on student's progress.

Date of Review	No Changes	Changes Required (see updated plan)
----------------	------------	--

Geneva County Schools EL Program Exit Form

Student _____

I.D.# _____

Date of Birth _____ Entry Date / ___/___ Country of Birth _____

School _____ Grade _____ HR Teacher _____

Home Language _____ EL Committee _____

Home Language Survey Completed _____ (Yes/No)

Test and Other Assessment Results:

CEPA Recommendation:

Program Exit: _____

Recommended _____ Not

Recommended _____

Signatures:

GENEVA COUNTY SCHOOLS POST OFFICE DRAWER
250 GENEVA, ALABAMA 36340
334-684-5690

NOTICE OF PROPOSED MEETING

STUDENT'S NAME _____

DATE: _____ TIME: _____

LOCATION: _____

THE PURPOSE OF THIS MEETING IS TO:

- DISCUSS STUDENT'S PLACEMENT IN EL PROGRAM
- DISCUSS STUDENT'S PROGRESS IN EL PROGRAM

BECAUSE YOUR INPUT IS IMPORTANT TO US, WE ENCOURAGE YOU TO MAKE EVERY EFFORT TO ATTEND THIS MEETING. YOU MAY BRING OTHER PEOPLE WHOM YOU FEEL WILL BE HELPFUL TO YOU IN THIS PROCESS. IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT

AT
NAME

TELEPHONE

PARENT – STUDENT

PLEASE CHECK ONE OF THE FOLLOWING BOXES, SIGN, DATE, AND RETURN THIS FORM TO

BEFORE _____

- I WILL BE ABLE TO MEET WITH YOU
- I CANNOT MEET AT THE DATE AND TIME INDICATED. PLEASE CONTACT ME TO ARRANGE ANOTHER TIME
- I WILL NOT BE ABLE TO MEET WITH YOU. I WILL CONTACT YOU IF I WANT MORE INFORMATION

SIGNATURE OF PARENT OR STUDENT AT AGE 19

DATE

OFFICE USE ONLY

DOCUMENTED ATTEMPT TO CONTACT PARENT/STUDENT (AGE 19) FOR ESL MEETING

DATE NOTICE SENT _____ RESULT _____
_____ 2ND ATTEMPT DATE _____
_____ ACTION _____ RESULT _____

**LAS GENEVA CONDADO ESCUELAS
EL CORREO CAJON 250
GENEVA, AL 36340**

EL AVISO DE REUNION PROPUESTA

EL NOMBRE DE ESTUDIANTE: _____

LA FECHA: _____ TIME: _____ LA SITUACION DE: _____

EL PROPOSITO DE ESTA REUNION ES A:

- DISCUTA LA COLOCACION DE ESTUDIANTE EN EL PROGRAMA
- DISCUTA EL PROGRESO DE ESTUDIANTE EN EL PROGRAMA
- _____

PORQUE SU ENTRADA ES IMPORTANTE A EE.UU., NOSOTROS ANIMAMOS QUE USTED HAGA CADA ESFUERZO PARA ASISTIR A ESTA REUNION. USTED PUEDE TRAER A OTRAS PERSONAS QUIENES USTED SE SIENTE SERAN UTIL A USTED EN ESTE PROCESO. SI USTED TIENE CUALQUIER PREGUNTA, POR FAVOR AVISE:

_____ A _____
(DEL NOMBRE) (EL TELEFONO)

EL PADRE – EL ESTUDIANTE

POF FAVOR VERIFIQUE UNO DE LAS CAJAS SIGUIENTES, SENAL, FECHA, Y RETORNO ESTA FORMA A

_____ ANTE _____

- YO PODRE ENCONTRARSE CON USTED
- YO NO PUEDO ENCONTRARME A LA FECHA Y TIEMPO INDICO. POR FAVOR AVISEME COLOCAR OTRO TIEMPO.
- YO NO PODRE ENCONTRARSE CON USTED. YO LO AVISARE SI YO QUIERO MAS INFORMACION.

LA FIRMA DE PADRE OREGON ESTUDIANTE A LA EDAD 19 FECHA

ACCESS TO INDIVIDUAL EL PLAN DOCUMENTATION

The following school personnel have access to the I-ELP and have been informed of their responsibility in implementing the I-ELP, and of the specific accommodation, modifications, and supports that must be provided for _____

(Student's name)

for the _____ school year.

DATE

SIGNATURE

POSITION

ELL STUDENTS

(Students who have answered anything other than “English” on Home Language Survey)

School: _____ Date Submitted: _____

<u>Student</u>	<u>Grade</u>	<u>Home Language</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

GENEVA COUNTY SCHOOLS SCHOOL COMPLIANCE CHECKLIST

School _____ Date _____

	YES	NO	Initials
1. Identification – Each student has a <i>Home Language Survey</i> completed and on file in the student’s cumulative record.			
2. Assessment – Each EL student has been Assessed to determine the need for English language instruction.			
3. Placement – The school ensures age appropriate grade level placement and prohibits retention or failure based solely on lack of English language skills.			
<p>The school’s regular program teachers modify instruction and testing to accommodate each EL student’s language ability level.</p> <p>The EL Committee evaluates each EL student to determine the quantity of EL and academic support necessary for the student to succeed.</p>			
4. Services – The school maintains extra Assistance in language instruction for EL students.			
5. Communication – The school attempts to communicate with parents of EL students about important school information in a language they can understand.			

Checklist completed by _____

Date _____

**Geneva County Board of Education
Request for English Language Development
Program Withdrawal/Denial of Enrollment**

Date: _____

Dear Parents,

You have indicated that you do not want your child enrolled in an English language development program or that you would like a change in your child's English language development program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request removal of your child from the program, (b) decline to enroll your child in such a program, or (c) choose another program or method of instruction, if available.

If you have chosen (a), (b) or (c) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school.

Thank you,

Principal Signature

**Geneva County Board of Education
Request for English Language Development
Program Withdrawal/Denial of Enrollment**

I, _____ (parent/guardian) of _____
(student) Have been informed of my right to decline to have my child enrolled in the English language development program offered by the school district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

_____ Do not enroll my child in an English language development program

_____ Withdraw my child from the program offered by the school.

_____ Enroll my child in another program or method of instruction, if available.

Date

Signature of
Parent/Guardian

Fecha: _____

**Condado De Geneva/Directiva De Educacion
Solicitud para el retiro del programa de desarrollo
del idioma Ingles/Notacion de inscripcion.**

Fecha: _____

Estimados padres/guardian:

Usted ha indicado que no desea que se inscriba a su hijo/a en un programa de desarrollo del idioma ingles o que desea un cambio en el programa asignado a su hijo/a. Nosotros ofrecemos un programa para el nivel de ingles de su hijo/a pero usted tiene el derecho de: Remover a su hijo/a del programa, rechazar la inscripcion del programa, escoger otro programa o método de enseñanza si esta disponible. Si usted a escogido alguna de las alternativas descritas en el parrafo anterior, por favor llenar y firmar la parte inferior de este formulario y devolverlo a la escuela de su hijo/a.

**Condado De Geneva/Directiva de Educacion
Solicitud para el retiro del programa de desarrollo
del idioma ingles/Notacion de inscripcion.**

Yo _____ padre/guardian de _____ (estudiante) he sido informado sobre mi derecho de no aceptar que mi hijo/a sea inscrito en el programa de desarrollo del ingles que ofrece la escuela o el distrito. Se me ha informado sobre otros programas disponibles y métodos de instrucción de ingles del distrito, y pido que las siguientes petición sea tomada por parte de mi hijo.

- _____ Remover a su hijo/a del programa.
_____ Rechazar la inscripcion del programa.
_____ Escoger otro programa o método de enseñanza si esta disponible.

Firma del padre o madre/ guardian

Fecha

Geneva County Schools

School Year: _____ EL STUDENT REFERRAL AND PLACEMENT FORM

FLEP Status Monitoring Y1 Y2 Y3 Y4

Exempt from EL FLEP NOMPLOTE Denial of Participation

Part I: To be completed by school counselor upon notification of potential English Learner

Student Name(Print) _____
Last Middle First
I.D. # _____ Male Female Date of Birth ____/____/____
U.S. Entry Date: ____/____/____ GCS Entry Date: ____/____/____
Country of Birth: _____
Home Language: _____
Student Language(s): _____
School: _____ Grade: _____
Teacher(s): _____

Part II: To be completed by school counselor

Test Results

W-APT

Composite Score: _____

Grades K-2

Speaking - _____

DIBELS Scores _____

Listening - _____

Grades 3-12 (SCORES)

Reading - _____

____ STAR READING _____ STAR MATH _____ NOT GIVEN

Writing - _____

SCANTRON Assessment _____ Reading _____ Math

Additional Support Services are Recommended for this student in the area of:

Reading Writing Language Math other: _____

Part III: To be completed within 10 days

Program Entry Highly Recommended Recommended Not Recommended

Signatures:

Position:

Date:

_____	parent _____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

EL Student Monitoring Form

Year: 20__-20__

Student _____

Date _____

Grade _____

Teacher _____

EXITED MONITOR YR 1
 EXITED MONITOR YR 2
 EXITED MONITOR YR 3
 EXITED MONITOR YR 4
 OPT-OUT MONITOR

The above named student is classified as a Former-English Language Learner (FLEP) or ELL (Opt Out).

In an effort to make sure that this student receives needed support and to comply with federal law, which requires continued monitoring, the following questions below need to be answered.

A. Classroom and Academic Observations (as appropriate for grade level.)

Mark: Y=Yes N=No W=with assistance	9 Weeks			
	1	2	3	4
1. Is able to grasp main ideas of lesson				
2. Requests help when needed				
3. Contributes to classroom discussions				
4. Frequently needs oral information repeated or expanded				
5. Is able to verbalize understanding/knowledge				
6. Can follow written directions to a satisfactory level				
7. Produces acceptable written work				
8. Performs satisfactorily on exams				
9. Completes homework and assignments in timely manner				
10. Subject: _____ List Grade for 9 Weeks				

B. Attendance: Student is:

- chronically absent
- occasionally absent
- seldom/never absent

C. Comments on learning academic content and/or reading/writing/speaking and listening:
