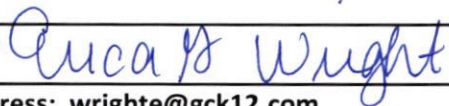
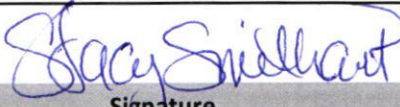
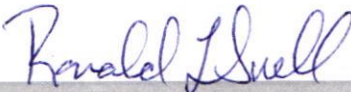


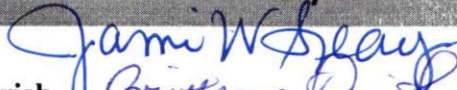
Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Geneva City Schools
LEA Contact for ELs:	
Name: Erica G. Wright	Signature: 
Position and Office: Federal Programs Director/Geneva City Board of Education	Email Address: wrighte@gck12.com
Telephone: 334-684-1090	Fax: 334-684-3128
<input checked="" type="checkbox"/>	Check box if LEA receives Title III Funds
<input type="checkbox"/>	Check box if LEA receives an Immigrant Grant

Assurances		
The LEA will:		
<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 learners (ELs)	
<input checked="" type="checkbox"/>	Assure that all individuals used as translators or interpreters are fluent in the language they are translating.	
<input checked="" type="checkbox"/>	Assure ELs have equal access to appropriate categorical and other programs and are selected on the same basis as other children	
(The following assurances apply only to LEAs that receive Title III funds)		
<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 an Equitable Services Implementation Plan , if applicable	
<input checked="" type="checkbox"/>	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, if applicable	
Stacy Smithart		9-12-23
EL Program Administrator	Signature	Date
Ron Snell		9/12/23
LEA Superintendent	Signature	Date

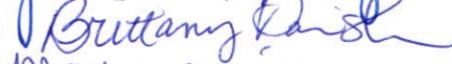
Board approved on September 11, 2023

EL Advisory Committee Signatures

Jami Seay



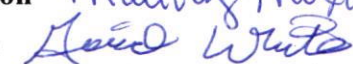
Brittany Parrish



Mallory Mixon



Gerid White



Casey Ward



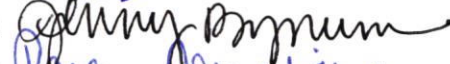
Carli Speigner



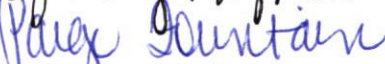
Michael Crews



Jenny Bynum



Paige Fountain



Ellen Cosper



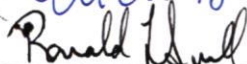
Stacy Smithart



Erica G. Wright



Ron Snell



Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the *Every Student Succeeds Act* (ESSA) for serving students who are English learners 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 instructional 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 all employees 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 may refer to 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.alsde.edu/departments/offices/federalprograms.

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-ACCESS Placement Test (W-APT) for Kindergarten • WIDA Measure of Developing English Language (MODEL) for Kindergarten • ACCESS for ELLs 2.0®
3) Include the method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress for a period of at least four years (<i>new in ESSA</i>), and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0® English language proficiency test.
C. PROGRAMS AND INSTRUCTION
1) Describe the programs and activities that will be developed, implemented, and administered to ensure that ELs acquire academic language as part of the core LIEP. <ul style="list-style-type: none"> • Process the system uses to conduct a comprehensive needs assessment • Rationale for selecting the particular EL program/s and how they are evidence-based
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 ad Ed)**

Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

D. ASSESSMENT AND ACCOUNTABILITY

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

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

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

- Monitoring and evaluating school engagement with continuous improvement plan

E. PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

1. The reasons for the identification.
2. The child's level of English proficiency.
 - a. How such level was assessed.
 - b. The status of the child's academic achievement.
3. The method of instruction used in the program.
4. How the program will meet the educational strengths and needs of the child.
5. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for such 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)
 - b. 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. (IF APPLICABLE)
 - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

GENEVA CITY SCHOOLS COMPREHENSIVE ENGLISH LEARNER DISTRICT PLAN TEMPLATE

Section A: Theory and Goals

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

Section B: Identification and Placement Procedures

- 1) Procedures for implementing the EL Advisory Committee

THE ENGLISH LEARNERS COMMITTEE AND PROGRAM PLACEMENT

The ultimate goal for English learners is that they be able to achieve the state's content and student performance 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. Students cannot be retained due to lack of English proficiency.

The EL committee is a school committee that is responsible for guiding and monitoring the placement, services and assessment of language-minority students.

The EL committee members should include, but not necessarily limited to, the following people:

- A chairperson – Jenny Bynum (GHS), Casey Ward (GMS), Brittany Parrish (Mulkey Elementary)
- Parents/guardians of the EL students;
- An instructor – a classroom teacher or paraprofessional familiar with the needs of the EL student;
- EL support personnel

The Problem Solving Team (PST) may be used as the EL committee.

All members of the EL committee shall observe all rules and laws governing the confidentiality of information concerning students. **The duties of the EL committee chairperson are to:**

- Start an I-ELP folder for every language-minority student that has been identified according to the Home Language Survey.
- Place the I-ELP folder in the permanent academic record.
- Maintain I-ELP folder for non-proficient students.
- Arrange meeting times and dates for the I-ELP committee, including annual and exit reviews of EL students.
- Track and monitor English Learners.
- Forward copies of the following information to the English Language Coordinator.
 - ❑ Home Language Survey
 - ❑ Parent/Student Rights
 - ❑ English-language Proficiency Assessment
 - ❑ Determination of Student Eligibility For EL Placement

- ❑ Program Placement
- ❑ Notification of Program Placement
- ❑ Description of EL Plan
- ❑ Additional forms as program placement changes (Continuing Placement, Waiver/Refusal, Withdrawal/Denial, and Exit Letter)
- ❑ Accommodations

EL folders for any English Learner who is dropping out, withdrawing, or graduating should be placed in the student's permanent academic folder.

I-ELP (Individual English Language Plans)

It is not necessary to maintain an EL folder for language-minority students who are English-proficient. Also, keep records of students who were assessed and did not qualify (NOMPHOTES). ***The Parent Consent for English Language Assessment and Evaluation, Parent/Student Rights, English-language Proficiency Assessment, and Determination of Student Eligibility for EL Placement are to be placed in the student's permanent academic record.***

EL Folders:

- Home Language Survey (3)
- Parent/Student Rights (4)
- EL Student Tracking (2)
- Determination of Student Eligibility For English Language Development Program Placement (5)
- Parent Participation Form (6)
- Notification of English Language Development Placement (7) [Initial Placement and Continuing Placement]
- Description of District English Language Development Program (8)
- Waiver Form (9)
- English Language Development Program Exit Letter (10)
- Exited EL Student Review(s)
- All English-language Proficiency Assessments and State Assessments

The duties of the EL committee are to:

The EL committee will complete a placement form for all language-minority students. (Appendix 5 – Determination of Student Eligibility for English Language Development Program Placement)

- Ensure establishment of systematic procedures and safeguards related to appropriateness of identification, placement, assessment, instructional and support programs, and program exit;
- Make recommendations to school decision-makers on professional development for staff and parents regarding EL student services;
- Designate the language proficiency of language-minority students;
- Designate the instructional placement of EL students;
- Involve parents;
- Recommend and monitor the participation of eligible EL students in any local, state or federally funded programs;
- In accordance with state guidelines, determine when there is sufficient cause and documentation to exempt/defer EL students from state and district mandated achievement tests;

- Review annually or semi-annually the progress of EL students in language acquisition and academic achievement;
- Reclassify and recommend for exit when EL students have become proficient in English;
- Monitor the social and academic progress of students that have exited the EL program for a minimum of (but not limited to) four years. All students who have not been academically successful shall be reclassified as an English Language Learner and will be recommended for an I-ELP or another remediation program that will meet their needs after being reassessed with W-APT or MODEL.
- Monitor the effectiveness of the EL program.

2) Methods for identification, placement, and assessment

ENROLLMENT PROCEDURES FOR LANGUAGE-MINORITY STUDENTS

HOME LANGUAGE SURVEY: The Home Language Survey will be administered to all parents/guardians at the time of enrollment. The survey must be signed by the parents/guardians regardless of the grade of the student. The survey, whenever possible, will be administered in the student's native language.

*All students enrolled in Geneva City Schools must have a Home Language Survey in their permanent cumulative record. **(Appendix 3-Home Language Survey)***

The purpose of the Home Language Survey is to determine the primary language of all students. The assistance of a bilingual translator may be required to complete the survey. ***If a Home Language Survey indicates a language other than English, on any one of the questions, the student will be considered a language-minority student. There are NO barriers or limitations to enrollment.***

Students may not be excluded from school because they do not have a social security number. An application form to obtain a social security number may be distributed, but the option of completing the form should be left to the parents/guardians. A school-generated student number will be used for those students who cannot produce a social security number.

ENROLLMENT GUIDELINES

A consistent registration procedure for language-minority students facilitates their entry into the new school environment. The initial contact between language-minority families and school personnel is crucial in establishing an atmosphere of welcome and comfort in the new environment.

1. An interpreter may assist with the enrollment packet.
2. Ask the parents/guardians to provide all needed records: birth certificate, social security card, immunization form and transcripts. (Every effort should be made to obtain missing records; however, they are not required for enrollment.)
3. Every effort should be made to assist the parents/guardians in obtaining an Alabama Immunization Form.
4. Provide a copy of the school handbook and explain some of the main points, such as:
 - Cost of meals;
 - Transportation to and from school;
 - Procedures for absences;
 - Grading policies
 - Elective subjects
 - Credits, progress and report cards.

ASSESSMENT OF LANGUAGE PROFICIENCY

If any response on the Home Language Survey indicates the use of a language other than English by the student or an individual in the home, 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.

Assessments of English-language proficiency must be conducted to: (1) determine the development and attainment of English proficiency, and (2) to make appropriate instructional and program placement decisions as a result of ongoing progress monitoring during the school year.

The screener should be given to potential ELs within 30 days if enrollment occurs before the 1st day of school and within 10 days if enrollment occurs after the first day of school. If possible, the language proficiency assessment shall be done in all four areas of language – listening, speaking, reading and writing – to ensure the student's language needs are properly identified and addressed. **Students in Kindergarten through first semester of 1st grade will be only be tested in listening and speaking.**

Screening and yearly assessment of English-language proficiency will follow current state guidelines and only state approved materials will be used.

EL (YEAR 1): Limited English proficient students who are eligible and receiving services for English-language development and are their first academic year of enrollment in their first academic year of enrollment in U.S. schools.

EL (YEAR 2 or More): Limited English proficient students who are eligible and receiving services for English-language development and not in their first academic year of enrollment in U.S. schools.

FEL1 (Monitoring Year 1): Students who have met the criteria to exit the EL program scoring at the proficient level (a minimum of 4.8) on the ACCESS test, are considered in the first year of monitoring.

FEL2 (Monitoring Year 2): Students who have met the criteria to exit the EL program scoring at the proficient level (a minimum of 4.8) on the ACCESS test are considered in the second year of monitoring.

FEL3 (Monitoring Year 3): Students who have met the criteria to exit the EL program scoring at the proficient level (a minimum of 4.8) on the ACCESS test are considered in the third year of monitoring.

FEL4 (Monitoring Year 4): Students who have met the criteria to exit the EL program scoring at the proficient level (a minimum of 4.8) on the ACCESS test are considered in the fourth year of monitoring.

FEL: Former Limited English Proficient – Students who once received English language development as an EL student, have exited the EL program, and are no longer in monitoring status.

NOM PHLOTE: Any student who is a national origin minority student whose primary home language is not English.

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

When students have tested proficient (minimum level of 4.8) on ACCESS for ELLs, state English Language Proficiency Test, they will be classified as "Former EL" (FEL) Monitoring Year 1. Once students are classified as FEL and are on monitoring status, they no longer take ACCESS for ELLs although they are still counted in the EL subgroup for Annual Measurable Objectives. If FEL Monitoring Year 1 students continue to perform at grade level for one academic year, they will be classified as FEL Monitoring Year 2 the following year. If FEL Monitoring Year 2 students perform at grade level for another consecutive academic year, they will be classified as FEL Monitoring Year 3 the following year. If FEL Monitoring Year 3 students perform at grade level for another consecutive academic year, they will be classified as FEL Monitoring Year 4 the following year. If FEL Monitoring Year 4 students perform at grade level for another consecutive academic year, they will then be classified as FEL and are no longer on monitoring status. Thereafter, students are classified as FEL and are no longer counted in the EL subgroup.

Students who perform poorly in their academic courses may be considered for re-entry into the EL program and receive EL services. To re-enter the EL program, they must go through the same procedure as a new EL student, which includes the WIDA Screener. Any students who have re-entered the EL program will not be classified as "Former EL Monitoring Year 1 or 2" until they have again scored 4.8 Composite Score on ACCESS for ELLs, state English language proficiency test. Students who re-enter the EL program will go through the exiting steps described below.

Steps in Exiting:

1. All students who score 4.8 on the ACCESS will exit the program. This shall be done in the fall of the next school year upon receipt of score reports for ACCESS for ELLs.
2. Written notice EL Program Exit Letter (**Appendix 10**) shall be given to the parents of the student who is to be exited for the EL program. This will be completed by the counselors and a copy will be filed in the student's EL folder.
3. Along with the nine week report card intervals, the counselors shall monitor the progress of the student for a period of four years.
4. If the student is not academically successful, or does not pass course work without modification, the student can be reclassified as an EL by going through the same screening process as a new student.
5. EL students are considered on an individual basis and assessments will be administered as indicated.

Monitoring ELs Who Have Exited the English as a Second Language Program:

Students who are exited from EL services are placed on monitoring status for four academic years. During the monitoring time, the counselor and the classroom teacher(s) communicate regularly to ensure that the exited student is functioning in the mainstream without EL support. Students are classified as Former English Learners Monitoring Year 1 (FEL Monitoring Year 1) during their first year of monitoring, Former English Learners Monitoring Year 2 (FEL Monitoring Year 2) during their second year of monitoring, Former English Learners Monitoring Year 3 (FEL Monitoring Year 3) during their third year of monitoring and Former English Learners Monitoring Year 4 (FEL Monitoring Year 4) during their fourth year of monitoring. Upon successful completion of four years of monitoring, ELs are classified Former English Learners (FELs) and no longer included in the EL subgroup for accountability purposes. If the student is not academically successful, the student can be reclassified as EL by going through the same screening process as a new EL student.

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

English as a Second Language is our Core Program for EL students.

The definition of English as a Second Language, our core program, which is a Language Assistance Program that is considered educationally sound in theory according to the Office of Civil Rights (OCR) and Department of Justice (DOJ) is as follows:

English as a Second Language (ESL): Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).

- *ESL programs teach the following: conversational English, grammar, reading, listening comprehension, writing and vocabulary.*

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

Curricula and instructional materials used in the EL program must be aligned with the *WIDA 2020 Amplified ELD Standards (WIDA Consortium)* and must be based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student achievement in the core academic subjects.

Basic Strategies:

1. Use Appropriate Speech
 - Enunciate.
 - Provide wait time.
 - Explain and demonstrate the meanings of complex terms.
 - Allow students to show comprehension at their levels of language proficiency.
2. Develop Academic Concepts
 - Link concepts explicitly to students' prior knowledge and background.
 - Use hands-on activities to build background for new information.
 - Use supplementary materials.
3. Emphasize and Develop Key Vocabulary
 - Repeat key words, phrases, and concepts, and have students practice using them.
 - Provide feedback on students' language use.
 - Make the development of proficiency in English an explicit goal in teaching.
4. Connect Written and Oral Language
 - Say and write new vocabulary.
 - Use word and picture cards to explain vocabulary and content.
 - Have students build personal word files.
 - Provide letter and phoneme cards for phonics activities.
5. Use Visuals, Dramatization, and Real Things
 - Use picture walks to preview text, concepts, and vocabulary – and to build background knowledge.
 - Use real things and graphic organizers.
 - Use Total Physical Response (TPR) for active learning, so students can show comprehension through physical movement.
 - Use role play, drama, rhymes, songs, and movement.

6. Ongoing Formal and Informal Assessment

- Assess early to understand a student's language level and academic preparedness. Use assessments to plan and guide instruction.
- Set personal goals for each students and monitor progress regularly.
- Provide various ways to demonstrate knowledge, including acting, singing, retelling, demonstrating, and illustrating.
- Use a variety of formal assessments such as practice tests, real tests, and oral and written assessments.

3) Grading and retention policy and procedures

Traditional procedures for assigning grades to students are sometimes problematic for EL students. The same methods and criteria that may be applied to their English-speaking age and/or grade peers cannot be used to assess students who cannot comprehend English as the language of instruction. Geneva City Schools will maintain high expectations for student learning and will modify and adapt lessons and assignments so that EL students can learn. Likewise, assessments and grading methods will be modified so that students can demonstrate their knowledge and skills. ***A student may not be assigned a failing grade in a content area merely because he/she does not speak or understand the English language.***

The student report card should indicate that the grade is for participation and this grading mechanism must be explained to the student's parent(s).

- Letter grades will be coded with an asterisk (*), with a footnote explaining that evaluation is based on the knowledge that English is the student's second language (EL). Teachers may include explanatory comments.

Extreme caution should be taken to ensure that a "participation" grade is not substituted or confused for a grade-level content performance or achievement grade in the students cumulative records.

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

Geneva City School District has one certified EL teacher. All teachers/paraprofessionals who participate in the English Language Instructional Program are fluent in English, both written and oral.

5) Method for collecting and submitting data

The Geneva City School District will collect and submit, in a timely manner, the data required by the SDE Program Compilation Data form. The data will be collected from several sources including: PowerSchool, SDE Assessment Accountability Reports, DIBELS Reports, STAR Reading and Math, Accelerated Reader (AR), etc.

The Geneva City School System will collect data from school/system personnel serving EL students. Such data may include state assessment results for individual students including but not limited to STAR Reading, STAR Math, report cards, progress reports, ACAP Summative, and waiver letters. Collected data will be compiled and submitted to the Alabama State Department of Education according to requirements.

6) Method for evaluating the effectiveness of the program

The Geneva City School District's method of evaluating the EL program will include a review and analysis of state assessment results for individual students, schools, and the school system's adequate yearly progress per subgroup, school ACIP, and revisions to such school plans. A review will determine the need to revise existing action plans.

The purpose of program evaluation is to provide information for effective decision making at several levels in the implementation of the EL program. The evaluation of the effectiveness of the EL program is based on

student English language proficiency and proficiency on grade level student academic content standard. Evaluation is the reflection of the plan development and implementation and is an ongoing requirement. A formal evaluation of the EL program will be conducted at the end of each school year. Assessing scientifically based research methods, materials and approaches on teaching EL students is also an important component of evaluating the program. The distinction between learning the English language and attaining English proficiency are crucial for an English Learner. The three types of standards that are assessed are: English language proficiency standards, academic content, and performance standards. The annual measurable goals will determine the effectiveness of the program and will assist in program improvement. The Geneva City School District is held accountable for improving EL English proficiency through public reporting. Additionally, the EL Program Evaluation and EL Program Main Data Collection Forms are used to assess the program and make any needed revisions.

Parents also play a vital role in evaluating the program by serving as active participants in offering input into their child's EL plan for program improvement. Parents are invited to attend the Initial and/or Continuing Placement Meeting for their EL student. Parents are also invited to the Geneva City Schools Open House, PTO meetings, Parent/Teacher Conferences, etc.

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

The initial step in the special education process begins with an appropriate referral for evaluation. As a general rule, EL students who are following normal developmental patterns for learning a new language should not be referred. EL students, because of their cultural and linguistic backgrounds, have special instructional needs. These needs should not be confused with disabilities nor should they serve as a basis for referral for a special education evaluation. Procedures utilized for all students who are referred for an evaluation and possible special education services can and should be utilized for EL students as long as special provisions are included and certain precautions are taken. Prior to the acceptance of a referral for an evaluation for the EL student, efforts must be made by the student's classroom teacher working with the EL committee to meet the student's needs within the context of the services that are part of the regular education program, including appropriate accommodations.

EL students often exhibit language characteristics similar to those exhibited by monolingual English speaking students with communication disorders and/or learning disabilities. Deciding whether to refer for a full evaluation can be difficult. **There are three specific indicators which validate the need for special education evaluation:**

- Poor communicative proficiency in the home as compared to siblings and age peers in bilingual environments, especially when this lack is noted by parents;
- English language development that appears to be significantly different from that of peers who are also learning English as a Second language; and
- Noted developmental delays or other at-risk conditions.

When the student referral form is completed appropriately, the information recorded should remove all doubt that socio-cultural factors are the primary contributors to the student's learning or behavior problems. Essential factors needed to make this determination may be beyond the referral information required for non-EL students. **Additional pertinent information which should be addressed on the EL student referral form may include but not be limited to:**

- Identification of a proficient use of native language (Home Language Survey/Identification, Oral Language Proficiency Assessment, etc.);
- The extent to which the EL student has received native language instruction and/or EL services prior to the referral;

- Experiential and/or enrichment services for students from diverse cultural and experiential backgrounds;
- The school's efforts to involve parents prior to referral;
- The amount of time and extent of services in an academic program for students who have had little or no formal schooling;
- Length of residency of the referred student in the United States and prior school experience in the native country and in an English language school system; and,
- Attempts to remediate the student's performance prior to referral, including any supplementary aids or support services provided for this purpose.

It is vital to distinguish students who are experiencing difficulties in school merely because of limited-English skills from students who are disabled. The referral of a student to special education should be an indication that all other avenues have been explored and exhausted, and the conclusion reached is that the student's needs cannot be met by the regular education program.

NOTICE AND CONSENT FOR INITIAL EVALUATION/SPECIAL EDUCATION RIGHTS UNDER THE IDEA '97

After the IEP team has accepted the referral, a Consent for Initial Evaluation form must be secured. Both the consent form and the parent rights form shall be provided in the home or native language, whenever possible.

SPECIAL EDUCATION EVALUATION

To ensure access to special programs, when appropriate, it is imperative that students be tested thoroughly. A combination of formal and informal assessment procedures will be used to determine the student's level of functioning and possible disability. Testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of disabled students will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the student's native language or mode of communication, as well as English, unless it clearly is not feasible because an interpreter is unavailable to do so. No single procedure shall be the sole criterion for determining as appropriate education for a student.

The assessment of EL students should take into consideration the following issues:

- Tests and evaluation materials will be provided and administered in the English according to the student's EL plan.
- Tests should be culturally nonbiased and reflect other than mainstream societal values.
- Tests and other assessment procedures include those tailored to assess specific areas of education need and not merely those which are designed to provide a general intelligence quotient.
- A structured observation of the student in his/her primary educational setting and a home language observation should be conducted.
- Student's behavior throughout the testing situation should be recorded and analyzed.
- Persons who possess knowledge and skills related to both cultural and linguistic dimensions of diversity should administer all tests.

NOTICE AND ELIGIBILITY DECISION REGARDING SPECIAL EDUCATION SERVICES

The IEP team who has reviewed all assessment data and pertinent issues determines eligibility for special education. If those issues adversely affect the student's educational performance and create a need for special education services, the IEP team designates the disability for which the student will be served.

Before a student is classified as having a disability and found in need of special education and related services, the IEP team should be satisfied that intervention strategies, native language instruction, academic development, and intensive EL instruction within the regular education system would not more appropriately serve the student's needs. Furthermore, the team must consider that children from various ethnic groups including speakers of regional dialects do not have a disability solely because their manner of communicating does not conform to the expectations of the standard English speaking community. Most importantly, in order for an EL student to be deemed eligible, the eligibility team must determine that the communication disorder exists in the student's native language and is not the result of learning English as a second language.

All efforts must be made to ensure that the parent understands the proceedings at a meeting including arranging for an interpreter, if needed. This is necessary so that the parent can meaningfully give input in determining appropriate special education services.

NOTICE AND CONSENT FOR PROVISION OF SPECIAL EDUCATION SERVICES

Notice and Consent for the Provision of Special Education Services must be secured. If possible, this form should be in the home or native language of the parent.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The Individualized Education Program (IEP) for an EL student with a disability must include all of the components as listed in the *Alabama Administrative Code*, Chapter 290-080-090. The IEP team shall also consider the language needs of the EL student as those needs relate to their IEP.

Parents are a vital part of the process and to ensure their active participation, accommodations must be made at the IEP meeting for the non-English speaking parent.

GIFTED AND TALENTED EDUCATION

The Alabama State Department of Education and the U.S. Department of Education, Office of Civil Rights (OCR) signed a Title VI Resolution Agreement focusing on underrepresented populations in gifted programs in Alabama. In the agreement, the Alabama State Department of Education committed to a variety of actions related to screening/referral criteria and procedures, evaluation processes and eligibility criteria, program oversight, and technical assistance.

SUGGESTED PROGRAM CLASS SIZE

The Alabama State Board of Education recommends the following maximum class size for regular programs:

- | | |
|---------------|----------------|
| • Grades K-3 | 14.25 students |
| • Grades 4-6 | 20.43 students |
| • Grades 7-8 | 19.70 students |
| • Grades 9-12 | 17.95 students |

The following maximum class sizes are recommended for English language instruction educational programs:

- | | |
|-----------------------|----------------|
| • <u>Grades K-3</u> | |
| No paraprofessional | 10 EL students |
| With paraprofessional | 13 EL students |

- Grades 4-6

No paraprofessional	13 EL students
With paraprofessional	18 EL students
- Grades 7-12

No paraprofessional	17 EL students
With paraprofessional	22 EL students

The ultimate goal of the English-language instruction educational program is to provide limited-English proficient students with high-quality and appropriate teaching and learning experiences to ensure that they have adequate opportunities to meet the same challenging state content and student performance standards that are expected of all children. Students in the EL program are not limited in participating in the gifted program or advanced classes including AP courses. Geneva City Schools has had students former EL students in the gifted and in AP courses. Testing for the gifted program can include verbal and/or non-verbal assessments. The school psychometrist helps determine which type of assessment would be most valid and reliable for each individual student.

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 on the ACCESS for ELLs English language proficiency test until they are proficient in English with a composite score of 4.8.

- All EL students in Grades K-12, regardless of the number of years of enrollment in U.S. schools, must participate in ACCESS for ELLs, the state-administered English language proficiency test, or Alternate ACCESS for ELLs.

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

Geneva City Schools will evaluate the EL program yearly. The results will determine if any program changes need to be made.

SECTION E: PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Parental Involvement

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. These activities include but are not limited to: PTO, parent/teacher conferences, Open House, student programs, etc.

Parents of EL students will be notified of special classes in the community where they may attend that may benefit them as they adjust to a new culture.

As required by the State Department of Education, the Geneva City School District will:

- Evaluate annually, the educational programs to identify and eliminate barriers that may exist in preventing parents from participating in school activities.
- Provide an interpreter (if needed) to assist in school registration.
- Provide an interpreter (if needed) for parent/teacher conferences.
- Provide notices of school meetings (**Appendix 6**) 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 committees.

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

- EL identification, placement, exit, and monitoring

Parent Notification (Appendix 7)

School 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 educational program of:

- The reasons for identification.
- The student's level of English proficiency.
 1. How the level was assessed.
 2. The status of the student's academic achievement.
- The method of instruction used in the program.
- How the program will meet the educational strengths and needs of the child.
- How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- The specific exit requirements for such program.
- In the case of a child with a disability, how the program meets the objectives of the individualized education program of the child.
- Information on Parental Rights.

Acceptable parent notification forms are available in 22 languages online at TransACT. These parent notification forms can be downloaded at www.transact.com.

ELL FORMS

1. Appendix 1 – EL Process Flow Chart.
2. Appendix 2 – EL Student Tracking – Please place this form in the front of the student's EL folder and update as needed. Also, run copies of progress reports and report cards as well as AR and STAR Reports and file in the student's EL folder.
3. Appendix 3 - Home Language Survey – Make sure each student has one in his/her cumulative folder. If “yes” is the answer to #6, the student will need to be screened with the WAPT Screener (administered by S. Smithart). This form will become part of the student's EL folder. Please let Erica Wright and/or Stacy Smithart know if you get a new EL student. (The student will need to be screened within the first 30 days of enrollment if enrollment is first day of school and 10 days of enrollment if enrollment is on the second day or after of school.)
4. Appendix 4 - Parent/Student Rights in Identification, Evaluation & Placement – This form should be sent home with Appendix 6.
5. Appendix 5 – Determination of Student Eligibility – This form should be used to let the parent know if a student is found eligible for an EL Plan.
6. Appendix 6 – Parent Participation Form – This form should be used for Eligibility purposes and/or Initial or Continuing Placement.
7. Appendix 7 – Notification of English Language Development Program Placement – This form is to be used when doing Initial or Continuing Placement for the EL student.
8. Appendix 8 – Description of District English Language Development Program – This form is used to describe the EL student's method(s) of instruction for their EL plan.
9. Appendix 9 – Waiver Form – This form should be used if a parent refuses EL services after a student has been determined eligible for an EL program.
10. Appendix 10 – English Language Development Program Exit Letter – This form is used when a child meets the qualifications for dismissal of EL services (4.8 on the ACCESS).
11. Appendix 11 – Notice of Progress – This form is sent home (usually at the beginning of the year) to inform parents of their student's progress according to AYP.
12. Appendix 12 – Geneva City Schools Testing – This form is sent home with the ACCESS Parent Report. (It may be sent home with Appendix 12 – Notice of Progress.)

Appendix 1
GENEVA CITY SCHOOLS

EL PROCESS FLOW CHART

Enrollment Personnel: Counselors: Mulkey – B. Parrish, GMS – C. Ward,
GHS – J. Bynum

All students – Home Language Survey (Appendix 3)
When the survey indicates the student has a different home language other than English send home the following:

1. Parent/Student Rights in Identification, Evaluation & Placement (Appendix 4).
2. Parent Participation Form (Appendix 6).

ELL Chairperson: Counselors: Mulkey – B. Parrish, GMS – C. Ward, GHS – J. Bynum

1. Start and I-ELP folder for the student.
2. Make arrangements with S. Smithart for English Language Evaluation (WAPT).
3. Make arrangements for the I-ELP committee to meet (within 30 days of enrollment).
4. Track and monitor EL students.
5. Forward requested information to the EL Coordinator (S. Smithart).

EL Committee: Mulkey – Jami Seay, Brittany Parrish, Mallory Mixon. GMS – Danny Bedsole, Casey Ward, Carli Speigner. GHS – Michael Crews, Jenny Bynum, Paige Fountain. Parent – Ellen Cosper.

1. Determine the eligibility of all language-minority students (Appendix 5).
2. Notify parents of meetings (Appendix 6).
3. Complete (Appendix 7 & 8).
4. ACCESS (EL Spring tests) will be given by S. Smithart.

- Parents may refuse program placement or withdraw their child from the EL Program at any time. (Appendix 9)
- Exit students who meet the criteria for English proficient (minimum 4.8 on ACCESS). (Appendix 10)
- Monitor students that have exited the EL Program for at least four years by keeping Progress Reports and Report Cards in their I-ELP Folder.
- Annually inform parents of program process. (Appendix 12 & 13)

Appendix 2
GENEVA CITY SCHOOLS

EL STUDENT TRACKING
(In the front of the EL Folder)

Student's Name _____

- *Copies of Proficiency Tests with test dates and scores.
- *Copies of progress and report cards.
- *Copies of state assessments.

Tracking Information	Date	Date	Date
Home Language Survey (3)			
Parent/Student Rights (4)			
Eligibility (5)			
Parent Participation (6)			
Notification and Placement (7 & 8)			
Waiver Form (9)			
Exit Letter (10)			
Notice of Progress (12)			
Geneva City Schools Testing (13)			

Appendix 3

GENEVA CITY SCHOOLS

HOME LANGUAGE SURVEY

Student Name: _____ Birth Date: _____ Sex: ☐ Male ☐ Female

Parent/Guardian Name: _____

Address: _____

Home Telephone: _____ Work Telephone: _____

School: _____ Grade: _____ Date: _____

1. Was your child born in the United States? ☐ Yes ☐ No
If yes, in which state? _____
If no, in what other country? _____
2. Has your child attended any school in the United States for any three years during their lifetime? ☐ Yes ☐ No
If yes, please provide school name(s), state, and dates attended:
Name of School _____ State _____ Dates Attended _____
Name of School _____ State _____ Dates Attended _____
Name of School _____ State _____ Dates Attended _____
3. What language is spoken by you and your family most of the time at home? _____
4. If available, in what language would you prefer to receive communication from the school? _____
5. Please check if your child is:
A. ☐ Native American Indian C. ☐ Native Pacific Islander
B. ☐ Alaska Native D. ☐ Native U.S. Virgin Islander
6. Is your child's first-learned or home language anything other than English? ☐ Yes ☐ No

If you responded "Yes" to question number 6 above, please answer the following questions:

7. What language did your child learn when he/she first began to talk? _____
8. What language does your child most frequently speak at home? _____
9. What language do you most frequently speak to your child? (Father) _____
(Mother) _____
10. Please describe the language understood by your child. (Check only one)
A. ☐ Understands only the home language and no English.
B. ☐ Understands mostly the home language and some English.
C. ☐ Understands the home language and English equally.
D. ☐ Understands mostly English and some of the home language.
E. ☐ Understands only English.

Parent or Guardian's Signature

Date

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

<p>Appendix 4</p> <p>GENEVA CITY SCHOOLS</p>

Parent/Student Rights in Identification, Evaluation & Placement
Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

- Have your child take part in and receive benefits from public education programs without discrimination because of a disabling condition.
- Have the district advise you of your rights under federal law.
- Receive notice with respect to identification, evaluation, or placement of your child.
- Have your child receive a free and appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
- Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
- Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.
- Have evaluation, educational, and placement decisions made based upon a variety of information sources and by persons who know the student, the evaluation data, and placement options.
- Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
- Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
- Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
- Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time and advise you of the right to a hearing.
- Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and your child may take part in the hearing and be represented by an attorney.
- Seek reimbursement of reasonable attorney fees if you are successful on your claim.
- File a local grievance or citizen complaint with _____ and/or the Office of Civil Rights (OCR).

FOR ADDITIONAL INFORMATION REGARDING SECTION 504, PLEASE CONTACT YOUR BUILDING PRINCIPAL OR THE STUDENT SERVICES OFFICE AT: _____ (phone).

Appendix 5
GENEVA CITY SCHOOLS

**Determination of Student Eligibility
For English Language Development Program Placement**

Name of Student: _____ Date: _____

School: _____ Grade: _____

Dear Parent/Guardian:

When your child registered for school, a Home Language Survey was completed and indicated that a language other than English is spoken by your child or in the home. Based on this information, the school assessed your child to determine their eligibility for placement in an English language development program. As a result, we:

- ☐ recommend an English language development program for your child.
- ☐ do not recommend an English language development program for your child.

To determine our recommendation, we tested your child's English language abilities in:

- ☐ speaking ☐ reading ☐ writing ☐ listening and understanding.
- ☐ and used other information, such as prior education and social experiences; written recommendations and observations by current and previous instructional school staff; Eligibility Placement Committee meeting; mastery of basic skills in English and their home language; and/or grades from current or previous years.

Based on your child's language abilities in English, your child will be placed in the following program:

- ☐ a regular grade level classroom with instruction in English.
- ☐ an English language development program as described on, "Notification of English Language Development Program Placement", that is either attached or will be shared with you in the near future.
- ☐ Other: _____

We feel this program will help your child meet high academic grade level standards and graduation requirements. Please sign below where indicated and return this notice to your child's school.

Thank you for your interest in the quality of your child's education. Please contact us if you have any questions.

_____ Name	_____ Title
_____ Telephone Number	_____ Email Address

Eligibility Placement Committee (if applicable):

Name: _____ Signature: _____ Title: _____ Date: _____

Name: _____ Signature: _____ Title: _____ Date: _____

Name: _____ Signature: _____ Title: _____ Date: _____

Name: _____ Signature: _____ Title: _____ Date: _____

Parent/Guardian: Please complete the section below and return the entire form to your child's school.

Name of Parent/Guardian: _____ Signature: _____

Telephone Number: _____ Email Address: _____

Appendix 6
GENEVA CITY SCHOOLS

**Parent Participation Form
Parent Meeting of English Language Learners**

Meeting Date: _____ Time: _____
Meeting Location: _____

The district ___can___ cannot provide child care for this meeting.

The district ___can___ cannot provide transportation for this meeting.

Please return this completed form to your child's teacher by this date _____ (date).

Parent/Guardian: Please complete the section below and return the entire form to your child's teacher.

Name of Student: _____ Date: _____

Name of Parent: _____ School: _____

My interest in participating in the parent meeting of English language learners is:

- ___ I can attend the meeting.
- ___ I can attend the meeting, but I have transportation difficulties. If the district can provide transportation (see above if district can/cannot provide transportation), I am requesting transportation assistance.
- ___ I can attend the meeting, but I have child care responsibilities. If the district can provide child care (see above if district can/cannot provide child care), I am requesting child care assistance.
- ___ I cannot attend the meeting.

Please provide the following information:

Phone: _____

Address: _____

Number of non-school aged children: _____

Thank you for your interest and commitment to ensure your child's academic success.

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

Appendix 7

GENEVA CITY SCHOOLS

Notification of English Language Development Program Placement

☐ Initial Placement ☐ Continuing Placement

Name of Student: _____ Date: _____

School Location: _____

Dear Parents:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district's English language development program. The goal of our English language development program is to help your child learn English so that she/he will be able to meet age appropriate academic standards for grade promotion and graduation. The high school graduation rate for students participating in an English language development program is ____%. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to speak and write in English will help meet the objectives of their IEP. Please note that your student was identified as having a primary language other than English on the home language survey and, therefore, is required to participate in the assessment of English language proficiency using the following state and district adopted test(s)

- ☐ _____
(Insert test to measure level of English proficiency)
- ☐ _____
(Insert test to measure level of English proficiency)
- ☐ _____
(Insert test to measure level of English proficiency)

Level of English Proficiency: _____

If applicable, your child's level of academic achievement was measured using the following test(s):

- ☐ _____
(Insert test to measure level of academic achievement)
- ☐ _____
(Insert test to measure level of academic achievement)
- ☐ _____
(Insert test to measure level of academic achievement)

Level of Academic Achievement: _____

The method of instruction used in your child's English language development program is:

- _____ **Bilingual:** Instruction provided in both English and your child's home language
- _____ **Transitional Bilingual:** Instruction provided in mostly or all in English adapted to student's level
- _____ **Content-based English Language Learner (ELL)/English as a Second Language (ESL):** Instruction is provided in English only and adapted to student's level
- _____ **Pull-out ELL/ESL:** Student leaves his/her English-only classroom during the day for ELL/ESL instruction
- _____ **Other:** _____

Your child's program _____ is _____ is not the district's only English language development program. Additional information about your child's program and other district language programs, if available, is attached.

Name: _____ Title: _____

Telephone Number: _____ Email Address: _____

OFFICE USE ONLY				
Student ID #	Dist Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Appendix 8

GENEVA CITY SCHOOLS

The goal of each of the district's English language development programs is to help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Each program identifies the educational strengths and needs of your child using instructional methods described below. It is anticipated your child will continue in an English language development program for _____ years or until he/she is able to successfully transition to a full day schedule that is not tailored for limited English proficient students.

Your Child's Program: _____
Instructional Method(s): _____

Program Content for Meeting State Proficiency: _____

Native Language Used in Instruction: _____ Yes _____ No
English Language Used in Instruction: _____ Yes _____ No
Program Exit Criteria: _____

Description of Other Available Program(s): _____

Instructional Method(s): _____

Program Content for Meeting State Proficiency: _____

Native Language Used in Instruction: _____ Yes _____ No
English Language Used in Instruction: _____ Yes _____ No
Program Exit Criteria: _____

OFFICE USE ONLY				
Student ID #	Dist Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Appendix 9
GENEVA CITY SCHOOLS

**Request for Title III Supplemental English Language Development
Program Withdrawal/Waiver Form**

Date: _____

Dear Parents

You have indicated that you do not want your child enrolled in the Title III supplementary English language development program or that you would like a change in your student's Title III supplementary 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.

**Request for Title III Supplemental English Language Development
Program Withdrawal/Waiver Form**

I, _____ (parent/guardian) of _____ (student) have been informed of my right to decline to have my child enrolled in the Title III supplementary English language development program offered by the school or 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 a Title III supplementary English language development program.
- _____ Withdraw my child from the Title III supplementary program offered by the school.
- _____ Enroll my child in another program or method of instruction, if available.

Signature of Parent/Guardian

Date

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Appendix 10
GENEVA CITY SCHOOLS

**English Language Development Program
Exit Letter**

Name of Student: _____ Date: _____

School: _____

Dear Parent,

A recent assessment has shown that your child has made significant improvement in his/her ability to read, write, speak and listen in English. As a result of your child's improved English language skills, he/she no longer qualifies for services provided by the school district's English Language Development Program.

Thank you for your assistance in helping make your child's exit from the English Language Development Program a success. If you have any questions or concerns, please call your child's school or teacher.

Sincerely,

Name

Title

Phone

Email Address

Appendix 11

GENEVA CITY SCHOOLS

Annual Measurable Achievement Objectives

☐ School ☐ District ☐ Consortium ☐ State

Name of Organization _____ Date _____

Dear Parent/Guardian(s)

Your child is currently enrolled in an English language development program to help to increase his or her ability to speak, read, write, and understand English, and to achieve high academic standards. The objective of this program is to make annual increases in the number or percentage of students who

- make progress in learning English,
- attain English proficiency by the end of the school year, and
- meet Annual Performance Targets on required state assessments.

It is also our goal to keep you informed regarding student progress within the English language development program. Based upon a review of test results of all eligible students enrolled in the program, the following progress was made toward achieving annual program objectives

Annual Measurable Achievement Objectives (AMAOs)	State Target	Percentage or Number of Students Meeting Goal	Was Annual Progress Achieved?	
Progress in learning English	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Attained English proficiency	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Met Annual Performance Target	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No

These scores represent a group of students learning English as a new language, not your child individually. For information about how you can be an active participant in helping your child learn English and meet challenging academic standards, or if you have questions about your child's progress, please contact the person below.

Name: _____ Phone: _____

We appreciate your interest and involvement in your child's education.

Sincerely,

Name Title

Appendix 12
GENEVA CITY SCHOOLS

GE

Date: __/__/__

Dear Parent/Guardian of _____,

Each year, our school is required by Alabama State Department of Education to test your child's level of ability and learning. A variety of tests are used, depending on the grade of your child. Last school year your child took the following test (s):

- () **ACCESS for ELL's** – a test of social and academic proficiency with the English language for English Language Learners (ELL's)
- () **DIBELS** – Dynamic Indicators of Basic Early Literacy Skills – a test of reading skills for grades K-2
- () **ACT** – a test for 11th grade and beyond that assesses general education development and the student's ability to complete college-level work. The ACT is the most widely accepted college entrance exam.
- () **WorkKeys** – a test for 12th graders that measures skills such as reading, math, listening, locating information, and teamwork to help students understand how they can improve their skills for better-paying jobs
- () **ACAP Summative** – a test to measure student progress in the content areas of reading (grades 2-8), math (grades 2-8), and science (grades 4, 6, & 8)