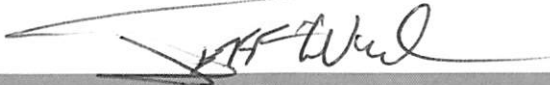



Section I Coversheet, Assurances, Signature Page	
EL District Plan Cover Sheet	Local Education Agency (LEA) Name:
	Saraland City
LEA Contact for ELs:	
Name: Mr. Jeff Ward	Signature:
Position and Office: Federal Programs Director	Email Address: Jward@saralandboe.org
Telephone: 251-375-5420	Fax: 251-345-5430
<input 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 English Learners (ELs) 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	
<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 <u>apply only to LEAs that receive Title III funds</u>)		
<input type="checkbox"/>	Assure that the LEA has a process for parents to waive Title III Supplemental Services .	
<input type="checkbox"/>	Assure that the LEA has an Equitable Services Implementation plan , if applicable.	
<input type="checkbox"/>	Assure timely and meaningful consultation with private school officials regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable	
Mr. Jeff Ward		9-17-21
EL Program Administrator	Signature	Date
Dr. Aaron Milner		9-17-21
LEA Superintendent	Signature	Date

***THIS COVER SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

Name	Title	School
Dr. Aaron Milner	Superintendent	Central Office
Mr. Shane Martin	CSFO	Central Office
Mr. Jeff Ward	Federal Programs Director/EL Coordinator	Central Office
Mrs. Lyndsey Simmons	ESL Resource Teacher	All Campuses
Mrs. Diana Collins	Supervisor of Health Services	Central Office
Mrs. Lou Schambeau	Attendance Officer	Central Office
Dr. Kim Williams	Early Education Center Principal	Saraland Early Ed. Center
Mrs. Bridgette Nolfé	Early Education Center CIP Chair	Saraland Early Ed. Center
Mr. Stan Stokley	Elementary School Principal	Saraland Elementary School
Mrs. Stephanie Dial	Elementary Assistant Principal/CIP Chair	Saraland Elementary School
Mrs. Ashlee Lomax	Elementary Teacher	Saraland Elementary School
Mrs. Renee Dial	Elementary Teacher	Saraland Elementary School
Mrs. Mary Jane Donald	Elementary Paraprofessional	Saraland Elementary School
Mrs. Stacy Cole	Elementary Parent	Saraland Elementary School
Mr. Alex Crane	Middle School Principal	Saraland Middle School
Mr. Valerie Washburn	Middle School Assistant Principal	Saraland Middle School
Mrs. Carmen Nitteberg	Middle School Teacher/CIP Chair	Saraland Middle School
Mrs. Lyla Smith	Middle School Counselor	Saraland Middle School
Mrs. Kim Patterson	CTE Teacher	Saraland Middle School
Mr. Scott Croley	High School Assistant Principal	Saraland High School
Mrs. Jeff Schmitz	Stakeholder	Saraland Chamber of Commerce

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.

***THIS SIGN-IN SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

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)**

Program Philosophy:

Saraland City Schools recognizes that within the district there are students who have a primary language other than English. Services shall be provided to the students for whom English is a second language and have been identified as being English Learners (ELs) regardless of immigration status. No student will be excluded from participation in, be denied the benefit of, or be subjected to discrimination in any program or activity on the basis of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability.

Program Goals:

1. To assist all limited-English proficient students in acquiring fluency in the English language skills of listening, speaking, reading and writing.
2. To help limited-English proficient students to master academic content instruction at each grade level.
3. To provide limited-English proficient students with equal access to all programs.

B. IDENTIFICATION AND PLACEMENT PROCEDURES

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

Saraland City Schools has established an EL Advisory Committee. The committee is responsible for determining program needs, assessment, evaluation and developing the Comprehensive EL Plan. The committee is comprised of central office administrators, CSFO, school administrators, ESL administrator and resource teacher, classroom teachers, CIP chairs, school counselors, School Nurse Supervisor, attendance officer, parents, and community stakeholders.

Saraland City Schools' procedures for EL student identification, placement, delivery of English as a Second Language services and exit from the program were developed from the English Learners (EL) Policy and Procedures Manual: Alabama State Department of Education Division of Federal Programs (2018). The responsibility of implementing these procedures lies with the principal at each school. The responsibility of monitoring the program lies with the English as a Second Language (ESL) Coordinator. This information is shared annually with the EL Advisory Committee and each school's staff.

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

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 because they do not have a social security number (*Plyer v. Doe*).

Application forms to obtain social security numbers may be distributed, but the option of completing the form must be left to the parents. The school should use procedures described in the Alabama Administrative Code (AAC) to create a student number.

If parents do not have student immunization records, the dates of immunization may be obtained by calling the previous school the child attended. If necessary, the students can begin the immunization series at the local health department. The Supervisor of Health Services is available to assist parents with obtaining immunizations. If appropriate immunization records cannot be obtained within a reasonable period, the student's case should be handled in accordance with state and local board of education procedures.

All schools conduct the Home Language Survey (HLS) {**Appendix A**}. This form is included with the registration packet and disseminated to the parents at the time of registration. The survey is translated into several languages using TransAct. Trained staff members are available to assist in translation and collection of surveys. The assistance of a translator may be required to complete the HLS and should be provided by the school district. Completed surveys are returned to the Central Office by the end of the second week of school. Language-minority students identified through the HLS during registration at the beginning of the school year must be assessed within 30 (thirty) days of enrollment. Language-minority students who register after the beginning of the school year must be assessed within 10 (ten) days of enrollment. The LEA will record the registration date as "original entry date" in INOW or "date of first enrolled" when completing the demographics page of the ACCESS for ELS English proficiency test. If the Home Language Survey Indicates any other language than English on any survey question, each school principal is responsible for ensuring that:

- A copy of the Home Language Survey for identified students is sent to the Central Office to the Federal Programs Coordinator. Copies are given to the EL Coordinator.
- The original document is placed in the cumulative folder at the school.

Any student in grades 1-12 who has any language other than English on the HLS will be administered the World-Class Instructional Design and Assessment (WIDA) Screener Online to help determine the level of English language proficiency. This assessment is used to identify and place students in programs aimed at improving their English skills. Any student in grades 1-12 scoring below 5.0 must be placed in the English as a Second Language (ESL) program and identified as an English Learner (EL). An EL staff member trained in using the instrument will administer the assessment to the student. The EL Committee consisting of the EL staff members, EL Coordinator or designee and the parent reviews results of the placement test.

Any student scoring an overall composite score of 5.0 or above on the WIDA Screener Online may be identified as an EL and may require placement in an English language instruction education program. Further assessment of the student's English language proficiency is needed to determine placement.

Kindergarten students and students in first semester of first grade who have any language other than English on the HLS will be administered the WIDA ACCESS Placement Test (W-APT). A score of 25 or above (out of 30) is considered proficient. The student may not need EL services, but their academic

progress may be monitored in case rescreening is needed in the first grade to determine reading and writing proficiency.

The WIDA Online Screener (grades 1- 12) and W-APT (kindergarten) should be considered as only one piece of evidence in the decision-making process regarding placement. Teacher judgment, other assessments, and extenuating circumstances, such as the student's age and amount and quality of previous schooling, should be factored into the decision.

If a student does not qualify for services, a Determination of Eligibility form (**Appendix B**) indicating that the student will not be served is provided to the parent. A copy is maintained in the student's cumulative folder and at the Central Office. If the State's English proficiency test and EL committee determines the student qualifies for English language instruction education program the student is immediately placed in the program. The EL staff member serving the school will send a translated letter (**Appendix C**) to the parent inviting them to attend the EL Committee meeting to discuss student placement. At this EL Committee meeting an Eligibility Determination form (**Appendix B**), an English Learner Placement Program form (**Appendix D**) and the EL Committee Documentation for Alabama Student Assessment Program (**Appendix E**) are to be filled out and signed by the appropriate persons. If the parent does not attend the meeting, the EL Committee meeting will be held and the Eligibility Determination form, a Notification of English Language Development Program Placement form, an 1-ELP and the EL Committee Documentation for Alabama Student Assessment Program will be filled out and signed by the appropriate persons. Copies of the forms will be provided to the parent in their native language, Central Office and maintained in the student's cumulative folder.

Information is provided to the parents in their native language using TransAct, interpreters and translated materials.

As a result of, of *Castaneda v. Pickard* and No Child Left Behind Act of 2001, each student identified as EL will have an I-EL (Individual English Language Plan), which will be updated annually until the student achieves Former EL (FEL) status.

After completing all required forms, the EL staff member will check the EL student's cumulative folder for the required forms, complete the ESL Documentation Checklist (**Appendix F**), and place it in the cumulative folder.

3) Include the method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress for a period of at least four years (*new in ESSA*), and at a minimum, follow SOE exiting requirements for EIs. 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.

All EL students are assessed annually. In the second semester of each year, all students enrolled in the ESL program are retested to assess progress in English and re-evaluate placement. The State's criteria for an EL student to exit the program are as follows: Students must score proficiency level of 4.8 on the ACCESS 2.0.

Once a student fulfills these requirements, he/she exits the program. An Exit Letter (**Appendix G**) is sent home to the parents with a copy being placed in the student's cumulative file and a copy sent to Central Office. The exited student is placed on monitoring status for four (4) academic years. The

student is coded Former English Learner (FEL) Monitoring Year 1 during their first year of monitoring, FEL2 Monitoring Year 2 during their second year of monitoring, FEL3 Monitoring Year 3 during their third year of monitoring and FEL4 Monitoring Year 4 during their fourth year of monitoring. EL's on monitoring status do not take the ACCESS test. During the monitoring period, EL staff will collaborate with classroom teachers and complete an ESL Monitoring Form (Appendix H) no less than each nine (9) weeks during their first two years of monitoring and at least once each semester during their third and fourth years of monitoring. Upon successful completion of four years of monitoring, ELs are classified Former English Learners (FEL). At any time during the four year monitoring period, it is determined that the student is in need of additional English language instruction services, appropriate changes can be made to the student's program. This does not mean that the student will be placed back in the EL program, it may mean the student is need of other services. Any student who has met the exit criteria, but begins having academic difficulty may again receive EL services upon the recommendation of the EL committee. If it is determined that the student re-enter the program, the student should be re-tested using the WIDA Screener Online or the W-APT. An Eligibility Determination Form and an English Learner Program Placement form. Copies of the forms are provided to the parents, placed in the cumulative folder and sent to Central Office.

C. PROGRAMS AND INSTRUCTION

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

- Process the system uses to conduct a comprehensive needs assessment
- Rationale for selecting the particular EL program/s and how they are evidence-based

The goal for ELs is that they attain proficiency in English, master the state's academic content standards as demonstrated by performance on the state's required student assessments, and pass any other current state required tests. Each year a comprehensive needs assessment (Appendix I) is conducted to determine English proficiency goals for ELs. ACCESS data is reviewed and strategies are developed to improve academic performance and achievement of content standards. A combination of evidence-based strategies is used to teach English, with emphasis on reading, writing, speaking and listening. Services will be provided to ELs based on their individual needs. All ELs are placed in the regular classroom at the age-appropriate grade level and receive instruction on grade level academic standards. EL students receive instruction by highly qualified teachers. The EL staff collaborates with the general education teachers to incorporate the WIDA ELD (English Language Development) Standards into instruction to advance academic language development and academic achievement. Saraland City Schools provides an English as a Second Language (ESL) program to teach ELs about the English language, help them acquire academic vocabulary and develop their English language proficiency in all four-language domains. The decision to place a student in an ESL program is made by the EL Committee consisting of the EL staff member, teachers, EL coordinator or designee and the parent. The EL Committee determines the type and amount of ESL services. Instruction in grades K - 12 consists of pullout, push-in models, and collaboration with the general education teacher to provide suggestions for accommodations for differentiated instruction, activities and assessments. Instructional time and accommodations will vary based on the student's individual level of English Proficiency.

2) Describe how language instruction educational programs will ensure that ELs develop English proficiency:

- How data is used to improve the rate of language acquisition for ELs
- 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

A combination of evidenced based strategies is used to teach English, with emphasis on reading, writing, speaking and listening. A variety of materials and equipment are used in instruction. This includes textbooks, computers, games and language development activities. Curriculum and instructional materials used in the ESL program are aligned with the Alabama Course of Study and are evidenced based. The WIDA ELD Standards were developed to facilitate the design of language development activities that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency. According to WIDA, students go through five stages of language development: Entering, Emerging, Developing, Expanding and Bridging. Level 6, Reaching, represents the end of the continuum rather than another level of language proficiency. By implementing the WIDA ELD Standards in the classroom, teachers are able to provide EIs with meaningful access to local curriculum as they progress through the stages of language acquisition. The WIDA ELD Standards are designed as a curriculum planning and assessment preparation tool.

Each EL student is assigned to a regular class in his/her home school. The classroom teacher receives input from the EL staff on strategies to utilize when instructing an EL student. Primary instructional methodologies recommended for the classroom teacher to employ in working with the EL student include, but are not limited to:

- Individualized instruction
- Graphic organizers
- Cooperative learning
- Dialogue/journals
- Accommodations utilizing a variety of strategies and materials
- Versatility and flexibility
- Interactive lessons with hands-on-activities and cooperative learning
- Encouragement and support of the mainstream curriculum
- Integration of language skills, thinking skills and content knowledge
- Extended time
- Bilingual glossaries and texts
- Preferential seating
- Electronic learning aids

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

EIs enrolled in the ESL Program may not be failed solely based on their lack of English proficiency. EIs must receive accommodation of content work and assessment when needed. According to the student's 1-ELP, appropriate instruction and differentiation must be adjusted according to the language proficiency level in order to appropriately accommodate the student. Grading is based on accommodated work and should be documented by the classroom teacher. If an EL student is currently receiving ESL accommodations, the content-area teacher should indicate that the student has received ESL accommodations by selecting comment #79 on the computerized grade report. This indicates that the grade reflects the student's mastery of the subject matter at his or her level of English proficiency. The EL teacher sends home a translation of the Report Card Comments, which includes an explanation of the procedures for grading EIs.

Retention of EIs shall not be based entirely upon level of English language proficiency (Lau v. Nichols). Prior to considering retention of an EL, the following points should be addressed by the EL committee:

- What is the student's Level of English proficiency?
- Has an Individual English Language Plan (1-ELP) been implemented to document classroom modifications and student progress?

- Are classroom accommodations being made in the area of lesson delivery, activities and assignments, homework and formal/informal assessments?
- How much English language instruction is the student receiving during the school day?
- Has an alternate grading strategy been implemented (checklist, portfolio, observation, etc.).
- Has the student's teacher been adequately trained with instruction and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to their 1-ELPs?

4) Include details on the specific staffing and other resources to be provided to English learners under the LJEP 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.

- Qualified personnel (state certification and/or ESL licensure)
- ESL staff development
- Content teacher and administrator staff development

The EL Director works collaboratively with the principals to allocate EL staff needed based on the number of Els enrolled at each school and the student's level of English proficiency. All EL staff is required to be fluent in English, including written and oral communications skills. ESL teachers are required to meet the certification requirements required by the Alabama State Department of Education. Saraland City Schools will strive to employ personnel who have formal training in teaching second language learners. All Els will receive their primary instruction from a highly qualified, certified teacher in the general education classroom. The EL staff is responsible for English language instruction. In addition, the EL staff will provide additional assessment, tutoring and monitoring to EL students as needed.

Interpreters are provided as needed. The role of the interpreter is to be a conduit for oral and written communication between the families of English Learners and English speaking school personnel. Interpreters will be fluent in English and the language spoken in the student's home.

Professional development opportunities will be provided to EL personnel and classroom teachers to address specific areas of need as required. This will be accomplished by providing the opportunity to attend workshops and view related videos and webinars.

EL staff meetings will be held as needed to coordinate the implementation of the ESL program toward the attainment of the program's goals and objectives. Individual assistance will be provided to the EL and general education teachers as needed.

5) Describe how the LEA will collect and submit data in accordance with SDE requirements.

How schools are trained to use the state system/database to code Els and enter reliable and accurate data:

Upon identification and placement, students should be given a code in the Information NOW (I-NOW) Program. The table below contains codes used by State Student Assessment and I-NOW along with a definition of codes. For state assessment and accountability purposes, the SDE uses one coding system for Els. Similar codes are also used by the SDE for data collection from I-NOW. See Table 1 for a list of comparison of codes. Registrars at each school are trained on the appropriate state codes to be entered into INOW for EL students. Registrars have attended the yearly INOW conference.

(Table 1) Comparison of Codes for English Learners

Codes for State Assessments	I-NOW Codes	Definitions of Codes
Non-ELs	0	Students whose home language surveys do not indicate a language other than English is spoken in the home. These are not students classified as NOM PHLOTE.
EL-1	1	First year in a U.S. school.
EL-2	2	Second year or more in a U.S. school.
FEL-Exited, 1 st year Monitoring	3	Students who have exited the ESL program and are in their first year of systematic monitoring. These students no longer take ACCESS 2.0.
FEL-2 Exited, 2 nd year Monitoring	4	Students who have exited the ESL program and are in their second year of systematic monitoring. These students no longer take ACCESS 2.0
FEL-3 Exited 3 rd Monitoring	8	Students who have exited the ESL program and are in their third year of systematic monitoring. These students no longer take ACCESS 2.0
FEL-4 Exited, 4 th Monitoring	9	Students who have exited the ESL program and are in their fourth year of systematic monitoring. These students no longer take ACCESS 2.0
FEL	5	Former English Learner students who have successfully completed four years of monitoring.
EL Waived Services	6	Students who are EL yet parents have refused supplemental Title III services.
NOMPHLOTE	7	National Origin Minority Student Whose Primary Language is Other Than English. These students have a non-English language background, but are fluent in English and do not require ESL services. Parents, however, may need information in their home language.

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

A program evaluation (Appendix J) is conducted yearly to determine the effectiveness of the ESL program. Evaluation of the program involves collection and analysis of data to determine whether the goals set forth during the comprehensive needs assessment (or previous program evaluation) was met. The data is summarized to illustrate the status of the program and future goals and plans to improve the ESL program.

Els data is reviewed at quarterly CIP meetings. A program evaluation is done at the end of each school year to measure progress of students in the ESL program based on ACCESS test results, grades and the state's required assessments.

Annual data is used to make decisions about professional and instructional approaches.

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.

The EL student with disabilities has a right to the same special education services as other students with disabilities. In an effort to ensure appropriate placement of English Learners, Saraland City Schools follows the guidelines established by the Alabama State Department of Education in accordance with the Individuals with Disabilities Act of 2004. The guidelines specify the materials and procedures used to assess an EL student must measure a need for SPED, not a student's English language skills. Indicators may include:

- 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;
- Noted developmental delays or at-risk conditions.
- Assessments may need to be administered in the student's native language if the Els proficiency is determined to be not comparable to peers.

Saraland City Schools follows the following steps in addressing the needs of EL students experiencing difficulties in school:

STEP 1

Define what specific difficulties have been observed and under what circumstances they have been observed.

STEP 2

Collect data that documents the specific difficulties that the student is experiencing.

STEP 3

Refer the student to the Problem Solving Team (PST) to develop an intervention plan and keep documentation of strategies used.

The problem solving team process plays a central role in implementation of Response to Instruction (RtI). The purpose of RtI is to combine core instruction, assessment and interventions within a multi-tiered system in order to increase student achievement and to reduce behavior problems. The role of the PST is to help guide general education intervention services for all students who are at risk of failure academically or behaviorally. Although it is a required step before special education testing, it is not used **only** for pre-special education testing purposes. English Learners may be referred to the PST only after differentiated instructional strategies have been provided for them for a reasonable amount of time in Tier I and there is data showing that this instruction has been unsuccessful. Els cannot be referred to the PST if language is the barrier to achievement. PST committees may not have the specialized training needed to write appropriate strategies or accommodations for students whose primary language is other than English.

- If an EL student is being discussed for possible special education issues and language is clearly not the issue, then PST is the appropriate vehicle, provided Els staff member(s) are part of the team. **Once language has been eliminated as the barrier to achievement, Els students must be served in the same way as all other students.**
- The EL and PST committees are separate entities but may include some of the same members. In smaller school districts, there are a limited number of personnel available for these important roles. The issue is not the duplication of personnel on the committees; it is the purpose of the committees. Appropriate personnel to serve on the EL Committee include content-area or general classroom teachers of Els, assessment specialists, school administrators, school counselors, and ESL staff.

STEP 4

Analyze and interpret student's responses to intervention and document findings. If the PST finds that following the interventions, the student continues to experience difficulties, the student, a referral will be made to the Special Education LEA Representative.

The Special Education LEA Representative will utilize the special education forms in TransACT to communicate with the parents in their native language regarding the referral for special education testing. If the referral is accepted for evaluation, qualified personnel provided by the LEA must test the student in their native language. The services of an interpreter may also be needed for testing and provided by the LEA. Once the evaluation is completed, the IEP team will determine if the student is eligible for special education services. A child may not be determined for special education services if the determinate factor is the child's lack of instruction in reading, math or limited English proficiency. Parent participation is a required part of the special education process. Accommodations must be made at all meetings and in written communications for the non-English speaking parent. These accommodations must include a translator for oral communication and written communication and must be in the parent's native language.

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

D. ASSESSMENT AND ACCOUNTABILITY

1) Describe how the LEA will encourage and hold schools accountable for **annually measuring the English proficiency** of EIs 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

All EIs must participate in the Alabama Student Assessment Program. EIs will participate in the ACAP, Pre-ACT, ACT Plus Writing and ACT WorkKeys. EL students in Grades K-12 must participate in the English language proficiency assessment, WIDA Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS 2.0) or Alternate ACCESS for EIs for students with significant cognitive disabilities. These students will be counted as participants toward meeting the state requirements for local school and system accountability.

EL students may receive accommodations for testing. The EL committee will determine accommodations needed on an individual basis. Approved accommodations are found on the EL Participation Documentation form, which is included in the Alabama Student Assessment Program Policies and Procedures for Students of Special Populations.

The LEA Test Coordinator meets with the EL staff prior to testing to develop a schedule, review testing policies and obtain signatures for test security, confidentiality and testing procedures. The LEA Test Coordinator notifies each school of the testing schedule and testing policies and procedures.

Alabama's ESSA Indicators: Interim Progress in Achieving English Language Proficiency (Title I, Section 1111(c)(4)(A)(ii))

What does "interim progress" mean in terms of accountability regarding English Learners?

Making annual increases in the percent of children making progress in learning English

How is interim progress for ELs determined?

Proficiency level of the EL.

Targets for annual increases in English proficiency and attainment of English using a baseline.

Consistent methods and measurements to indicate progress in English proficiency (WIDA ACCESS for ELs 2.0).

Progress in Achieving English Language Proficiency - Cumulative Growth

Title I of ESSA requires long-term goals for English learners for increases in the percentage of such students making progress in achieving **English Language Proficiency (ELP)** as measured by the statewide English language proficiency assessment. Alabama will use ACCESS for ELs 2.0 to evaluate progress toward English language proficiency.

Cumulative Growth is used to calculate the expected progress ELs make toward English language proficiency. **Cumulative Growth** is when the previous year's growth is compared to the current year's growth target to determine the students expected level of proficiency. Student growth expectations will increase each year so student's meet the proficiency cut score within seven years after their initial year. The proficiency cut score is a composite score of 4.8 on ACCESS for ELs 2.0.

The number of years to achieve proficiency varies based on the student's initial level of proficiency. Students at lower levels of English language proficiency will have more ambitious annual growth targets.

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

The LEA will monitor and evaluate school progress with the goals and strategies included in the continuous improvement plan on a quarterly basis.

School districts must meet their Alabama's ESSA Indicators established by the State Education Agency (SEA) for any given year. If the system fails to make progress based on Alabama's ESSA indicators, the system will be required to develop an improvement plan that will ensure they meet their indicators. The plan shall address the factors that prevented the system from achieving their goals. If an improvement plan is written, the SEA will provide technical assistance.

F. 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, no later than 30 days after enrollment or within 10 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.

Parent notifications must be communicated in a language and/or manner that the parents can understand. Acceptable parent notification forms are available in 22 languages online at TransAct. Interpreters are provided as necessary to communicate with parents about program requirements, placement, and monitoring.

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55429

Please Respond
in English

Appendix B

English

Determination of Student Eligibility
for Program Placement

Saraland City Schools Determination of Student Eligibility for Program Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School: _____ Grade: _____

Dear Parent or Guardian:

You completed a Home Language Survey when your child registered for school. On that form you indicated that a language other than English is spoken by your child or in the home. Based on this information, the school gave your child a test to determine his or her eligibility for placement in English Learner Services provided by funding from Title I, Title III, or both.

We used _____ (name of test) to test your child's English language abilities in:

- ☐ speaking ☐ reading ☐ writing ☐ listening
- ☐ and we used other information, such as 1) previous education and social experiences, 2) written recommendations and observations by school staff that teach your child, 3) an Eligibility Placement Committee meeting, 4) mastery of basic skills in English and their home language, 5) grades from current or previous years, or a combination of these.

Based on your child's results we:

- ☐ recommend that your child be placed in English Learner Services provided by Title I, Title III, or both if both are available.
- ☐ do not recommend English Learner Services provided by Title I or Title III for your child because your child does not qualify for these services.

If your child is placed in English Learner Services, we feel these services will help your child do well in school and meet 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 or if you do not wish to have your child placed in the program.

_____ Name	_____ Title
_____ Phone	_____ Email Address

Eligibility Placement Committee (if applicable):

Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)
Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)
Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)
Name: _____	Signature: _____	Title: _____	Date: _____ (mm/dd/yyyy)

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

Name of Parent or Guardian: _____ Signature: _____

Phone: _____ Email: _____

Saraland City Schools
Parent-Teacher Conference:
English Learner Student

Date: _____
 (mm/dd/yyyy)

Dear Parent or Guardian:

The staff teaching in the English Learner Services provided by Title I, Title III, or both invite you to a meeting with your child's English Learner Services teacher(s). The meeting is held at this time to inform you of the progress your child is making in becoming proficient in English and meeting challenging academic standards. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication.

An important part of your child's success in school is our School-Parent Compact. The School-Parent Compact was completed at the beginning of the school year. It is an agreement between parents and the school that is intended to help your child's academic success. This compact will be discussed at this meeting with your child's teacher or at a future Parent – Teacher Conference.

We will send a written report home with all students on _____ (mm/dd/yyyy).
 Please also use the section below to tell us if you need an interpreter.

PARENT-TEACHER CONFERENCE – TIME SLOT

(Please save this section as your reminder)

_____ Student Name	_____ Day	_____ at _____ Date (mm/dd/yyyy) Time	<input type="checkbox"/> am <input type="checkbox"/> pm	
_____ Teacher Name	_____ Room	_____ Phone		

Please detach here and return this bottom section to the school

☐ Yes, a parent or guardian will be able to meet at this time.

☐ No, a parent or guardian is not able to meet at this time:

Please schedule a meeting on _____ (mm/dd/yyyy) at _____ (time)

_____ Student's Name	_____ Teacher's Name
-------------------------	-------------------------

Please check one: ☐ Please have an interpreter available. Language: _____
☐ I do not need any translation/interpretation assistance.

_____ Parent/Guardian Name	_____ Phone	_____ Date (mm/dd/yyyy)
-------------------------------	----------------	----------------------------

EnglishEnglish Learner Program
Placement**Saraland City Schools
English Learner Program Placement**☐ Initial Placement ☐ Continuing Placement

Name of Student: _____ Date: _____

(mm/dd/yyyy)

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (number of years). The high school graduation rate for students receiving English Learner Services is _____. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

Saraland City Schools

English

English Learner Program
Placement

The name of the English proficiency test your child took is:

- ☐ _____
(Test used to measure level of English proficiency)
- ☐ _____
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____ The highest score possible is: _____

The level needed to be proficient in English and exit English Learner Services is:

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

- ☐ _____
(Test used to measure level of academic achievement)
- ☐ _____
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child's English Learner Services is:

- ☐ **Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- ☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ☐ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- ☐ **Other:** _____

- ☐ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

FOR 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.

**Saraland City Schools
Description of Programs**

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

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 English Learner Services:

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:

FOR 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.

Classroom Accommodations for English Learners

Student: _____ Grade: _____ School: _____

English Language Proficiency Information: COMPOSITE LEVEL: _____

Listening:	1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging	6. Reaching
Speaking:	1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging	6. Reaching
Reading:	1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging	6. Reaching
Writing:	1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging	6. Reaching

In Alabama, a score of 4.8 or above is considered proficient.

This chart provides information regarding classroom accommodations for English Learners to help facilitate comprehension during instruction and assessment. Accommodations are an essential part of EL students' Language Plans and are a necessary step in building academic language and ensuring success in all content areas. Grading of ELs should be based on students' level of English proficiency.

Comment 79 should be used to indicate grades with EL accommodations. Please contact the ESL Teacher with any questions.

An EL student may not receive a failing grade unless proper documentation of accommodations, work samples, and parent notification are provided to the EL Committee.

INSTRUCTION: <ul style="list-style-type: none"> <input type="checkbox"/> Explicitly teach language objectives. <input type="checkbox"/> Simplify language used in instruction <input type="checkbox"/> Provide additional instruction including reviews, drills and opportunities for re-teaching <input type="checkbox"/> Teach in small groups <input type="checkbox"/> Allow for Peer Tutoring/Teaching <input type="checkbox"/> Increase the use of manipulatives to enhance concepts depending on language level of learner (see "can do" indicators) <input type="checkbox"/> Provide visual aids to enhance key concepts <input type="checkbox"/> Use Graphic Organizers <input type="checkbox"/> Allow for alternate seating for proximity to peer helper or teacher as necessary <input type="checkbox"/> Assist student in building a picture file of key vocabulary <input type="checkbox"/> Assist students to underline key words or important facts in text <input type="checkbox"/> Incorporate Group Work and Cooperative Learning <input type="checkbox"/> Provide prompts, photocopies of notes or outlines, or highlighted texts and materials <input type="checkbox"/> Utilize resources in the student's first language <input type="checkbox"/> Teach new concepts in chunks <input type="checkbox"/> Provide frequent checks for comprehension <input type="checkbox"/> Orient students to expectations through rubrics <input type="checkbox"/> Provide simplified/additional instructions <input type="checkbox"/> Other: _____ 	ASSESSMENTS: <ul style="list-style-type: none"> <input type="checkbox"/> Provide a word bank <input type="checkbox"/> Provide an opportunity for the student to take the test/re-test individually with a teacher or paraprofessional <input type="checkbox"/> Allow for the test to be read aloud <input type="checkbox"/> Allow for small group administration of assessments <input type="checkbox"/> Use informal observations of performance and classroom participation as a percentage of the overall evaluation (see rubric). <input type="checkbox"/> Incorporate group work into the assessment process <input type="checkbox"/> Simplify the language and format of the assessment to match the language utilized during instruction <input type="checkbox"/> Provide opportunities for the student to take tests in sections/chunks <input type="checkbox"/> Allow for extended time to complete the assessment <input type="checkbox"/> Provide opportunity for student to provide oral responses to be recorded by teacher or paraprofessional <input type="checkbox"/> Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling <input type="checkbox"/> Allow editing and revision before grading <input type="checkbox"/> Design projects and assessment for student that require reduced sentence or paragraph composition <input type="checkbox"/> Use rubrics as an assessment tool in place of textbook tests <input type="checkbox"/> Bilingual word-to-word dictionary/glossary <input type="checkbox"/> WIDA proficiency-level-based accommodations *see chart page 3 <ul style="list-style-type: none"> <input type="checkbox"/> Levels 1-2 <input type="checkbox"/> Levels 3-4
ASSIGNMENTS: <ul style="list-style-type: none"> <input type="checkbox"/> Allow editing and revision before grading <input type="checkbox"/> Provide a daily or weekly syllabus of class and homework assignments <input type="checkbox"/> Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments <input type="checkbox"/> Extend time for assignment completion as necessary <input type="checkbox"/> Allow students an opportunity to express key concepts in their own words <input type="checkbox"/> Utilize alternate reading assignments/materials at the student's reading level. When possible, use material specifically designed for LEP students <input type="checkbox"/> Utilize resources in the student's first language <input type="checkbox"/> Substitute a hands-on activity or use of different media in projects for a written activity <input type="checkbox"/> Utilize assignment notebooks <input type="checkbox"/> Simplify language or shorten assignments <input type="checkbox"/> Other: _____ 	ADDITIONAL ACCOMMODATIONS: <ul style="list-style-type: none"> <input type="checkbox"/> Permit the use of picture or bilingual dictionaries or electronic translating devices during instruction, assignments and assessments <input type="checkbox"/> Computer assisted learning program(s): <ul style="list-style-type: none"> <input type="checkbox"/> Dyned: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____

Saraland City Schools
EL Program
Individualized English Learner Plan

Appendix D
5/6

School: _____ Grade: _____ School Year: _____

Student Demographics

Student Name: _____		SID#: _____
DOB: _____	Race/Ethnicity: _____	Gender: _____
Home Language: _____		Country of Origin: _____
HLS Date: _____	US Enroll Date: _____	System Enroll Date: _____

EL Program Placement

<input type="checkbox"/> EL1	<input type="checkbox"/> EL2	<input type="checkbox"/> FEL1	<input type="checkbox"/> FEL2	<input type="checkbox"/> FEL3	<input type="checkbox"/> FEL4
<input type="checkbox"/> NOMPLOTE	<input type="checkbox"/> EL Waived Title III Services		<input type="checkbox"/> FEL - Exited Monitoring		
<input type="checkbox"/> No Formal Schooling	<input type="checkbox"/> Limited Formal Schooling		<input type="checkbox"/> Migrant		
<input type="checkbox"/> Immigrant	<input type="checkbox"/> Foreign Exchange				
US EL Entry Date: _____		US EL Exit Date: _____			

Testing Data

SCREENER: _____		Score: _____	Date: _____							
School: _____		Administrator: _____								
Qualify for services: <input type="checkbox"/> Yes <input type="checkbox"/> No										
WIDA ACCESS Progress Target for current school year: _____										
Domain Score										Other State/Local Assessments
Listening										
Speaking										
Reading										
Writing										
Oral										
Literacy										
Comprehension										
Overall										

Communication

<i>Communication in a language the parents can understand shall be provided through written and oral translations utilizing TransAct, Language Line, online services, school personnel, and other available resources. Contact the ESL teacher for assistance.</i>	
Father/Guardian's Language: _____	Mother/Guardian's Language: _____

Other Services

<input type="checkbox"/> RtI _____ <input type="checkbox"/> IEP <input type="checkbox"/> 504 <input type="checkbox"/> Gifted <input type="checkbox"/> Other: _____
--

Classroom Accommodations for English Learners

Proficiency-Level-Based Assessment Accommodations

Based on English learner's composite English proficiency score according to the WIDA ACCESS 2.0 annual assessment, the WIDA Screener placement assessment (1st-12th grades), or the WIDA Model placement assessment (Kindergarten)

WIDA LEVELS 1-2	WIDA LEVELS 3-4
<input type="checkbox"/> 50-60% of questions or extended time and a half <input type="checkbox"/> Matching preferred to multiple choice <input type="checkbox"/> Multiple choice questions with 3 instead of 4 answers <input type="checkbox"/> Additional visual supports on test (data table instead of word problem, photos, diagrams, organizers, etc.) <input type="checkbox"/> Word bank of 5-10 items <input type="checkbox"/> Highlight or bold keywords <input type="checkbox"/> Visual or native language definitions of non-content vocabulary <input type="checkbox"/> Bilingual word for word dictionary during testing <input type="checkbox"/> Matching and labelling rather than multiple choice or open-ended <input type="checkbox"/> Provide sentence frames or stems for short answer <input type="checkbox"/> Short answer instead of essay <input type="checkbox"/> Access to monitored use of Google Translate for writing with a teacher in the room (Level 1 only) <input type="checkbox"/> Simplified language <ul style="list-style-type: none"> <input type="checkbox"/> Put subject in the beginning of sentence/question rather than end <input type="checkbox"/> Use of single subject rather than a phrase or expression <input type="checkbox"/> Use common everyday words rather than academic <input type="checkbox"/> Use native language on test (Level 1) 	<input type="checkbox"/> 70-90% of questions or extended time <input type="checkbox"/> Multiple choice questions with 3 instead of 4 answers <u>only</u> if long answer choices <input type="checkbox"/> More visual supports on test (data table instead of word problem, photos, diagrams, organizers, etc.) <input type="checkbox"/> Word bank of 10-15 items <input type="checkbox"/> Highlight or bold key words <input type="checkbox"/> Visual or native language definitions of non-content vocabulary <input type="checkbox"/> Bilingual word-to-word dictionary during testing <input type="checkbox"/> Matching rather than multiple choice <input type="checkbox"/> Provide sentence frames or stems for short answer <input type="checkbox"/> Support for essay: graphic organizer, mind map, shortened lengths, opportunities for review <input type="checkbox"/> Simplified language *see Levels 1-2 except: <ul style="list-style-type: none"> <input type="checkbox"/> Put subject in beginning or middle when rest of structure is simple/short <input type="checkbox"/> Use of complex subject in sentences with further complexity (embedded clauses, modifiers, lists, etc.) <input type="checkbox"/> Use of some academic words <input type="checkbox"/> Limited/No use of native language on tests

English Language Learner Supports

These supports are provided by WIDA and illustrate the importance of scaffolding language development. A particular support may not be appropriate for all learning and assessments; however, planning and creating objectives with these supports will improve instruction and performance.

SENSORY	GRAPHIC	INTERACTIVE
<input type="checkbox"/> Real-life objects (realia) <input type="checkbox"/> Manipulatives <input type="checkbox"/> Pictures & photographs <input type="checkbox"/> Illustrations, diagrams, & drawings <input type="checkbox"/> Magazines & newspapers <input type="checkbox"/> Physical activities <input type="checkbox"/> Videos & films <input type="checkbox"/> Broadcasts <input type="checkbox"/> Models & figures	<input type="checkbox"/> Charts <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Tables <input type="checkbox"/> Graphs <input type="checkbox"/> Timelines <input type="checkbox"/> Number lines	<input type="checkbox"/> In pairs or partners <input type="checkbox"/> In triads or small groups <input type="checkbox"/> In a whole group <input type="checkbox"/> Using cooperative group structures <input type="checkbox"/> With the internet or software <input type="checkbox"/> In the native language <input type="checkbox"/> With mentors

*Every Student Succeeds act of 2016, Lau vs Nichols (US Supreme Court Decision 1974), Civil Rights Act of 1964, and ALSDE EL Guidebook mandate that all students no matter race, origin, or language have access to and benefit from school programs and differentiation must be adjusted according to language proficiency level in order to appropriately accommodate the student.
Documentation of these accommodations should be kept by the classroom teacher.*

Signatures

Position: _____	Signature: _____	Date: _____
Position: _____	Signature: _____	Date: _____
Position: _____	Signature: _____	Date: _____
Position: _____	Signature: _____	Date: _____
Position: _____	Signature: _____	Date: _____



Decision Chart for English Learner Students in Their First 12 Months of Enrollment in U.S. Schools

Below is a chart to help clarify the participation of English Learner (EL) students in their first 12 months of enrollment in U.S. schools. The EL Committee must include decisions regarding the criteria outlined below in the Individual English Language Plan (I-ELP). These decisions must be made on an individual basis. If you have questions concerning special situations, please contact Susan Beard at: (334) 694-4817.

Grades 2-8	Grade 10	Grade 11	Grade 12
<i>ACAP Summative</i>	<i>PreACT</i>	<i>ACT with Writing</i>	<i>ACT WorkKeys OPTIONAL</i>
Mathematics Science Grades 4, 6, 8 only	Mathematics Science Reading English	Mathematics Science Reading English Writing	Applied Math Graphic Literacy Workplace Documents

- ❖ Flexibility given to EL students in their first 12 months of enrollment in U.S. schools pertains to the academic content assessments in reading and language arts – excluding all of the ACT assessments - for accountability purposes. Participation in reading and language arts, though not required, is also not prohibited. The EL Committee must be included when making decisions about participation in reading and language arts. For questions regarding participation in reading and language arts, contact the Student Assessment office.
- ❖ 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*.
- ❖ EL students who participate on *Alternate ACCESS for ELLs* must also be assessed on the *ACAP Alternate*.

The EL Decision Chart lists the state assessments for which the EL student in his/her first twelve months of enrollment must participate.

Flexibility is not extended to ELs in their first twelve months of enrollment for any of the ACT assessments.

English Learner Accommodations on State Assessments

<i>ACAP Summative</i>	<i>ACAP Alternate</i>	<i>ACT with Writing</i>	<i>ACT WorkKeys</i>	<i>PreACT</i>
English Native Language Word-to-Word Glossary	English Native Language Word-to-Word Glossary	Bilingual Word-to-Word Dictionary or Glossary	Bilingual Word-to-Word Dictionary or Glossary	Bilingual Word-to-Word Dictionary or Glossary
Spanish Human Reader (1:1 administration)	Translated Directions	Translated Directions	Spanish Test	Translated Directions
Spanish Text-to-Speech Headphones		Extended Time	Translated Directions	Extended Time
Stacked Spanish			Extended Time	
Translated Directions				
Extended Time				

All of the EL accommodations listed above are also permitted for **FORMER ELs** who are still using the support(s) as indicated in their I-ELP. Prior to providing any of the EL accommodations to **FORMER ELs**, the **I-ELP must be reviewed** by the Building Test Coordinator or the Test Accommodations Coordinator to confirm the support is being used regularly in the classroom.

August 2020



Testing Supports Form

ASSESSMENT: _____

STUDENT: _____

SCHOOL: _____

GRADE: _____ YEAR: _____

The *ACAP Testing Supports Form* is used to identify those supports necessary for students to meaningfully participate on state assessments. Selected supports must mirror instructional supports provided regularly in the classroom, during instruction and on classroom tests. It is important that students who receive these supports have prior practice in the classroom. When completed by the educational team, this form becomes part of the student's plan.

Accessibility Supports – available to **ALL** students regardless of an IEP, Section 504 Plan, or I-ELP.

- ☐ Accessibility Supports **are required** for the student to participate.
☐ Accessibility Supports **are not required** for the student to participate.

Accommodations – available only to students with an IEP, Section 504 Plan, or I-ELP.

- ☐ Accommodations **are required** for the student to participate.
☐ Accommodations **are not required** for the student to participate.

English Learner (EL) Students – EL students in their first twelve months of enrollment in a U.S. school **are not required** to participate in the English Language Arts subtest of the *ACAP Summative*.

- ☐ EL student **will not participate** in the English Language Arts subtest because the student is an EL in his/her first twelve months of enrollment in a U.S. school. **This flexibility is not extended to EL students in their first twelve months of enrollment in a U.S. school for ACT with Writing, PreACT, or ACT WorkKeys.**

Justification for participation on the ACAP Alternate: The IEP Team determined the student meets the criteria for a student with the most significant cognitive disability, and due to the nature of the student's disability, the IEP Team has determined the *ACAP Alternate* assessment is the appropriate assessment to measure the student's academic achievement. **Date of Determination:** _____

Enter the accessibility support(s) and/or accommodation(s) selected and the subject(s) in the spaces provided below. Refer to the appropriate *Accessibility Supports and Accommodations Table* for allowable supports.

Subjects: Reading (R), Mathematics (M), English Language Arts (ELA), Writing (W), Science (S), English (E), Workplace Documents (WP), Graphic Literacy (GL), Applied Math (AP)

Accessibility Support(s)	Accommodation(s) IEP/Section 504/I-ELP	Subject(s)

If the school is chosen to participate in piloting an assessment or the *National Assessment of Educational Progress (NAEP)*, a student with disabilities is expected to participate. Participation is not required of students participating on the *ACAP Alternate Assessment*. Students needing special formats will participate in pilots only if special formats are available.

Signature of person completing the form

Date



Alabama State Department of Education Alternate Screening Checklist

The purpose of the *Alternate Screening Checklist* is to assist educators and families in the decision-making process for those potential English learner (EL) students who cannot meaningfully access the *Wida Assessment Placement Test (W-APT)*, the *Measure of Developing English Language (MODEL)*, or the *WIDA Screener Online* (or if applicable *WIDA Screener Paper*). These screening assessments may not be appropriate for some students with disabilities. Potential EL students who may benefit from the *Alternate Screening Checklist* are:

- Students who have an IEP that indicates a significant cognitive disability
- Students who do not have an IEP, but will be evaluated by Special Education staff

If a potential EL student does not have an IEP that indicates a significant cognitive disability, but is considered to be a student who will require extensive supports, the Special Education and English as a Second Language (ESL) staff, in order to meet the 30-day deadline for screening potential EL students, or 10-day deadline if enrollment is after the first day of school, must have meaningful consultation to determine the possible use of the *Alternate Screening Checklist*. **This decision should be made, if there is agreement, that the student requires substantial supports and could not, even with accommodations, progress fully through any of the available screeners.**

If it is determined that the *Alternate Screening Checklist* is the most appropriate screening instrument, a team consisting of the following individuals must be convened to make the EL determination by utilizing the *Alternate Screening Checklist*:

- Person(s) with expertise in second language acquisition
- Special Education Teacher
- School Counselor
- Service Professionals
- Speech or Language Impairment Teacher (if applicable)
- General Education Teacher
- Native Language/Sign Language Interpreter (if applicable)
- Parents, guardians, and/or caregivers

It is important that a team-centered approach is used to guide the decision that will be made during this process.

Alabama's Definition of an English Learner with Significant Cognitive Disabilities

English learners with the most significant cognitive disabilities are defined as individuals who have one or more disabilities that **significantly** limit their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs, who require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

Challenges in Identifying English Learners with Significant Cognitive Disabilities

Both language-and disability-related challenges exist in identifying students who are English learners with significant cognitive disabilities. Some of these students may not be able to access all domains on the WIDA Screener Online or WIDA Screener Paper. Therefore, when an educator uses a screener, providing accessibility features and accommodations is critical. Even with such accommodations, however, many students' intellectual disabilities may inhibit their abilities to complete the screener or acquisition of valid findings for each student. Given this limitation and to ensure states meet standards set in the 2004 Individuals with Disabilities Education Improvement Act, educators with knowledge of the student's language needs must serve on the student's IEP team (U.S. Department of Education, Office of English Language Acquisition, 2017, Ch. 6, p. 2). These experts are important assets in interpreting the student's screening results and in advising on additional criteria for determining the student status as an English learner. Screening tools should not be the sole source of information. ALTELLA Brief No. 1 April 2018

Alternate Screening Checklist

Student Name: _____

Date: _____

System: _____

School: _____

Participants' Signatures

Title / Position

Team members need to consider each of the following questions related to identifying potential English learners and providing language- and disability-related services. Answering these questions will help ensure students receive optimal services. If some of the questions do not apply, indicate this in the space provided.

- The Home Language Survey should also be utilized as a source of information.
- Information from this checklist will be used to develop the IEP and I-ELP.

Check that each box has been addressed by the team:

Prior to the meeting:

- ☐ Has the team gathered information from the student, parent(s)/guardian(s)/caregiver(s), school records (if applicable) language assessments, and/or special education assessments, regarding the student's previous educational experiences? If yes, which data were collected?

- ☐ Has the team reviewed the Home Language Survey to determine if a screener is needed?
_____ YES _____ NO

- ☐ Has an interview been conducted with the parent(s), guardian(s), or caregiver(s) that would produce valuable information that could assist the team in making a placement decision? _____ YES _____ NO

If yes, what information was found to be useful?

Questions for the parent(s)/guardian(s)/caregiver(s):

- ☐ What language, if any, (for example, Spanish, Chinese, English) does the student use to communicate at home?

- ☐ What language/communication system does the student use at home (i.e. spoken language, American Sign Language, gestures, communication device)?

- ☐ When using the student's communication system, can the student respond to simple commands spoken in English?
____ YES ____ NO In home language? ____ YES ____ NO
- Additional information if available:

- ☐ What is the student's present level of performance at home as it pertains to language demands? Does the student understand words or phrases spoken or written in English? ____ YES ____ NO
In home language? ____ YES ____ NO
- Additional information if available:

Questions for the team:

- ☐ Would language services/supports equip the student to succeed in the classroom, school, home, or community?
____ YES ____ NO
- Additional information if available:

- ☐ Have the student's parent(s)/guardian(s)/caregiver(s) been included in the decision-making process regarding language-related needs and the services/supports that will be provided if the student is identified as an English learner? ____ YES ____ NO
- Additional information if available:

- ☐ Does the team feel that English language services are needed for this student? ____ YES ____ NO

.....
Decision:

Student will be identified as an English learner and will receive Supplemental Title III Language Assistance services.

YES ☐ NO ☐

Any student who qualifies as an EL based upon the use of the *Alternate Screening Checklist*, and does not currently have an IEP, must be evaluated for special education services.



Provisional Identification Plan for Potential English Learner Students

Who Enroll During Extended School Closures (Grades K-12)

During the time when Alabama schools are closed and continuity of services are being provided remotely, face-to-face screening of potential English learners (EL)s is not possible. In the event ELs enroll, and a language other than English has been indicated on the Home Language Survey (HLS), the following procedure will be used. This process does not replace the formal identification process when face-to-face screening is possible. It is simply to be used in order to meet the requirement of screening potential ELs upon enrollment. Once school resumes, and as soon as possible, formal screening with the *WIDA Screener Online* or *Kindergarten W-APT* must take place for any student who has been given provisional EL status.

1. Review the HLS:

- Must be reviewed by an EL teacher/coordinator or other staff member assigned this responsibility.
- If the HLS indicates a language other than English for any question, a family interview must be conducted to determine if the student is a potential EL.
- The interview will be conducted by phone or (Zoom, skype, etc.).

2. Family Interview for Student Information:

- Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
- May require an interpreter. Interpreter may be used to ask the questions below.

Family Interview for Student Information

Person(s) Interviewed: _____

Interviewer/ Position: _____

Interpreter (if applicable): _____

Date: _____ **Phone Number:** _____ **Date of Birth:** _____

Student Name: _____

Student's Current Grade Level: _____ **Student's Age:** _____

Student's Date of Entry into the United States (U.S.): _____ If student is born in the U.S., the date will be the Date of Birth.

Parent/Guardian Country of Origin: _____ **Student's Country of Origin:** _____

Does the Student Have: IEP _____ I-ELP _____ 504 Plan _____

If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement and supports.

Does the Student Have Test Scores from any English Language Proficiency Test? _____

If yes, record those scores or obtain a copy of the score report.

Use the table below to determine as much as you can about the student's school history.
Indicate if the student moved to another school, state, or country during the year.

Grade	City and State	School	Country	Primary Language of Instruction
Pre-K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Family Interview for Household Information

- Conduct Family Interview Questions for Parent/Guardian.
 - Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
 - The interview will be conducted by phone (Zoom, skype etc.).
- May require an interpreter.

Question	Always	Sometimes	Never	No Response
When at home, how often does the student speak a language other than English?				
When interacting with parents, guardians, caregivers, family members, how often does the student hear a language other than English?				
Within the last 12 months, when interacting with people other than family , how often did the student hear a language other than English?				
When interacting with siblings or other children in the home, how often does the student hear or use a language other than English?				

Interview Questions for Student (If appropriate)

1. Conduct Interview Questions for Student if possible.
 - Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
 - Interview will be conducted by phone or (Zoom, skype, etc.).
2. Interview must be conducted in **ENGLISH ONLY**. Interpreter will **not** ask the questions to the student. The interpreter **may explain** to the parent and student that the student will be asked a series of questions in English and to do the best they can. **There are no right or wrong answers.**

The interview should consist of questions at varying levels of difficulty that are meant to elicit interaction between the interviewer and the student that will make it possible to determine the student's ability in listening, speaking, and interaction.

Below are *examples* of questions at various levels of difficulty, but interviewers must tailor the interaction as necessary based on the apparent proficiency of the student and their age.

Start with questions at low levels of difficulty and progress in difficulty from there. If no response, indicate on this document.

Stop at the level where the student has difficulty responding. If the student has difficulty responding at a level, then ask a question or two from a previous level to end on a positive note.

If the conversation leads the interviewer to believe that the student may likely become an EL, the student will be identified as a provisional EL and served as such, until the student is appropriately identified with the *WIDA Screener Online* or *Kindergarten W-APT*.

This document may be printed and used during the interview process or it may be used electronically to record the information. Keep a copy of this document or the electronic copy for your records and return to the System Test Coordinator or EL Coordinator.



English Learner Student Unable to Participate on One or More Domains of *ACCESS for ELLs* or *Alternate ACCESS for ELLs*

The Alabama State Department of Education (ALSDE) has established that an English learner (EL) with disabilities, whose disability precludes participation on one or more domains of the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessments, may be considered eligible for exemption from those domains.

EL students who are deaf (totally deaf, hard of hearing), visually impaired (totally blind, low vision or have not learned braille), or non-verbal would be considered as having a disability that precludes participation on one or more domains. Beyond these disabilities, the System Test Coordinator should seek guidance from the ALSDE.

Local Education Agencies seeking an exemption for an EL student from one or more domains must submit this form for ALSDE approval. Prior to submission, ensure that the IEP or 504 Plan is current and indicates clearly the disability that precludes participation.

LEA	Assessment	Disability
System: _____ School: _____	<input type="checkbox"/> <i>ACCESS for ELLs</i> <input type="checkbox"/> <i>Alternate ACCESS for ELLs</i>	<input type="checkbox"/> Deaf <input type="checkbox"/> Visually Impaired <input type="checkbox"/> Non-Verbal
Student Name: _____		SSID: _____
Domains for Which an Exemption is Requested		
<div style="display: flex; justify-content: space-between;"> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Writing <input type="checkbox"/> </div>		
IEP/504 Plan specifies disability selected above.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Disability prohibits student from meaningfully accessing one or more domains.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Parent(s), Guardian(s), or Caretaker(s) have been included in this request.	<input type="checkbox"/> YES	<input type="checkbox"/> NO

System Test Coordinator Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Approved for: Reading _____ Listening _____ Writing _____ Speaking _____

ALSDE Signature: _____ Date: _____

**Alternate ACCESS for ELLs
Accommodation Selection Checklist**

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ School Year: _____

☐ Accommodation supports are required

☐ Accommodation supports are not required

Accommodations

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domains Place an X in the appropriate box below				Key Information
	Listening	Reading	Speaking	Writing	
Extended testing of a domain over multiple days (EM) ALSDE APPROVAL	N/A	N/A	N/A	N/A	Allowable per administration procedures.
Extended Speaking test response time (ES)					Untimed
Human reader for items (HI)	N/A	N/A	N/A	N/A	Embedded in administration procedures.
Interpreter signs test directions in ASL (SD)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Sign Language Interpreters.
Large Print (LP)					Response options may be enlarged at the local level.
Scribed response (SR)	N/A	N/A	N/A		For students who produce text by means other than a pencil. Scribe writes directly into the test booklet as the student dictates responses. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Scribes.
Test may be administered by school personnel in non-school setting (NS) ALSDE Approval					For students who are enrolled but unable to attend school due to hospitalization to other extended absence during the testing window. See the ALSDE Homebound Form.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

For *Alternate ACCESS for ELLs* only, Test Administrators may adapt the Listening, Reading, and Speaking test booklet (where the answer choices are located) to meet the individual needs of the student. Refer to the Test Administration Manual for more information.

Alternate ACCESS for ELLs Accessibility Options

Alternate ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations	
Adaptive/specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.
Frequent or additional breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious.
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.
Monitor placement of responses in test booklet	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.
Short segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments.
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student. Reinforcement must not depend on the accuracy of the response.
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.
Universal Tools	
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines.
Color contrast	A tool used to change the text and background color.
Color overlay	A tool the student can use that changes the contrast between the text and the background color.
Highlighters, colored pencils, or crayons	Students may use the preferred tool.
Line guide or tracking tool	Students may use the tool they typically use.
Low vision aids or magnification devices	Student will use low vision device used in the classroom.
Sticky notes	Student can use any type of scratch paper.
Codes	
Human Reader for repeat of items (HI)	Test may be administered in non-school setting (NS)
Extended Speaking test response times (ES)	Scribe (SR)
Word processor or similar keyboarding device to respond to test items (WD)	Interpreter signs test directions in ASL (SD)
Extended testing of a domain over multiple days (EM)	

ACCESS for ELLs (PAPER) ALSDE APPROVAL REQUIRED**Accommodation Selection Checklist**

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ School Year: _____

_____ IEP _____ 504 Plan

☐ Accommodation supports are required

☐ Accommodation supports are not required

Accommodations

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation Requires IEP or 504 Plan	Test				Key Information
	L	R	S	W	
Braille with Tactile Graphics (Braille Writer/Braille Note-Taker) (BR) ALSDE APPROVAL			NO		Tier B (Grades 1-12) Must be ordered in either contracted or uncontracted. Visually Impaired teacher transcribes responses into a test booklet for scoring.
Extended testing of a domain over multiple days (EM) ALSDE APPROVAL					Only when absolutely necessary due to an illness, disability, or interruption in testing.
Extended Speaking test response time (ES)	N/A	N/A		N/A	Twice the recommended time to complete. Test Administrator will pause the CD after the audio file for up to double the allowable time.
Extended testing time within the school day (ET)			N/A		Listening, Reading, and Writing domains may have until end of the school day. Speaking domain (see ES).
Human reader for items (HI) Individual Administration Required		NO			The reader must read item text exactly as it appears in the test booklet. Dialogue in the Listening and Speaking <i>Recording Scripts</i> may require two trained test administrators. May be provided for students who have a documented need for an in-person support (lip reading, focus attention).
Human reader for repeat of test items (RI) Individual Administration Required		NO			Oral repetition of Listening, Speaking, and Writing test items by in-person human reader. Listening items may be repeated only one time.
Human reader response options (HR) Individual Administration Required		NO	N/A	N/A	The reader must read answer choice text exactly as it appears in the test booklet.
Human reader for repeat of response options (RR) Individual Administration Required		NO	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears in the test booklet.
Interpreter signs test directions in ASL (SD)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Sign Language Interpreters.
Larger Print (LP)					18-point font. Responses must be transcribed by two certified personnel immediately after student is finished.
Manual control of item audio (MC)		NO		N/A	Allows Test Administrator to ask if the student is ready before each item audio is played.
Repeat item audio (RA)		NO		N/A	TA may repeat item audio files. Listening items may be repeated only one time. Speaking items can be repeated multiple times.
Scribed response (SR) Individual Administration Required			N/A		Scribe writes directly into the test booklet as the student dictates responses. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Scribes.
Student responds using a recording device, which is played back and transcribed by the student (RD) Individual Administration Required	N/A	N/A	N/A		Student uses a recording device to respond and then the student transcribes the response into the test booklet.
Test may be administered by school personnel in a non-school setting (NS) ALSDE APPROVAL					Students who are enrolled but unable to attend school due to hospitalization or other extended absence. See the <i>ACAP Integrity Handbook</i> .
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

ACCESS for ELLs Paper Accessibility Options

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations, universal tools, and accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of all students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of all students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations			
Adaptive/specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.		
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.		
Frequent or additional breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious. Student must pause the test for 30 minutes. During this time test materials (if any) must be collected.		
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.		
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement, but may not assist the student in any way.		
Participate in different test format	Student may participate in a different format than his/her peers (paper).		
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.		
Specific seating	Student may be seated in a specific location, away from peers.		
Short segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments (this may require a paper test). A domain should be completed in one day.		
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student. Reinforcement must not depend on the accuracy of the response.		
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.		
Universal Tools			
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. For computer testing, headphones or earbuds may be connected to the computer.		
Color contrast	A tool used to change the text and background color.		
Color overlay	A tool the student can use that changes the contrast between the text and the background color.		
Highlighters, colored pencils, or crayons	For online, the student will select the highlighter button using mouse control. For paper, the student will use the preferred tool.		
Line guide or tracking tool	Students may use the tool they typically use.		
Low vision aids or magnification devices	Student will use low vision device used in the classroom.		
Sticky notes/scratch paper	Scratch paper		
Codes			
Human Reader for items (RI)	Human Reader for response options (HR)	Interpreter signs test directions in ASL (SD)	Scribe (SR)
Human Reader for repeat of items (HI)	Human Reader for repeat of response options (RR)	Extended testing time within school day (ET)	Large Print (LP)
Extended Speaking test response times (ES)	Extended testing of a domain over multiple days (EM)	Word processor or similar keyboarding device to respond to test items (WD)	Repeat item Audio (RA)

ACCESS for ELLs (Kindergarten) Accommodation Selection Checklist

August 2020

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ School Year: _____

_____ IEP _____ 504 Plan

☐ Accommodation supports are required

☐ Accommodation supports are not required

Accommodations

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domains				Key Information
	L	R	S	W	
Extended testing of a domain over multiple days (EM) ALSDE APPROVAL					In rare cases and only when absolutely necessary due to an illness, disability, or interruption in testing
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Test is untimed.
Interpreter signs test directions in ASL (SD)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items provided prior to the first test item. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Sign Language Interpreters.
Large Print (LP)					Response options may be enlarged.
Scribed response (SR)	N/A	N/A	N/A		Test Administrator writes student responses as the student dictates responses directly into the test book during testing. Refer to the <i>Alabama ACAP Integrity Handbook</i> for additional guidance for Scribes.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. See the <i>ALSDE Homebound Form</i> .
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

ACCESS for ELLs Kindergarten Accessibility Options

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of all students taking both the online and paper tests. Does not have to be specified in the IEP/504 Plan/I-ELP.

Universal Tools: Tools that may be used to meet the needs of all students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.

Accommodations: Available only to EL students with disabilities as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations	
Adaptive/specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.
Alternative microphone	Use of a microphone (not attached to headset) such as a microphone built into the computer or one that attaches to the device using a USB port.
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.
Frequent or additional breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious. Student must pause the test for 30 minutes. During this time test materials (if any) must be collected.
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.
Participate in different test format	Student may participate in a different format than his/her peers (online vs paper).
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.
Specific seating	Student may be seated in a specific location, away from peers.
Short segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments (this may require a paper test). A domain should be completed in one day.
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student. Reinforcement must not depend on the accuracy of the response.
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.
Universal Tools	
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. For computer testing, headphones or earbuds may be connected to the computer.
Color contrast	A tool used to change the text and background color.
Color overlay	A tool the student can use that changes the contrast between the text and the background color.
Highlighters, colored pencils, or crayons	For online, the student will select the highlighter button using mouse control. For paper, the student will use the preferred tool.
Keyboard navigation	Navigation throughout the test is accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.
Line guide or tracking tool	For online testing, students manipulate the line guide using mouse control. For paper, students may use the tool they typically use.
Low vision aids or magnification devices	Magnifier enlarges by selecting 1.5x or 2.0x. For paper test, student will use low vision device used in the classroom.
Sticky notes	For online test, students can type notes in the sticky notes box. For paper, use scratch paper.
Codes	
Extended Speaking test response times (ES)	Extended testing of a domain over multiple days (EM)
Large print (LP)	Interpreter signs test directions in ASL (SD)
Scribe (SR)	Test may be administered in non-school setting (NS)
Word processor or similar keyboarding device to respond to test items (WD)	

August 2020

ACCESS for ELLs (Online) Accommodation Selection Checklist

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student's Name: _____ School: _____ Grade: _____ School Year: _____

IEP: _____ 504 Plan: _____

☐ Accommodation supports are required

☐ Accommodation supports are not required

Accommodations

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domains				Key Information
	L	R	S	W	
Extended testing of a domain over multiple days (EM)					In rare cases and only when absolutely necessary due to an illness, disability, or interruption in testing.
Extended Speaking test response time (ES)	N/A	N/A		N/A	Twice the programmed time. Must be pre-selected in WIDA AMS.
Extended testing time within the school day (ET)			N/A		Listening, Reading, and Writing may have until end of school day. For Speaking, see ES.
Human Reader for response options (HR)		NO	N/A	N/A	The reader must read answer choice text exactly as it appears on screen.
Human reader for repeat of response options one time (RR)		NO	N/A	N/A	Option to repeat 1x only. The reader must read text exactly as it appears on the screen.
Interpreter signs test directions in ASL (SD)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions directly from the computer screen as they are being read by the virtual Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Sign Language Interpreters.
Manual control of item audio (MC)		NO			For students who need additional time for language processing or have attention/focus needs due to a documented disability. Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in WIDA AMS.
Repeat item audio (RA)		NO			For students who need repetition based on language processing needs or attention/focus needs due to a documented disability. Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.
Scribed response (SR)			N/A		Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator. Scribe cannot act in both capacities. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Scribes. Scribe will write in test booklet for students in Grades 1-3 for Writing.
Student responds using a recording device, which is played back and transcribed by the student (RD) Individual Administration Required	N/A	N/A	N/A		Student uses a recording device to respond; then the student transcribes the response into the test platform.
Test may be administered by school personnel in a non-school setting (NS) ALSDE APPROVAL					Enrolled students unable to attend school due to hospitalization or other extended absence during the testing window. See the ALSDE Homebound Form.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Two certified personnel must transcribe verbatim onscreen immediately after testing. All content on the device must be deleted after transcribing.

ACCESS for ELLs Online Accessibility Options

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of administrative considerations, universal tools, and accommodations ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of all students taking both the online and paper tests. Does not have to be specified in the IEP/504 Plan/I-ELP.

Universal Tools: Tools that may be used to meet the needs of all students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.

Accommodations: Available only to EL students with disabilities as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations		
Adaptive/specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating,	
Alternative microphone	Use of a microphone (not attached to headset) such as a microphone built into the computer or one that attaches to the device using a USB port.	
Familiar Test Administrator		
Frequent or additional breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious. Student must pause the test for 30 minutes. During this time test materials (if any) must be collected.	
Individual or small group setting		
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.	
Participate in different test format ALSDE Approval Required	Student may participate in a different format than his/her peers (paper).	
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.	
Specific seating	Student may be seated in a specific location, away from peers.	
Short segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments (this may require a paper test). A domain should be completed in one day.	
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student. Reinforcement must not depend on the accuracy of the response.	
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.	
Universal Tools		
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. For computer testing, headphones or earbuds may be connected to the computer.	
Color contrast	A tool used to change the text and background color.	
Color overlay	A tool the student can use that changes the contrast between the text and the background color.	
Highlighters, colored pencils, or crayons	For online, the student will select the highlighter button using mouse control. For paper, the student will use the preferred tool.	
Keyboard navigation	Navigation throughout the test is accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.	
Line guide or tracking tool	For online testing, students manipulate the line guide using mouse control. For paper, students may use the tool they typically use.	
Low vision aids or magnification devices	Magnifier enlarges by selecting 1.5x or 2.0x. For paper test, student will use low vision device used in the classroom.	
Sticky notes	For online test, students can type notes in the sticky notes box. For paper, use scratch paper.	
Codes		
Word processor or similar keyboarding device to respond to test items (WD)	Human Reader for response options (HR)	Scribe (SR)
Extended Speaking test response times (ES)	Human Reader for repeat of response options (RR)	Repeat item audio (RA)
Manual control of item audio (MC)	Test may be administered in non-school setting (NS)	Interpreter signs test directions in ASL (SD)
Extended testing of a domain over multiple days (EM)	Student responds using a recording device, which is played back and transcribed by the student (RD)	Extended testing time within school day (ET)

August 2020

WIDA Screener Online Accommodation Selection Checklist for Students with an IEP/504 Plan

Student Name: _____ School Name: _____ Grade: _____ School Year: _____

_____ IEP _____ 504 Plan

☐ Accommodation supports are required ☐ Accommodation supports are not required

Accommodations

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domain				Key Information
	L	R	S	W	
Extended Speaking test response time (ES)	N/A	N/A		N/A	Twice the recommended time to complete. Must be pre-selected in WIDA AMS.
Extended testing time within the school day (ET)			N/A		Listening, Reading, and Writing domains may have until end of the school day. Speaking domain (see ES).
Human reader response options (HR) Individual Administration Required		NO	N/A	N/A	The reader must read answer choice text exactly as it appears in the test booklet.
Human reader for repeat of response options (RR) Individual Administration Required		NO	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears on the screen.
Interpreter signs test directions in ASL (SD)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the virtual Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Sign Language Interpreters.
Manual control of item audio (MC)		NO			For students who need additional time for language processing or have attention/focus needs due to a documented disability. Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in WIDA AMS.
Repeat item audio (RA)		NO			For students who need repetition based on language processing needs or attention/focus needs due to a documented disability. Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in WIDA AMS.
Scribed response (SR)			N/A		Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator and a Scribe. Scribe cannot act in both capacities. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Scribes. Scribe will write in test booklet for students in Grades 1-3 for Writing.
Individual Administration Required					
Student responds using a recording device, which is played back and transcribed by the student (RD) Individual Administration Required	N/A	N/A	N/A		Student uses a recording device to respond and then the student transcribes the response into the test platform.
Test may be administered by school personnel in a non-school setting (NS)					Students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. See the <i>ACAP Integrity Handbook</i> for the Homebound Testing Form.
ALSDE APPROVAL					
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Two certified personnel must transcribe verbatim into the test platform immediately after testing. All content on the device must be deleted after transcribing.

WIDA Screener Online Accessibility Options

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations, universal tools, and accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of all students taking both the online and paper tests. Does not have to be specified in the IEP/504 Plan/I-ELP.

Universal Tools: Tools that may be used to meet the needs of all students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.

Accommodations: Available only to EL students with disabilities as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations	
Adaptive/Specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.
Frequent or additional breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious. Student must pause the test for 30 minutes. During this time test materials (if any) must be collected.
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement, but may not assist the student in any way.
Participate in different test format	Student may participate in a different format than his/her peers (paper).
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.
Specific seating	Student may be seated in a specific location, away from peers.
Short segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments (this may require a paper test). A domain should be completed in one day.
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student. Reinforcement must not depend on the accuracy of the response.
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.
Universal Tools	
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. For computer testing, headphones or earbuds may be connected to the computer.
Color contrast	A tool used to change the text and background color.
Color overlay	A tool the student can use that changes the contrast between the text and the background color.
Highlighters, colored pencils, or crayons	For online, the student will select the highlighter button using mouse control. For paper, the student will use the preferred tool.
Line guide or tracking tool	Students may use the tool they typically use.
Low vision aids or magnification devices	Student will use low vision device used in the classroom.
Sticky notes/scratch paper	Scratch paper

Codes		
Human Reader for response options (HR)	Interpreter signs test directions in ASL (SD)	Scribe (SR)
Human Reader for repeat of response options (RR)	Extended testing time within school day (ET)	Manual control of item audio (MC)
Extended Speaking test response times (ES)	Word processor or similar keyboarding device to respond to test items (WD)	Repeat item Audio (RA)
Test may be administered in non-school setting (NS)	Student responds using a recording device which is played back and transcribed by the student (RD)	

ESL Cumulative Folder Documentation Checklist

Name _____

Student ID# _____

Academic Year	20____ 20____	20____ 20____	20____ 20____	20____ 20____	20____ 20____	20____ 20____	20____ 20____	20____ 20____	20____ 20____	20____ 20____
School										
Grade										
Home Language Survey										
*WIDA Screener Score										
*ACCESS Score										
LEP Code	EL-1 EL-2 FEL-1 -2, -3, -4 FEL Waived NOM	EL-1 EL-2 FEL-1 -2, -3, -4 FEL Waived NOM	EL-1 EL-2 FEL-1 -2, -3, -4 FEL Waived NOM	EL-1 EL-2 FEL-1 -2, -3, -4 FEL Waived NOM	EL-1 EL-2 FEL-1 -2, -3, -4 FEL Waived NOM	EL-1 EL-2 FEL-1 -2, -3, -4 FEL Waived NOM	EL-1 EL-2 FEL-1 -2, -3, -4 FEL Waived NOM	EL-1 EL-2 FEL-1 -2, -3, -4 FEL Waived NOM	EL-1 EL-2 FEL-1 -2, -3, -4 FEL Waived NOM	EL-1 EL-2 FEL-1 -2, -3, -4 FEL Waived NOM
*Eligibility	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
*Description/ Notification	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
*LEP Documentation for Standardized Accommodations	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Other Testing										
Other Data										
*Exit Letter with Date (if applicable)	Y N _____	Y N _____	Y N _____	Y N _____	Y N _____	Y N _____	Y N _____	Y N _____	Y N _____	Y N _____
Monitoring Documentation	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Special Ed.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Checked by										

Evidence of Special Needs	List: _____ _____ _____
Other	_____ _____ _____

Saraland City Schools
English Learner Program Exit Letter

English
English Learner Program Exit Letter

Student Name: _____ Date: _____
 (mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

Your child's results on a recent English proficiency test show that your child has made significant improvement in his or her ability to read, write, speak and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Your child was tested with the following state and district test(s):

- ☐ _____
 (Test used to measure level of English proficiency)
- ☐ _____
 (Test used to measure level of English proficiency)

As a result of your child's improvement in English language proficiency, he or she will no longer participate in the school district's English Learner Services provided by Title I, Title III, or both.

Your child will:

- ☐ Continue to attend: _____ (name of school)
- ☐ Be transferred to: _____ Beginning: _____
 (name of school) (mm/dd/yyyy)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

 Name Title

 Phone Email

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

I agree with the plan to exit _____ (student name) from English Learner Services. I understand that he or she will now receive an education without English Learner supports.

Parent or Guardian Signature: _____ Date: _____
 (mm/dd/yyyy)

Parent or Guardian Name: _____

Phone: _____ Email: _____

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.

Saraland City Schools
English Learner Program
Former English Learner Monitoring Form

This form is to be completed by the Former English Learner's classroom teacher and returned to the ESL staff.

Student: _____ Exit Date: _____

Exit Criteria: _____

FEL: 1 2 3 4 SY: Teacher: Subject:	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<i>Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)</i>				
1. The student completes assignments on-time. -----				
2. The student communicates effectively with teacher. -----				
3. The student participates effectively in class projects.-----				
4. The student participates effectively in class discussions. -----				
5. The student is able to work independently. -----				
6. The student attends class regularly. -----				
7. The student displays effort and enthusiasm in class. -----				
8. The student requires additional assistance with assignments. -----				
9. The student shows evidence of difficulty with language. -----				
10. The student has discipline problems that interfere with his/her academic progress.				
Have ESL strategies been used to respond to the language needs of the FEL?	Yes No	Yes No	Yes No	Yes No
Do you recommend that this student be considered for reclassification as an EL?	Yes No	Yes No	Yes No	Yes No
Please initial for each quarter completed.				

If you have additional comments, attach them to this form when you return it into the ESL teacher.

FEL: 1 2 3 4 SY: Teacher: Subject:	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<i>Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)</i>				
1. The student completes assignments on-time. -----				
2. The student communicates effectively with teacher. -----				
3. The student participates effectively in class projects.-----				
4. The student participates effectively in class discussions. -----				
5. The student is able to work independently. -----				
6. The student attends class regularly. -----				
7. The student displays effort and enthusiasm in class. -----				
8. The student requires additional assistance with assignments. -----				
9. The student shows evidence of difficulty with language. -----				
10. The student has discipline problems that interfere with his/her academic progress.				
Have ESL strategies been used to respond to the language needs of the FEL?	Yes No	Yes No	Yes No	Yes No
Do you recommend that this student be considered for reclassification as an EL?	Yes No	Yes No	Yes No	Yes No
Please initial for each quarter completed.				

If you have additional comments, attach them to this form when you return it into the ESL teacher.

Saraland City Schools
English Learner Program
FEL Monitoring Form
This form is to be completed by ESL staff.

Student: _____		Exit Date: _____		
Exit Criteria: _____				
Exiting Access for ELLs Results:				
Composite _____ Listening _____ Speaking _____ Reading _____ Writing _____ Literacy _____ Comprehension _____ Oral Language _____				
Report Card Results	FEL1: SY	FEL2: SY	FEL3: SY	FEL4: SY
Quarter 1	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:
Quarter 2	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:
Quarter 3	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:
Quarter 4	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:	ELA/Reading: Mathematics: Science: Social Studies: Other:
Other				
Comments				
Re-Screen	Yes No	Yes No	Yes No	Yes No
ESL Staff				

ESL Program and Core Language Acquisition Evaluation Results FY__

Program: ESL Program and Core Language Acquisition			FY:
Planning			Reporting
Fund Source(s)	Key Strategies/ Actions (from eGAP)	Performance Measurements (from eGAP) (Short-term, intermediate, long-term impacts – as appropriate)	Impacts; Data Supporting Impacts