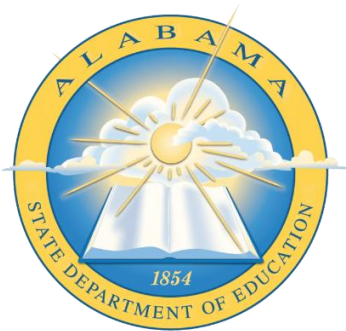


PowerSchool Special Programs English Learner Forms

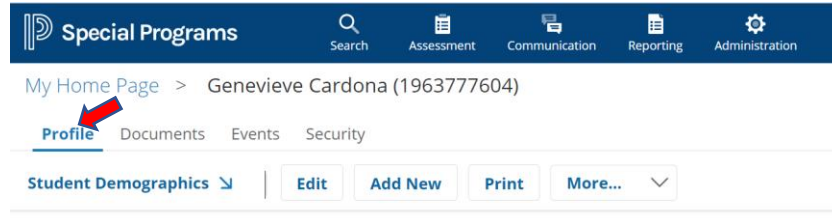


New Student

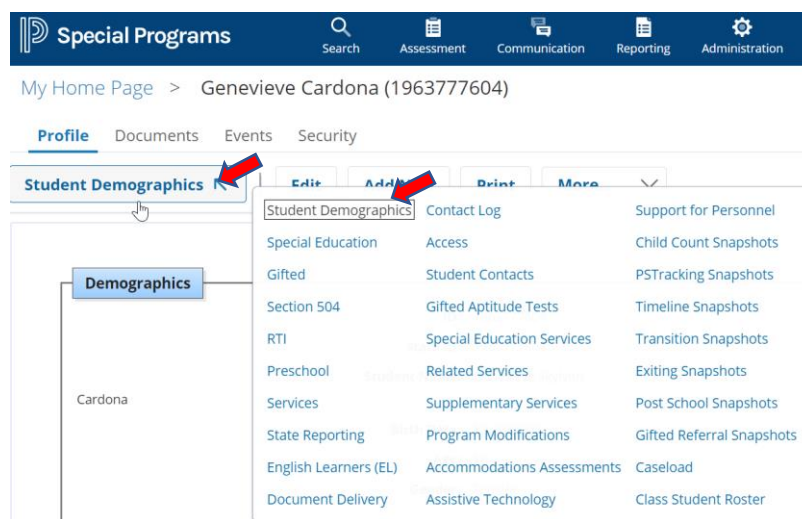
Profile Page

Student Demographics

1. Select **Profile**.



2. Select **Student Demographics**. Then select **Student Demographics** on the drop-down menu. The following information will display (Demographics, Ethnic Information, Enrollment Information and Transfer Information)



3. Demographics components.

Demographics

Cardona

ID: 1963777604
State ID: 1963777604
Student Name: Genevieve Skylynn
Birth Date: 12/23/2002
Age: 18
Gender: Female

Address:
Address 2:
City:
State:
Zip Code:
Home Phone: 251-001-3216 x1234
Mobile Phone:
Email Address:
Native language:
Home Language:
Translation Language:
Translation Language:
Student is 18 or older:

Ethnic Information

Ethnicity: Hispanic or Latino

Race: American Indian or Alaskan Native
 Asian
 Black or African American
 Native Hawaiian or Pacific Islander
 White
 Two or More Races

Enrollment Information

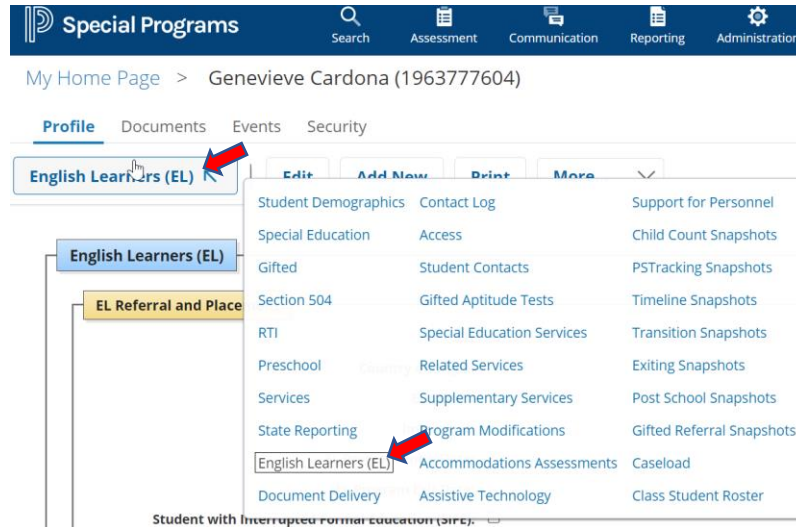
Grade: Twelfth grade
District of Enrollment: PS District One
District (LEA) Code: 30
Enrollment Start Date: 08/12/2020
Enrollment End Date:
Enrollment Exit Reason:
Home School:
School ID Number: 185
School: PowerSchool_Three_7_12

Transfer Information

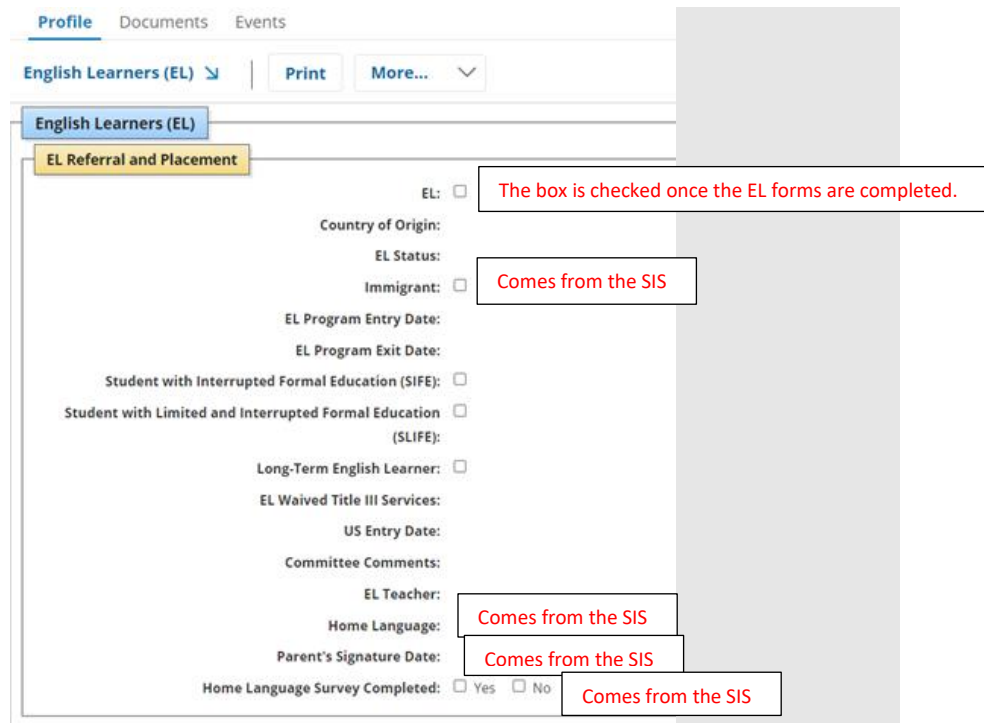
In-State Transfer: Yes No
Transferred from District:
Out-of-State Transfer: Yes No

English Learners (EL)

1. Select **Student Demographics**. Then select **English Learners (EL)** on the drop-down menu.



2. The **EL Referral and Placement** document will display first. This is a read only document.

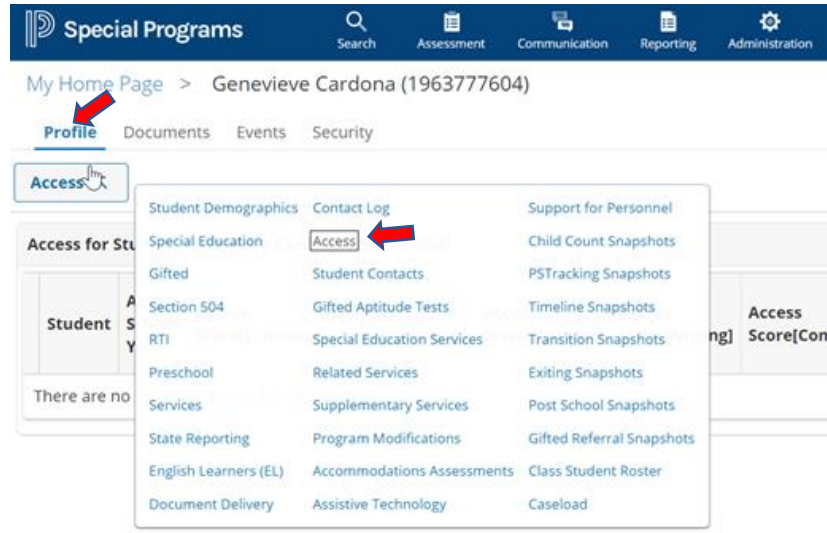


3. Scroll down to see the **Home Language Survey (SIS)**. This is a read only document.

Home Language Survey (SIS)			
Home Language Survey Date:			
1. Was your child born in the United States?			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
State:		Country:	
2. Has your child attended any school in the United States for any three years during their lifetime?			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
School	State	Start Date	End Date
3. What language is spoken by you and your family most of the time?			
Home Language:			
4. Do you require written translation or oral interpretation of district-level and school-level communications?			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
Translation Language 1:		Translation Language 2:	
5. Is your child's native language anything other than English?			
<input type="checkbox"/> Yes <input type="checkbox"/> No			
Native Language:			
6. What is the language the Student first acquired?			
Acquired Language:			

ACCESS

1. Select **Student Demographics**. Then select **ACCESS** on the drop-down menu.



2. Student ACCESS scores will display yearly. Data will come from the SIS.

Profile Documents Events Security

Access

Access for Student: Genevieve Cardona (1963777604)

Student	Access School Year	Access Score[Listening]	Access Score[Speaking]	Access Score[Reading]	Access Score[Writing]	Access Score[Comprehension]	Access Score[Oral]	Access Score[Literacy]	Access Score[Composite Proficiency Level]	Date Admin	Tier Level	Grade Level
There are no available access for this student.												

EL Forms

1. Select **Documents**. Then click on **Select** in **Create New Document** to display forms.

Special Programs

My Home Page > Genevieve Cardona (1963777604)

Profile **Documents** Events Security

By Year: (All) More...

Documents for Genevieve Cardona (1963777604)

Create New Document: (Select...) Go

No Documents Available

2. Scroll down until you come to the **English Learners (EL)** forms. Click on the desired form then click **Go**.

Documents for Genevieve Cardona (1963777604)

Create New Document: (Select...) Go

No Documents Available

- Written Notice/Consent
- Authorization for Release/Exchange of Information
- Parents Rights
- Section 504 - Meeting Notice and Invitation
- Section 504 - Eligibility
- Section 504 - Manifestation Determination Review
- Section 504 - Plan
- English Learners (EL)**
- Notification to Parents on the Initial Screener Re
- EL Title III Waiver
- Individual English Language Plan

Notification to Parents on the Initial Screener Results

1. Click on **Notification to Parents on the Initial Screener Results**. Then click on **Go**.

My Home Page > Genevieve Cardona (1963777604)

Profile Documents Events Security

By Year: (All) More...

Documents for Genevieve Cardona (1963777604)

Create New Document: Notification to Parents on the Initial Screener Re Go

No Documents Available

2. The Notification page will display.
 - a. Select the school year.
 - b. **Labels/Comments** are optional.
 - c. Make sure **Notification to Parents on the Initial Screener Results** is checked.
 - d. Do not Check **Copy information from another (previous) document**. There are not previous documents this school year (2021-2022).
 - e. Click **New** to create new form.

Special Programs Search Assessment Communication Reporting Administration

New Notification to Parents on the Initial Screener Re Setup

Document Draft: Notification to Parents on the Initial Screener Re for Genevieve Cardona (1963777604)

For Year: 2020-21

Label/Comment:

Include which sections? Notification to Parents on the Initial Screener Re

Additional Setup Options Copy information from another (previous) document

New Cancel

3. The **Notification to Parents on the Initial Screener Results** form will display.


- a. Enter the **speaking proficiency, listening proficiency, reading proficiency, writing proficiency, and composite scores** from the *WIDA Screener Online* or the *WIDA Screener for Kindergarten* assessment.
- b. Check the child's academic achievement.
- c. Click **Save, Done Editing** if you completed the form. Click, **Save, Continue Editing** if you did not complete the form, you want to save what you have entered, and you will return to complete it later. Click **Cancel Editing** if you do not want to save any part of the form.
- d. Select the next section you want to work on from the drop-down menu.

99 Hollywood Drive, Central Valley, Alabama, 55111, 555-111-1111


NOTIFICATION TO PARENTS ON THE INITIAL SCREENER RESULTS

Student's Name: Genevieve Skylynn Cardona **Date of Birth:** 12/23/2002

Based on the Home Language Survey, which you completed at registration, your child's level of English language proficiency was assessed using an initial screener. The results show that in English, your child scored:

<input type="text"/>	Speaking Proficiency	
<input type="text"/>	Listening Proficiency	
<input type="text"/>	Reading Proficiency (grade 2 and above)	
<input type="text"/>	Writing Proficiency (grade 2 and above)	
<input type="text"/>	Composite Score	

Based on a review of school records and discussion with you, your child's academic achievement is:

Unknown due to no prior school experience 

Needs improvement in the following areas:


Satisfactory in all areas

Your child is eligible for a Language Instruction Educational Program (LIEP).

The goal of the LIEP is to increase the English proficiency of English Learners (EL) by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement (ESEA Section 3115(c)(1)).

When your child achieves a composite score of 4.8 or higher on the ACCESS for ELs assessment, he/she will exit from the language instruction educational program.

ALSOE revised 10/29/2019

 **Save, Done Editing** **Save, Continue Editing** Cancel Editing

EL Title III Waiver

1. Click on **EL Title III Waiver**. Then click on **Go**.

Documents for Genevieve Cardona (1963777604)

Create New Document: (Select...)

No Documents Available

- Written Notice/Consent
- Authorization for Release/Exchange of Information
- Parents Rights
- Section 504 - Meeting Notice and Invitation
- Section 504 - Eligibility
- Section 504 - Manifestation Determination Review
- Section 504 - Plan
- English Learners (EL)**
 - Notification to Parents on the Initial Screener Re
 - EL Title III Waiver**
 - Individual English Language Plan

Go

2. The Waiver page will display.
 - a. Select the school year.
 - b. **Labels/Comments** are optional.
 - c. Make sure **EL Title III Waiver** is checked.
 - d. Do not Check **Copy information for another (previous) document**. There are not previous documents this school year (2021-2022).
 - e. Click **New** to create new form.

Special Programs Search Assessment Communication Reporting

New EL Title III Waiver Setup

Document Draft: EL Title III Waiver for Genevieve Cardona (1963777604)

For Year: 2020-21

Label/Comment:

Include which sections?
 EL Title III Waiver

Additional Setup Options
 Copy information from another (previous) document

New Cancel

3. Complete the **Request for Title III Supplemental English Language Development Program Withdrawal/Waiver** form. Fields highlighted in red are required.

- a. Enter the date.
- b. Select the parent's/guardian's name
- c. Select the reason parents/guardians are requesting a waiver.
- d. Enter parent's/guardian's signature. Form may be printed for parents to sign. Then attach to the form.
- e. Enter date the meeting is taking place.
- f. Click **Save, Done Editing** if you completed the form. Click, **Save, Continue Editing** if you did not complete the form, you want to save what you have entered, and you will return to complete it later. Click **Cancel Editing** if you do not want to save any part of the form.
- g. Select the next section you want to work on from the drop-down menu.

99 Hollywood Drive, Central Valley, Alabama, 55111, 555-111-1111

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

Date:

Dear Parent:

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

Please choose the appropriate option below and return the completed form to your child's school.

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

- Do not enroll my child in a Title III supplemental English language development program.
- Withdraw my child from the Title III supplemental program offered by the school.
- Enroll my child in another program or method of instruction, if available.

Signature of parent/guardian

Date

ALSD E revised 10/29/2019

Individual English Language Plan Setup

1. Click on **Individual English Language Plan (I-ELP)**. Then click on **Go**.

Documents for Genevieve Cardona (1963777604)

Create New Document: **Select...** **Go**

No Documents Available

- Written Notice/Consent
- Authorization for Release/Exchange of Information
- Parents Rights
- Section 504 - Meeting Notice and Invitation
- Section 504 - Eligibility
- Section 504 - Manifestation Determination Review
- Section 504 - Plan
- English Learners (EL)**
- Notification to Parents on the Initial Screener Re
- EL Title III Waiver
- Individual English Language Plan**

2. The Individual English Language Plan page will display.
 - a. Select the school year.
 - b. **Labels/Comments** are optional.
 - c. Click **Select All** to create all five new forms.
 - d. Make sure all IELP forms are checked.
 - e. Do not Check **Copy information for another (previous) document**. There are not previous documents this school year (2021-2022).
 - f. Click **New** to create new forms.

New Individual English Language Plan Setup

Document **Draft: Individual English Language Plan for Genevieve Cardona (1963777604)**

For Year: **2020-21**

Label/Comment:

Include which sections?

Select All Select None

- EL Referral & Placement form: Part I
- EL Referral & Placement form: Part II
- EL Referral & Placement form: Part III
- Second Language Acquisition (SLA) Goals
- School Interventions

Additional Setup Options

Copy information from another (previous) document

New Cancel

Part I - Identification

3. Complete the **Part I - Identification** form. Fields highlighted in red are required.
 - a. Enter the **classroom teacher** by using the **lookup** button. If the **classroom teacher** is not listed, click on the **non-lookup** button and type in the classroom teacher's name.
 - b. Enter the **EL teacher** by using the **lookup** button. If the **EL teacher** is not listed, click on the **non-lookup** button and type in the EL teacher's name.
 - c. Enter the **Country of Origin** using the drop-down arrow.
 - d. Enter the **U.S. Entry Date**.
 - e. Enter the **EL Status** using the drop-down arrow.
 - f. The **Immigrant Status** is read only. It will populate from the SIS.
 - g. Enter the **School for EL Program Placement** from the lookup drop-down. If the **School for EL Program Placement** is not listed, click on the **non-lookup** button and type in the school.
 - h. **Home Language Survey** is read only. It will populate from the SIS.
 - i. **Optional** - Check the box if the student is **SIFE**, **SLIFE**, or **LTEL**.
 - j. Click **Save, Done Editing** if you completed the form. Click, **Save, Continue Editing** if you did not complete the form, you want to save what you have entered, and you will return to complete it later. Click **Cancel Editing** if you do not want to save any part of the form.
 - k. Select the next section you want to work on from the drop-down menu.

Individual English Language Plan

Place completed form in student's cumulative file and EL folder. Send copy to program specialist, teacher, and parent.

EL Referral & Placement form: **PART I** To be completed by EL teacher identifying a potential English Language Student.

Student's Name: Genevieve Skylynn Cardona DOB: 12/23/2002 Gender: Female ID#: 196377604

School: PowerSchool_Three_7_12 Grade: Twelfth grade

Classroom Teacher: [Redacted] (ID) [lookup] / non-lookup Home Language: [Redacted] EL Teacher: [Redacted] (ID) [lookup] / non-lookup

Country of Origin: (none) U.S. Entry Date: [Redacted] Immigrant: HLS Date: [Redacted]

EL Status: (none)

School for EL Program Placement: [Redacted] (ID) [lookup] / non-lookup

Home Language Survey Completed: Yes No

Check here if the student is a:

- Student with Interrupted Formal Education (SIFE)
- Student with Limited and Interrupted Formal Education (SLIFE)
- Long-Term English Learner

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Save, Done Editing Save, Continue Editing Cancel Editing

Part II - Testing

4. Click on **Part II - Testing**.

← → **Part I - Identification** [checked] [dropdown arrow]

Edit This Section Set Document... [dropdown arrow]

- Part I - Identification [checked]
- Part II - Testing** [red arrow]
- Part III - Placement
- Second Language Acquisition (SLA) Goals
- School Interventions

Place completed form in student's cumulative file and EL folder. Send copy to program specialist, teacher, and parent.

5. Complete the **Part II - Testing** form.

- a. Enter **Initial Screener** Results.
- b. Enter **ACCESS** Results.

Individual English Language Plan

EL Referral & Placement form: **PART II**

WIDA Assessments

Test	Date	Performance Level								
		Listening	Speaking	Reading	Writing	Oral	Literacy	Comprehension	Composite	
Initial Scanner [red arrow]	[input]	[input]	[input]	[input]	[input]	[input]	[input]	[input]	[input]	[input]
ACCESS	[input]	[input]	[input]	[input]	[input]	[input]	[input]	[input]	[input]	[input]
+										

- c. Enter **ACAP Summative, ACAP Alternative, Early Reading, and/or Early Math** results if applicable.


Other Assessments		
Test	Year	Score(S)
ACAP Summative	<input type="text"/>	
+		
ACAP Alternate	<input type="text"/>	
+		
Early Reading	<input type="text"/>	
+		
Early Math	<input type="text"/>	
+		
+		


- d. Check **Yes** if the student qualifies to receive EL services and will be referred to the EL Committee. Then complete the rest of the IELP forms.
- e. Check **No** if the student does not qualify to receive EL services and enter a reason into the comment box.
- f. Click **Save, Done Editing** if you completed the form. Click, **Save, Continue Editing** if you did not complete the form, you want to save what you have entered, and you will return to complete it later. Click **Cancel Editing** if you do not want to save any part of the form.

Refer to EL Committee

Yes If Yes, complete Part III

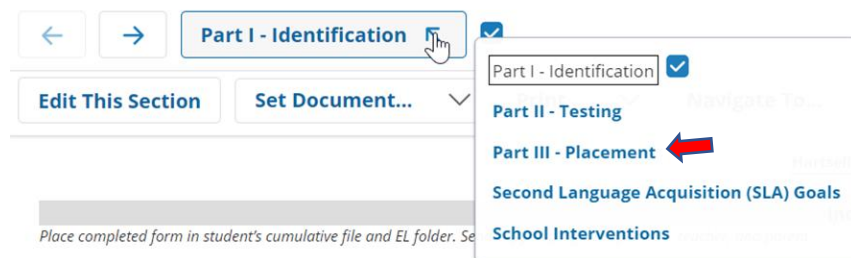
No If No, describe the reason for not referring student to the EL Committee.



Save, Done Editing **Save, Continue Editing** Cancel Editing 

Part III - Placement

6. Click on **Part III - Placement**.



7. Complete the **Part III - Placement** form.

- a. Enter the **EL Program Entry Date**.
- b. Enter the **EL Program Exit Date** once the student meets the criteria to exit the EL program.
- c. Select if the parent(s)/guardian(s) **waive EL services**. Complete the Title III Supplemental Services Waiver form.
- d. Enter the **type of EL program** the student will attend. For example (ESL, Newcomer, Pull Out, etc.).
 - i. Click on the + button to add additional EL programs
- e. Enter the **type of support** the student will receive. For example (Tier III Intervention).
 - i. Click on the + button to add additional support.

Individual English Language Plan

EL Referral & Placement form: PART III

SUMMARY of EL Committee Recommendations:

EL Program Entry Date:

EL Program Exit Date:

Waive Title III Supplemental Services. If yes, fill out Waiver Form. Yes No

EL Services

Type of EL Program	Number of Days	Minutes/Hours Per Day	Location of Services
<input type="text"/>			
+			

Other Support Services

Type of Support	Number of Days	Minutes/Hours Per Day	Location of Services
<input type="text"/>			
+			

- f. Select the type(s) of accommodations the student will receive. If a box is checked, attach the accommodations to this forms.

- g. Have EL committee members that attended the meeting sign the document.
- h. Click **Save, Done Editing** if you completed the form. Click, **Save, Continue Editing** if you did not complete the form, you want to save what you have entered, and you will return to complete it later. Click **Cancel Editing** if you do not want to save any part of the form.

Types		Check box if accommodations are needed.	
Classroom/Homework/Classroom Testing Accommodations	<input type="checkbox"/>	Attach accommodations	
ACAP Testing Accommodations	<input type="checkbox"/>	Attach accommodations	
ACCESS for ELLs Assessment Accommodations	<input type="checkbox"/>	Attach accommodations	
Alternate Grading, Explain:	<input type="checkbox"/>		

EL Committee Signatures				
InAttendance	Committee Member(s) Name	Relationship/Position	Signature	Date
<input type="checkbox"/>	(none) v	Parent	<input type="text"/>	
<input type="checkbox"/>	(none) v	Parent	<input type="text"/>	
<input type="checkbox"/>	<input type="text"/> (ID) <input type="text"/> / non-lookup	EL Teacher	<input type="text"/>	
<input type="checkbox"/>	<input type="text"/> (ID) <input type="text"/> / non-lookup	Classroom Teacher	<input type="text"/>	
<input type="checkbox"/>	<input type="text"/> (ID) <input type="text"/> / non-lookup	Principle or designee	<input type="text"/>	
<input type="checkbox"/>	<input type="text"/> (ID) <input type="text"/> / non-lookup	Translator/interpreter	<input type="text"/>	

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Second Language Acquisition (SLA) Goals

1. Click on **the Second Language Acquisition (SLA) Goals** form.

←
→

Part I - Identification
▾

✓

Edit This Section

Set Document...
▾

Place completed form in student's cumulative file and EL folder. See...

Navigate To...

Part I - Identification
✓

Part II - Testing

Part III - Placement

Second Language Acquisition (SLA) Goals

School Interventions

2. Read the information about the SLA goals.

3. Select **No** if the SLA goals will not be part of the IELP on PowerSchool. Then enter in the comment box where the SLA goals can be found. For example (In the Ellevations program.)
4. Click **Save, Done Editing** if you completed the form. Click, **Save, Continue Editing** if you did not complete the form, you want to save what you have entered, and you will return to complete it later. Click **Cancel Editing** if you do not want to save any part of the form.

Individual English Language Plan

Second Language Acquisition (SLA) Goals


This section will provide a description of goals specific for each student to allow him/her to work within their zone of proximal development to progress in their content knowledge and in their English language proficiency. List the areas in which this student is improving. When developing goals, consider the Can Do Descriptors as an assets-based approach to challenge students within their current stage of language development and to determine what they 'can do' at each language domain as they interact with content.

If the SLA goals will be part of the student's I-ELP, check "yes" below, complete this section, and provide a copy to the classroom and EL teachers, and the parent(s). If the SLA goals will not be part of the I-ELP, check "no" below and indicate where the SLA goals will be located (e.g., Ellevation, attached).


SLA goals will be part of the student's I-ELP. Yes

SLA will NOT be part of the student's I-ELP. No

SLA will be located:



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Save, Done Editing **Save, Continue Editing** Cancel Editing 

5. Select **Yes** if the SLA goals will be part of the IELP on PowerSchool. Once Yes is selected, the goals pages will prepopulate.

Individual English Language Plan

Second Language Acquisition (SLA) Goals


This section will provide a description of goals specific for each student to allow him/her to work within their zone of proximal development to progress in their content knowledge and in their English language proficiency. List the areas in which this student is improving. When developing goals, consider the Can Do Descriptors as an assets-based approach to challenge students within their current stage of language development and to determine what they 'can do' at each language domain as they interact with content.

If the SLA goals will be part of the student's I-ELP, check "yes" below, complete this section, and provide a copy to the classroom and EL teachers, and the parent(s). If the SLA goals will not be part of the I-ELP, check "no" below and indicate where the SLA goals will be located (e.g., Ellevation, attached).

SLA goals will be part of the student's I-ELP. Yes

SLA will NOT be part of the student's I-ELP. No

SLA will be located:



6. Complete the SLA goals section.
 - a. Enter the **reading goal**.
 - b. Enter the **strategies** that will be used to achieve the reading goal.

- c. Enter the **monitoring date** when the goal was monitored.
- d. Enter if the student made **sufficient progress** toward the goal.
- e. Enter a **comment** on how the student is progressing.
- f. For **writing, listening, and/or speaking** goals follow steps b-e above.
- g. **Optional** – there is a blank section to create a goal the student needs to work on. Type that goal into the **Domain** box and follow steps b-e above. For example (Domain – Oral language development)
- h. Click **Save, Done Editing** if you completed the form. Click, **Save, Continue Editing** if you did not complete the form, you want to save what you have entered, and you will return to complete it later. Click **Cancel Editing** if you do not want to save any part of the form.

Domain: Reading

Goal:

Strategies:

Monitoring Status:

Monitoring Date: Sufficient Progress:

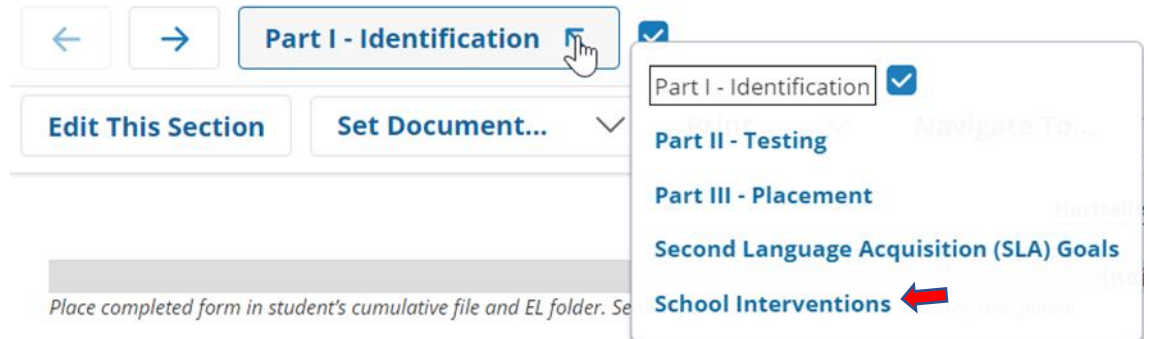
Comments:

+ Adds another monitoring comment.

+ Adds another reading goal and monitoring comment.

School Interventions

1. Click on **School Interventions**



2. Read the information about the **School Intervention** goals.
3. Select **No** if the intervention or SRIP will not be part of the IELP on PowerSchool. Then enter in the comment box where the intervention plan or SRIP can be found. For example (classroom teacher, PST folder, student portfolio)

Individual English Language Plan

School Interventions

This section will provide a description of proposed evidence-based reading and/or math interventions and supplemental instructional services and supports to be proposed for discussion while establishing the school intervention plan (e.g. Student Reading Improvement Plan (SRIP). SRIPs may be part of the Individual English Language Plan (I-ELP). The EL teacher shall participate in the development of the SRIP to address how the evidence-based reading interventions and supplemental instructional services and supports will align with the second language acquisition goals delivered through English as a Second Language (ESL) or English Language Development (ELD) services.

If the SRIP will be part of the student's I-ELP, check "yes" below, complete this form, and provide a copy to the classroom teacher, EL teacher, and reading teacher. If the SRIP will not be part of the I-ELP, check "no" below and indicate where the SRIP will be located (e.g., "red" folder, lesson plans, electronic folder, attached).

SRIP will be part of the student's I-ELP. Yes

SRIP will NOT be part of the student's I-ELP. No

SRIP will be located:

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4. Select **Yes** if the intervention plan or SRIP will be part of the IELP on PowerSchool. Once Yes is selected, the intervention plan or SRIP pages will prepopulate.

Individual English Language Plan

School Interventions

This section will provide a description of proposed evidence-based reading and/or math interventions and supplemental instructional services and supports to be proposed for discussion while establishing the school intervention plan (e.g. Student Reading Improvement Plan (SRIP). SRIPs may be part of the Individual English Language Plan (I-ELP). The EL teacher shall participate in the development of the SRIP to address how the evidence-based reading interventions and supplemental instructional services and supports will align with the second language acquisition goals delivered through English as a Second Language (ESL) or English Language Development (ELD) services.

If the SRIP will be part of the student's I-ELP, check "yes" below, complete this form, and provide a copy to the classroom teacher, EL teacher, and reading teacher. If the SRIP will not be part of the I-ELP, check "no" below and indicate where the SRIP will be located (e.g., 'red' folder, lesson plans, electronic folder, attached).

SRIP will be part of the student's I-ELP. Yes 

SRIP will NOT be part of the student's I-ELP. No

SRIP will be located:



5. Complete the intervention plan section.
 - a. Enter the **Subject**.
 - b. Enter the **Deficiency Target Area** from the arrow drop-down menu.
 - c. Enter the **Intervention Start Date**.
 - d. Enter the **Intervention/Strategies** to be used to make progress toward the **Target Area**.
 - e. Enter the **monitoring date** when the goal was monitored.
 - f. Enter if the student made **sufficient progress** toward the goal.
 - g. Enter a **comment** on how the student is progressing.
 - h. For **additional subjects or target areas** follow steps a-g above.
 - i. Click **Save, Done Editing** if you completed the form. Click, **Save, Continue Editing** if you did not complete the form, you want to save what you have entered, and you will return to complete it later. Click **Cancel Editing** if you do not want to save any part of the form.

Subject:

Deficiency Target Area: (none)

Intervention Start Date:

Intervention/Strategies:



Monitoring Status:



Monitoring Date:

Sufficient Progress:

Comments:



EInterv Monitoring Comment

+ Adds another monitoring comment.

+ Adds another subject area, intervention/strategies, and monitoring status.

Save, Done Editing

Save, Continue Editing

Cancel Editing



ALSDE revised 05/2021

Set Documents to Review

1. Select More. Then select **Set Document(s) Status to Review**.

My Home Page > Genevieve Cardona (1963777604)

Profile **Documents** Events Security

By Year: (All) By Category: (All) **More...**

Documents for Genevieve Cardona (1963777604)

Create New Document: (Select...)

- Print a Blank Document
- Undelete Document
- Set Document(s) Status To Review**
- Set Document(s) Status To Final

Documents for 2020/21	Status	Creation Date	Modification Date	Finalization Date
English Learners (EL)				
Individual English Language Plan	Draft	08/04/2021 Wed, 11:51 AM	08/10/2021 Tue, 11:52 AM	---
EL Title III Waiver	Draft	08/04/2021 Wed, 11:49 AM	---	---
Notification to Parents on the Initial Screener Re	Draft	08/04/2021 Wed, 11:40 AM	08/10/2021 Tue, 03:49 PM	---

2. Check the document(s) that need to go to review status. Then select **Set Document(s) Status To Review**.

Documents for Genevieve Cardona (1963777604)

Set Document(s) Status To Review Cancel

Documents for 2020/21	Status	Creation Date	Modification Date	Finalization Date
English Learners (EL)				
<input checked="" type="checkbox"/> Individual English Language Plan	Draft	08/04/2021 Wed, 11:51 AM	08/10/2021 Tue, 11:52 AM	---
<input type="checkbox"/> EL Title III Waiver	Draft	08/04/2021 Wed, 11:49 AM	---	---
<input checked="" type="checkbox"/> Notification to Parents on the Initial Screener Re	Draft	08/04/2021 Wed, 11:40 AM	08/10/2021 Tue, 03:49 PM	---

Set Documents to Final

1. Select More. Then select **Set Document(s) Status to Final**.

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Profile **Documents** Events Security

By Year: (All) By Category: (All) **More...**

Documents for Genevieve Cardona (1963777604)

Create New Document: (Select...)

- Print a Blank Document
- Undelete Document
- Set Document(s) Status To Review
- Set Document(s) Status To Final

Documents for 2020/21	Status	Creation Date	Modification Date	Finalization Date
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2. Check the document(s) that need to go to the final status. Then select **Set Document(s) Status To Final**.

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Profile **Documents** Events Security

Documents for Genevieve Cardona (1963777604)

Set Document(s) Status To Final Cancel

Documents for 2020/21	Status	Creation Date	Modification Date	Finalization Date
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<input checked="" type="checkbox"/> Notification to Parents on the Initial Screener Re	Review	08/04/2021 Wed, 11:40 AM	08/10/2021 Tue, 03:55 PM	---