



YI HWANG ACADEMY
of LANGUAGE EXCELLENCE

Yi Hwang Academy of Language Excellence ESOL/EL Program Manual

SY2024-2025

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Quick Reference: School Procedures Upon Enrollment and Withdrawal

Step 1: **CHECK SLDS to see if student has been identified as an EL (by school registrar or designee)**

NOTE: Parents may report a different home language than what was previously reported so check SLDS and Infinite Campus

Step 2: Administer Home Language Survey during the Registration Process (in the home language of the caregiver as practical—additional translations may be found on the GADOE ESOL webpage). **Before administering the Home Language Survey (HLS), please verify that one does not already exist (ESOL teacher or school designee). We can only screen students once.**

Step 3: If the survey answers indicate a language other than English, refer the student's name to the ESOL Coordinator.

Step 4: The ESOL Coordinator refers to the chart below for guidance.

NOTE: WIDA Screening & Determining of EL Services Eligibility – students must be assessed for EL status within 30 days of enrollment in a school. Parents must be notified within 30 calendar days after the beginning of the school year that their child was placed in a language instruction educational program, and if this occurs during the school year, two weeks after placement in a LIEP.

Step 5: ESOL

****The WIDA Kindergarten Screener is used to screen kindergarten students and 1st semester First Grade students.**

**** The WIDA screener applies to 2nd semester First Graders – 12th grade.**

PLEASE NOTE: ELs SHOULD BE PLACED IN AGE-APPROPRIATE GRADE LEVELS OR COURSES. IF A LOWER GRADE LEVEL PLACEMENT IS NECESSARY DUE TO LACK OF FORMAL SCHOOLING, IT SHOULD NOT BE MORE THAN ONE YEAR BELOW THE NATIVE ENGLISH-SPEAKING PEERS OF THE SAME AGE.

Initial Entry to US School or No Records Exist	Previously Enrolled in a Georgia School System	Previously Enrolled in a US School System (Not Georgia)
<ul style="list-style-type: none"> ○ If no records exist or the student is from outside the country (first time enrollment in a US school), WIDA screening or Kindergarten screening is necessary. 	<ul style="list-style-type: none"> ○ CHECK SLDS— (ESOL teacher or school designee). Before screening ensure that the child has not already been screened and received services in a previous district. ○ If a student is transferring from another district within Georgia, contact the previous school for records. ALWAYS honor the previous system for exit criteria. 	<ul style="list-style-type: none"> ○ Review records for EL Status ○ If the student qualified for services in another state using a different measure, DO NOT RESCREEN (continue with ESOL services) ○ If the student exited ESOL in another state, the exit is valid – DO NOT RESCREEN ○ If the student did not qualify in another non-WIDA state the student is eligible for screening

<p>Qualifies as an English Learner</p> <p>(after screening)</p> <ul style="list-style-type: none"> ○ Send Parent Notification of English Language Programs to guardian (<u>see above</u>). ○ If parents contact the school stating that they want to waive ESOL services, the ESOL Lead Teacher must send a Parent Waiver of Direct ESOL Services form for parent signature. <u>Signed form is placed in student's permanent record.</u> ○ STUDENTS WHOSE PARENTS HAVE WAIVED SERVICES MUST TAKE ACCESS—THEY ARE STILL ELs UNTIL THEY REACH LANGUAGE PROFICIENCY AS MEASURED BY THE ACCESS ○ Create a Course Schedule for EL Services ○ Develop EL-TPC Plan <p>Does Not Qualify (DNQ)</p> <ul style="list-style-type: none"> ○ After student has been screened and DNQ, place Screener Report in student file as evidence of language assessment given and non-eligible status. ○ ESOL Teachers will record WIDA screening scores in SLDS. 	<p>Qualifies as an English Learner</p> <ul style="list-style-type: none"> ○ Send Parent Notification of English Language Programs to guardian (<u>see above</u>) ○ If parents contact the school stating that they want to waive ESOL services, the ESOL lead teacher must send a Parent Waiver of Direct ESOL Services form for parent signature. <u>A signed form placed in the student's permanent record.</u> ○ STUDENTS WHOSE PARENTS HAVE WAIVED SERVICES MUST TAKE ACCESS—THEY ARE STILL ELs UNTIL THEY REACH LANGUAGE PROFICIENCY AS MEASURED BY THE ACCESS ○ Create a course schedule for EL services ○ Develop EL-TPC Plan <p>Does Not Qualify (DNQ)</p> <ul style="list-style-type: none"> ○ Locate original WIDA Kindergarten Screener or WIDA screener Score ○ Submit data entry form with the service codes to our system SIS coordinator ○ ESOL Teachers will record WIDA screening scores in SLDS. 	<p>Qualifies as an English Learner</p> <ul style="list-style-type: none"> ○ Send Parent Notification of English Language Programs to guardian (<u>see above</u>). ○ If parents contact the school stating that they want to waive ESOL services, the ESOL lead teacher must send a Parent Waiver of Direct ESOL Services form for parent signature. <u>Signed form is placed in student's permanent record.</u> ○ STUDENTS WHOSE PARENTS HAVE WAIVED SERVICES MUST TAKE ACCESS—THEY ARE STILL ELs UNTIL THEY REACH LANGUAGE PROFICIENCY AS MEASURED BY THE ACCESS ○ Create a course schedule for EL services ○ Develop EL-TPC Plan <p>Does Not Qualify (DNQ)</p> <ul style="list-style-type: none"> ○ The school designee creates a course schedule for the non-eligible student.
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Upon student withdrawal, all ESOL documents must accompany the student.

For ALL students, check to see if they were or are current ESOL students. These documents MUST be sent with school record.

Timeline for ESOL Program

Date	Item	Person Responsible
Within 15 days of the start of school	Complete WIDA Screener training (to be completed yearly) New year begins on July 1 for training purposes	ESOL teachers
Within 15 days of the start of school	Verify the EL students in your building and make sure they are scheduled to receive services	ESOL teachers, teachers, admin
Within 30 days of enrollment	Screen new students upon enrollment (check SLDS and former school FIRST to make sure students haven't already been screened)	ESOL Coordinator/ ESOL teachers
Within 10 days of screening and finding student eligible for services OR school starting—EVERY ESOL student will receive this letter	Parent Notification of English Language Programs	ESOL Coordinator/ ESOL teachers
Within 15 days of the start of school	Initial Follow-up for newly exited ELs (M1s)—to be completed within the first month of school starting The ESOL teacher will provide general education teachers with a list of monitored students	ESOL teacher notifies general ed teachers to complete the monitoring form
First Semester of School	Facilitate training sessions with new teachers for orientation and to share ESOL Resources	ESOL Coordinator,
End of Q1	First Monitoring Period for M1s and M2s	ESOL teacher notifies general ed teachers to complete the monitoring form
By End of October (but as soon as feasibly possible)	Complete the EL-TPC for ALL EL identified students Testing accommodations for Els are found in the GaDOE Student Assessment Handbook. Test accommodations must reflect instructional accommodations carried out in the general education classroom. Attend any IEP meeting for dually served students to make sure accommodations match the EL TPC. (Previously enrolled student's TPC may be completed at the end of the previous school year)	ESOL teacher and SPED teacher (for dually identified students)
December	Complete WIDA training for administering the ACCESS assessment	Any teacher planning to administer the ACCESS

End of Q2	Second Monitoring Period for M1s and M2s	ESOL teacher notifies general ed teachers to complete the monitoring form
Jan. 10-March 1, 2024	ACCESS Testing	Teachers who have successfully completed the WIDA training and obtained a passing score
End of Q3	Third Monitoring Period for M1s and M2s	ESOL teacher notifies general ed teachers to complete the monitoring form
End of Q4	Fourth Monitoring Period for M1s and M2s	ESOL teacher notifies general ed teachers to complete the monitoring form
May	Guidance to be given at EOY meeting on sending ACCESS reports home	ESOL teachers, ESOL Coordinator
May 2024	Hold reclassification meetings for eligible students (ACCESS and Alternate ACCESS). Complete form within IC.	ESOL teacher, admin, gen ed teacher
May 2024	Complete exit notification letter for students who exit the ESOL program. Complete form within IC.	ESOL teachers, ESOL Coordinator

ESOL Program Description

English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Code 1981, § 20-2-156, enacted in 1985). The ESOL program is a standards-based curriculum emphasizing academic and social language development. ESOL coursework is based upon the WIDA Consortium English Language Development (ELD) standards. Classroom teachers integrate these ELD standards with the Georgia Performance Standards to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches, both in ESOL and general education classes, ensure that the needs of Georgia's ELs are accommodated. To the extent practicable, it is appropriate to use the EL's home language as a means of facilitating instruction and providing parents with school-related information.

(i) *State Board of Education Rule*

(State Board of Education Rule IDDG 160-4-6-.02 Language Assistance: Program for English Learners (ELs))

(ii) *Definitions*

Dual Language Immersion – an educational delivery model whereby students learn academic content through both their native language and a foreign language.

English Learners (ELs) – students whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment.

English language proficiency – the level of language competence necessary to participate fully and learn successfully in classrooms where the primary language of instruction is English.

English to Speakers of Other Languages (ESOL) – an educational support program provided to help ELs overcome language barriers and participate meaningfully in schools' educational programs.

Georgia Department of Education – the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

Home Language Survey – a questionnaire administered upon enrollment to each student's parent or guardian for the purpose of determining whether a language other than English is used by the student or used in the student's home.

Language assistance services – supplemental language support programs that promote academic language development for students with limited English proficiency.

Local Educational Agency (LEA) – local school system pursuant to local board of education control and management.

Multilingual Language Learner (MLL) – students who are developing proficiency in multiple languages.

PHLOTE – Primary or home language other than English.

School – any school or special entity as defined in State Board Rule 160-5-1-.03 Identification and Reporting of Schools.

State-adopted English proficiency measure – an English language proficiency test administered annually to all English learners (ELs) in Georgia for the purposes of determining the English language proficiency level of students; providing districts with information that will help them evaluate the effectiveness of their ESOL programs; providing information that enhances instruction and learning in programs for English learners; assessing the annual English language proficiency gains using a standards-based assessment instrument; and providing data for meeting federal and state requirements with respect to student assessment.

State-adopted English proficiency screening measure – a formal measure of social and academic English language proficiency that assesses students' need for initial placement in supplemental language assistance services.

Student Record – the state's required end-of-year student data collection.

o I. Statewide EL Identification Procedures

o A. Registration

Registration for YHALE is available through two convenient methods: online and in-person at each school campus.

Online Registration:

Directions for online registration are on the school website

Since YHALE is unable to determine the language in which an enrolling parent completes the application, beginning May of FY23, the district added an acknowledgement box where the parents check that they have completed the application in a language and format they understand.

In-Person Registration:

In-person registration is available at the school. If the parent requires or would like a translator for any language, they can request one, and the school will coordinate an enrollment time with the appropriate translator.

▪ 1. Parent Communication Language

As part of the registration process, parents are asked to identify their preferred language for communication. In addition to the 3 state–required questions, the HLS contains a 4th question: In which language would you prefer school communication? This indicates the language preference of the parent for written communication between the school and the family. This question is required under ESEA/ESSA Title I, Part A as part of the Registration and Data Collection Processes.

This question is updated annually. It is for informational purposes only. It is **not** used to identify a child for English language proficiency screening. However, it is used to determine how schools will communicate with parents AND it is automatically populated in Infinite Campus during the registration process. The ESOL o will pull a report from IC (in the fall and in the spring) and send it to the ESOL teachers so that they will know the language indicated on the enrollment form.

▪ 2. Home Language Survey (HLS)

Under federal law, schools must identify all potential EL students and then screen potentially eligible students for English language assistance. At the time of enrollment parents must complete a Home Language Survey (HLS). (The generic use of the term "parents" refers to any legal guardians and primary caregivers enrolling the student.) The

HLS is incorporated in the online registration process. All students enrolling in a U.S. school must answer the state required 3 HLS questions. Parents may not decline to complete the HLS. As appropriate, registration personnel will ensure parents understand the intent and purpose of the HLS during on-line registration. The HLS is a one-time document. The required state approved Home Language Survey (HLS) is published on the GaDOE ESOL website (<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Home-Language-Survey.aspx>). The EL records of all transferring students must be used to identify whether the in-state or out-of-state transfer student is an EL or not. The HLS is a series of questions intended to determine the student's primary or home language.

The following **three required HLS** questions appear on the HLS. **These three questions may not be reworded or altered.**

1. Which language does your child best understand and speak?
2. Which language does your child most frequently speak at home?
3. Which language do adults in your home most frequently use when speaking with your child?

An [updated HLS survey](#) was implemented in January 2024 and contains [additional considerations for students who are from multilingual families](#).

To ensure that responses given on the HLS are accurate and legally binding, districts should make every attempt to administer this document in the home language of the caregiver. Translations of the HLS for LEAs use are available in several languages in the [Forms Bank](#) located within the GaDOE Guidance link on the GaDOE ESOL webpage. If it is determined the HLS embedded in the on-line registration packet was not able to be made understandable to the parent, front office staff along with the appropriate personnel may provide an independent copy of the HLS.

NOTE: The following languages should be accepted as English languages and would NOT trigger the need to screen the student for English proficiency.

1. English, other than Standard English (Language Code 51) – This language code was discontinued in July 2020.
2. American Sign Language (ASL)

If the child has a disability that precludes assessment of one or more language domains or an established IEP/504 plan, please refer to the section on EL Entrance Procedures for Students with Disabilities

The online enrollment process requires a parent signature and date for all the information, including the embedded HLS. This documentation will be maintained in the student's permanent records (as part of Infinite Campus) in case of an OCR request for review.

There may be occasions where questions arise from parents in terms of the HLS questions. In these instances, the following guidance will be followed:

- o [Incorrect HLS](#)

If the parent notifies the district that the original HLS answers are not correct, and the district agrees, the parent will be given the opportunity to complete a **Home Language Survey Addendum**. The school should report this to the ESOL Coordinator for guidance on the next steps before giving the parent the Home Language Survey Addendum. If it has been determined that the HLS is incorrect, an addendum will be completed at that time and

uploaded to IC. The addendum requires the parent/guardian's signature to be notarized. Both the original HLS and the HLS Addendum should be in the parent's preferred language. The ESOL Coordinator must approve the new HLS Addendum and the schools will follow the process of next steps based on the new HLS. If it requires an EL status change, the student will be coded EL=I for the remainder of the school year (June 30th) to show he/she was incorrectly identified as an EL. The Director of ESOL and Title III will contact the GaDOE ESOL Language Program Specialist for assistance with verbiage needed to explain the use of the EL= I code in Data Collections. After June 30th, the student is to be coded EL=N. The district will keep all documentation in the student's file and report to the GaDOE via the Portal. The student's status will be updated in IC.

o MLL Amendment

When parents report two primary home languages, one of which is English, the statewide standardized procedure is to identify this student as a potential English learner and screen him or her for English language proficiency. If the student qualifies for EL status, schools usually identify the primary home language as the non-English language, since both primary home languages cannot be simultaneously recorded in IC.

However, some families are multilingual-multiliterate and believe their child is developing proficiency in two or more languages concurrently, and therefore, each language is just as "primary" as the other(s). Educational research literature calls these children simultaneous bilinguals or multilinguals to distinguish them from sequential bilinguals/multilinguals. With the rise in dual language programs in Georgia and the influx of multilingual-multiliterate families this scenario is requiring schools and school systems to develop an alternate set of HLS procedures. If a parent of a developing multilingual child feels that the ELP screening process is discriminatory against multilingual-multiliterate families, the parent may request a Multilingual Home Language Survey (MLL HLS) Amendment. This amendment provides guidance and describes the process to change the student's primary home language code to English. With an English primary home language, the student would not be considered a potential English learner nor would be screened for ELP. The ESOL Coordinator will be contacted should questions arise regarding the amendment and appropriate coding of students.

▪ 3. Student Primary Language

If the student's primary language indicates that the student speaks a language other than English, the student's primary language must be entered if the student is EL-Y. Infinite Campus will not allow any changes to the EL tab until this information is entered. The school registrar or ESOL Coordinator are responsible for entering this information into IC.

▪ 4. Maintaining original signed/dated HLS document in students' records

The original signed and dated registration form, which includes the HLS (home language survey) questions, is filed at the school level. This information can also be found by school staff in the Student Information System (Infinite Campus) under the Person Documents tab on the OLR (Online Registration) form.

When a student enrolls in YHALE from another district, the original HLS from the student's initial enrollment must be honored. Each school registrar must contact the previous district to obtain the original HLS when it is not received in the transfer records.

B. Initial English Language Proficiency (ELP) Screening Processes -1st Enrollment in U.S. Schools

1. State Approved ELP Screeners for Grades K and 1-12

Since Georgia is a member of the WIDA Consortium, YHALE will use the following approved WIDA ELP screeners to determine if a potential student is eligible for the EL status:

WIDA Screener for Kindergarten

The WIDA Kindergarten Screener must be used to identify potential EL students starting with the 2021-2022 Kindergarten class, students enrolling in:

- 1st semester and 2nd semester Kindergarten; and
- 1st semester Grade 1 only

Grades 1-12 WIDA Screener (Online & Paper)

- The WIDA Screener is an ELP screening instrument designed to measure the English language proficiency of potential EL students enrolled in 2nd semester Grade 1- Grade 12 only.
- The WIDA Screener for Grades 1-12 is an online ELP screener. The paper WIDA ELP screener is available when specified by a student's IEP or 504.
- The WIDA Screener for students in grades 1-12 is divided into grade clusters: 1; 2-3; 4-5; 6-8; and 9-12. The instructions as to the appropriate grade level cluster screener to be administered to the students in grades 1-12 are outlined in the WIDA Screener Test Administration Manual; the administration procedures should be followed as indicated in the manual.
- To administer the Grades 1-12 WIDA Online or access to the WIDA AMS site can be obtained from the LEA's System Director of Assessment.
- Title III funds are not used to purchase WIDA screener assessments.

2. ELP Screener Costs (local obligation)

YHALE covers all costs associated with the ELP screening process as part of their local obligation. The ESOL Coordinator collaborates with the Assessment Coordinator and appropriate system-level personnel to determine if extra funding is needed to cover screener costs.

3. ELP Screener Administration

- *Language Domain Subtests per Grade Level, Semester, and Grade Level Cluster*

Grade-Appropriate WIDA Screeners & Language Domain Subtests

Kindergarten Screener		Grades 1-12 Screener	
Students enrolling during Kindergarten registration - 1 st semester Kindergarten.	Students enrolling in 2 nd semester Kindergarten – 1 st Semester Grade 1	Students enrolling in the 1 st semester of the lowest grade in a grade-level cluster.	Student enrolling in the 2 nd semester of the lowest grade in a grade-level cluster.
Administer only the Listening and Speaking tests of the Screener.	Administer all four language domain tests	Administer a lower grade cluster WIDA Screener. Example: A 4 th grader enrolling 1 st semester 4 th grade will be administered the Grades 2-3 WIDA Screener.	Administer the current grade cluster WIDA Screener. Example: A 4 th grader enrolling 2 nd semester 4 th grade will be administered the Grades 4-5 WIDA Screener.

- *Local Protocols: Screening and Irregularities*

At the end of each quarter, a report will be generated from the DRC site by the ESOL Coordinator and the Assessment Coordinator to verify that the correct screener was administered. If it is determined that the incorrect screener was administered, the ESOL teacher will be contacted and asked to complete the EL Screener Irregularity Report and submit

to the ESOL Coordinator and the Assessment Coordinator for approval and the school will place a copy of the report in the student's permanent file.

- *Screener Training and Certification*

At the start of each school year, ESOL teachers and administrators are given training on ESOL entry and exit procedures and screener guidance by the ESOL Coordinator and the Assessment Coordinator. The ESOL teachers must submit to their ESOL administration their certificate of completion for the appropriate screening completed on the WIDA website. WIDA's Test Certification Year is July 1 – August 30. All test administrators/examiners will annually renew their WIDA Screener Certificate of Completion after July 1 for the current school year.

- *Screening Administration Window*

YHALE will try to screen students within the first 15 days of enrollment even though we know we have up to 30 days. By doing this, we can appropriately plan for students who may qualify for ESOL services.

- *Screening Potential English Learners with Disabilities (or Suspected Disabilities)--*

CONTACT THE ESOL COORDINATOR IF YOU HAVE STUDENTS WHO MAY QUALIFY

Students with disabilities established in an IEP or 504 Plan whose home or primary language is not English, must be administered the appropriate WIDA ELP Screener with the appropriate accommodations as established in the IEP. Accommodations must be documented in the IEP. Please contact the Special Education department to ensure the accommodations on the ELP Screener are appropriate to the disability.

A potential EL entering school with a suspected disability may require an evaluation for special education before administering the WIDA ELP Screener with accommodations, especially if the suspected disability would impact the results of the screener. Making an eligibility determination for EL status when there is a suspected disability not addressed could impact it. Please contact the Special Education department prior to administration of the WIDA ELP Screener.

Students with Identified or Suspected Disabilities that Preclude Screening of One or More Language Domains

Even with accommodations, WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students whose IEP precludes the assessment of one or more language domains. Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs. Caution should be exercised with potential ELs in Kindergarten, whose ELP screener only assesses two language domains: Listening and Speaking. To determine whether the student qualifies as an English Learner, the IEP team should be convened to discuss how to determine EL eligibility when one or more language domains are missing. The IEP team's review of all information and data serves as the initial screening process for students whose disability precludes the assessment of one or more language domains. The IEP team should include an ESOL language specialist with experience identifying English learners. The IEP team's EL eligibility decision must be maintained in the student's cumulative record along with evidence supporting the team's decision. If the student cannot be assessed with any portion of the ELP Screener, it is the obligation of the IEP Team to revisit the EL eligibility decision at least annually.

- If the IEP team determines that the administration of the WIDA ELP Screener with accommodations is not appropriate to identify this student as an EL, the IEP meeting minutes suffice as documentation of this decision.
- The committee meeting minutes must be maintained in the student's cumulative record along with notes supporting the committee's decision.
- A flag or note could be placed with the Home Language Survey in the permanent record to alert any reviewer to see the IEP minutes dated XXXX for decision regarding screening.
- Student's EL status would be reported to the state in IC as EL=Yes or EL=No. If this status were to change, an explanation must be included in the Data Collection submissions.

If the student cannot be assessed with any portion of the ELP Screener, it is the obligation of the IEP Team to revisit the EL eligibility decision at least annually.

- *Students with Identified Significant Cognitive Disabilities -*

CONTACT THE ESOL COORDINATOR IF YOU HAVE STUDENTS WHO MAY QUALIFY

WIDA ELP screeners may not be valid for making EL eligibility determinations for students identified as having a significant cognitive disability. To determine whether the student qualifies as an English Learner, the IEP team should be convened to discuss how to determine EL eligibility when one or more language domains are missing. The IEP team's review of all information and data serves as the initial screening process for students whose disability precludes the assessment of one or more language domains. The IEP team should include an ESOL language specialist with experience identifying English learners.

If the IEP team determines that the administration of the WIDA ELP Screener with accommodations is not appropriate to identify this student as an EL, the IEP meeting minutes suffice as documentation of this decision.

- The committee meeting minutes must be maintained in the student's cumulative record along with notes supporting the committee's decision.
- A flag or note could be placed with the Home Language Survey in the permanent record to alert any reviewer to see the IEP minutes dated XXXX for decision regarding screening.
- Student's EL status would be reported to the state in IC as EL=Yes or EL=No. If this status were to change, an explanation must be included in the Data Collection submissions. If the student cannot be assessed with any portion of the ELP Screener, it is the obligation of the IEP Team to revisit the EL eligibility decision at least annually.

4. EL Eligibility criteria & Flowcharts

- *Kindergarten*

Test administrators must enter the student's score results into the WIDA Score Calculator to generate a WIDA ELP Screener Score Report of the English language proficiency level indicated by the student's responses.

[EL Eligibility Flowchart – Kindergarten-1st Semester Grade 1](#)

For students enrolling in 1st Semester Kindergarten:

1. Administer only the Listening and Speaking sections of the new WIDA Screener for Kindergarten.
2. If the student's Oral Language Proficiency (Listening + Speaking) Proficiency Level is < 5.0, the student qualifies and is identified as an English learner and is coded EL=Yes in IC.

3. If the student's Oral Language Proficiency (Listening + Speaking) Proficiency Level is ≥ 5.0 , the student Does Not Qualify (DNQ) as an English learner and is coded EL=No.

- *Grade 1, by Semester*

For students enrolling in 2nd semester Kindergarten to 1st semester Grade 1:

1. Administer all four components of WIDA Screener for Kindergarten: Listening, Speaking, Reading, and Writing.
2. If the student's Overall Composite Proficiency Level score is < 5.0 , the student qualifies and is identified as an English Learner and is coded as such in IC.
3. If the student's Overall Composite Proficiency Level score is ≥ 5.0 , the student Does Not Qualify (DNQ) as an English Learner and is coded EL=No.

- *Grades 1-12*

EL Eligibility Criteria: Students in 2nd Semester Grade 1-12

The WIDA Screener for Grades 1-12 (either online or paper) is the only screener administered to potential EL students enrolling in 2nd semester Grade 1 through 2nd semester Grade 12. Use the following process and screener results to determine EL eligibility.

1. Administer all four language domains of WIDA Screener: Listening, Speaking, Reading, and Writing.
2. If the student's Grade Level Adjusted Overall Composite score is < 5.0 on the WIDA Screener, the student qualifies as an English Learner and is coded EL=Yes in IC.
3. If the student's Grade Level Adjusted Overall composite score is ≥ 5.0 on the WIDA Screener, the student does not qualify as an English learner and is coded EL=No in IC.

[EL Eligibility Flowchart – 2nd Semester Grade 1-Grade 12.](#)

5. Reporting ELP Screener Results

YHALE uses the EL Screener Tab in SLDS to maintain vital ELP Screener information for all school districts in Georgia to access as needed. Additionally, screener scores are captured in the appropriate tab of IC. ESOL teachers will enter the scores into IC for the students they screen and the ESOL Coordinator will enter all data into SLDS.

- *Date of ELP Screener Data Element*

- The DATE OF ELP SCREENER is the testing date a student is screened for the EL program and is determined to be an English Learner (EL = 'Y') student.
- The date must be in the format *yyyymmdd* where 'yyyy' is the complete year (e.g., '2002'), 'mm' is the month (01-12), and 'dd' is the date (01-31). (See FY19 Student Record Data Collection Data Element Detail)

Note: For transfer EL students, indicate the date the ELP Screener was administered in the previous LEA. This is NOT the date the EL student enrolls in the LEA's ESOL Language Program.

- *ELP Screener Results in SLDS ELP Screener Application*

ESOL teachers will enter the screener results into IC. The ESOL Coordinator will run an ad hoc report from IC and pull screener scores. The ESOL Coordinator will enter that information into the SLDS screener application.

ELP Screener Date Unavailable for Out-of-State or In-State Transfer EL Students

When an LEA is unable to determine with certainty the Date of ELP Screener for Out-of-State or In-State Transfer EL Students, the LEA will construct this date as follows:

1. Determine the school year for which you have the earliest ELP assessment results.
2. Use the first day of school for that school year, as the Date of ELP Screener. Out-of-State errors in Data Collections for missing Date of ELP Screeners will be relievable with explanation.

- [Data Quality Control of SIS Procedures](#)

The YHALE FTE team oversees the school system's reporting of student information to the state.

C. EL Identification Processes for Transfer Students

1. In-State Processes

When students enroll from another system in the state of GA, there are several ways to determine current EL status:

- [EL History GUIDE](#)

Begin by copying the GTID number from Infinite Campus under Summary. Next go to SLDS, the GUIDE, then EL History and search for the student my GTID number. This will show you their current EL status and their identified date.

NOTE: If it is prior to the October FTE, also make sure ACCESS scores from the prior year are noted to determine whether the student exited the program. If ACCESS scores are within the 4.3-4.9 range, follow up with the previous district to determine if the student was reclassified.

- [ACCESS Assessment History in SLDS](#)

Begin by copying the GTID number from Infinite Campus under Summary. Next go to SLDS, search with the student's GTID number, and scroll down to see assessments. The student will have a history of ACCESS scores that can be used to determine EL status and/or services.

- [Communication with Transfer District](#)

Each ESOL teacher is responsible for working with the registrar to make sure the student's ESOL paperwork is sent. If there are issues or the teacher has trouble, they must contact ESOL Coordinator.

- [Transfer Records](#)

Infinite Campus districts can transfer student records via the platform. For this to work, both districts must use IC and have the appropriate settings in place. If this is not an option, then a withdrawal form is completed at the school by the withdrawing guardian. Receiving schools may also submit a records request to the school holding the records.

2. Out-of-State Processes

- [Transfer Records](#)

ELs who transfer from another district within the United States or from a Department of Defense school and there are official records to support their pre-determined eligibility and services within the past year, the school must accept these records and place the child accordingly in language assistance programs.

If record of an ELP Screener or ELP assessment is not available for a potential EL student who has transferred from out-of-state, or records cannot be obtained within the federal timeline, it will be necessary for the LEA to take steps to ensure that it meets the appropriate deadlines for notifying parents of child's placement in a language instruction educational program.

- [WIDA vs. Non-WIDA States](#)

If a student was screened in a WIDA state and Did Not Qualify (DNQ) as an English Learner, the student may not be screened again at a future date for reconsideration of eligibility without prior state approval. (See list of WIDA states at www.wida.wisc.edu.)

If a student was screened in a non-WIDA state and Did Not Qualify (DNQ) by that state's eligibility criteria, the district may consider rescreening the student using the appropriate WIDA eligibility assessment ***if there is evidence that the student's level of English language proficiency will be/is a barrier to meeting Georgia's Standards of Excellence.***

However, the district cannot consider re-screening when the DNQ non-WIDA transferring student:

- Was screened more than 24 months (or the equivalent of two academic years) prior to enrollment in the current LEA; and
- Was enrolled and was successful in the general education program in the previous school; and
- Performed at the met or exceeded level on that State's content assessments (if such assessments were required and administered in the enrolled grades).

3. Special Scenarios

- *Foreign Exchange Students*

The schools will reach out to the ESOL Coordinator for guidance if they have foreign exchange students. It is expected that all J-1 exchange visitors are proficient enough in English to participate successfully in their exchange program and to function on a day-to-day basis in U.S. schools. YHALE will follow EL Entrance Procedures and provide English language services if needed.

- *Out-of-Country Enrollment Gaps*

The ESOL Coordinator will contact GADOE for guidance if YHALE has students who fall into this scenario. If the student was an EL when they left the country, they will remain an EL when they return to the district. However, if they were not an EL when they left, and their parents' answers on the HLS show the student is more proficient in a language other than English, YHALE will follow EL Entrance Procedures and will potentially provide English language services.

D. Communicating Student's EL Identification to Parents

- Communication with parents in a language/format they understand

Upon identification of a student as an English learner, a letter must be sent to parents notifying them of their child's qualification for ESOL services. This must be completed within 30 calendar days after the beginning of the school year that their child was placed in a language instruction educational program (LIEP). The letters are already translated into English, Spanish, Simplified Chinese and Korean. If schools need other languages, they are to reach out to the ESOL Coordinator for translations. Once the letters are sent home to students, a copy of the completed documents are placed in the student's ESOL folder in their permanent record.

- Maintaining evidence of communication

After letters are sent home to students, a copy of the completed documents are placed in the student's ESOL folder in their permanent record.

II. ESOL Language Program Structures & OCR Obligations

A. Eligibility–

Initial and continuing eligibility are outlined through the district's entrance and exit procedures included in this document. See Section I of this handbook.

B. Purposes & Goals

The English to Speakers of Other Languages (ESOL) Program is designed to help English learners participate meaningfully and equally in educational programs and services as required by the Office for Civil Rights (OCR). * The purpose of the ESOL language program is to provide strategic language instruction such that EL students develop academic English and meet challenging state academic content and achievement standards. The ESOL language program is part of the school's Coherent Instructional System (See Georgia's Systems of Continuous Improvement Framework). ESOL provides a personalized structure for meeting the foundational English language development needs of EL students so they can engage in grade level instruction and assessment in English and graduate ready to learn, ready to live, and ready to lead.

C. ESOL Teachers & Staff

1. OCR Obligations for Professionally Qualified Staff

The teacher must hold a valid Georgia teaching certificate or meet the district requirement for PQ outlined in the CLIP and have the ESOL endorsement or ESOL certification. (Current enrollment in a PSC-approved ESOL endorsement program counts for funding purposes for one year if the district has submitted the application for a non-renewable certificate in ESOL).

2. ESOL Endorsement/Certification Requirements

Teachers who teach ESOL at YHALE are required to hold the ESOL certification. ESOL teachers must be ESOL endorsed or hold an ESOL certification.

3. Provisional ESOL Endorsement procedures

There are rare instances where a provisional ESOL endorsement may be utilized for employees currently enrolled in the ESOL endorsement and/or those preparing to take the ESOL GACE. These individuals will work closely with the ESOL Coordinator and the school's certification specialist.

4. ESOL Teacher & Administrator Professional Learning

ESOL teachers attend monthly meetings for training and have access to WIDA PL and GADOE PL. They set professional learning goals through the TKES platform, and their goals are part of their yearly evaluation. The district sends ESOL administrative staff to various conferences throughout the year for additional training such as ESEA Conference or WIDA. Lead ESOL Teachers also attend conferences such as GATESOL, TESOL, or WIDA depending upon schedules and availability of funds. The ESOL Coordinator also provides brief PL sessions for administrators at leadership meetings. Teachers who attend conferences paid for by Title III funds will be required to come back and redeliver the content to their faculties.

D. ESOL Program Structure

1. ESOL State Funded Segments

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is "all portions of the day when instruction or instruction-related activities based on the state-approved courses are provided by or coordinated by a certified teacher or substitute teacher." This minimum time varies by grade level as do minimum segment lengths:

Grade(s) and Scheduling	Daily Required Minutes Per Segment(s)	Daily Required Segments Maximum	Weekly Required Minutes Minimum
K-3	45 minutes	1	225
4-8	50 minutes	2	250
9-12	55 minutes	5	275

2. ESOL Class Sizes

The State Board of Education (SBOE) Rule [160-5-1-.08](#) establishes [class sizes](#) which schools use to design an ESOL program based on student need and school capacity. Note that the minimum funding size means a school system earns one state funded ESOL QBE/FTE for every seven ESOL class segments reported to the state during FTE collection. The BCSS uses the chart below as a guide for determining ESOL class sizes.

Grade Levels	Funding Class Size	Maximum Average Class Size	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

3. ESOL State Funded Courses

GaDOE has a list of state funded K-8 and 9-12 funded courses. When administrators at YHALE begin scheduling, they utilize [this document](#) to help assist in that planning. This guide assists with seeing what courses can count as an ESOL course based on staff certification.

4. ESOL Delivery Models

YHALE uses the different ESOL delivery models as outlined in the guide published by GaDOE's data collection division. This document (pages 3-5) is shared with school administrators as decisions are made as to [delivery models](#) for ESOL. The delivery model selected by a school may differ based on teacher certification/content, enrolment, and proficiency levels of the ELs.

- 5. Charter/Waiver Detail

YHALE is a Charter District. The [Charter](#) provides guidance for how programs at the school are implemented.

- 6. Access to Core Content
 - *ESOL Scheduling*

YHALE has the autonomy to schedule ESOL classes based on the numbers of ELs, number of ESOL certified staff, differing ELP levels, and contents to serve. The ESOL Coordinator works with the administrators to pull the necessary documents together to determine scheduling.

The district's program of services to ELs must address the following two requirements: (1) the provision of research-based English language acquisition services and (2) the provision of effective participation of ELs in all districts academic and special programs.

Note: ELs should be placed in **age-appropriate grade levels or courses**. If a lower grade level placement is necessary due to lack of formal schooling, it **should not be more than ONE year below the native English-speaking peers of the same age.**

- *Avoiding Segregation*

The goal is for ELs to spend as much time in the general content areas as possible while still providing time for English acquisition.

- *Local ESOL Grading Policies/Procedures*

One area where many teachers struggle is how to assign grades to the work that their EL and LEP (Limited English Proficient) students do. They feel that because the student is completing modified work or working under testing accommodations that it is unfair to give these students the same high grades that other students receive. Below is a chart with some considerations for grading:

Students at WIDA proficiency levels 1.0 (entering) – 3.5 (developing)*	Students at WIDA proficiency levels 2.0 (developing) – 5.5 (bridging)*	Students at WIDA proficiency levels 3.5 (developing) – 6.0 (reaching)*
<ul style="list-style-type: none"> ● A student is given a passing grade (P) or 70 and above if he or she generally performs the following tasks: <ul style="list-style-type: none"> ○ is prepared for class with needed materials ○ tries work assigned to him or her <ul style="list-style-type: none"> ▪ uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary) ▪ attempts as much of an assignment as he or she can ▪ completes portions of modified work ▪ is attentive during instruction/ group work ▪ copies notes when necessary ▪ communicates needs and feelings verbally or non-verbally ● A student is given a failing grade (F) below 70 if he or she generally does not attempt to perform any of the above tasks. 	<ul style="list-style-type: none"> ● A student is given standard grades for modified work. Examples of modified work include, but are not limited to the following: <ul style="list-style-type: none"> ○ Assessments read aloud, extended time, language modifications, word banks, reducing problems or steps because of linguistic complexity, drawing pictures, completing graphic organizers, etc. (modifications should be a collaboration between the ESOL and subject-area teacher). ○ See grade level appropriate WIDA Proficiency Level Descriptors and Can Do Descriptors to determine what you should and should not expect from students as a result of their proficiency. ● Individual grades can be added for class participation, note taking, and use of references to better reflect classroom effort in a student’s final grade. 	<ul style="list-style-type: none"> ● A student is given standard grades for work that is mostly comparable to his or her peers. <ul style="list-style-type: none"> ○ Homework/class work assignments may be modified when/if necessary ○ Students receiving accommodations through their TPC must receive those on all tests and regular class work.
<ul style="list-style-type: none"> ● Follow accommodations per student’s TPC 	<ul style="list-style-type: none"> ● Follow accommodations per student’s TPC 	<ul style="list-style-type: none"> ● Follow accommodations per student’s TPC

Lau vs Nichols:

Equity of Educational Opportunity is not achieved by merely providing all students with “the same facilities, textbooks, teachers and curriculum; (because) students who do not understand English are effectively foreclosed from any meaningful education”. All English Language Learners (ELLs) are entitled to equal access to the core curriculum and the curriculum must be made comprehensible to ELLs.

1983 Office of Civil Rights

“It is our policy to find a violation of the Civil Rights Act of 1964 if Limited English Proficient (LEP) students are retained in grade for failure to demonstrate basic skills in English.”

- *Student/Teacher Ratios—what are you looking for here*

The State Board of Education (SBOE) Rule [160-5-1-.08](#) establishes [class sizes](#) which schools use to design an ESOL program based on student need and school capacity. Note that the minimum funding size means a school system earns one state funded ESOL QBE/FTE for every seven ESOL class segments reported to the state during FTE collection.

E. English Language Development Standards

1. WIDA ELDs Framework

The district expects ESOL teachers to follow and implement the WIDA ELD Standards Framework, 2020 Edition. As a member of the WIDA Consortium, teachers in Georgia use the WIDA English language development standards (ELDS) framework and resources to guide the development of scaffolded ESOL language instruction courses and to design plans of instruction appropriate for students' English language proficiency levels. Language instruction educational lessons must be planned and implemented to develop students' listening, speaking, reading, and writing skills within the knowledge, skills, and enduring concepts outlined in Georgia's Standards of Excellence, K-12 and to understand the academic language used in English language arts, mathematics, science, social studies, and other academic content areas. ESOL and general education teachers in YHALE will receive correspondence about the WIDA standards and how to incorporate them into their lessons.

<https://wida.wisc.edu/teach/standards/eld>

2. Local English Language Development (ELD) Plans

ESOL Teachers distribute Can Do Descriptors, which are individualized by student based on ACCESS or screening scores, to all content teachers of the students they serve so that teachers can easily see what each student is capable of doing and how they can stretch the student's English language proficiency without expecting them to perform as their English proficient peers. Until there is a release of a new document that reflects the new WIDA standards, YHALE will continue to use the original Can Do Descriptors to help guide general education teachers on the differing ELP levels of ELs in their classroom.

Additionally, each student has a TPC, Testing Participation Committee, meeting with the ESOL Teacher, an administrator, a content teacher, and a parent (if they choose to attend) for the purpose of determining and assessment accommodations needed based on the guidance from the Allowable Accommodations testing document and prior year's ACCESS or Screening scores.

o Virtual Learning

If YHALE were to pivot to virtual learning, plans would be made to ensure that identified students receive ESOL services.

F. Local Instructional Resources

1. Elementary School Level

Elementary/primary levels, grades K-5, are served through push-in, pull-out, scheduled, and dual immersion class delivery models. Students are supported with an ESOL teacher and resources in addition to the GSEs.

2. Middle School Level

Middle school level, grades 6-8, are served through push-in, scheduled, and dual immersion delivery models. Students are supported with an ESOL teacher and resources in addition to the GSEs.

3. Recently Arrived ELs (Newcomers, Refugees, SLIFE)

Beginning Fall of the 24-25 school year, YHALE will offer a scheduled class with dedicated materials for recently arrived ELs. The teachers will also use the curriculum they have by scaffolding and differentiating them according to student levels. We also offer Duolingo (free resource) and RAZ Kids EL for newly arrived ELs to help learn the language.

4. Digital Language Resources

YHALE currently uses RAZ Kids Foundations and ELL solely dedicated for supporting ELs.

G. Additional Services for ELs in Gifted, MTSS, EIP, and Special Education

1. MTSS Framework

Services for ELs should represent a continuum of available programs. All teachers are language teachers, and everyone is a language learner throughout his or her life. We all shape the education of a child, and as such, we must work collaboratively to fulfill that mission. Students served in ESOL should also be served through any other appropriate special programs offered within the school system. From the time of enrollment, ELs must be ensured an equal opportunity to participate in all special programs for which they qualify.

As background, districts may not assign national origin minority ELs to special education programs based on criteria that measure and evaluate English language skills. When tested in English, national origin minority students, who cannot use the English language well, are often unable to demonstrate their true level of academic skill. Conversely, districts must ensure that ELs are not improperly excluded from participation in a special education program simply because of the student's limited English proficiency. Districts must ensure that each EL student receives an appropriate education, special services included, with consideration taken for their language and cultural background.

Regarding any student in need of special education or gifted and talented services, schools must follow the referral procedures outlined in the specific program criteria. Once a referral is made, the required testing is performed and if the student qualifies, an appropriate placement is made, and services begin. The schools' designated testing personnel for special programs will determine an EL's eligibility for services. Schools may find, however, that due to an EL's lack of proficiency in English, bilingual assessments must be performed. For validity and reliability purposes, such assessments must be administered by personnel trained and qualified in their administration.

ESOL students should be considered the same as any other student, for eligibility to all available programs that will help them reach the same standards of performance asked of all students. When any child enters a mainstream education class, he or she may need language development and other types of support that must be included in general classroom instruction. For ELs these may include accommodations for instructional activities, tasks, and assessments. As the ELs develop greater fluency in English, fewer accommodations will be necessary.

Please refer to the [Georgia's Tiered System of Support](#) presentation and the [Effective, Together! Collaborating during the Initial and Continuing Eligibility Processes for English Learners with Disabilities](#) presentation regarding Georgia's MTSS for English Learners.

For more information on Georgia's Tiered System of Supports for Students, please click [here](#).

2. Dual identified students and collaborative services

Once a referral is made to special education, the EL is tested, and a learning disability has been identified, the student should be scheduled for BOTH ESOL and SPED services.

Depending on the extent of the student's disability, it is appropriate for the general education teacher, ESOL teacher, and the special education teacher to work collaboratively to meet the student's needs. **The fact that an EL has a disability does not replace the need for language assistance. The plan for continuing to provide language assistance and support should be delineated in the student's Individual Education Plan (IEP). It is important to ensure that ELs are dually served through both programs.**

If, due to the student's significant cognitive disabilities, it is determined that another means of support will be more beneficial to him/her, the Special Education team and the ESOL specialist must work together to determine the most effective plan and to provide needed support for implementation.

- If an EL is determined eligible for special education services, the IEP team will determine the type and degree of services (Special Education and ESOL) the student will receive.
- The ESOL teacher must be included as an active member of the IEP team for ELs with disabilities. Please complete the [ESOL Summary for IEP Meeting](#) and give it to the Sped teacher at least 2 days prior to the meeting.
- If it has been demonstrated through testing that the student qualifies for special education services under the learning disability label or speech services label, the EL should be served in both programs.
- Scheduled time for ESOL services should not be reduced.
- The ESOL specialist and the special education teacher should consult regularly and maintain records of consultations as documentation of language support efforts.

3. Accommodations for identified EL/SWD on the ACCESS/Alternate ACCESS

Accommodations for ACCESS for EL/SWD Students are based on the disability and how the student's disability would impact he/her ability to take the ACCESS test in a fair manner. These decisions are to be made in an IEP Team meeting which includes the ESOL Teacher and are to be recorded in the IEP. All ESOL students will have an EL-TPC.

All ELs taking the Georgia Alternate Assessment qualify to take the Alternate ACCESS.

H. Data Quality Controls & Responsibility for Reporting

1. Data Collections-School & District Staff Training Plan and Quality Checks

YHALE data staff along with the ESOL Coordinator will schedule meetings with the school's registrars and data entry staff to discuss proper coding of ELs and all the data elements. Periodic follow-up with the school staff will be conducted by the ESOL Coordinator to address any concerns, needs, or coding and scheduling questions.

2. Student Record Data Elements

The student record data elements are laid out in [this document](#) from GaDOE data collections. The ESOL Coordinator will work with YHALE data staff to ensure that all student data elements are correct.

3. Student Class Data Elements

The student class data elements are laid out in [this document](#) from GaDOE data collections. The ESOL Coordinator will work with YHALE data staff to ensure that all student class elements are correct.

- 4. Students' Permanent Records
 - Digital vs. Paper

All student permanent records are maintained with the Infinite Campus platform. Paper copies of ESOL documents will be placed with the student's hard copy permanent record.

I. Annual Assessments for ELs

- 1. ACCESS for ELLs & Alternate ACCESS for ELLs
 - Accommodations for ELsWD

Accommodations (Available to ELLs with IEPs or 504 Plans)

Accommodations include allowable changes to the test presentation, response method, timing, and setting in which assessments are administered. Accommodations are intended to provide testing conditions that do *not* result in changes to what the test measures that provide comparable test results to those students who do not receive accommodations, and that do *not* affect the validity or reliability of the interpretation of the scores for their intended purposes.

[Communication ACCESS/Alt. ACCESS Results with Parents in preferred language/format](#)

Letters are sent home once ACCESS results have returned. The parent report and letter are sent home in the parent's preferred language. The ESOL Coordinator runs an ad hoc report from IC that indicates the preferred language. The ESOL Coordinator then works with ESOL teachers to communicate the reports in the languages needed based on parent preferences.

- 2. GA Milestones Assessments
 - Accommodations for ELsWD

YHALE has developed detailed guidelines for the school to follow in making individualized decisions concerning test accommodations for ELs.

- [EL/TPC \(TESTING PARTICIPATION COMMITTEE\) PROCEDURES](#)

TEST ACCOMMODATIONS (EL/TPC meeting)

- 1. ESOL teacher schedules EL/TPC meetings. ***These must be scheduled early in the school year before the first standardized test administration or at the end of the previous school year for continuing, non-exiting students*** and perhaps during grade-level meetings. Meeting participants should include the school's ESOL teacher, academic teachers (resource teachers included), and parent(s) who respond to the meeting notification letter. *EL/TPC recommendations can change during the school year based on student's needs.*

2. ESOL Teacher sends out **Notice of EL/TPC Meeting** letters to parents in English and parent preferred language of communication (**letter found on ESOL guidance document**) and upload the invitation into IC.
3. Parents may be notified of the EL/TPC meeting but are not required to attend for test accommodations to be provided.
4. Participants in the EL/TPC meetings collaboratively determine needed test accommodations **based on instructional accommodations provided in the mainstream classroom. These decisions must be made individually.**
5. EL/TPC members should collectively agree on the appropriate test accommodations for referred students. The ESOL teacher will complete the online form in IC. Minutes for the meeting will be documented within IC on the document.

- Communicating GA Milestones Results to Parents in Preferred Language/Format

Each school is responsible for communicating GMAS results in a language parents can understand.

J. ESOL Parent Communication & ESOL Meetings

1. Annual Parent Notification of ESOL Language Program Instruction

- *Initial Eligibility and Program Delivery Model*

ESOL teachers will distribute a Combined Letter to parents in their preferred language/format, according to Parent Communication Language in Infinite Campus, within the first thirty days of school or new enrollment or identification. This letter indicates the delivery model that will be utilized in the classroom. The ESOL teacher will complete the letter found in the ESOL Documents folder on Google Drive. Once the teacher completes it, the letter will be sent home to parents and the original copy is maintained in the student Green ESOL folder.

- *Continuing Eligibility and Program Delivery Model*

After reviewing ACCESS and Alt. ACCESS scores, ESOL teachers will distribute a Combined Letter to parents in their preferred language/format, according to Parent Communication Language in Infinite Campus, within the first thirty days of school or new enrollment or identification. The combined letter lists the criteria for receiving services and the delivery model in which the student will be served. The ESOL teacher will complete the letter found in the ESOL Documents folder on Google Drive. Once the teacher completes it, the letter will be sent home to parents and the original copy is maintained in the student Green ESOL folder.

2. Annual Parent Waiver Procedures

- *Evidence of "Voluntary and Knowing"*

Parent Waivers are only available upon parent request; waivers are only valid for one school year. An in-person meeting or telephone call with the parent is required to verify the request to waive services.

- *Documentation of Parent Refusal or Opt-out Decision in parents' Preferred language/format*

In the case that the parent does approach the teacher and ask for a waiver, the teacher will ensure that the waiver is in the parent's preferred language. Once the parent has completed the form and signed it, the original will be placed in the student's student record (physical copy).

- *Documentation of Alternate English language instruction program*

When a parent refuses ESOL services for their student, the ESOL teacher will complete the S-LAP form (student language assistance plan) and then share that completed form with the general education teachers of the student. The S-LAP form provides suggestions and ideas for scaffolds and differentiating for ELs. Additionally, the ESOL teacher will check in with the teachers quarterly to check on student progress.

3. ESOL Program Informational Parent Meetings

YHALE is responsible for scheduling its own ESOL program informational parent meeting. The school will run a report from Infinite Campus to ensure that they invite all parents of identified ELs. The ESOL Coordinator will create the sign in sheet and topics to be included in the parent meeting. A minimum of one parent meeting will be held each year. At these parent meetings, the following topics will be discussed: home language survey, screening for ESOL services, instructional segments and models used, ACCESS assessment, exiting the program, school and community resources for families, school contacts, and ways to support students at home.

YHALE will work to secure translators for helping to support parents of ELs with communication.

III. EL Exit & Reclassification Procedures

A. ACCESS/Alternate ACCESS Assessment review procedures & timelines

As soon as scores have been returned to the system, the ESOL Coordinator will work with the Director of Assessment to identify any students who may qualify for reclassification meetings based on the state guidance and system second indicator. The ESOL Coordinator will then communicate with the ESOL teachers as to students who qualify for reclassification meetings. ESOL teachers will be asked to conduct their reclassification meetings before the school year ends so that parents can be informed, and schools can plan for proper scheduling in the new school year. Once the determination has been made on each student, the proper paperwork and forms will be completed, and parents will be notified (via Notification of Exit of Services form). The student status in IC will also be updated to reflect exit of services.

YHALE will follow this timeline:

- May**
- School receives ACCESS for ELLs Score Results
 - School teachers and leaders review EL students' ACCESS for ELLs and Alternate ACCESS score results to determine which EL students meet the state ACCESS criteria for exit.
 - School will conduct reclassification meetings for students they "consider for exit" ELs in grades 1-12 scoring within the state's flexibility range of ACCESS Overall CPL 4.3-4.9, then schools schedule EL Reclassification Team Meetings to determine whether the students will be exited from EL status. In the case of ELs with significant cognitive disabilities meeting the ALTERNATE ACCESS exit criteria to consider for exit, IEP teams will be convened to make the exit determinations.

- School will hold Reclassification Team meetings and determine final decisions before the end of the school year. The student's EL status change will not be recorded in IC until after the June 30th Student Record Sign-Off is completed. In the event that the EL Reclassification Team meeting is held at the beginning of the new school year, the decision is made for the end of the school year when the student receives the ACCESS exit score.

July

Exited EL students' status is changed in the SIS, although the EL Exit Date must be an end-of-the-school year date or June 30. The student is only exited at the end of a school year, not the beginning of a school year.

August/September

- If schools cannot meet the "end-of-school-year" deadline for EL or IEP Reclassification team meetings, they may convene some of these at the beginning of the school year, but not later than 30 days after the beginning of the school year. The decision to exit a student from EL status must be made at the end of the school year or immediately at the beginning of the next school year to schedule the student for appropriate ESOL language instruction when applicable. EL Reclassification team meetings may not occur at any other time during the school year.

B. Exit Criteria for ACCESS & Alternate ACCESS (GaDOE flowcharts)

YHALE will follow the GaDOE flowcharts for determining exit criteria for the ACCESS and Alternate ACCESS assessments.

Those charts and guidance can be found here:

- [Kindergarten EL Exit Flowchart](#)
- [Grades 1-12 EL Exit Flowchart](#)
- [Alternate ACCESS Reclassification Rubric](#)
- [Less-Than-Four-Domains Exit Procedures](#)

C. EL Reclassification Criteria & Process

Reclassification Review Meeting for are held for students scoring 4.3-4.9 Overall CPL

Any student scoring between 4.3-4.9 AND have met the second criteria MUST have a reclassification meeting (see below)

- Composite Proficiency Level (CPL) score of 4.3-4.9
 - A reclassification meeting must take place to consider the student for exit and the form completed. Parents must be invited but are not required to attend.

NOTE: If a student scores 4.3-4.9 a reclassification meeting must be held, and the reclassification form MUST be completed.

A student can remain in the ESOL program if the committee unanimously agrees. If, after the meeting, the committee feels that the student still requires ESOL services, please select the correct option (Continue in ESOL) on the form. **If the committee decides to keep a student in the ESOL program, the reclassification form MUST still be completed and filed.**

YHALE will honor what a previous system decides for any student transferring into our system. If the student exited in that system, we will honor it. If the student did not exit ESOL in that system (but would have based on our criteria), we will continue services until they exit by our criteria.

D. Collaboration with Special Education for IEP/Reclassification

Reclassification for special education students who took the Alternate ACCESS for ELs (and meets the criteria) takes place in the context of an IEP meeting. A meeting will be convened that includes the SPED teacher, ESOL teacher, administrator, and parent. The team will review the student's Alternate ACCESS for ELs assessment

scores and determine if exiting from ESOL services is appropriate for each student. The team’s decision must be unanimous.

E. Procedures for Assessing Students with Less than four domains

Under the ESSA, as determined by the student’s IEP team or 504 Plan, if a student’s disability is directly related to a domain for which there are no appropriate accommodations, the student may be exempt from taking that language domain assessment.

Note: Students who are deaf, blind, and non-verbal would be considered with a disability that precludes assessment in one or more language domains. Beyond these reasons, the YHALE Director of Assessment will seek counsel from the GaDOE Assessment Division who will consult with Special Education and EL Learner Programs.

▪ D-CPL (Designate Composite Proficiency Level) Process:

1. Administer the appropriate WIDA ACCESS for ELLs® or Alternate ACCESS language domain tests to the EL student as established in the IEP and/or IAP (504 Plan).
2. For each language domain test not administered, clearly mark Do Not Score with the reason code of SPD (Student’s Program/Plan team’s Decision code) in the student test booklet or in WIDA AMS.
 - a. If the domain was not tested due to an IAP and not an IEP, please notify the GaDOE Assessment, Special Education, and ESOL offices.
3. NOTE: Although WIDA ACCESS Individual Student Report will only show results for the language domains administered and will not include composite proficiency levels, the report should still be shared with parents in a language they understand.
4. Using WIDA-provided language domain scale score tables, the GaDOE Assessment & Accountability Division will assign the lowest exit score for the missing language domain(s) to allow an overall composite proficiency level calculation.
5. The GaDOE Assessment & Accountability Division will calculate a Designate Composite Proficiency Level (D-CPL) for each EL student whose WIDA ACCESS score results are missing one or more language domains.
6. The GaDOE Assessment & Accountability Division will provide the school system with an ACCESS Designate Composite Proficiency Level (D-CPL) for each one of these EL students. Typically, this occurs in August.
7. After receiving the GaDOE-generated D-CPL, the appropriate standardized statewide EL exit criteria for the ACCESS for ELLs® or the Alternate ACCESS threshold for considering EL Exit would then be applied to determine whether the EL student will exit EL status or not.

F. End-of-Year Documentation & Procedures (Provide Local Checklist)

Date	Item
May	Receive ACCESS and Alternate ACCESS scores
May	Schedule reclassification for students meeting the criteria. <ul style="list-style-type: none"> ● Submit the reclassification decision list to the ESOL Coordinator
May	Prepare EOY documentation <ul style="list-style-type: none"> ● Send ACCESS and Alternate ACCESS ISR reports home to parents (in preferred language) ● Complete form and submit the proper letter based on student status:

- | | |
|--|---|
| | <ul style="list-style-type: none"> ○ Notice their student is continuing in the EL program ○ A letter notifying the parent that the student has scored high enough or has been reclassified based on a meeting to exit the program |
|--|---|

- G. [Parent Communication](#)

ESOL teachers will send ACCESS individual score reports home to parents in the preferred language requested. Also, if students exit, a notification of exit of ESOL services will be sent then.

- H. [State Reporting Details](#)

- [EL Exit Date](#)

EL Exit Date is put in the EL tab of Infinite Campus and will be June 30 of the year in which they exit. This will be done by the ESOL Coordinator with YHALE data staff. If the EL Reclassification Team meeting is held at the beginning of the new school year, the decision is made for the end of the school year when the student receives the ACCESS exit score.

- [Reporting Local EL Exit Criteria on State Form](#)

The ESOL Coordinator is responsible for providing the state with the district's exit criteria.

1. [EL Exit Date \(New Data Element\)](#)

Training will be held with the appropriate school and system personnel (led by the ESOL Coordinator) as to entering the appropriate exit date. If the EL Reclassification Team meeting is held at the beginning of the new school year, the decision is made for the end of the school year when the student receives the ACCESS exit score. It is important to note that when the EL Exit Date is recorded in IC, YHALE will use an end-of-school-year date of June 30.

July – Exited EL students' status is changed in IC, although the EL Exit Date must be an end-of-the-school year date of June 30. Please ensure that a July or August date is not used for the EL Exit Date. Staff will be reminded that the student is only exited at the end of a school year, not the beginning of a school year.

2. [Reporting Local EL Exit Criteria on State Form](#)

Each year, the GaDOE Title III/ESOL division reaches out to local boards of education to ask for their exit criteria. The purpose of this request is so that the districts know what other systems across the state are using as their exit criteria. The ESOL Coordinator will respond to this request in a timely manner.

IV. Post-Exit Monitoring Procedures

- A. [Locally Required Documentation](#)

The ESOL teachers and ESOL Coordinator are responsible for ensuring that the quarterly post-monitoring file is completed on each EL designated as M1 or M2. The post-monitoring form is a continuous form that is completed each year. The ESOL teachers and ESOL Coordinator will establish procedures in their building for ensuring that the current ELA and Math teacher(s) completes the form by the designated deadline posted on the system ESOL page. The ESOL administrator will follow up with any ELA and Math teacher who has not completed the form.

B. Local Compliance/Management Procedures

The ESOL Coordinator will pull a report from IC or ESOL data sheet for each monitoring period and send that to the ESOL team so that they know which students need the monitoring report completed for the current monitoring period. This report will include any newly enrolled EL (who qualifies for monitoring) and excludes any EL who has withdrawn since the previous monitoring period.

C. Reverse-Reclassification Procedures (& timeline)

Sometimes ELs may struggle in some of their academic courses, even after they have been deemed proficient and have met the criteria for exiting ESOL services; therefore, during the two- calendar year monitoring period required under civil rights law, ELs may still require instructional accommodations in some of their content courses. As the students' progress is monitored, if there is evidence the students are struggling in one or more content areas, the first step is to ensure the students are provided with any instructional supports available to students within the school, and to ensure that the RTI team is aware of their lack of academic progress and success.

The RTI or MTSS team should review the students' data and determine next step appropriate interventions and any potential increased Tier monitoring for RTI/MTSS purposes. After instructional interventions have been put in place and progress is measured over time, as data, documentation and any additional evidence are reviewed, *the RTI team and the progress monitors should determine whether the student is struggling because of a lack of content knowledge or whether the student is struggling because of a lack of language.*

ESOL teachers are essential to this process, especially those who have instructed the student in recent years, as they understand the process and time frame of second language acquisition.

Considerations may include reviewing the students' academic history:

1. Were students educated formally in their home countries, did they have consistent schooling or did their education have prolonged periods of interrupted schooling or no schooling?
2. What were the students' ACCESS for ELLs 2.0 scores and sub scores in each domain?
3. Were the student's Georgia Milestones Language Arts / ELA End of Course scores borderline for meeting standards or were they significantly above the minimum requirement?

In the courses in which they are struggling, what are their areas of difficulty?

1. Are they having difficulty specifically in the domain of writing, or reading, for example, or are there factors outside of language involved?
2. If the students are struggling in a particular course, is it a course in which they have always had difficulty?
3. Are the teachers differentiating instruction specifically to reach and support second language learners?
4. Is it a lack of concentrated effort on the students' part, or do the students turn in all assignments, but the quality of the work does not meet the requirements for a passing grade?

5. If so, would appropriate differentiation allow them to adequately demonstrate their knowledge and comprehension of the content, or do they lack the background content information to be able to access the curriculum and fully comprehend the material?

6. Are they receiving academic support to compensate for any lack of background information?

These factors should be considered when determining appropriate interventions for the students and/or if the problem is content or language related.

The final analysis of those reviewing evidence and data should determine whether the problem truly is a lack of language proficiency, rather than a lack of content knowledge, cognitive issues, or a disability. If it is determined that the problem is truly a lack of language proficiency, the RTI team should then meet, review the evidence, and determine whether the students should be placed back into language assistance services. If so, the students' coding in IC will be changed to EL-Y again; and in the future, when the student again meets the criteria for exit and is considered proficient, the monitoring period will begin again and last for two full calendar years as required.

If it is determined that the problem is a lack of English language proficiency, then the MTSS or RtI team should follow the following Reverse-Reclassification EL Entrance procedures:

1. Conduct an EL Reverse Reclassification team Meeting and document the team's decision on the EL Reclassification Form.
2. If the team has determined that the student's status should remain as Exited Student (EL=1 or EL=2), no changes should be made in IC. All documentation should be maintained in the student's permanent/cumulative record.
3. If the team has determined that the student's status should reverse back to EL status, then parent's consent must be obtained, per OCR Guidelines.
4. Timeline for changing student's status in IC from EL=1 or EL=2 to EL=Y:
 - a. If the Reverse-Reclassification decision is made in August or September before the Oct FTE count:

Then, change the status back to EL immediately and serve the student in the ESOL language program again.
 - b. If the Reverse-Reclassification decision is made between Oct FTE and March FTE:

Then, change the status back to EL immediately and serve the student in the ESOL language program again. However, you will need to explain the Data Collections Error you receive!
 - c. If the Reverse-Reclassification decision is made after the March FTE count:
 - o Then, wait until after the June 30 Student Record sign-off to change the student's status back to EL=Y.
 - All documentation should be maintained in the student's permanent/cumulative record.
 - After the student's status is reversed, and is identified again as an EL student, then the WIDA ACCESS for ELLs assessment can be administered during the state testing window.

- When the student meets the LEA’s EL exit criteria for a 2nd time and is reclassified as English proficient for a 2nd time, then the two-year monitoring period must begin again – for a 2nd time.

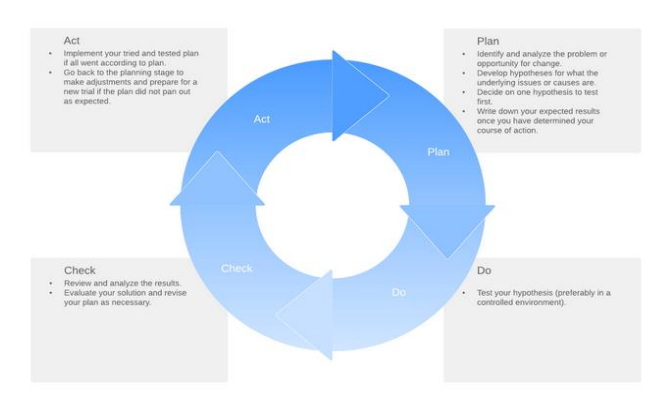
V. Maintenance of ESOL Records and Documentation

ESOL student information will be placed in each student’s physical permanent file and accompany the students as they transition between schools or out of the school system.

VI. ESOL Program Evaluation

A. Cycle of Continuous Improvement

YHALE operates with a cycle of PDCA–Plan, Do, Check, Act



B. Data Analysis

1. Annual ELP Assessment Participation Rates

YHALE strives for 100% participation on the ACCESS for ELLs. During the assessment window, the ESOL Coordinator works with the Director of Assessment to ensure that students are assessed and that any assessment questions that arise are addressed. The ESOL Coordinator works alongside the Director of Assessment to communicate the participation rate to the district personnel, school administrators, and ESOL teachers.

2. Annual EL Exit Rates

Once the report has been released by the DOE regarding the number of exits on the ACCESS (across the state), this information is communicated with system and school administrators so that they are able to see how the district compares to the state as well as systems like YHALE.

3. Accountability/CCRPI

Once the accountability reports have been released by the DOE, the ESOL Coordinator works with the Director of Assessment to analyze school, district, and EL subgroup progress towards ELP. Reports and data are compiled and shared with district and school administrators and teachers.

4. ACCESS Score Results

The ESOL Coordinator analyzes the ACCESS score reports and communicates the findings with the school administrators and ESOL teachers. In the fall when school starts back the ESOL Coordinator works with the ESOL teachers to help them analyze student trends, strengths, and weaknesses as reflected in the ACCESS score reports. Additionally, the group will discuss whether specific ELD supplemental materials meet the needs of the students.

5. ACCESS SGPs (when available)

The ESOL Coordinator will work with school leaders to show them how to analyze the SGPs and look for specific school and grade level trends. The handouts located on the [DOE website](#) will be used to guide the conversation and show the building level leaders how to analyze the data.

6. Special Ed Populations: SLIFE, LTEL, EL/SWD

The ESOL Coordinator will run IC reports at the beginning of each school year that show the breakdown of ELs by special populations. By providing the ESOL team with these reports, it helps them to better keep these students on their radars so that they can provide instruction, scaffolding, and differentiation accordingly.

VII. Appendices

A. Historic LEA EL Entrance and Exit Criteria

B. LEA specific form bank

- *Historic LEA EL Entrance and Exit Criteria*

Each year the GaDOE asks for exit criteria based on specific system designated criteria. Each year the list is updated and can be found at this [link](#).

- *Additional ESOL Services Considerations*

Beyond ESOL: Additional Services for ELs

Services for ELs should represent a continuum of available programs. All teachers are language teachers, and everyone is a language learner throughout his or her life. We all shape the education of a child, and as such, we must work collaboratively to fulfill that mission. Students served in ESOL should also be served through any other appropriate special programs offered within the school system. From the time of enrollment, ELs must be ensured an equal opportunity to participate in all special programs for which they qualify.

As background, YHALE does not assign national origin minority ELs to special education programs based on criteria that measure and evaluate English language skills. When tested in English, national origin minority students, who cannot use the English language well, are often unable to demonstrate their true level of academic skill. Conversely, YHALE must ensure that ELs are not improperly excluded from participation in a special education program simply because of the student's limited English proficiency. YHALE ensures that each EL student receives an appropriate education, special services included, with consideration taken for their language and cultural background.

Regarding any student in need of special education or gifted and talented services, YHALE teachers/staff must follow the referral procedures outlined in the specific program criteria. Once a referral is made, the required testing is performed and if the student qualifies, an appropriate placement is made, and services begin. The schools' designated testing personnel for special programs will determine an EL's eligibility for services. Schools may find, however, that due to an EL's lack of proficiency in English, bilingual assessments must be performed. For validity and reliability purposes, such assessments must be administered by personnel trained and qualified in their administration.

ESOL students should be considered the same as any other student, for eligibility to all available programs that will help them reach the same standards of performance asked of all students.

When any child enters a mainstream education class, he or she may need language development and other types of support that must be included in general classroom instruction. For ELs these may include accommodations for instructional activities, tasks, and assessments. As the ELs develop greater fluency in English, fewer accommodations will be necessary.

Please refer to [this](#) presentation regarding Georgia's MTSS for English Learners.

For more information on Georgia's Tiered System of Supports for Students, please click [here](#).

- ELs and Gifted Education

In passing the Jacob K. Javits Gifted and Talented Students Education Act of 1988 (PL 100- 297), Congress reasserted the belief that youngsters with talent potential are found in all cultural groups, across all economic strata, and in all areas of human endeavor. However, it is consistently observed that gifted and talented children who have limited proficiency in the English language, English Learners, are underrepresented in programs for the gifted (Maker and Schiever, 1989; Frasier, 1997). Frasier (1997) suggests four categories of problems affecting the identification and education of gifted students from underrepresented groups. Each of these potential barriers must be addressed to assure equitable practices in the recognition and development of giftedness among ELs:

1. Attitudes -- Low-academic expectations for culturally and linguistically diverse students have encouraged a deficit approach to their education; i.e., an emphasis on curricula to assist ELs in "catching up" with their peers. While remedial needs in English language development must be addressed, teachers must not forget to take a proficiency approach as well; i.e., giving all able learners many opportunities to move ahead in their areas of strength.
2. Access -- When teachers have adopted a deficiency view of EL students, they are less likely to advocate for them in the gifted program referral process. Staff development in the behaviors that characterize giftedness cross-culturally, as well as the specific behaviors that manifest themselves in particular cultural contexts, should be provided for all classroom and ESOL teachers. To ensure equal access to the referral process, it is also necessary to reach out to the families of ESOL students. State Board of Education Rule 160- 4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS requires districts to inform all parents about their gifted programs, how children are referred, and how they qualify.
3. Assessment -- The most frequently cited factors in the limited participation of EL students in gifted programs are related to assessment measures and their use in identification. Over-reliance on standardized test scores (particularly composite scores) and the use of uni-dimensional instruments to assess aptitude may contribute to the exclusion of students whose test scores may be uneven or depressed due to cultural and/or linguistic background.

Teacher rating scales, classroom grades, and product/performance evaluation may also be used to help establish eligibility, but this underscores the importance of teacher training to help sensitize all staff members to the various expressions of potential they may see among EL students. Fortunately, Georgia has made great strides in this area. State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS requires multidimensional assessment, including the use of component scores and nonverbal measures when appropriate.

4. Accommodation -- Traditional one-size-fits-all gifted programs are inadequate to address the vast variety of strengths and interests found among the gifted population. This problem is even more pronounced for children with diverse cultural and linguistic experiences. Successful gifted program participation by EL students depends in part on the program's ability to help them develop talents which are valued by more than one culture, acquire skills that allow them to move between and within at least two cultures, and to develop their sense of identity (Frasier, 1997, p. 501).

By working to overcome these barriers to identifying gifted EL students, we are honoring diversity in all students' backgrounds and in their abilities and interests.

For further information visit the Gifted Education webpage at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>.

ESOL Administrator
Ensure that Home Language Survey (HLS) is reviewed for any language other than English
*If a language other than English is noted on HLS, refer the student to ESOL teacher for WIDA screening (identification, screening, and parental notification must occur within 30 days, but ideally 2 weeks of enrollment)
Resolve any discrepancies on HLS to determine if WIDA screening is needed. (Students must be screened to determine eligibility, even if parents indicate they do not want the student served.)
Parental Waiver/Refusal of Service (meet with parent and explain that student must still be tested each year on the ACCESS). Give signed waiver to ESOL teacher for ESOL student record. * Dated, signed copy, Required ANNUALLY
Verify that EL Services and segments are correct in IC.
Oversee the monitoring of 9 weeks report cards for each ESOL (EL=Y) student <i>and</i> each monitored student (EL=M) and check progress. If students are not successful, please discuss additional strategies with the appropriate teacher. (Traditional ESOL teachers too)
Participate in training on administration of the ACCESS in December/January .
Ensure that all home communication is sent to parents in a language they can understand. Have bilingual signage throughout your school.
Distribute ACCESS score reports to ESOL teachers when they arrive.
After ACCESS scores are received: Schedule a meeting with the ESOL teacher to determine which students meet exit criteria.
Coordinate professional learning at the school level on use of ACCESS scores and proficiency levels to differentiate instruction for ELs.
Work with system to provide research-based supplementary materials for use with ELs.
Provide opportunities for all ESOL teachers in the building to collaborate with each other and other gen ed teachers. Specific topics found on monthly collaboration and professional learning schedule.
Ensure that parent outreach services are provided to parents of ELs at your school (See parent involvement schedule).
Ensure ELs are included in before and after school programs.
Arrange for interpreters for meetings as needed.

Innovative Delivery Model ESOL Teacher
Attend any Testing Participation Committee meetings for ANY students served strictly by otherwise-endorsed ESOL teacher to discuss testing accommodations and classroom modifications [Attendees must be classroom teachers, SPED teacher if SWD, ESOL teacher, ESOL admin, parent (opt), counselor (opt)].
Attend IEP Meetings for dually served students with disabilities, provide tiered support via RTI, attend parent/teacher conferences.
Differentiate classroom instruction to meet the needs of the ELs you serve. Differentiation should target language acquisition skills based on proficiency levels.

Provide opportunities for ELs to use the ACCESS practice materials before taking the test.

ESOL Teacher

Work with ESOL admin to determine WIDA testing process (test tickets, procedures, etc.).

Work with ESOL admin and front office staff to determine the process for transferring records when students transfer outside the system.

Work with ESOL admin to develop a schedule for monthly collaboration with innovative model teachers.

Work with school's ESOL department to determine process for EOY procedures

Connect with ESOL parents to relay information on student progress.

As students enroll from outside the system, check SLDS to verify previous ESOL services.

Share information on working with ESOL students with new teachers (beginning of the year).

FORMS

- *Waiver Form*

This form is given ONLY if the parent requests that their child not be directly served by the ESOL program. This form MUST be completed YEARLY by the parent (if requested). Once the parent completes the form, scan and upload it to the ESOL folder of IC.

- *Notification of Exit Letter*

This letter can be found in multiple languages on the ESOL website. Complete this letter within Infinite Campus (English and Spanish). **This letter goes home at the end of the school year.**

- *Initial Follow-up for Newly Exited ELs Form*

DOE guidance states that we are REQUIRED to monitor newly exited ELs within the **first two weeks** of school. This document is found with Infinite Campus and should be completed there. Only 1 of these should be completed.

- *EL Monitoring Form*

This form is to be completed by the student's ELA and math teacher to complete each 9-week grading period. It is located in IC and only one should be completed (ELA and Math teachers will use the same form). There is an area for the ELA and Math teachers to enter comments for each grading period.

- *Student Language Assistance Plan*

To be completed for students who do not receive direct ESOL services because they receive ALL services in SPED or parents refused services

- *English Language Learner Testing Participation Committee (EL/TPC)*

This form is to be completed on EVERY EL student. If you have students who are EL and do not need accommodations, please complete a form on them and scroll to the bottom and state, "Child does not need accommodations." The DOE wants to see that we have looked at each child and whether or not they need accommodations.

- *EL Reclassification Review Form*

This form is to be completed on EVERY student who scores at least a 4.3 CPL on the ACCESS for ELLs Assessment.