Baconton Community Charter School

English for Speakers of Other Languages (ESOL) Manual

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Vision

It is the mission of BCCS to provide a safe, nurturing environment for a diverse community of learners to develop academic potential and ethical character leading to productive citizenship in the 21st century.

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Highlights

1. Providing Services for ELs students is NOT optional. Students must be served by an ESOL endorsed or ESOL certified teacher.
2. ESOL teachers do not have to speak a foreign language.
3. All new Kindergarten and incoming students are given a Home Language Survey as part of the enrollment package. If any answer on the survey is not "English", the student should be given the WIDA Screener for Kindergarten/ WIDA Screener in 1-12 by testing coordinator/ certified testing administrator and so scored.
4. This must be done within 30 days of the start of a new school year or within 10 days of a new enrollment.
5. Students exit ESOL with the ACCESS score of combined 5.0 and/or committee meeting.
6. Students are taught WIDA standards aligned with the Georgia Standards.
7. EL students must be monitored for four consecutive years after exiting.

Introduction

As cultural and linguistic diversity at Baconton Community Charter School increases, school personnel have a critical need for information to effectively instruct English Learners (ELs). The EL handbook provides assistance with program management and the effective instruction of ELs. The handbook also provides specific information about ESOL/Title III and federal and state guidelines. The goal of the EL Handbook is to present an organized and clearly written document that facilitates the communication between the ESOL/Title III Department and the schools. This handbook will be updated as needed. The date of the revision will be included on the title of the document revised. School administrators and teachers have electronic access to the ESOL/Title III Handbook on the School webpage for their reference.

The responsibility for the education of English Learners, both in language and academic content, is shared by regular classroom teachers, ESOL teachers, and other instructional staff. All staff serving ELs should communicate effectively to determine appropriate modifications needed to make language and content as comprehensible as possible throughout the whole school day for ELs. As a result, all teachers function as language teachers when ELs are enrolled in their classes.

Since 1886, English has been designated as the official language of the state of Georgia. It is our responsibility to successfully prepare our students to become college and career ready. This objective requires that our instructional approach be flexible to accommodate the needs of a very diverse student and parent population. Our goal is to have students succeed both socially and academically. We also wish for them to understand and function successfully in American culture. Thus, as we educate students for the 21st century, we celebrate the languages and cultures that our students bring with them, and we build upon their rich cultural and linguistic backgrounds.

Baconton Community Charter School District uses a state approved model to service EL students. Recognizing the universal importance of education, the federal government assumed a larger role in financing public schools with the passage of the Elementary and Secondary Education Act (ESEA) in 1965. Through subsequent reauthorizations, ESEA has continued to assist the states financially. In 2001, the reauthorization included No Child Left Behind, which asks the states to set standards for student performance and teacher quality. The law establishes accountability for results and improves the inclusiveness and fairness of American education. The ESOL Department and the schools are committed to being a partner in the implementation of the NCLB Act 2001 as it applies to the education of ELs. To

accomplish this goal, we need the collaboration of all stakeholders. It is our expectation that the information included in this EL handbook facilitates this collaboration.

Mission of Baconton Community Charter School District

It is the mission of BCCS to provide a safe, nurturing environment for a diverse community of learners to develop academic potential and ethical character leading to productive citizenship in the 21st century.

Mission of the Baconton Community Charter School District ESOL Program

The mission of the BCCS ESOL program is to equip English learners with the language skills needed to be socially, linguistically, and academically prepared to be productive citizens in the 21st century.

Importance of Identifying and Educating English Learners

English learners (ELs) are defined as students who speak English as a second language. The definition of an EL does not rely solely on place of birth. It relies on the language spoken in the home and on the first language spoken by the student. ELs may be U.S. born, immigrants, or refugees. To determine students' eligibility for ESOL services, Baconton Community Charter School uses a series of steps. These steps are outlined with this manual.

A consistent registration procedure for learners of English facilitates their entry into the new school environment. It is vital to the orientation process to have school personnel who are trained and dedicated to meeting the needs of students from different cultures with different levels of English proficiency. 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 district academic and special programs.

It is a federal requirement that students be assessed as soon as logistically possible within the appropriate time frames. Eligibility for ESOL/Title III services is automatically considered a Tier 3 Intervention. The specially designed learning focus of Tier 3, with its emphasis on specialized programs, and specialized instructional delivery and methodology, describes the basic tenets of ESOL/Title III instruction.

For the purpose of serving the student effectively and efficiently, the language minority student enters the Pyramid of Interventions at the third tier. As the student progresses with language and academic proficiency, the level of interventions needed to support the student will decrease accordingly. For the purpose of ESOL services and support, the Pyramid functions as a regression model, rather than as a model of progressive interventions. As students near proficiency, it is probable that students will return to Tier 1.

English Learner Identification Process

Under ESEA/ESSA Sec. 3113(b)(2), a student who may be an English Learner must be assessed for such status within 30 days of enrollment in a school in the state. BCCS makes every effort to identify students who are EL students as soon as possible to provide timely support for students who may be in need of language services. (See September 26, 2016, Non Regulatory Guidance: English Learners and Title III, Addendum Selected Topic 2.)

Under ESEA/ESSA Sec. 1112(e)(3) 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 (LIEP), and if this occurs during the school year, two weeks after placement in a LIEP. Therefore, for students that enroll after the beginning of the school year, there are 30 days for identification and placement into an EL language instruction program and two weeks after the placement to provide parent notice, consistent with the statute.

Eligibility Criteria for Grades 1-12

Placement of students in grades 1-12 is determined by the eligibility chart (Appendix G). The intensity of ESOL services provided will be determined by the student's WIDA Screener score, grade level, and the professional judgment of the ESOL and classroom teachers.

Kindergarten Eligibility

The WIDA Screener for Kindergarten differs from the Grades 1-12 WIDA Screener in that it uses raw scores in determining eligibility. Refer to the Kindergarten WIDA Screener flowchart (Appendix G) when making decisions regarding language assistance services for this level.

Placement Criteria

For transfer students: School personnel reviews prior EL student records to determine eligibility and placement in ESOL language programs. The state's GUIDE application in the State Longitudinal Data System (SLDS) provides staff with the student's EL status history in Georgia. BCCS contacts the sending school system or charter school to determine whether the student was reclassified using local flexibility criteria and must review students' current or former EL status as well as student's ELP assessment history in SLDS. Schools will honor EL identification criteria used to identify students transferring from other states.

For students newly enrolled in U.S. schools, the grade appropriate screener is administered and the following EL eligibility criteria is met for initial EL identification.

WIDA Screener Scores for Initial EL Eligibility (Appendix G)

Screener / Grade level / Semester	Eligibility Score
WIDA Screener for Kindergarten: 1st Semester Kindergarten	Oral Proficiency (Listening & Speaking) < 5.0
WIDA Screener for Kindergarten: 2nd Semester Kindergarten – 1st Semester Grade 1	Overall Composite Proficiency Level < 5.0
WIDA Screener: 2nd Semester Grade 1 – Grade 12	Overall Composite Proficiency Level < 5.0

For continuing eligibility, the following ELP assessment must be administered, and the continued eligibility criteria must be met for EL identification.

WIDA ACCESS for ELLs Scores for Continued EL Eligibility

WIDA ACCESS for ELLs Assessment	Continuing Eligibility Score
Kindergarten	Overall Composite Proficiency Level (CPL) < 5.0, **AND** Listening, Speaking, Reading Proficiency Levels < 5.0, **AND** Writing < 4.5
Grades 1-12	Overall CPL < 5.0, **OR** less than the local school system's established minimum criteria between Overall CPL 4.3 - 4.9 **WITH** documented EL Reclassification Team Decision
Alternate ACCESS for ELLs	P2 for two consecutive years **with** documented IEP recommendation, **OR** Any other same score for three consecutive years **WITH** documented IEP recommendation
Less Than Four Domains on ACCESS for ELLs or Alternate ACCESS	Designated Composite Proficiency Level **(D-CPL)** meets the applicable continuing eligibility score based on which WIDA ACCESS assessment was administered

Useful Information

- Initial ELP Screening occurs only once – upon initial registration in a U.S. school, in any state, based on initial Home Language Survey responses.
- School personnel must report EL student data in the Student Information System (SIS) including the student's date of the ELP screener.
- Per Federal ESEA/ESSA Title I, Part A statute, schools must administer the annual ELP Assessment (ACCESS for ELLs or Alternate ACCESS) to all identified EL students in Georgia, including those who are not participating in the ESOL language program due to parents' decision to opt them out or other reasons.
- As a member of the WIDA Consortium, the WIDA ACCESS for ELLs and the WIDA Alternate ACCESS are the only state approved ELP assessments used for EL Reclassification decisions. (Note, the K W-APT and the Remote Screeners are discontinued/retired.)
- Schools provide parents with annual written notification of their child's initial and continued EL eligibility and placement in the ESOL language program, in a language and format they have indicated that they understand, including notification of any additional, supplemental federally funded language instruction educational program services the student is receiving, when applicable. (Appendix D/E)

Instruction for English Learners

WIDA (World-Class Instructional Design and Assessment) Consortium provides the state of Georgia with the language proficiency standards for ELs in grades pre-kindergarten to grade 12 and all ESOL assessments (WAPT, ACCESS). The standards are designed as a curriculum and instruction planning tool. They help educators determine children's English Limited Proficiency levels and how to appropriately challenge the students to reach higher levels. The standards are grouped by the language of Social Emotional Development, Early Literacy and Literacy, Mathematics, Science, Social Studies, and Physical Development. The standards provide the WIDA "Can Do" Descriptors that are commonly used by ESOL teachers in coaching general education teachers about differentiated instruction for English Learners (ELs). They can also be used to plan lessons or observe student's progress.

WIDA also provides the six performance levels of English Language Proficiency for all EL students. The Language Proficiency levels are determined by the linguistic complexity, vocabulary usage, and language control of the student. Every EL student will be placed in one of six levels: entering, beginning, developing, expanding, bridging, and reaching. The levels begin with entering and progressively become more complex until an EL student reaches complete language proficiency. For more information on WIDA, visit www.wida.com.

Administration of WIDA Screener to Students in Grades 1-12

State Approved Assessments:

Screeners: BCCS uses the grade-level specific WIDA English language proficiency (ELP) screener for the initial identification of English learners' eligibility. Screeners must be purchased online at the WIDA Store https://www2.wceps.org/Store and are the responsibility of BCCS to purchase.

1. WIDA Screener for Kindergarten – used in Grades K and 1 (1st Sem.)
2. WIDA Screener for Grades 1 (2nd Sem.) – 12 (Online or Paper)

Annual Assessment: BCCS uses the WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs for the continuing identification of English learners' eligibility and for EL exit purposes. For more information, see EL Language Programs – State Guidance.

Note: The W-APT and Remote screeners are discontinued and no longer used in Georgia.

The WIDA Screener for students in grades 1-12 are divided into grade clusters: 1-2, 3-5, 6-8, and 9-12. The instructions as to the appropriate grade cluster screener to be administered to students in grades 1-12 are outlined in the WIDA Screener Test Administration Manual and should be followed as indicated in the manual. When the WIDA Screener is administered to students from second semester of grade 1 through grade 12, the criteria for eligibility will follow these guidelines:

- Grade level adjusted score of 5.0 or higher on the WIDA Screener: student does not qualify for language assistance services.
- Grade level adjusted score of less than 5.0 on the WIDA Screener: student requires language assistance services. Note: A score calculator for the WIDA Screener is available on the WIDA website at https://wida.wisc.edu/assess/screener/kindergarten/calculator for Kindergarten or https://wida.wisc.edu/assess/screener/paper/calculator for paper administration.

Tier Placement for Students who Qualify

Once a student is determined to be eligible for services, the student will need to be assigned a tier. The guidelines for assigning tiers are listed below:

- Tier A placement should be for students who have arrived in the United States (U.S.) or entered school in the U.S. within this academic school year without previous instruction in English and speak very limited English.
- Tier B placement should be for students who have social language and some, but not extensive, academic language proficiency language in English and/or have acquired some literacy in

English, though they have not yet reached grade-level literacy. **Note: 70-80% of ELs will be administered Tier B of ACCESS.

- Tier C placement should be for students who are approaching grade-level literacy and academic language proficiency in the core content areas, and/or will likely meet the state's exit criteria for support services by the end of the academic year.

Test Administrators Qualifications and Requirements

Test Administrators (TAs) must hold Georgia Professional Standards Commission (GaPSC) certification and WIDA test examiner certification.

WIDA Screener for Kindergarten To prepare for and administer the WIDA Screener for Kindergarten, test administrators must complete the WIDA Screener for Kindergarten: Administration and Scoring training course.

WIDA Screener Grades 1-12, Test Administrators (TA) must complete the required WIDA training and certification quizzes in the WIDA Secure Portal Assessment Training pathway.
To be certified to administer WIDA Screener, test administrators must complete the following courses for the tests they will be administering:

WIDA Screener Grades 1-12 Online: Administration

WIDA Screener Grades 1-12 Paper: Administration

To be certified to score WIDA Screener, test administrators must complete the following courses for the grade level tests and domains they will be scoring:

Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener

Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener

Writing for Grades 1-5: Scoring WIDA Screener

Writing for Grades 6-12: Scoring WIDA Screener

Test Administrators (TAs) must recertify annually (July 1, 2022, to June 30, 2023, for all components using the WIDA online training courses provided.

Website Permissions

WIDA Secure Portal (portal.wida.us) The local school system or charter school's ESOL Coordinator will provide the System Testing Coordinator (STC) with the list of educators who need a WIDA Secure Portal login to complete the training requirements to administer the WIDA screeners and assessments. The local STC provides this login.

WIDA AMS (DRC) (wida-ams.us) The local school system or charter school's ESOL Coordinator will provide the System Testing Coordinator (STC) with the list of educators who need access to WIDA AMS to administer the WIDA screeners and assessments, as applicable. The local STC provides this access.

Parent Notification

Under Title III law, once a child has been identified as eligible for language assistance, the parent must be notified annually.

- eligibility for language assistance services (See Appendix C)
- student's level of proficiency and how it was assessed is sent home with the ACCESS scores annually
- method of delivery of instruction for language assistance (See Appendix D)
- how program will help the child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation *Note- BCCS uses the WIDA Standards to help students progress through Level 1 Entering to Level 6 Reaching as measured by the ACCESS assessment.
- specific requirements for exiting the program (See Appendix H)
- Parent/ Guardian fact sheet (Appendix Q)
- notification of services must be sent to parents on an annual basis
- all notifications sent to parents must be in an understandable and uniform format and to the extent practicable, in a language that the parent can understand.

Once a child is determined eligible, the student will be scheduled for appropriate language assistance services. Services must begin immediately and parents are sent notification form (Appendix D/E) of student eligibility.

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.

Parent Right to Waive Language Services

A parent has the right to decline services at any time during the school year. Parents complete all sections of the Parent Waiver Form (see Appendix F). The waiver form is be placed in the student's permanent record and ESOL folder.

On an annual basis, parents have the right to decline or opt their children out of a school district's EL language program or some EL services within an EL language program. Parents indicate this decision by signing a Parent Waiver form each year they wish to opt out. The form is provided in a language and format the parent has indicated they understand.

Per Federal Title I, Part A statute, all identified EL students in Georgia are required to take the annual ELP assessment (ACCESS for ELLs), even if their parents have waived ESOL language program services. The WIDA ACCESS for ELLs and the WIDA Alternate ACCESS are the only state approved ELP assessments used for EL Reclassification decisions.

Although parents have the right to waive ESOL instructional services, ELs must participate in the ACCESS until they have met criteria to exit ESOL services. (ACCESS is an assessment administered annually to all ELs in Georgia. It is a standards-based, criterion-referenced English Language Proficiency Test designed to measure ELs social and academic proficiency and progress in English). ESOL teachers also keep records (ESOL folders) and complete a status form twice a year on all students who have parent waivers. All ELs who have parent waivers are administered the ACCESS test.

District Responsibilities When Parents Waive Language Services

Some parents of students identified as ELs may choose to waive language assistance services for their child; however, BCCS is still held responsible for providing language support under Office for Civil Rights (OCR) law. The BCCS implements alternate means of providing the student support for language development and proficiency outside of structured ESOL classes. Rosetta Stone and Imagine Learning are alternate means available to parents of students who request a waiver.

Although the parents may have chosen to waive a formal language assistance program, the student has been identified and must be coded as EL and will continue to be coded (LEP "yes", ESOL "No", parent request to waive services) as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services are still eligible for accommodations on standardized tests and their English Language Proficiency Skills are be assessed on an annual basis until they meet eligibility criteria.

Special Education

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 in order to meet the needs of the student. The fact that an EL has a disability does not replace the need for language assistance. The plan for providing language assistance and support should be delineated in the student's Individual Education Plan (IEP). In most instances ELs should be duly served through both programs. In the event another means of support will be more beneficial to the student, the Special Education team and the ESOL specialist work together to determine the most effective plan and to provide needed support for implementation.

Scheduling of ELs at All Grade Levels

When making decisions regarding student placement, it is important to consider the services and support in place to ensure that ELs are developing social and academic language proficiency and are able to effectively participate in all academic and special programs within the district. As part of this process, school personnel familiarize themselves with the WIDA Performance Definitions, which serve as the basis for the WIDA Screener, and ACCESS for ELs Composite Proficiency Levels (CPL). The WIDA Performance Definitions may be accessed on the WIDA website (www.wida.us) (Appendix N) . WIDA English Language Proficiency Standards are found in the site Resource Library online at https://wida.wisc.edu/teach/standards/eld.

ELs are considered the same as any other students eligible for a program that will help them reach the same standards of performance asked of all students. Once a child enters a mainstream education class, the student may need language development and other types of support that must be included in everyday classroom instruction. For ELs these may include accommodations to the instructional activities, tasks, and assessments. As the EL attains fluency in English however, fewer accommodations will be necessary.

It is essential to remember that while the provision of services to ELs within certain programs may have the effect of separating national origin minority students from other students during at least part of the school day, the district's program does not separate ELs unnecessarily for purposes other than to achieve the support program's goals. Additionally, ELs are provided services in comparable facilities to those in which non-ELs receive services. The district's procedures for providing parents sufficient information about the program of services is such that the parents may make an informed decision.

Parents are notified of the availability and the type of program of services for ELs in a language which they can understand.

Special Notes for Scheduling of Secondary Level ELs

Because some ELs are already older than grade level peers, they may have a limited period of time to meet all requirements needed for graduation. Therefore, appropriate placement in classes for these students requires careful attention to school records from other countries. In addition to official records, it is beneficial to use interviews and informal tests to determine the student's previous level of schooling.

- Assess mathematical skill with caution. Instructions written in English and international variations in mathematical symbols may interfere with assessment of actual math skills. Math teachers are helpful in determining appropriate math placement.
- For further information regarding scheduling of secondary level ELs please refer to the Graduation Requirement Guidance document found on the Georgia Department of Education Curriculum and Instruction webpage at https://www.gadoe.org/External-Affairs-and-Policy/AskDOE/Pages/Graduation-Requirements.aspx.

Additional Suggestions to Ease the Transition of Secondary Level ELs

1. Provide the family with a chart explaining the requirements for graduation and the system's policies regarding required and elective subjects.
2. Explain the requirements of the End of Grade (EOG), End of Course (EOC) and other standardized assessments.
3. Explain how credits, progress reports, semester grading periods are awarded.
4. Review all foreign transcripts.

Monitoring Academic Progress of ELs

Monitoring of classroom performance includes measures of English-language proficiency and curricular achievement. BCCS compares the achievement of English Learners to that of academically successful English-speaking background students as well as mainstreamed language-minority students.

Educators use classroom performance and/or available achievement test scores to revise a students' academic program or change the types of language assistance services he/she is receiving. Language-minority students are compared with native English-speaking peers in knowledge of subject matter. It is important to assess a students' foundation for the acquisition of new information, as well as the ability to effectively participate in mainstream classes.

Services and Grading Practices

Providing ESOL Services

- All EL identified students receive language support services (ESOL).
- ESOL services are provided utilizing one of the state approved instructional delivery models (see below).
- The minimum funding size for ESOL classes is nine (9) students.

  The maximum class sizes are as follows:

  - Grades K-3: 11 (no paraprofessional); 13 (with a para)
  - Grades 4-5: 14 (no paraprofessional); 15 (with a para)
  - Grades 6-8: 16 (no paraprofessional); 17 (with a para)
  - Grades 9-12: 20 (no paraprofessional); 22 (with a para)
- ESOL cannot pull out of ELA or Math.
- Students being served in high school ESOL classes should receive a numerical ESOL grade.

Retention Notes:

- The recommendation to retain ELs must be a decision from the Multi Tiered System (MTSS) committee. This does not include 3rd, 5th, and 8th grade ELs. Teachers must follow the Baconton Community Charter School District promotion/retention policy.
- The English Language Proficiency levels for English Learners cannot be the basis for retention.

ESOL Approved Delivery Models of Instruction

Per Georgia State Education rule 160-4-5-.02 Language Assistance: Program for English Language, there are six approved delivery models for providing language assistance services to ELs.

1 . Pull-out model outside the academic block -students are taken out of a non academic class for the purpose of receiving small group language instruction),

2. Push-in model within the academic block -students remain in their general education class where they receive content instruction from their content area teacher along with language assistance from the ESOL teacher,

    (Note: The Push-in model is clearly defined by the Language Assistance rule (160-4-5-.02) and should not be interpreted to be defined in the same manner as the co-teaching model of instruction implemented by Special Education. In the ESOL Push-in model, the ESOL teacher and the content teacher are co-equals in the classroom, but each has a distinct role. The ESOL teacher is responsible for language support, while the content teacher is responsible for delivery of academic content. Research indicates that strong teaching partnerships occur when teachers know each other's curriculum, share responsibilities, plan together, share strategies, and share teaching equally. When students break into groups, the ESOL teacher should work with ELs, while the content teacher focuses on mainstream students.

    The ESOL Push-in delivery model allows the teachers to collaborate in order to facilitate meaningful language instruction within the content classroom and to appropriately plan differentiated instruction and tasks to meet the various proficiency levels of the ELs.)

3. A cluster center to which students are transported for instruction -students from two or more schools are grouped in a center designed to provide intensive language assistance ,

4. A resource center/laboratory - students receive language assistance in a group setting supplemented by multimedia materials,

5. A scheduled class period - students at the middle and high school levels receive language assistance and/or content instruction in a class composed of ELLs only ,

6. An alternative approved in advance by the Department of Education through a process described in Guidance accompanying this rule .

ESOL Teachers

All schools (Elementary, Middle, and High) with ELL students are served with a teacher each day for a determined amount of segments. ESOL teachers are charged with the responsibility of servicing the EL students at the school(s) assigned. The principal/ assistant principal of the school completes an evaluation on the teacher. If there is a problem with an ESOL teacher such as attendance, the principal/ assistant principal should contact Mrs. Missy Huber at MHuber@bccsblazers.org immediately. The ESOL teacher will provide the principal/ assistant principal with a schedule of service at the beginning of the year and notify the principal(s) of any changes. The ESOL teacher is also expected to contact the principal(s) if he or she is absent from work.

In addition to providing service to students, the ESOL teachers are required to make sure the following documents are processed and placed in the appropriate file:

Documents for Permanent Records

- Notification of ESOL Services in English/Student's language
- Home Language Survey
- ACCESS Teacher Report of individual student
- Progress monitoring data
- WIDA Screener scores

**ACCESS scores for all students served will be placed in the student's permanent record and ESOL folder upon receipt of results.

Ten Things the Mainstream Teacher Can Do to Support ELs

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly, legibly, and in print. Many EL students have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review it frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask, "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.
6. Present new information in the context of known information.
7. Announce the lesson's objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson, and always emphasize key

vocabulary words.

10. Recognize student success overtly and frequently, but also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

Reed, B. and Railsback, J. (2003). Strategies and resources for mainstream teachers of English learners. Portland, OR: Northwest Regional Educational Laboratory.

Assessment and Accommodations

Testing ESOL Students

- All assessments are administered by Georgia-certified educators.
- All students are assessed in English.
- English Learners (ELs)-enrolled for the first time in a U.S. school may receive a one-time waiver deferment from the content area assessments, other than mathematics and science, during the first twelve months of enrollment in a U.S. school. No students may be deferred from the End of Course Test (EOC), End of Grade Test (EOG) or any other state mandated assessments.
- In certain situations, individual needs of EL and EL-M students may warrant accommodations. These accommodations are determined by and recorded during a documented meeting of the EL Testing Participation Committee. Those students identified as EL-M may receive, based on individual need, standard state approved accommodations for a maximum of two years after exiting ESOL or an alternative language assistance program.

  At the end of the first two years of the monitoring period, EL-M students are no longer eligible for test administration accommodations. Testing accommodations are made only when appropriate documentation is on file for each eligible student.

  Administration of the assessments and use of test administration accommodations, including conditional accommodations for those students with very limited English proficiency, are according to established guidelines and procedures in the test administration manual(s), Examiner's Manual and the Student Assessment Handbook. Accommodation decisions made will take into account the accommodations that are currently used in the instructional or classroom assessment process and must be part of the usual instructional practice for the student.

  Additionally the EL Testing Participation Committee considers experience with and utility of the

  accommodation and whether or not the recommended accommodation impacts the integrity of the assessment. Conditional accommodations are used sparingly and will not be assigned to EL-M students. BCCS and DOE monitor participation rates for each assessment program, and the usage of accommodations, including conditional accommodations.

  Limited English Proficient (LEP) student-a student whose native language is not English, and who is eligible for services based on the results of the WIDA-Access Placement Test and, if

warranted, additional assessments specified in Rule 160-4-5-.02 Language Assistance: Programs for Limited English Proficient (LEP) students. If a student is eligible, but not receiving English for Speakers of Other Languages (ESOL) instruction, that student is identified LEP for statewide assessments. A student whose native language is not English and who does not meet the eligibility requirements or has been exited from the ESOL program is not be identified as LEP for statewide assessments.

- LEP Testing Participation Committee (TPC)-a committee that convenes to make testing decisions for LEP students. This committee can serve as part of the Language Assessment Conference as defined in 160-4-5-.02 Language Assistance: Programs for Limited English Proficient Students. The TPC should convene to discuss and document ELs participation in state mandated assessments.
- Limited English Proficient Students-students who have been defined as Limited English Proficient (LEP) must participate in all assessment programs. These students are coded LEP on each test answer document. Therefore, students not qualifying as LEP are not be coded as LEP on a test answer document. All LEPs participate in ALL standardized assessment measures. The scores of first year LEPs are not factored into CCRPI calculations for the local school. This is the only flexibility available in Georgia at this time. In certain situations, individual needs of LEP students may warrant a minimum of one annual determination of test administration accommodations prior to a statewide assessment. These accommodations are determined by a documented meeting of the LEP Testing Participation Committee. Testing accommodations are made only when appropriate documentation is on file. Administration of the assessments and use of test administration accommodations shall be according to established guidelines and procedures in the test administration manual(s), Examiner's Manual and the Student Assessment Handbook. The LEP Testing Participation Committee is composed of a minimum of three members, one of whom is a certified educator. The LEP/ESOL teacher/paraprofessional/aides currently serving the students with English language assistance are required to be a member of the conference. The remaining members shall be chosen from the following: regular language arts, reading or English teacher; student's parent or legal guardian or the student if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher. Documentation of each LEP Testing Participation Committee must be placed in the student’s permanent record.
- Testing Policies and Procedures-All students are assessed in English. As of the 2014-2015

school year, ELs shall be exempt from standardized testing if their first year in the U.S begins August 2014-May 2015 and if the deferment committee selects this student as eligible for deferment. This deferment should be identified on the standardized test as a deferment. ELs may not exempt math, science or the End of Course Test (EOC).

Testing Accommodations

Excerpted from the GaDOE Student Assessment Handbook
https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-3-1-.07.pdf :
Federal and state laws require that all students participate in the state- mandated assessment program, including... English learners (EL)...In certain situations, individual needs of EL students may warrant accommodations. A school team determines whether or not testing accommodations are needed for each student. Any accommodations offered are consistent with current instructional and assessment accommodations made in the classroom. Accommodations are determined by the school team and are made only when appropriate documentation is filed for each eligible student. Only state-approved accommodations (Appendix O) may be considered and included in the ELL/TPC form. The determination of accommodations for assessment is reviewed at least once a year. A school team meeting form is placed in the students' permanent record if he/ she requires accommodations.

Annual Assessment : ACCESS

ACCESS for ELs is administered annually to all English learners in Georgia. ACCESS for ELs meets the Title I mandate in the No Child Left Behind Act of 2001 that requires states to evaluate ELs in grades K through 12 on their progress in learning to speak English.
This is a standards-based, criterion-referenced English language proficiency test designed to measure English learner's social and academic proficiency and progress in English. ACCESS assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing.

The five main purposes of the ACCESS are to

- Determine the English language proficiency level of students
- Provide districts with information that will help them evaluate the effectiveness of their ESOL programs.
- Provide information that enhances instruction and learning in programs for English learners

- Assess annual English language proficiency gains using a standards-based assessment instrument
- Provide data for meeting federal/state requirements of student assessment

The ACCESS spans five grade level clusters (Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12) and six proficiency levels. Results for the ACCESS are reported in the four domains and proficiency reported in six levels. The six proficiency levels are: Entering (Level 1), Beginning (Level 2), Developing (Level3), Expanding (Level4), Bridging (Level5) and Reaching (Level6). There are three distinctive, yet overlapping, tiers for each grade level cluster except kindergarten. The kindergarten assessment is individually administered and covers all proficiency levels.

Only certified personnel who have completed the required WIDA training for the ACCESS for ELs are permitted to administer the annual proficiency assessment. GaDOE Assessment and Accountability division requires annual WIDA ACCESS for ELs training for all certified personnel who will administer the assessment and provides the LEA System Testing Coordinators with information regarding access to the WIDA training website.

Although parents have the right to waive ESOL instructional services, ELs must participate in the ACCESS until they have met criteria to exit ESOL services. ACCESS records/ results are to be kept in the students' permanent record.

Note: All ELs (including ELs with Parent Waivers) who qualify for services must participate in the ACCESS until they achieve the necessary criteria to exit the program. No deferrals are permitted. All students with parent waivers must be tiered "C". However, they may be eligible for accommodations.

Exiting ESOL Services

Language Assessment Conference

Language Assessment Conference (LAC) is a meeting with the ESOL teacher, other teachers of record, and administrators to discuss the progress of an EL. This meeting must be documented with the completion of the LAC form. Any meeting held to discuss the language development/progress of an EL must be documented with a LAC form. All participants in the Language Assessment Conference must sign the form. Copies of the completed form must be kept in the ESOL and permanent folder for at least 3 years.

Exit Criteria

As ELs reach proficiency and ready to exit language assistance services, it is imperative to ensure these students have attained a degree of proficiency that will enable them to achieve academic success at levels equal to those of their native English-speaking peers. When Georgia joined the WIDA Consortium, the Georgia Department of Education ESOL/Title III Program Manager initiated discussions with district ESOL/Title III representatives across the state to determine the level of proficiency necessary to ensure EL's success upon exiting ESOL services (Appendix L).

Kindergarten Exit Criteria

The Kindergarten ACCESS for ELs Teacher Report provides 2 sets of scores, Instructional and Accountability. For considerations of accountability and for determining whether a Kindergarten student has met the requirements to exit language assistance services, the ACCESS for ELs Accountability scores must be/ is utilized.

In order to exit language assistance services, a Kindergarten student must score an Accountability Composite Proficiency Level (CPL) of 5.0 or higher with no individual domain score less than 5.0. Kindergarten students who do not score an Accountability CPL of 5.0 or higher and who have any individual domain scores less than 5.0 are not eligible to exit language assistance services. Using the school data team meetings to exit Kindergarten students who do not meet the specified exit criteria is not an option (Appendix H).

Grades 1-12 Exit Criteria

Students in grades 1-12 are ready to exit language support services when they have achieved the necessary criteria on the ACCESS and the state assessment of reading comprehension. The two ways are

listed below.

- Students are eligible for a clear exit when they score a Level 5 (Tier B or C) on ACCESS for ELs and score at the proficient level on the state assessments of reading/reading comprehension; or on a grade level for approved local assessments of reading/reading comprehension and high school language arts.
- Students in grades 1-12 are eligible to exit through a Language Assessment Conference (LAC) Language Acquisition Conferences should only be completed with the approval of the ESOL teacher and ESOL Director. Upon approval a LAC may be held and a student may be exited when they:
    - score between CPL 4.3 – 4.9 must implement EL Exit Procedures including an EL Reclassification Review Team decision to exit or not to exit. BCCS procedures are implemented consistently in an objective manner and must be applied in a valid and reliable way. Bccs uses the state-provided EL Reclassification Form (Appendix I).

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/ESOL/Main%20Page/English%20Learner%20Reclassification%20Review%20Form%20Fillable.pdf

GaDOE Title IIII/ESOL recommends, and BCCS implements, a conservative approach, recognizing that a student with a CPL of 4.8 or 4.9 is likely to be much more proficient than a student with a CPL of 4.3 or 4.4. These students should have the skills necessary to perform in the regular classroom. In some cases, students may still be eligible for and in need of special instruction through other support services, such as reading. Recommendations for other needed support services are made when students exit if the situation calls for such.

If the records on a newly-enrolled student indicate that the student previously received language assistance services in another state or in a private school setting and was formally exited in accordance with exit criteria utilized in the other state or private school, Georgia Department of Education considers the student as "exited" despite the fact that the criteria may not match that of Georgia's guidance. The federal two-year monitoring requirement remains in place. If the exit criteria from the other entity are different from that of Georgia, particularly diligent monitoring of the student's progress is recommended.

Graduating seniors who are eligible to exit language assistance services should be exited according to normal procedures. Documentation of exiting services are completed for compliance with state and federal regulations. Proper coding, documentation, and records ensure accuracy for computing district

graduation rates, EL graduation rates, and exiting ELs, which can impact Title III Annual Measurable Achievement Objectives (AMAOs). Visit the ESOL/Title III site at www.gadoe.org.

English Learners Exited and Monitored

Students who meet the exit criteria become English Learner Monitored (EL-Ms). State law requires that they be monitored for two calendar years.

- EL-M's exit date is correctly marked in Infinite Campus. They are also marked as "EL-M" in Infinite Campus.
- EL-Ms are eligible for appropriate standard accommodations as outlined in their EL-TPC forms. After the two year monitoring period ends, EL-Ms are no longer eligible for any testing accommodations.
- ESOL teachers are responsible for maintaining records for EL-Ms. ESOL folders (blue folders) must be maintained for EL-Ms during their two year monitoring period (Appendix K).

Post-Exit Monitoring

It is still important for the regular education teacher to recognize that EL-Ms will need ongoing support as they continue to work toward grade-level academic language performance. EL-Ms must learn to adapt as proficient learners in the regular classroom. Hence, they must take responsibility for their learning at their individual language-proficiency level. Teachers (may) need to differentiate the content material and present it to the EL-Ms in a less demanding language format. It is also important to note the progression of an exited student's academic skills in order to increase the complexity with which information is provided. Therefore, teachers may need to differentiate their formative and summative assessments. The ESOL teacher will perform an informal follow-up within two months after the EL exits ESOL services. This follow-up is to verify the student can compete academically and to check on the student's social and psychological adjustment to the regular classroom.

Two formal monitoring periods occur within the school year:

- First: Fall after 1st report card
- Second: Spring after 2nd report card

During each monitoring window, the ESOL teacher does the following:

- Submit a Post-Exit Monitoring form (Appendix L) to all of the EL's content area teachers.
- Confer with the teachers to discuss the progress of the EL
- Review data collected from the conference, and Infinite Campus; review grades,

benchmark and portfolio assessments (students should earn C's or better); and conduct interviews with the student and parents (guardians).

If monitoring shows that a student is falling behind in classroom work and/or English language skills, the student immediately receives support services as recommended by the MTSS (Multi- Tiered System of Support) team. Students cannot be arbitrarily placed back in ESOL services without a referral from the MTSS team.

If the school is requesting that a student be returned to the ESOL Program, the ESOL teacher will represent the ESOL/Title III Department at the MTSS meeting. If the MTSS team agrees that the student should return to the ESOL Program, it must be a recommendation of the MTSS Team.

Multi- Tiered System of Support (MTSS) Meeting

The LAC does not take the place of the Multi Tiered System of Support (MTSS) meeting. An EL who is experiencing learning or behavioral problems in a particular instructional setting may be referred to the MTSS team at any time. Whenever it is suspected that something beyond language is a barrier to a student's academic achievement, that student is referred to the MTSS team. A district has the option of having the LAC function completed by the MTSS team. English Learners are given access to all the same opportunities and services that other students receive.

Law Governing ESOL/Title III

Title III Requirements of the "No Child Left Behind Act"

- Title III requires each state to adopt English Language Proficiency standards that are linked to the state academic content standards.
- Title III also mandates all K-12 English Learners to be assessed annually in the domains of listening, speaking, reading, and writing (with a derived comprehension score).
- Each state must set 'Annual Measurable Achievement Objectives' based on results from English language proficiency assessment.

BCCS has legal obligation to the ESOL community (Appendix P) These rights are implemented with fidelity at all levels.

Federal Laws and the ELs

Source: The Georgia Department of Education ESOL/Title III Resource Guide

An excerpt from the United States Code§ 1703: Denial of equal educational opportunity prohibited: No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. In other words, federal law requires schools to provide language assistance services.

The United States Department of Education Office for Civil Rights (OCR) has responsibility for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin in programs and activities that receive federal financial assistance.

Title VI of the Civil Rights Act of 1964 regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Thus Title VI protects those students limited in their English language skills such that they are unable to participate in, or benefit from, regular or special education school instructional programs.

During the late 1960s, OCR became aware that many school districts made little or no provision for the education of students who were unable to understand English. In an effort to resolve this problem, on May 25, 1970, the former Department of Health, Education and Welfare issued a memorandum to clarify Title VI requirements concerning the responsibility of school districts to provide equal education

opportunity to language minority students. The May 25th memorandum explained that Title VI is violated if:

- Programs for students whose English is less than proficient are not designed to teach them English as soon as possible or operate as a dead end track.
- Parents whose English is limited do not receive notices and other information from the school in a language they can understand.

In the 1974 Lau v. Nichols case, the U.S. Supreme Court upheld the May 25 memorandum as a valid interpretation of the requirements of Title VI.

Below is a review of other key legislation, court rulings, and administrative regulations addressing ELs and the legal responsibilities of educational agencies providing services.

Other Federal Laws

- Constitution of the United States, Fourteenth Amendment (1868) "No State shall deny to any person within its jurisdiction the equal protection of the laws."
- Equal Educational Opportunities Act (EEOA) "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

PART A- ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT

SEC. 3101. SHORT TITLE.

This part of the law may be cited as the "English Language Acquisition, Language Enhancement, and Academic Achievement Act".

SEC. 3102. PURPOSES.

The purposes of this part are:

1. To help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;

2. To assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(l);

3. To develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;

4. To assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;

5. To assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;

6. To promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children;

7. To streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;

8. To hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring

- Demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
- Adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111 (b) (2) (8).

9. To provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.

Parent, Family, and Community Engagement

Federal Statute – Every Student Succeeds Act (ESSA) Required subgrantee activities:
An eligible entity receiving funds under section 3144 (a) shall use the funds to provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners, which- (A) Shall include parent, family, and community engagement activities; and (B) May include strategies that serve to coordinate and align related programs

Title III TEA Guidance - ESSA The LEA will provide and implement other effective activities and strategies for ELs, which shall include 1. parent engagement activities 2. family engagement activities; and 3. community engagement activities 4. may include strategies that serve to coordinate and align related programs. TEA will conduct annual validations of parent, family and community.

Also, parents, who are Limited English Proficient themselves, are notified of school activities that are called to the attention of other parents (e.g., student progress reports, school schedules, extracurricular activities, special meetings, ceremonies, events, etc.) if they have identified another language on the Home Language Survey. ESOL teachers assist schools with this task through the use of a free text based app that provides translated school/ student information. Teachers utilize translation technology to ensure information gets into parents/ families hands.

BCCS has a selection of childrens books available in a variety of languages. These books are available for free checkout to students to read at school and/ or at home. Students may also take assessments based on the book

BCCS ensures translationservices are made available upon request.

Guiding Questions considered by BCCS:

When working with linguistically diverse families, the following guiding questions can help to focus school districts' efforts in engaging these families:

- Do we understand the parents' and students' educational background and the educational system of the parents' and students' country of origin?

- Are we providing information to parents about the U.S. educational system?
- Do they understand the educational process and their role?
- Are we providing time and opportunity for answering their questions?
- Are we making it clear to parents why we want them to be involved?
- Are we helping parents feel comfortable at meetings?
- Are we communicating in a language they understand and in a culturally- responsive manner by valuing their diverse ethnic and linguistic backgrounds?
- Are we aware of families' cultural practices and traditions?
- Are bilingual personnel available for those parents who do not speak English?
- Are we providing childcare, transportation, or alternate meeting days and times, if needed?
- Are we communicating regularly with parents by offering culturally- appropriate resources to parents, such as providing interpreters when necessary, respecting personal space, eye contact and time ordering of interactions; in some cultures, stand closer to each other than others; some cultures avoid direct eye contact; "business before pleasure" is typically an American concept, whereas other cultures prefer lengthy social conversations before attending to the topic at hand. What forms of communication will be most effective for the family?
- Are we providing documents, or oral translations of documents, in a language they understand?
- Are we helping them understand and access available community resources?

(King & Goodwin, 2002; Cowhey, 2009; Vermont Department of Education, 2010; Council for Exceptional Children, 1991

Frequently Asked Questions

Georgia Department of Education Frequently Asked Questions Regarding ESOL/TITLE III

Source: The Georgia Department of Education Title III ESOL Resource Guide

Georgia Department of Education Title III ESOL EL Handbook

Section I: Laws and Funding

1. Why is it necessary to identify language minority students? Is the LEA required to have an English-language assistance program?

Yes. The U.S. Office for Civil Rights (OCR), Department of Education, through the Civil Rights Act of 1964 requires the identification of language minority students by level of English language proficiency. NCLB requires increased academic gains in content and English language proficiency for schools and districts to meet AYP requirements.

2. What is the correct terminology to identify language minority students?

The language in the No Child Left Behind Act of2001 identifies language minority students as Limited English Proficiency students (LEPs). However, the Georgia Department of Education ESOL program follows the suggestion of the National Research Council with the identification of these students as English Learners or (ELs) since this term highlights the positive aspect of the English language acquisition process. The terms may be used interchangeably.

3. Must schools participate in the state-funded ESOL program?

No, but federal law requires that the Local Educational Agency (LEA) provide English language assistance services for any students identified as English Learners (ELs). The state-funded ESOL program is one of the avenues for the LEA to provide for these services. If EL students are enrolled in the LEA, the LEA is required by federal law to adhere to Title III program requirements.

4. What if only a small number of students need services?

English language assistance services must be provided for these students. If BCCS does not have a teacher with the appropriate certification, you may suggest to a member of your instructional team that a teacher enroll in an ESOL endorsement program (therefore eligible for a non-renewable certificate) and teach one or more segments a day according to your students' needs. The ESOL teacher may provide itinerant services for more than one location as long as traveling is not a factor in the quality of the instruction offered to ELs, and the teacher holds teaching certification appropriate to the grade levels taught. The LEA may choose to assign all ELs in the district to one central location to provide for the English language assistance. Student transportation may be used for ELs (same rule that governs special education).

7. What is a segment? How many minutes per day are required?

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 GPS and CCGPS are provided by or coordinated by a certified teacher or substitute teacher."

This minimum time varies by grade level, as do minimum segment lengths:

Grades K-5 = 250 minutes a week; per day = 50 minute segments

Grades 6-8 = 250 minutes a week; per day = 50 minute segments

Grades 9-12 = 250 minutes a week; per day= 50 minute segments

In addition, a segment consists of at least the minimum number of minutes required to earn a Carnegie unit in Grades 9-12. See the information regarding FTE segments in the Georgia Rules section.

9. May local Migrant Education Agency funding be used for an ESOL program?

No. See section Beyond ESOL: Additional Services for ELs for information regarding services provided by the Migrant Education Program.

10. How many students are needed to receive an ESOL teacher allotment?

A teacher allotment is earned for every seven FTE or 42 segments (segment= a student in a class period) of instruction.

11. Does the ESOL teacher need special certification?

Yes. State Board of Education (SBOE) Rule 160-5-1-.22 PERSONNEL REQUIRED states that personnel

employed with responsibilities in areas for which the Professional Standards Commission (www.gapsc.com) issues a certificate shall possess the appropriate valid certificate. See Georgia Professional Standards Certification sections 505-2-.63, English to Speakers of Other Languages (P-12) Certification and 505-2-.157, English to Speakers of Other Languages (ESOL) Endorsement.

Section II: General ESOL Academic Concerns

12. Does a teacher need to speak another language to teach ESOL?

No. Proficiency in the English language is the only requirement for an ESOL teacher; however, knowing firsthand the experience of learning a second language is advantageous because it provides experiential understanding of the stages of language acquisition and proficiency. If the teacher is bilingual in any languages represented in the classroom, some individual assistance in the native language of a student may be provided to breach content learning barriers more expeditiously. Instruction for ELs must provide comprehensible input. There are a number of ESOL strategies that assist monolingual teachers of English accomplish this goal. The key to most ESOL strategies is that these provide more exposure to the contextual use of English which results in increased English language acquisition.

13. Students just arrived who do not speak any English. What are the first steps?

Determine eligibility for ESOL services. Schedule the student for ESOL classes with a certified or endorsed ESOL teacher who is knowledgeable about the WIDA English Language Proficiency (ELP) Standards (www.wida.us). Provide second language acquisition training for all instructional personnel; teach them specific strategies for differentiation, instruction and assessment of students with varying levels of language proficiency. Allow opportunities for collaborative efforts among teachers to develop lesson plans to support development of both English language proficiency and academic language in the various content areas. All instructional staff should receive ongoing training regarding appropriate instructional strategies and interventions for ELs in order to facilitate providing the student with any other English language assistance services or support considered necessary in any instructional area. ELs may be served by any or all programs for which they qualify in addition to ESOL.

14. What high school graduation requirements differ for ESOL students?

The high school graduation requirements for ELs are the same as those of the regular student population.

15. May an ESOL student receive special education?

Yes.

16. If students sound fluent in English, why would they be screened for ESOL?

Basic Interpersonal Communication Skills (BICS) is the ability to use language in face-to-face everyday contacts. In these situations the context is salient and the language demands are reduced. Content Academic Language Proficiency (CALP) is in a context-reduced environment and the language demands are high. Classroom contacts also require stronger literacy skills and the ability to guess at meaning since both lecture and reading/writing situations reduce opportunities for feedback to check comprehension. Even with native English speakers, oral language skills are not always a predictor for literacy skills.

17. Should ESOL students be included in standardized tests?

Yes. With the implementation of NCLB Act of 2001 testing of all students is required. There may be certain situations where newly arrived ELs may be eligible for deferrals from certain aspects of standardized testing. Information regarding this topic will be found in the Student Assessment Handbook published annually by GaDOE Assessment & Accountability Division at https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/For%20Educators/2022-2023_Student_Assessment_Handbook.pdf. It is essential to read any and all pertinent sections of testing administration manuals that may make reference to LEP/EL students.

18. What is the age policy for school attendance for ESOL students? Is it the same as for any regular student?

SBOE Rule 20-2-150. Eligibility for enrollment.

(a)Except as otherwise provided by subsection (b) of this Code section, all children and youth who have attained the age of five years by September 1 shall be eligible for enrollment in the appropriate general education programs authorized in this part unless they attain the age of 20 by September 1 or they have received high school diplomas or the equivalent. This shall specifically include students who have re enrolled after dropping out and who are married, parents, or pregnant.

Special education students shall also be eligible for enrollment in appropriate education programs through age 21 or until they receive high school or special education diplomas or the equivalent; provided, however, they were enrolled during the preceding school year and had an approved Individualized Education Program (IEP) which indicated that a successive year of enrollment was needed. Other students who have not yet attained age 21 by September 1 or received high school diplomas or the equivalent shall be eligible for enrollment in appropriate education programs, provided they have not dropped out of school for one quarter or more.

Each local unit of administration shall have the authority to assign students who are married, parents, or pregnant or who have re-enrolled after dropping out one quarter or more to programs of instruction within its regular daytime educational program, provided that a local unit of administration may develop and implement special programs of instruction limited to such students within the regular daytime educational program or, at the option of the student, in an alternative program beyond the regular daytime program; provided, further, that such programs of instruction are designed to enable such students to earn course credit toward receiving high school diplomas. These programs may include instruction in prenatal care and child care. Each local unit of administration shall have the authority to provide alternative programs beyond the regular daytime educational program. Unless otherwise provided by law, the State Board of Education shall have the authority to determine the eligibility of students for enrollment. It is declared to be the policy of this state that general and occupational education be integrated into a comprehensive educational program which will contribute to the total development of the individual.

Glossary of Terms

ACCESS: Assessing Comprehension and Communication in English State-to-State or English Learners is the new Georgia state adopted assessment for all English proficiency in four domains: listening, speaking, reading, and writing. All ELs must be assessed annually.

Accommodation: Adapting language (spoken or written) to make it more understandable to second language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.

Can Do Descriptors: Describe English Learners process and use language for each language domain and level of proficiency by grade level cluster.

English Learners (EL): Linguistically and culturally diverse students who have been identified through reliable and valid assessment as having levels of English language proficiency that prevent them from accessing, processing, and acquiring unmodified grade level content in English and qualifying for support services. The language in the No Child Left Behind Act of2001 identifies language minority students as Limited English Proficient students (LEPs). However, the Georgia Department of Education, ESOL program follows the suggestion of the National Research Council with the identification of these students as English Learners (EL) since this term highlights the positive aspect of the English language acquisition process. The terms may be used interchangeably.

EL-M: English Learner Monitored. Students who have exited from ESOL in the past two years; the state mandates that these students be monitored by ESOL specialist and content area teachers for a period of two years.

English for Speakers of Other Languages (ESOL): The course of study of teaching provided to those whose first language is not English. English may be taught at various levels and situations. This term is most often used in K-12 and academic settings and is used synonymously with ESL.

English as a Second Language (ESL): Refers to learning English in a medium where English is the dominant language. This term does not accurately describe many of our students since they may be learning English as a third or fourth language.

Georgia TESOL: The state affiliate of TESOL (Teachers of Speakers of Other Languages). Visit www.gatesol.org

Home Language Survey: Form filled out by parents/guardians that gives information about the student's language background.

Language Acquisition Conference (LAC): A conference held by the EL student's teachers (ESOL and general education) to determine their needs. Lau v. Nichols: Supreme Court case where the court ruled that "There is no equality of treatment merely by providing students the same facilities, textbooks, teachers and curriculum for students who do not understand English. Non-English speakers must receive a meaningful education."

Limited English Proficient (LEP): A term used to refer to a student with restricted understanding or use of written and spoken English: a learner who is still developing competence in using English. The federal government uses the term LEP while EL is more commonly used in schools.

Multi Tiered System of Support (MTSS): a "tiered system of support that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources" (Adopted from National Center on Response to Intervention, 2010).

Non-itinerant Teacher: A teacher who provides instruction in only one school.

Office of Civil Rights (OCR): mission is to ensure equal access to education and to promote educational excellence through vigorous enforcement of civil rights in our nation's schools

Parent Involvement: Any program or activity that encourages parents to become involved in their child's education. Examples of parental involvement are conferences, volunteering, helping the child with homework, attending workshops on parenting and English classes.

Parent Waivers: Document signed by parents declining ESOL services for their children. Waivers can only be initiated by the parents. Students whose parents have waived services are still marked as EL and must take the ACCESS until they meet exit criteria requirements.

Primary Language: The language most beneficial in learning new and difficult information

Pull-Out: Model of instruction. Students are taken out of a non-academic class for the purpose of receiving small group language instruction.

Push-In: Model of instruction. Students remain in their general education class where they receive content instruction from the content area teacher and language assistance from the ESOL teacher.
Segment: Another word for an instructional period. For ESOL program purposes, a segment may be as little as 45 minutes in grades K-3; 50 minutes in grades 4-8; or 55 minutes in grades 9-12.

Testing Participation Committee (TPC): a committee that convenes to make testing decisions for LEP students. This committee can serve as part of the Language Assessment Conference.

Waiver: Required official document needed for parents who decline the services of the ESOL Program while the student is still an EL. The waiver must state that the student is held accountable for meeting all grade level expectations regarding the GPS and CCGPS curriculum and state mandated standardized testing. ELs with Parent Waivers must still participate in the ACCESS for ELs until they meet the exit criteria.

WIDA: World-Class Instructional Design and Assessment. The WIDA Consortium established through a federally funded Enhanced Assessment Grant, is a consortium of many states, which include the original partners of Wisconsin, Delaware, and Arkansas. The consortium has developed English language proficiency standards, Can Do Descriptors, WAPT, and ACCESS.

WIDA Standards: Criteria that express the language expectations of ELs at the end of their English Language acquisition process across the four language domains (listening, speaking, reading, and writing).

Information in this book was developed using the Georgia Department of Education Title III/ESOL Resource Handbook.

Appendix

A- Home Language Survey (English)

B- Home Language Survey (Spanish)

C- ESOL Eligibility Form

D- Initial Notification of Eligibility

E- Continuing Notification of Eligibility

F- Parent Waiver of Direct ESOL Service

G- Entrance Procedures Flow Charts

H- Exit Procedures Flow Charts

I- English Learner Reclassification Review Form

J- Notification of Exit from ESOL Services

K- Monitored Student Review Form

L- Post Exit ESOL Monitoring Form

M- ESOL Program Evaluation of Classroom Performance

N- WIDA Performance Definitions

O- Allowable Accommodations for English Learners

P- ESOL Langauge Program- LEAs' Legal Obligations

Q- English Limited English Proficiency Fact Sheet

Georgia Department of Education

ESOL & Title III Unit

Required Home Language Survey

Dear Parent or Guardian:

In order to provide your child with the best possible education, we need to determine how well he or she speaks and understands English. This survey assists school personnel in deciding whether your child may be a candidate for additional English language support. Final qualification for language support is based on the results of an English language assessment.

Thank You

Student Name (required information):

_____

Language Background (required information):

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?
   _____

Language for School Communication (not required):

4. In which language would you prefer to receive all school information?
   _____

_____ _____

Signature of Parent/Guardian/Other **Date**

Appendix B

Georgia Department of Education

ESOL Unit

Encuesta obligatoria en el idioma nativo

Estimado padre o tutor:

Para proporcionarle a su hijo la mejor educación posible, debemos determinar qué tan bien habla y entiende el inglés. Esta encuesta ayuda al personal de la escuela a determinar si su hijo puede ser un candidato para recibir apoyo adicional en inglés. La calificación final para el apoyo idiomático está basada en los resultados de una prueba en inglés.

Gracias.

Nombre del estudiante (información obligatoria):

_____

Antecedentes idiomáticos (preguntas obligatorias):

1. ¿Qué idioma su hijo entiende y habla mejor?
   _____
2. ¿Qué idioma su hijo habla con mayor frecuencia en el hogar?
   _____
3. ¿Qué idioma usan con mayor frecuencia los adultos del hogar cuando hablan con el niño?
   _____

Idioma para la comunicación con la escuela (pregunta recomendada):

4. ¿En qué idioma prefiere recibir toda la información escolar?
   _____

_____ _____

Firma del padre/tutor/otro **Fecha**

Appendix C

Baconton Community Charter School

Title I Parent Notification of Student Eligibility for Supplemental Language Support Services

Date:_____

Student Name: _____

Dear Parents:

As a student in our school district's "English to Speakers of Other Languages" (ESOL) program, your child receives effective language instruction from an ESOL teacher. As an English Learner, your child also qualifies for additional supports that we offer to help improve his/her English skills. When your child exits from the state ESOL program, we will also exit your child from these extra language services.

Your child's English skill was most recently tested with the: ☐ Kindergarten WIDA Screener® or MODEL®; ☐ WIDA Screener®; or ☐ ACCESS for ELLs 2.0® and received an overall score of _____. Scores lower than _____ qualify a child to be placed in the ESOL program.

We offer the additional supports below to help improve your child's listening, speaking, reading and writing skills in English as well as support his or her academic needs. For high school students who receive these additional supports, the graduation rate is _____%. Please note that if your child has a disability, his/her language program services are developed together with special education staff and they support your child's Individualized Education Program (IEP).

(1) _____ Pull-out ESOL: The student leaves the English- Only classroom for a specified time during the day/ week for ESOL instruction.

(2) _____ Push- in ESOL: The student remains in the English- only classroom and the ESOL teacher provides support during a specified time.

(3) _____ Resource Center/ Laboratory: The student receives English support in a group setting supplemented by multimedia materials.

The services will specifically assist your child with language acquisition on both an academic and conversational level. Your child will continue to further build foundational literacy skills, i.e., reading fluency, comprehension, and inference.

You have the right to refuse these additional supports for your child. If you would like to decline participation for your child, talk about the different supports offered, or learn about parent meetings, please contact the person whose name, phone number, and e-mail are listed below. Thank you.

Name: Heather Rivera
Title: ESOL Director

Telephone Number: (229) 787- 9999
E-mail: hrivera@bccsblazers.org

Appendix D

Baconton Community Charter School

Initial Notification of Eligibility for English for Speakers of Other Languages (ESOL) Services

Date: _____

Student Name: _____ _____
(last) (first)

School: Baconton Community Charter School Grade: _____

Dear Parent/Guardian:

Based on your responses to the Home Language Survey you completed during registration, your child was tested on _____ using the WIDA Screener for Kindergarten®. Your child scored a _____ on this test, which indicates that he/she would benefit from ESOL support during the school day.

ESOL is a program that helps students improve their English skills so that they will be more successful in an all-English speaking classroom environment. Your child will be tested each year to determine if he or she continues to qualify for this ESOL program.

As a parent or guardian, you have the right to waive direct ESOL support for your student. If you are interested in discussing this option or would like additional information about the ESOL program, please contact the following individual in our school district.

We look forward to helping your child develop and improve his or her academic English skills.

Sincerely,

Heather Rivera
ESOL Teacher
(229) 787- 9999
HRivera@bccsblazers.org

Appendix E

Baconton Community Charter School

Continuing Notification of Eligibility for English for Speakers of Other Languages (ESOL) Services

Date: _____

Student Name: _____ _____
(last) (first)

School _____ Grade _____

Dear Parent/Guardian:

During the spring, your child, _____, was given the ACCESS for ELLs 2.0 test to determine his or her level of English language proficiency. Your child scored a _____ on this test, which indicates that he/she will continue to benefit from ESOL support during the school day.

ESOL is a program that helps students improve their English skills so that they will be more successful in an all-English speaking classroom environment. Your child will be tested each year to determine if he or she continues to qualify for this ESOL program.

As a parent or guardian, you have the right to waive direct ESOL support for your student. If you are interested in discussing this option or would like additional information about the ESOL program, please contact the school district staff member listed below.

We look forward to helping your child develop and improve his or her academic English skills.

Sincerely,

Name: Heather Rivera
Title: ESOL Director
Telephone Number: (229) 787- 9999
E-mail: hrivera@bccsblazers.org

Appendix F

Baconton Community Charter School

Parent Waiver of Direct ESOL Services

In signing this document, I understand that my child, _____, grade _____ has qualified for language support through the school district's English to Speakers of Other Languages (ESOL) program. This determination was based on an assessment of his/her English language skills in the areas of reading, writing, listening and speaking on the WIDA Screener *or* ACCESS for ELLs® test. My child's score indicates that he/she would benefit from additional language support in order to better access the curriculum and perform his/her school work. I understand that by signing this form I am choosing to deny the direct ESOL support services that the school has recommended for my child and that without ESOL instruction my child's performance in school may be affected.

I understand that the ESOL program is offered at no charge to parents and that it does not isolate a child from the regular classroom environment. ESOL teachers and classroom teachers work collaboratively to augment the grade level curriculum and provide extra support so that students develop strong English skills and achieve greater success in learning grade level content.

I also understand that Federal law requires my child to be annually assessed in order to determine whether he/she continues to qualify for ESOL. This assessment is required for all eligible students, even if parents have waived services, to ensure students are making progress in English. I understand that I will receive annual notice of my child's ACCESS for ELLs® test scores and eligibility status for ESOL until my child reaches English proficiency, as determined by this assessment.

I understand that at any time I may choose to rescind this waiver and request that my child be provided with the language support for which he/she qualifies. I further understand that this waiver is valid for one school year, and should I decide to continue to waive these services in subsequent school years I must complete a new Parent Waiver of Direct ESOL Services form.

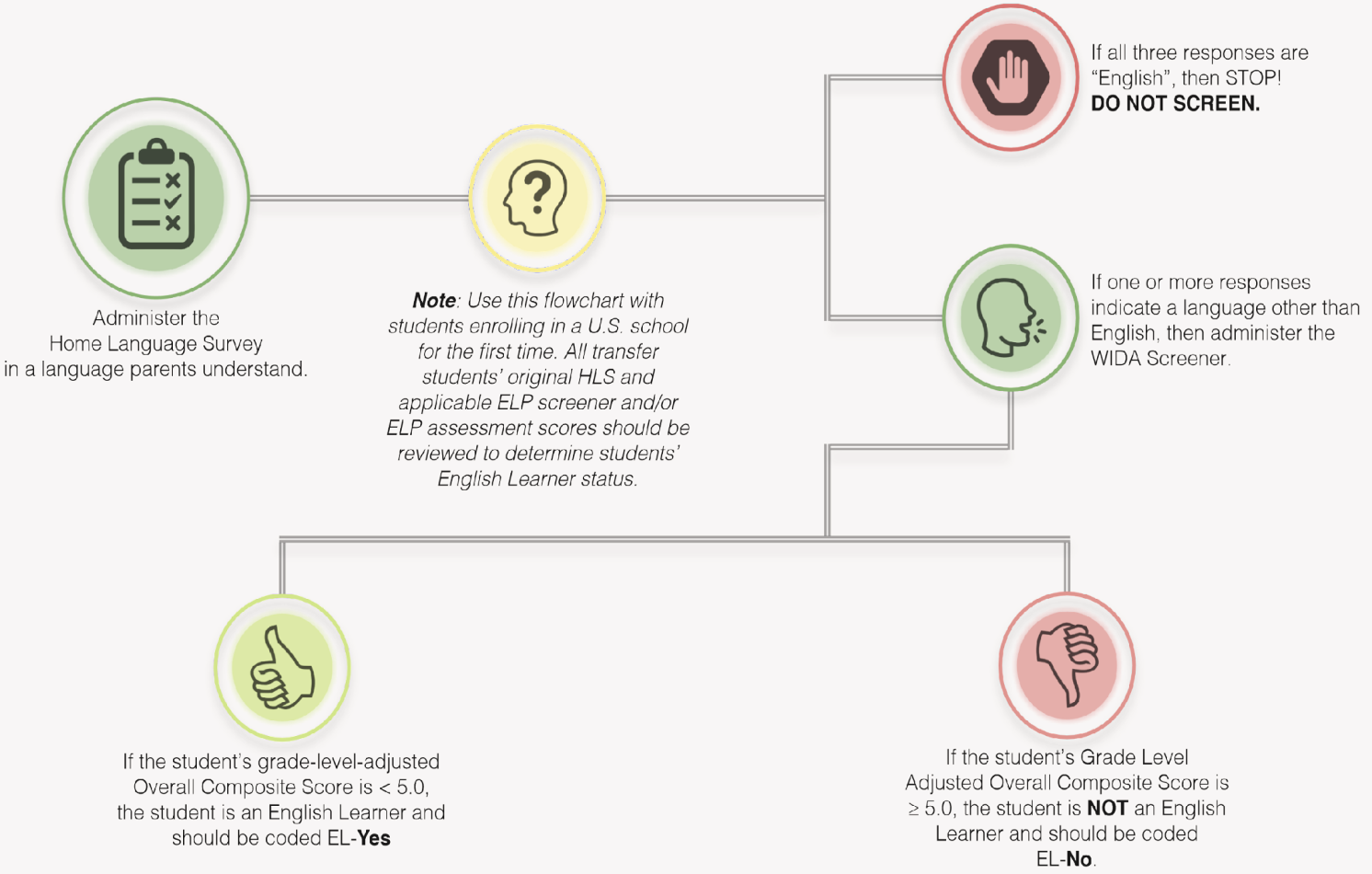
Parent/ Guardian Signature _____ Date _____

ESOL Teacher Signature _____ Date _____

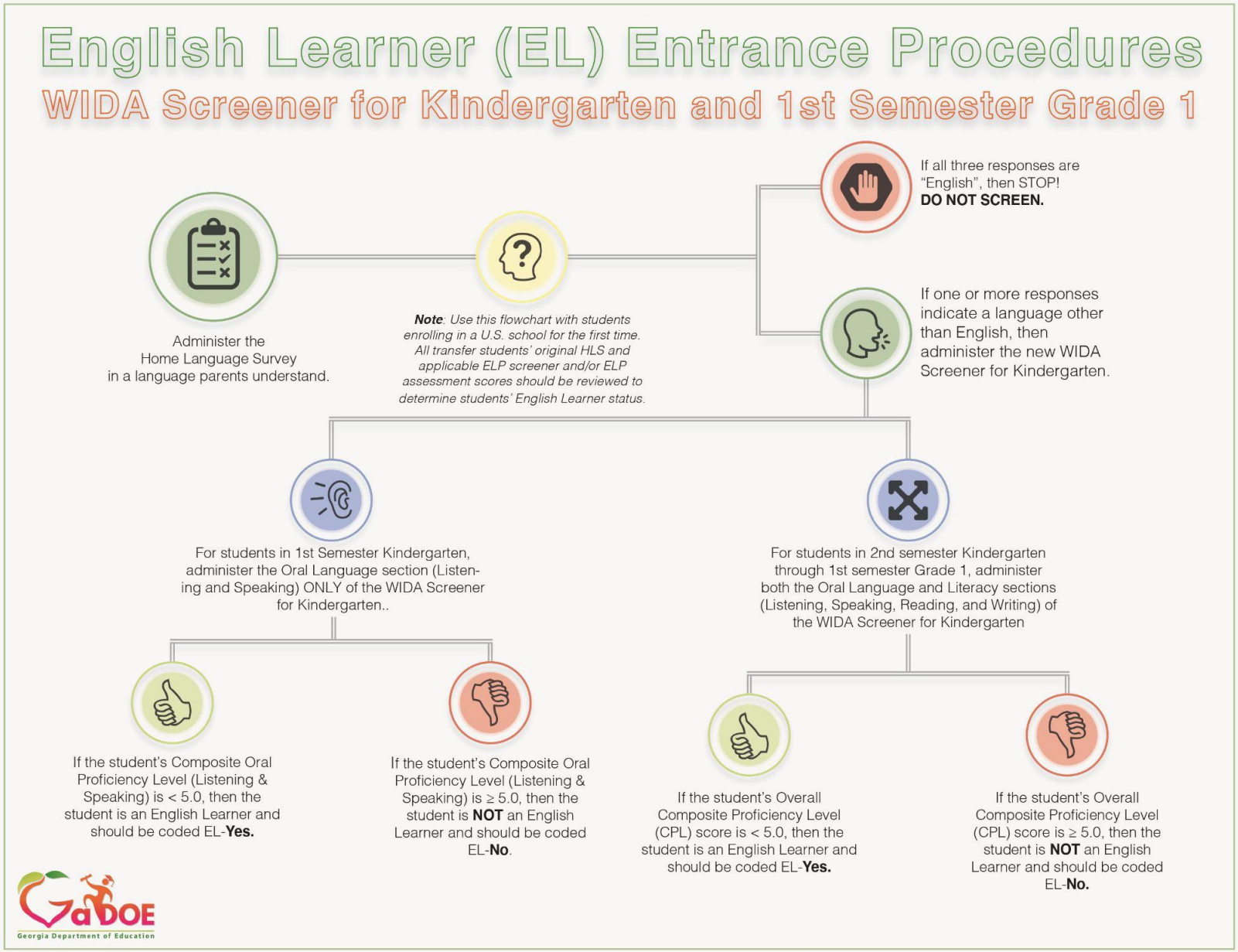
Administrator Signature _____ Date _____

English Learner (EL) Entrance Procedures

WIDA Screener: 2nd Semester Grade 1 - Grade 12

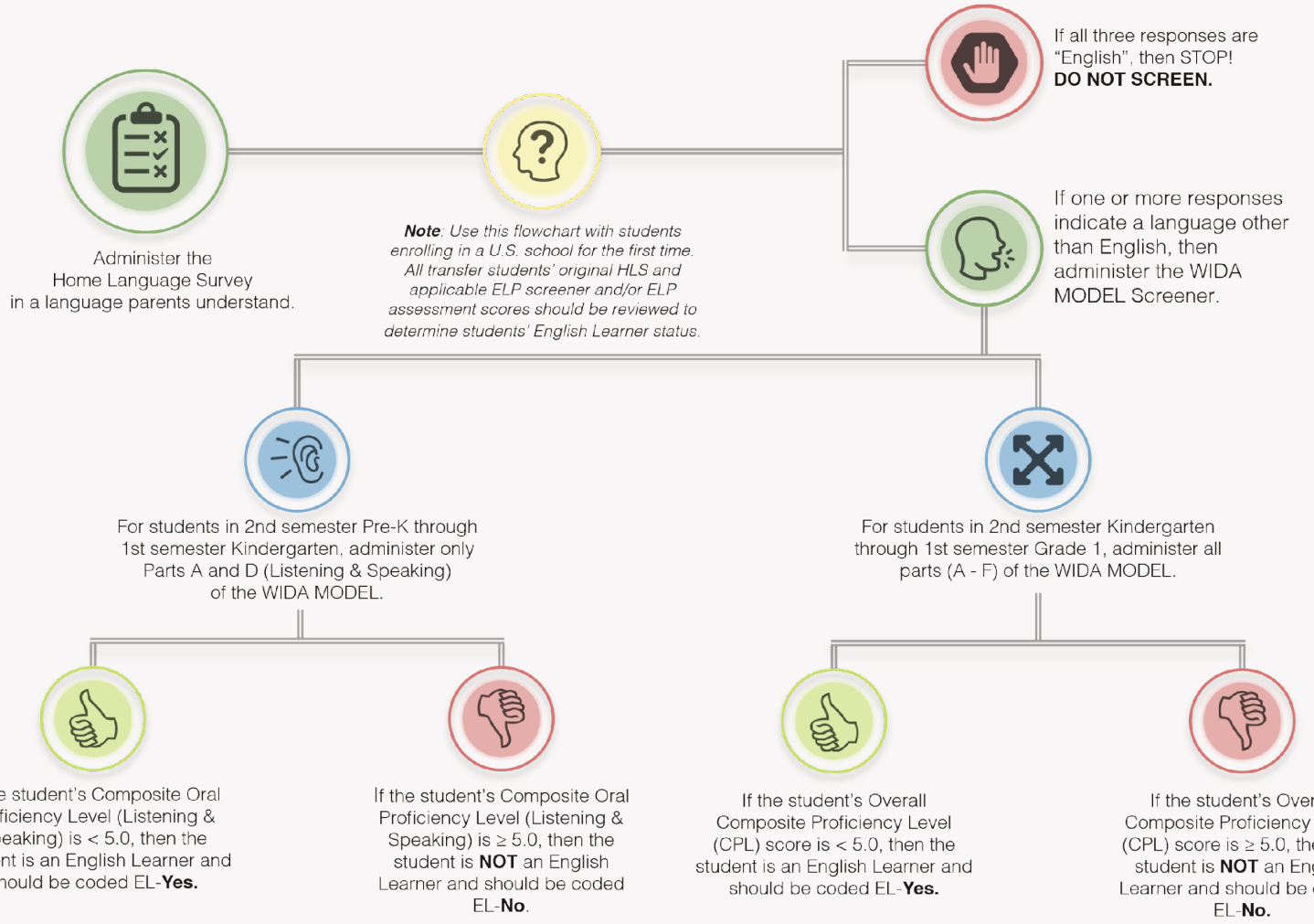


Georgia Department of Education


English Learner (EL) Entrance Procedures
WIDA Screener for Kindergarten and 1st Semester Grade 1
If all three responses are "English", then STOP! DO NOT SCREEN.
If one or more responses indicate a language other than English, then administer the new WIDA Screener for Kindergarten.
Administer the Home Language Survey in a language parents understand.
Note: Use this flowchart with students enrolling in a U.S. school for the first time. All transfer students' original HLS and applicable ELP screener and/or ELP assessment scores should be reviewed to determine students' English Learner status.
For students in 1st Semester Kindergarten, administer the Oral Language section (Listening and Speaking) ONLY of the WIDA Screener for Kindergarten..
For students in 2nd semester Kindergarten through 1st semester Grade 1, administer both the Oral Language and Literacy sections (Listening, Speaking, Reading, and Writing) of the WIDA Screener for Kindergarten
If the student's Composite Oral Proficiency Level (Listening & Speaking) is < 5.0, then the student is an English Learner and should be coded EL-Yes.
If the student's Composite Oral Proficiency Level (Listening & Speaking) is ≥ 5.0, then the student is NOT an English Learner and should be coded EL-No.
If the student's Overall Composite Proficiency Level (CPL) score is < 5.0, then the student is an English Learner and should be coded EL-Yes.
If the student's Overall Composite Proficiency Level (CPL) score is ≥ 5.0, then the student is NOT an English Learner and should be coded EL-No.
GaDOE
Georgia Department of Education

English Learner (EL) Entrance Procedures

Kindergarten WIDA MODEL Screener: 2nd Semester Pre K - 1st Semester Grade 1



GaDOE
Georgia Department of Education

English Learner (EL) Exit Procedures

Grades 1-12

Administer the
ACCESS for ELLs 2.0.

If the Overall Composite Proficiency Level (CPL) is < 4.3, then the student is still an English Learner and remains coded EL-**Yes.**

LEA Flexibility:

An LEA that chooses to consider possible EL Exit for students scoring between CPL 4.3 – 4.9 must establish written standardized LEA EL Exit Procedures that include an EL Reclassification Review Team decision to exit or not to exit. The LEA's procedures must be implemented consistently in an objective manner and must be applied in a valid and reliable way. LEAs must use the state-provided EL Reclassification Form.

If the Overall Composite Proficiency Level (CPL) is ≥ 5.0 then the student is **no longer** an English Learner, must be exited from EL status, and must be coded EL-1 after July 1st.

GaDOE
Georgia Department of Education

English Learner (EL) Exit Procedures

Kindergarten

Administer the Kindergarten ACCESS for ELLs.

If the Overall Composite Proficiency Level (CPL) is < 5.0,

- or any of the Listening, Speaking or Reading domains are < 5.0,
- or the Writing domain is < 4.5,

then the student is still an English Learner and remains coded EL-**Yes**.

All Kindergarten EL students who score an Overall CPL ≥5.0 **AND** Listening, Speaking, Reading ≥5.0 **AND** Writing ≥4.5 must be exited from EL status using an **end-of-school-year date or June 30**. The new first year exited status (EL=1) and EL Exit date may **not** be recorded in the SIS until the beginning of the new school year (after July1).

GaDOE
Georgia Department of Education

Appendix I

English Learner Reclassification Review Form

School Year: Choose a year.

LEA Name: Click or tap here to enter text. **School Name:** Click or tap here to enter text.

Purpose: To allow for district staff input on ESOL exit decisions when ACCESS score is below GADOE-established required exit criterion.

Step 1: Verify score falls within the GaDOE-established proficiency standard on ACCESS assessment.

☐ Grades 1-12 ACCESS for ELLs 2.0 composite (overall) proficiency score falls between 4.3 – 4.9.

Step 2: Reclassification Review **(Complete only if Step 1 criterion is met.)**

Directions: School staff with knowledge about the student must meet to complete this form when Step 1 scores are within the allowable range. This form must be completed collaboratively based on observations of the English learner (EL) in content classes in which English is the medium of instruction. Where available, ESOL-endorsed staff must lead the meeting which must also include, at minimum, the classroom teacher and a school administrator. Additional staff or parents may also be included.

Meeting Date: ’—ōDate.

Content teachers present (check all that apply): ☐ ELA ☐ Math ☐ Social Studies ☐ Science

Student Name: Enter Student Name.

GTID: Enter GTID. Grade: Select Grade DOB: Month / Day / Year

ACCESS Overall/CPL Score: Enter ACCESS CPL/Overall Score

Meeting Participants:

ESOL Staff: Click or tap here to enter text.

Administrator: Click or tap here to enter text.

Classroom Teacher(s): Click or tap here to enter text.

Other Participants: Click or tap here to enter text.

Listening: skills observed in the classroom (check all that apply): ☐ Listens and follows along ☐ Responds to teacher questions ☐ Interprets oral information to complete content-related tasks ☐ Responds to unexpected/spontaneous questions appropriately ☐ Asks for clarification if necessary ☐ Provides clarification if necessary ☐ Clears up misunderstandings (by backtracking, restating, etc.) ☐ Other: Click or tap here to enter text.	**Notes (optional):**

Speaking: skills observed in the classroom (check all that apply): In general, teachers elicit student responses that are mostly ☐ Words/phrases ☐ A sentence ☐ Connected sentences Teachers observe that non-ELs use mostly ☐ Words/phrases ☐ A sentence ☐ Connected sentences This English learner mostly uses ☐ Words/phrases ☐ A sentence ☐ Connected sentences To what extent does this student use language in the ways expected for the task? ☐ All or most of the time ☐ Some of the time ☐ Rarely	**Notes (optional):**

Review of English **literacy** level and achievement test performance (e.g. local benchmark assessments, Georgia Milestones assessments, ELP assessments/domains).

Measures reviewed:

The EL's overall ***classroom performance*** in English demonstrates that he/she is likely to achieve in classrooms where English is the primary language of instruction:

☐ All of the time ☐ Some of the time ☐ Rarely

The EL's overall ***assessment performance*** in English demonstrates that he/she has the requisite skills to achieve in classrooms where English is the primary language of instruction:

☐ All of the time ☐ Some of the time ☐ Rarely

Based on the above documentation & observations, has the student demonstrated the ability to participate successfully in the classroom where the language of instruction is English?

Note: Determination must consider the performance of non-ELs in similar settings that have similar characteristics to the student being evaluated (e.g. disability, grade level, educational background, etc.)

Step 3: Reclassification Review Determination

☐ **Exit from ESOL** ☐ **Continue in ESOL**

Adapted from: *"Discerning – and Fostering – What English Learners Can Do with Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions,"* Authors: Daniella Molle, Wisconsin Center for Education Research. Robert Linquanti, WestEd. August 2016

Baconton Community Charter School
Notification of Exit from ESOL Services

Date:_____

Student Name: _____ Grade _____

School: _____

ACCESS for ELLs Testing Results:

Composite Proficiency Level Score _____/ 6.0

(for *Kindergarten Test*: Reading_____; Writing_____; Listening_____; Speaking_____)

Additional data considered (if applicable):_____

Dear Parent or Guardian,

As you know, your child has been enrolled in our school's English for Speakers of Other Languages (ESOL) Program in order to improve his/her English language skills.

Based on a recent review of ACCESS and other test results, we have determined that your child has reached the level of English needed in order to transition out of ESOL services. Please know that although your child will no longer receive ESOL classes, we will continue to monitor your child's academic progress in order to ensure that he/she continues to be successful in school.

If you have any questions, please contact me by phone or email.

Best regards,

Name: Heather Rivera
Title: ESOL Director
Telephone Number: (229) 787- 9999
E-mail: hrivera@bccsblazers.org

Appendix K

Baconton Community Charter School

MONITORED STUDENT REVIEW FORM- ELEMENTARY & MIDDLE SCHOOL

Student _____Grade____ School Year _____

ESOL Exit Date _____ Monitoring Year: Check one. ___ **1st yr.** ___ **2nd yr.**

For each grading period, place a date or check in the appropriate box below.

Attach progress reports, if issued, and report cards.

Grading Period	Copy of progress report attached or NI (not issued)	Dates of teacher contacts	Comments
1st Progress report			
1st Report card			
2nd Progress report			
2nd Report card			
3rd Progress report			
3rd Report card			
4th Progress report			
4th Report card			

Appendix L

Baconton Community Charter School
MS & HS Post-Exit ESOL Monitoring Form

Student Name: _____ Grade Level: _____ Date:_____

_____ / _____
Name of content teacher completing this form / Subject or content area

Part I: To be completed by subject or content area teacher
Please circle the appropriate response for each statement below.

The student is passing the class. Yes No Current Grade: _____

Has the student had any discipline problems? Yes No

Comments:
1. The student completes assignments on time. Always Often Sometimes Seldom Never N/A
2. The student communicates effectively with the teacher in English. Always Often Sometimes Seldom Never N/A
3. The student communicates effectively with peers in English. Always Often Sometimes Seldom Never N/A
4. The student writes clearly in English. Always Often Sometimes Seldom Never N/A

5. The student reads aloud in class in English. Always Often Sometimes Seldom Never N/A

6. The student attends class regularly. Always Often Sometimes Seldom Never N/A
7. The student participates in group work. Always Often Sometimes Seldom Never N/A
8. The student socializes with native English speakers. Always Often Sometimes Seldom Never N/A
9. The student asks for assistance when needed. Always Often Sometimes Seldom Never N/A

How many days has the student been absent? _____

How do you modify assignments for the student?
_____
_____
List any concerns regarding the student's success in your class:_____
_____
Please make any additional comments you have about this student's progress (continue on back if needed):
_____

_____ / _____
Content Teacher Signature / Date

Baconton Community Charter School
MS & HS Post-Exit ESOL Monitoring Form

Part II - to be completed by the ESOL teacher

ESOL Teacher Name: _____

Circle one: 1st year monitor 2nd year monitor

Student Name: _____

Student FTE #:_____ Student ID _____

Date of entry into ESOL: _____ Date of exit from ESOL: _____

What are the student's current grades in each academic course?
English _____ Math _____Social Studies_____ Science_____

Is the student receiving any special services? If so, list services _____

_____

Comments:

_____

_____

For High School Students Only:

Check if Passing Scores Achieved on GHSGT: LA ___ SS___ Math ___ Science___ Writing ___

Graduation Goals: Target Year _____ Career Pathway_____

_____ / _____
ESOL Teacher Signature / Date

If monitoring shows that the student is falling behind in classroom work and/or English language skills, the student must be referred for assistance through the MTSS Pyramid of Interventions or to SST.
Monitoring may only be discontinued at the end of two calendar years from the date the student was exited from ESOL.

Baconton Community Charter School
Elementary School ESOL Post-Exit Monitoring Form

Student Name: _____ Grade Level: _____ Date: _____

Part I: To be completed by classroom or grade level teacher:

Name of teacher completing this form: _____

Circle responses below:

1. The student completes assignments on time. Always Often Sometimes Seldom Never N/A

2. The student communicates effectively with teacher in English. Always Often Sometimes Seldom Never N/A

3. The student communicates effectively with peers in English. Always Often Sometimes Seldom Never N/A

4. The student writes clearly in English. Always Often Sometimes Seldom Never N/A

5. The student reads aloud in class in English. Always Often Sometimes Seldom Never N/A

6. The student attends class regularly. Always Often Sometimes Seldom Never N/A

7. The student participates in group work. Always Often Sometimes Seldom Never N/A

8. The student socializes with native English speakers. Always Often Sometimes Seldom Never N/A

9. The student asks for assistance when needed. Always Often Sometimes Seldom Never N/A

How many days has the student been absent? _____

How do you modify assignments for the student?_____

_____

List any concerns regarding the student's success in your class. _____

_____

Comments: Please make any comments you have about this student's progress.

_____

_____

_____ **/** _____

Classroom Teacher Signature / Date

Baconton Community Charter School

Elementary School Monitoring Form for Exited ESOL Students

Part II - To be completed by the ESOL teacher:

ESOL Teacher Name: _____

Circle one: 1st year monitor 2nd year monitor

Student Name: _____

Student FTE #: _____ Student ID #: _____

Date of entry into ESOL: _____

Date of exit from ESOL: _____

What are the student's current grades Reading _____ Math _____

Language Arts_____

Is the student receiving any special services? If yes, list: _____

_____

Comments:

_____

_____

_____

_____

_____ / _____

ESOL Teacher Signature / Date

NOTE: If monitoring shows that the student is falling behind in classroom work and/or English language skills, the student must be referred for assistance through the MTSS Pyramid of Interventions or to SST.

Monitoring is required for two calendar years from the date the student was officially exited from ESOL language assistance services.

Appendix M

Baconton Community Charter School

ENGLISH to SPEAKERS of OTHER LANGUAGES PROGRAM EVALUATION of CLASSROOM PERFORMANCE

Student Name_____ Grade_____ Date_____

School _____ ESOL Teacher_____

How many years has the student participated in the ESOL Program? _____

Other ESOL Programs: _____

Instructions to the Classroom Teacher:
The above student is being considered for exit from the ESOL program. To help evaluate the student's overall achievement, please use the following scale to rate the student's performance in your class.

Category 1: Ability to Learn Course Content

Rate the student on the ability to master the content of the course you teach, regardless of the reasons.

1 2 3 4 5
(Unable) (Average) (Very capable)

Comments:_____

_____

Category 2: Academic Performance

Rate the student's performance in class compared with English-speaking students and reflected by grades received during the year.

1 2 3 4 5
(Unsatisfactory) (Average) (Excellent)

Comments: _____

_____

Category 3: Study Habits

Rate the study habits which the student uses in your class. Does the student bring the necessary books and other materials to class? Does the student begin work promptly, listen attentively to instructions, follow directions carefully, and complete assigned tasks punctually? Does the student work independently?

1 2 3 4 5
(No effort) (Average) (Highly motivated)

Comments: _____

_____

Category 4: Class Participation

Rate the student's participation in class activities and discussions.

1 2 3 4 5
(Minimal) (Average) (Active)
Comments:_____

_____

Category 5: Communication with Teacher

Rate the student's skill in communicating with you.

1 2 3 4 5
(Weak) (Average) (Highly articulate)
Comments: _____

_____

Category 6: Communication with Peers

Rate the student's skill in communicating with classmates.

1 2 3 4 5
(Weak) (Average) (Highly articulate)
Comments:_____

_____

Prediction of Success

Predict the student's chances for success in regular classes if he or she receives no additional help in learning English as an additional language.

1 2 3 4 5
Unlikely (Likely) (Excellent)

Would you recommend the student for other special services? Yes ___ No___

Service(s) recommended_____

_____

Comments: _____

_____

_____ _____ _____
Signature of Teacher Class Date

WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use…

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 - Reaching	English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.		
	At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…		
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas	• A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas	• Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas	• Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

WIDA™

Appendix O

Allowable Accommodations for English Learners

State Approved Accommodations for English Learners S = Standard C = Conditional									
Setting Accommodation	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	EOCT Fall 2014 Mid-Month & Retest	GHSGT	GHSWT	GKIDS	NAEP
1. ESOL classroom	S	S	S	S	S	S	S	S	S
2. Small group	S	S	S	S	S	S	S	S	S
3. Preferential seating	S	S	S	S	S	S	S	S	S
4. Individual or study carrel	S	S	S	S	S	S	S	S	S
5. Individual administration	S	S	S	S	S	S	S	S	S
Presentation Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	EOCT Fall 2014 Mid-Month & Retest	GHSGT	GHSWT	GKIDS	NAEP
6. Explain or paraphrase the directions for clarity (in English only)	S	S	S	S	S	S	S	S	
7. Oral reading of test questions in English only		S		S	S	S	S		S
8. Oral reading of reading passages in English only		C_1		C^1	S	S			
9. Repetition of directions (in English only)	S	S	S	S	S	S	S	S	
Response Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	EOCT Fall 2014 Mid-Month & Retest	GHSGT	GHSWT	GKIDS	NAEP
10. Student marks answers in test booklet	S		S		S	S			
11. Verbal response in English only to Scribe	S^2	S^2	S^2	S^2	S^2	S^2	S^2	S^2	S_2
12. Word-to-Word dictionary	S^3	S^3	S^3	S^3	S^3	S^3	S^3	S^3	S_4
Scheduling Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	EOCT Fall 2014 Mid-Month & Retest	GHSGT	GHSWT	GKIDS	NAEP
13. Frequent monitored breaks	S	S	S	S	S	S	S	S	S
14. Extended time	S	S	S	S	S	S	S	S	S

Footnotes
1. Restricted to eligible EL students only; see guidance for eligibility. May not be used with EL-M students.
2. Use of a scribe is allowable only if guidelines are followed exactly.
3. Only words may be translated; definitions are not permitted. This accommodation may not be used on the QCC-based GHSWT.
4. Accommodation not allowed on NAEP Writing Assessment.

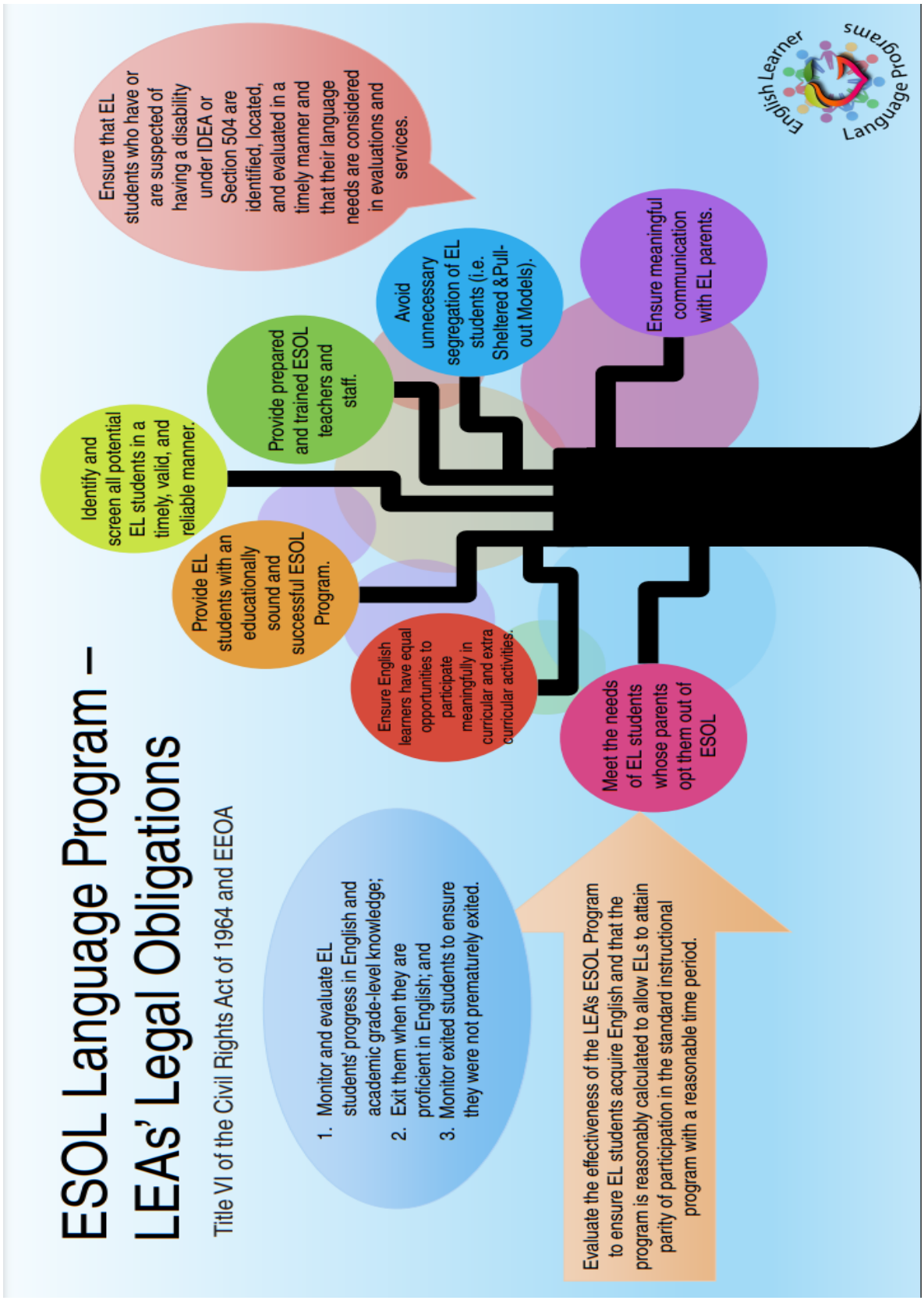
Eligibility Guidelines: Reading of Reading Passages

Guidance for Use of Conditional Accommodations 8: Reading of reading passages

The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, must be restricted to only those EL students who meet **ALL** eligibility criteria outlined below:

1. The student's English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader (i.e., the student is unable to access English text due to their language proficiency, not simply reading below grade level); **and**
2. The student is not poised to exit language services within the current school year; **and**
3. There are clear and specific goals within the student's educational plan addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: Students who are assigned this conditional accommodation must be administered Georgia Milestones online using the screen reader functionality of the online platform with a headset.


ESOL Language Program – LEAs' Legal Obligations
Title VI of the Civil Rights Act of 1964 and EEOA
1. Monitor and evaluate EL students' progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.
Evaluate the effectiveness of the LEAs ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.
Identify and screen all potential EL students in a timely, valid, and reliable manner.
Provide EL students with an educationally sound and successful ESOL Program.
Provide prepared and trained ESOL teachers and staff.
Ensure English learners have equal opportunities to participate meaningfully in curricular and extra curricular activities.
Avoid unnecessary segregation of EL students (i.e. Sheltered &Pull-out Models).
Meet the needs of EL students whose parents opt them out of ESOL
Ensure meaningful communication with EL parents.
Ensure that EL students who have or are suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner and that their language needs are considered in evaluations and services.
English Learner Language Programs

U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights

Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them

This fact sheet answers common questions about the rights of parents and guardians who do not speak, listen, read, or write English proficiently because it is not their primary language.

Must my child's school provide information to me in a language I can understand?

Yes. Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- registration and enrollment in school and school programs
- language assistance programs
- report cards
- student discipline policies and procedures
- special education and related services, and meetings to discuss special education
- parent-teacher conferences
- grievance procedures and notices of nondiscrimination
- parent handbooks
- gifted and talented programs
- magnet and charter schools
- requests for parent permission for student participation in school activities

Must a school provide language assistance if I request it even if my child is proficient in English and I am somewhat proficient in English?

Yes. Schools must respond to a parent's request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English.

May my child's school ask my child, other students, or untrained school staff to translate or interpret for me?

No. Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

What information should I expect from the school if my child is an English learner?

When your child enrolls, you should receive a home language survey or similar form to fill out that helps the school identify potential English learners, who are eligible for language assistance services. If your child is identified as an English learner, the school must notify you in writing within 30 days of the school year starting with information about your child's English language proficiency level, programs and services available to meet your child's educational needs, and your right to opt your child out of a program or particular services for English learners. For more information about the rights of English learners, visit http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf.

[OCR-00087]

What type of processes can school districts use to identify limited English proficient parents?

- School districts must develop and implement a process for determining whether parents are limited English proficient and identifying their language needs.
- The process should be designed to identify all limited English proficient parents, including parents and guardians whose primary language is not common in the district or whose children are proficient in English.
- A school district may, for example, use a home language survey, to inquire whether a parent requires oral and/or written communication in a language other than English.
- The school's initial inquiry should, of course, be translated into languages that are common in the school and surrounding community so that that the inquiry is designed to reach parents in a language they are likely to understand.

What steps must school districts take to provide effective language assistance to LEP parents?

- School districts must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter. Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language, but may not be competent to interpret in and out of that language, or to translate documents.

What can I do if I have questions, want additional information, or believe a school is not complying with these requirements?

- You may visit the website of the U.S. Department of Education's Office for Civil Rights (OCR) at www.ed.gov/ocr or contact OCR at (800) 421-3481 (TDD: 800-877-8339) or at ocr@ed.gov. For more information about filing a complaint, visit www.ed.gov/ocr/complaintintro.html.
- You may visit the website of the U.S. Department of Justice's Civil Rights Division at www.justice.gov/crt/about/edu/ or contact DOJ at (877) 292-3804 or at education@usdoj.gov. For more information about filing a complaint, visit www.justice.gov/crt/complaint/#three.
- For more information about school districts' obligations to English learner students and limited English proficient parents, additional OCR guidance is available at http://www2.ed.gov/about/offices/list/ocr/ellresources.html.