

Georgia
Destinations
Career Academy
English Learner
Policies and
Procedures
2022-2023

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Important: The District English Learner Programs Handbook may be amended at any time and parents will be notified of changes by email. It is our parents' and learning coaches' responsibility to maintain correct and updated contact information to be apprised of changes.

Last amended 4-11-22

Purpose of English Learner Programs

Georgia Destinations Career Academy (GADCA) will increase English proficiency of English Learners (ELs) and support ELs in meeting academic achievement standards by providing high quality, effective language instructional programs.

Federal Definition:

- English learner – The term “English learner,” when used with respect to an individual, means an individual—
 - (A) who is age 3 through 21.
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C)(i) who was not born in the United States or whose native language is a language other than English.
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.
- (ESEA Section 8101(20))

Common Acronyms

- English Learner (EL)
- English Language Learner (ELL)
- Limited English Proficient (LEP)
- English Language Development (ELD)
- English to Speakers of Other Languages (ESOL)

- **All of these acronyms are used to describe a student who speaks a language(s) other than English and has been identified as needing additional language support*

Definitions

The following words and terms, when used in this regulation shall have the following meaning unless the context clearly indicates otherwise:

“Bilingual Service” Bilingual service or programs are programs that provide instruction using the student's native language and English across all subject areas or provide instruction in English across all subject areas with support in the native language.

“English Learner (EL) Programs”, “English to Speakers of Other Languages (ESOL) Programs”, “Language Instruction Educational Programs (LIEP)” means an instruction course — (A) in which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language. (ESEA Section 3201(7))

“English Learners (ELs)” English Learners are students with limited English proficiency (also referred to as (LEP) Limited English Proficient Students). ELs are individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either comprehend, speak, read or write little or no English, or who have been identified as English Learners by a valid English language proficiency assessment approved by the Department of Education for use statewide.

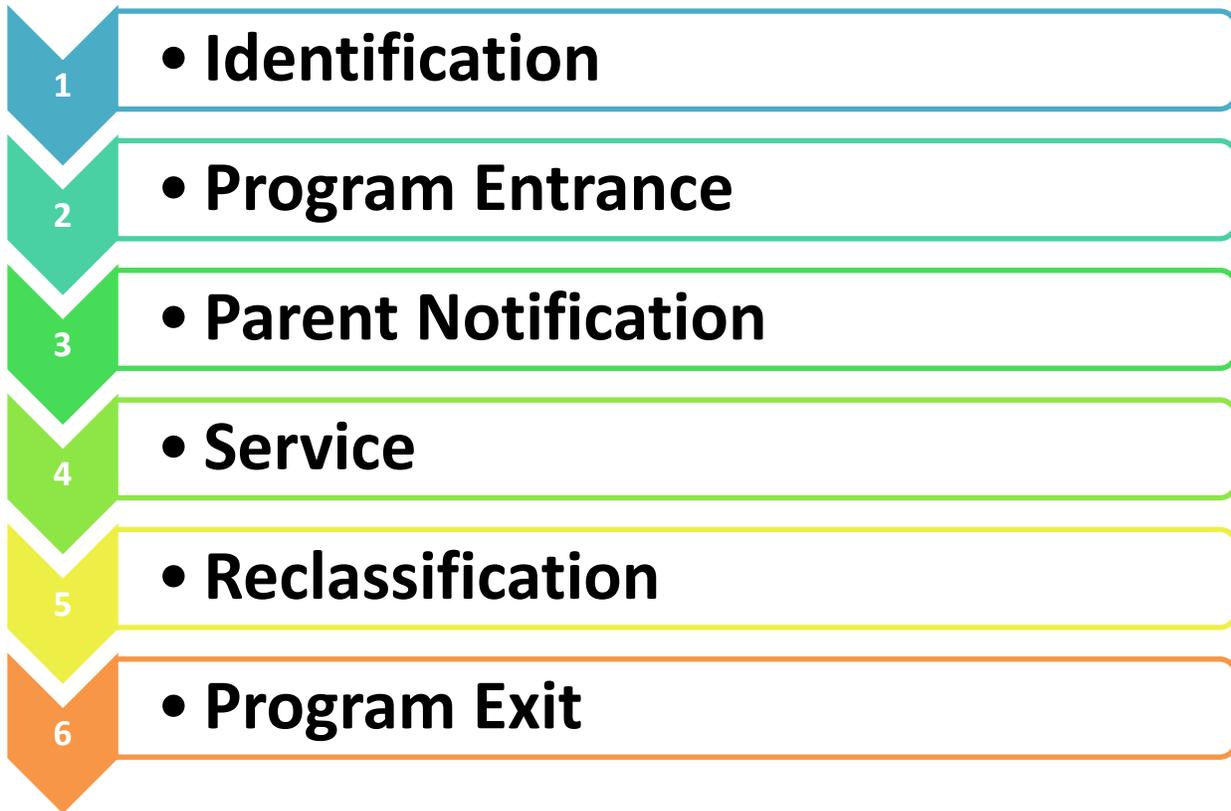
“EL Pull-out” The goal is proficiency in English.

Students leave their mainstream classroom to spend part of the day receiving EL instruction, often focused on grammar, vocabulary, and communication skills.

“EL Push-In” The goal of this approach is proficiency in English and mastery of academic standards; students are served in a mainstream classroom, receiving instruction in English with some native language support if needed; and the EL teacher or an instructional aide provides clarification, translation if needed, and uses EL strategies.

Components of Service Process

English Learner Programs include several components:

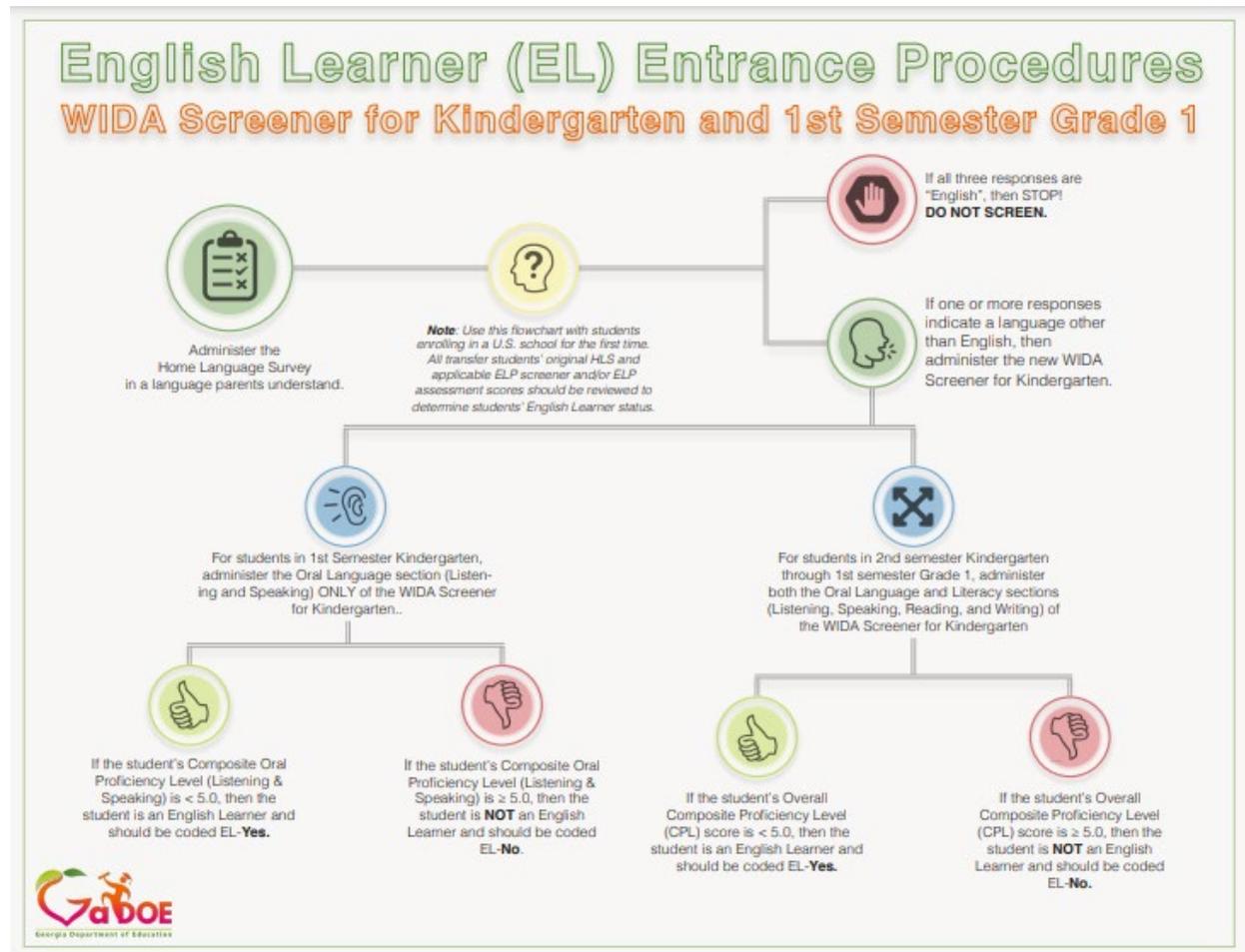


Identification and Home Language Survey Collection

A home language survey (HLS) or the questions contained in the survey is administered as part of the registration process for registering students who have not been enrolled in a public school prior to entry to GADCA. The HLS will elicit from the student's parent or guardian the student's first acquired language and the language(s) spoken in the student's home or by the student.

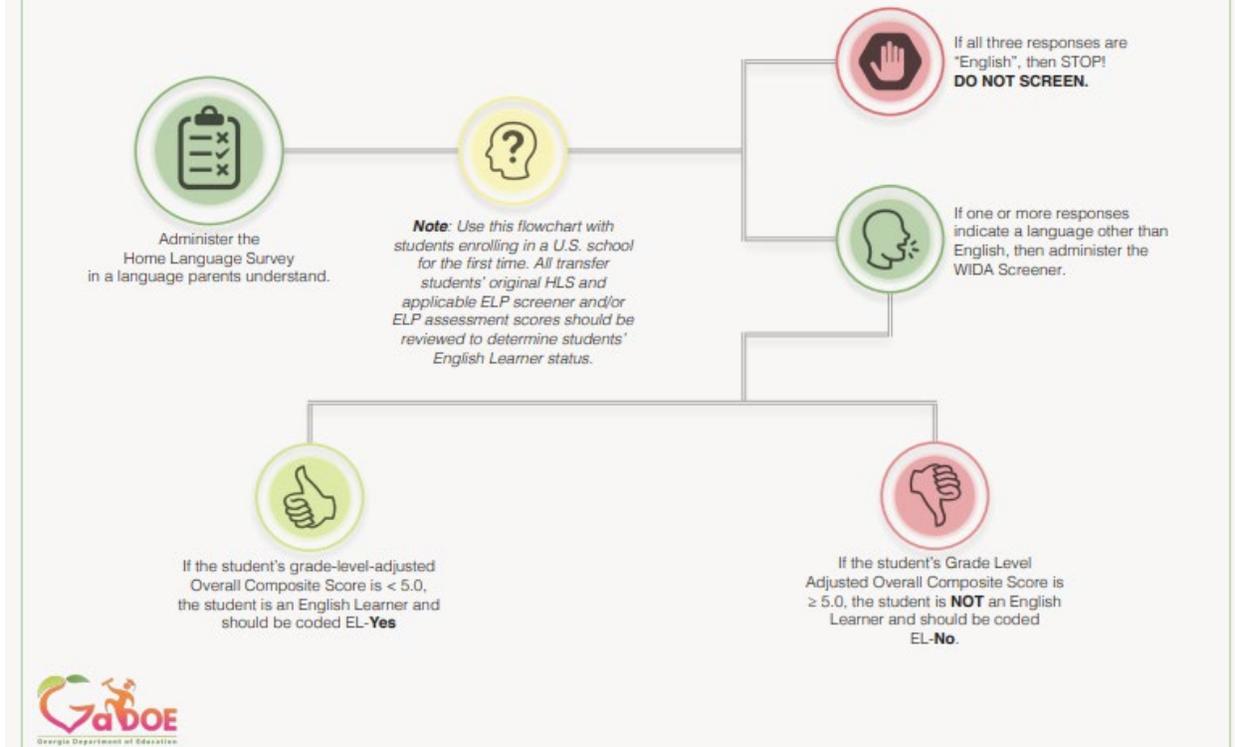
During the enrollment process all applicable families will answer a series of online questions as a first effort of Child Find including the Home Language Survey (HLS) questions. This is the first and primary effort to collect required native/primary language information about the student and/or family. Parents either enrolling online or calling to enroll their child(ren) will be given the option to have the enrollment paperwork translated or interpreted into their primary or preferred language. All parties asking these questions will be provided professional development on EL indicators and their obligation in routing positive responses to the appropriate EL point of contact. Additionally, school records will be requested from any student who was previously enrolled in a school within the United States and will be reviewed for EL indicators.

Those students with positive responses to any of the HLS questions will be referred to the EL point of contact who will then talk with the family to determine if services were previously received, current language needs of student, review prior school records, including any previous EL evaluations, program plans, etc. that could help the school determine next steps needed in the assessment and placement of the student. If deemed appropriate based on positive responses to the HLS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop appropriate English Language Development Plan (ELD Plan).



English Learner (EL) Entrance Procedures

WIDA Screener: 2nd Semester Grade 1 - Grade 12



Home Language Survey Questions:

While the school may ask a variety of questions during enrollment, only the answers to these questions should determine if a student should be assessed for EL services.

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?

If the student indicates any response other than "English" on any of the original HLS questions, the student should be assessed for services.

Program Entrance and Placement Test Administration

Based on a non “English” response to one of the HLS questions, if the student has not attended a public school within the United States previously, they should have an EL Placement assessment administered within the first [30] days of enrollment.

For those students who have attended another public school within the United States, their HLS and EL records will immediately be requested from their last school of attendance. Once obtained and within the first [30] days of enrollment, equivalent services should be provided immediately. Additionally, the annual parent notification will be mailed, and the student’s annual English Language Development Plan (ELD Plan) meeting will be held.

The following steps should be adhered to:

1. Any student new enrollee in a public school and has not attended a public school within the United States previously for whom a language other than English is reported on the home language survey or on the registration form as the student's first acquired language or as a language used in the student's home or by the student shall be administered an English language proficiency screener/ placement assessment. The assessment shall be conducted as soon as practicable, but not later than thirty (30) school days after enrollment and shall be conducted by qualified personnel trained in the administration of the assessment instrument.
2. The English language proficiency screener / placement assessment shall be based on the English Language Proficiency Standards for English Learners K to 12 and shall assess listening, speaking, reading, and writing. The WIDA Screener is used for this purpose and is approved by the Department of Education for use statewide.
3. Any student who achieves an Overall Composite score of < 5.0 on the WIDA Screener shall be identified as an EL and shall be entitled to a program of instruction for ELs.

Once placement is confirmed based on the English language proficiency assessment results or records indicating prior placement, parents must be notified within 2 weeks of placement and given the opportunity to decline services.

If an eligible student was not identified during the EL identification process or if a parent did not accurately report the child's native or home language, all teachers and administrators will receive training on how to complete the General Education Referral Sample in Appendix A. The EL Leader will review each referral and investigate student and family need for language support services as defined by the process on the General Education Referral Form.

*Refer to Appendix A for General Education Referral Form

Documenting EL Services

When a student begins service, a start date for EL and/or bilingual service should be entered on the student's individual record. If the student begins receiving service but is withdrawn from services after parent notification (see below), the start date should be indicated as parent withdrawn with the date the school received written parent notification. A start date for ELs receiving EL and/or bilingual services must be documented annually. A start date is entered indicating when the student began to receive EL or bilingual services. The start date should be the first day upon which the student received instruction in an EL or bilingual program. It is not permissible to simply enter the first day of school if the student did not receive EL or bilingual services the first day of school.

Annual Parent Notification of Services

The Parent Notification Letter is used to notify parents of students that have been identified as EL and their student's placement in a language instruction program. ***The parent notification letter is sent each year to all EL students' parents.*** The letter must be provided to the parent no later than 30 days from the beginning of the school year, or within 2 weeks of enrollment in an EL program.

The parental notification must include:

- The reason for identification of the child as an EL;
- The child's level of English language proficiency, how the level was assessed, and the status of the child's academic achievement;
- Methods of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ;
- How the program will meet the educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards;
- Exit requirements for the program, expected rate of transition to a classroom not tailored for EL students, and expected rate of high school graduation;
- In the case of a child with a disability, how the program meets the annual goals in the child's individualized education program (IEP); and
- Information regarding parents' right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available.

(ESEA 1112(e)(3)(A))

The school will ensure that all communication to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall

be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The school must notify parents, in a language they can understand, within two weeks of the student's placement.

* Refer to Appendix B for Parent Notification.

Parents' Right to Refuse Services

The Parent Notice must include information regarding the parents' right to withdraw the child from the EL Program. The school will ensure the parent understands the program and their decision, as well as the required participation of the student in the annual proficiency assessment and classification of the student as an EL until exit criteria is met. Parents do not have the right to refuse the screening or placement of the student, only the programming or services. Students must adhere to identification, reporting, and assessment requirements. GaDOE provides a sample Opt Out form for school usage.

Services and Programs of Instruction for ELs

Programs of instruction for ELs shall include formal instruction in English language development; and instruction in academic subjects which is designed to provide ELs with access to the regular curriculum. In selecting a program(s), the school shall choose programs that are research based and that have been demonstrated to be effective in the education of ELs.

1. Programs shall be implemented consistent with the goal of prompt acquisition of full English proficiency. Programs shall include instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.
2. Instruction shall be delivered by individuals who meet Department of Education licensure and certification requirements and who are trained in the delivery of instruction to ELs.
3. The student's parent, guardian or Relative Caregiver has a right to refuse placement of their child (ren) in either the Bilingual or the EL program and also has the right to withdraw an identified student from either program. Parents, guardians or Relative Caregivers of eligible students who refuse placement of their student in either program or withdraw students from either program shall do so in writing.

*Refer to Appendix C for Schoolwide EL Service Plan

English Language Development Plans

Instruction of EL students should be specifically geared toward individual students and addressing their individual needs. English Language Development Plans are utilized to identify additional supports and state approved accommodations students need to achieve academic and language growth and success.

English Language Development (ELD) Plan Components:

- The ELD Plan is created by the student’s classroom teacher(s) in conjunction with the school’s Special Programs Academic Administrator
- The ELD Plan should be shared with the student to ensure the student understands what they are entitled
- Teachers and staff with educational contact must be given a copy of the ELD Plan accommodations and strategies and are required to implement the ELD Plan within their classroom on a daily basis
- Parents must receive a copy of the ELD Plan indicating supports and services the student will be receiving.

*Refer to Appendix D for a Student English Language Development Plan

Progress Monitoring

Students receiving EL support will be monitored within the four domains quarterly through progress monitoring using a standardized benchmark assessment or curriculum-based measures (CBMs). Benchmark assessments assist teachers in monitoring EL student’s progress towards state standards and allow them to adjust curriculum and interventions to target student learning and ensure student academic growth. This quarterly progress monitoring will be recorded and maintained in each student’s personal EL file, as well as shared with the student’s respective families.

The Formal Monitoring Form documents quarterly progress monitoring on each EL student’s progress. The following are recommended items from Office of Civil Rights to include on the monitoring form:

- The individual responsible for monitoring
- How often the student is monitored
- Items that will be monitored (test scores, grades, state/local assessments, teacher feedback, etc.)
- Method or criteria used to measure the student has been successful

Students whose parents have refused services should continue to be monitored and any concerns addressed with the parents.

Student who have met exit criteria will continue to be monitored for a period of 2 years at least once per semester.

* Refer to Appendices E & F for Caseload Tracking and Progress Monitoring Forms

State Assessments and Accommodations

English Learners will participate in all State required Achievement Assessments. If a student receiving EL services needs accommodations to access their education at the same level as their same age and grade peers, it must be documented annually by an EL Test Participation Committee (TPC). Accommodations will be outlined within a student's ELD Plan, if applicable. Accommodations needed for state assessments must follow these guidelines:

- EL students are eligible to receive accommodations on state assessments; however, in order to do so, the accommodation must be marked on the student's ELD Plan
- Only state-approved accommodations can be used with EL students on state assessments
- Refer to the Georgia DOE website for a current list of approved accommodations

English Language Proficiency Assessment

Every student identified as an EL will be administered the Kindergarten ACCESS, WIDA ACCESS (gr 1-12), or Alternate ACCESS proficiency assessment annually.

Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be identified to determine if they should be exited from EL programming.

Reclassification and Program Exit Criteria

GADCA will provide services to EL students until they are proficient in English and can participate meaningfully in the regular education program without additional support. The school will determine whether or not a student requires EL service based on a variety of measures. If the combined evidence suggests that a student no longer needs direct service, the student may be exited from direct EL service. Exit and Reclassification is based on the following criteria:

Grades 1-12

- The student must be administered all components of the ACCESS for ELLs® or Alternate ACCESS for ELL assessment.
- If the student achieves an Overall score of 5.0 or greater, the student must be exited from the English Learner status and the ESOL language Program.

Under GaDOE approved flexibility, GADCA will consider EL Exit for students in Grades 1-12 who achieve an Overall score within the 4.3-4.9 range.

- GADCA staff with knowledge about the student will convene to use the EL Reclassification Review Form approved by the Georgia Department of Education.

- This form will indicate the final decision of the EL Reclassification Committee, whether to exit the English Learner or not, and will be maintained in the student's permanent, cumulative file.

Annually, parents will be notified of the exit and reclassification criteria for EL students.

*Refer to Appendix G for Exit Notification and Appendix H for Reclassification Review Form.

Retention of EL Students

Retention of an EL student **should not** be based solely upon their level of English language proficiency. Prior to considering retention of an EL student, the following points will be addressed in an ELD Plan meeting comprised of the student's teacher(s), EL staff member(s), administrator(s), and the student's parents/guardians. Documentation and results of the ELD Plan meeting must be kept in the student's cumulative folder.

- The ELD Plan committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice.
- The student's parent(s)/guardian(s) should be contacted when a student is not performing at grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.
- Every EL student is required to have an English Language Development Plan or localized form for documenting modifications and adaptations. Teachers are required to have copies of ELD Plans for any student that they teach, and all modifications and adaptations must be followed. It is important to ensure that the ELD Plan has been fully implemented and documentation has been provided for any changes or updates made to the ELD Plan. The ELD Plan is a fluid document that should be re-visited and updated as new data becomes available but not less than once per school year.
- An EL student should be receiving English language development throughout the school day via push-in, pull-out, or an EL course specifically designed to support language development.
- There must be a collection of multiple data points showing that an EL student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for EL students should not be based on one specific piece of data.

English Learners with Disabilities

IDEA requires each school to ensure that a free appropriate public education (FAPE) is made available to all eligible children with disabilities residing in the State in mandatory age ranges, beginning at age 3 and possibly lasting to a child's 22nd birthday, depending on State law or practice (34 CFR §§300.101-300.102). These entities also must ensure that the IDEA's rights and protections are extended to eligible children and their parents (34 CFR §§300.100 and 300.201). IDEA requires that all students with disabilities be included in all general State assessment programs, including assessments described under section 1111 of the ESEA, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs (section 612(a)(16)(A) of the IDEA, 34 CFR §300.160(a), and section 1111(b) of the ESEA).¹

Both Titles I and III of the ESEA require schools to annually assess the English proficiency of all ELs in the State enrolled in public schools in grades kindergarten through twelve in the domains of speaking, listening, reading, and writing (sections 1111(b)(7) and 1123(b)(3)(D) of the ESEA). Accordingly, as part of a general State assessment program, all ELs with disabilities must participate in the annual State ELP assessment with or without appropriate accommodations or by taking an alternate assessment, if necessary, consistent with their IEPs.

ELs with disabilities can participate in the annual State EL assessment in the following ways, as determined by their respective IEP Teams:

- a) in the regular State ELP assessment without accommodations (in the same way as ELs without disabilities take the assessment);
- b) in the regular State ELP assessment through the use of one or more appropriate accommodations as indicated in the student's IEP and approved by state guidelines; or
- c) in an alternate assessment aligned to State ELP standards, if the IEP Team determines that the student cannot participate in the regular State ELP assessment, with or without appropriate accommodations.

It is important that IEP Team for a student identified as an EL with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. The participation of these individuals on the IEP Team is essential in order to develop appropriate academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals.

A student identified as EL and has a disability will receive both English Language support services as outlined on the English Learner Plan and special education services as determined by the IEP Team and plan.

EL Student File Maintenance

Every student identified as EL must have a file maintained and stored in a confidential and locked location. The following items must be located within this file:

1. HLS (original, signed, dated, in a language parents understand)
2. ELP Screener Score Report, dated (initial)
3. OCR Parent Notification for ESOL Language Program services (dated, one copy for each year student is in ESOL program)
4. ELD Plan/TPC (one for each year)
5. Parent Waiver (applicable number of copies – signed, dated, in a language parents understand)
6. Annual ELP assessments results (annual results for each year student was tested)
7. EL Reclassification Form, when applicable
8. Two years of post-exit monitoring records.

*Refer to Appendix I for a File Checklist Sample.

Translation and Interpreting Services

Schools must provide translation services for communicating required information to parents with limited English proficiency at no cost to the parent. School districts must ensure that LEP parents have adequate notice of and meaningful access to information about all school district or SEA programs, services, and activities. GADCA uses Certified Languages International (CLI) to provide translation and interpreting support.

A school team will collaborate annually with the teachers and other administrative staff, as necessary, to identify vital written documents that need to be translated into the language of each frequently-encountered LEP parent group eligible to be served and/or likely to be affected by the school's program or activities, as well as other languages as necessary.

Notification of Language Assistance Services

Schools must notify LEP parents and all school staff of the availability of free language assistance services with respect to information about school programs and activities (e.g., on-line/digital and "in person" or telephone-based orientation sessions, parent-teacher conferences, meetings with school staff, special education or other meetings about disability, learning coach activities, etc.). The notification(s) should include information about how to access the services and will identify a school contact person (e.g. EL Leader) who can assist LEP parents in accessing interpreter services or translated documents.

The notification of Language Assistance Services will be published in/on:

- the Academy's website;
- the student and parent handbooks;
- all Academy-wide or school-based newsletters or other general communications;

- general contact information in advertisements or other contacts relating to enrollment/admissions.

Annually school staff should be trained on the following items:

- Notice of Language Assistance Services for Parents
- Accessing an interpreter
- Requesting document translation
- Utilizing free online translation
- Tracking Language Assistance Services
- *Using family members/friends of LEP parents as interpreters/translators

*In general, the use of family members and friends for the provision of language assistance is not acceptable. The use of such individuals may raise issues of confidentiality, privacy, or conflict of interest and that, in many circumstances, such persons are not competent to provide quality, accurate interpretations.

In addition, staff are strongly cautioned not to rely on family members and friends to provide LEP parents meaningful access to important programs and activities and that, even when LEP parents have voluntarily chosen to provide their own interpreter or translator, the school may still need, depending upon the circumstances of the encounter, to provide its own interpreter or translator to ensure accurate interpretation or translation of critical information. This is especially true for, but not limited to, situations where the competency of the LEP parents' chosen interpreter is not established and/or when identified LEP parents do not request translation but a translator is deemed necessary to convey information.

Additionally, the use of minor children raises particular concerns about competency, quality, and accuracy of interpretations and that it is never advisable to use such children to convey information about their own education and/or complex information.

Identification of Limited English Proficient (LEP) Families

Schools must make every effort to identify LEP parents who may need language assistance. Identification can occur through the home language survey response, enrollment portal questions, welcome phone calls, and other school events. Schools must provide communication when requested by a LEP family in a language they understand. A parent does not have to be of limited English proficiency in speaking, reading, writing, and comprehending English in order to be considered LEP; rather, a parent need be limited in only one of these areas. The school will accept the parent's assertion that he or she needs language assistance without requiring corroboration.

GADCA asks the following question of each family during enrollment and uses the results to identify LEP Families: *In which language would you prefer to receive school information?*

Tracking LEP families

The school will maintain a current list of LEP parents identified as needing language assistance services, as well as the language needed.

The EL Leader will maintain this list within TotalView Action, a school level information system that is accessible by teachers. The EL Leader will ensure that all relevant staff is aware of the location and purpose of the list.

Members who are likely to interact with an identified LEP parent should be contacted by the identified staff member overseeing the master list to advise them of the parent's potential need for language assistance, the circumstances under which they may need assistance (e.g., setting up hardware and software, explaining the school's process, first and later contacts with teachers and other staff, parent-teacher conferences, contacts and documents related to learning coach activities, disciplinary actions, disciplinary hearings, contacts and documents related to Individualized Education Programs (IEP) developed under the Individuals with Disabilities Education Act of 2004 (IDEA) or plans developed under Section 504 of the Rehabilitation Act of 1973 (Section 504), hearings, or documents relating to dis-enrollment), the type of language assistance they might need (e.g., translation services or interpreter services), and the means by which they may timely obtain such assistance for the parent. All staff should be educated on how to obtain, in a timely manner, appropriate, qualified translators or interpreters as needed.

Annual Training of Staff

Training of staff will occur annually. Specific topics may vary based on the school's needs and annual program evaluation. Annual topics will include: all staff training on supporting EL students in a virtual setting, annual assessment administration, process for providing translated materials or interpreters and identification of EL students. Refer to Appendix J for the complete training calendar and timeline.

*Refer to Appendix J for the Professional Development Calendar

Annual Program Evaluation

All LEAs shall prepare an annual evaluation of its EL program(s). This evaluation may be part of the district's annual evaluation process in compliance with the Consolidated Application.

Ongoing assessment will determine continued EL identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessments, state assessments, and district achievement assessments as well as classroom assessments in English language development, reading, math, science and social studies.

*Refer to Appendix K for Annual Program Evaluation

Data and Information Required by the Department of Education

GADCA shall enter such data and information concerning ELs as instructed by the Department of Education and as otherwise required annually.

All appendices are sample templates. GADCA may utilize school- or state-level forms that vary in format but should maintain essential components of all appendices in order to ensure compliance.

Appendix A

General Education Referral Process for Potential English Learner Identification

A student who is not identified through the Home Language Questionnaire may be identified as not achieving at the grade level of their peers. A student experiencing academic difficulties may self-refer or be referred by a teacher, specialist, and/or parent.

Step 1—General Education Teacher and Parents discuss student’s academic difficulties

If a classroom teacher suspects a student’s academic difficulty may be due to a second language influence, the teacher should communicate with the parent(s)/sponsor to discuss the student’s learning problem(s) and to gather information on whether there may be a second language influence.

If possible, the results of the student’s vision and hearing should be included on the referral form before submitting the form to the EL teacher. While vision and hearing should be screened as soon as possible, a delay in completing the screening should not stop the referral from going forward to the EL teacher. Results of the screening are recorded as soon as the screening is completed. If there is an indication of a second language influence possibly affecting the student’s performance, the classroom teacher should consult with the EL teacher regarding the student’s academic performance, using the referral form below. The classroom teacher completes and submits an EL Referral form, with student work samples attached, to the EL teacher.

Step 2—Review of Student Records

The second step in the identification process to determine if formal assessment is required by conducting a review of the student’s records. The EL teacher should complete a review of the student’s academic records and meet with the appropriate general education teacher(s) to report the results of the review within the recommended 10 school days of receiving the HLQ of a potential EL. If the referral process identified the student, the EL teacher should make every effort to obtain a completed Home Language Questionnaire and then conduct a review of records. The records review involves examining the school information collected during Step 1, analyzing previous school records and report cards, and reviewing the results of formal standardized tests.

Step 3 – Parent Interview

When considered necessary, conduct interviews with parents and students and talk with previous teachers, if available.

Did the student enter school speaking another language?

Is there a history of schooling in another country?

Was the student ever assessed for English language proficiency in listening, speaking, reading, and writing?

Did the student ever receive EL instruction or other types of academic support? For how long?

How long has the student been attending English-speaking schools?

How has the student progressed toward meeting grade level curriculum standards?

Has the student’s schooling been interrupted or have there been excessive absences?

Are there any system-wide assessment reports? Where does the student’s scores fall?

Step 4 – Language Proficiency Assessment/Screener

If school records are unavailable, an interview with the classroom teacher(s), parent(s), and, as appropriate, the student should be conducted to establish the student’s language development and academic history. The EL teacher administers the DOE’s approved language proficiency assessment, and follows the state guidance for EL identification. The parents are notified of the results of the screening. Schools should encourage parents to become informed and active participants in their child’s English language instruction program.

General Education Potential English Learner Student Referral

This form is to be completed by the student's general education teacher.

Student: Date:

Grade: This form was completed by:

Area of Concern

- Reading
 Speaking
 Listening
 Writing
 Other

Summarize the concern (e.g., language use, following directions, oral, sample of writing...):

Supporting Data

Assessment	Content Area	Date Administered	Student Score	Above, At or Below Expectancy
Class Assessment				
Class Assessment				
Other:				

Appendix B
Georgia Destinations Career Academy
Annual Parent Notification

Last Name		First Name	
School/Grade		Student ID	

[Insert Date]

Dear Parent/Legal Guardian:

GADCA is sending this letter to inform you of your child’s identification as an English learner (EL) and of his/her placement into an English language development program for the **[insert year]** school year. We are following federal law as required of all school corporations:

- (1) To identify English Learners (EL) students;
- (2) To assess students’ progress in learning English; and
- (3) To provide students with services to increase their English proficiency and academic achievement

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

To identify students that are ELs and the educational services they will need, we use the Home Language Survey (HLS) and WIDA Screener or WIDA ACCESS Assessment. The WIDA ACCESS measures students’ English abilities in listening, speaking, reading, and writing. Your child’s **overall** English language proficiency score on his/her most recent WIDA Screener or WIDA ACCESS was:

WIDA Screener or WIDA ACCESS			
Level 1.0-1.9 Entering	Level 2.0-2.9 Emerging	Level 3.0-3.9 Developing	Level 4.0-4.9 Expanding

Current Academic Achievement Assessment/Scores: _____

Your child will participate in a program to help him/her attain English proficiency in listening, speaking, reading and writing, succeed in academics and meet graduation requirements.

As a parent, you have the right to:

- (1) Remove your child from the English language development program; and
- (2) Decline your child’s participation in the program or choose another program or method of instruction.

In order to be considered for exit from the English language development program, your child must obtain an overall, composite score of 4.3 on the WIDA ACCESS. After exiting from the program, your child’s academic progress will continue to be monitored for two years.

The following table identifies the method(s) of instruction that will be used with your child: **[Put “x” in placement for this child]**

Name	Description	Placement
Push-In / Collaborative	Students remain in core academic classes where they receive content instruction from the content teacher and targeted language instruction from the ESOL teacher.	
Pull-Out	Students are removed from a general education class for the purpose of receiving small group language instruction from the ESOL teacher.	
Scheduled ESOL	Students receive instruction in foundational social/instructional English and the academic English of mathematics, science, social studies, or English language arts in a class composed only of ELs taught by an ESOL teacher.	
Sheltered Content	Students at the middle and high school levels receive both academic language and content instruction from a content teacher who is ESOL endorsed or certified in a classroom composed only of ELs.	
Resource Center/Lab	Students receive language instruction from an ESOL teacher in an individual or group setting supplemented by multimedia materials or digital language learning resources.	

**Descriptors taken from: http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf*

If your child has been identified with a disability in which they also require an Individual Education Plan (IEP), the English language development program will be used in coordination with your child’s existing IEP.

If you decide to not have your child participate in the English language development program, he/she will still be required to complete the WIDA ACCESS under federal law. If you have any questions about the placement of your child for this school year, please contact **[Insert Name, Title]** at **[Insert Phone Number]**.

Sincerely,
[Insert Director’s Name, Title]

Appendix C Service Plan Program Design

English learners served in the ESOL language program shall receive the equivalent of at least five segments per week of English language instruction in one or more of the ESOL service delivery models using English language development resources.

Any combination of the approved ESOL instructional delivery models may be used within a system or school depending on EL students' unique language proficiency levels, time in U.S. schools, background experiences, and other characteristics of students and schools that require language instruction to be delivered through different models of service.

To Be Determined

Proficiency Levels	Level of Service/Number of Hours Daily	Mode of Delivery	Staff Providing Service

Appendix D

English Language Development Plan and Testing Accommodations

Format To Be Determined

From GaDOE EL Handbook: Some school systems and charter schools may require teachers of English learners to establish an individual English language development (ELD) plan for each EL, whether in remote or in-person learning environments. These plans may include language learning goals, linguistic scaffolds, differentiation strategies, classroom assignment modifications, and summative assessment accommodations as identified in the EL/TPC.

It is a best practice to establish language learning goals for ELs that focus on the development of academic English at the next higher level of English language proficiency (ELP) than indicated by the Screener or ACCESS score results. WIDA's ELD Standards Framework, 2020 Edition resources (K-12 Key Language Uses, Language Expectations, and K-12 Proficiency Level Descriptors) can support teachers as they identify language goals for each EL student and collaboratively plan for content and language integration in mainstream classrooms.

ELD plans may specify teachers' instructional practices that support students' development of academic English, such as linguistic scaffolds and differentiation strategies. Teachers of ELs may also decide to modify classroom assignments for EL students who are at WIDA's Entering and/or Emerging levels of language proficiency. These and other instructional practices should be personalized and proficiency-tiered to provide ELs with an individual learning pathway.

ELD plans may also specify testing practices, such as assessment accommodations for ELs to use during formative or summative assessments. These must directly align with the state-approved accommodations as established in the student's EL/TPC. (See GaDOE Student Assessment Handbook.) Teachers must provide EL students the opportunity to use these test accommodations on formative and summative assessments throughout the school year.

Appendix E & F
Caseload Tracker (Excel) and Student Progress Monitoring

Georgia Destinations Career Academy

EL Quarterly Progress Monitoring

Student: Date:

Grade: Annual EL Assessment Score: Form Completed By:

EL Score in the area of:

Reading Listening Written Expression Speaking

Summarize Current Status (This may include current grades, teacher observations of language use, class participation, attendance, time to task/lesson completion, or other data collected):

Supporting Data

Assessment	Date Administered	Student Score	Above, At or Below Expectancy
Scantron			
State Assessment			
Other:			
Other:			

Interventions/Strategies Implemented:

Intervention/Strategy Attempted	Student Response

Progress Monitoring

How Data is Collected:	Pre Assessment Data and	1 st Data Collection Results and	2 nd Data Collection Results and	3 rd Data Collection Results and	4 th Data Collection Results and
Reading					
Speaking					
Listening					
Written expression					

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How will it be determined if the student is making positive growth?

Appendix G
Georgia Destinations Career Academy
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,

Administrator/ESOL Contact _____

E-mail _____

Phone _____

Retain in Student Permanent Record

Appendix H EL Reclassification Review Form

Find current fillable form at gadoe.org

English Learner Reclassification Review Form	
School Year: <input type="text" value="Select a year."/>	
LEA Name: <input type="text" value="Click or tap here to enter text."/>	
School Name: <input type="text" value="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.	
<input type="checkbox"/> 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: <input type="text" value="Meeting Date"/>	
Content teachers present (check all that apply): <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science	
Student Name: <input type="text" value="Enter Student Name"/>	
GTID: <input type="text" value="Enter GTID"/> Grade: <input type="text" value="Select Grade"/> DOB: <input type="text" value="Month / Day / Year"/>	
ACCESS Overall/CPL Score: <input type="text" value="Enter ACCESS CPL Overall Score"/>	
Meeting Participants:	
ESOL Staff: <input type="text" value="Click or tap here to enter text."/>	
Administrator: <input type="text" value="Click or tap here to enter text."/>	
Classroom Teacher(s): <input type="text" value="Click or tap here to enter text."/>	
Other Participants: <input type="text" value="Click or tap here to enter text."/>	
Listening: skills observed in the classroom (check all that apply): <input type="checkbox"/> Listens and follows along <input type="checkbox"/> Responds to teacher questions <input type="checkbox"/> Interprets oral information to complete content-related tasks <input type="checkbox"/> Responds to unexpected/spontaneous questions appropriately <input type="checkbox"/> Asks for clarification if necessary <input type="checkbox"/> Provides clarification if necessary <input type="checkbox"/> Clears up misunderstandings (by backtracking, restating, etc.) <input type="checkbox"/> Other: <input type="text" value="Click or tap here to enter text."/>	Notes (optional): <input type="text" value=""/>

<p>Speaking: skills observed in the classroom (check all that apply):</p> <p>In general, teachers elicit student responses that are mostly</p> <p><input type="checkbox"/> Words/phrases <input type="checkbox"/> A sentence <input type="checkbox"/> Connected sentences</p> <p>Teachers observe that non-ELs use mostly</p> <p><input type="checkbox"/> Words/phrases <input type="checkbox"/> A sentence <input type="checkbox"/> Connected sentences</p> <p>This English learner mostly uses</p> <p><input type="checkbox"/> Words/phrases <input type="checkbox"/> A sentence <input type="checkbox"/> Connected sentences</p> <p>To what extent does this student use language in the ways expected for the task?</p> <p><input type="checkbox"/> All or most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Rarely</p>	<p>Notes (optional):</p> <div style="background-color: #e6f2ff; height: 150px; border: 1px solid black;"></div>
--	--

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 Linqanti, WestEd, August 2016

Appendix I Student File Checklist

Instructions for use of this checklist each school year:

1. Fill in the dates of the current school year. Check off the box (es) of any documents added to this folder.
2. Place documents in the order listed. Keeping all documents for each year separate, place the current year's documents in front of those of the previous years.

Student Name:				
Student DOB:				
School Year	20__/20__	20__/20__	20__/20__	20__/20__
Home Language Survey				
Placement Results (if newly identified)				
Parent Notification Letter (provided annually)				
Progress Monitoring Results (1 st quarter)				
Progress Monitoring Results (2nd quarter)				
Progress Monitoring Results (3rd quarter)				
Progress Monitoring Results (4th quarter)				
ELD Plan (annual)				
Parent Waiver/Refusal (as applicable)				
Annual ELP Assessment Results				
EL Reclassification Form (as applicable)				
Other:				

Keep in Cumulative File

Appendix J
Professional Development Calendar for EL

To Be Determined

Month/Timeline	Allotted Time for Session	Topic	Staff in Attendance

Appendix K
EL Program Evaluation
Georgia Destinations Career Academy

English Learner Annual Program Overview

Due July 1, _____

Calculate your school's performance in the following three areas:

- The number and percentage of students making progress in learning English;
- The number and percentage of students who become fluent (competent) in English; and
- The number and percentage of students passing state assessment in English/language arts, mathematics, and rates of test participation.

School:

Benchmark Assessment Used:

Program(s) Implemented:

	Number total English Learner students	Number of English Learner that met task	Percent Making Growth
Growth on Annual State Assessment			
Fluent in English			
Pass State Assessment			
Test Participation			

Program Area(s) of Strength:

Program Area(s) of Growth:

Goal(s) and implementation plan for Improvement for the _____ academic year (add additional pages as necessary):