

ESOL Program Information Checklist for New Charter Schools

What do new charter school systems need to learn about and do regarding their schools' civil rights obligations to identify English learner (EL) students, teach them English, train their teachers and communicate with their parents?

Before July 1

- Assign a staff member the role of ESOL Program Coordinator to oversee the accurate identification of ELs and the implementation of the ESOL language instruction program.
 - Notify GaDOE ESOL personnel to put this staff member on the state ESOL contact list.
 - Schedule a virtual meeting with GaDOE ESOL staff to discuss ESOL program planning
 - Attend GaDOE ESOL Directors' Munch & Learn webinars (or view recordings) to learn about the state's EL entrance and exit procedures
- Establish written procedures (that align with statewide standardized procedures) to identify the current EL status or former EL status of three types of students: (1) English learners new to US schools, (2) transfer students, and (3) students with identified or suspected disabilities.
 - Identification of Potential English Learners
 - State Home Language Survey (HLS) questions and state form for registration packet (both online and on paper, when necessary)
 - Translated versions of HLS for parents indicating they only understand a non-English language
 - HLS Educator Decision-making Guide to determine if student is a potential English learner

From July – 1st day of school

- Assign a staff member the role of ESOL Program Coordinator to oversee the accurate identification of ELs and the implementation of the ESOL language instruction program.
 - Notify GaDOE ESOL personnel to put this staff member on the state ESOL contact list.
 - Schedule a virtual meeting with GaDOE ESOL staff to discuss ESOL program planning
 - Attend GaDOE ESOL Directors' Munch & Learn webinars (or view recordings) to learn about the state's EL entrance and exit procedures
- Assign staff member role of System Testing Coordinator:
 - Notify GaDOE Assessment contact (Dr. Mary Nesbit-McBride, MNesbit@doe.k12.ga.us) of need for WIDA secure portal accounts for administrators and teachers in the school.
 - Test administrators complete WIDA Screener training in WIDA secure portal.

- Order WIDA Kindergarten WIDA Screener materials from WIDA Store or download in the WIDA Secure Portal, print, and organize to prepare for screening process, as needed.
 - Staff trained in ELP screening procedures for potential ELs with identified or suspected disabilities.
 - Staff trained in local ELP Screener irregularity procedures.
- SIS Director/Coordinator role assigned to one staff member.
 - SIS Director provisioned for GUIDE and the EL History Report in GUIDE to identify transfer students' EL status.
 - Increase knowledge and skills to verify transfer students' EL status in SIS and report accurate data.
- Staff members provisioned in myGADOE portal for ESOL and ELP assessment, etc.
- Staff members provisioned for EL applications in SLDS.
- Schedule all EL students in at least one ESOL daily instruction segment
- Share students' ACCESS ELP levels and GSGM for ELP data with instructional staff.
- Train teachers and staff in the WIDA ELD Standards Framework, 2020 Edition, including language-to-content associations in GaDOE SuitCASE and Inspire.
- Staff request and receive training on GaDOE Technology Applications/Platforms: SLDS, SuitCASE, Inspire, etc.

From 1st day of school to Dec 31 –

- Attend GaDOE ESOL Directors' Munch & Learn webinars (or view recordings) to learn about the state's EL entrance and exit procedures
- The ELP screening process is completed for potential ELs registered in kindergarten or new to US schools in grades 1-12 only.
- Transfer student's EL or former EL status is identified.
 - If received transfer students who were exited or reclassified in sending school district, ensure student is academically successful in classrooms and wasn't exited prematurely.
- All EL student documentation maintained.
- EL students receiving ESOL language instructional services per state's number of segments and student needs.
- Written procedures and staff for ESOL language instruction program services.
- Parent Notification of ESOL services form sent home in parent's preferred language.
- Exited EL students in the 1st two years of monitoring are "progress monitored" to ensure they are successful in English only classrooms without support. Documentation maintained.
- EL/TPCs – testing accommodations identified for EL students, documentation maintained and shared with Testing Coordinator.
- EL/ESOL Data Collections Elements reported in SIS and submitted to state in FTE-Cycle 1.
- WIDA ACCESS testing preparation/training received from GaDOE Assessment (attend GaDOE Assessment webinars; read GaDOE Assessment monthly updates and email blasts).
 - WIDA Pre ID labels ordered, materials ordered, test file prepared, etc.
 - ACCESS/Alt ACCESS testing schedule established, within state testing window.

End of 1st year -

- Attend GaDOE ESOL Directors' Munch & Learn webinars (or view recordings) to learn about the state's EL entrance and exit procedures
- Report EL Reclassification criteria to GaDOE when requested.
- Staff trained in written state and local EL Exit procedures.
- ACCESS and Alternate ACCESS scores received and reviewed
 - Staff trained in understanding and using WIDA ACCESS/Alt. ACCESS scores for reclassification, continuing eligibility, and instructional decisions
- Notify parents of their child's exit from or continuing eligibility for EL = 'Y' status, in preferred Parent Communication Language.