

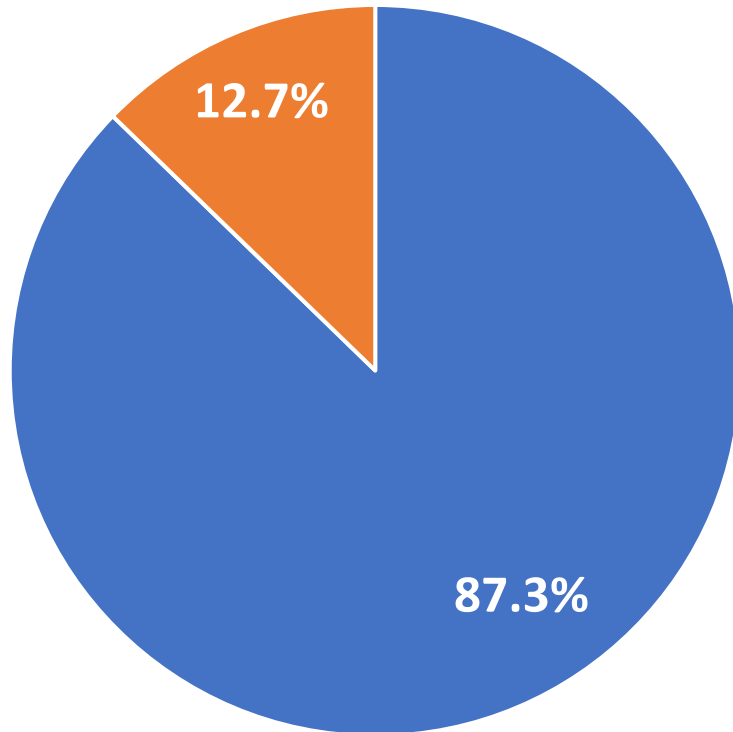
# Division for Special Education Services and Supports

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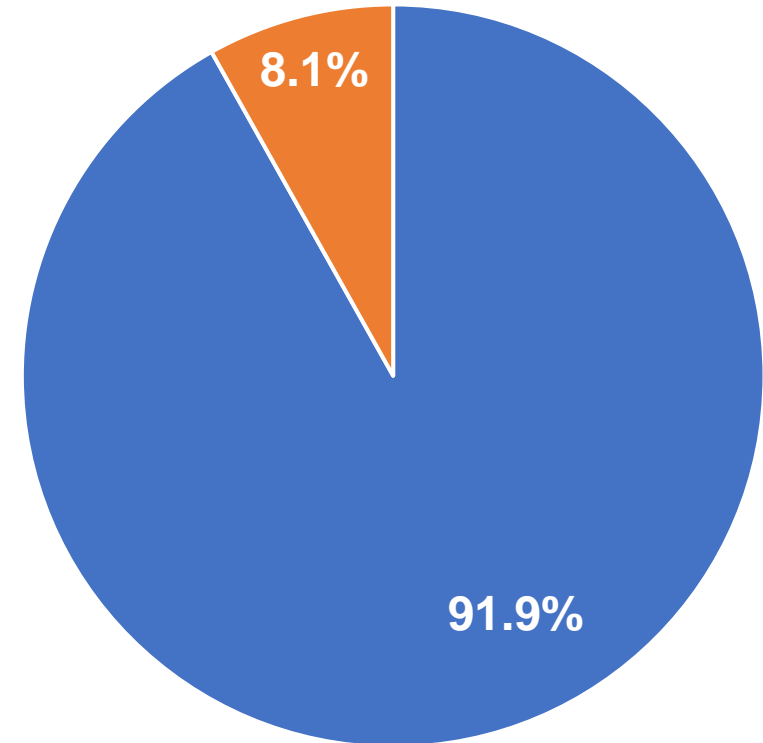
# Georgia FY20: EL and SWD

Percent of SWD to All Students 3-21



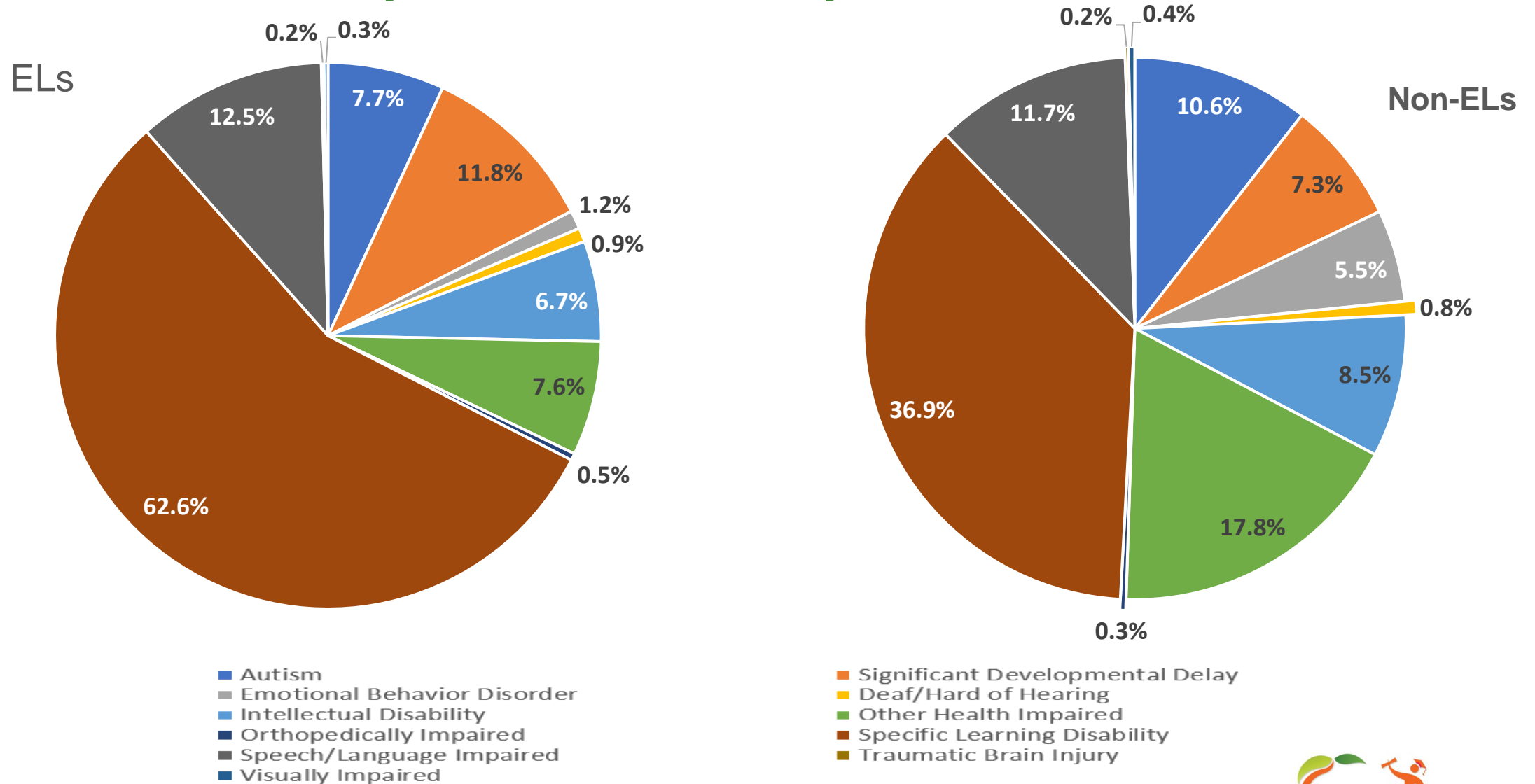
■ All Students ■ SWD

Percent EL/SWD to ALL SWD 6-21



■ SWD not EL ■ SWD EL

# Percentage of SWD, age 6-21 Served by IDEA Part B, by EL Status and Primary Area of Disability. 2019-2020 School Year



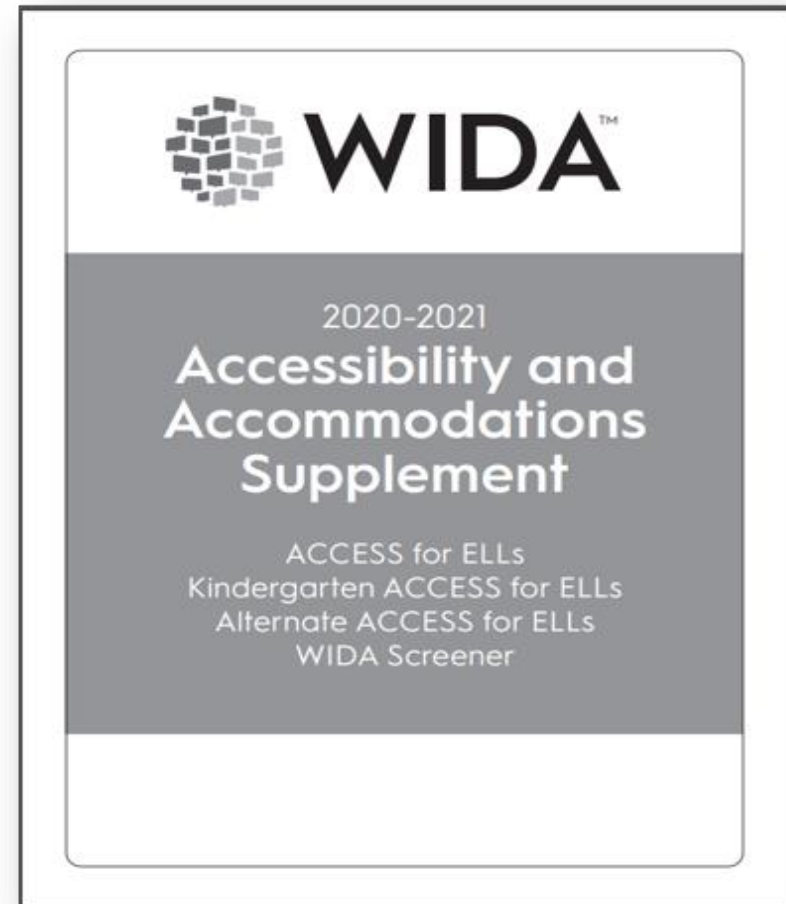
# Georgia Specific Policies

## WIDA Screeners

- **Purpose**
- WIDA Screeners are assessments designed to provide the first measure of English Language Proficiency.
- **For students new to U.S. schools**, if the response to any of the three questions on the HLS indicates a home language other than English, the student is considered a potential English learner (EL) and the school district or Local Education Agency (LEA) will then administer the state required, grade-level specific, WIDA English language proficiency (ELP) screener.

# WIDA Screener Accommodations

- Communication of accessibility supports & accommodations
- Collection of existing accommodation information
- Documentation of needed accommodations
- [WIDA Accessibility & Accommodations Supplement](#)



# Accommodations Table


## WIDA ACCESS for ELLs, Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs (ALT), and WIDA Screener Allowable Accommodations

Specific guidance is found in the *WIDA Accessibility & Accommodations Supplement* and *Test Administration Manuals*. Georgia-Specific policy is found in the *Student Assessment Handbook* and *Accessibility & Accommodations Manual*.

Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)	Type	Coding in WIDA AMS	Must be ordered separately	Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)	Alt Access Standard Administration Procedure (Coding Not Required)
1. Braille with Tactile Graphics. May not be used for Speaking domain.	S	BR	✓		
2. Extended time of a test domain over multiple days. Requires GaDOE approval.	S	EM		✓	✓
3. Extended speaking test response time (twice the allowable time to respond). Allowable for Speaking Domain only.	S	ES		✓	✓
4. Extended test time within the school day (1.5 times the allowable time to respond)	S	ET		✓	✓
5. Human reader for items (stimuli and prompts). May not be used for Reading Domain.	S	HI		✓	✓
6. Human Reader for response options (answer choices). Available for Listening Domain only.	S	HR		✓	✓

# Students with Disabilities (SWD)

- If a SWD has a Home Language Survey indicating the need for screening for eligibility in the English Speakers of Other Languages (ESOL) program, the IEP should indicate any necessary instructional and/or assessment accommodations –including accommodations for the WIDA Screener.
- The GaDOE Student Assessment Handbook provides guidance as well as supplemental materials such as the WIDA Accessibility and Accommodations Supplement (see slide 5).



# NEW

Including accommodations in the IEP for the WIDA Screener is new for Georgia.

GO-IEP has the updated information and will be making changes as soon as possible.

If you use another IEP platform, work with your vendor to incorporate the changes.

Until updates can be made in GO-IEP and other IEP platforms, the information should be considered and included in minutes or added on the accommodations pages as appropriate.

As with other accommodations for assessment, accommodations should only be utilized if also a part of the routine instructional practice.





Give me an example?



# Preschool Special Education

# Preschool Special Education

- Students with disabilities can begin services as early as the child's 3<sup>rd</sup> birthday.
- ESOL programs in Georgia start in Kindergarten.

# Other examples include:

- Students new to the country with an identified or suspected disability, or students new to your school with a suspected disability may need consideration of their disability area prior to screening for ESOL.

# EL students suspected of having a disability

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/English%20Learners%20swd/Keeping%20Students%20First%20%20-Jan%202020%20%20-%20Final.pdf>

# Resources

- USED Chapter 6 of EL Toolkit: *Tools & Resources for Addressing English Learners with Disabilities*  
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>
- USED Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) Dear Colleague Letter, “English Learner Students and Limited English Proficient Parents,” January 2015,  
<http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.
- <https://osepideasthatwork.org/federal-resources-stakeholders/english-language-learners>
- [www.gadoe.org](http://www.gadoe.org) – Special Education website
- Wina Low - [wlow@doe.k12.ga.us](mailto:wlow@doe.k12.ga.us) or [SPEDHelpDesk@doe.k12.ga.us](mailto:SPEDHelpDesk@doe.k12.ga.us)
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