English Learners in Charter Schools

July 30, 2021

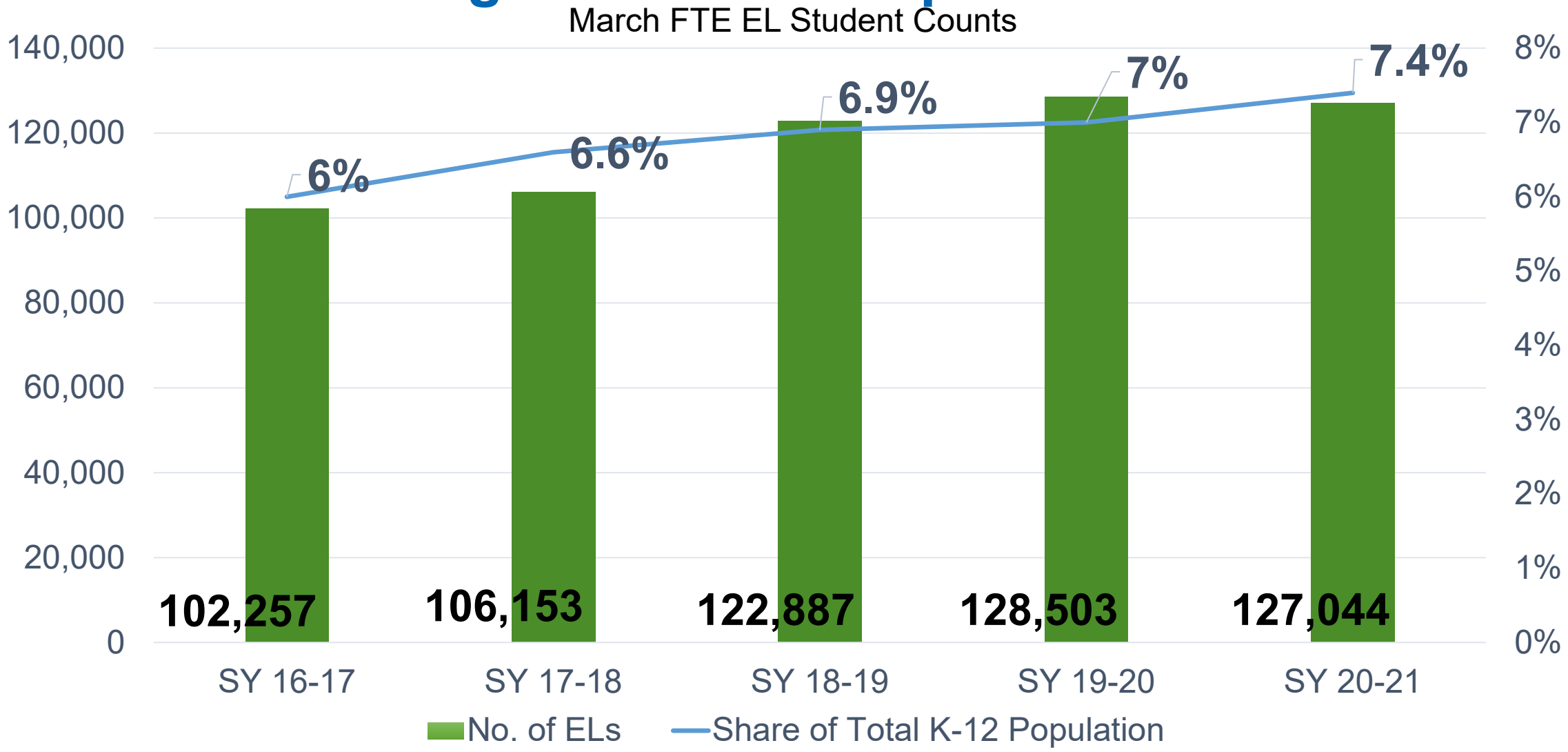
Todays Topics

(Slides for you to review later.)

1. Background information
2. **Identify** – Eligibility & Purpose
3. **Serve** – Program Structure
4. **Assess** – Assessment
5. **Report** – Accountability
6. Parent Engagement

Who should be on the state ESOL contact listserv?

Growing EL Student Population in GA



EL Population in 39 Charter Schools in GA

Number of Schools	Number of ELs
Georgia Cyber Academy	152
Mountain Education Charter High School	98
Georgia Fugees Academy Charter School	78
International Charter Academy of Georgia	64
5	40-49
2	30-39
6	20-29
2	10 to 19
8	1 to 9
12	0

Commonly Used Acronyms & Terms

Local Education Agency - LEA

For Language Programs
DLI – Dual Language Immersion
ESL – English as a Second Language
ESOL – English to Speakers of Other Languages
ELD – English Language Development
LIEP – Language instruction educational program
Sheltered Instruction (SI) – teaching content and English to ELs in a sheltered environment (only ELs in the classroom)

For Students and/or Parents
DLL – Dual language learner
EL – English learner (term introduced by ED in 2017)
ELL – English language learner (formerly used in GA - still used in other states)
EL/SWD – English learner with disabilities (16%)
Former EL – exited EL status & language program
Language minority student – not identified as an EL, but family's language is not English
LEP – used by ED for **parents only**; historically was used for students
LTEL – Long-term ELs (5+ years) - 1% in GA
Never EL - English-only student
SLIFE/SIFE – Students with limited/interrupted formal education (LEA defined; no state data.)

ELP – English Language Proficiency

Legal Obligations and Guidance

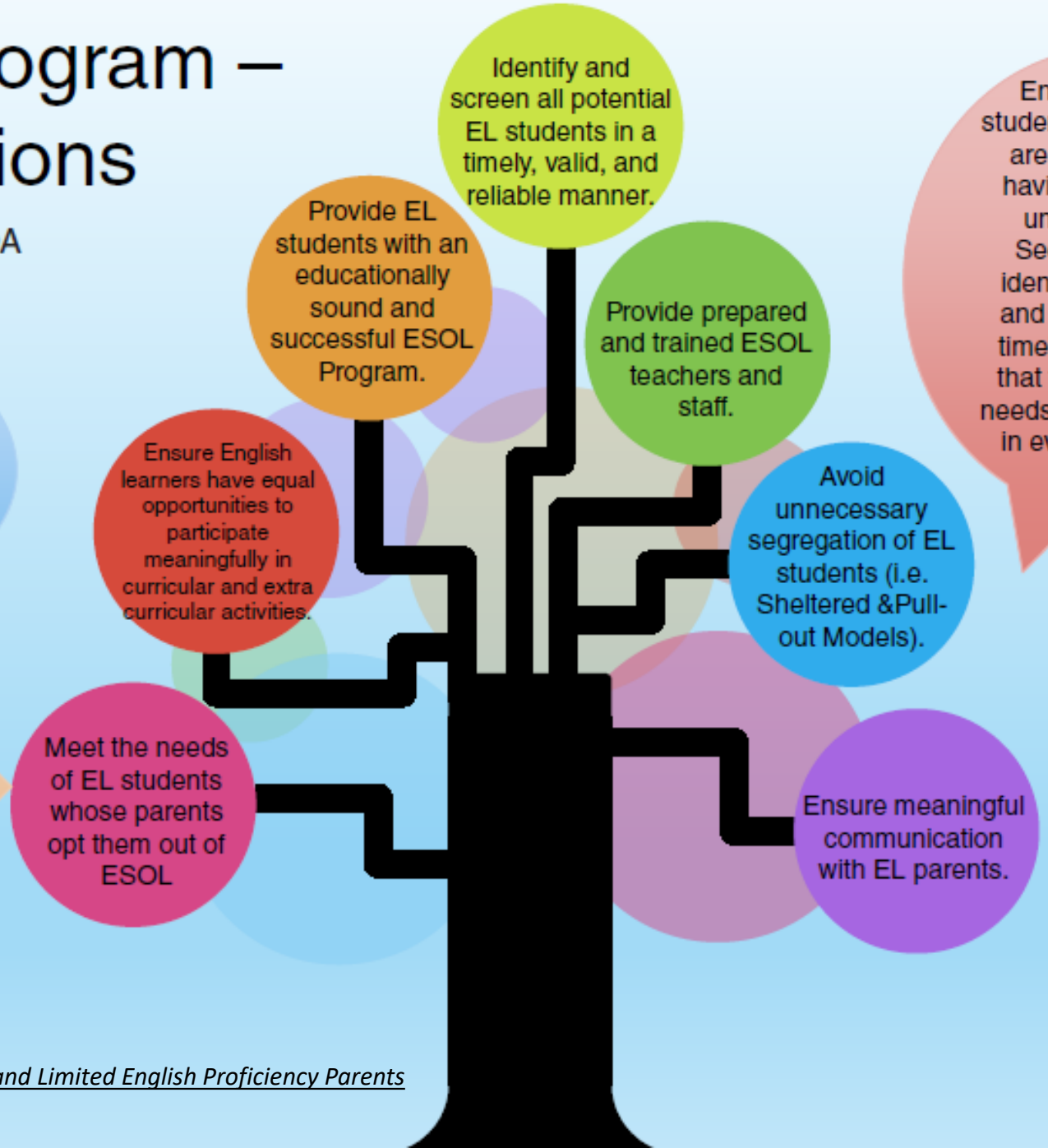
Federal Laws	State Guidance
• OCR/DOJ *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents* (Jan 7, 2015) ESEA 1965, amended by the ESSA (2017)	• State Board of Education Rule 160-4-4-.02 (updated 2020) • State ESSA Plan (Feb 2018) • *EL Language Programs State Guidance*

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 LEA's 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.



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.

DOJ/OCR January 2015 *Dear Colleague Letter: English Learner Students and Limited English Proficiency Parents*

English Learner Language Programs

Georgia's Systems of Continuous Improvement (GSCI)

WHAT to Improve

HOW to Improve

GaDOE Georgia Department of Education

GSCI and EL Language Programs

Effective Leadership – *Scheduling, data analysis, data entry, culture/climate*

Coherent Instruction – *Tier 1 instruction, daily English language instruction, collaborative planning, effective monitoring*

Professional Capacity – *Attracting and developing professionally qualified ESOL staff and ensuring staff collaboration*

GSCI and EL Language Programs

Supportive Learning Environment – *Developing and monitoring a tiered system of supports, providing EL students with wrap-around, culturally-responsive services*

Family & Community Engagement – *Welcoming all families and the community, communicating effectively with EL families, and empowering families with resources*

Continuous Improvement Cycle

Eligibility & Purpose

Learn More!

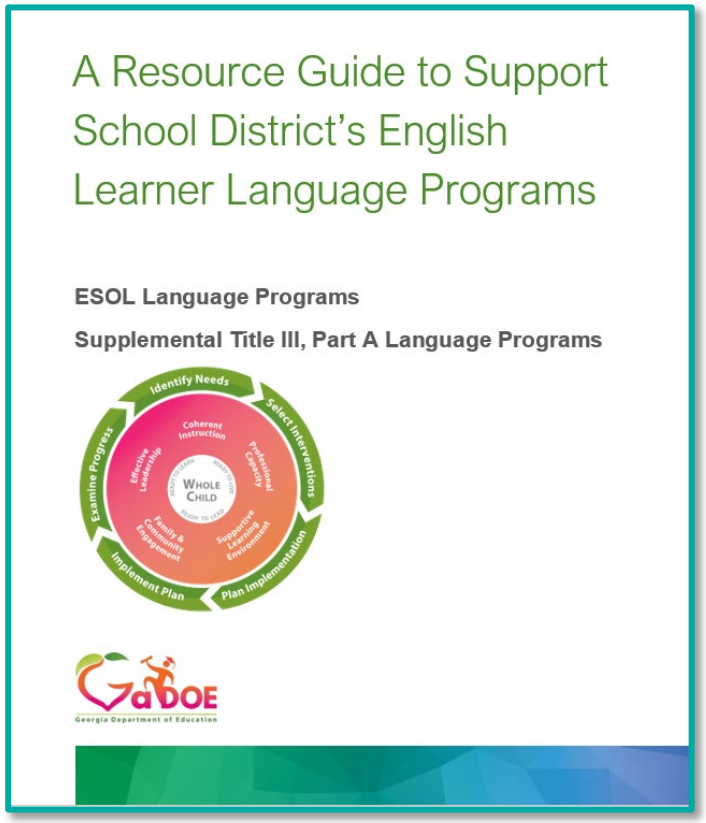
ESOL Munch & Learn Webinar Series

Georgia Department of Education

Statewide Standardized EL Entrance / Exit Procedures

- New to U.S. schools?
  - HLS
  - Screener
  - Initial Eligibility Criteria
- Transfer from other U.S. schools?
  - GUIDE and/or SLDS
- Status in transfer LEA
- Continuing eligibility criteria by grade-level and LEA
- What about students with disabilities?
- Timeline

Website Resources: ESOL Language Program Website



IV. Registration/Enrollment Processes

- Parent School Communication Flowchart
- Translation/Interpretation Guidance (Please refer to Chapter 10.)
- Statewide Contract Info for Translation Services (2018-2020)
- ESOL Form Bank
- Home Language Survey Form Bank

V. EL Entrance Procedures

- NEW Kindergarten EL Eligibility Flowchart
- Grades 1-12 EL Eligibility Flowchart

ESOL Directors' Munch & Learn April 2021 Webinar on New Screener for Kindergarten

EL Identification Process Timeline

30 Days

After the student enrolls in a school in the state, regardless of when the student enrolls during the school year.

…even if the student is being assessed for Special Education before screening for English language proficiency (ELP).

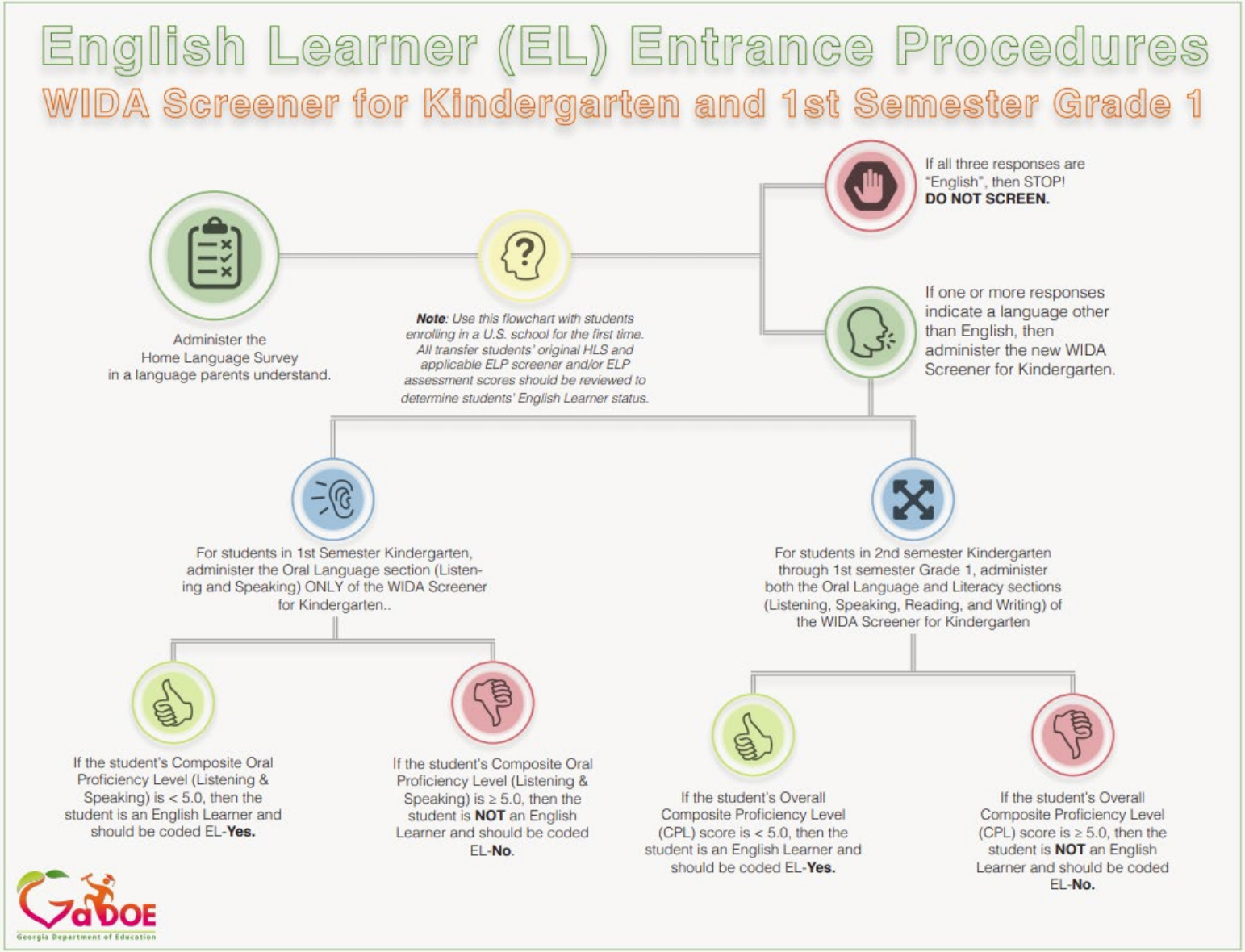
Which Screener Sections do we Administer?

EL Language Programs – State Guidance, pg. 17-18

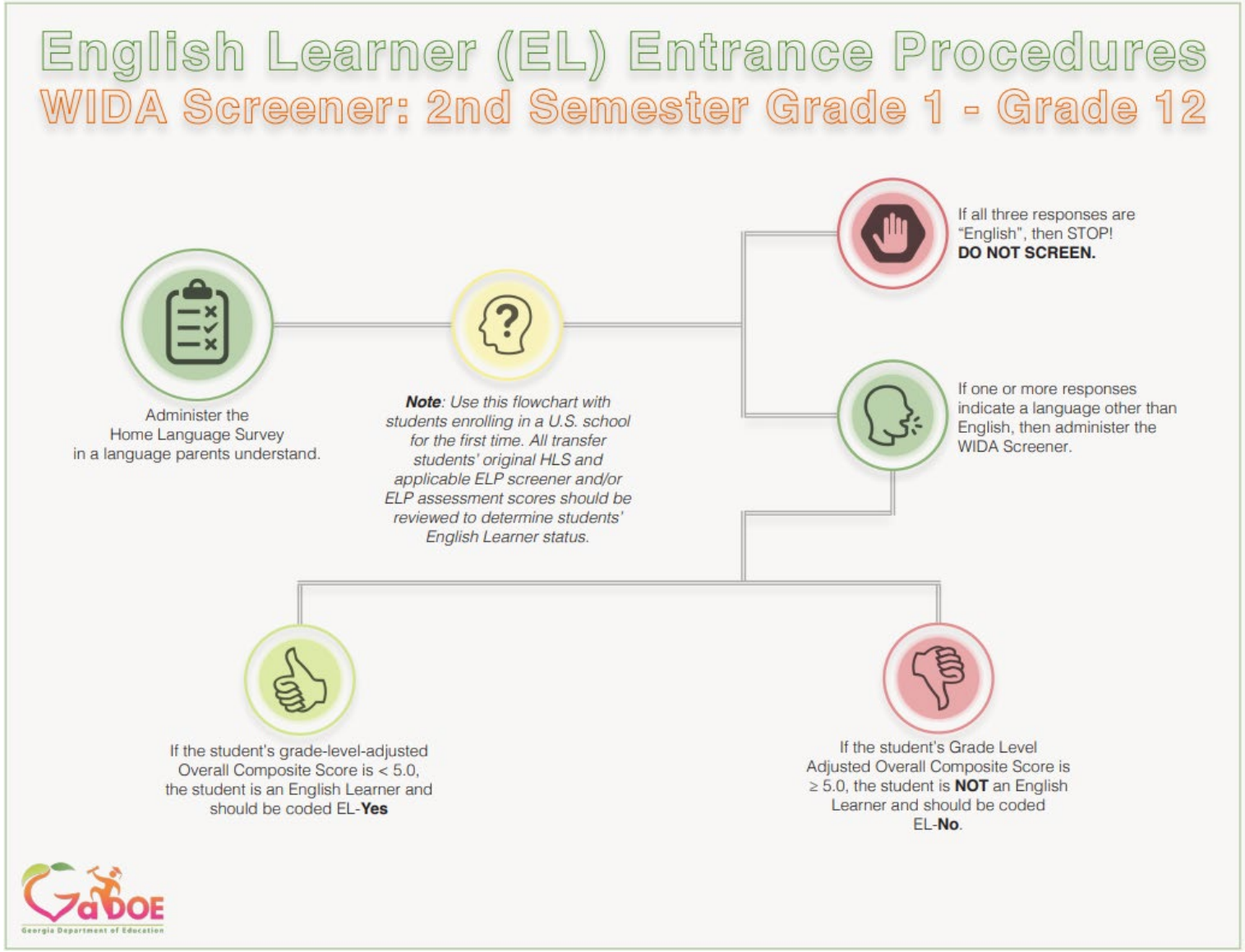
	1st Semester Kindergarten	2nd Semester Kindergarten	1st Semester Grade 1
Test Sections to Administer	Listening & Speaking **only**	All 4 Sections: Listening, Speaking, Reading, and Writing	All 4 Sections: Listening, Speaking, Reading, and Writing
Score Results	Oral Language Proficiency	Overall Composite Proficiency Level	Overall Composite Proficiency Level
EL Eligibility	< 5 Oral Language Proficiency	< 5 Composite Proficiency Level (CPL)	< 5 Composite Proficiency Level (CPL)

Note: After screening, test administrator enters student's scores in the **WIDA Score Calculator** to generate a report of the ELP level indicated by a student's responses.

English Learner Eligibility Flowchart

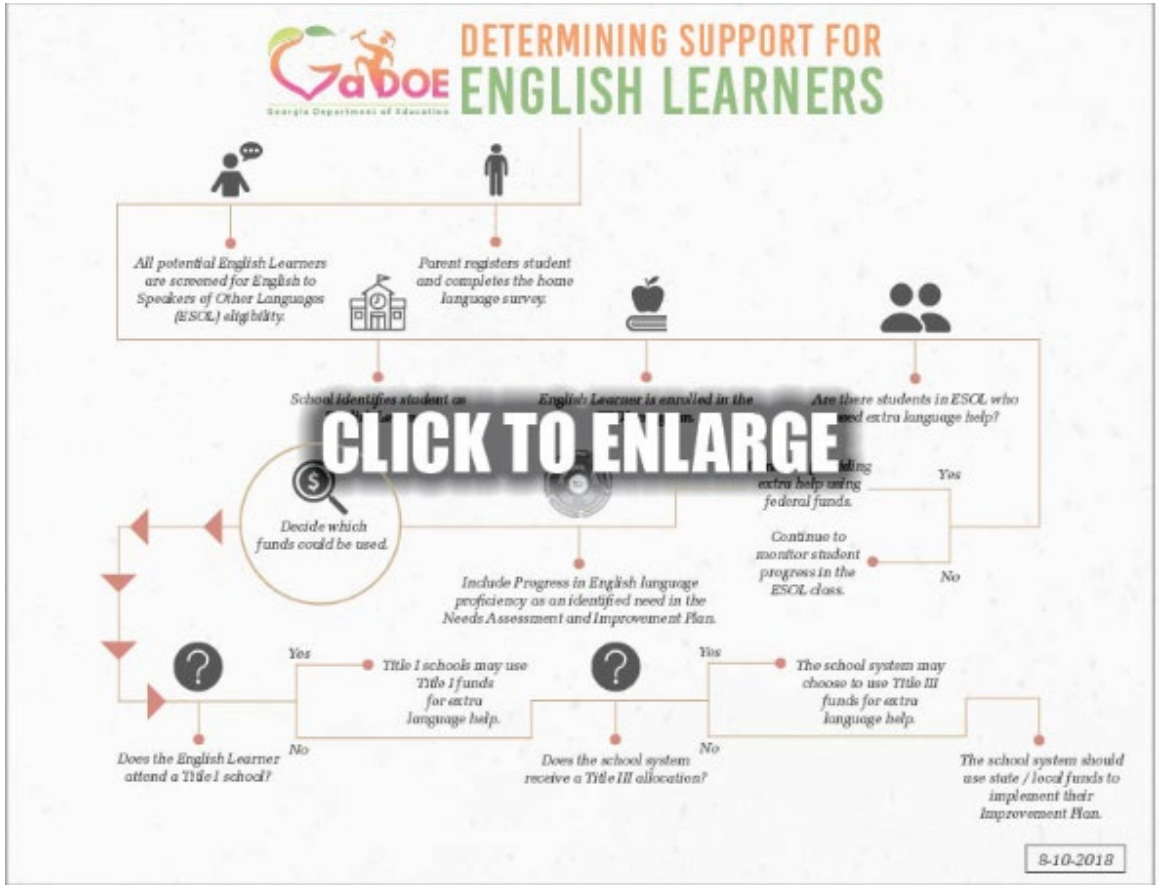


2nd Sem. Grade 1 – Grade 12 Eligibility Flowchart



Determining Support for English Learners

English Learner Programs



Transfer Students – DO NOT SCREEN

EL History in GUIDE

Prior Status

Resource for Transfer LEA's EL Exit Criteria!

GaDOE ESOL Language Program webpage

From YOU and For You!

Georgia Department of Education

Educating Georgia's

2021 EL Exit Criteria for Grades 1-12 by LEA

(Self-Reported by LEAs, June 2021, to be used as a reference for in-state GA transfer students)

VI. EL Exit Procedures

- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart
- EL Reclassification Form (April 2018)
- Alternate ACCESS Exit Procedures (May 2019)
- IEP Alternate EL Reclass Form (WORD)
- Less-Than-Four-Domains Exit Procedures (April 2019)
- Number & Percentage of English Learners who Attained English Proficiency in 2018, by LEA
- Number & Percentage of English Learners who Attained English Proficiency in 2019, by LEA
- EL Exit Criteria in Georgia by LEA - 2018-2021

ESOL Purpose & Goals

- Provide grade-level appropriate language instruction
- Provide specialized language instruction with the goal of developing students' academic English
- Help ELs participate meaningfully and equally in educational programs
- Remove language barriers
- Increase students' English proficiency
- Increase students' academic achievement

ESOL Program Structure

State Board Rule

Teachers & Staff

- ESOL teachers
  - Clear teaching certificate
  - Necessary and appropriate ESOL endorsement or ESOL certification
- System-level ESOL coordinator
- ESOL instructional coaches
- ESOL paraprofessionals
- Bilingual parent liaisons

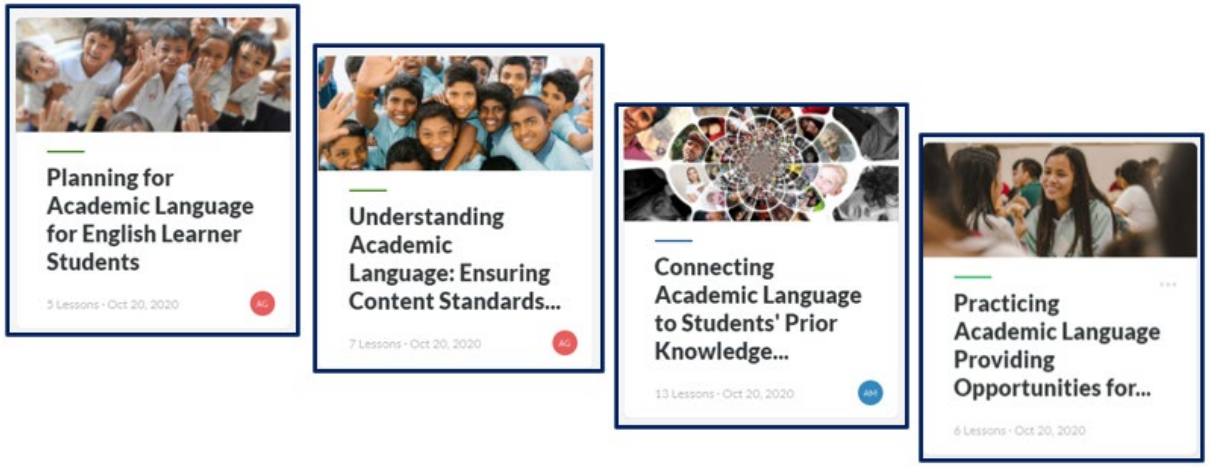
Professional Learning Opportunities

WIDA eWorkshops

- Classroom Teachers: Engaging Multilingual Newcomers
- Developing Language for Learning in Mathematics
- Doing and Talking STEM
- WIDA Writing Rubric
- Social Studies: Engaging Multilingual Learners through Inquiry
- *Leading for Equity:* Classroom Walkthrough
- School Improvement: Planning for the Equitable Education of Multilingual Learners
- The WIDA ELD Standards Framework: A Collaborative Approach

WIDA eLearning Center

eLearning Courses in SLDS/PLO



New WIDA PL in 2021-2022!

LEA-led Enhancement to WIDA Self-Paced Modules - Unlimited

- Equity-focused PLC: A Resource Guide
- Study Guides for each Self-paced Module
  - Tools & resources to create/sustain a PLC
  - Protocols, note-takers to create/sustain PLCs

GADOE/WIDA Elementary & Secondary Cohorts – 40 teachers each

- **(Isa)** Mathematical Meaning Making: Collaborating for Equity
- **(Asha)** Scaffolding Learning through Language
- **(Noel) Nurturing Speaking Growth**

ESOL Delivery Models

1. Pull-Out (PO)

2. Push-In (PI)

4. Resource Center/Lab

5. Scheduled Class Period (Sched. Lang. Acquisition)

A. Scheduled Class Period (Sched. Lang. Acquis. at a Newcomer Program)

6. Innovative Delivery Model

8. Sheltered Content

B. Sheltered Content at a Newcomer Program

9. Dual Language Immersion

ESOL Course Numbers

55.00	ESOL, ELEMENTARY (GRADES K-5)
55.00100	ESOL/Grade K
55.00200	ESOL/Grade 1
55.00300	ESOL/Grade 2
55.00400	ESOL/Grade 3
55.00500	ESOL/Grade 4
55.00600	ESOL/Grade 5
55.01	**ESOL, MIDDLE GRADES 6-8**
55.01100	ESOL/Grade 6
55.01200	ESOL/Grade 7
55.01300	ESOL/Grade 8
55.02	**ESOL, GRADES 9-12**
55.02100	Communication Skills I
55.02110	Communication Skills in Math
55.02120	Communication Skills in Science
55.02130	Communication Skills in Social Studies
55.02200	Communication Skills II
55.02300	Reading and Listening in the Content Areas
55.02400	Oral Communication in the Content Areas
55.02500	Writing in the Content Areas
55.02600	Reading and Writing in Science
55.02610	Reading and Writing in Social Studies
55.02700	Academic Language of Science and Math
23.09	**ESOL SECONDARY (GRADES 9-12)**
23.09100	English ESOL I
23.09200	English ESOL II
23.09300	English ESOL III
23.09400	English ESOL IV
23.09500	Advanced Study English ESOL V
23.09600	Advanced Study English ESOL VI

State-funded K-8 Subjects & 9-12 Courses

55.XXXXX = Electives
23.XXXXX = Credit

ESOL State Funded Segments

SBOE 160-4-5-.02 - "EL students should receive the equivalent of at least five segments per week of English language instruction using ESOL curricula in allowable service delivery models."

Grade Levels	Daily Minutes Per Segment	Daily ESOL Segments Maximum	Weekly Minutes Minimum
K-3	45 minutes	1	225
4-8	50 minutes	2	250
9-12	55 minutes	5	275
Block Schedule	90 minutes	2	225
Hybrid Block Schedules	If less than 90 minutes	1	Determined by LEAs

ESOL Class Size

State Board of Education (SBOE) Rule 160-5-1-.08 establishes ESOL class sizes which schools can use to design an ESOL program based on student need and school capacity. This may not apply to Charter and SWSS LEAs who have waived class sizes.

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

ESOL Curricula

- Language instruction to develop academic language of mathematics, science, social studies, and language arts.
- Language instruction to develop academic skills in four language domains:
  - Listening
  - Speaking
  - Reading
  - Writing
- English necessary to understand social interactions and academic instructions used in American school culture.

English Language Development Standards

WIDA ELD Standards Framework

WIDA ELD Standard Statements *conceptual framing of language and content integration*

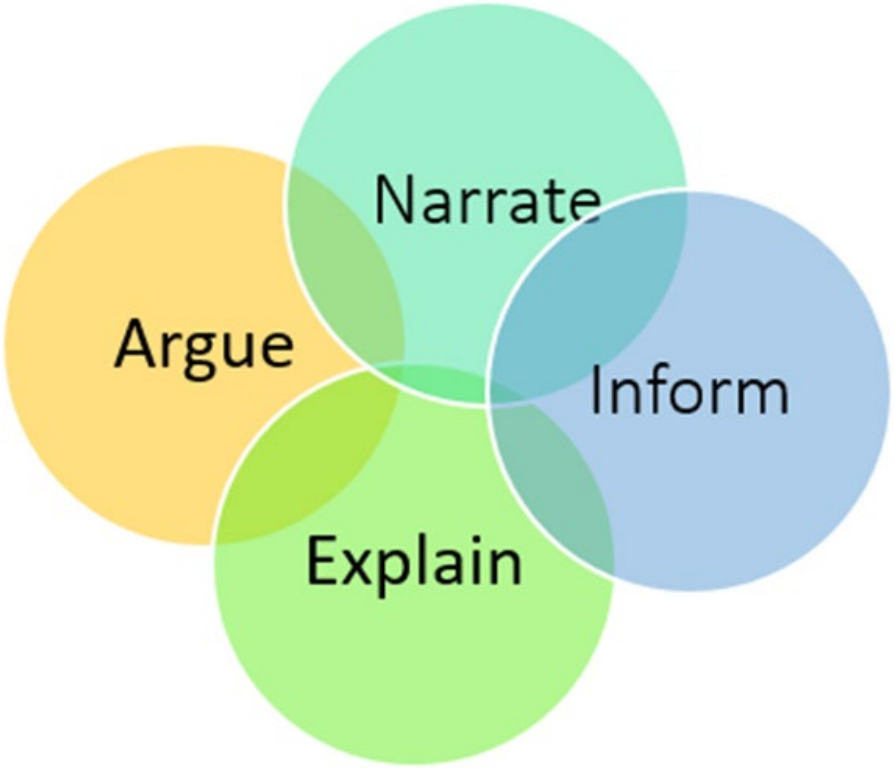
Key Language Uses *prominent language uses across disciplines*

Language Expectations *goals for content-driven language learning*

Proficiency Level Descriptors *a continuum of language development across six levels*

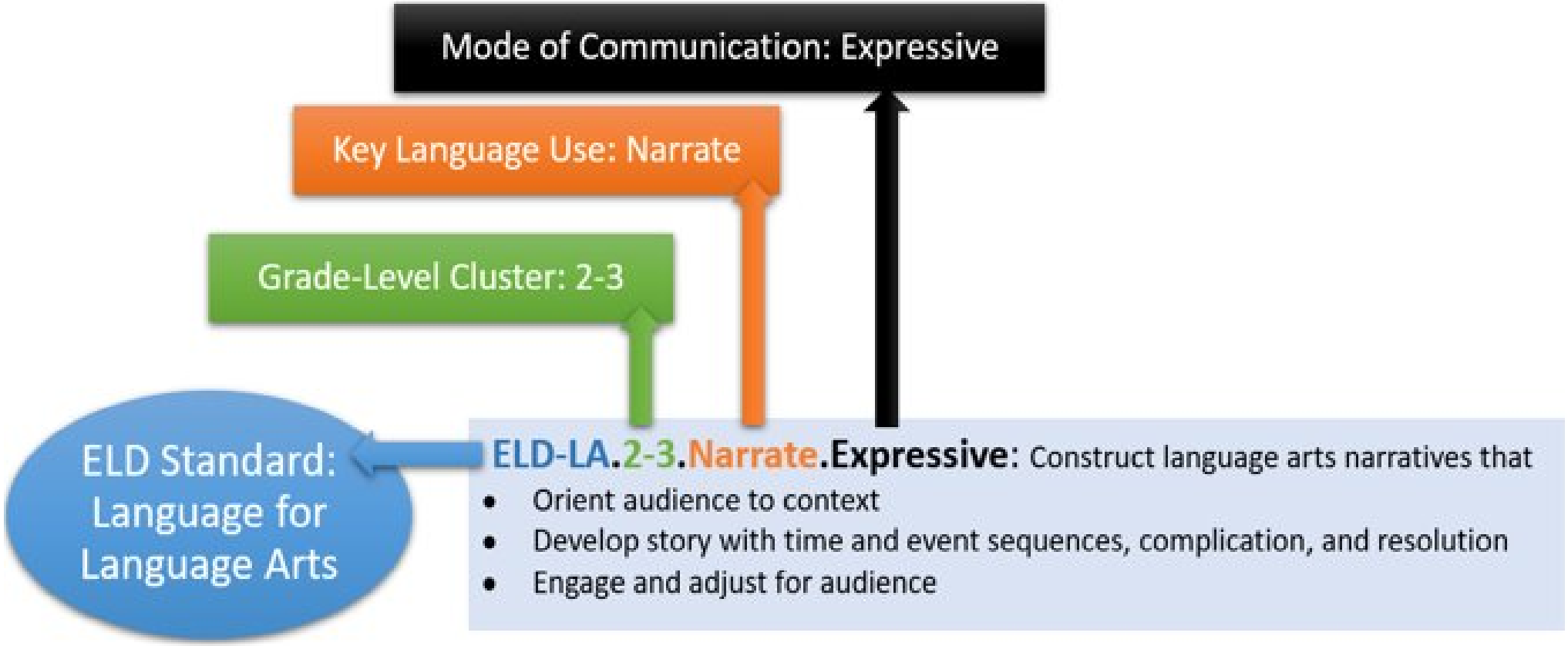
Key Language Uses

KLUs:
Select genre families that appear across academic content standards.



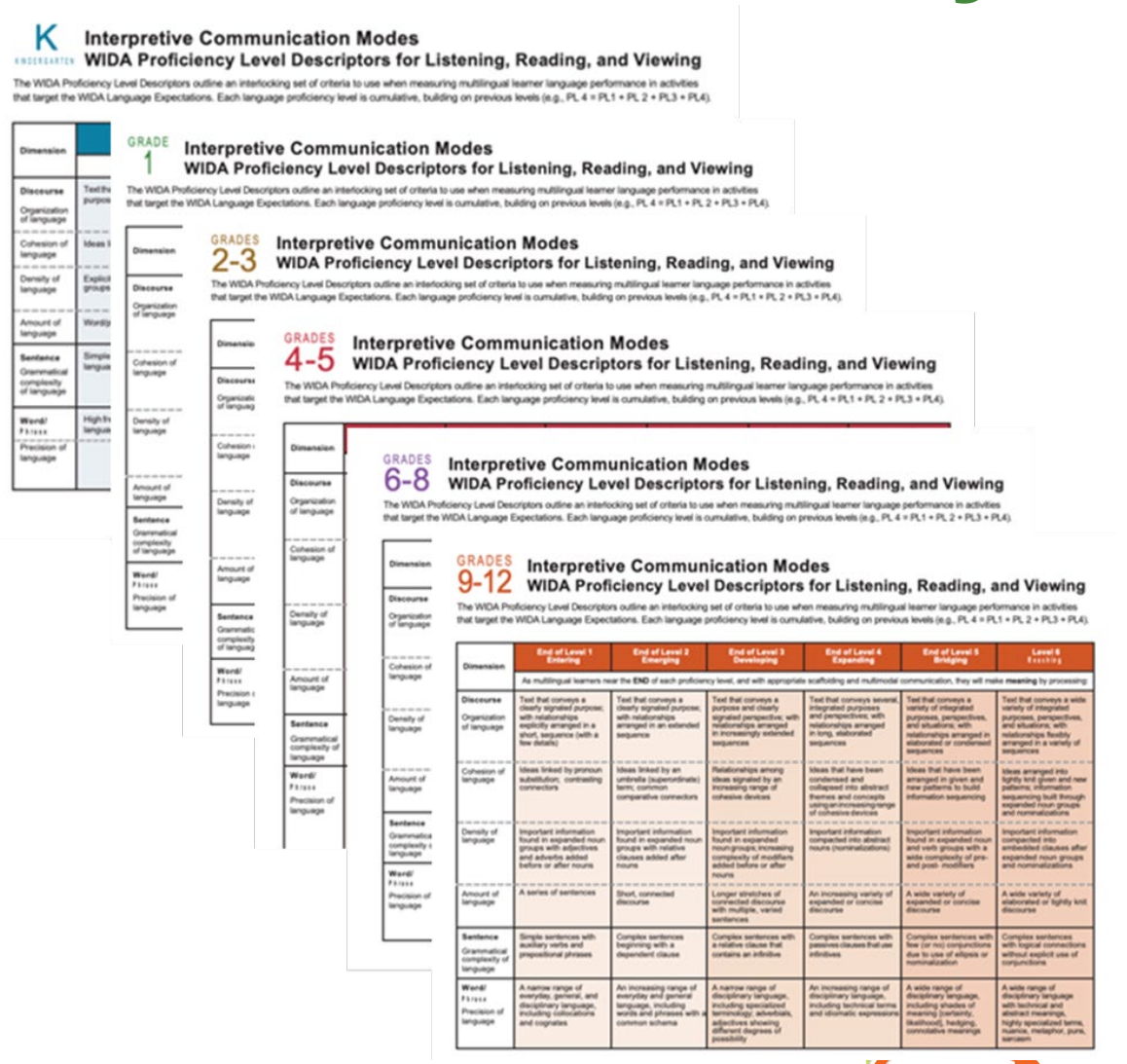
WIDA ELDS Framework 2020 - Taxonomy

Language Expectations are goals for content-driven language learning.



New: Grade-Level Cluster Proficiency Level Descriptors

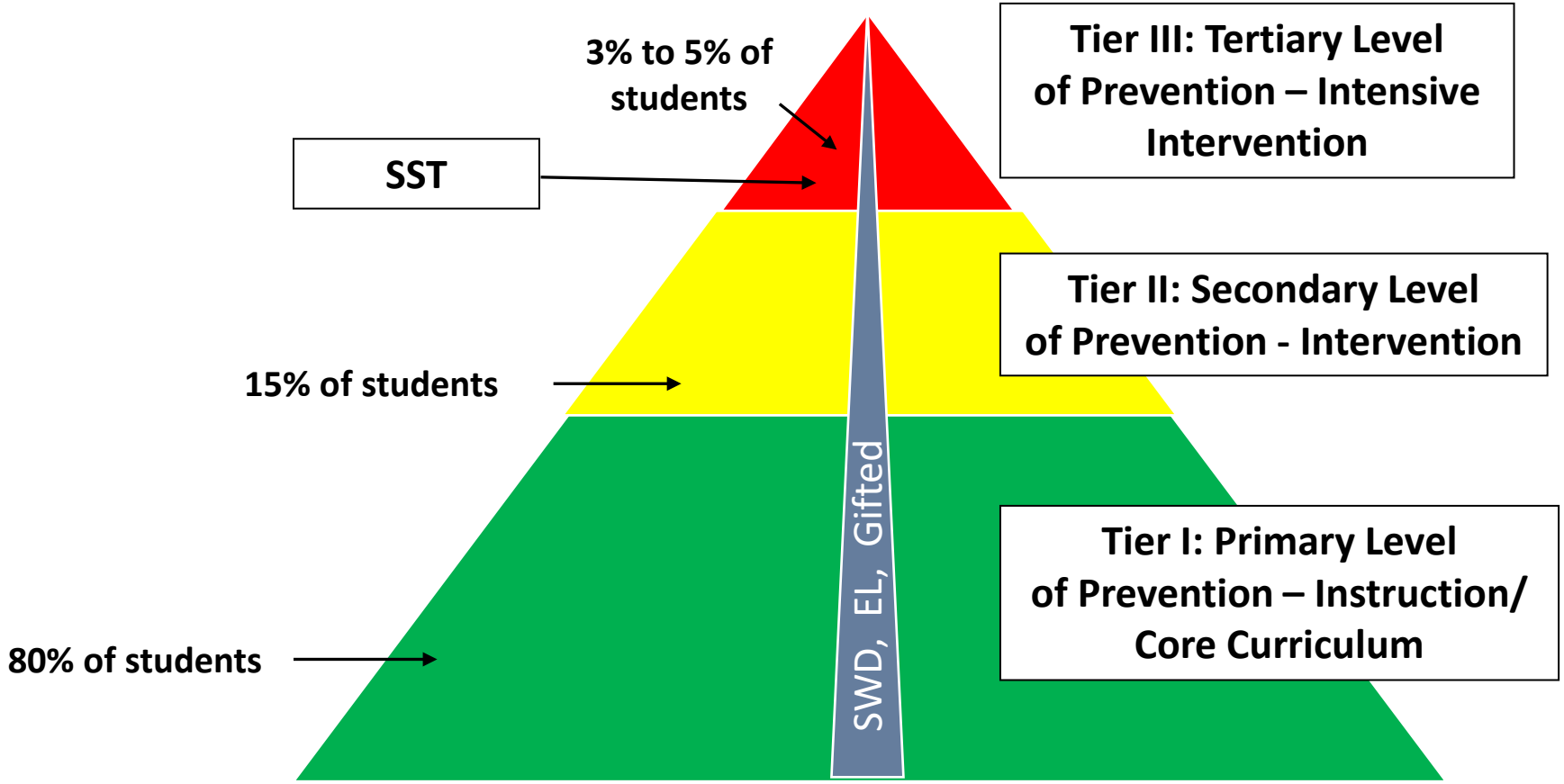
PLDs:
Describe student language development for activities that target WIDA Language Expectations.



Effective Instructional Strategies / Best Practices

- Language Goals
- Individual English Language Development (ELD) Plan
- Differentiation by level of English language proficiency
- Scaffolds
- GaDOE's Building Academic Language Series
- High Leverage Practices for ELs
- Commercial Instructional Models:
  - SIOP Model
  - TESOL's 6 Principles

ELs in Georgia's Multi-Tiered System of Supports for Students - Multi-Level Prevention System



Students receive services at all levels, depending on need.

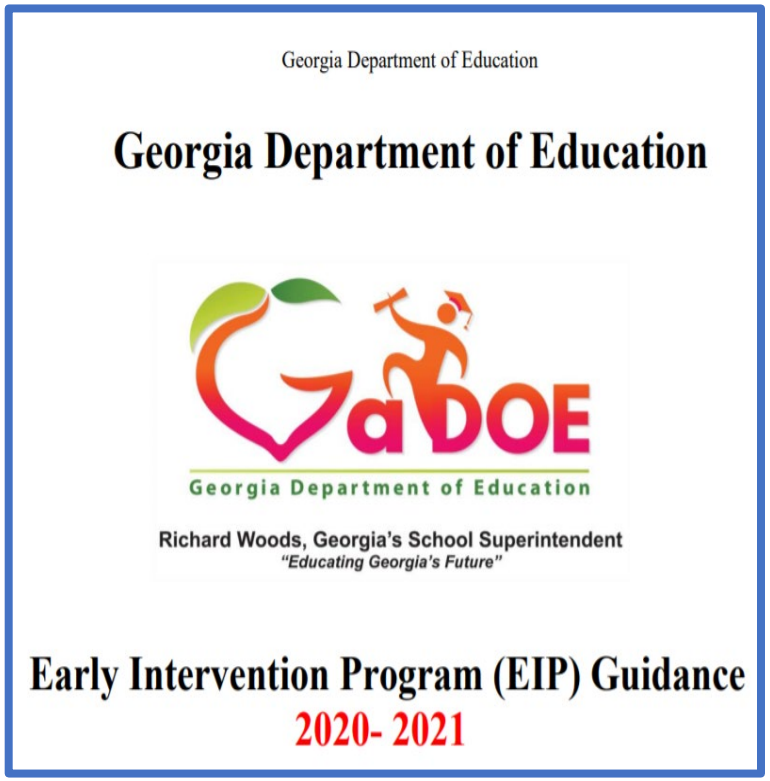
ELs in EIP / REP / SPED

Q10: *Are English learners (EL) students eligible to participate in the EIP program?*

How should they be found eligible?

How should they be counted in FTE?

A: Yes, EL students can participate in the EIP program. They must be counted in FTE during a segment they are not being served in the ESOL program.



Early Intervention Program

Assessment & Accountability

Georgia Department of Education

ELs in State Assessments – EL/TPC

- Document allowable, familiar, necessary, useful accommodations
- Testing Participation Committee:
  - 3 members: 1 teacher, 1 ESOL teacher, Other
- Decisions annually reviewed
- Example form in *Student Assessment Handbook*
- Gradual Release Model
- Regularly used in classroom tests

Georgia Milestones Allowable Accommodations for English Learners

Accommodation	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELP Levels 4.0 – 5.9
Setting Accommodations			
1. ESOL classroom	✓	✓	✓
2. Small group	✓	✓	✓
3. Preferential seating	✓	✓	
4. Individual or study carrel	✓		
5. Individual administration	✓		
Presentation Accommodations			
6. Explain or paraphrase the directions for clarity (in English only)	✓	✓	
7. Oral reading of test questions in English only	✓	(case by case for students in the low 3.0's)	
8. Oral reading of ELA passages in English only*	Reading Proficiency < 2.0 AND Listening Proficiency ≥ 3.0		
9. Repetition of directions** (in English only)	✓	✓	
Response Accommodations			
10. Word-to-Word dictionary***	(case by case for students in the 2.0's)	✓	✓
Scheduling Accommodations			
11. Frequent monitored breaks	✓	✓	
12. Extended time within the confines of the school day	✓	✓	✓

*Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferre method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.

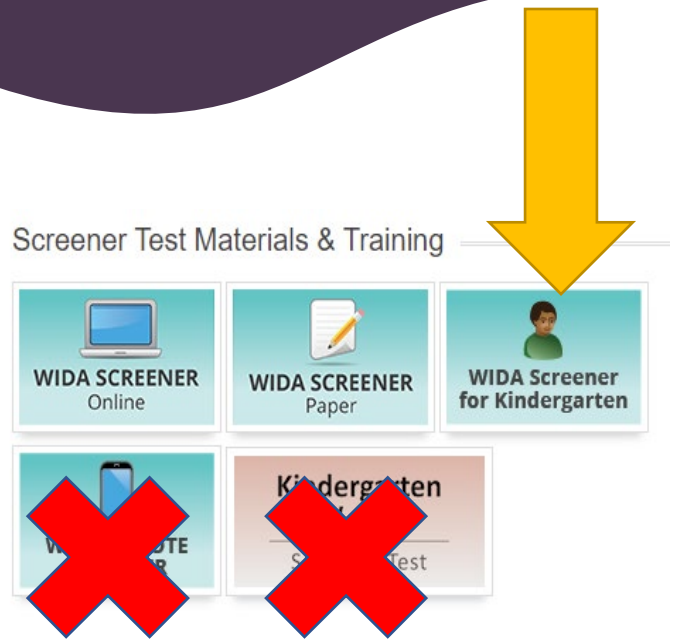
**Be aware that some accommodations, such as repeated directions and extended time may also require small group administration.

***EL student must be literate in 1st language enough to use the dictionary effectively; Extended time must be provided in conjunction with this accommodation.

WIDA's English Language Proficiency Suite of Assessments

- Screener for Kindergarten
- WIDA Screener Grades 1-12
- ACCESS for ELLs
- Alternate ACCESS for ELLs
- WIDA's Accessibility & Accommodations Manual

Where do we find the test materials for the new Screener for Kindergarten?



WIDA™

MY ACCOUNT & SECURE PORTAL | LOG OUT

MAIN WIDA WEBSITE

WIDA Screener for Kindergarten

Test Materials

Print your own materials or **order kits from the WIDA Store**!

Print all test materials double-sided. Color printing is recommended, but you may print the files below in black and white or grayscale.

Test Administrator Script	Reusable	Staple along long edge to create a booklet	For oral language only administration, print pages 1–11
Storybook	Reusable	Staple along short edge to create a booklet	For oral language only administration, print pages 1–15
Cards	Reusable *Print on card stock or laminate to extend reuse*	Cut along lines to create 27 individual cards	For oral language only administration, print pages 1–4 (12 cards)
Score Sheets	Print for each test administration		For oral language only administration, print pages 1–2
Response Booklet	Print for each test administration	Staple along long edge to create a booklet	For oral language only administration, **do not print**

Costs associated with purchasing the new WIDA Screener for Kindergarten test materials at the WIDA Store:

SKU	Description	Member Price
01-0603	WIDA Screener for Kindergarten - Kit with Response Booklets and Score Sheets	$71
01-0604	WIDA Screener for Kindergarten - Kit without Response Booklets and Score Sheets	$41
01-0605	WIDA Screener for Kindergarten - Test Administrator Manual	$7
01-0606	WIDA Screener for Kindergarten - Test Administrator Script	$7
01-0607	WIDA Screener for Kindergarten - Storybook	$9
01-0608	WIDA Screener for Kindergarten - Card Pouch Booklet	$11
01-0609	WIDA Screener for Kindergarten - Set of Cards	$9
01-0610	WIDA Screener for Kindergarten - Response Booklets (Set of 30)	$17
01-0611	WIDA Screener for Kindergarten - Score Sheets (Set of 30)	$13

Training in WIDA Secure Portal

Screener Test Materials & Training

Website Resources for EL Exit Procedures

VI. EL Exit Procedures

- Kindergarten EL Exit Flowchart
- Grades 1-12 EL Exit Flowchart
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- Number & Percentage of English Learners who Attained English Proficiency in 2019, by LEA
- EL Exit Criteria in Georgia by LEA - 2018-2021

Post-Exit Monitoring

- Monitor progress for two years to ensure exit from program was not too soon
- Documented review of report card grades, state assessment results, classroom performance and teacher observations for purpose of ensuring successful transition to general classroom.
- Flexibility on timeline, manner, and format for post-exit monitoring

Maintaining Student Documentation

- ELP Screener Application in SLDS
- Schools' Student Information System
- Student's Permanent Record
  1. Initial HLS, in parents' language, signed, dated
  2. Initial ELP Screener Score Results
  3. Parent Notification
  4. Parent Waiver, when applicable
  5. EL/TPC (and in other locations)
  6. Yearly ACCESS Test Results
  7. EL Exit, when applicable
  8. Two Years Monitoring Documentation

Reporting to the State

Data Collections Office

- EL Data Elements – Student Record
  - Birth Country
  - Primary Language
  - Date of ELP Screener
  - EL Status
  - Date of EL Exit – **Timeline for reporting**
  - Reason for EL Exit
  - EL Exit Status
- ESOL Data Elements – Student Class
  - ESOL Delivery Model
  - ESOL Segments

FTE-1
FTE-3
Student Record

Ensuring Accurate EL and Immigrant Data
Thursday, August 26, 2021, 1:00 PM - 2:00 PM EDT at:
https://attendee.gototraining.com/r/4875005175846908417

- Help & Training
- CLIP (Consolidated LEA Improvement Plan)
- Counselor Companion/My Career Plan
- **ELP Screener**
- Georgia Student Growth Model
- Gifted Eligibility Form
- GOIEP (Georgia Online IEP)
- High School Feedback Report
- IIS Dashboard (Data Analysis Tool)
- Keenville
- Lexile Framework
- Local Assessment
- LOR (Learning Object Repository)

ELP Screener

ELP Screener webpage

The ELP Screener appication in SLDS allows Georgia Local Education Agencies (LEAs) to record the scores from the English language proficiency (ELP) screener and the Grade K-12 student's subsequent English learner (EL) identification. The purpose of the ELP Screener application is to provide LEAs with immediate information regarding transfer students' EL status qualifying date and scores.

There are two levels of access for the ELP Screener application: Submitter and Approver. To obtain the appropriate level of access, user roles must be assigned by the district SIS Coordinator within the SLDS Profile Manager:

Submitter (ELP Teacher role)

- Can add, view, and submit a form.
- Can edit and delete an "In-Progress" form.
- Can NOT edit or delete a "Submitted" form.
- Can NOT add a new form for a student who already has a status "In-Progress" or "Submitted".
- Can NOT edit or delete a form with the status "Screened", but can create a new form for that student.

Approver (District and School level roles)

Contact Information

Join the SLDS Mailing List

Send a blank email to join-slds@list.doe.k12.ga.us

Follow SLDS:

Teachers, Administrators, District Staff

For Support, email slds@doe.k12.ga.us

Respond Yes/No
in Question/Chat Box
if you are using
the ELP Screener Application
in SLDS.

ELP Screener Application in SLDS

Training Resources

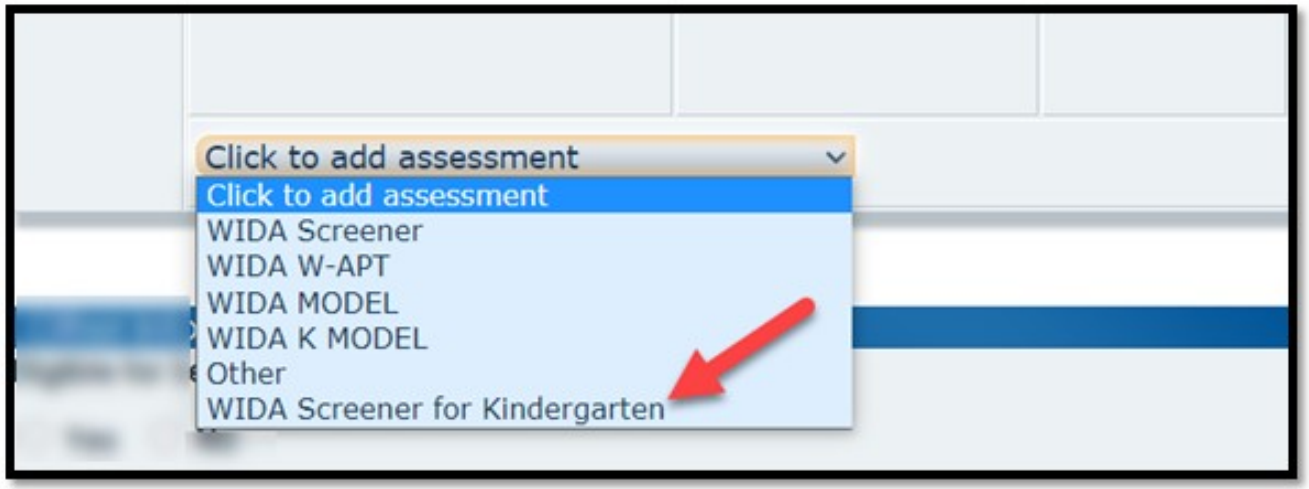
ELP Screener Quick Start Guide (for ELP Teacher) (PDF)

ELP Screener Quick Start Guide (for School user) (PDF)

ELP Screener Quick Start Guide (for District user) (PDF)

Recorded ELP Screener Training Presentation (Video)

Creating ELP Screener Roles in Profile Manager (Video)



You can be Number 159!

	Data Source	Date Screened [MM/DD/YYYY]	Grade When Screened	Grade Cluster When Screened	PL/Raw Scores	Qualify for ESOL	Actions
Assessment	WIDA Screener for Kindergarten	* Unknown	*		Listening PL Speaking PL Oral Language Proficiency Reading PL Writing PL Literacy PL Overall Composite PL Disclaimer 1st Sem K : Oral Lang PL ONLY 2nd Sem K - 1st Sem Gr 1 : Overall CPL required Upload Files	Yes No *	
	Click to add assessment						

Accountability

1. Progress toward English proficiency – **CCRPI Progress Points** (10)
2. Performance/achievement on Georgia Milestones Assessments – **CCRPI Closing the Gaps**
3. Achievement of English proficiency - **EL Exit Rates** (GOSA)
4. ELP Assessment Participation Rate Application in MyGaDOE Portal – **Title I, Part A**

Parental Engagement

Parent Notifications

- Initial Eligibility Parent Notification Letter
- Continuing Eligibility Parent Notification Letter
- Combined Title I and ESOL Parent Notification Letter (optional)
- Evidence that sent home to parents in language and format they understand
- Dated
- Accurate

Data Element Required During Registration:
In which language would you prefer to receive school communication?

Where can I find these parent notification letters?

ESOL Language Program website / GADOE Guidance / ESOL Form Bank

ESOL Form Bank

Home Language Survey Forms

- Home Language Survey - Translated Versions - required form under ESSA
- HLS Addendum
- Multilingual HLS Amendment
- Spanish HLS Addendum
- Sample LEA Title IIIA EL-I Code Use Report

Parent Notification Forms

- Optional Combined Parent Notification Forms
- Parent Notification of ESOL Services Form - Translated Versions - required OCR form, State version
- Notification of ESOL Services at an Alternate Location Form
- Parental Waiver of Direct ESOL Services - Translated Versions
- Joint DOJ/OCR Release Letters on ELs' Equal Access to Education & Parent Communication - Translated Versions

EL Exit Procedure Forms

- EL Reclassification Form - *new!*
- Sample Notification of EL Exit Letters (*optional*)

Title I, Part A Parent Notification for Supplemental Language Services

English Learner Programs

Title I Parent Notification of Studen Eligibility for Supplemental Language Support Services [ENGLISH]

Combined Parent Notification for ESOL and Federal Programs Language Services [ENGLISH]

Parent Waiver

- Parents request each year – knowing and voluntary
- In language parents understand
- Signed & dated annually
- Documentation of how school will meet student's language development needs outside of ESOL
- Affirmative steps – appropriate action
- **No Assessment Exemption!**

School District Name

تنازل الوالد عن خدمات ESOL المباشرة

بتوقيعي لهذا التنازل، أدرك أن طفلي، _____، الصف _____، قد تأهل للحصول على خدمات دعم اللغة من خلال برنامج تعليم اللغة الإنجليزية لغير الناطقين بها(ESOL) الخاص بالمنطقة التعليمية. وقد تم إقرار ذلك بناء على تقييم مهاراته في اللغة الإنجليزية في جوانب القراءة والكتابة والاستماع والتحدث في اختبار W-APT أو ACCESS for ELLs®. وتشير العلامة التي حصل عليها طفلي إلى أنه سوف يستفيد من خدمات إضافية لتعليم اللغة من أجل فهم المنهج وتنفيذ مهامه المدرسية بشكل أفضل. وأدرك أنه بتوقيعي على هذا النموذج أختار التنازل عن خدمات برنامج ESOL المباشرة التي أوصت بها المدرسة لطفلي وأنه بدون الالتحاق بهذا البرنامج قد يتأثر أداء طفلي في المدرسة سلبًا.

School District Name

Renuncia de los padres a los servicios directos de ESOL

Con la firma de este documento, entiendo que mi hijo _____, que está en el grado _____, reunió los requisitos para recibir apoyo al aprendizaje del inglés por medio del programa Inglés para Personas que Hablan Otros Idiomas (conocido en inglés como English for Speakers of Other Languages o ESOL) del distrito escolar. Esta determinación se basó en una evaluación de sus conocimientos del idioma inglés en las áreas de lectura, escritura, capacidad oral y capacidad auditiva en la prueba W APT *o* ACCESS for ELLs®. La puntuación que recibió mi hijo indica que se beneficiaría de recibir apoyo adicional en el idioma inglés para mejorar su acceso al plan de estudios y realizar sus tareas escolares. Entiendo que al firmar este documento decido rechazar los servicios directos de apoyo de ESOL que la escuela ha recomendado para mi hijo y que sin una enseñanza ESOL el desempeño de mi hijo en la escuela podría verse afectado.

School District Name

Mẫu Từ chối Dịch vụ ESOL Trực tiếp của Phụ huynh

Khi ký tài liệu này, tôi hiểu rằng con tôi, _____, lớp _____ đã đủ điều kiện được hỗ trợ ngôn ngữ qua chương trình tiếng Anh cho Người nói những Ngôn ngữ Khác (English to Speakers of Other Languages - ESOL) của học khu. Quyết định này dựa trên một bản đánh giá kỹ năng ngôn ngữ tiếng Anh của con tôi trong các lĩnh vực đọc hiểu, viết, nghe và nói trong kỳ thi W-APT *hoặc* ACCESS cho ELL®. Điểm của con tôi cho thấy rằng hỗ trợ ngôn ngữ bổ sung sẽ có lợi cho cháu trong việc tiếp cận chương trình giảng dạy và học tập tốt hơn. Tôi hiểu rằng khi ký mẫu này tôi chọn từ chối dịch vụ hỗ trợ ESOL trực tiếp mà trường đã đề xuất cho con tôi và rằng nếu không có giảng dạy ESOL thành tích học tập của con tôi có thể bị ảnh hưởng.

ESOL Parent Meetings

- Parents must understand:
  - ESOL program
  - WIDA Screeners and Assessments test results
  - What they can do at home to help
  - Waiver process
  - Significance of original HLS
  - HLS Addendums/Amendments
- Build parents' capacity to:
  - Engage in school
  - Support student's learning

EL Toolkit – Chapter 10

Updated November 2016

ESSA UPDATE INCLUDED

CHAPTER 10

TOOLS AND RESOURCES FOR ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

This is the tenth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' (OCR) and the U.S. Department of Justice's (DOJ) Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at http://www2.ed.gov/about/offices/list/ocr/ellresources.html.

ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

FYI - Parent Resources in Spanish

- A Family Guide to Understanding MTSS
- ESSA Alternative FAQs for Families
- GA Milestones Parent Guide (coming soon)
- Getting Ready for Kindergarten, Gr. 1, Gr. 2, and Gr. 3
- Lexile Parent Resources
- Mathematics and ELA Tips for Parents
- Parents' Guide to CCRPI
- Special Education: Parent Survey in Spanish

Website Scavenger Hunt

- ❑ USED's English Learner Toolkit
- ❑ State Guidance on EL Entrance & Exit Procedures
- ❑ Entrance/Exit Flowcharts
- ❑ Assessment Administration Dates, Training, and Guidance
- ❑ Accommodations for ELs on State Tests
- ❑ ESOL Delivery Models
- ❑ QBE/FTE ESOL state funding
- ❑ ESOL Form Bank
- ❑ ESOL Munch & Learn Webinars
- ❑ EL Exit Criteria by LEA (2018-2021)

EL Language Programs Help Desk

ESOL Questions & Support

678-794-3695

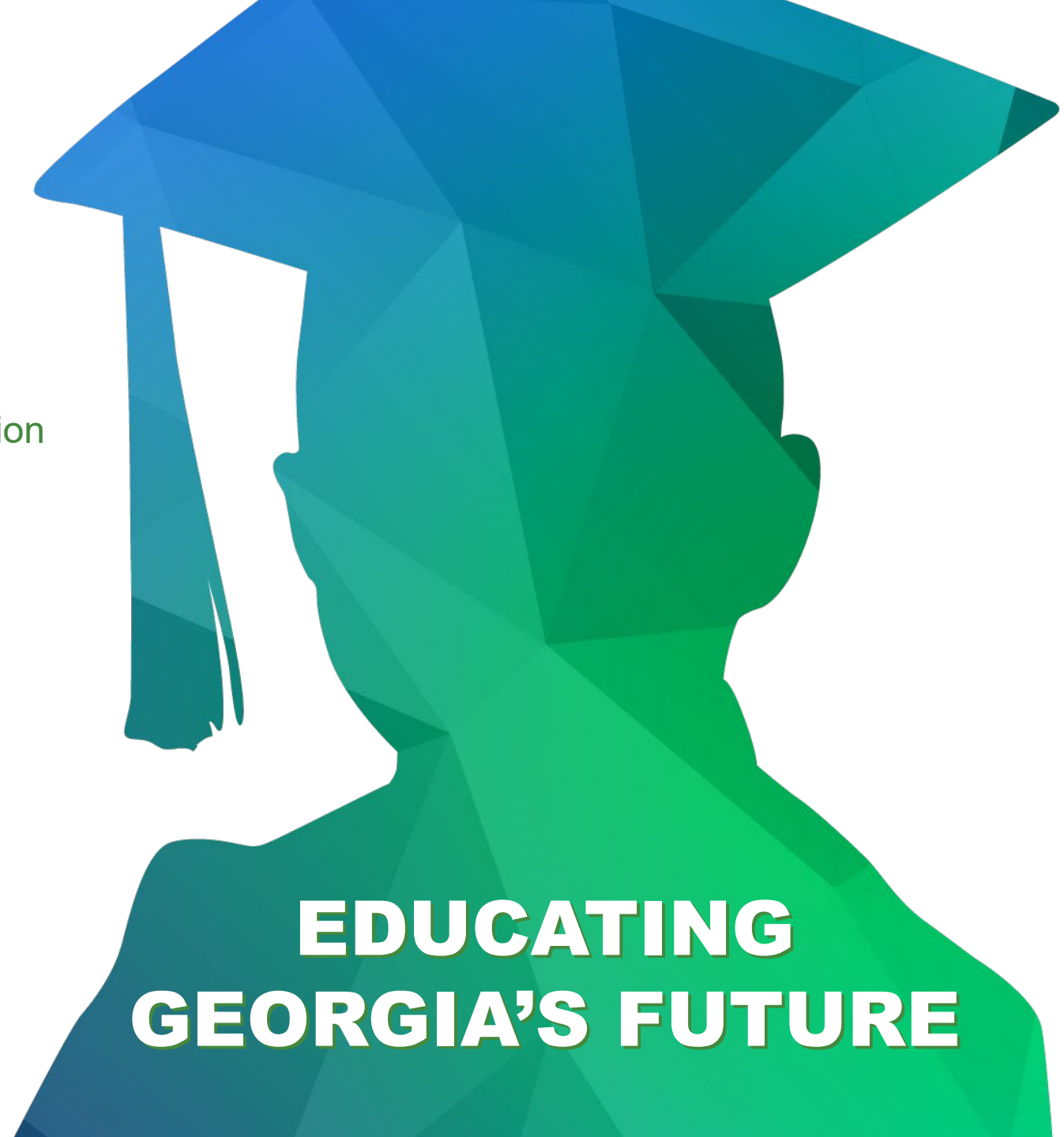
Email:

ELPrograms@doe.k12.ga.us

www.gadoe.org

@georgiadeptofed

youtube.com/c/GeorgiaDepartmentofEducation



Georgia Department of Education