State ESOL Language Program Handbook
Topic Outline
For School Systems & Charter Schools

Intended Audience – ESOL Coordinators, Special Education Coordinators, Assessment Directors, Student Information System (SIS) Directors/Coordinators, and other personnel who work with English learners (ELs)

Preface & Common Acronyms

I. Statewide EL Identification Procedures
   A. Registration
      1. Parent Communication Language
         a) Using Data Collections Language Codes
      2. Home Language Survey (HLS)
         a) In parent’s preferred language/format
         b) Communication with parents when HLS questions arise
            (1) HLS Incorrect Addendum
            (2) MLL Amendment
         c) Maintenance of documentation
      3. Student Primary Language
         a) Identification of potential English learners (ELs)
      4. Maintaining original signed/dated HLS document in students’ records
   B. Initial English Language Proficiency (ELP) Screening Processes - 1st Enrollment in U.S. Schools
      1. State Approved ELP Screeners for Grades K and 1-12
         a) Retired screeners (K-WAPT, Remote)
      2. ELP Screener Costs (local obligation)
      3. ELP Screener Administration
         a) Language Domain Subtests per Grade Level, Semester, and Grade Level Cluster (provide chart)
         b) Screener Training and Certification
         c) Screening Administration Window
         d) Early Screening
         e) Local Protocols: Screening Security and Irregularities
         f) Screening students with suspected or identified disabilities
      4. EL Eligibility Criteria & Flowcharts
         a) Kindergarten, by Semester
         b) Grade 1, by Semester
         c) Grades 2-12
5. Reporting ELP Screener Results  
   a) Date of ELP Screener Data Element  
   b) ELP Screener Results in SLDS ELP Screener Application  
   c) Data Quality Control of SIS Processes  

C. EL Identification Processes for Transfer Students  
1. In-State Processes  
   a) EL History GUIDE  
   b) ACCESS for ELLs Assessment History in SLDS  
   c) Communication with transfer LEA  
   d) Transfer Records  
2. Out-of-State Processes  
   a) Transfer Records  
   b) WIDA vs. Non WIDA States  
3. Special Scenarios  
   a) Foreign Exchange Students  
   b) Out-of-Country Enrollment Gaps  

D. Communicating Student’s EL Identification to Parents  
1. Communication with parents in a language/format they understand  
2. Maintaining evidence of communication  

II. ESOL Language Program Structures & OCR Obligations  
A. Eligibility  
B. Purpose & Goals  
C. ESOL Teachers & Staff  
   1. OCR Obligations for Professionally Qualified Staff  
   2. ESOL Endorsement/Certification Requirements  
   3. Provisional ESOL Endorsement procedures  
   4. ESOL Teacher & Administrator Professional Learning  
D. ESOL Program Structure  
   1. ESOL State Funded Segments  
   2. ESOL Class Sizes  
   3. ESOL State Funded Courses  
   4. ESOL Delivery Models  
   5. Charter/Waiver Detail  
   6. Access to Core Content  
      a) ESOL Scheduling by School  
      b) Avoiding Segregation  
      c) Local ESOL Grading Policies/Procedures  
      d) Student/Teacher Ratios
E. English Language Development Standards
   1. WIDA ELDS Framework, 2020 Edition Resources (instructional integration and PL plans)
   2. Local English Language Development (ELD) Plans
      a) Virtual Learning

F. Local Instructional Resources
   1. Elementary Level
   2. Middle School Level
   3. High School Level
   4. Recently Arrived ELs (Newcomers, Refugees, SLIFE)
   5. Digital Language Resources

G. Additional Services for ELs in Gifted, MTSS, EIP, and Special Education
   1. MTSS Framework
   2. Dual identified students and collaborative services
   3. Accommodations for identified EL/SWD on the ACCESS/Alternate ACCESS

H. Data Quality Controls & Responsibility for Reporting
   1. Data Collections- School & District Staff Training Plan and Quality Checks
   2. Student Record Data Elements
   3. Student Class Data Elements
   4. Students Permanent Records
      a) Digital vs. Paper

I. Annual Assessments for ELs
   1. ACCESS for ELLs & Alternate ACCESS for ELLs
      a) Accommodations for EL/SWD
      b) Communicating ACCESS/Alt. ACCESS Results with Parents in preferred language/format
   2. GA Milestones Assessments
      a) EL/TPC accommodations / Documentation
      b) Communicating GA Milestones Results to Parents in preferred language/format

J. ESOL Parent Communication & ESOL Meetings
   1. Annual Parent Notification of ESOL Language Program Instruction
      a) Initial Eligibility and Program Delivery Model
      b) Continuing Eligibility and Program Delivery Model
   2. Annual Parent Waiver Procedures
      a) Evidence of “Voluntary and Knowing”
      b) Documentation of Parent Refusal or Opt-out Decision in parents’ preferred language/format
      c) Documentation of Alternate English language instruction program
   3. ESOL Program Informational Parent Meetings
III. EL Exit & Reclassification Procedures
   A. ACCESS/Alternate ACCESS Assessment review procedures & timelines
   B. Exit Criteria for ACCESS & Alternate ACCESS (provide GaDOE Flowcharts)
   C. EL Reclassification Criteria & Process
   D. Collaboration with Special Education for IEP/Reclassification
   E. Procedures for Assessing Students with Less Than Four Domains
      1. Receiving/Reporting Designated Composite Proficiency Level (D-CPL)
   F. End-of-Year Documentation & Procedures (Provide Local Checklist)
   G. Parent Communication
   H. State Reporting Details
      1. EL Exit Date (NEW Data Element)
      2. Reporting Local EL Exit Criteria on State Form

IV. Post-Exit Monitoring Procedures
   A. Locally Required Documentation
   B. Local Compliance / Management Procedures
   C. Reverse-Reclassification Procedures (& timeline)

V. Maintenance of ESOL Records & Documentation

VI. ESOL Program Evaluation
   A. Cycle of Continuous Improvement
   B. Data Analysis
      1. Annual ELP Assessment Participation Rates
      2. Annual EL Exit Rates
      3. Accountability / CCRPI
         a) Content Mastery (EL Subgroup)
         b) Progress Towards English Proficiency
         c) Closing the Gaps (EL Subgroup)
      4. ACCESS Score Results
         a) By District
         b) By School
         c) By Grade Level
         d) By Proficiency Level
      5. ACCESS SGPs (when available)
      6. Special EL Populations: SLIFE, LTE/L, EL/SWD

VII. Appendices
   A. Historic LEA EL Entrance and Exit Criteria
   B. LEA specific form bank