Dawson County School System
Program for English Learners

Administrative Procedures Manual
Revised December 11, 2019

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ACRONYMS

CPL  Composite Proficiency Level
EL   English Learner
EL-Y English Learner - Yes (eligible for services)
EL-M English Learner – Monitored (exited from services, monitored for progress)
EL-1 English Learner – Monitored 1st year out of services
EL-2 English Learner – Monitored 2nd year out of services
EL-3 English Learner – Monitored 3rd year out of services
EL-4 English Learner – Monitored 4th year out of services
EL-F English Learner – Former, 5+ years out of services
EOC  End of Course
EOG  End of Grade
ESOL English Speakers of Other Languages
GADOE Georgia Department of Education
GMAS Georgia Milestones Assessment System
HLS  Home Language Survey
IAP  Individualized Assessment Plan
IEP  Individualized Educational Plan
LAC  Language Assessment Conference
LEA  Local Educational Agency
RTI  Response to Intervention
SST  Student Support Team
TPC  Test Participation Committee
WAPT WIDA Assessment Placement Test
WIDA World-class Instructional Design and Assessment

LEADERSHIP

The Director of School Improvement and Accountability, under the direction of the School Superintendent and the Dawson County Board of Education, supervises the English language services program for the Dawson County School System. Personnel with direct responsibility for program development, delivery, and evaluation include Principals, Assistant Principals, and ESOL-certified teachers.

DEFINITION

The definition of a student eligible for language education services in Georgia may be found in the Georgia State Board of Education Rule 160-4-5-.02. This section defines English Learners
(ELs) to be students whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment.

NON-DISCRIMINATION POLICY

The Dawson County Board of Education policy JAA affirms, “The Dawson County School System’s Board of Education reaffirms its policy that it does not discriminate based on race, color, religion, sex, national origin, age, or disability.”

ENGLISH LANGUAGE PROGRAM PURPOSE

The purpose of the ESOL program is to provide an exemplary language acquisition program while advocating for and meeting the needs of each child in the Dawson County English Language Program.

ENGLISH LANGUAGE PROGRAM DIRECTION

The ESOL program team members will:

- Determine appropriate learning environments and strategies for English learners.
- Encourage innovation and exploration.
- Regularly review services to determine current effectiveness, relevance and necessary modifications.
- Make decisions for English learners based on data and research.
- Consider the needs of the English learners as primary in making program decisions.
- Encourage creativity, critical thinking, independent initiative and collaborative skills.

PHILOSOPHY

The Dawson County School District endorses the belief that education is a means by which every individual has the opportunity to realize his/her maximum potential through participation in educational experiences that challenge the individual’s level of development. Consequently, Dawson County Schools provide educational programs, which recognize and provide for individual student needs and promote the pursuit of excellence in academic knowledge, skills, and behaviors. The program for English language students is a product of this belief.

In keeping with local beliefs and the State Board of Education’s recognition of the need to provide language education services to students who have the potential for exceptional
academic achievement in grades K-12, the Dawson County School System provides a differentiated educational environment for language acquisition students. This environment is one that is responsive to each student’s learning style; encourages the development of a sense of responsibility to self, school, and society; and maximizes individual achievement. This environment also provides opportunities for these students to explore their uniqueness and to capitalize on their strengths.

ENGLISH LANGUAGE PROGRAM AFFIRMATIONS

The Dawson County School System English Language Education Program affirms:

- English learners have the ability to learn, think, and perform at levels, which are comparable to other non-language learners of like age, experience, or environment.
- English language acquisition skills know no boundaries of socio-economic class, gender, or race.
- The education of English learners is a shared responsibility among students, family, school, community and society at large.
- Association with same language peers, as well as learners of all ability levels, stimulates learning and contributes to affective development of English learners.
- English learners need a rigorous, extensive, and/or compacted curriculum delivered in a creative, flexible and supportive instructional environment.

CLASS SIZE

There are several Georgia Board Of Education rules that impact English language education services in Dawson County. Rule 160-5-1-.08 sets the maximum class size for elementary, middle school and high school classes. The Dawson County School System is a charter system whose contract with the state board of education allows flexibility for class size upon identified personnel and/or financial constraints incurred by the system.

ELIGIBILITY

Title III federal law requires that a Home Language Survey (HLS) be completed for all students upon enrollment into school. The HLS is not administered annually for students with continued enrollment. The initial eligibility for language services will be determined by the student’s score on the state adopted English proficiency screening measure, the W-APT for kindergarten students and the WIDA Online Screener for grades 1 - 12. It is the expectation of the school district that students will be assessed for language services as soon as possible.
Parents of students who have been identified as eligible for ESOL services are notified within the guidelines outlined in the Stakeholder Notification section of this document.

**Waiver/Refusal/Withdrawal of Language Services:** Should a student be eligible for language services and the parent choose to waive those services, the parent must request withdrawal or deny enrollment in the program. A withdrawal/waiver form must be signed by the parent to refuse direct language services. This form must be signed annually for all students who are still eligible to receive language services. Students who have waived direct language services will still receive indirect language services as required by the Office of Civil Rights.

### STAKEHOLDER NOTIFICATION

Parents of students who have been identified as eligible for ESOL services prior to the start of the school year must be notified within 30 days after the beginning of the school year. During the school year, the window for identification, screening, and parental notice of eligibility is within two weeks of the child being placed in the language support program.

Parents of eligible Dawson County English learners will receive annual notice of their child’s eligibility status and progress toward attaining the new language. Additionally, parents annually receive information on the English language education program operated by the local school district. Information may be provided to parents via student handbooks, beginning-of-the-year parent information packets, school newsletters, brochures and school/district websites.

Other stakeholders (students, school staff, community) have access to English language education services information via the school and district websites. Further, the district’s administrative procedures manual is posted on the district website.

### ASSESSMENT INSTRUMENTS

**Home Language Survey (HLS):** The Home Language Survey (HLS) shall be the initial screening administered to all students upon enrollment. The survey consists of three questions. The results of the survey determine whether the student will be referred to the EL lead teacher in the building for language screening.

**WIDA Access Placement Test (W-APT):** The WIDA Access Placement Test (W-APT) is a screening test that is used with students who are 2nd semester Pre-K through 1st semester 1st grade. The results of the screeners are used to determine whether or not a student is eligible to receive language support services.
**WIDA Online Screener:** The WIDA Online Screener is a screening test that is used with students who are 2nd semester 1st grade through 2nd semester 12th grade. The results of the screener are used to determine whether or not a student is eligible to receive language support services.

**ACCESS for ELLs 2.0:** The ACCESS for ELLs is the required state standardized assessment for students receiving, or eligible to receive, language support services. This assessment is administered annually to determine an EL student’s progress toward proficiency with the attainment of language acquisition skills. All students actively enrolled in the EL program, or eligible for enrollment in the EL program, participate in the ACCESS for ELLs administration. The ACCESS for ELLs is administered online. A paper version of the assessment may be administered if necessary.

**Alternate ACCESS for ELLs:** The Alternate ACCESS for ELLs is the required state standardized assessment for students receiving, or eligible to receive, language support services. This assessment is for those ESOL eligible students with significant cognitive disabilities who participate in the Georgia Alternate Assessment (GAA).

**GKIDS (Kindergarten), GMAS EOG (Grades 3 – 8), GMAS EOC (Grades 9 – 12):** These are the required state standardized assessments for all students in grades K, 3, and select high school courses. Students receiving language support services are required to participate in their grade-level appropriate assessment, as is every other student. This includes students who are newly arrived ELs (students enrolling in a U.S. school for the first time).

**TESTING ACCOMMODATIONS**

EL students (active and those who have exited language assistance services in the last two years (EL1 and EL2) may be eligible to receive testing accommodations on allowable assessments if documented on the student’s TPC. Those EL students who may also have an identified disability(ies) and/or 504 plan may be eligible to receive additional testing accommodations on allowable assessments if documented on the student’s IEP, IAP, or 504 plan. EL1 and EL2 monitored students are ineligible for conditional accommodations. The student’s accommodation plan is reviewed annually to determine the appropriateness of continuation or addition of a testing accommodation. Accommodations are limited to those that are approved by the Georgia Department of Education Office of Testing and specific to certain assessments.

**TESTING RESULTS**

Upon receipt of state required assessment results at the district level, the results are delivered to the school administration for review. The school reviews the standardized test results with
teachers. The results are communicated to parents in written format and in a timely manner. The school is available to discuss individual student results with parents upon request.

Standardized test results are reviewed in detail at both the grade-level, school, and district level. Administrative teams, both at the school and district, review standardized assessment data. With the assistance from Pioneer RESA, the system is able to further compare standardized assessment results with other districts in the region and also at the teacher level.

The review of data is used to assist the schools in the creation and/or modification of its school improvement plan. Further, it is used to assist the school district in the modification of its district improvement plan as is outlined in the consolidate application.

EXIT GUIDANCE

Students may exit the ESOL program in Dawson County through the administration of the ACCESS for ELLs 2.0 test. The test is administered during the state mandated testing window. Test administrators must be trained prior to the administration of the test. Students are administered the ACCESS for ELLs 2.0 at their individual grade cluster (K, 1, 2-3, 4-5, 6-8, 9-12).

Exit criteria is as follows:

**Kindergarten**
ACCESS for ELLs 2.0 CPL > 5.0 with no individual language domain score < 5.0

**Grades 1 – 12**
ACCESS for ELLs 2.0 CPL > 5.0 must be exited from the program
ACCESS for ELLs 2.0 CPL > 4.3 may be exited from the program per district team decision
Completion of the EL Reclassification Review Form is required

If a student transfers from another state or private school with records indicating exit from language services, he/she will be determined as exited from language services even though the exit criteria may not be the same as Georgia.

**Students with Disabilities who Participate in Alternate ACCESS for ELLs**
Standardized Statewide English Learner (EL) Exit Procedures for English Learners with Disabilities who Participate in the Alternate ACCESS for ELLs Assessment-See form - Alternate ACCESS Threshold for considering EL Exit at the end of this handbook.

**Designate Composite Proficiency Level (D-CPL)**
English Learner (EL) with disabilities whose disability precludes assessment of one or more language domains should be considered for exit from English Learner status when the student has meet the state-established criteria using the GADOE-provided Designate Composite Proficiency Level (D-CPL)-See form at the end of this handbook.
MONITORED STUDENTS

Students who have met exit requirements for language support will continue to be monitored through the SST process for two years. Teachers complete evaluation forms and meet to discuss student progress during the monitored years. If the student experiences academic difficulty, the SST seeks to determine if the difficulty is due to language barriers. Interventions through the RTI process may be support enough for the student to attain academic progress; however, should that not be the case, the SST may make the determination that the student should re-enter the language support program.

Students who are in monitored status may receive testing accommodations during the monitored period. The SST must determine the need for testing accommodations.

Students who have been exited from the program for 3 or 4 years are still recognized as monitored students; however, they are not actively monitored through the SST process from the perspective of language support. Those students may still need the SST for content or behavioral concerns.

TRANSFER STUDENTS

The following procedures will be employed when placing transfer students into the English language program:

(1) Students Transferring from Other Systems within the WIDA Consortium: Placement of students in the English language program within the WIDA Consortium is reciprocal. Students served in the ESOL program at the time of withdrawal from the transferring school may be placed in the Dawson County ESOL program after the ESOL lead teacher has had an opportunity to review eligibility documentation and participation history. Careful review of eligibility documentation is especially needed to insure correct placement of students.

(2) Students Transferring from Systems outside the WIDA Consortium: Students from outside the WIDA Consortium may or may not meet eligibility criteria for English language program placement. Students served in the ESOL program at the time of withdrawal may be placed into the ESOL program after the school ESOL lead teacher and/or building administrator has had an opportunity to review eligibility documentation, current status, and participation history. The ESOL lead teacher will determine whether each student meets eligibility requirements, make a placement recommendation, and determine how the student might best be served from the service options available at the school.
EL STUDENTS WITH SPECIAL NEEDS

EL students who are eligible for special education and/or gifted education services will receive all appropriate services as determined by their eligibility and need in addition to language support. The EL student is considered for additional special services in the same manner as any other student. Depending on the nature of the student’s disability, the student may require language support services in the special education classroom. In this case, the special education teacher will work collaboratively with an ESOL certified teacher to work on the language goals outlined in the student’s IEP.

DELIVERY MODELS

Local systems are required to provide at least five segments a week (or the yearly equivalent) of language education services for all eligible students whose parents have granted permission for participation in the ESOL program. These services must be provided within the parameters of state-approved delivery models as described in Georgia State Rule 160-4-5-.02. A segment is defined as follows:

- Grades K – 3: 45 minutes/day (or 225 minutes/week)
- Grades 4 – 8: 50 minutes/day (or 250 minutes/week)
- Grades 9 – 12: 55 minutes/day (or 275 minutes/week)

Dawson County Schools provide opportunity for a variety of different delivery models to be used. The ESOL program in each school is designed to meet the needs of the students in that particular population and school setting. The services can be scheduled in one or a combination of the scheduling formats listed below. All models must meet the suggested regulations and procedures of the Georgia Department of Education. The information that follows defines acceptable delivery models.

- **Pull-Out Model:** students are removed from the general education class for the purpose of receiving small group language instruction from the ESOL teacher.

- **Push-In Model (within reading, language arts, mathematics, science or social studies):** students remain in core academic classes where they receive content instruction from the content area teacher, along with targeted language instruction from the ESOL teacher. This model is not to be confused with co-teaching. In the push-in model, the ESOL teacher and the content teacher each has a distinct role. The ESOL teacher is responsible for language support, while the content teacher is responsible for delivery of academic content.
• **Resource Center/Laboratory:** students receive language assistance in a group setting supplemented by multi-media materials.

• **Scheduled Class Period:** students at the middle and high school levels receive language assistance and/or content instruction in a class composed of only ELs.

• **Dual language Model** – students participating in a dual language immersion program receive language support during the English portion of their academic day.

• **Innovative Delivery Model:** approved in advance by the Georgia Department of Education through a process described in the ESOL/Title III Resource Guide.

• **Sheltered Content Model:** EL students at the middle and high school levels receive language assistance and content instruction in a class comprised only of EL students. The teacher must have the appropriate content area certification and ESOL endorsement or certification.

• **Sheltered Content @ a Newcomer Program Model:** EL students at the middle and high school levels receive language assistance and content instruction in a class comprised only of EL students. The teacher must have the appropriate content area certification and ESOL endorsement or certification.

**PROGRAM EVALUATION**

Dawson County’s program for EL students will be evaluated yearly to assess the effectiveness of the following issues:

- Curriculum
- Delivery Models/Scheduling
- Strengths/Weaknesses of EL Services

A questionnaire, which solicits input from students, parents, and teachers, is distributed at the conclusion of each school year. The evaluation process may also include standardized test scores, course performance, skills checklists, and teacher observations.
PROGRAM MONITORING

The Director of School Improvement and Accountability will monitor the district’s Title III program throughout the school year for compliance with the requirements of the program. Any questions will be addressed by seeking the assistance of Georgia Department of Education Title III and/or ESOL specialist(s). If an on-site monitoring visit is not required, an annual self-evaluation will be completed to verify that all program components have been met. The district will use the recommended monitoring document to evaluate its progress in meeting all program requirements.

PROFESSIONAL DEVELOPMENT

Dawson County provides annual training to all instructional staff and building leaders in the use of the WIDA Can-Do Descriptors, English Language Development standards, and the interpretation of ACCESS for ELLs 2.0 scores. Further, the district promotes the attendance of English language and content area classroom teachers in professional development activities designed to increase subject matter knowledge of teaching English language, improve the use of curricula, instructional strategies, and assessment measures appropriate for EL students. Opportunities for professional growth are provided through in-house and off-site professional learning activities.

ENGLISH PROFICIENCY OF EL INSTRUCTORS

All Dawson County instructors are required to hold a valid certificate issued by the Georgia Professional Services Commission. Holding this certificate indicates that the instructor is recognized by the Georgia Department of Education as having met the requirements for licensing as a teacher in Georgia. Further, the verbal and written skills are reviewed during the interview process. Instructors are required to communicate both verbally and in written format with their supervisors. Instructors who do not exhibit English proficiency are not placed as teacher of record with EL students.

FIDUCIARY COMPLIANCE

Dawson County complies with all federal regulations in regard to allocation and use of funds that are awarded through either an independent Title III grant or as a member of the state Title III Consortium. Purchase requests follow the order shown below.

1. Purchase requests are made and approved at the school level by the principal.
2. The principal forwards the request to the system Director of School Improvement and Accountability for approval.
3. The request is then approved by the Director and forwarded to the District Finance Director, or the Consortium Director if applicable, for final approval.
4. Upon final approval, the Director of School Improvement and Accountability will process the purchase request by either ordering the item or submitting the registration.

Purchases made for the schools are delivered to the school to the attention of either the principal or the ESOL lead teacher. Upon receipt of the items, the procedures shown below are followed.

1. The ESOL lead teacher or the principal’s designee inventories the items received against the packing slip.
2. If there are any discrepancies, the school contacts the vendor or may contact the Assistant to the Director of School Improvement and Accountability for help with resolving this issue.
3. The school representative signs and dates the packing slip to indicate that all items have been received and forwards the packing slip to the Director of School Improvement and Accountability.
4. Once the signed packing slip and the invoice are received, the Director will authorize payment of the invoice. The Director will not authorize payment on an invoice without confirmation from the school that the item has been received.

The schools maintain an inventory of items purchased. A cumulative inventory of the items is maintained on file by the district office.

Program budget sheets are received from the system Finance Department at the end of each month. The Director of School Improvement and Accountability and the Assistant to the Director verify those reports against the program list of purchases for accuracy. The Director and the Finance office resolve any discrepancies.

All purchase orders, signed/dated packing slips, and invoices for the program are filed in the office of the Director of School Improvement and Accountability.

PARENT INVOLVEMENT

The Local Educational Agency (LEA) recognizes the needs of limited English proficient and immigrant families in the following ways:

- Identify staff members/community members/family members representing the ethnic and cultural groups represented in the ESOL program, who can offer assistance in
training and orientation and act as a liaison between parents and school.

- Survey parents to determine the information/areas of need that they feel are most critical.
- Provide opportunities and encouragement for parents to participate in educational and extracurricular activities, particularly in events that showcase cultural elements of which they may have a special knowledge.
  - Make sure all communication regarding these activities is provided to parents in writing, both in their native language and in English.
  - Communication should be clear, concise and timely, avoiding commonly used educational acronyms and abbreviations.

- Resources from outside the school system (i.e. Adult ESOL classes, etc.) should be located and a list of those resources made available to the parents.
- Develop an ESOL parent list: parents of former or current ESOL students who would be willing to mentor other parents.
- Provide interpreters and translators as needed and to the greatest extent possible for school events and notifications.
- Provide School Messenger (automated phone call service) in the home language of all EL students to the greatest extent possible. The phone call service is equipped to translate messages into languages that are considered to be “common”, such as Spanish.

The LEA demonstrates participation and support of educational programs for parents and communities of limited English proficient students and immigrant children and youth in the following ways:

- Orientation should be held during the first month of the school year to:
  - Establish that the parents are considered equal partners in decision-making regarding the student
  - Provide a school or district packet containing welcome letters, information packets, telephone numbers, ESOL contact numbers, etc.

The LEA provides parental notification including explanation of assessment, placement, and program components.

- Frequently used district and school communications will be available in the native language of the student.
- Teachers have access to translation services via over-the-phone or person-to-person service. The building administrator monitors the use and scheduling of translation services.
Additional information regarding the guidelines for administration of the ESOL program may be found in the state guidance manual at the Georgia Department of Education Website. https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx
APPENDICES
DOCUMENTATION COVER SHEET

Purpose: This cover sheet should be the first page of source documentation for parent involvement, professional learning, or other ESOL led activities.

Dawson County Schools
28 Main Street
Dawsonville, GA 30534
(706) 265-3246
FAX (706) 265-1226
www.dawsoncountyschools.org

Dr. Damon Gibbs
Superintendent

Title III Program
Documentation Cover Sheet

School:
- Black’s Mill Elementary
- Kilough Elementary
- Riverview Elementary
- Robinson Elementary
- District
- Dawson County Middle
- Dawson County Junior High
- Dawson County High
- HighTower Academy

Title III Document:
- Parent Involvement Activity
- Other:

Documents Included:
- Checklist
- Invitation/Notice (Multiple)
- Agenda
- Sign-In Sheets
- Minutes
- PPT/Handouts
- Other:

Submitted By __________ Date __________
EL FOLDER CHECKLIST

Purpose: This checklist is secured to the inside front cover of the student’s ESOL folder and updated annually.

<table>
<thead>
<tr>
<th>Original HLS</th>
<th>W-APT Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Begin Service</td>
<td>Date First Enrolled in U.S. School</td>
</tr>
<tr>
<td>Original signed Parent Refusal/Waiver for direct service (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Supporting documents if dually served through SpEd, i.e. IEP</td>
<td></td>
</tr>
<tr>
<td>Retention data (as appropriate)</td>
<td></td>
</tr>
</tbody>
</table>

Parent Form – Notification/Continuation of Placement (update each year, list date of update below)

ACCESS scores (Tchr Report) AND evidence score was sent home in parents’ language (update each year, list date of update below)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Teacher Report</th>
<th>Parent Report</th>
</tr>
</thead>
</table>
| TPC Mtg minutes AND ELL-TPC form with committee signatures (update each year, list date of update below)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Meeting Minutes</th>
<th>TPC Form</th>
</tr>
</thead>
</table>

Post-Monitoring documents for EL-M students (academic supports, LAC, and other exit documents)

<table>
<thead>
<tr>
<th>EL-M Year 1</th>
<th>EL-M Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>Documents</td>
</tr>
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Purpose: This checklist is completed at the beginning of the school year. It is due to the Director of School Improvement and Accountability by August 31.

**ESOL PROGRAM CHECKLIST**

<table>
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<tr>
<th>School:</th>
<th>School Year:</th>
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<table>
<thead>
<tr>
<th>Student Last Name</th>
<th>Student First Name</th>
<th>EL Eligible</th>
<th>EL Served, Waived, or Monitored</th>
<th>New Enrollee</th>
<th>Parent Notice Sent</th>
<th>Date Sent</th>
<th>Model of Delivery</th>
<th>Current Year TPC</th>
<th>In-House File Audit Complete</th>
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</table>

ESOL Teacher Signature Date
Registrar Signature Date
Principal Signature Date
HOME LANGUAGE SURVEY

Purpose: This survey is completed for new registrations. It is administered only at the Central Registration Office. This form should become a permanent component of the ESOL folder.

Required Home Language Survey

Dear Parent or Guardian:

In order to provide your child with the best possible education, we need to determine how well he or she speaks and understands English. This survey assists school personnel in deciding whether your child may be a candidate for additional English language support. Final qualification for language support is based on the results of an English language assessment.

Thank You

Student Name (required information):

Language Background (required information):

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?

Language for School Communication (not required):

4. In which language would you prefer to receive all school information?

Signature of Parent/Guardian/Other ___________________________ Date ___________________________
IEP/504 ON FILE FORM

Purpose: This cover sheet should be printed on colored paper and be placed as the first page of the student’s ESOL folder. This is only used for students with an IEP or 504 plan.

Student: ____________________________

This student has a(n)

____ IEP on file

____ 504 on file

See the SWD, SST, or permanent folder for additional information
# INDIRECT COLLABORATION FORM

**Purpose:** This documentation form is used to maintain a record of collaborative planning between the ESOL lead teacher and the general education teacher for those EL students who do not receive direct language support services. Complete at least once per month for every EL student served indirectly.

**Dawson County ESOL Indirect Services – Collaborative Planning Record**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Type of Support Provided</th>
<th>Frequency of Support</th>
<th>Results of Support</th>
<th>Next Steps</th>
<th>Person Responsible</th>
<th>Completion Date</th>
</tr>
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<tbody>
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**Team Members Present**

<table>
<thead>
<tr>
<th>Name</th>
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**Signature**

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<th>Name</th>
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</table>
INITIAL ESOL REFERRAL FORM

Purpose: This form is completed for newly registered students. This form should become a permanent component of the ESOL folder.

--- DO NOT PURGE ---
Dawson County School District
Initial ESOL Referral

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth date:</td>
<td>Student Number:</td>
</tr>
<tr>
<td>Native Language:</td>
<td>Date of U.S. School Entry:</td>
</tr>
<tr>
<td>Birth Country:</td>
<td>Date of Sample District Entry:</td>
</tr>
<tr>
<td>Home telephone #:</td>
<td>Current Grade Placement:</td>
</tr>
<tr>
<td>Work telephone #:</td>
<td>Parents speak and or read English</td>
</tr>
<tr>
<td>Contact person who can interpret:</td>
<td>Relationship:</td>
</tr>
<tr>
<td>Name:</td>
<td>Work telephone #:</td>
</tr>
</tbody>
</table>

**Educational Background**

- Did the student previously attend U.S. Schools? Yes | No
- If yes, did the student receive ESOL or bilingual instruction? Yes | No
- Does student have evidence of Interrupted / Low Schooling? Yes | No

**Placement Testing**

<table>
<thead>
<tr>
<th>Date</th>
<th>Test</th>
<th>Grade Cluster</th>
<th>Raw Score / Oral Proficiency Score or Skills Description</th>
<th>Composite Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>W-APT K</td>
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<td>L &amp; S</td>
<td>N/A</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Test</th>
<th>Grade Cluster</th>
<th>Total Score / Proficiency Level (from conversion table)</th>
<th>Composite Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>W-APT 1-2 3-5 6-8 9-12</td>
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</tbody>
</table>

**Recommendations:**

- The student is **eligible** for ESOL instruction.
- The student is **not eligible** for ESOL instruction.

Comments: [optional]

Evaluator’s Signature: Date:
PARENT NOTIFICATION OF STUDENT INITIAL ELIGIBILITY

Purpose: This is the required annual parent notice. This notice should become a permanent component of the ESOL folder.

Dawson County School District

Initial Notification of Eligibility for English for Speakers of Other Languages (ESOL) Services

Date: ____________________________________________

Student Name: __________________________ (last) __________________________ (first)

School: __________________________ Grade: __________________________

Dear Parent/Guardian:

Based on your responses to the Home Language Survey you completed during registration, your child was tested on [Date of Test] using the Kindergarten: W-APT® or MODEL® or WIDA Screener®. Your child scored a [Test Score] on this test, which indicates that he/she would benefit from ESOL support during the school day.

ESOL is a program that helps students improve their English skills so that they will be more successful in an all-English speaking classroom environment. Your child will be tested each year to determine if he or she continues to qualify for this ESOL program.

As a parent or guardian, you have the right to waive direct ESOL support for your student. If you are interested in discussing this option or would like additional information about the ESOL program, please contact the following individual in our school district.

We look forward to helping your child develop and improve his or her academic English skills.

Sincerely,

Name: __________________________

Title: __________________________

Phone: __________________________

E-Mail: __________________________

FOR OFFICE USE ONLY

☐ Mailed to __________________________ on __________________________

☐ Hand-Delivered to __________________________ on __________________________

☐ Sent Home in Student Folder on __________________________

School Personnel Signature: __________________________
Dawson County School District

Notificación de Elegibilidad Inicial
para los Servicios de Inglés a personas que Hablan Otros Idiomas (ESOL)

Fecha: ____________________________
Nombre del alumno: ____________________________ (Apellido) ____________________________ (Nombre)
Escuela: ____________________________ Grado: ____________________________

Estimado Padre/Tutor:

Basándonos en las respuestas dadas en la encuesta sobre Idioma Nativo, al momento de la Matrícula, se le realizó una prueba a su hijo/a el [Date of Test] utilizando el Kindergarten W-APT® o MODEL® o WIDA Screener®. El puntaje de su hijo/a en esa prueba fue [Test Score] lo que indica que continuará beneficiándose con el apoyo ESOL durante la jornada escolar.

ESOL es un programa que ayuda a los alumnos a mejorar sus habilidades en Inglés para que tengan más éxito en todos los ambientes escolares donde se hable Inglés. A su hijo/a se le realizará anualmente una prueba para determinar si continúa calificando para el programa ESOL.

Como padre o tutor, usted tiene el derecho a renunciar al apoyo directo que ESOL ofrece al alumno. Si está interesado en conversar sobre esta opción o le gustaría recibir más información sobre el programa ESOL, le agradeceremos se contacte con las siguientes personas en nuestro distrito escolar.

Esperamos poder ayudar a su hijo/a a desarrollar y mejorar sus habilidades académicas en Inglés.

Atentamente,

Nombre: ____________________________
Cargo: ____________________________
Número de Teléfono: ____________________________
Dirección de correo electrónico: ____________________________

FOR OFFICE USE ONLY

☐ Mailed to ____________________________ on ____________________________
☐ Hand-Delivered to ____________________________ on ____________________________
☐ Sent Home in Student Folder on ____________________________
School Personnel Signature: ____________________________

2017-2018
PARENT NOTIFICATION OF STUDENT CONTINUING ELIGIBILITY

Purpose: This is the required annual parent notice. This notice should become a permanent component of the ESOL folder.

Dawson County Schools

Continuing Notification of Eligibility
for English for Speakers of Other Languages (ESOL) Services

Date: ____________________________
Student Name: __________________ (last) __________________ (first)
School: __________________________ Grade: _______________________

Dear Parent/Guardian:

During the spring, your child, Student Name, was given the ACCESS for ELLs 2.0 test to determine his or her level of English language proficiency. Your child scored a ACCESS Score on this test, which indicates that he/she will continue to benefit from ESOL support during the school day.

ESOL is a program that helps students improve their English skills so that they will be more successful in an all-English speaking classroom environment. Your child will be tested each year to determine if he or she continues to qualify for this ESOL program.

As a parent or guardian, you have the right to waive direct ESOL support for your student. If you are interested in discussing this option or would like additional information about the ESOL program, please contact the school district staff member listed below.

We look forward to helping your child develop and improve his or her academic English skills.

Sincerely,

Name:

FOR OFFICE USE ONLY

☐ Mailed to ____________________________________________ on ____________________
☐ Hand-Delivered to ____________________________________________ on ____________________
☐ Sent Home in Student Folder on ____________________
School Personnel Signature: _______________________

2017-18
Notificación de Continuación de Elegibilidad para los Servicios de Inglés a personas que Hablan Otros Idiomas (ESOL)

Fecha: ________________________________________________________________

Nombre del alumno: ________________________________________________

(Last Name) (First Name)

Escuela: __________________________ Grado: __________________________

Estimado Padre/Tutor:

Durante la primavera, su hijo/a, Student Name, a la prueba ACCESS for ELLs 2.0 para verificar su nivel de competencia en idioma Inglés. El puntaje de su hijo/a en esa prueba fue ACCESS Score, lo que indica que continuará beneficiándose con el apoyo ESOL durante la jornada escolar.

ESOL es un programa que ayuda a los alumnos a mejorar sus habilidades en Inglés para que tengan más éxito en todos los ambientes escolares donde se hable Inglés. A su hijo/a se le realizará anualmente una prueba para determinar si continúa calificando para el programa ESOL.

Como padre o tutor, usted tiene el derecho a renunciar al apoyo directo que ESOL ofrece al alumno. Si está interesado en conversar sobre esta opción o le gustaría recibir más información sobre el programa ESOL, le agradecemos que se contacte con el personal del distrito escolar enlistado a continuación.

Esperamos poder ayudar a su hijo/a a desarrollar y mejorar sus habilidades académicas en Inglés.

Atentamente,

Nombre: __________________________

Cargo: __________________________

Número de Teléfono: __________________________

Dirección de correo electrónico: __________________________

FOR OFFICE USE ONLY

☐ Mailed to __________________________ on __________________________

☐ Hand-Delivered to __________________________ on __________________________

☐ Sent Home in Student Folder on __________________________

School Personnel Signature: __________________________

2017-18
PARENT WAIVER OF DIRECT ESOL SERVICES

Purpose: This is the form to use when parents opt to waive direct ESOL services. Waivers must be completed annually (they do not “roll over” from one year to the next). This form should become a permanent component of the ESOL folder.

_Dawson County School District_

Parent Waiver of Direct ESOL Services

In signing this document, I understand that my child, ___________________________, grade ________ has qualified for language support through the school district’s English to Speakers of Other Languages (ESOL) program. This determination was based on an assessment of his/her English language skills in the areas of reading, writing, listening and speaking on the W-APT or ACCESS for ELLs® test. My child’s score indicates that he/she would benefit from additional language support in order to better access the curriculum and perform his/her school work. I understand that by signing this form I am choosing to deny the direct ESOL support services that the school has recommended for my child and that without ESOL instruction my child’s performance in school may be affected.

I understand that the ESOL program is offered at no charge to parents and that it does not isolate a child from the regular classroom environment. ESOL teachers and classroom teachers work collaboratively to augment the grade level curriculum and provide extra support so that students develop strong English skills and achieve greater success in learning grade level content.

I also understand that Federal law requires my child to be annually assessed in order to determine whether he/she continues to qualify for ESOL. This assessment is required for all eligible students, even if parents have waived services, to ensure students are making progress in English. I understand that I will receive annual notice of my child’s ACCESS for ELLs® test scores and eligibility status for ESOL until my child reaches English proficiency, as determined by this assessment.

I understand that at any time I may choose to rescind this waiver and request that my child be provided with the language support for which he/she qualifies. I further understand that this waiver is valid for one school year, and should I decide to continue to waive these services in subsequent school years I must complete a new Parent Waiver of Direct ESOL Services form.

_________________________  __________________________
Parent/Guardian Signature  Date

_________________________  __________________________
ESOL Teacher Signature  Date

_________________________  __________________________
Administrator Signature  Date
Distrito Escolar del Condado de Dawson

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 decidí 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.

Entiendo que el programa ESOL se ofrece sin costo alguno para los padres y que no aísla al estudiante del entorno de un aula de clases regulares. Los maestros de ESOL y los de aula trabajan en colaboración para reforzar el plan de estudios de los grados y brindan apoyo adicional para que los estudiantes desarrollen sólidas habilidades en inglés y logren un mayor éxito en el aprendizaje del contenido de su grado.

También entiendo que la ley federal requiere que mi hijo sea evaluado anualmente con el fin de determinar si continúa reuniendo los requisitos de participación en el programa ESOL. Esta evaluación es obligatoria para todos los estudiantes que reúnen los requisitos, incluso si los padres han renunciado a los servicios, para asegurar que sigan avanzando en el aprendizaje del inglés. Entiendo que recibiré un aviso anual de las puntuaciones de la prueba ACCESS for ELLs® y del estado de elegibilidad para el programa ESOL hasta que mi hijo alcance el nivel de competente en inglés, según lo determinado por esta evaluación.

Entiendo que en cualquier momento puedo tomar la decisión de rescindir esta renuncia y pedir que a mi hijo se le proporcione el apoyo para aprender el idioma inglés para el que reúne los requisitos. También entiendo que esta renuncia es válida por un año escolar y, que en caso de que decida continuar renunciando a estos servicios en años escolares posteriores, debo llenar un nuevo formulario de renuncia de los padres a los servicios de ESOL directos.

__________________________
Firma del padre o tutor
Fecha

__________________________
Firma del maestro de ESOL
Fecha

__________________________
Firma del administrador
Fecha
POST-EXIT MONITORING FORM FOR ELEMENTARY SCHOOLS (pg. 1)

Purpose: This form is used to record notes of the general education teacher for the EL-M student in grades K-5. The form should be completed at the end of each grading period. This form should remain a permanent component of the ESOL folder.

Dawson County School District
Elementary School ESOL Post-Exit Monitoring Form

School: __________________________________________
Student Name: ________________________________ Grade Level: ________
Date: ______________________

Part I: To be completed by classroom or grade level teacher:

Name of teacher completing this form: ________________________________

Circle responses below:
1. The student completes assignments on time. Always Often Sometimes Seldom Never N/A
2. The student communicates effectively with teacher in English. Always Often Sometimes Seldom Never N/A
3. The student communicates effectively with peers in English. Always Often Sometimes Seldom Never N/A
4. The student writes clearly in English. Always Often Sometimes Seldom Never N/A
5. The student reads aloud in class in English. Always Often Sometimes Seldom Never N/A
6. The student attends class regularly. Always Often Sometimes Seldom Never N/A
7. The student participates in group work. Always Often Sometimes Seldom Never N/A
8. The student socializes with native English speakers. Always Often Sometimes Seldom Never N/A
9. The student asks for assistance when needed. Always Often Sometimes Seldom Never N/A

How many days has the student been absent? ________________

How do you modify assignments for the student? ________________________________

List any concerns regarding the student’s success in your class. ________________________________

Comments: Please make any comments you have about this student’s progress. ________________

Classroom Teacher Signature / Date /
POST-EXIT MONITORING FORM FOR ELEMENTARY SCHOOLS (pg. 2)

Purpose: This form is used to record notes of the ESOL lead teacher for the EL-M student in grades K-5. The form should be completed at the end of each grading period. This form should become a permanent component of the ESOL folder.

Dawson County School District
Elementary School ESOL Post-Exit Monitoring Form

Part II - To be completed by the ESOL teacher:

ESOL Teacher Name: ____________________________________________

Circle one: 1st year monitor 2nd year monitor

Student Name: ________________________________________________

Student FTE #: ___________________ Student ID #: ___________________

Date of entry into ESOL: ____________________________

Date of exit from ESOL: ____________________________

What are the student’s current grades? Reading ___________ Math ___________

Language Arts ___________

Is the student receiving any special services? If yes, list: ___________________________________________________

Comments:

_________________________________________________________

_________________________________________________________

_________________________________________________________

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ESOL Teacher Signature / Date

NOTE: If monitoring shows that the student is falling behind in classroom work and/or English language skills, the student must be referred for assistance through the RTI Pyramid of Interventions or to SST.

Monitoring is required for two calendar years from the date the student was officially exited from ESOL language assistance services.
Purpose: This form is used to record notes of the general education teacher for the EL-M student in grades 6-12. The form should be completed at the end of each grading period. This form should become a permanent component of the ESOL folder.

---

**Dawson County School District**  
**MS & HS Post-Exit ESOL Monitoring Form**

School: ___________________________ Date: __________________

Student Name: ___________________ Grade Level: __________

Name of content teacher completing this form / Subject or content area

**Part I: To be completed by subject or content area teacher**

Please circle the appropriate response for each statement below.

1. Has the student had any discipline problems?  Yes No

2. The student is passing the class. Yes No

3. Current Grade: __________

**Comments:**
1. The student completes assignments on time. Always Often Sometimes Seldom Never N/A
2. The student communicates effectively with the teacher in English. Always Often Sometimes Seldom Never N/A
3. The student communicates effectively with peers in English. Always Often Sometimes Seldom Never N/A
4. The student writes clearly in English. Always Often Sometimes Seldom Never N/A
5. The student reads aloud in class in English. Always Often Sometimes Seldom Never N/A
6. The student attends class regularly. Always Often Sometimes Seldom Never N/A
7. The student participates in group work. Always Often Sometimes Seldom Never N/A
8. The student socializes with native English speakers. Always Often Sometimes Seldom Never N/A
9. The student asks for assistance when needed. Always Often Sometimes Seldom Never N/A

How many days has the student been absent? ________________

How do you modify assignments for the student? ________________

List any concerns regarding the student’s success in your class: ________________

Please make any additional comments you have about this student’s progress (continue on back if needed):

Signature / Date: _____________________________
**POST-EXIT MONITORING FORM FOR MIDDLE/JUNIOR/HIGH SCHOOLS (pg. 2)**

Purpose: This form is used to record notes of the ESOL lead teacher for the EL-M student in grades 6-12. The form should be completed at the end of each grading period. This form should become a permanent component of the ESOL folder.

---

**Dawson County School District**

**MS & HS Post-Exit ESOL Monitoring Form**

**Part II - to be completed by the ESOL teacher**

ESOL Teacher Name: ____________________________

Circle one: 1st year monitor 2nd year monitor

Student Name: ____________________________

Student FTE #: ____________________________ Student ID ____________________________

Date of entry into ESOL: ____________________________

Date of exit from ESOL: ____________________________

What are the student’s current grades in each academic course?  
English _________ Math _________ Social Studies _________ Science _________

Is the student receiving any special services? If so, list services ____________________________

Comments:  
______________________________
______________________________

For High School Students Only:

Check if Passing Scores Achieved on GHSGT: LA ___ SS ___ Math ___ Science ___ Writing ___

Graduation Goals: Target Year ______ Career Pathway ____________________________

___________________________ / Date

ESOL Teacher Signature

If monitoring shows that the student is falling behind in classroom work and/or English language skills, the student must be referred for assistance through the RTI Pyramid of Interventions or to SST.

Monitoring may only be discontinued at the end of two calendar years from the date the student was exited from ESOL.
TPC FORM (pg. 1)

Purpose: This form is used to record any test accommodations that may be needed for the ESOL student. This form should become a permanent component of the ESOL folder.

Participation Documentation for Eligible EL Students

EL Test Participation Committee (EL-TPC) Meeting Date____________________
Student ____________________________ Grade _____ School ______________________

Date of Entry in U.S. school: mo_____ yr____
Student GTID # _ _ _ _ _ _ _ _ _ DOB________

Is the student eligible for ESOL services? (Indicate the student’s proficiency level on the state-approved eligibility screener in accordance with SBOE Rule 160-4-5-.02)

Student’s proficiency level ______________

_____ Yes (Proceed to Part One)

_____ No (STOP!) THIS STUDENT CANNOT BE CODED AS EL OR CONSIDERED FOR ACCOMMODATIONS PER SBOE RULES 160-3-1-.07 AND 160-4-5-.02)

Part One: Consideration of Deferment

1. Will the administration of the assessment occur during the first 12 months of the student’s initial entry into a U. S. school? ___Yes (continue) ____No (go to Part Two)

2. Will the student participate in the state adopted English proficiency assessment (ACCESS for ELLs or Alternate ACCESS for ELLs)?

_____ Yes (continue) ____ No (Student cannot be deferred; proceed to Part Two)

3. Does the student’s limited proficiency in English indicate assessment in content areas other than mathematics and science is NOT in the best educational interest of the student?

_____ Yes (continue) ____ No (go to Part Two)

Note: Students must participate in mathematics and science assessments, all EOCTs, and all Georgia Milestones EOCs. A deferment is not permitted on the mathematics and science portions of any of the assessments listed below; no Georgia Milestones end of course assessments may be deferred.

4. Assessments to be deferred: ____Georgia Milestones (Gr. 3-8) ____ GAA ____ GKIDS
   ____Local Assessment
Part Two: Consideration of Accommodations

1. Will the student participate in all required assessments without accommodations?
   ___ Yes (Stop here)  ___ No (Continue with number 2)

2. Determine the accommodations the student needs to meaningfully participate in each assessment this school year and document them using the appropriate form. These accommodations will be taken from the table of allowable test accommodations located in the Student Assessment Handbook and/or test administration manuals. Any accommodation considered that is not found in the Student Assessment Handbook must be approved by the Assessment Administration Division of the GaDOE prior to use. All accommodations must be consistent with classroom instruction and assessment and support any plans that have been designed to aid the student instructionally.

Signatures (Committee shall be comprised of a minimum of three members, one of whom is a teacher certified by the Professional Standards Commission, and must include the EL/ESOL teacher/aide currently serving the student with English language assistance)

Content area and/or grade level ____________________________

EL/ESOL Teacher/Aide ____________________________________________ Date__________

Certified Educator______________________________________________ Date__________

Parent/Guardian______________________________________________ Date__________

Student (if 18 years or older) ____________________________________ Date__________

Administrator______________________________________________ Date__________
<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Deferred</th>
<th>Setting</th>
<th>Presentation</th>
<th>Response</th>
<th>Scheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chart: Recommended Assessment Accommodations
(Attach to EL-TPC Documentation form)

Student Name__________________________________________________________

Student GTID # _ _ _ _ _ _ _ _ _ _
Purpose: This table lists the allowable accommodations for ELs. Superscripted items require close attention to detail.

### ALLOWABLE ACCOMMODATIONS FOR ENGLISH LEARNERS

<table>
<thead>
<tr>
<th>Setting Accommodation</th>
<th>Georgia Milestones</th>
<th>GEDs</th>
<th>NAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ESOL classroom</td>
<td>$S$</td>
<td>$S$</td>
<td>$S$</td>
</tr>
<tr>
<td>2. Small group</td>
<td>$S$</td>
<td>$S$</td>
<td>$S$</td>
</tr>
<tr>
<td>3. Preferential seating</td>
<td>$S$</td>
<td>$S$</td>
<td>$S$</td>
</tr>
<tr>
<td>4. Individual or study carrel</td>
<td>$S$</td>
<td>$S$</td>
<td>$S$</td>
</tr>
<tr>
<td>5. Individual administration</td>
<td>$S$</td>
<td>$S$</td>
<td>$S$</td>
</tr>
</tbody>
</table>

**Presentation Accommodations**

<table>
<thead>
<tr>
<th>Description</th>
<th>Georgia Milestones</th>
<th>GEDs</th>
<th>NAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Explain or paraphrase the directions for clarity (in English only)</td>
<td>$S$</td>
<td>$S$</td>
<td></td>
</tr>
<tr>
<td>7. Oral reading of test questions in English only</td>
<td>$S^1$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Oral reading of English Language Arts (ELA) passages in English only</td>
<td>$C^1$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Repetition of directions (in English only)</td>
<td>$S$</td>
<td>$S$</td>
<td></td>
</tr>
</tbody>
</table>

**Response Accommodations**

<table>
<thead>
<tr>
<th>Description</th>
<th>Georgia Milestones</th>
<th>GEDs</th>
<th>NAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Word-to-Word dictionary</td>
<td>$S^1$</td>
<td>$S^1$</td>
<td>$S^1$</td>
</tr>
</tbody>
</table>

**Scheduling Accommodations**

<table>
<thead>
<tr>
<th>Description</th>
<th>Georgia Milestones</th>
<th>GEDs</th>
<th>NAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Frequent monitored breaks</td>
<td>$S$</td>
<td>$S$</td>
<td>$S$</td>
</tr>
<tr>
<td>12. Extended time</td>
<td>$S$</td>
<td>$S$</td>
<td>$S$</td>
</tr>
</tbody>
</table>

$S = $Standard accommodation for eligible students.

$C = $Conditional accommodation for eligible students meeting specific criteria.

**Footnotes**

1. Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines. May not be used with EL-1 and EL-2 students.

2. Only words may be translated; definitions are not permitted.

3. Accommodation not allowed on NAEP Writing Assessment.

4. Screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.
TPC TABLE OF ACCOMMODATIONS FOR ELs (pg. 2)

ELIGIBILITY GUIDELINES FOR EL STUDENTS: READING OF ENGLISH LANGUAGE ARTS (ELA) PASSAGES

GUIDANCE FOR USE OF CONDITIONAL ACCOMMODATIONS 8: READING OF ENGLISH LANGUAGE ARTS (ELA) PASSAGES

The use of this conditional accommodation for the English Language Arts Georgia Milestones, regardless of grade level, must be restricted to only those EL students who meet ALL eligibility criteria outlined below:

1. The student’s English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader (i.e., the student is unable to access English text due to their language proficiency, not simply reading below grade level); and

2. The student is not poised to exit language services within the current school year; and

3. There are clear and specific goals within the student’s educational plan addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: The preferred method of administration for this conditional accommodation is the screen reader. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.
**Purpose:** This table lists the allowable accommodations for SWDs. Superscripted items require close attention to detail.

### Allowable Accommodations for Students with Disabilities

<table>
<thead>
<tr>
<th>Setting Accommodation</th>
<th>GAA 2.0</th>
<th>ACCESS FOR ELLS 2.0</th>
<th>GAMS</th>
<th>Georgia Milestones</th>
<th>MAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Special education classroom</td>
<td>A</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>2. Special or adapted lighting</td>
<td>A</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>3. Small group</td>
<td>A</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>4. Preferential seating</td>
<td>A</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>5. Sound field adaptations</td>
<td>S</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>6. Adaptive furniture (e.g., slant board)</td>
<td>A</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>7. Individual or study carrel</td>
<td>A</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>8. Individual administration</td>
<td>A</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>9. Test administered by certified educator familiar to student</td>
<td>A</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation Accommodations</th>
<th>GAA 2.0</th>
<th>ACCESS FOR ELLS 2.0</th>
<th>GAMS</th>
<th>Georgia Milestones</th>
<th>MAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Large Font/Large Print</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>11. Video Sign Language/Sign the directions</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>12. Video Sign Language/Sign test questions</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>13. Sign English Language Arts (ELA) passages</td>
<td>S</td>
<td>S</td>
<td>C³</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Oral reading of test questions in English</td>
<td>A</td>
<td>S³</td>
<td>S ¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Text to Speech/Oral reading of English Language Arts (ELA) passages in English</td>
<td>A</td>
<td>S¹</td>
<td>C³</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Explain or paraphrase the directions for clarity (in English only)</td>
<td>S</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>17. Braille</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>18. Color overlays, templates, or place markers</td>
<td>S</td>
<td>S³</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>19. Use of highlighter by student</td>
<td>S</td>
<td>S³</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>20. Magnification/Low vision aids (e.g., CCTV, other magnifying equipment)</td>
<td>S</td>
<td>S³</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>21. Repetition of directions (in English only)</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>22. Audio amplification devices or noise buffer/listening devices</td>
<td>S</td>
<td>S³</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>23. Use directions that have been marked by teacher</td>
<td>S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TPC TABLE OF ACCOMMODATIONS FOR SWDs (pg. 2)

<table>
<thead>
<tr>
<th>Response Accommodations</th>
<th>GAA 2.0</th>
<th>ACCESS for ELLS 2.0</th>
<th>ODDS</th>
<th>Georgia Milestones</th>
<th>NAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Technology applications, such as Braille (manual or electronic) or other communications device with grammar and spell checks disabled; internet disabled for device</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>25. Student marks answers in test booklet</td>
<td>A</td>
<td>S&lt;sup&gt;12&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Student points to answers&lt;sup&gt;13&lt;/sup&gt;</td>
<td>A</td>
<td>S&lt;sup&gt;12&lt;/sup&gt;</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>27. Verbal response in English only</td>
<td>A</td>
<td>S&lt;sup&gt;5&lt;/sup&gt;</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>28. Scribe</td>
<td>S</td>
<td>S&lt;sup&gt;6&lt;/sup&gt;,&lt;sup&gt;7&lt;/sup&gt;</td>
<td>S&lt;sup&gt;6&lt;/sup&gt;</td>
<td>S&lt;sup&gt;4&lt;/sup&gt;</td>
<td>S&lt;sup&gt;8&lt;/sup&gt;</td>
</tr>
<tr>
<td>29. Braille writer/Braille Note-Taker</td>
<td>S</td>
<td>S&lt;sup&gt;14&lt;/sup&gt;</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>30. Abacus</td>
<td>A</td>
<td></td>
<td>S&lt;sup&gt;7&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Basic function calculator or adapted basic calculator (e.g., Braille or talking calculator)</td>
<td>S</td>
<td></td>
<td>C&lt;sup&gt;1&lt;/sup&gt;</td>
<td>S&lt;sup&gt;5&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>32. Adapted writing tools (e.g., pencil grips, large diameter pencil)</td>
<td>A</td>
<td>S&lt;sup&gt;5&lt;/sup&gt;</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>33. Adapted/lined paper</td>
<td>A</td>
<td></td>
<td>S&lt;sup&gt;5&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scheduling Accommodations</th>
<th>GAA 2.0</th>
<th>ACCESS for ELLS 2.0</th>
<th>ODDS</th>
<th>Georgia Milestones</th>
<th>NAEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Frequent monitored breaks</td>
<td>A</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>35. Optimal time of day for testing</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>36. Extended time</td>
<td>A</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>37. Flexibility in the order of administration for content areas</td>
<td>A</td>
<td>S&lt;sup&gt;12&lt;/sup&gt;</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Extending sessions over multiple days</td>
<td>A</td>
<td>S&lt;sup&gt;14&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Footnotes**

1. Restricted to eligible students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration (exception Signing of ELA Passages). Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.

2. If prescribed as an accommodation, allowable for all ACCESS for ELLS 2.0 domains. Allowable as an accessibility tool for all students.

3. Allowed for ACCESS for ELLS 2.0 Writing, Listening, and Speaking domains only.

4. Allowed for ACCESS for ELLS 2.0 Listening, Reading, Speaking domains; not allowed for Writing domain.

5. Only NAEP calculator active blocks will be given to students who need this accommodation.

6. Use of a scribe is allowable if guidelines are followed exactly from the *Student Assessment Handbook*.

7. Use of a scribe is not allowed for ACCESS for ELLS 2.0 Speaking domain.

8. Accommodation not allowed on NAEP Writing assessments.

9. Allowed for students with visual impairments only.

10. Paper-Pencil Mode: Allowed for ACCESS for ELLS 2.0 Listening and Reading domains; not allowed for Writing and Speaking domains. Not allowed for any domain via online testing mode.
TPC TABLE OF ACCOMMODATIONS FOR SWDs (pg. 3)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.</td>
</tr>
<tr>
<td>12.</td>
<td>Paper-Pencil Mode: Allowed for ACCESS for ELLS 2.0 Listening, Reading, and Writing domains; not allowed for Speaking domain. Online Mode is not recommended for students requiring this accommodation.</td>
</tr>
<tr>
<td>13.</td>
<td>ACCESS for ELLs 2.0 Reading domain must be administered prior to Speaking and Writing domains.</td>
</tr>
<tr>
<td>14.</td>
<td>Allowed for ACCESS for ELLS 2.0 Writing, Listening, and Reading domains; not allowed for Speaking domains.</td>
</tr>
<tr>
<td>15.</td>
<td>Student selects answer by eye gaze allowed for GAA 2.0 participants.</td>
</tr>
<tr>
<td>16.</td>
<td>Allowable accommodations for Alternate ACCESS can be found in the WIDA Accessibility and Accommodations Supplement.</td>
</tr>
</tbody>
</table>
Standardized Statewide English Learner (EL) Exit Procedures for English Learners with Disabilities who Participate in the Alternate ACCESS for ELLs® Assessment

The state has established that a student’s Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA’s Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. In order to make this recommendation, the IEP team will have documented evidence that the EL student’s English proficiency is no longer a barrier to full participation in the student’s individualized program of instruction with supports as established in the IEP.

Alternate ACCESS Threshold for considering EL Exit:

Alternate ACCESS Overall CPL P2 (Emerging) for two consecutive years with IEP Team recommendation OR any other Alternate ACCESS Overall CPL – the same score - for three consecutive years with IEP recommendation.

EL Exit Procedures:
The IEP Team will serve as an English Learner (EL) Reclassification Team by completing the state-provided EL Reclassification / IEP Team Rubric for English Learners with significant cognitive disabilities who have met the state’s established Alternate ACCESS Threshold for considering EL Exit, as stated above. (See Rubric on next page.)

Post-exit Procedures:

- For two school years, the exited student’s progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the student’s English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation will be maintained in the exited student’s permanent/cumulative records.
- The IEP team with a 2nd language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student’s progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.
School / District Name

EL Reclassification / IEP Team Rubric
(Only to be used with Alternate ACCESS Exit Procedures)

Student Name: ___________________________ GTID __________________

Note: If an EL Student Exit is being considered, the IEP Team must review the six (6) criteria below and select Yes or No as applicable to the student. A Yes answer for Criteria #5 and #6 requires a justification that contains evidence that the student meets the criteria. The Team’s final determination must consider the performance of English-only students in similar settings that have similar characteristics to the EL student being evaluated for reclassification (e.g. disability, grade level, educational background, etc.).

<table>
<thead>
<tr>
<th>Alternate EL Exit Criteria</th>
<th>Evidence Reviewed</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is an ESOL or 2nd language acquisition specialist a member of the EL Reclassification Team?</td>
<td>☐ Yes □ No Name: ____________________ Role: ____________________</td>
<td></td>
</tr>
<tr>
<td>2. Is the EL student eligible for Georgia’s Alternate Assessment 2.0? (See GAA 2.0 Eligibility Criteria)</td>
<td>☐ Yes □ No GAA 2.0 Eligibility Criteria: Year Eligible: ____________________</td>
<td></td>
</tr>
<tr>
<td>3. Has the EL student performed at Alternate ACCESS Overall Composite Proficiency Level (CPL) P2 for two consecutive years?</td>
<td>☐ Yes □ No Language Assessment Results: Test Year_____ CPL___</td>
<td></td>
</tr>
<tr>
<td>4. Has the EL student performed at Alternate ACCESS CPL for three consecutive years? (specify CPL)</td>
<td>☐ Yes □ No Language Assessment Results: Test Year_____ CPL___</td>
<td></td>
</tr>
<tr>
<td>5. Is the EL student’s rate of language acquisition primarily attributed to the student’s disability rather than to English language proficiency?</td>
<td>☐ Yes □ No ☐ Anecdotal Notes &amp; Observations ☐ Benchmark or Progress Monitoring Data ☐ Adaptive behavior skills assessment ☐ Academic Achievement &amp; Functional Performance</td>
<td></td>
</tr>
<tr>
<td>6. Is English language proficiency no longer a barrier to full participation in the student’s individualized program of instruction, as specified in IEP goals?</td>
<td>☐ Yes □ No ☐ Anecdotal Notes &amp; Observations ☐ Benchmark or Progress Monitoring Data ☐ Adaptive behavior skills assessment ☐ Academic Achievement &amp; Functional Performance</td>
<td></td>
</tr>
</tbody>
</table>

EL Reclassification / IEP Team Review Determination:

☐ Exit from EL Status
☐ Do not exit from EL status; student should remain coded as an English Learner.

Administrator Signature: _______________________ Date: ______________________

Parent Signature: ___________________________ Date: ______________________

DO NOT PURGE FROM STUDENT’S PERMANENT RECORD
Standardized Statewide English Learner Exit Procedures
for English Learners with Disabilities
whose IEP Precludes Assessment of One or More Language Domains on WIDA’s ACCESS for ELLs® or Alternate ACCESS Assessments

The state has established that an English Learner (EL) with disabilities whose disability precludes assessment of one or more language domains should be considered for exit from English learner status when the student has met the following state-established criteria using a GaDOE-provided Designate Composite Proficiency Level (D-CPL).

Note: Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs.

D-CPL Process:
1. Administer the appropriate WIDA ACCESS for ELLs® or Alternate ACCESS language domain tests to the EL student as established in the IEP.
2. For each language domain test not administered, clearly mark Do Not Score with a reason code of SPD in the student test booklet or in WIDA AMS.
3. NOTE: Although WIDA ACCESS Individual Student Report will only show results for the language domains administered and will not include composite proficiency levels, it should still be shared with parents in a language they understand.
4. Using WIDA-provided language domain scale score tables, the GaDOE Assessment & Accountability Division will assign the lowest exit score for the missing language domain(s) to allow an overall composite proficiency level calculation.
5. The GaDOE Assessment & Accountability Division will calculate a Designate Composite Proficiency Level (D-CPL) for each EL student whose WIDA ACCESS score results are missing one or more language domains.
6. The GaDOE Assessment & Accountability Division will provide the school district with an ACCESS Designate Composite Proficiency Level (D-CPL) for each one of these EL students.
7. After receiving the DOE-generated D-CPL, the appropriate standardized statewide EL exit criteria for the ACCESS for ELLs® 2.0 or the Alternate ACCESS threshold for considering EL Exit would then be applied to determine whether the EL student will exit EL status or not. (See below)

ACCESS for ELLs® 2.0 Exit Criteria
An EL student with disabilities must be exited from EL status when the ACCESS for ELLs® 2.0 D-CPL is 5.0 or when the D-CPL meets the LEA-established exit criterion within the 4.3-4.9 range along with the EL Reclassification Form.

Alternate ACCESS Threshold for Considering Exit
An EL student with significant cognitive disabilities may be considered for exit from EL status when the Alternate ACCESS D-CPL is P2 (Emerging) for two consecutive years with IEP Team recommendation OR any other Alternate ACCESS D-CPL for three consecutive years with IEP Team recommendation. (See EL Reclassification / IEP Team Rubric)
## TIMELINE/TO-DO

<table>
<thead>
<tr>
<th>TO-DO</th>
<th>WHEN</th>
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<tbody>
<tr>
<td>Home Language Survey</td>
<td>At registration (new enrollees only)</td>
</tr>
<tr>
<td>Administer Language Screener</td>
<td>ASAP upon enrollment to school</td>
</tr>
<tr>
<td>Notice of Eligibility</td>
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<tr>
<td>• Students Identified Prior to Start of School</td>
<td>Within 30 days from start of school</td>
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<tr>
<td>• Students Identified After Start of School</td>
<td>Within 10 days of placement in language program</td>
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<tr>
<td>ESOL Program Checklist</td>
<td>Complete by August 31</td>
</tr>
<tr>
<td>Professional Learning for ALL Cert. Staff</td>
<td>Complete by October 31</td>
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<tr>
<td>Overview of</td>
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<tr>
<td>• WiDA Can-Do Descriptors,</td>
<td></td>
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<tr>
<td>• ELDs, and</td>
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<tr>
<td>• Interpreting ACCESS for ELLs 2.0 Results</td>
<td></td>
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<tr>
<td>TPC</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>For returning students: End of Year</td>
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<td></td>
<td>For new students: ASAP upon enrollment</td>
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<tr>
<td>ESOL File Audit</td>
<td>Complete by September 30</td>
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<tr>
<td>EL-M Forms</td>
<td>At end of each 9-week grading period</td>
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<tr>
<td>Parent Involvement Activities</td>
<td>Minimum of one activity each semester</td>
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<td>• Specifically for ESOL parents</td>
<td>Submit source documentation ASAP upon completion of activity</td>
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<tr>
<td>ACCESS for ELLs 2.0</td>
<td>Administer during test window (see district assessment calendar)</td>
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<tr>
<td>Alternate ACCESS for ELLs 2.0</td>
<td></td>
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<tr>
<td>ACCESS for ELLs Results</td>
<td>Share with parents ASAP upon receipt</td>
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</tbody>
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