

DeKalb County School System

Handbook



For
ELL Studies Program
2010-2011

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Introduction

As cultural and linguistic diversity in the DeKalb County School System (DCSS) increases, school personnel have a critical need for information to effectively instruct English Language Learners (ELLs). The ELL Handbook provides assistance with program management and the effective instruction of ELLs. The goal of the ELL Handbook is to present an organized and clearly written document that facilitates the communication between the ELL Studies Program and the local schools. This Handbook will be updated as needed. The dates of the revisions will be included in the title of the documents that are modified. It is our recommendation that school administrators and teachers maintain accessibility to the ELL Handbook in its electronic format to benefit from revisions and from the internet links that are included for your reference.

The responsibility for the ELLs' education, both in language and academic content, is shared by regular classroom teachers, ESOL teachers and other instructional staff. All staff serving ELLs should plan jointly to determine appropriate modifications needed to make language and content as comprehensible as possible throughout the whole school day for ELLs. As a result, all teachers function as language teachers when ELLs are enrolled in their classes.

While English is designated as the official language of the state of Georgia, and the state high school graduation test is in English, our responsibility is to successfully prepare our students to access all postsecondary options available. This objective requires that our instructional approach be flexible to accommodate the needs of a very diverse student and parent population. Our goal is to have students succeed both socially and academically. We also wish for them to understand and function successfully in our American culture. Thus, as we educate students for the 21st century, we celebrate the languages and cultures that our students bring with them and we build upon their rich cultural and linguistic backgrounds.

Recognizing the universal importance of education, the federal government assumed a larger role in financing public schools with the passage of the Elementary and Secondary Education Act (ESEA) in 1965. Through subsequent reauthorizations, ESEA has continued to assist the states. In 2001, the reauthorization included No Child Left Behind, which asks the states to set standards for student performance and teacher quality. The law establishes accountability for results and improves the inclusiveness and fairness of American education. The ELL Studies Program in the DeKalb County Schools System (DCSS) is committed to being a partner in the implementation of the NCLB Act 2001 as it applies to the education of ELLs. To accomplish this goal, we need the collaboration of all stakeholders in DCSS. It is our expectation that the information included in this ELL Handbook facilitates this collaboration.

Mission Statements

Mission of DeKalb County School System

The mission of the DeKalb County School System is to form a collaborative effort between home and school that maximizes students' social and academic potential preparing them to compete in a global society.

Mission of ELL Studies Program

The mission of the DeKalb County ELL Studies Program is to assist each learner with the academic and social skills necessary to insure productive life-long learning through student centered instruction and a supportive and highly qualified school staff.

Mission of the International Center

The mission of the International Center is to assist international students and their families adjust to life in America and to place students in appropriate instructional programs. The International Center serves as a liaison between schools and minority language students and their families and is instrumental in reducing culture shock by aiding in the acquisition of social and language skills necessary for a successful adjustment to life in the United States.

Frequently Asked Questions Regarding ESOL

* Source: *The Georgia Department of Education Title III ESOL Resource Guide*

[Georgia Department of Education Title III ESOL ELL Handbook](#)

Section I: Laws and Funding

1. Why is it necessary to identify language minority students? Is the LEA required to have an English-language assistance program?

Yes, the U.S. Office for Civil Rights, Department of Education, through the Civil Rights Act of 1964, requires the identification of language minority students by level of English language proficiency. NCLB requires increased academic gains in content and English language proficiency for schools and districts to meet AYP requirements.

2. What is the correct terminology to identify language minority students?

The language in the No Child Left behind Act of 2001 identifies language minority students as Limited English Proficiency students or LEPs. However, the Georgia Department of Education ESOL program follows the suggestion of the National Research Council with the identification of these students as English Language Learners or (ELLs) since this term highlights the positive aspect of the English language acquisition process. The terms may be used interchangeably.

3. Must schools participate in the state-funded ESOL program?

No, but federal law requires that the Local Educational Agency (LEA) provide English language assistance services for any students identified as English Language Learners (ELLs). The state-funded ESOL program is one of the avenues for the LEA to provide for these services. If ELL students are enrolled in the LEA, the LEA is required by federal law to adhere to Title III program requirements.

4. What if only a small number of students need services?

English language assistance services must be provided for these students. If the LEA does not have a teacher with the appropriate certification, you may suggest to a member of your instructional team that a teacher enroll in an ESOL endorsement program (therefore eligible for a non-renewable certificate) and teach one or more segments a day according to your students' needs. The ESOL teacher may provide itinerant services for more than one location as long as traveling is not a factor in the quality of the instruction offered to ELLs, and the teacher holds teaching certification appropriate to the grade levels taught (see www.gapsc.com).

The LEA may choose to assign all ELLs in the district to one central location to provide for the English language assistance. Student transportation may be used for ELLs (same rule that governs special education).

5. How do LEAs receive state funding for ESOL services?

Report ESOL segments on the FTE counts. This determines the ESOL allocation for the next academic year. See the information regarding FTE segments in the **Georgia Rules** section.

6. Is the ESOL program eligible for a midterm adjustment?

Yes, per the A Plus Education Reform Act of 2000, the ESOL program is now eligible for a midterm adjustment. ESOL funding now follows the same formula for all Quality Basic Education (QBE) funding programs.

7. What is a segment? How many minutes per day are required?

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is “all portions of the day when instruction or instruction-related activities based on the Quality Core Curriculum (QCC) are provided by or coordinated by a certified teacher or substitute teacher.” This minimum time varies by grade level, as do minimum segment lengths:

Grades K-3 = 225 minutes a week; per day = 45 minute segments

Grades 4-8 = 250 minutes a week; per day = 50 minute segments

Grades 9-12 = 275 minutes a week; per day = 55 minute segments.

In addition, a segment consists of at least the minimum number of minutes required to earn a Carnegie unit in Grades 9-12. See the information regarding FTE segments in the **Georgia Rules** section.

8. How does an LEA fund the program the initial year?

Funding for the initial year may be accomplished through local funds and Title III program funds. If the LEA qualifies for a Title III grant, it will be awarded under Title III. If the LEA does not have sufficient ELLs to qualify for a Title III grant, funding can be provided through membership in the Georgia Title III Consortium.

9. May local Migrant Education Agency funding be used for an ESOL program?

No. See section Beyond ESOL: Additional Services for ELLs for information regarding services provided by the Migrant Education Program.

10. How many students are needed to receive an ESOL teacher allotment?

A teacher allotment is earned for every seven FTE or 42 segments (segment = a student in a class period) of instruction. See question 7 for further segment definition.

11. Does the ESOL teacher need special certification?

Yes. State Board of Education (SBOE) Rule 160-5-1-.22 PERSONNEL REQUIRED states that personnel employed with responsibilities in areas for which the Professional Standards Commission (www.gapsc.com) issues a certificate shall possess the appropriate valid certificate. See Georgia Professional Standards Certification sections 505-2-.63, English to Speakers of Other Languages (P-12) Certification and 505-2-.157, English to Speakers of Other Languages (ESOL) Endorsement.

Section II: General ESOL Academic Concerns

12. Does a teacher need to speak another language to teach ESOL?

No. Proficiency in the English language is the only requirement for an ESOL teacher; however, knowing firsthand the experience of learning a second language is advantageous because it provides experiential understanding of the stages of language acquisition and proficiency. If the teacher is bilingual in any languages represented in the classroom, some individual assistance in the native language of a student may be provided to breach content learning barriers more expeditiously.

Instruction for ELLs must provide comprehensible input. There are a number of ESOL strategies that assist monolingual teachers of English accomplish this goal. The key to most ESOL strategies is that these provide more exposure to the contextual use of English which results in increased English language acquisition.

13. Students just arrived who do not speak any English. What are the first steps?

Determine eligibility for ESOL services (See ESOL ELL Handbook section Identification and Placement of ELLs). Schedule the student for ESOL classes with a certified or endorsed ESOL teacher who is knowledgeable about the WIDA English Language Proficiency (ELP) Standards (www.wida.us). Provide second language acquisition training for all instructional personnel; teach them specific strategies for differentiation, instruction and assessment of students with varying levels of language proficiency. Allow opportunities for collaborative efforts among teachers to develop lesson plans to support development of both English language proficiency and academic language in the various content areas.

All instructional staff should receive ongoing training regarding appropriate instructional strategies and interventions for ELLs in order to facilitate providing the student with any other English language assistance services or support considered necessary in any instructional area. ELLs may be served by any or all programs for which they qualify in addition to ESOL.

14. Why are there both a DeKalb County ELL Handbook and a Title III ESOL Resource Guide?

Each school district must develop policies and procedures that fully address all concerns of their ESOL program. The GDOE Title III /ESOL ELL Handbook must address local compliance with both State Board of Education rules and federal requirements for a language assistance program.

15. What high school graduation requirements differ for ESOL students?

The high school graduation requirements for ELLs are the same as those of the regular student population. See section Placement of ELLs.

16. May an ESOL student receive special education?

Yes. See section Beyond ESOL: Additional Services for ELLs.

17. If students sound fluent in English, why would they be screened for ESOL?

Basic Interpersonal Communication Skills (BICS) is the ability to use language in face-to-face everyday contacts. In these situations the context is salient and the language

demands are reduced. Content Academic Language Proficiency (CALP) is in a context-reduced environment and the language demands are high. Classroom contacts also require stronger literacy skills and the ability to guess at meaning since both lecture and reading/writing situations reduce opportunities for feedback to check comprehension. Even with native English speakers, oral language skills are not always a predictor for literacy skills.

18. Should ESOL students be included in standardized tests?

Yes. With the implementation of NCLB Act of 2001 testing of all students is required. There may be certain situations where newly arrived ELLs may be eligible for deferrals from certain aspects of standardized testing. Information regarding this topic will be found in the Student Assessment Handbook published annually by GaDOE Assessment & Accountability Division at http://public.doe.k12.ga.us/ci_testing.aspx. It is essential to read any and all pertinent sections of testing administration manuals that may make reference to LEP/ELL students.

19. What is the age policy for school attendance for ESOL students? Is it the same as for any regular student?

SBOE Rule 20-2-150. Eligibility for enrollment.

(a) Except as otherwise provided by subsection (b) of this Code section, all children and youth who have attained the age of five years by September 1 shall be eligible for enrollment in the appropriate general education programs authorized in this part unless they attain the age of 20 by September 1 or they have received high school diplomas or the equivalent. This shall specifically include students who have re-enrolled after dropping out and who are married, parents, or pregnant.

Special education students shall also be eligible for enrollment in appropriate education programs through age 21 or until they receive high school or special education diplomas or the equivalent; provided, however, they were enrolled during the preceding school year and had an approved Individualized Education Program (IEP) which indicated that a successive year of enrollment was needed. Other students who have not yet attained age 21 by September 1 or received high school diplomas or the equivalent shall be eligible for enrollment in appropriate education programs, provided they have not dropped out of school for one quarter or more.

Each local unit of administration shall have the authority to assign students who are married, parents, or pregnant or who have re-enrolled after dropping out one quarter or more to programs of instruction within its regular daytime educational program, provided that a local unit of administration may develop and implement special programs of instruction limited to such students within the regular daytime educational program or, at the option of the student, in an alternative program beyond the regular daytime program; provided, further, that such programs of instruction are designed to enable such students to earn course credit toward receiving high school diplomas. These programs may include instruction in prenatal care and child care. Each local unit of administration shall have the authority to provide alternative programs beyond the regular daytime educational program. Unless otherwise provided by law, the State Board of Education shall have the authority to determine the eligibility of students for enrollment. It is declared to be the policy of this state that general and occupational education be integrated into a comprehensive educational program which will contribute to the total development of the individual.

Federal Laws and the ELLs

* **Source: The Georgia Department of Education Title III ESOL Resource Guide**

An excerpt from the United States Code § 1703.

Denial of equal educational opportunity prohibited:

No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by - (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. In other words, **federal law requires schools to provide language assistance services.**

The United States Department of Education Office for Civil Rights (OCR) has responsibility for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin in programs and activities that receive federal financial assistance.

Title VI of the Civil Rights Act of 1964 regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Thus Title VI protects those students limited in their English language skills such that they are unable to participate in, or benefit from, regular or special education school instructional programs.

During the late 1960s, OCR became aware that many school districts made little or no provision for the education of students who were unable to understand English. In an effort to resolve this problem, on May 25, 1970, the former Department of Health, Education and Welfare issued a memorandum to clarify Title VI requirements concerning the responsibility of school districts to provide equal education opportunity to language minority students. The May 25 memorandum explained that Title VI is violated if:

- Programs for students whose English is less than proficient are not designed to teach them English as soon as possible or operate as a dead end track.
- Parents whose English is limited do not receive notices and other information from the school in a language they can understand.

In the 1974 *Lau v. Nichols* case, the U.S. Supreme Court upheld the May 25 memorandum as a valid interpretation of the requirements of Title VI.

Below is a review of other key legislation, court rulings and administrative regulations addressing ELLs and the legal responsibilities of educational agencies serving them.

Other Federal Laws

- Constitution of the United States, Fourteenth Amendment (1868)
"No State shall deny to any person within its jurisdiction the equal protection of the laws."
- Equal Educational Opportunities Act (EEOA) "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

Court Rulings

Supreme Court

1982 -- *Plyler v. Doe*

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status.

Federal Court

1981 --Castaneda v. Pickard

The Fifth Circuit Court of Appeals formulated a method to determine school district compliance with the Equal Education Opportunities Act (1974). The three-part test includes the following criteria:

1. "The school is pursuing a program informed by an educational theory recognized as sound by some experts in the field or, at least, deemed legitimate experimental strategy;
2. "The program and practices actually used by (the) school system are reasonably calculated to implement effectively the educational theory adopted by the school;
3. "The school's program succeeds, after a legitimate trial, in producing results indicating that the language barriers confronting students are actually being overcome." *Id.* At 1009-10.

Castaneda states that the segregation of LEP students is permissible only when "the benefits which would accrue to LEP students by remedying language barriers which impede their ability to realize their academic potential in an English language educational institution may outweigh the adverse effects of such segregation." In other words, OCR will not examine whether ESOL is the least segregative program for providing language services. Instead OCR will examine whether the degree of segregation in the program is necessary to achieve the program's educational goals.

115 STAT. 1690 PUBLIC LAW 107-110- JAN. 8, 2002

PART A - ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT ACT

SEC. 3101. SHORT TITLE.

This part of the law may be cited as the "English Language Acquisition, Language Enhancement, and Academic Achievement Act".

SEC. 3102. PURPOSES.

The purposes of this part are:

1. To help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;
2. To assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(1);
3. To develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;
4. To assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;
5. To assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;
6. To promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children;

7. To streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;
8. To hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring
 - a. Demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and
 - b. Adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111 (b) (2) (8).
9. To provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.

Title III Requirements of the “No Child Left Behind Act”

- Title III requires each state to adopt English Language Proficiency standards that are linked to the state academic content standards.
- Title III also mandates all K-12 English language learners to be assessed annually in the domains of listening, speaking, reading, and writing (with a derived comprehension score).
- Each state must set ‘Annual Measurable Achievement Objectives’ based on results from English language proficiency assessment.

For further information contact:

U.S. Department of Education
Atlanta Office, Southern Division
Office for Civil Rights
61 Forsyth Street
Suite 19T70
Atlanta, Georgia 30303
(404) 562-6429
FAX (404) 562-6455
E-mail: OCR-Atlanta@ed.gov

No Child Left Behind Act of 2001
Public Law print of PL 107 -110, the No Child Left Behind Act of
2001 <http://www.ed.gov/legislation/ESEAO2/>
Title III Non-Regulatory Guidance
<http://www.ed.gov/offices/OELA/funding.html>

DeKalb County ELL Studies Program

The goals of the ELL Program are to increase student achievement among English Language Learners, develop and support successful instructional models, and monitor programs for compliance. Originally established in 1985, the program was originally designed to assist international families in the registration process with the help of a multi-lingual staff. Today, the ELL Studies Program has trained over 100 ESOL specialists who serve approximately 4,000 students from 170 countries who speak more than 140 languages. The program is the recipient of the Title III, No Child Left Behind Grant for immigrants and refugees and the Refugee Children's Impact Grant.

The program has grown to include several components: the International Screening Center, the International Student Center (Intensive English and Lab Programs), the ELL Leadership Team, ESOL Teachers, and Interpreters.

Core Beliefs of the ELL Studies Program:

- All students do not learn in the same manner.
- All students can learn.
- Each student is unique.
- Each student has the right to learn.
- Each student deserves trust and respect.
- All students can become productive citizens.
- Multicultural education is critical in the curriculum.
- All staff members must respect, be aware of, and accept cultural diversity.
- High expectations guarantee excellence.
- Interesting and stimulating resources promote intellectual growth.
- A student-centered learning environment is essential for quality education.
- All students deserve nurturing and highly qualified teachers.
- Assessment must be at the child's functional level.
- ELL specialists are liaisons between the child, school, family, and community.
- ELL instruction yields effective school behaviors for academic and social skills.
- Family and community support is essential for the success of each student.
- Parent involvement yields increased student academic achievement.

International Screening Center

The International Screening Center is an intake center for registration, testing, and placement of all international students new to DeKalb County Schools. Students classified as International are students who were born outside of the United States and/or students who were born in the United States, but who speak English as their second language. Students born in Guam, Puerto Rico, the U.S. Virgin Islands, and on U.S. military bases may register at the local schools (However, if these students speak a language other than English in their home, they must register at the International Center.) When the registration process is complete, including program placement, students are enrolled in their home school.

Registration, Testing, and Placement

Requirements:

- A parent/guardian must be present during registration.
- "Proof of Guardianship" if the parents are not living in the US. A guardian must obtain legal "Proof of Guardianship" through the DeKalb Probate Court.
- Photo ID of the parent or guardian enrolling the child.
- Proof of age (birth certificate, passport or I-94).
- Proof of residing in DeKalb County: Parents/guardians must present a utility, water, gas or electric bill or rental contract. Driver's license and wireless phone bills are not acceptable as proof of residence. An Affidavit of Residence is needed if parents have not established residency and are living with a friend or relative.
- A Georgia immunization certificate on DHR Form 3231.
- Ear, eye, and vision screening on DHR Form 3300.
- School transcripts or report cards for students in grades 9-12.
- Social Security number of adults over 21 years old or Food Stamp case number (when applying for the Free or Reduced Price Lunch Program).

Once the registration process is complete, students are assessed and placed in one of the levels described below.

- Intensive English Program at the International Student Center or a satellite center.
- Lab Program at the International Student Center.
- ESOL Classes at students' home schools – ESOL Classes are designed for students who score at 2.0 or higher on the W-APT (or ACCESS). Students are placed at the home school. The English Language Learners (ELLs) receive English for Speakers of Other Language instruction combined with a schedule of regular classes.
- Regular Classes at students' home schools – Regular classes are designed for students who score 5.0 or higher on the W-APT and above Level 5 Tier C on the ACCESS.

Interpretations, Translations, and Evaluations

The International Screening Center provides informal and formal interpretations by DeKalb County teachers, paraprofessionals, interpreters, and community agencies for the following activities:

- Registration process
- Conference calls
- Parent/teacher conferences
- SST meetings
- Psychological testing
- Special education meetings, e.g. IEP meetings
- Evaluation of international student's transcripts

Interpretation/translation request process:

- Complete and submit an "Interpretation/Translation Request Form" (available on ESOL Update) electronically to Maria Hoyos-Gomez (see appendix for complete Interpretation Request Procedures). Interpretation request must be done at least 4 days in advance depending on the language. Some languages require more time to find interpreters than others.
- An authorized administrator must approve the request.

- A confirmation of services rendered via First Class.

Translation and interpretation services are also available through:

- *Language Line Services*: Provided in various languages via your local school telephone.
- *Transact Program*: Provided by the state of Georgia via the web (http://www.doe.k12.ga.us/ci_iap_esol.aspx); where school related forms translated into 22 languages may be found.
- Translations of documents must be submitted to the International Center at least two weeks in advance and interpretations for your school should be submitted a minimum of one week prior to services requested.

Other Services

- Placement of exchange students via approved agencies.
- I-20 applications for student Visa (FI) are processed.
- Parent Literacy Classes
- After-School Tutorial Services for ELL students or refugees
- Ongoing professional development (Sheltered Instruction Observation Protocol [SIOP] training; SIOP training and support; WIDA Standards training; W-APT and ACCESS training)
- ESOL Endorsement courses

International Student Center

The International Student Center houses two instructional programs designed to meet the language development and academic achievement needs of ELLs: the Intensive English Program and the Lab Program.

The Intensive English Program

Students who score below 2.0 on the W-APT are placed at the International Center or satellite sites (Dresden Elementary, Cary Reynolds Elementary, and Sequoyah Middle Schools). Students are taught survival English, school culture, discipline procedures and classroom routines. The length of time in the Intensive English Program is six weeks or more.

The Lab Program

The Lab Program is a program for students with fewer than 7 years of formal schooling and are at least 13 years of age or older. The purpose of the Lab program is to remediate academic deficiencies and bring students up to grade levels so they can succeed in the high school program. The Lab is a self-contained, content-based program, which offers language arts, math, science, social studies, health, physical education and basic computer technology. The length of time in the Lab program ranges from one to three years depending on the student's academic progress.

ELL Leadership Team

The ELL Leadership Team provides instructional support to local school administrators, teachers, parents, and students. The ELL Leadership Team members are:

- Sandra Núñez, *ELL Studies Program Director*
- Evelyn Hall, *ELL Studies Program Coordinator*
- Derek Nye, *ELL Data Coordinator*
- Joanne Newby, *Counselor and Transcript Evaluator*
- Margo Williams, *ELL Instructional Coach*
- Steve Cawthon, *ELL Instructional Coach*
- Chanda Austin, *ELL Instructional Coach*
- Deborah Momon, *ELL Instructional Coach*

The ELL Studies Program offers several services for local schools. Services available include:

- Program evaluation and consultation
- SIOP training and support; WIDA Standards training; W-APT and ACCESS training
- FTE compliance
- Data analysis for the ACCESS, CRCT and the GHSGT

ESOL Teachers

To meet the language learning needs of ELLs, ESOL teachers work with ELLs at most schools in DCSS. There are two types of ESOL teachers: school based and itinerant teachers who may serve several schools. ESOL teachers have an outlined set of duties and responsibilities (see appendix) that promote English language acquisition and academic achievement among ELLs.

Communication with ESOL teachers in the district occurs through our intranet email system (First Class). An ESOL Update icon is designated to post information relevant to, and guidelines, rules, and regulations. Within the ESOL Update, ESOL teachers and administrators can communicate directly with each other.

Interpreters

To meet the needs of ELLs and their families, bilingual and multilingual interpreters work within DCSS. Interpreters speak a variety of languages which include: Arabic, Chinese, French, Hatian Creole, Kirundi, Polish, Portuguese, Russian, Spanish, Somali, and Swahili.

Communication with interpreters in the district occurs through our intranet email system (First Class). An ESOL Update icon is designated to post information, guidelines, rules, and regulations relevant to ESOL. Within the ESOL Update there is an Interpreters Conference where Interpreters can communicate directly with each other.

ELL Defined

English language learners (ELLs) fit into three categories. The definition of an ELL does not rely solely on place of birth. It relies on the language spoken in the home and on the first language spoken by the student. ELLs may be: U.S. born, Immigrants, or Refugees (see “Refugee Resources” section in the appendix).

To determine students’ eligibility for ESOL services, DeKalb uses three assessments:

- *W-APT (WIDA-ACCESS Placement Test)* - This is the initial screener administered to ELL newcomers to Georgia. This test is administered when students initially enroll.
- *WRAT (Wide-Range Achievement Test)* - This is the initial math screener used to determine newcomer ELLs’ math abilities.
- *ACCESS (Assessing Comprehension and Communication in English State-to-State) for English Language Learners* is the new Georgia state adopted assessment for all English Language Learners - The ACCESS for ELLs assesses students’ English Language proficiency in four domains: listening, speaking, reading and writing. All ELLs must be assessed annually at students’ local school.

Assessment of Eligibility: Initial Eligibility

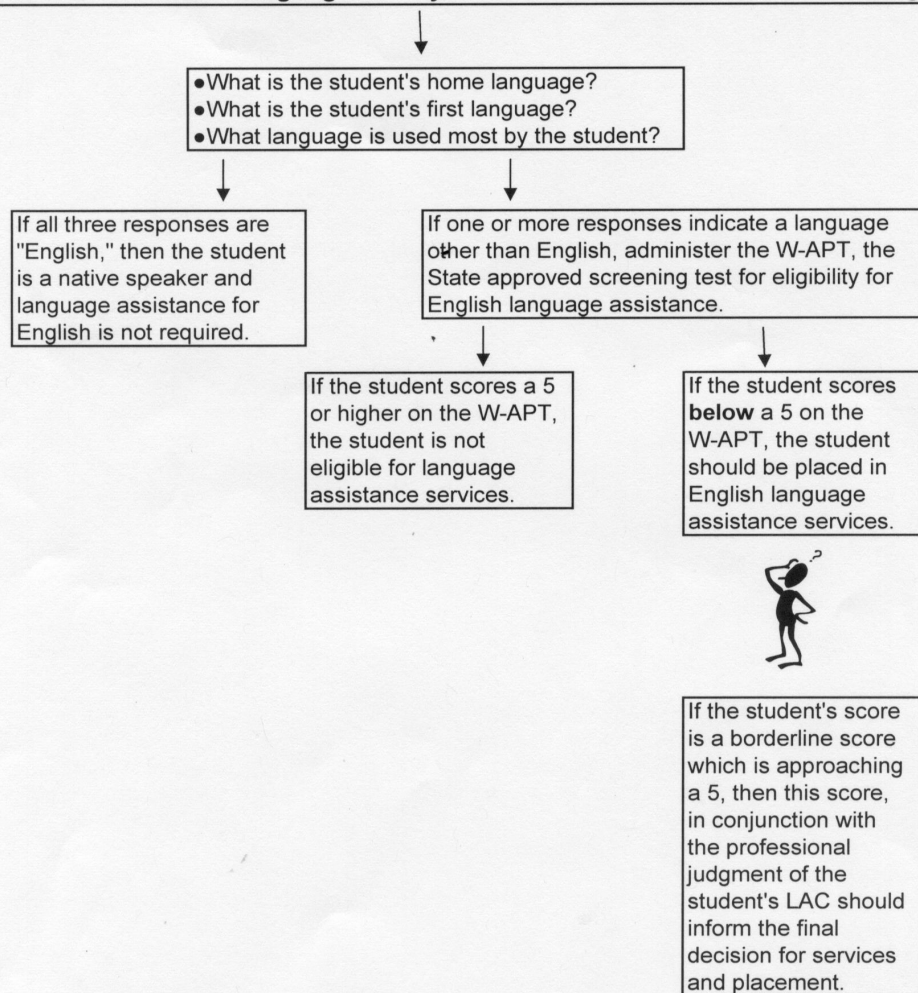
* **Source: The Georgia Department of Education Title III ESOL Resource Guide**

Under State BOE Rule 160-4-5.02, all students whose parents have indicated on a Home Language Survey that the primary home language other than English (PHLOTE) is spoken in the home or by the student, must take an English language proficiency test to determine eligibility for the ESOL Program or alternative placement for language assistance. Students who are non-English language background take the WIDA-ACCESS Placement Test (W-APT), to determine their English language skills. Students scoring below a 5 are entitled to receive English language assistance without further assessment.

Georgia ESOL Resource Guide

Eligibility Criteria for Language Assistance Services for English Language Learners

Administer the Home Language Survey to Determine the Student's Home Language

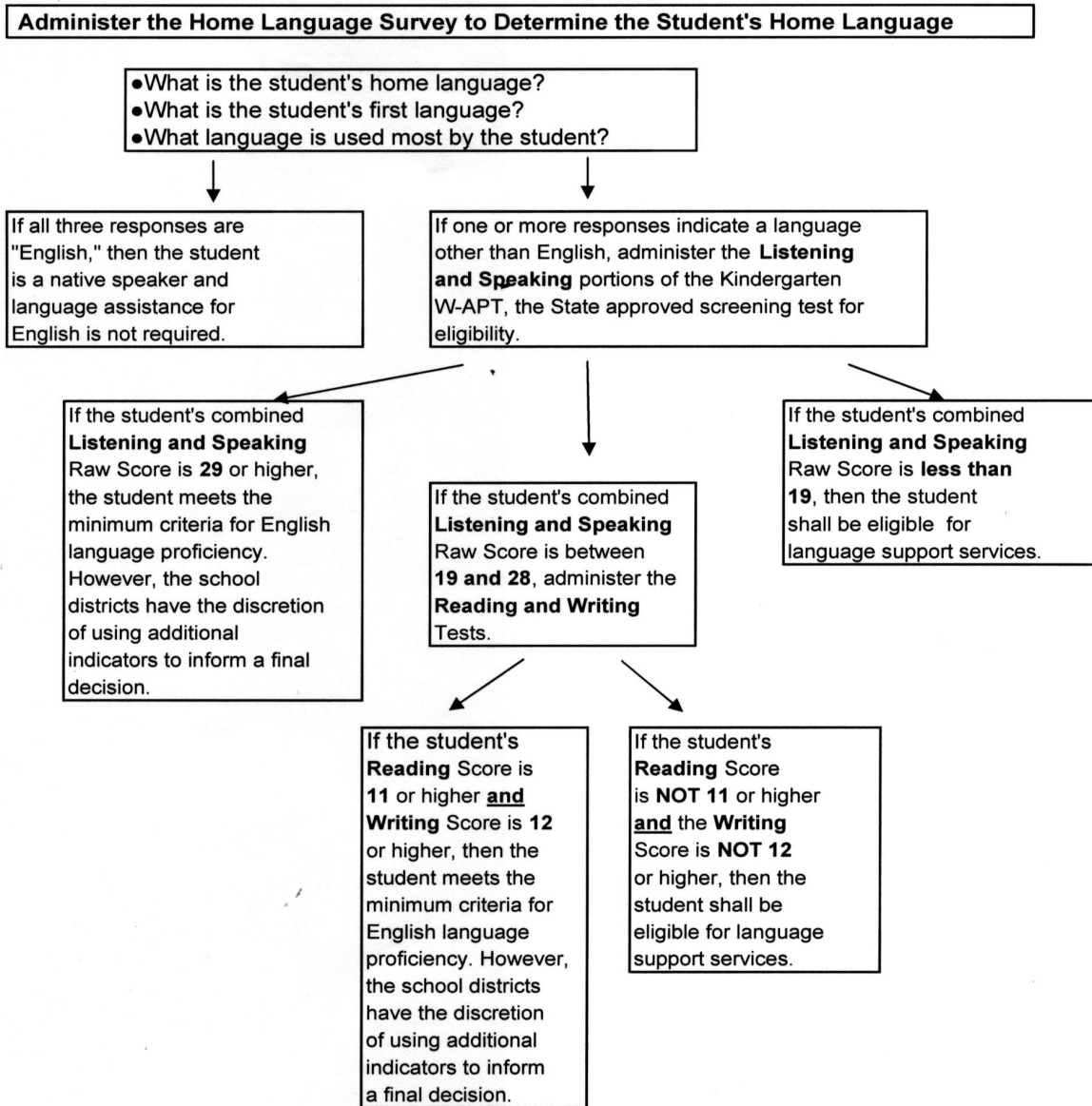


Kindergarten Eligibility

The W-APT for Kindergarten differs from the Grades 1-12 W-APT in that it uses raw scores in determining eligibility. Refer to the Kindergarten W-APT flowchart when making decisions regarding language assistance services for this level.

Georgia ESOL Resource Guide

Eligibility Criteria for Language Assistance Services for English Language Learners Kindergarten



Continued Eligibility

All students receiving language assistance services through the ESOL program or placement in an alternative program shall be administered the ACCESS for ELLs annually to determine progress and/or readiness to exit. Scores must be kept on file to document learning gains and to provide data for program accountability. Each year, for ELLs whose ACCESS scores qualify them for the program, they will continue receiving ESOL services. ESOL teachers must send home the Continuation of Services letter (see Form Bank in ESOL Update) for parents to sign and return.

All data related to student eligibility, progress, and readiness to exit must be maintained in the student's permanent file. All Home Language Surveys should be forwarded to the ELL Studies Director within seven days of a student's enrollment in the district.

As stated in Title III under the No Child Left Behind Act, students whose Home Language Survey answers indicate a primary, first or home language other than English must be assessed for eligibility for ESOL services no later than within the first 30 days of the school year. If a student enters school after the 30 day period, the assessment must be done within the first two weeks of enrollment. It is the expectation of GaDOE Title III ESOL that students will be assessed as soon as logistically possible within the appropriate time frames. Eligibility for ESOL services is automatically considered a Tier 4 Intervention. The specially designed learning focus of Tier 4, with its emphasis on specialized programs, specialized instructional delivery and methodology, describes the basic tenets of ESOL instruction.

For the purpose of serving the student effectively and efficiently, the language minority student enters the Pyramid at the fourth tier. As the student progresses with language and academic proficiency, the level of interventions needed to support the student will decrease accordingly. For the purpose of ESOL services and support, the Pyramid functions as a regression model, rather than as a model of progressive interventions. As students near proficiency, it is probable that Tier 1 interventions, appropriate for all students, will be the only additional support needed.

Parent Right to Waive Language Services

A parent can write a note at any time during the school year asking that his/her child be taken out of ESOL class. Parents must then complete the Parent Waiver form (see attachments). All sections must be completed. The teacher can counsel for or against the waiver, but it is ultimately the parents' decision. The waiver form must be placed in the student's permanent record and ESOL folder.

Although Parents have the right to waive ESOL instructional services, ELLs must participate in the ACCESS until they have met criteria to exit ESOL services. ESOL teachers must also keep records (ESOL folders) for all students who have Parent Waivers.

The ELL Testing Participation Committee must also convene to determine accommodations for individual students. All ELLs who have Parent Waivers must be assessed on Tier C of the ACCESS for ELLs test.

Georgia Rules

Requirements for State Funding

Georgia School Law § 20-2-156 Program for limited-English-proficient students

The State Board of Education shall create a program for limited-English-proficient students whose native language is not English, subject to appropriation by the General Assembly. The purpose of this program is to assist such students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level. The state board shall prescribe rules and regulations regarding eligibility criteria and standards as may be needed to carry out the provisions of this Code section. This program may also be referred to as the English for Speakers of Other Languages (ESOL) program.

(Code 1981, §20-2-156., enacted by Ga. L. 1985, p. 1657, §1; Ga. L. 1987, p. 1169, §1; Ga. L. 2000, p. 618, §19.)

State Board of Education Rule 160-4-6-.02 Language Assistance Programs for Limited English Proficient (LEP) Students (PDF)

<http://www.gadoe.org/documents/doe/legalservices/160-4-5-.02.pdf>

Testing Programs and ELLs (PDF)

<http://www.gadoe.org/documents/doe/legalservices/160-3-1-.07.pdf>

Reminder:

For the 2010-2011 school year, DCSS has a class size waiver. Please adhere to these class size guidelines. (Maximum class size plus 2)

The maximum class size also applies in the Push-In delivery model.

Maximum Class Sizes for ESOL Classes

Grade(s) Subject(s)	Funding Class Size	Maximum System Average Class Size	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

(Excerpted from Rule 160-5-1-.08 Class Size)

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is "all portions of the day when instruction or instruction-related activities based on the Quality Core Curriculum (QCC) are provided by or coordinated by a certified teacher or substitute teacher." This minimum time varies by grade level as do minimum segment lengths:

ESOL Instructional Delivery Models

ESOL Approved Delivery Models of Instruction

Per Georgia State Education rule 160-4-5-.02 Language Assistance: Program for English Language, there are six approved delivery models for providing language assistance services to ELLs:

- **Pull-out model outside the academic block** – Students are taken out of a non-academic class for the purpose of receiving small group language instruction.
- **Push-in model within the academic block** – Students remain in their general education class where they receive content instruction from their content area teacher and language assistance from the ESOL teacher.

Note: The Push-in model is clearly defined by the Language Assistance rule (160-4-5-.02) and should not be interpreted to be defined in the same manner as the co-teaching model of instruction implemented by Special Education. In the ESOL Push-in model, the ESOL teacher and the content teacher are co-equals in the classroom, but each has a distinct role. The ESOL teacher is responsible for language support, while the content teacher is responsible for delivery of academic content.

Research indicates that strong teaching partnerships occur when teachers know each other's curriculum, share responsibilities, plan together, share strategies, and share teaching equally. When students break into groups, the ESOL teacher should work with ELLs, while the content teacher focuses on mainstream students.

The ESOL Push-in delivery model allows the teachers to collaborate in order to facilitate meaningful language instruction within the content classroom and to appropriately plan differentiated instruction and tasks to meet the various proficiency levels of the ELLs.

Note: It is strongly recommended that all teachers (ESOL and content area teachers) receive SIOP training.

- **A cluster center** to which students are transported for instruction – Students from two or more schools are grouped in a center designed to provide intensive language assistance.
- **A resource center / laboratory** – Students receive language assistance in a group setting supplemented by multi-media materials (e.g. Rosetta Stone Language Program). *Note: For schools where ELLs are scheduled for an ESOL class with an ESOL teacher, Rosetta Stone is a not an instructional delivery model, but a supplementary resource.*
- **A scheduled class period** – Students at the middle and high school levels receive language assistance and /or content instruction in a class composed of ELLs only.
- **An alternative approved** in advance by the Department of Education through a process described in Guidance accompanying this rule. (e.g. Kindergarten Consultative Model)

Consultative Models

DCSS utilizes the following consultative models. Prior approval is required to implement these models.

- ***Kindergarten*** -- Elementary schools may now use this model as another option for services to their Kindergarten ELLs. **Any school that chooses to use this model to deliver ESOL support should contact the ELL Studies Department for guidance on the state approved guidelines for its implementation and coding in e-SIS.** This model should only be considered when all other alternatives to utilize direct ESOL instruction through the other approved models have been exhausted.
- ***Special Education*** -- Depending on the extent of the student's disability, it is appropriate for the general education teacher, ESOL teacher, and the special education teacher to work collaboratively in order to meet the needs of the student. **The fact that an ELL has a disability does not replace the need for language assistance. The plan for providing language assistance and support should be delineated in the student's Individual Education Plan (IEP). In most instances ELLS should be dually served through both programs.** In the event another means of support will be more beneficial to the student, the Special Education team and the ESOL specialist should work together to determine the most effective plan and to provide needed support for implementation.

ESOL Scheduling Guidelines

GRADES K-3

- Taught by ESOL Endorsed teacher
- Maximum 1 segment to receive funding
- Models
 - Pull-out – Outside the Academic Block (Scheduled class period – ELL Exclusive)
 - May combine students from more than 1 grade level
 - Does not take place during math or language arts segments
 - Push-in (See notes in “Approved Delivery Models”) – Within the Academic Block (**SIOP Model recommended**)
 - ESOL students remain in their regularly assigned classroom with certified content area teacher and an ESOL Endorsed teacher
 - Best suited for buildings with 4-5 ESOL teachers
 - ESOL Cluster Center (3rd grade only) (International Center and Satellite Centers – Dresden ES and Cary Reynolds ES)
 - ESOL students receive intensive English instruction in a self-contained ESOL class during 5 segments of the instructional day.
 - Kindergarten Consultative – (refer to page 23)
- A minimum of one ESOL class required

GRADES 4-8

- Taught by ESOL Endorsed teacher
- Maximum 2 segments to receive funding
- Models
 - Pull-out – Outside the Academic Block (Scheduled Class Period – ELL Exclusive)
 - May combine students from more than 1 grade level
 - Does not take place during math or language arts segments
 - Push-in (See notes in “Approved Delivery Models”) – Within the Academic Block (**SIOP Model recommended**)
 - ESOL students remain in their regularly assigned classroom with certified content area teacher and an ESOL Endorsed teacher
 - Best suited for buildings with 4-5 ESOL teachers
 - ESOL Cluster Center International Center and Satellite locations – Dresden ES, Cary Reynolds ES and Sequoyah MS)

- ESOL students receive intensive English instruction in a self-contained ESOL class during 5 segments of the instructional day.
 - ESOL Resource Center/Laboratory
 - Staffed with an ESOL Endorsed teacher, the ESOL Resource Center/Laboratory is open for ELL students to come for assistance and support during the school day.
 - ESOL Lab Program at the International Student Center (Grades 7th and 8th) **(SIOP Model Recommended)**
 - This program houses ELL students of high school age (older than 13 years of age and less than 6 years of formal schooling) who have lower levels of literacy/academic skills due to interrupted formal schooling or no schooling in their native countries. Sheltered middle grade courses taught by content area certified teachers who also hold an ESOL Endorsement.
 - Scheduled Class Period (Sheltered) **(SIOP Model recommended)**
 - Teacher is content area certified and holds an ESOL endorsement. This class is comprised of only ELLs.
 - Based on student need, a choice of the best four segments of reading, math, social studies, science, and language arts taught by a certified content area teacher with an ESOL endorsement. *Note: It is recommended that students placed in any of these special content area courses demonstrate low intermediate proficiency, at a minimum, in order to attempt credit requirements and/or pass the corresponding end of course tests.*
- A minimum of one ESOL class required

GRADES 9-12

- Taught by ESOL Endorsed teacher
- Maximum of 5 segments to receive funding
- Models
 - Pull-out – Outside the Academic Block (Schedule class period – ELL Exclusive)
 - May combine students from more than 1 grade level
 - Does not take place during math or language arts segments
 - Push-in (See notes in “Approved Delivery Models”) – Within the Academic Block **(SIOP Model recommended)**
 - ESOL students remain in their regularly assigned classroom with certified content area teacher and an ESOL Endorsed teacher
 - Scheduled Class Period (Sheltered) **(SIOP Model recommended)**
 - Teacher is content area certified and holds an ESOL endorsement. This class is comprised of only ELLs.
 - Based on student need, a choice of the best four segments of reading, math, social studies, science, and language arts taught by a certified content area teacher with an ESOL endorsement. *Note: It is recommended that students placed in any of these special content area courses demonstrate low*

intermediate proficiency, at a minimum, in order to attempt credit requirements and/or pass the corresponding end of course tests.

SPECIAL EDUCATION

- English language learners placed in Special Education are eligible for ESOL Program and must be served.
- A student may receive both ESOL and Special Education based on the student’s academic and language needs.
- Documentation in the IEP determines the type of ESOL Program services a student receives.
- Interdisciplinary collaboration between the ESOL and Special Education teacher is necessary to meet the child’s English development needs.
- The ESOL teacher must participate on SST committee.
- **Please see “Consultative Model” section, page 23, and the Title III ESOL Resource Guide for further guidance.**

Minimum and Maximum Class Sizes for English to Speakers of Other Languages (ESOL) Classes

Reminder:
For the 2010-2011 school year, DCSS has a class size waiver. Please adhere to these class size guidelines. (Maximum class size plus 2)

Grade(s) Subject(s)	Funding Class Size	Maximum System Average Class Size	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

The maximum class size also applies in the Push-In delivery model.

Maximum Individual Class Size - Maximum number of students that may be taught by a teacher in a class segment.

There shall be a loss of funding for the entire class or program that is out of compliance.

Excerpted from Rule 160-5-1-.08 Class Size

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is "all portions of the day when instruction or instruction-related activities based on the Quality Core Curriculum (QCC) are provided by or coordinated by a certified teacher or substitute teacher." This minimum time varies by grade level as do minimum segment lengths:

Grades K-3 = 225 minutes a week; per day = 45 minute segments

Grades 4-8 = 250 minutes a week; per day = 50 minute segments

Grades 9-12 = 275 minutes a week; per day = 55 minute segments. In addition, a segment consists of at least the minimum number of minutes required to earn a Carnegie unit in Grades 9-12.

For Intensive English taught at the International Center:

Always use the course code for ESOL (55.*) or English ESOL (23.09*) (Grades 9-12) with a program code of "EI". This course should be set up as period 10 with a length of 5 and a room number of *716. If the teacher is not known, use 888-88-8716 INTERNTL CTR. This teacher will need to be changed before a grade is posted. No other courses should appear in a student's schedule with the exception of courses taught at the home school after the student returns from the International Center. Students who complete the Intensive English Requirement will receive a grade of "P" which will count in the general elective area for graduation.

For "English to Speakers of Other Languages" taught at the home school:

Use the course code for ESOL 55* for elementary and middle schools. Use the course code for ESOL 23*.09 for grades 9-12 with a program code of "E".

For Language Arts delivered in an ESOL format (Grades KK - 12):

Use the state number for the course with an "E" or "EC" program code.

For Math, Science, or Social Studies delivered in an ESOL format

(Grades 4 -12 only): Use the state number for the course with an "E" or "EC" program code.

Calendar Code for ESOL classes:

MTWHF - ESOL classes should meet everyday or the minimum amount of time (minutes) required per week to be in compliance.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)

Used for both Intensive English at the International Center and ESOL taught at the home school.

ESOL, Elementary School

(Please remember to use the correct program code.)

55.0010000 ESOL/GRADE KK

55.0020000 ESOL/GRADE 1

55.0030000 ESOL/GRADE 2

55.0040000 ESOL/GRADE 3

55.0050000 ESOL/GRADE 4

55.0060000 ESOL/GRADE 5

ESOL, Middle School

(Please remember to use the correct program code.)

55.0110010 ESOL/GRADE 6 A

55.0110020 ESOL/GRADE 6 B

55.0120010 ESOL/GRADE 7 A

55.0120020 ESOL/GRADE 7 B

55.0130010 ESOL/GRADE 8 A

55.0130020 ESOL/GRADE 8 B

SEE HIGH SCHOOL ESOL COURSE PLACEMENT TABLE BELOW

ESOL STUDENT PLACEMENT-DEKALB COUNTY SCHOOL SYSTEM 2009-2010

COURSE PLACEMENT FOR ESOL STUDENTS SHOULD BE BASED ON TEACHER RECOMMENDATION AND STANDARDIZED TEST DATA.

- * Students should be placed in elective courses (columns 1) based upon student performance and teacher recommendation. It is recommended that these elective courses be taught by an ESOL endorsed teacher.
- * Students should be placed in elective courses (columns 2) based upon student performance and teacher recommendation. Elective courses may count towards elective credit; it is recommended that these elective courses be taught by an ESOL endorsed teacher.
- * Students should be placed in required courses for Carnegie credit for graduation (columns 3 and 4) based upon student performance and teacher recommendation. Sheltered ESOL English courses (column 4) will satisfy English requirements for graduation. Regular courses (column 3) will also satisfy English requirements for graduation. The End of Course Test (EOCT) is required for 9th grade Lit/Comp and American Literature (columns 3 and 4). It is required that sheltered courses (columns 4) be taught by a certified English teacher with ESOL Endorsement.

Grade Level	Elective Credit		Elective Credit		English Credit for Graduation requirement		English Credit for Graduation requirement (Sheltered Environment)	
9th	Basic Reading/Writing 9	23.0830010 23.0830020	ESOL II	23.09200010 23.09200020	Lit. Comp 9 EOCT	23.0610010 23.0610020	Sheltered Lit. Comp 9 EOCT	23.0610010E 23.0610020E
10th	Basic Reading/Writing 10	23.0840010 23.0840020	ESOL III	23.09300010 23.09300020	W Lit. Comp 10	23.0630010 23.0630020	Sheltered W Lit. Comp 10	23.0630010E 23.0630020E
11th	Basic Reading/Writing 11	23.0850010 23.0850020	ESOL IV	23.09400010 23.09400020	Am. Lit. EOCT	23.0510010 23.0510020	Sheltered Am. Lit. EOCT	23.0510010E 23.0510020E
12th	Basic Reading Writing /12	23.0860010 23.0860020	Reading Enrichment	23.0820010 23.0820020	Brit. Lit.	23.0520010 23.0520020	Sheltered Brit. Lit.	23.0520010E 23.0520020E

State Board of Education Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses includes eleven secondary level ESOL courses with a focus on language acquisition and academic language development. These courses were created as a result of districts' requests for more options and greater flexibility and to ensure that ESOL endorsed teachers are able to use their expertise in a variety of instruction. These courses offer elective credit and the teacher must hold a teaching certificate appropriate to the grade level and either ESOL (P-12) or ESOL Endorsement. These courses need not be taken as an entire sequence or in any prescribed order. The courses and their course descriptions are listed below:

Course	Target Student	Course Description	Course Credit
55.02100 Communication Skills I	Newcomer ELLs enrolled at the International Center or at Elizabeth Andrews HS. The suggested proficiency level of the student is CPL 1-2 (Entering and Beginning).	55.02100 Communication Skills I This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested proficiency level of the student is CPL 1-2. *Can be offered for two 9-week semesters. Credit can be awarded for both courses if coded (a) and (b).	Elective Credit
55.02200 Communication Skills II	Newcomer ELLs enrolled at the International Center or at Elizabeth Andrews HS. The suggested proficiency level of the student is CPL 1-2 (Entering and Beginning).	55.02200 Communication Skills II This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested proficiency level of the student is CPL 1-2. *Can be offered for two 9-week semesters. Credit can be awarded for both courses if coded (a) and (b).	Elective Credit
55.02300 Reading and Listening in the Content Areas	Appropriate for ELLs recently exited from International Center Intensive English Program. Students low in both reading and speaking skills. Students may need additional support. The suggested proficiency level is CPL 1-3 (Entering, Beginning, and Developing).	55.02300 Reading and Listening in the Content Areas This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics. The suggested proficiency level is CPL 1-3. *Can be offered as a pre-requisite or in conjunction with 55.02400. *Can be offered for two 9-week semesters. Credit can be awarded for both courses if coded (a) and (b).	Elective Credit
55.02400 Oral Communications in the Content Areas	Appropriate for ELLs recently exited from International Center Intensive English Program. Students low in both reading and speaking skills. Students may need additional support. The suggested proficiency level is CPL 1-3 (Entering, Beginning, and Developing).	55.02400 Oral Communications in the Content Areas This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested proficiency level of the student is CPL 1-3. *Can be offered as a pre-requisite or in conjunction with 55.02300. *Can be offered for two 9-week semesters. Credit can be awarded for both courses if coded (a) and (b).	Elective Credit
55.02700 Academic Language of Science and Math	Appropriate for ELLs recently exited from International Center Intensive English Program. Students low in both math and science vocabulary and processes. The suggested proficiency level is CPL 1-2 (Entering and Beginning).	55.02700 Academic Language of Science and Math This course focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and text in science and mathematics. Reading comprehension of texts, listening and comprehending lectures, and using correct scientific and mathematical terminology when speaking and writing are integral to academic success in the mathematics and science content areas. The content addresses all five WIDA Standards. *Can be offered for two 9-week semesters. Credit can be awarded for both courses if coded (a) and (b).	Elective Credit
55.02500 Writing in the Content Areas	Appropriate for ELLs with CPL of 3.0 and above. Can be used as a writing test prep class. The suggested proficiency level is CPL 2-4 (Beginning, Developing, and Expanding).	55.02500 Writing in the Content Areas This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-4. *Can be offered for two 9-week semesters. Credit can be awarded for both courses if coded (a) and (b).	Elective Credit

55.02110 Communication Skills in Math	Appropriate for ELLs: <ul style="list-style-type: none"> Recently exited from International Center Intensive English Program Low in both reading and speaking skills Need additional support in the specific content area The suggested proficiency level is CPL 1-2 (Entering and Expanding).	55.02110 Communication Skills in Math This course supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in mathematics. The content addresses all five WIDA Standards. *Can be offered for two 9-week semesters. Credit can be awarded for both courses if coded (a) and (b).	Elective Credit
55.02120 Communication Skills in Science	Appropriate for ELLs: <ul style="list-style-type: none"> Recently exited from International Center Intensive English Program Low in both reading and speaking skills Need additional support in the specific content area The suggested proficiency level is CPL 1-2 (Entering and Expanding).	55.02120 Communication Skills in Science This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science. The content addresses all five WIDA Standards. *Can be offered for two 9-week semesters. Credit can be awarded for both courses if coded (a) and (b).	Elective Credit
55.02130 Communication Skills in Social Studies	Appropriate for ELLs: <ul style="list-style-type: none"> Recently exited from International Center Intensive English Program Low in both reading and speaking skills Need additional support in the specific content area The suggested proficiency level is CPL 1-2 (Entering and Expanding).	55.02130 Communication Skills in Social Studies This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies. The content addresses all five WIDA Standards. *Can be offered for two 9-week semesters. Credit can be awarded for both courses if coded (a) and (b).	Elective Credit
55.02600 Reading and Writing in Science	Appropriate for ELLs: <ul style="list-style-type: none"> Recently exited from International Center Intensive English Program Low in both reading and speaking skills Need additional support in the specific content area The suggested proficiency level is CPL 1-2 (Entering and Expanding).	55.02600 Reading and Writing in Science This course supports and enhances reading and writing skills in Science and provides students with strategies for reading and comprehending scientific texts. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus. *Can be offered for two 9-week semesters. Credit can be awarded for both courses if coded (a) and (b).	Elective Credit
55.02610 Reading and Writing in the Social	Appropriate for ELLs: <ul style="list-style-type: none"> Recently exited from International Center Intensive English Program Low in both reading and speaking skills Need additional support in the specific content area The suggested proficiency level is CPL 1-2 (Entering and Expanding).	55.02610 Reading and Writing in the Social Studies This course focuses on reading and writing in social studies and provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses. The domains of reading and writing are integral to academic success in the social studies content courses and students must learn to develop both active and critical inferential skills to ensure academic success in the social studies content courses. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus. *Can be offered for two 9-week semesters. Credit can be awarded for both courses if coded (a) and (b).	Elective Credit

ESOL English Language Arts Courses

A special report, “Predicting English Language Learner Success in High School English Literature Courses” produced by the Georgia Department of Education Assessment and Accountability Division shows that English Language Learners (ELLs) are likely to experience success on the End-of-Course-Tests (EOCT) for Ninth Grade Literature and Composition and American Literature and Composition if they have an ACCESS for ELLS Composite Proficiency Level (CPL) of 4.3 – 4.8 combined with a strong Reading proficiency score. Some ELLs may be successful in these courses before reaching the CPL of 4.3 – 4.8, but they may have difficulty passing the EOCT for these ELA courses.

Any of the core ELA courses may be taught in a sheltered class model. The class must be composed solely of ELLs and must be taught by a teacher who holds English Language Arts certification as well as either the ESOL Endorsement or ESOL (P-12) certification. Class size should be limited to the maximum class size for ELL classes, which is 18 students for high school. A Composite Proficiency Level of 4.3 – 4.8, linked to a strong proficiency score in Reading, is suggested for each of the following ELA courses:

Course	Target Student	Course Credit
23.05100 American Literature and Composition (required course)	Appropriate for ELLs who are at the Expanding level of English language development. Students should have a CPL of 4.3 – 4.8 (Expanding), linked to a strong proficiency score in Reading.	Core Content Credit
23.05200 English Literature and Composition	Appropriate for ELLs who are at the Expanding level of English language development. Students should have a CPL of 4.3 – 4.8 (Expanding), linked to a strong proficiency score in Reading.	Core Content Credit
23.06100 Ninth Grade Literature and Composition (required course)	Appropriate for ELLs who are at the Expanding level of English language development. Students should have a CPL of 4.3 – 4.8 (Expanding), linked to a strong proficiency score in Reading.	Core Content Credit
23.06200 Tenth Grade Literature and Composition	Appropriate for ELLs who are at the Expanding level of English language development. Students should have a CPL of 4.3 – 4.8 (Expanding), linked to a strong proficiency score in Reading.	Core Content Credit
23.06300 World Literature and Composition	Appropriate for ELLs who are at the Expanding level of English language development. Students should have a CPL of 4.3 – 4.8 (Expanding), linked to a strong proficiency score in Reading.	Core Content Credit
23.06700 Multicultural Literature and Composition	Appropriate for ELLs who are at the Expanding level of English language development. Students should have a CPL of 4.3 – 4.8 (Expanding), linked to a strong proficiency score in Reading.	Core Content Credit

The following two courses listed below also have a suggested Composite Proficiency Level of 4.3 – 4.8, linked to a strong proficiency score in Reading, but will only meet core credit requirements for students who entered ninth grade for the first time prior to the 2008-09 school year. These two courses are available **only for elective credit for students entering ninth grade for the first time in 2008-09.**

23.06400 Literary Types

23.06600 Contemporary Literature

Sheltered Content Courses

Local schools may choose to offer sheltered sections of any core content course for ELLs. **Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes.**

The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate second language learners. **The course numbers utilized in sheltered courses are those of the actual content course.** Examples of possible sheltered courses and course numbers include Economics 45.06100; American Government/Civics 45.05700; Physical Science 40.01100; Biology I 26.01200; Physics I 40.08100; Mathematics I 27.08100; Mathematics III 27.08300; Discrete Mathematics 27.06900; American Literature and Composition 23.05100; and Multicultural Literature and Composition 23.06700.

The local school district may choose to designate a particular section number to reflect the sheltered status of the course. Sheltered courses may be offered to fulfill core curriculum requirements; however, the GPS must be followed and any accompanying EOCT must be administered to fulfill course requirements. Examples include but are not limited to:

Course	Course Description	Course Credit
Economics 45.06100E	Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes. The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate ELLs	Core Content Credit
American Government/Civics 45.05700E	Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes. The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate ELLs	Core Content Credit
Physical Science 40.01100E	Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes. The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate ELLs	Core Content Credit
Biology I 26.01200E	Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes. The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate ELLs	Core Content Credit
Physics I 40.08100E	Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes. The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate ELLs	Core Content Credit
Mathematics I 27.08100E	Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes. The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate ELLs	Core Content Credit
Mathematics III 27.08300E	Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes. The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate ELLs	Core Content Credit
Discrete Mathematics 27.06900E	Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes. The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate ELLs	Core Content Credit
American Literature and Composition 23.05100E	Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes. The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate ELLs	Core Content Credit
Multicultural Literature and Composition 23.06700E	Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes. The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate ELLs	Core Content Credit

Services & Grading Practices

Providing ESOL Services:

- ESOL classes meet every day.
- All ELL identified students must receive language support services (ESOL).
- ESOL services must be provided utilizing one of the State approved instructional delivery models for ESOL: Pull-out, Push-in; Cluster Center, Resource Center/Laboratory, KK-Consultative, etc (Refer to *Approved Delivery Model* section in ELL Handbook for details)
- FTE may not be collected for ELLs served through consultation (Ex. SWDs not receiving direct ESOL services) with the exception of the KK Consultative approved by the state.
- ELLs may receive services through EIP to comply with language support services for ELLs. EIP is recommended for students at the expanding and bridging levels of language proficiency; it is not recommended for entering and beginning students.
- The minimum funding size for ESOL classes is nine (9) students.*
- The maximum class sizes are as follows:
 - Grades K-3: 11 (no paraprofessional); 13 (with a para)*
 - Grades 4-5: 14 (no paraprofessional); 15 (with a para)*
 - Grades 6-8: 16 (no paraprofessional); 17 (with a para)*
 - Grades 9-12: 20 (no paraprofessional); 22 (with a para)*
- ESOL cannot pull out of ELA or Math.
- ESOL courses that utilize the pull-out model of instructional delivery must be coded with 55* course number unless the teacher is content certified.
- Students being served in ESOL classes should receive a numerical ESOL grade.

Grading:

- ESOL specialists will utilize the DeKalb County's grading scale.

A	90-100
B	80-89
C	71-79
D	70
F	0-69
- During their first year in a U.S. school, ESOL students should not be graded, if they cannot obtain a passing grade of "C" or above due to their limited English proficiency. After the first year if the student continues to have academic issues and the SST determines that it is due to language development only, the student may continue to receive a CS or CU for another year. Teachers must keep grading records as documentation of students' progress. ESOL teachers should grade students using a teacher created rubric. ESOL teachers should give a numerical grade and the letter grade it represents.
- ESOL students being served in Regular education courses may receive a grade of CS (Continuous Satisfactory) or CU (Continuous Unsatisfactory). The CS/CU grades are to be used by the content area teachers, not by the ESOL teacher, when the ESOL student is not passing.
 - **CS (Continuous progress satisfactory)**, given when the teacher perceives that the student is trying, and the obstacle is his/her lack of English
 - **CU (Continuing progress unsatisfactory)**, given when the student is putting forth no effort, and the obstacle is his/her lack of English.

- Approximately one week prior to each progress report and report card, the ESOL teacher sends the Assistant Principal of Instruction and the content area teacher, a list of all ESOL students and a letter similar to the sample letter (see letter below).
- Please note that students in high school on block scheduling will not be able to take advantage of the CS/CU grading procedure.
- If a student is being served in regular ed. Language Arts for a 2 hour block, and is being pulled out for ESOL during part of that block, the student will receive a regular ed. Language Arts grade as well as an ESOL grade.
- Students being served at the International Center in the Intensive English program must be mainstreamed when they return to their home school every afternoon. Do not put them in an ESOL class.
- Refer to DCSS waiver/Class sizes for 2010-2011 for the DCSS.

Grading Scale for Elementary ESOL Classes

Classwork and Participation = 40%
 Tests and Quizzes = 30%
 Projects = 25 %

Grading Scale for Middle and High School ESOL Classes

Classwork and Participation = 40%
 Tests and Quizzes = 20%
 Projects = 30%
 Homework = 10%

Sample Letter to Content Area Teachers

Dear _____:

ESOL students are challenged to communicate in a language and culture unfamiliar to them. The effort to be successful causes added emotional stress and mental strain which our native students do not experience.

It is important for ESOL students to feel academically successful in all their subjects as they struggle to overcome the language and culture barriers. In order to avoid comparing them unfairly to native students' performances, DeKalb County School System will use a grade of CS or CU instead of a numerical grade for ESOL students whose performance is below 70%.

The recommended grading options for ELLs are as follows:

- * Use a grade of CS or CU instead of a numerical grade for ELL students whose performance is below 70% on quarterly progress reports and report cards
- * **A numerical grade is** given if the ELL student's numerical average is C or better.
- * Give a numerical grade to the student on the final grade report in May.

Thank you for your cooperation; and we appreciate your care, flexibility and patience. The rate of progress that many of our ESOL students are experiencing is greatly facilitated by your efforts.

If an ELL student receives a "CU" or "CS" during the 1st semester, the grade earned 2nd semester will automatically replace the "CU" or "CS" grade contingent upon the collaboration of the ESOL specialist and the content area teachers. The student would then receive credit for semesters 1 and 2.

Sincerely,

Retention

Beginning with the 2005-06 school year, all third grade students are required to achieve grade level scores on the Georgia Criterion Referenced Competency Tests (CRCT) in reading in order to be promoted to the fourth grade and to be in compliance with the Georgia Promotion, Placement, and Retention law (O.C.G.A. §§ 20-2-282 through 20-2-285) and State Board of Education Rule (160-4-2-.11).

Beginning with the 2005-06 school year, all fifth grade students are required to achieve grade level scores on the Georgia Criterion Referenced Competency Tests (CRCT) in reading, math and science in order to be promoted to the sixth grade and to be in compliance with the Georgia Promotion, Placement, and Retention law (O.C.G.A. §§ 20-2-282 through 20-2-285) and State Board of Education Rule (160-4-2-.11).

During the 2004-2005 school year, the implementation of the Georgia Promotion, Placement, and Retention law (O.C.G.A. §§ 20-2-282 through 20-2-285) and State Board of Education Rule (160-4-2-.11) took effect for students in eighth Grade. All eighth grade students must achieve grade level scores on the Georgia Criterion Referenced Competency Tests (CRCT) in Reading and Mathematics in order to be promoted to the ninth grade.

Notes:

- The recommendation to retain ELLs, must be a decision from the SST committee. This does not include 3rd, 5th, and 8th grade ELLs. Teachers must follow the DCSS CRCT promotion/retention policy.
- ELLs' English language proficiency levels cannot be the basis for retention.

Exit from ESOL Services

Kindergarten Exit Criteria

Kindergarten students are eligible to exit language support services when they have achieved a CPL of 5.0 with no domain less than 5.0. Kindergarten Exit Criteria is posted on the GADOE ESOL website:

<http://www.doe.k12.ga.us/DMGetDocument.aspx/2010%20Kindergarten%20ESOL%20Exit%20Criteria.pdf?p=6CC6799F8C1371F660E37F76062C8A3EF2E066F8B66E10A88815C86A013DD41E&Type=D>

*Georgia ESOL Resource Guide
(Effective 2010)*

Kindergarten English Language Learners Exit Criteria from Language Assistance Services

Administer Kindergarten ACCESS for ELLs



The 2010 Kindergarten ACCESS Score Reports will reflect 2 separate Composite Proficiency Levels (CPL): one for Accountability purposes and one for Instructional purposes.

The Accountability CPL will be used for calculation of Title III AMAOs.

The "Accountability" CPL will be used to determine future eligibility for ESOL services. The maximum overall (composite) score *for instructional purposes* for the 2010 Kindergarten form of the ACCESS for ELLs is 6.0.

For purposes of exiting ESOL services, a Kindergarten student must score an "Accountability" Composite Proficiency Level (CPL) of 5.0 with no individual domain score less than 5.0.

Other criteria such as student's age and grade level; meeting or exceeding standards in appropriate skills assessed by GKIDS; on or above level performance on local inventory checklists; and other local assessments should be considerations for determining readiness to exit.

GADOE recommends a very conservative approach to the exit of Kindergarten students as no kindergarten student at this age or grade level can be deemed truly proficient in the domains of Reading or Writing. Experience has demonstrated that many students who were exited at this grade level struggle academically within one to three years following exit.



Grades 1-12 Exit Criteria

Students in grades 1-12 are ready to exit language support services when they have achieved the necessary criteria on the ACCESS and the state assessment of reading comprehension. Students are eligible for a *clear exit* when they:

- Score a Level 5 (Tier C) on ACCESS for ELLs, hereafter referred to as ACCESS, **And**
- Score at the proficient level on the state assessments of reading/reading comprehension; or on a grade level for approved local assessments of reading/reading comprehension and high school language arts.

Students in grades 1-12 are eligible to *exit through a Language Assessment Conference* when they:

- Score a Level 4.0-4.9 (Tier C) on ACCESS for ELLs, hereafter referred to as ACCESS, **And**
- Score at the proficient level on the state assessments of reading/reading comprehension; or on a grade level for approved local assessments of reading/reading comprehension and high school language arts.

Students are ready to exit language support services when they have scored 4.0+ and achieve the following additional state required criteria:

Grade Level	State Assessment	Criteria
1-8	CRCT (Reading)	Score Level 2 or above (Pass)
9, 10, 12	EOCT (Language Arts)	Score 70+ (Pass)
11	GHS GT (Language Arts)	QCC: Score 500+ (Pass) GPS: Score 200+ (Pass)

GaDOE Title III / ESOL recommends a conservative approach, recognizing that a student with a CPL of 4.8 or 4.9 is likely to be much more proficient than a student with a CPL of 4.0 or 4.1.

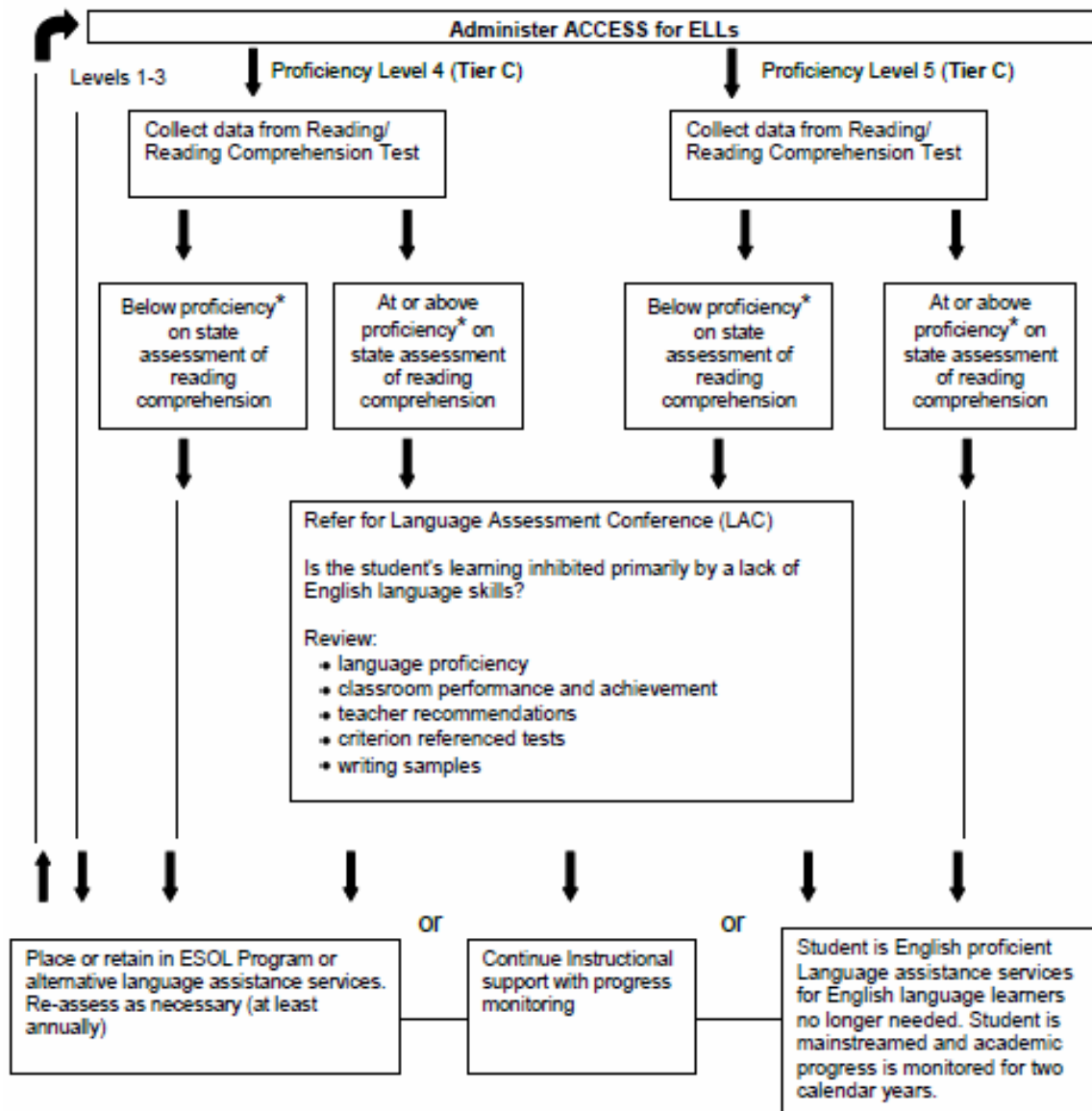
These students should have the skills necessary to perform in the regular classroom. In some cases, students may still be eligible for and in need of special instruction through other support services, such as reading. Recommendations for other needed support services should be made when students exit.

Exit criteria for 1-12 grade students is posted on the GADOE ESOL website:

<http://www.doe.k12.ga.us/DMGetDocument.aspx/ESOL%20Exit%20Flow%20Chart%20Grades%201-12.pdf?p=6CC6799F8C1371F6C1A27F3EAFFD892C2F1649D1A3F6194B291080EE4D535729&Type=D>

Grades 1-12 Exit Criteria

Language Assistance Services for English Language Learners



* "Proficiency" is a score of 2 or higher on the CRCT- Reading Total
 "Proficiency" is a score of "Pass" or higher on the GHSGT Language Arts Total
 "Proficiency" is a score of "70" or higher on an English Language Arts EOCT

ELL-Ms

Students who meet the exit criteria become English Language Learner Monitored (ELL-Ms). State law requires that they be monitored for two calendar years.

- ELL-Ms' exit date must be correctly marked in TIENET. They must also be marked as "ELL-M" in TIENET.
- ELL-Ms are eligible for appropriate standard accommodations as outlined in their ELL/TPC forms. After the two year monitoring period ends, ELL-Ms are no longer eligible for any testing accommodations.
- ESOL teachers are responsible for maintaining records for ELL-Ms. ESOL folders (green folders) must be maintained for ELL-Ms during their two year monitoring period.

Post-Exit Monitoring

It is still important for the regular education teacher to recognize that ELL-Ms will need ongoing support as they continue to work toward grade-level academic language performance. ELL-Ms must learn to adapt as proficient learners in the regular classroom. Hence, they must take responsibility for their learning at their individual language-proficiency level.

Teachers may need to differentiate the content material and present it to the ELL-Ms in a less demanding language format. It is also important to note the progression of an exited student's academic skills in order to increase the complexity with which information is provided. Therefore, teachers may need to differentiate their formative and summative assessments.

The ESOL teacher will perform an informal follow-up within two months after the ELL exits ESOL services. This follow-up is to verify the student can compete academically and to check on the student's social and psychological adjustment to the regular classroom.

Four formal monitoring periods occur within the school year:

- First:* Last week of October
- Second:* Last week of December
- Third:* Last week of March
- Fourth:* Last week of May

During each monitoring window, the ESOL teacher must do the following:

- Submit a Post-Exit Monitoring form (*see attachments*) to all of the ELLs' content area teachers.
- Hold a conference with the teachers to discuss the progress of the ELL
- Review data collected from the conference, TIENet and the Student Information Systems. Review grades, benchmark and portfolio assessments (students should earn C or better), and conduct interviews with the student and parents (guardians).

If monitoring shows that a student is falling behind in classroom work and/or English language skills, the student **must immediately receive support services** as recommended by the RTI (Response-to-Intervention). Students cannot be arbitrarily placed back in ESOL services without a referral from the Student Support Team (SST).

Referral back to ESOL services must be a recommendation from the SST, of which the ESOL teacher is a member. **If a student is referred back to ESOL services, ESOL teachers are requested to submit in writing to the Director of the ELL Studies Program, the name of the student who has returned for ESOL services as soon as this determination has been made.**

Language Assessment Conference

Language Assessment Conference (LAC) is a meeting with the ESOL teacher, other teachers of record of the students, and administrators to discuss the progress of an ELL. This meeting must be documented with the completion of the LAC form (see attachments). ***Any meeting held to discuss the language development/progress of an ELL must be documented with a LAC form.*** All participants in the Language Assessment Conference must sign the form. Copies of the completed form must be kept in the ESOL and permanent folder for at least 3 years.

Student Support Team (SST) Meeting

The LAC does not take the place of the Student Support Team meeting. An ELL who is experiencing learning or behavioral problems in a particular instructional setting may be referred to the SST at **any time**. Whenever it is suspected that something beyond language is a barrier to a student's academic achievement, that student should be referred to the SST. A district has the option of having the LAC function completed by the SST. English language learners must be given access to all the same opportunities and services that other students receive.

Assessment, Accommodations and Deferment

Testing Programs and ESOL Students

- **Accommodation**--an alteration in the administration of an assessment that allows students to participate and is clearly determined by a student's Individualized Education Program (IEP) team, Section 504 Individual Accommodation Plan (IAP) Committee, or Limited English Proficient (LEP) Testing Participation Committee. An accommodation is provided to a student during assessment to ensure that the assessment measures what the student knows and is able to do. Accommodations should be part of typical instructional practices identified in the IEP, Section 504 IAP, or as documented by the LEP Testing Participation Committee. Accommodations will result in either a standard or non-standard administration. Specific information concerning the standard or non-standard nature of an accommodation is noted and published in the respective testing administration materials that accompany each assessment (e.g., Examiner's Manual and Directions for Administration). The term accommodation is used as a general term to include both accommodations and modifications for all state-mandated assessment administrations. (See also definition of modification.)
- **Limited English Proficient Student (LEP)**--a student whose native language is not English, and who is eligible for services based on the results of the WIDA-Access Placement Test and, if warranted, additional assessments specified in Rule 160-4-5-.02 Language Assistance: Programs for Limited English Proficient (LEP) Students. If a student is eligible but not receiving English for Speakers of Other Languages (ESOL) instruction, that student shall be identified LEP for statewide assessments. A student whose native language is not English and who does not meet the eligibility requirements or has been exited from the ESOL program shall not be identified as LEP for statewide assessments.
- **LEP Testing Participation Committee (TPC)** --a committee that convenes to make testing decisions for LEP students. This committee can serve as part of the Language Assessment Conference as defined in 160-4-5-.02 Language Assistance: Programs for Limited English Proficient Students. **The TPC should convene to discuss and document ELLs' participation in state mandated assessments.**
- **Modification**--typically a change in the content of what is being instructed or assessed. Because it is recognized that there is no universal agreement about the definitions of accommodation and modification, the Georgia statewide student assessment program applies the term "accommodation" as a general term to include both accommodations and modifications for all state-mandated assessment administrations. This includes the full range of changes in and alterations to assessment. (See also definition of accommodation.)
- **Limited English Proficient Students**--Students who have been defined as Limited English Proficient (LEP) must participate in all assessment programs. These students shall be coded LEP on each test answer document. Therefore, students not qualifying as LEP shall not be coded as LEP on a test answer document. All LEPs participate in ALL standardized assessment measures. The scores of first year LEPs are not

factored into AYP calculations for the local school. This is the only flexibility available in Georgia at this time. In certain situations, individual needs of LEP students may warrant a minimum of one annual determination of test administration accommodations prior to a statewide assessment. These accommodations shall be determined by a documented meeting of the LEP Testing Participation Committee. Testing accommodations shall be made only when appropriate documentation is on file. Administration of the assessments and use of test administration accommodations shall be according to established guidelines and procedures in the test administration manual(s), Examiner's Manual and the Student Assessment Handbook. The LEP Testing Participation Committee shall be composed of a minimum of three members, one of whom is a certified educator. The LEP/ESOL teacher/paraprofessional/aides currently serving the students with English language assistance are required to be a member of the conference. The remaining members shall be chosen from the following: regular language arts, reading or English teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher. Documentation of each LEP Testing Participation Committee shall be placed in the student's permanent record. These documents shall contain the following information: names of participants; date(s) of meeting(s); date of entry into U.S. schools; test scores proving eligibility for ESOL services; the dates of administration and the name of the tests and/or subtests to be regularly administered, accommodated, deferred; alternatives considered (regular administration, accommodations, deferment), final action including specific accommodations for each test/subtest consistent with current instructional accommodations; signatures of committee members, school administrator and, parent, legal guardian or student, if 18 years or older. (*See appendix for form*).

- **Testing Policies and Procedures--** All students shall be assessed in English. As of the 2005-2006 school year, ELLs shall be exempt from standardized testing, if their first year in the U.S begins on August 15-May 26, 2007, if their Lab score is entered in the AS400 upon enrollment; if the deferment committee selects this student as eligible for deferment.

ELLs may not exempt math, science or the End of Course Test (EOCT). The State Adopted English Proficiency Assessment may be used to replace the language arts section of the CRCT.

**DEKALB COUNTY SCHOOL SYSTEM
English Language Learners (ELL) Test Participation Committee (TPC)
Standardized Testing Accommodation, Participation, & Deferment Form**

Name _____ Date _____ School _____
 Last First Middle

Placement Score _____ DOB _____ Student GTID # _____ Current Grade _____ Date/1st Enrolled in a US School _____

All ELL students must participate in all state and local assessments per SBOE Rule 160-3-1-.07. The only exceptions are those students who meet the criteria below as identified in SBOE Rule 160-3-1-.07:

- 1) Have enrolled in a US school for the first time in the last 12 calendar months;
- 2) Have a qualifying placement score, indicating eligibility for ELL services or other state approved language assistance program services;
- 3) Participate in the state-adopted English language proficiency assessment; and
- 4) Participate in all state mandated mathematics and science assessments and any EOCT; if applicable.

1) Determine the participation status of the student:

<p><u>Student Will Participate</u></p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><u>Student Deferred</u> (No deferrals from mathematics and science)</p> <input type="checkbox"/> What Areas? _____ <input type="checkbox"/> What Areas? _____ <input type="checkbox"/> What Areas? _____ <input type="checkbox"/> What Areas? _____ <input type="checkbox"/> What Areas? _____ <input type="checkbox"/> <input type="checkbox"/> <i>No Deferral Permitted</i> <input type="checkbox"/> <i>No Deferral Permitted</i> <input type="checkbox"/> <i>No Deferral Permitted</i>	<p>Georgia Kindergarten Inv. Of Developing Skills (GKIDS) Iowa Test of Basic Skills (ITBS) Grades 1, 3, 5, 7 Cognitive Abilities Test (CogAT) Grades 1, 3, 5, 7 Criterion Referenced Competency Tests (CRCT) Grades 1 – 8 Georgia HS Graduation Tests (GHSGT) Grades 11 & 12 3rd, 5th, 8th, 11th Gr. Writing Assessment End of Course Tests (EOCT) Grades 8 – 12 Georgia Alternate Assessment (GAA) Grades K – 12 State-Adopted English Language Proficiency Assessment</p>
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2) Determine Specific Accommodations (if any). See DOE Approved Accommodations Chart. Check if no accommodations required.

Tests/Subtests	Setting	Presentation Review guidance for Conditional Accdtns	Scheduling	Response	Standard/ Conditional/Non- Standard
_____	_____	_____	_____	_____	S C NS
_____	_____	_____	_____	_____	S C NS
_____	_____	_____	_____	_____	S C NS
_____	_____	_____	_____	_____	S C NS

ELL Test Participation Committee	Name	Title	<u>Signature</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Signature: _____ **Date:** _____
 (Parent/Legal Guardian/Surrogate Signature)

ELL/Test Participation Committee

Source: Georgia Student Assessment Handbook

Committees 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 ELL/ESOL teacher/aide currently serving the student with English language assistance.

The remaining members shall be chosen from the following: regular language arts, reading or English teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher.

The determination of accommodations for assessment shall be reviewed at least once a year.

Accommodation Guidelines

In certain situations, individual needs of ELL students may warrant accommodations. **Any accommodations offered must be consistent with current instructional accommodations made in the classroom.** Accommodations will be determined by the English Language Learner Testing Participation Committee (ELL/TPC) and will be made only when appropriate documentation is filed for each eligible student.

The English Language Learner Testing Participation Committee (ELL/TPC) is charged with collecting required information documenting the student's eligibility for ELL status and making appropriate test participation decisions, including the use of test administration accommodations.

Accommodation decisions made by the appropriate IEP, IAP, or ELL/TPC committees must take into account the accommodations that are currently used in the instructional and classroom assessment processes. In addition, these committees must also consider the following: (a) whether the accommodations are necessary for access to the assessment process; (b) previous experience and usefulness with the recommended accommodations; and (c) whether or not the recommended accommodation affects the integrity of the assessment. Students should receive the accommodations they need in order to participate in the assessment but should not be given more accommodations than are necessary to participate meaningfully.

ENGLISH LANGUAGE LEARNER (ELL) FIRST YEAR IN UNITED STATES SCHOOL GUIDANCE

Below is guidance, provided by the Georgia Department of Education, relative to federal flexibility provided to the State of Georgia for selected English Language Learners (ELL).

The process below must be followed precisely or it may jeopardize the Adequate Yearly Progress (AYP) status of your school and the district. This deferral option is authorized by SBOE Rule 160-3-1-.07.

ELL students enrolled for the "first time in a U. S. school" may receive a one-time deferment from content area assessments, other than mathematics and science, during the first twelve months of enrollment in a U. S. school. No student may be deferred from the End of Course Tests.

ELL DEFERMENT DETAILS:

- (1) A deferral is only permitted during the first 12 months a qualifying student is enrolled in a U.S. School.** This fact must be documented appropriately at the time of enrollment. If the ELL-Test Participation Committee (See #3) is in doubt regarding the student's "first year" status, do not proceed with a deferral.
- (2) The student must have placement scores (for entry/placement into ELL Studies)** that establish the student's eligibility for ELL services in keeping with SBOE Rule 160-4-5-.02.
- (3) There must be a documented meeting of the ELL-Test Participation Committee.** It is this committee that will determine whether or not the student should be deferred. The committee must determine whether it is in the best interest of the student to participate in state assessments (i.e.: If no meaningful information would result from participation, the student should be deferred).
- (4) The student must participate in the state-adopted English language proficiency assessment (ACCESS for ELL Students) if enrolled during the ACCESS testing window.**
- (5) The student must participate in ALL mathematics and science assessments regardless of length of time in a U. S. school.** (These scores, as with all "first year" students, will not be included in the calculation of your school's Annual Measurable Objectives (AMO) for AYP determination.)
- (6) AYP Test Participation counts** relative to these students will be taken from (a.) Their participation in the ACCESS for Reading/English Language Arts and (b.) their required mathematics (and science) participation on the CRCT/GHSGT. **Diligence in this area is critical to assure a 95%+ participation rate and avoid a negative impact upon your AYP status. First Year ELL students who enroll after the ACCESS testing window should not be deferred from Reading/English Language Arts on the CRCT/GHSGT in order to count toward AYP Test Participation.**
- (7) No students may be deferred from the Georgia End of Course Tests.**

IMPORTANT NOTES:

- The deferral of students from participation in the Georgia High School Graduation Tests will impact the student's graduation/diploma status.
- "First Year in U. S. School" students who are enrolled in **Grades 3, 5, and 8 . . .** and who are deferred from the CRCT in Reading . . . may be placed into the next subsequent grade by the ELL-Test Participation Committee in keeping with local procedures (If the student has passed the required CRCT in mathematics, Gr. 5 & 8).

**FLOW CHART FOR ELL/TPC PROCESS AND ASSESSMENT DEFERRALS FOR
"FIRST YEAR IN U. S. SCHOOL" STUDENTS
FOR THE 2009 – 2010 SCHOOL YEAR**

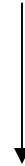
At the time of enrollment, a determination is made regarding the date the student first enrolled **in a United States school.**

Student's first year in a US school was more than 12 months ago



STOP. No deferral permitted.

Student's first year in a US school is within the last 12 months



Does the student have placement test scores that establish eligibility for ELL services?

No. ↓ Yes.

Conduct meeting of the ELL/TPC and determine if a deferral is in the best interest of the student.

No. ↓ Yes.

1. Complete ELL/TPC form in full.

2. Ensure that the student participates as required in all mathematical and science assessments and all EOCT's.

3. Ensure that the student participates in the State-Adopted English Language Proficiency Assessment. (This is how this student will be included in your AYP Test Participation!!!)



**DEFERRAL EXPIRES 12
CALENDAR MONTHS FROM THE
DATE OF THEIR FIRST
ENROLLMENT IN A US SCHOOL**

STOP. No deferral permitted. ←

STOP. ←

Assessing ELLs' Proficiency Levels

WRAT

The Wide-Range Achievement Test (WRAT) is the initial math screener used to determine newcomer ELLs' math abilities. Testing materials are available at the International Screening Center.

W-APT

The *WIDA-ACCESS Placement Test* (W-APT) is the initial screener administered to ELL newcomers to Georgia. Testing materials are available at the International Screening Center.

ACCESS for ELLs

ACCESS for ELLs is administered, annually, to all English language learners in Georgia. ACCESS is designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS is used to determine the English language proficiency levels and progress of ELLs in the domains of speaking, listening, reading, and writing. The five main purposes of the ACCESS are to:

- Determine the English language proficiency level of students
- Provide districts with information that will help them evaluate the effectiveness of their ESOL programs
- Provide information that enhances instruction and learning in programs for English language learners
- Assess annual English language proficiency gains using a standards-based assessment instrument
- Provide data for meeting federal/state requirements of student assessment

The ACCESS spans five grade level clusters (Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12) and six proficiency levels. Results for the ACCESS is reported in the four domains and proficiency reported in six levels. The six proficiency levels are: **Entering** (Level 1), **Beginning** (Level 2), **Developing** (Level 3), **Expanding** (Level 4), **Bridging** (Level 5) and **Reaching** (Level 6). There are three distinctive, yet overlapping, tiers for each grade level cluster except kindergarten. The kindergarten assessment is individually administered and covers all proficiency levels.

Like all assessments in Georgia's Student Assessment Program, ACCESS for ELLs is a secure test.

Note: All ELLs (including ELLs with Parent Waivers) who qualify for services must participate in the ACCESS until they achieve the necessary criteria to exit the program. No deferrals are permitted. All students with Parent Waivers must be tiered "C." However, they may be eligible for accommodations. Follow the DOE Approved Accommodations for English Language Learners for further guidance.

Assigning Tiers for the ACCESS for ELLs

The WIDA Consortium has developed a Tier Placement Protocol (see below) to assist testing coordinators and teachers in determining the appropriate tier of the test (A, B, or C) for each ELL student. When in doubt, you should order a tier B test for a student unless you have compelling evidence that the student should be assessed on level 1 items (the least difficult) or level 5 items (the most difficult). **Note: A student cannot score higher than 4.0 (along the WIDA English language proficiency scale) on a tier A test, and can score no higher than 5.0 on a tier B test in the domains of Reading and Listening. Therefore, if you think a student is on the border between two tiers, place the student on the higher of the two tiers.**

Tier Placement Protocol for ACCESS for ELLs:

Each tier is only able to discriminate performance on its portion of the proficiency scale, so to make sure the whole ACCESS for ELLs test works as intended, it is necessary to place each student into the tier that best matches his or her proficiency level. The decision as to where the student currently falls on the scale is best made by the student's teachers, based on the information they have about the student's language proficiency, including performance on some other language tests, such as the WIDA-ACCESS Placement Test (W-APT)TM.

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
ACCESS for ELLs [®] : TIER A			ACCESS for ELLs [®] : TIER B	
		ACCESS for ELLs [®] : TIER C		
<p>TIER A is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR • currently receive literacy instruction ONLY in their native language, OR • have recently tested at the lowest level of English language proficiency 				
		<p>TIER B is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have language proficiency and some, but not extensive, academic language proficiency in English, OR • have acquired some literacy in English, though have not yet reached grade level literacy 		
		<p>TIER C is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • are approaching grade level in literacy and academic language proficiency in the core content areas, OR • will likely meet the state's exit criteria for support services by the end of the academic year 		
Level 6 - Reaching				

Note: Students with an overall CPL of 4.5 or higher should be moved to the next tier. Students should not be moved to a lower tier unless there is compelling data that supports this decision.

World-Class Design and Assessment (WIDA) Consortium

WIDA English Language Proficiency (ELP) Standards

The **WIDA Consortium's** English Language Proficiency Standards for English Language Learners (ELLs) in PreKindergarten through Grade 12 encompass:

- Social and Instructional language
- The language of Language Arts
- The language of Mathematics
- The language of Science
- The language of Social Studies

The **WIDA ELP Standards** are designed as a curriculum and instruction planning tool. They help educators determine children's ELP levels and how to appropriately challenge them to reach higher levels. The **WIDA Standards** are grouped in specific grade level clusters:

Grade Level	Internet Link
PreKindergarten to 5 th Grade	http://www.wida.us/standards/PreK-5%20Standards%20web.pdf
6-12 th Grade	http://www.wida.us/standards/6-12%20Standards%20web.pdf

The **WIDA Standards Resource Guide** can be found at:
http://www.wida.us/standards/Resource_Guide_web.pdf

WIDA Performance Definitions

The WIDA Performance definitions provide criteria that shape each of the six levels of English language proficiency. The three bullets within each proficiency level in the Performance Definitions also correspond to the categories or components of the Speaking and Writing Rubrics

- **Linguistic Complexity**- the amount and quality of speech or writing for a given situation
- **Vocabulary Usage**- the specificity of words or phrases for a given context
- **Language Control**- the comprehensibility of the communication based on the amount and types of errors

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Taken from: <http://wida.wceruw.org/standards/PerfDefs.pdf>

WIDA Can Do Descriptors

The CAN DO Descriptors offer teachers and administrators working with ELLs a range of expectations for student performance within a designated ELP level of the WIDA ELP Standards. The Descriptors are not instructional or assessment strategies, per se. They are exemplars of what ELLs may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting.

Resource Guide

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, with support, English language learners can:

Level 6 Reaching					
	Level 5 Bridging	Level 4 Expanding	Level 3 Developing	Level 2 Beginning	Level 1 Entering
LISTENING	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations
SPEAKING	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions
READING	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features
WRITING	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Produce bar-bones, espository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Make lists Produce drawings, pictures, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Draw in response to a prompt Produce icons, symbols, words phrases to convey messages

Variability of students' cognitive development due to age, grade level span, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

RG-58

Taken from: http://www.wida.us/standards/CAN_DOs.pdf

Beyond ESOL, Special Education, and the Homeless

Additional Services for English Language Learners (ELLs)

Services for ELLs should represent a continuum of available programs. We all shape the education of a child and must work collaboratively to fulfill that mission. ESOL students should be considered eligible for any available program that will help them reach the same standards of performance we ask of all students.

Students with Special Needs

As with other populations, one expects a range of disabilities among students whose English proficiency is limited. The difficulty often comes in determining whether the learning problem is related only to the English language issue or whether there is an actual disability present.

Students learning English, because of their cultural and linguistic background, have special instructional needs. When a student is having difficulty mastering specific skills, it is important for the teacher to accommodate the instructional strategies and pace for the student. Just because the student requires accommodations to his/her program does not necessarily mean that he/she has a disability or that he/she should be referred to special education.

If the student continues to have difficulty after consistent language accommodations and instructional modifications have been attempted for a reasonable amount of time, the student should be referred to the Student Support Team (SST). The ESOL specialist must be in attendance during SST meetings since s/he is familiar with the natural order of English language acquisition for ELLs. ESOL Specialists are also familiar with the usual rate and stages of acquisition along with the expected "typical" errors. This, along with the following information, is essential in determining the possible need for different modifications or future referrals for additional services:

- Place of birth
- Entry date in the United States
- Years in U.S. schools
- Years of schooling in home language
- Interrupted education? Yes/No educational history
- Prior evaluations (include W-APT or ACCESS, standardized testing, classroom tests, first language assessment)
- Entry date in ESOL
- Years of ESOL
- Physical condition that could account for difficulties (need for glasses, hearing aid, etc).
- Participation in any special service
- Frequent absence or tardiness
- Review of Home Language Survey
- Review of school records for relevant information and anecdotal evidence
- Contacts with parents (an interpreter must be provided by the district if required for communication)

At this point, one of two things may happen: (1) the SST may recommend additional modifications for the classroom. If these modifications are successful, the student may be served in the general education classroom with the recommended modifications in place. If the additional accommodations are not successful, the SST can then make a referral for special education testing or (2) the SST may determine the severity of the problem is such that a referral to special education may be made to determine if the student has a specific disability.

Once a referral is made to special education, testing is completed to determine if the student qualifies as a student with a disability under the Individuals with Disabilities Education Act (IDEA). If so, he/she may be served through the special education program.

Depending on the extent of the student's disability, it is appropriate for the general education teacher, the ESOL teacher, and special education teacher to work collaboratively in order to meet the needs of the student.

Specific procedures for implementing the SST process and special education assessment are provided in the rules of the State Board of Education, Division for Exceptional Students, Special Education Rules and Procedures (1994). As noted earlier, proficiency assessment in both English and the child's first language can identify the dominant language for the purpose of further evaluation and assessment if needed. Of course, non-verbal tests are another alternative. If the decision is made to translate an English test or administer a foreign language assessment, there are two pitfalls. First, someone must be found who is fluent in the foreign language in addition to understanding the proper administration of the test. Then, there must be an awareness of the population used to norm the test and how this population compares to the student being tested. For example, tests normed on fifth graders in Mexico City may show artificially poor results for a fifth grader born in El Salvador with one year of school in his home country, missed a total of two years and has been in U.S. schools for two years.

All students who qualify for services under IDEA, regardless of the type or degree of disability, share certain rights and needs, including:

- The right to a free and appropriate public education,
- The right to an Individualized Education Program (IEP) specifying the student's unique needs along with the special education and related services the student is to receive,
- The need to have cognitive, linguistic, academic, and social/emotional characteristics considered and appropriate environmental modifications or accommodations made.

Education of Homeless Children and Youth

In accordance with the Title VII-B of the Stewart B. McKinney Homeless Assistance Act, the Program for the Education of Homeless Children and Youth (EHCY) was established in 1989 to ensure that the children of homeless parents and homeless youth are provided access to Georgia's public schools. The EHCY Program was established to identify the number, location, educational needs and barriers to the access of homeless children to a free, appropriate public education. Barriers to access success may include residency requirements, guardianship, school records, immunizations and transportation, among

others. The Georgia Department of Education provides grants to local school systems to facilitate the enrollment, attendance and success of homeless children and youth in our public schools.

Our program also provides guidance, technical assistance, information and materials on the identification, assessment of needs and provision of services to students defined as homeless. The definition of a homeless student may include children and youth to whom English is the second language.

Students who may fall under these categories are those who live in any of the following situations:

- In a shelter, motel, vehicle, or camp ground,
- On the street,
- In an abandoned building, trailer or other inadequate accommodations, or
- With friends or relatives because they can not find or afford housing.

TIENet

TIENet is DeKalb County's ELL student management system. TIENet is the primary web-based data management system for the ESOL program which provides the information needed to monitor and organize the instructional process for our ELLs. Data entered in TIENet is transferred directly to the Student Information System. TIENet gives the ELL Studies Department the ability to better monitor and generate data and reports on our county's ELL population while allowing teachers and administrators to easily identify ELL students, update student information in regards to ELL service and retrieve data on the ELL population at their school. It has a report management feature which generates district and school level reports. Additionally, it contains a document management system used for the creation and management of electronic ELL documents.

See Appendix for:

- Directions marking students in TIENet
- Directions for finalizing accommodations
- Directions for tiering ELLs in TIENet

Responsibilities of ESOL Teachers

The ESOL Teacher is charged with the responsibility of assuring that the following documents are processed and placed in the appropriate file.

Documents for Permanent Records

- Home Language Survey
- Notification of ESOL Services in the student's language Test Data Form
- ELL Accommodation Form Placement records from the International Center
- Annual Assessment Scores
- Monitoring Forms
- LAC forms
- Teacher report of individual

Documents for ESOL Teacher Files

- Home Language Survey
- Test Data Form
- Copy of ELL Accommodation/TPC form
- Placement records from the International Center
- Annual Assessment Scores
- Monitoring Forms
- LAC forms
- Student Roster Report
- Teacher report of individual

ACCESS scores for all students served will be filed electronically and filed in students' permanent record folder and ESOL folder upon receipt of results.

Documents to be filed annually with the ELL Director's office

- Inventory of classroom materials
- Accommodation/TPC forms for every student served
- Teacher schedules 1st and 2nd semester
- End of the year checklist
- Itinerant Teacher/Principal Agreement
- Itinerant teacher evaluation forms-semester 1 and 2
- Updated home address and phone number for ESOL teachers
- D2L certification for administering the ACCESS Assessment-copies of test scores

Glossary of Terms

ACCESS: Assessing Comprehension and Communication in English State-to-State or English Language Learners is the new Georgia state adopted assessment for all English Language Learners; the ACCESS for ELLs assesses students' English Language proficiency in four domains: listening, speaking, reading and writing. All ELLs must be assessed annually.

Accommodation: Adapting language (spoken or written) to make it more understandable to second language learners. In assessment, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment (Baker, 2000; Rivera & Stansfield, 2000).

Additive Model/Common Underlying Proficiency: The theory that states that both acquisitions of first and second languages can contribute to underlying language proficiency. Experiences with both languages, according to Cummins, promote the development of the proficiency underlying both languages.

Affective Filter: The affective filter is a screen of emotion that can block language acquisition or learning. A high affective filter keeps the users from learning by being too embarrassed or too self-conscious to take risks during communicative exchanges.

Alternative Assessment: Assessment that is different from a traditional paper-and-pencil test. This type of assessment usually examines how well a student can perform a realistic task.

Assimilation: This stage represents near or full recovery as shown by acceptance of the new culture and self-confidence in the "new" person who has developed in the new culture.

Audio-lingual Method (Skinner, Lado and others): Non-communicative approach to the teaching of language that involves heavy use of mimicry, imitation and drill.

Basic Interpersonal Communication Skills (BICS): Face to face conversational fluency, including mastery of pronunciation, vocabulary and grammar. English language learners typically acquire conversational language used in everyday activities before they develop more complex, conceptual language proficiency.

BICS: Basic Interpersonal Communication Skills. Language for social purposes, it takes from one to three years for ELLs to develop BICS in English.

Bicultural: Identifying with the cultures of two different language groups. To be bicultural is not necessarily the same as being bilingual, and vice-versa (Baker, 2000).

Bilingual Education: An educational program in which two languages are used to provide content matter instruction. As with the term bilingualism, bilingual education is "a simple label for a complex phenomenon." An important distinction is between those programs that use and promote two languages and those where bilingual children are present, but bilingualism is not fostered in the curriculum (Baker & Jones, 1998).

Bilingual Education Act: Enacted in Congress in 1968 as Title VII of the Elementary and Secondary Education Act (ESEA) of 1965 as amended. It established a discretionary competitive grant program to fund bilingual education programs for economically disadvantaged language minority students, in recognition of the unique educational disadvantages faced by non-English speaking students. The Act was reauthorized in 1974, 1978, 1984, 1988, and 1994. Each reauthorization brought changes in the types of bilingual education programs that could receive federal grants (Crawford, 1995; Baker, 2001). Under the No Child Left Behind Act of 2001, former Title VII programs are now subsumed under Title III: Language Instruction for Limited English Proficient and immigrant students.

Biliteracy: The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabulary, using their written symbols (Hargett, 1998).

Can Do Descriptors: Describe how English language learners process and use language for each language domain and level of language proficiency by grade level cluster.

Carnegie Unit: One unit of credit awarded in grades 9-12 for a minimum of 150 clock hours of instruction during the regular school year or during summer school.

Cognitive Academic Language Proficiency (CALP): Researched and named by Jim Cummins (1984), Cognitive/Academic Language Proficiency (CALP) is the language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments. CALP is distinguished from Basic Interpersonal Communication Skills (BICS) (Baker, 2000).

Cognitive Academic Language Learning Approach (CALLA): Instructional approach that provides explicit teaching of learning strategies within academic subject areas. Strategies are divided into three major characteristics: Meta-cognitive (planning, self-monitoring, classifying etc.), cognitive (note taking, summarizing, making inferences etc.), and social - affective (asking questions, cooperative learning, peer tutoring, etc.).

Communicative Approaches: Teaching approach where negotiation for meaning is critical.

Comprehensible Input: Input + 1, instruction that is just above the student's ability; instructional level.

Cultural Diversity: Understanding that students come from a variety of ethnic, geographic, economic and religious backgrounds and how these diverse cultural and/or academic backgrounds impact the instructional process.

Culture Shock Cycle: Euphoria, during this initial phase the student will experience a period of excitement over the newness of the surroundings. Culture shock refers to the symptoms ranging from mild irritability to deep psychological panic and crisis. Some problems of the acculturation process are solved while others linger. Individuals become more empathic with other persons in the second culture and more accepting of the new

surroundings. It is also described as homelessness in that individuals do not feel bound to the native culture nor fully adapted to the second one.

Desire2Learn Certification: D2L Certification is required for ELL teachers, coordinators, and general education teachers to administer the ACCESS assessment for ELLs. On-line quizzes are available to teachers, coordinators and content area teachers. A score of 80% is required for teachers to administer the tests in each of the categories below: Kindergarten, Speaking, Test, Background and Group administration.

English Language Learners (ELLs): Linguistically and culturally diverse students who have been identified through reliable and valid assessment as having levels of English language proficiency that prevent them from accessing, processing, and acquiring unmodified grade level content in English and qualifying for support services. The language in the No Child Left Behind Act of 2001 identifies language minority students as Limited English Proficient students or LEPs. However, the Georgia Department of Education, ESOL program follows the suggestion of the National Research Council with the identification of these students as English Language Learners or ELLs since this term highlights the positive aspect of the English language acquisition process. The terms may be used interchangeably.

ELL-M: English Language Learner Monitored. Students who have exited from ESOL in the past two years; the state mandates that these students be monitored by ESOL specialists and content area teachers for a period of two years.

English to Speakers of Other Languages (ESOL): The course of study or teaching provided to those whose first language is not English. English may be taught at various levels and situations. This term is most often used in K to 12 academic settings and is used synonymously with ESL.

English as a Second Language (ESL): Refers to learning English in a medium where English is the dominant language. This term does not accurately describe many of our students since they may be learning English as a third or fourth language.

ESOL Update: It is an icon located on the FirstClass Desktop. The ELL Studies Program utilizes this conference to disseminate information. It is updated regularly.

Georgia TESOL: The state affiliate of TESOL (Teachers of English to Speakers of Other Languages). The website is www.gatesol.org.

Gifted Program: Special program for academically talented students. ELLs may be screened for the Gifted Program.

Grammar Translation Method: A non-communicative approach that relies heavily on reading and translation, mastery of grammatical rules and accurate writing.

Home Language Survey (HLS): Form completed by parents/guardians that gives information about a student's language background; must be on file for every LEP student.

Humanistic Approach: Communicative approach that focuses on the whole learner starts with the individual then expands to group and includes music, art, and physical activity.

Inclusion: Inclusion model--ESOL students in a regular language arts class with certified content area teacher and an ESOL Endorsed teacher; a program model in which the resource teacher works in conjunction with the classroom teacher within the classroom setting.

Immersion Program: A program where students are given instruction only in a non-native language.

International Center: The International Center provides registration, language assessment, academic advisement, orientation, and records evaluation for new students. Students in grades 4-12 who score within the 1st percentile receive 6 weeks of intensive English.

Interventions: All students are entitled to appropriate instructional interventions. Interventions may include alternative strategies and assessments and additional time to learn the curriculum. Interventions provide additional opportunities for students to master the curriculum. They differ from modifications since interventions do not include changing or deleting objectives in the curriculum. ESOL classes are appropriate instructional interventions for ELLs. Core content courses delivered through a sheltered approach are also appropriate interventions for ELLs.

Itinerant Teacher: A teacher who travels from schools to school to serve students.

LAB: Language Assessment Battery. The state-mandated test of English proficiency utilized for placement only. It is a norm-referenced test which assesses English listening, speaking, reading and writing.

LAC: Language Assessment Conference. A conference of a student's ESOL teacher and regular classroom teacher(s) held to determine a student's need for ESOL services.

LAD: Language Acquisition Device. The hypothesized "device" in the brain that allows humans to acquire language. This procedure is not applicable due to the ACCESS proficiency exam which is administered annually to all ELLs.

Language Acquisition Theory (Krashen and others): Theory in which the acquisition and learning of the L2 are viewed as two separate processes. The Language Acquisition Theory is learning about a language and acquisition the language that is used in real conversation. This theory embodies the following hypotheses: 1. Natural order; natural progression of language development. 2. Monitor; an innate error detecting mechanism that scans utterances for accuracy in order to make corrections. 3. Comprehensible input; as described before. 4. Affective filter; as described before.

Language Minority: Any person who speaks a language other than English as the first, home, or dominant language. LEP students are a subset of all language minority students.

Lau v. Nichols: Supreme Court case where the court ruled that "There is no equality of treatment merely by providing students the same facilities, textbooks, teachers and curriculum for students who do not understand English. Non-English speakers must receive a meaningful education".

Limited English Proficient (LEP)- A term used to refer to a student with restricted understanding or use of written and spoken English; a learner who is still developing competence in using English. The federal government uses the term LEP while EL or ELL is more commonly used in schools.

Maintenance Bilingual Program: Bilingual program whose goal is to maintain English learner's native language and culture. Students are encouraged to be proficient in English and their native tongue.

Natural Approach (Terrell and Krashen): Communicative approach that takes into account PEPSI (natural progression in the development of language), uses comprehensible input; stresses low affective filter and uses meaningful, authentic communication activities.

Noam Chomsky: Pioneered theory of the existence of a "Language Acquisition Device (LAD)" that generates rules through the unconscious acquisition of grammar.

Non-itinerant Teacher: A teacher who provides instruction in only one school.

Parent Involvement: Any program or activity that encourages parents to become involved in their child's education. Examples of parental involvement are conferences, volunteering, helping the child with homework, attending workshops on parenting and English classes.

Parent Waiver: Document signed by parents declining ESOL services for their children. Waivers can only be initiated by the parents. Students whose parents have waived services are still marked as ELLs and must take the ACCESS until they meet the exit requirements.

Phase or Stage: Periods of language development that are typically used in discussion of language ability instead of ages to refer to a child's progress in 2nd language development.

PLU: Professional Learning Unit: Certified staff needs to complete 10 PLU's every five years in order to renew the teaching license. For each 1 PLU, 10 contact hours of a staff development activity are required.

Primary Language: The language most beneficial in learning new and difficult information.

Pull-Out: Model of instruction. Students are taken out of a non-academic class for the purpose of receiving small group language instruction.

Push-In: Model of instruction. Students remain in their general education class where they receive content instruction from the content area teacher and language assistance from the ESOL teacher.

QBE Act (Quality Basic Education Act): The legal foundation for education in Georgia passed into law in 1985 with the goal of improving education. It provides the framework for such things as funding, educational programs, student and teacher assessments, etc.

Rosetta Stone: Web-based language development software utilized in DCSS to provide language supplementary support services to ELLs.

Segment: Another word for an instructional period. For ESOL program purposes, a segment may be as little as 45 minutes in grades K-3; 50 minutes in grades 4-8; or 55 minutes in grades 9-12.

Sheltered Courses: High school content courses (usually English, social studies, science, or math) in which the instruction and assessment are tailored to the proficiency level of LEP students. These courses must be taught by certified content area teachers with ESOL endorsement

Sheltered Instruction: A sheltered delivery model is defined as one in which teachers incorporate second language acquisition principles with traditional teaching methodologies to increase the comprehension of the content being taught (Krashen 1982).

State Adopted English Proficiency Assessment: This annual assessment is given in the annually to assess the performance of ESOL students in reading, writing, speaking, and listening. The new state adopted English Proficiency Assessment is called the ACCESS.

State Rule 160-4-5-.02: The rule governing services to LEP students.

Syntax: The study of the sentence patterns of a language and the rules that govern the correctness of the sentence.

Systemic Change: Change which gets to the core of education structure and concepts instead of "tinkering" with the outer edges. For example, instead of changing the grading scale, authentic assessment is used to determine a student's competency in a given subject area.

Testing Participation Committee (TPC): a committee that convenes to make testing decisions for LEP students. This committee can serve as part of the Language Assessment Conference as defined in 160-4-4-02. Language Assistance: Programs for Limited English Proficient Students.

Total Physical Response (TPR): Communicative approach where students respond with actions, not words first. Instruction is accomplished through the use of commands.

Waiver: Official document needed for parents who decline the services of the ESOL program while the student is still an ELL. In these cases, a waiver is required. The waiver must state that students are held accountable for meeting all grade level expectations regarding the GPS curriculum and state mandated standardized testing. ELLs with Parent Waivers must still participate in the ACCESS for ELLs until they met the exit requirements.

Whole Language: An approach to the teaching of language based on the belief that language is not learned as separate skills and pieces, but is learned as a body of knowledge. Whole language instruction is based on literature and includes reading, listening, speaking, and writing.

WIDA: World-Class Instructional Design and Assessment. The WIDA Consortium, established through a federally funded Enhanced Assessment Grant, is a consortium of ten states, which includes the original partner states of Wisconsin, Delaware, and Arkansas, joined by the District of Columbia, Maine, New Hampshire, Rhode Island, Vermont, Illinois, and most recently, Alabama. The Consortium has developed English language proficiency standards and is developing and piloting an English language learners proficiency test (ACCESS for ELLs).

WIDA Standards: Criteria that express the language expectations of ELLs at the end of their English language acquisition process across the four language domains (listening, speaking, reading and writing).

The ESOL Vocabulary is cited from the Georgia Department of Education ESOL Resource Guide.

Acronym List

ACCESS for ELLs	Assessing Communication and Comprehension in English State to State for English Language Learners
AMAO	Annual Measurable Achievement Objectives
BICS	Basic Interpersonal Communication Skills. Language for social purposes, it takes from one to three years for ELLs to develop BICS in English.
ELL	English Language Learner
ELL-M	English Language Learner – Monitored. Students who have exited ESOL services after meeting the exit criteria using ACCESS scores and CRCT/EOCT/GHSGT.
ESOL	English to Speakers of Other Languages. This refers primarily to the academic class.
FTE	Full Time Equivalent: The method of allocating state funds to local school systems. Systems are reimbursed according to the cost necessary to provide the program. The FTE count is done periodically during the school year and results in funding for the general school program and for special programs, including ESOL.
GPS	Georgia Performance Standards
LAB:	Language Assessment Battery. The state-mandated test of English proficiency utilized for placement only. It is a norm-referenced test which assesses English listening, speaking, reading and writing.
LAC	Language Assessment Conference (Form used to document meetings. Posted in Form Bank on ESOL Update).
LAD	Language Acquisition Device. The hypothesized "device" in the brain that allows humans to acquire language. This procedure is not applicable due to the ACCESS proficiency exam which is administered annually to all ELLs.
NCLB	No Child Left Behind Act 2001: Sets broad and in depth accountability requirements for limited English proficient students.
NEP	Non-English Proficient. This term describes students who are just beginning to learn English. They are also considered LEP, but at the lowest end of the proficiency scale.
NRT	A Norm-Referenced Test
OCR	Office of Civil Rights

PEP	Potentially English Proficient. A more positive way to describe LEP students, this new term is beginning to appear in the literature.
PHLOTE	Primary home language other than English.
REP	Remedial Education Program. A state-funded program for providing remedial help for students.
RTI	Response to Intervention
TIENET	ELL and Special Education data management system used by DCSS
TransAct	State data base of NCLB multi-lingual parent notification documents. Available for free to Georgia school districts http://www.transact.com/
SIOP	Sheltered Instruction Observation Protocol. Main professional development initiative for DCSS ELL Program and highly recommended model of instruction.
SST	Student Support Team: A group of educators who meet to discuss possible interventions for students experiencing difficulty in school.
TESOL	Teachers of English to Speakers of Other Languages. This is the international professional organization.
W-APT	WIDA-ACCESS Placement Test. Initial screener administered to ELL newcomers to Georgia.
WIDA	World-Class Instructional Design and Assessment. A consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.
WRAT	Wide-Range Achievement Test. The initial math screener used to determine newcomer ELLs' math abilities.

APPENDIX

Refugee Resources

Thousands of refugees have resettled in the metro Atlanta area since the first wave of Vietnamese came in the 1980's. Today's refugees come from many different cultures. Many suffer the effects of ongoing civil wars, which can include physical and emotional trauma, interrupted education, and family separation. Recent refugees have come from: Bhutan, Burundi, Congo, Iraq, Myanmar, Nepal, Rawanda, Somalia, Sudan, and other countries.

During the 2009-2010 school year, over 2000 refugees were enrolled in DeKalb County Schools.

The ELL Studies Program offers the Parent Outreach Program for refugee families. This program offers English classes

Cultural Resources

Organization	Website
Refugee Family Services	http://www.refugeefamilyservices.org/index.php?
International Rescue Committee	http://www.theirc.org/
World Relief	http://worldrelief.org/Page.aspx?pid=192
Lutheran Services of Georgia	http://www.lsga.org/
Catholic Charities	http://www.catholiccharitiesatlanta.org/services/rrs/index.html
Refugee Works	http://www.refugeeworks.org/about/links_refugee_agencies_local.html
Refugee Resettlement and Immigration Services of Atlanta	http://www.rrisa.org/
Cultural Orientation Center	http://www.cal.org/co/index.html
CAL Cultural Profiles Afghans, Bosnians, Burmese, Cubans, Liberians, Hmong, Hatians, Iraqi, Iraqi Kurds, Somalis, Meshketian Turks, Montagnards, Muslim Refugees, Somali Bantu, Sudanese.	http://www.cal.org/co/publications/profiles.html
United Nations Refugee Agency	http://www.unrefugees.org/site/c.lflQKSOWFqG/b.4778881/k.BE35/Home.htm
Teachers of English to Speakers of Other Languages (Refugee Concerns)	http://www.tesol.org/s_tesol/seccss.asp?CID=313&DID=1818
Bhutan Refugee	http://www.bhutanerefugees.com/index.php?id=1

Organization	Website
Reverso Dictionary Online dictionary and translation tool. French, Portuguese, German, Italian, Spanish, Chinese, Russian	http://dictionary.reverso.net
SIOP Resource Pages	http://www.misd.net/bilingual/ELL.pdf
Drum Publications (Karen community based organization dedicated to promoting education and preserving the cultures of the peoples of Burma)	http://www.drumpublications.org/index.html

ELL Studies Program/International Screening Center
Interpretation & Translation Requests

Procedures

- An interpretation request must be done at least 4 days in advance depending on the language. Some languages require more time to find interpreters than others.
- Your interpretation request must be sent via e-mail to "Patty" found in first class as María P. Hoyos-Gomez "maria_p_hoyos-gomez@fc.dekalb.k12.ga.us". Please **do not** fax any requests!
- E-mail requests must include: language requested, type of meeting held, name of student, parents' contact information, the time the meeting will be held and location. Please indicate if you are interested in using the Talk & Listen equipment for your conference.
- E-mail request must be followed by a hard copy of the Interpretation/Translation Request Form. The request form must be filled out completely and signed by the Principal or his/her designee.
- After the Principal or his/her designee has signed the Interpretation/Translation Request form, it must be sent via courier to the International Screening Center to the attention of Patty Hoyos-Gomez.
- You will receive an Interpretation Request Confirmation from Ms. Hoyos-Gomez once interpreters have been assigned for services.
- If by the end of the day prior to the interpretation service you have not received a confirmation, please contact Patty Hoyos-Gomez at the International Screening Center at 678-676-6602.
- During school conferences, PTAs, Open House or any other school activity where interpreters have been assigned, it is requested that a sign in/out sheet be available for the interpreters at their arrival. On the next day the sign in/out sheet must be sent to the International Screening Center.
- At the end of their interpretation assignment the Interpreter will submit an Extra Activity form that will need to be signed by the Principal or his/her designee. This form should be signed after the services have been rendered. The Principal or his/her designee needs to verify that the ending time is correct on the Extra Activity sheet.
- Interpreters assigned from an interpretation agency will submit their own Confirmation of Services Rendered Form from the agency. Please make a copy and send it to the International Student Screening Center to the attention of Patty Hoyos-Gomez.
- All cancellations or changes in schedule meetings **MUST be notified immediately** to Patty Hoyos-Gomez with a minimum of 24 hrs in advance. This avoids costly charges for interpreters showing up at the school and finding out that the meeting has been cancelled or rescheduled.
- Translation Requests are done in the order they are received. The International Screening Center is constantly receiving translation requests. It is important that any letter or document be sent with enough time to translate (at least a week in advance) This is essential in order to assure the quality of the translation.
- New refugee languages, especially dialects need to go to outside translation agencies and are very difficult to have translated since fonts are sometimes not available. These requests need to be sent with enough time for the IC to research if translation can be done.
- Any document to be translated must be sent in an editable format via e-mail to "Patty" found in first class as María P. Hoyos-Gomez. This way we can maintain the format and pictures of the document.

Revised 9/2009

INTERNATIONAL STUDENT SCREENING CENTER

Request for Translation / Interpretation

Language : _____ **Date of Request :** _____

Requested By : _____ **Principal's Approval :** _____

School : _____ **Date of Meeting :** _____

School Phone # : _____ **Time of Meeting :** _____

Name of Student : _____

Name of Parent : _____ **Telephone :** _____

Need to Notify the Parent of the Meeting: YES _____ NO _____

Estimated Time for Meeting : _____

Request : _____

***** International Center Office Use Only *****

Assigned To : _____ **Date Completed :** _____

Comments : _____ **Mileage :** _____

Instructional Strategies and Academic Tips for All Levels of Instruction:

(Note: These general ideas are designed to provide instructional suggestions for teachers of ELLs. Not all suggestions may be applicable for all ELLs. It is recommended that teachers participate in the Sheltered Instruction Observation Protocol [SIOP] workshop or ESOL Strategies course for more in-depth training.)

Helpful Hints:

- Go from the familiar to the unfamiliar.
- Get to know the student.
- Involve ELLs in daily activities.
- Remember that language acquisition is a process. Speaking English does not mean knowing how to read or write it.
- Speak slowly and use concrete terms.
- Use different ways to get your point across.
- Look at teaching the ELL as an opportunity to celebrate cultural diversity in the classroom and in the school.
- Have high expectations.

Remember the 5 R's:

REPEAT, REPHRASE, REITERATE, RESTATE, AND REWORD.

Choose a proficient American student (of the same gender) to serve as the English Language Learner's partner. First, this will be a wonderful learning experience for the American to "teach" the ELL student. Second, the ELL student will have an excellent role model in English and one who is familiar with the content of the class.

Label items in the classroom in **English**. The students already know their own language and would ignore the English if you displayed their first language in addition to English.

Provide *cloze technique* (some words missing) passages for the ELL student to complete from the regular text or lecture notes.

Use lower level or alternative materials that cover similar content (but with more illustrations and less language).

Have ELLs view videos or filmstrips or listen to cassettes of the content.

Have ELLs take an "open book" test or quiz or offer the examination orally.

Provide a "Geo-Safari" workstation (or equivalent) with appropriate content vocabulary.

Use graphic organizers. These are essential for visual learners and assist ELLs to see the relationships between concepts and their vocabulary labels.

Use a "Language Master" or equivalent machine for new vocabulary.

Use read-along cassettes and books, either purchased or teacher created.

Set up a listening station where the student can read aloud and record himself/herself. Investigate educational software.

Utilize brain-based learning: hands-on activities, jazz chants, choral reading, nursery rhymes, drawing--these are all staples of a rich language-learning environment.

Use hand signals to accompany verbal instructions and augment any materials with pantomime and gestures.

Establish a learning contract between the student, his/her parents, the ESOL teacher, and all classroom teachers. This could include a checklist of skills or specific content area items. Teachers would meet and create this document which would include objectives, strategies and evaluation. By comparing the student's progress, all parties involved would be appraised in the net gains and expectations of achievement.

Remember schematic sets for acquisition of new vocabulary. Avoid introducing new words out of context.

Use fewer pronouns. Repetition of key concepts is essential. With low-level learners the use of imperative or command form of verbs is easier to understand. Avoid use of conditionals, these may cause confusion.

Avoid any assumptions about routine American "common" knowledge or popular culture. For example, ELLs may not have experienced "Mother Goose" or the "Beatles".

Avoid filler phrases that confuse ELLs. Make words count and clarify meaning.

Do use ELLs' knowledge about their homeland in classes such as social studies, but be cautious. School is a stage of life where the key is to "fit in."

Consistent reference to a child's first language or culture can cause ELLs to feel different, isolated, and not "part of the crowd."

Have ELLs create their own picture dictionaries utilizing photos from magazines, catalogs or teacher created materials.

Make directions comprehensible. Determine your top ten directions and illustrate or demonstrate them.

Model rather than overtly correct students' errors. Address only those pronunciation errors that can affect communication.

Do not confuse the normal "silent period" of language acquisition with a lack of absorption. Actually, this crucial period is experienced by all second language learners.

Be aware of the state's requirements and your school's procedures to determine eligibility for ESOL services. Avoid the assumption about a student's academic language proficiency because you see evidence of social language adeptness.

Strongly and consistently utilize pre-reading strategies; i.e., intent of the reading selection, activating background knowledge, looking at the title, picture or charts to predict meaning and reviewing the main rhetorical styles of English (comparison/contrast, descriptive, etc.) and review key vocabulary.

Make a point of correctly learning and pronouncing the student's name. Practice the student's first and last names until you master them.

Invite an ELL to be class messenger. This position of importance will give the student confidence, a sense of belonging and an identity with the class.

Announce the objectives and activities for each lesson. This gives students a context for their work.

Develop and maintain routines to help ELLs anticipate what will happen without relying solely on language clues.

List and review instructions step by step.

Speak more slowly.

Provide frequent summaries of the salient points of the lesson.

Write legibly. Some students have low literacy levels or may not be accustomed to the Roman alphabet. Remember cursive is difficult for ELL students to read.

Use process writing. This is a writing approach that emphasizes content over mechanics. It encourages the use of pre-writing activities that include the review of key concepts in group activities. It allows ELLs to learn language in a safe environment.)

Have students keep journals in English explaining what they've learned and what questions they have. (Peer tutors can help).

Give story summaries.

Use a Language Experience Approach. After a common experience such as a field trip or laboratory experiment, students dictate to the teacher what happened, work together to organize the written ideas and make corrections as necessary.

Plan for group work (cooperative learning). Group ELL students with native English speakers to accomplish a group goal.

Have time for show and tell. Ask students to describe objects or events of interest.

Use dictated or other stories of interest and have students create gestures to represent characters and actions to provide their peers with nonverbal cues for understanding.

Use pre-reading activities to activate prior knowledge.

Use visual aids.

Make frequent comprehension checks.

Share lesson outlines, and provide highlighted texts that show what you consider important concepts.

Supply key words and definitions.

Teach underlining in order to find key concepts.

Read to the class.

Show the video of a text. Ask students act out the text.

Use short passages to teach key points; worry about details later.

Provide extended time for reading and test taking.

Give open book tests.

Do not assume that ELLs have all of the cultural background necessary to understand a given story or poem.

Strategies to Teach American Culture

(Note: These general ideas are designed to provide instructional suggestions for teachers of ELLs. Not all suggestions may be applicable for all ELLs.)

Ask students to interview American classmates and teachers about favorite holidays.

Use literature and videos.

Teach thematic units to stimulate discussions, e.g., families, communities, animals, heroes (mythical and real).

Hold conferences and workshops to socialize with parents and to provide information about roles and expectations for students and parents.

Include cooking activities: have students bring recipes for favorite native dishes, and provide recipes for traditional/local fare.

Use music, art, and drama to express various aspects of daily life, e.g., role play a job interview, etc.

Adapted from *ESOL Resource Guide*, Georgia Department of Education, 2002

Textbook Strategies and Techniques

(Note: These general ideas are designed to provide instructional suggestions for teachers of ELLs. Not all suggestions may be applicable for all ELLs. It is recommended that teachers participate in the Sheltered Instruction Observation Protocol [SIOP] workshop or ESOL Strategies course for more in-depth training.)

Here are some effective ways to use textbooks with ELLs of all proficiency levels:

Have ELLs listen to an English speaker read the most important part of the chapter to them. The ELL then can echo read each line during a second reading.

Have students copy the chapter title, subtitles and caption.

Have students copy a chart, graph, time line, table or diagram from the text.

Have students trace a map, label (cities, states, rivers, mountains, etc.) and color it.

Pair the child with a buddy. Have the buddy talk about the pictures and read the captions. The buddy can point to the pictures and have the newcomer say the word or vice versa.

Give the student a list of important words from the chapter (no more than eight at a time). The student can look up the word in a bilingual dictionary and then copy the words and draw the pictures in his/her notebooks. He/She can make cards of the words and pictures to help him/her practice.

Have the student write about what he/she sees in the pictures in their own language. (This is a good way to check on the student's native language literacy.)

Choose an illustrated paragraph that is significant in the chapter. Have someone read it several times to the student who can look up important words and write these and draw a picture in her notebook. The ELL can then copy the selection into the student's notebook.

Have students mime or act out vocabulary words.

Have students act out a paragraph in a book or historical event in Social Studies.

Make a copy of a textbook page. Mark out every fifth or sixth word. Have the students find the word in the text and fill in the blank words.

Make a copy of a text page. ELLs can circle words/letters called by a buddy or teacher.

Have students make sets of important words and corresponding pictures. They can play Concentration with their buddy to practice the word.

Have ELLs use Yes/No cards to answer questions from text. Ask simple questions.

Have students draw pictures to indicate understanding of a passage.

Fold paper into 4-8 sections. Draw a picture in each section to demonstrate a science concept. (Example: metamorphosis, weather, etc.). Cut sections apart to make a book.

"Teach the text backwards." Point out end of chapter questions first; then highlight emboldened headings and illustrations; finally, read the chapter.

Suggested Materials – Elementary, Middle, and High School

(Note: These general ideas are designed to provide material suggestions for teachers of ELLs. Not all materials may be applicable for all ELLs.)

- Pictionary (board game)
- Elementary spellers
- Simple supplementary readers for primary grades
- Scott Foresman series (Materials available from Reading specialist)
- Language Masters, e.g., Macmillan
- Read-a-long, Read Alone talking story books in library from Media Center
- Kindergarten material
- Sesame Street: Electric Company
- Webster's New Practice Readers
- Building Better Reading Strategies
- Basic Reading Skills
- "Leap Frog Pad"
- Kid's Stuff
- Picture dictionaries and cards
- Magazines and other realia
- Tape recorders
- Oral language activities: jazz chants, rhymes, Total Physical Response (TPR) scripts
- Rosetta Stone
- Class sets of Pacemaker. Content area books (Pacemaker World Literature, Biology, etc.)
- Internet sites for English Language Learners

Specific Strategies for Teaching Conversation to Beginning Students or Elementary School-age Children

(Note: These general ideas are designed to provide instructional suggestions for teachers of ELLs. Not all suggestions may be applicable for all ELLs. It is recommended that teachers participate in the Sheltered Instruction Observation Protocol [SIOP] workshop or ESOL Strategies course for more in-depth training.)

Teach beginning vocabulary and simple sentence structure at first by rote questions and answers. Prepared sentences will help, but not as much as taking advantage of needs as they arise. Use as simple and direct a pattern for your answer as possible and follow the same pattern as often as possible. Encourage students to respond in complete sentences, when applicable. However, realize that in natural conversation native speakers would probably not respond in a complete sentence.

Vocabulary Development

1. Work on categories: use objects, pictures, and pantomime.
2. Color words: use a box of crayons, construction paper, clothing, etc.
3. Numbers: count by rote and then combine with concept by using objects and reading answers to problems.
4. Money: use coins and count values.
5. Classroom equipment: teach - book, books, pencil, pencils, paper, workbook, blackboard, chair, desk, chalk, etc.
6. Physical environment: teach - room, hall, stairs, door, window, windows, playground, sidewalks, office, rest room, water, etc.
7. People: teach - principal, teachers, other children's names, etc.
8. Directions: teach - sit down, stand up, come here, go to the door, get your books, etc.
9. Personal: teach - head, hand, hands, ear, ears, mouth, foot, feet, arm, arms, hair, teeth, hat, coat, dress, shoes, socks, etc.
10. Verbs: teach - action words by pantomiming – teach - walk, run, jump, hop, get, give, have, work, play, study, this is, eat, sleep, rest, dress, drink, wash, etc.
11. Adjectives: teach - opposites: fast, slow; big, little; happy, unhappy; high, low.
12. Food: teach - milk, bread, meat, soup, pie, etc.
13. Courtesy words: teach - please, thank you, etc.

Progress to combinations of the above vocabulary such as: two books, a big book, a little book, a red and blue crayon, a little chair, a big chair, two children, two ears, one mouth, ten stairs, wash hands, drink water, father is big, I am little, etc.

Suggestions for Vocabulary Development in the “Regular” Classroom

(Note: These general ideas are designed to provide instructional suggestions for teachers of ELLs. Not all suggestions may be applicable for all ELLs. It is recommended that teachers participate in the Sheltered Instruction Observation Protocol [SIOP] workshop or ESOL Strategies course for more in-depth training.)

1. Label items found in the classroom.
2. Begin a picture dictionary with the student.
3. Encourage your student to speak to you and their peers. Be careful not to over-correct pronunciation.
4. Do not hesitate to speak to the student. Although language may need to be simplified, speak in a normal manner. Do not slow down your speech to the point of distortion. Do not use broken English. A student must hear correct English if he or she is to speak correct English.
5. Be selective in the process of vocabulary introductions. Introduce the necessities first. Teach the vocabulary as each situation occurs. For example, introduce the terms for specific foods that are being served for lunch each day.
6. Model a new word or structure 2-3 times before asking the student to repeat. Provide ample opportunities for the ELL to practice the target vocabulary.

Developing Conversational English/Survival English— School Expressions

1. Good morning.
2. What is your name?
3. My name is _____.
4. How old are you?
5. I am _____ years old.
6. Do you speak English?
7. No, yes, a little.
8. Can you count?
9. Yes, I can count to _____.
10. May I have a piece of paper, please?
11. Do you know the alphabet?
12. May I have a pencil, please?
13. Say it again, please?
14. May I have some crayons, please?
15. May I go to the restroom, please?
16. Where is the restroom?
17. Please stand up. Please sit down. Please be quiet. Please come here.
18. It is time to get on the bus.
19. Which is my bus?
20. I live at _____.
21. Please raise your hand.
22. May I get a drink of water?
23. Where is the water fountain, please?
24. I can't find my _____.
25. What time is it, please?
26. Will you play with me?
27. What is this?
28. May I ask a question?
29. What is your phone number?
30. What color is this?
31. Please wash your hands for lunch.
32. My birthday is _____.

Tips for Reading Instruction for the ELL at Different Stages of Language Acquisition

(Note: These general ideas are designed to provide instructional suggestions for teachers of ELLs. Not all suggestions may be applicable for all ELLs.)

For the student who knows NO English:

1. Make sure the child knows that he/she is welcome to the class. Pair the child with a "buddy" as a partner. It is not necessary to pair the child with someone who speaks the same language. Know that even though the non-speaker does not seem "engaged" because of his silence, he/she is still "taking it all in."
2. In teaching, use pictures and bring in objects to build vocabulary (the buddy can help by pointing to the picture and having the newcomer say the word).
3. In using textbooks, the non-speaker can listen to an English speaker read the most important part of the chapter to him/her. The new student can echo short sentences. Choral reading is also good. Listening to recorded or taped reading is excellent for the student.
4. Show a video of a text or act out the story.
5. Teach the student to recognize, say and form the letters in his/her name. Teach other letters individually in the context of a known word, such as a classmate's name or a key word in a story you are reading.
6. If the student does not know the English alphabet, a buddy can help him/her learn the letters, or language master cards can be used with the language master machine.
7. Colors, numbers, shapes, body parts are good first lessons.

For the student who does not know enough English to read yet:

1. Begin by teaching the alphabet using as many modes for learning as possible. Point out letters in the words in the stories you read to them, have students hunt for letters around the room, cut out letters, and make clay letters.
2. Start with vocabulary building by giving the student a list of important words from a book chapter (no more than 8 at a time). The student can look up the word in a bilingual dictionary and draw a picture.
3. Have students make flashcards of the things they see in the classroom. They can draw a picture on a card and color it. Buddies can help them to learn the names after they draw the pictures. Have the student write a sentence with each card such as: This is a _____. Another ex: I like _____.

4. "Big" books are helpful; students can see both text and illustrations easily. Leave out words for students to predict. For example, "Once upon a _____".
5. Make a copy of a textbook page. The student can circle words or letters called out by the buddy or teacher. Words can also be marked out; students can find the missing word in the text and fill in the blank.
6. Students can make sets of important words and corresponding pictures. They can play concentration with their buddy to practice the word.
7. Have students use Yes/No cards to answer questions after working in textbooks. Ask simple questions.

For the student who is beginning to decode:

1. Write a sentence from the text on a sheet of drawing paper. Read the sentence to the student and have him/her illustrate it.
2. Use graphic organizers.
3. Give open book tests. Provide short answers or multiple choice tests.
4. Choose several sentences from the text, write each on a sentence strip, cut the strips into words; have students arrange each group of words into a sentence.
5. Print sentence strips from a section of the story and have students work together to put them in order.

For the student who can read fluently, but without comprehension:

1. Read sentences at a slow-to-normal speed, enhancing the expression. Leave "digestion" time after each sentence or paragraph.
2. "Chunk" material (shortened passages or paragraph selections to teach concepts) so that students do not get overwhelmed with the text. The student can draw illustrations.
3. Make sure the student is placed in guided reading or other small reading groups. Taped or recorded stories are excellent.
4. Allow students to retell the sequence of the story verbally or by illustration.

Internet Resources

Organization	Website
Center for Applied Linguistics	www.cal.org
Georgia Association of Teachers of English to Speakers of Other Languages	www.gatesol.org
Georgia Department of Education – ESOL	http://www.doe.k12.ga.us/ci_iap_esol.aspx
International Reading Association	www.reading.org (Home site of the International Reading Association. Numerous articles related to ESL)
National Association of Bilingual Educators	www.nabe.org
National Clearinghouse for English Language Acquisition	www.ncela.gwu.edu
Office of English Language Acquisition	http://www2.ed.gov/about/offices/list/oela/index.html
PBS Kids Educational Games and Videos	www.pbskids.org
Reading Quest	www.readingquest.org
Refugee Family Services	www.refugeefamilyservices.org
Sheltered Instruction Observation Protocol	www.siopinstitute.net
Teachers of English to Speakers of Other Languages	www.tesol.org
World-Class Instruction Design and Assessment	www.wida.us

DeKalb County School System
ELL Studies Program

ESOL Post-Exit Monitoring Form

Student Name: _____ **Student ID#:** _____ **Grade:** _____
Male or Female (Circle)
Country: _____ **Home Language:** _____
School: _____ **ESOL Teacher:** _____
Years in ESOL Program at Current School: _____ **Exit Date:** _____

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

The above student has recently been exited from the ESOL program. To help evaluate the student's overall transitioning, please use the following scale to rate the student's performance in your class.

Teacher: _____ **Subject(s):** _____

Class Period(s): _____ **School Year:** _____

Please respond to the questions below (circle):

Category 1: Ability to Learn Course Content

Rate the student on his/her ability to master the content of the course you teach, regardless of reasons.

1 2 3 4 5
Unable Average Very Capable

Category 2: Academic Performance

Rate the student's performance in class compared with native English-speaking students and the grades received in the class.

1 2 3 4 5
Unsatisfactory Satisfactory Excellent

Category 3: Study Habits

Rate the student's study habits. Does s/he bring textbook and other materials to class? Does s/he begin work promptly, listen attentively to instructions, follow directions, and complete assignments in a timely manner? Does s/he work independently?

1 2 3 4 5
No Effort Satisfactory Excellent

Category 4: Class Participation

Rate the student's participation in class activities and discussions.

1 2 3 4 5
Minimal Average Excellent

Category 5: Communication with Teacher

Rate the student's communication skills with you. Can the student express ideas adequately in English? Does the student use relevant vocabulary in conversations, discussions, assignments, and course content?

1 2 3 4 5
Minimal Average Excellent

Category 6: Communication with Peers

Rate the student's skill in communicating with classmates. Does the student try to talk to other students in English? Can the student express ideas, opinions, and interests to peers? Do other students understand him/her?

1 2 3 4 5
Minimal Average Excellent

DeKalb County School System
ELL Studies Program

ESOL Post-Exit Monitoring Form

How do you modify assignments for the student?

How many days has the student been absent? _____

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

Would you recommend this student for any Special Services?

- No
- Yes (If yes, please indicate which services recommended:
- Student Support Team (SST)
 - Before/After-school tutoring
 - Social Worker
 - Speech Therapy
 - ESOL
 - Other (Please explain):

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

**DeKalb County School System
ELL Studies Program**

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 #: _____

ESOL Entry Date: _____

ESOL Exit Date: _____

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

What are the student's current grades? Reading _____
 Math _____
 Language Arts _____

For Elementary Students Only:

- ✓ Check if Passing Scores Achieved on CRCT:
- Math _____ Science _____
- Reading/ELA _____

For High School Students Only:

- ✓ Check if Passing Scores Achieved on GHSGT:
- LA _____ SS _____
- Math _____ Science _____
- Writing _____
- ✓ Graduation Goals: Target Year _____ Career Pathway:

Comments:

_____/_____
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.

**DeKalb County School System
English Language Learners Program
Exit Letter (various languages)****

Name of Student: _____ Date: _____

School: _____

Dear Parent,

Your child has gained much success in the English skills of reading, writing, speaking and listening.

Your child has been assessed with the State Adopted WIDA-ACCESS Placement Test. He/She no longer qualifies for the services offered through this program.

Thank you for your assistance in helping us make this transition a successful one. If you have any questions or concerns, please call your child's school or teacher.

Sincerely,

Name

Title

Phone

Email Address

**** This letter can be obtained on-line in various languages through the Transact Program at www.transact.com.**

TIENet

TIENet is DeKalb County's ELL student management system. TIENet is a web-based data management system providing the data needed to monitor and organize the instructional process for our ELLs. TIENet is DeKalb County School system's primary source for ELL student information providing data on the ELL population directly to the Student Information System. TIENet gives the ELL Studies Department the ability to better monitor and generate data and reports on our county's ELL population while allowing teachers and administrators to easily identify ELL students, update student information in regards to ELL service, and retrieve data on the ELL population at their school. It has a report management system allowing district wide and school level reports. It also contains a document management system used for creating and managing documents for ELL electronically.

Benefits:

- Provides collection of ELL student data in one location.
- Allows for real time reporting on ELL student population.
- Allows accurate identification of ELL students.
- Easy access to student ELL/demographic information.
- Electronic generation and storage of ELL documents.
- ELL student data instantly available to ESOL teachers based on school enrollment should student transfer to new school.

Data collected on TIENet includes:

ELL Status

ELL Tier

ESOL Service Status

- *ESOL – Served*
- *ESOL - Not Served*
- *ESOL - Monitored*
- *ESOL - Exited*

ESOL Start Date

ESOL Exit Date

Monitored Start Date

LAC – Language Assessment

Conference

ESOL Service Type

- ESOL at Home School
- Intensive English
- Lab Program

State Bilingual/ESOL Program Type

ESOL Delivery Model

ESOL Notification Date

Waiver Date

English Proficiency Level

ESOL Teacher

Hours of Contact

Other data available on TIENet includes:

Country of Birth

Native Language

Date of Birth

Alien Entry Date

How long in the U.S.A.?

First date entered U.S. school:

Immigration Data

- Immigrant
- Refugee
- Exchange Student
- I-20 Visa Student

Refugee Agency/ Sponsor Contact Information

Documents currently on TIENet:

Accommodations Form

Home Language Survey

Placement Form

Indication of ESOL Consultative Services and Rosetta Stone Services in TIENet

TIENet has been updated to allow for the indication of *ESOL Consultative services* and *Rosetta Stone Supplemental Services* as alternate programs in the drop down box for ESOL students served by alternate programs.

When you look at the drop down box for Alternate programs you will now see the following 5 options:

Early Intervention
ESOL Consultation to High School Students
ESOL Consultation to Kindergarten Students
ESOL Consultation to Special Education
Rosetta Stone as Supplemental ESOL Service

** The Special ED and Gifted options have been removed as these students must still receive ESOL services.*

The consultation options are for students who are receiving consultative ESOL Services instead of direct services due to inclusion in special programs or scheduling issues.

In TIENet, these students should be marked as **ESOL Served**. The check box for Alternate Program should be checked and the appropriate consultation type selected from the *Alternate Program* drop down box.

Under **ESOL Delivery Model** nothing should be selected for the students receiving the *ESOL Consultation to Special Education* or the *ESOL Consultation to High School Students* alternate programs.

For students receiving the *ESOL Consultation to Kindergarten Students* alternate program the additional *ESOL Delivery Model KK-Consultative* has been added for you to indicate ESOL Consultation to Kindergarten Students.

The **Rosetta Stone as Supplemental ESOL Service** alternate program is for those students who are receiving ESOL support through the use of the Rosetta Stone program, who are **not scheduled** for ESOL and are not receiving direct ESOL teacher support.

In TIENet, these students should be marked as **ESOL Not Served**. The check box for Alternate Program should be checked and **Rosetta Stone as Supplemental ESOL Service** selected from the *Alternate Program* drop down box.

Under **ESOL Delivery Model** nothing should be selected for the students receiving **Rosetta Stone as Supplemental ESOL Service**.

No Alternate program should be checked for students using Rosetta Stone who are scheduled for regular ESOL classes.

DIRECTIONS FOR IDENTIFYING ELL STUDENTS IN TIENET

The ESOL teachers are responsible for making sure that their school's ELL students are correctly identified. This includes not only making sure that the ELL/ESOL students are marked as ELL but also indicating the students Tier, ESOL Service Status, Delivery Model and Model of Instruction. The ESOL teacher is also responsible for removing students from the schools ELL list that are incorrectly identified. These changes are made in TIENET.

WHAT IS THE ADDRESS FOR TIENET?

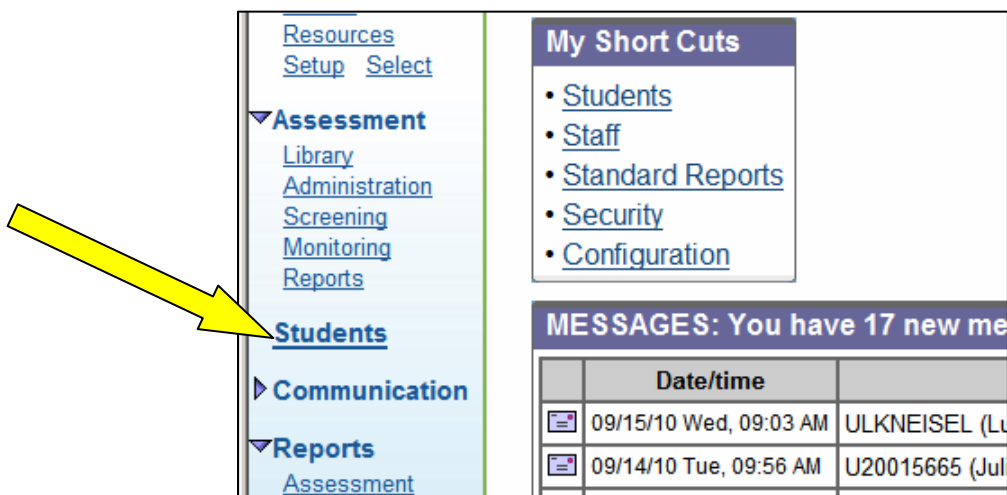
<https://dekalb.tienet.maximus.com>

WHERE IN TIENET ARE ELL STUDENTS IDENTIFIED?

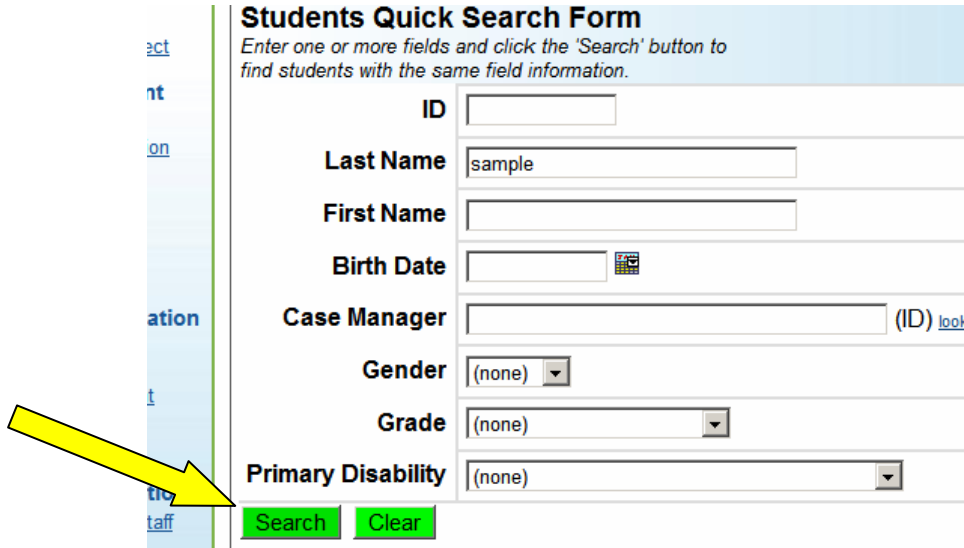
The International Student ELL/ESOL data profile.

HOW DO I LOCATE THE INTERNATIONAL STUDENT ELL/ESOL DATA PROFILE FOR MY STUDENT?

The first thing you need to do is pull up your student. After you log onto TIENET, your home page will show on your screen. Look in the light blue section on the left side of your screen and click on students.



This will pull up the **Students Quick Search Form**. The best way to look up a student is with the student number. If you do not have the student number you may use any of the other fields to search for your student. Once you enter the search criteria, click **“Search”**




Students Quick Search Form
Enter one or more fields and click the 'Search' button to find students with the same field information.

ID

Last Name

First Name

Birth Date 

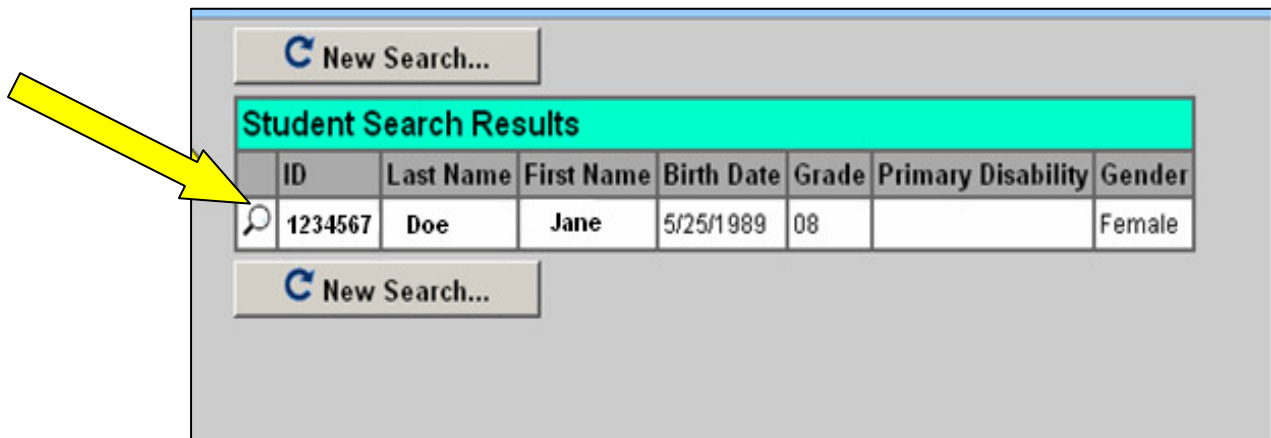
Case Manager (ID) [look](#)

Gender


Grade

Primary Disability

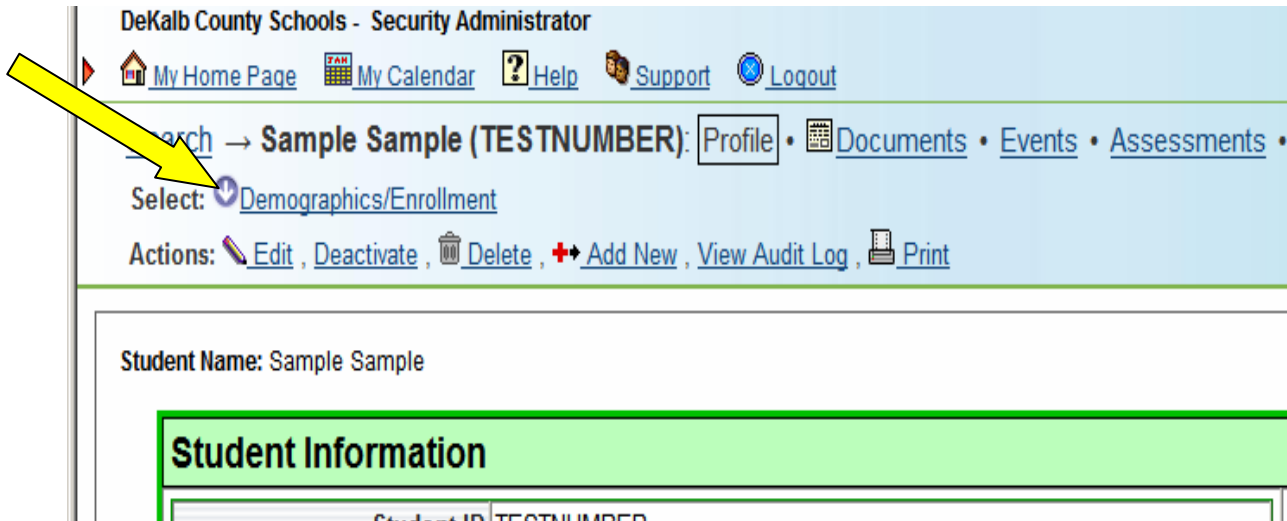
This will generate a list of all the students who meet the search criteria you entered. You select the student you wish to work with by clicking on the magnifying glass. This will bring up the student profile for that student.



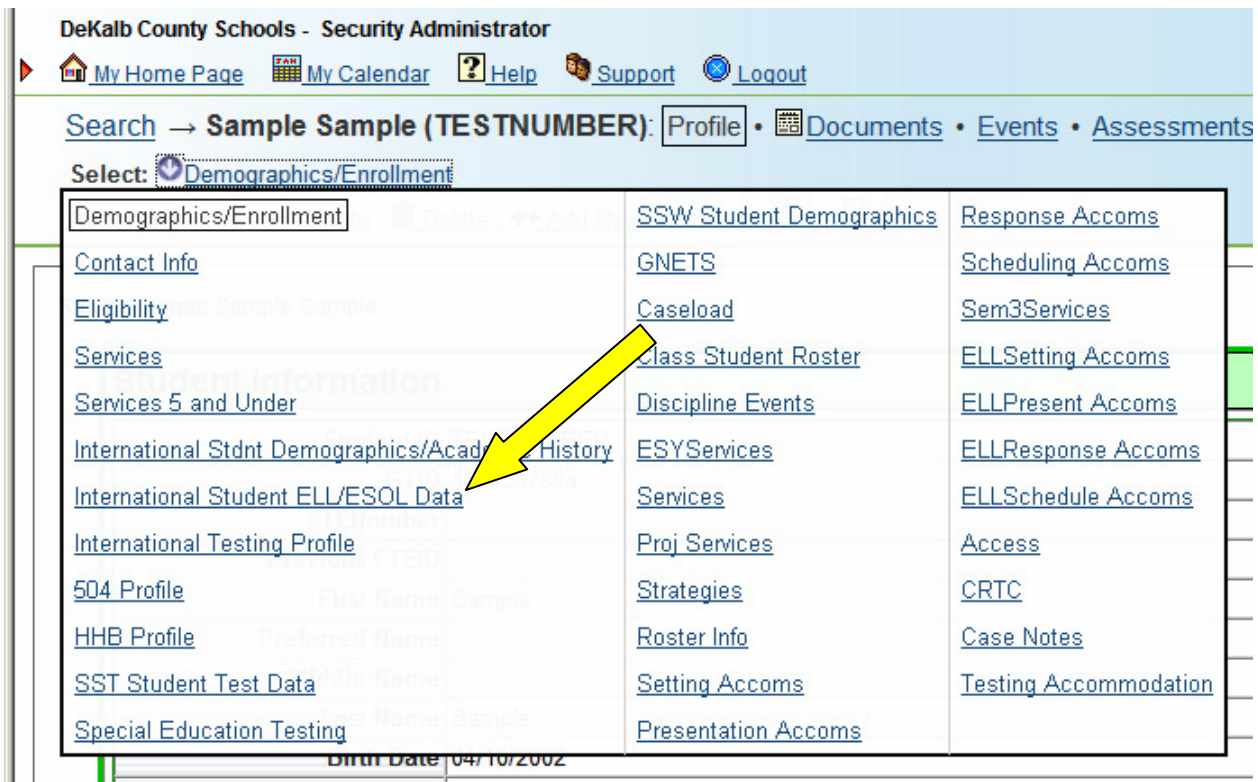
Student Search Results

ID	Last Name	First Name	Birth Date	Grade	Primary Disability	Gender
 1234567	Doe	Jane	5/25/1989	08		Female

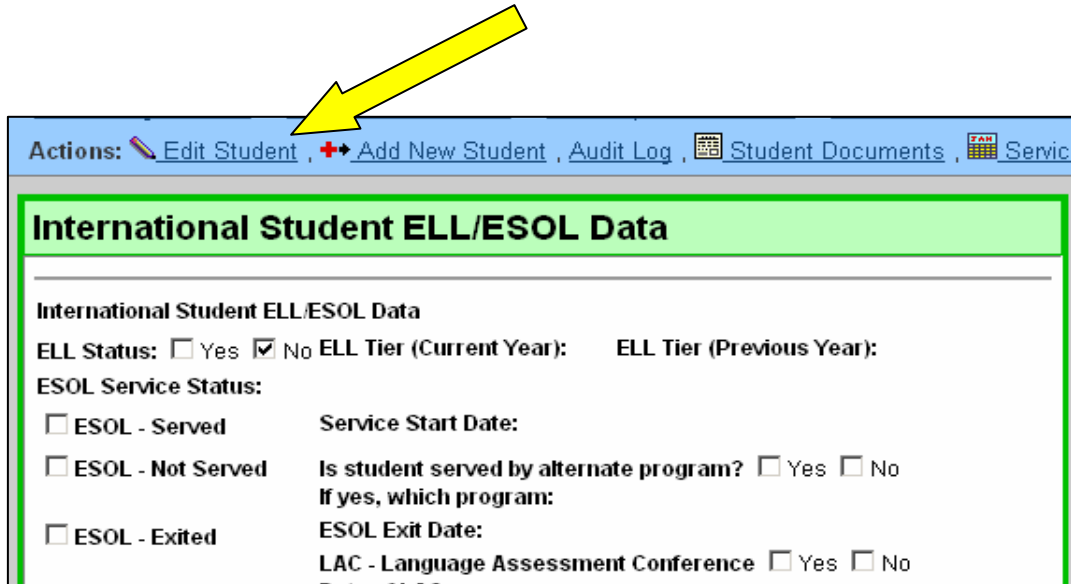
After you have opened the profile for your student look up in the light blue section at the top of your screen and click on the arrow in between **Select** and **Demographics/Enrollment** to open the drop down box showing the profiles for the student.



Click on **International Student ELL/ESOL Data** to open that profile page.



This will open the **International Student ELL/ESOL Data** screen. The first thing you need to do is click on **Edit Student** so you will be able to enter/update data.



Actions: Edit Student, Add New Student, Audit Log, Student Documents, Service

International Student ELL/ESOL Data

International Student ELL/ESOL Data

ELL Status: Yes No ELL Tier (Current Year): ELL Tier (Previous Year):

ESOL Service Status:

ESOL - Served Service Start Date:

ESOL - Not Served Is student served by alternate program? Yes No
If yes, which program:

ESOL - Exited ESOL Exit Date:

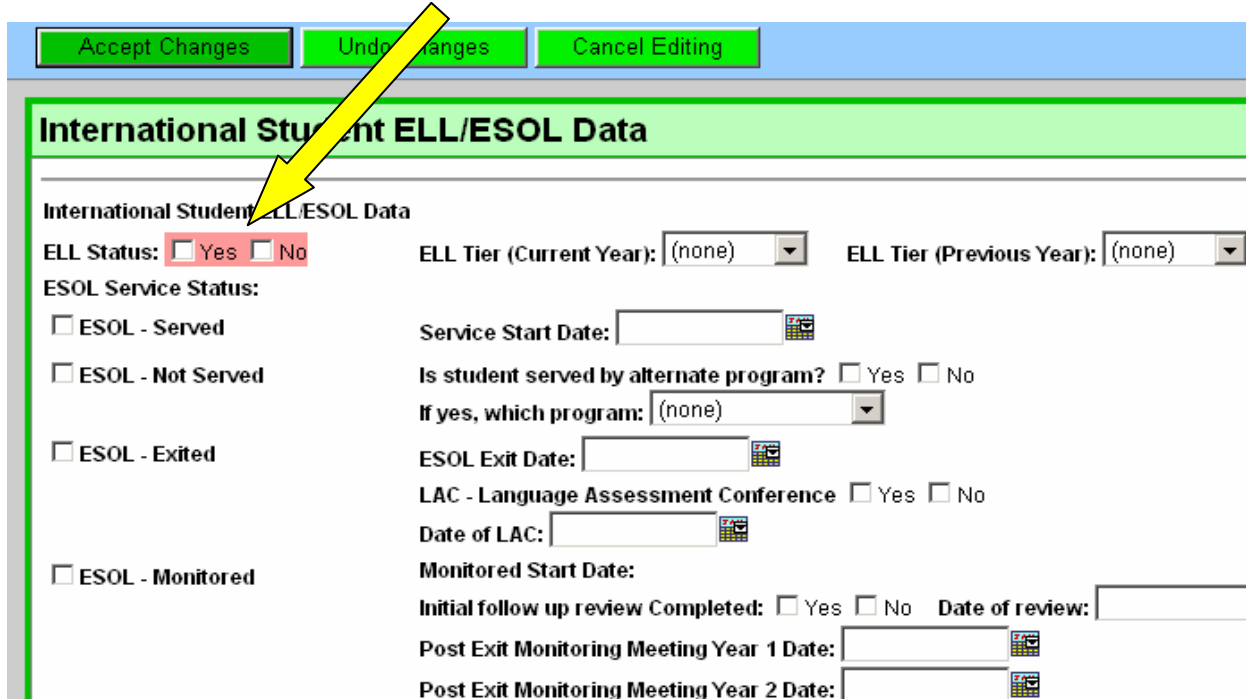
LAC - Language Assessment Conference Yes No

Once you have opened the **International Student ELL/ESOL Data** profile and clicked on **Edit Student**, you will then be able to correctly mark your students in TIENET.

HOW TO CORRECTLY MARK ELL STUDENTS IN TIENET

I. ELL Status

To identify a student as **ELL** check the **Yes** box next to **ELL Status**.



Accept Changes Undo Changes Cancel Editing

International Student ELL/ESOL Data

International Student ELL/ESOL Data

ELL Status: Yes No ELL Tier (Current Year): (none) ELL Tier (Previous Year): (none)

ESOL Service Status:

ESOL - Served Service Start Date:

ESOL - Not Served Is student served by alternate program? Yes No
If yes, which program: (none)

ESOL - Exited ESOL Exit Date:

LAC - Language Assessment Conference Yes No
Date of LAC:

ESOL - Monitored Monitored Start Date:

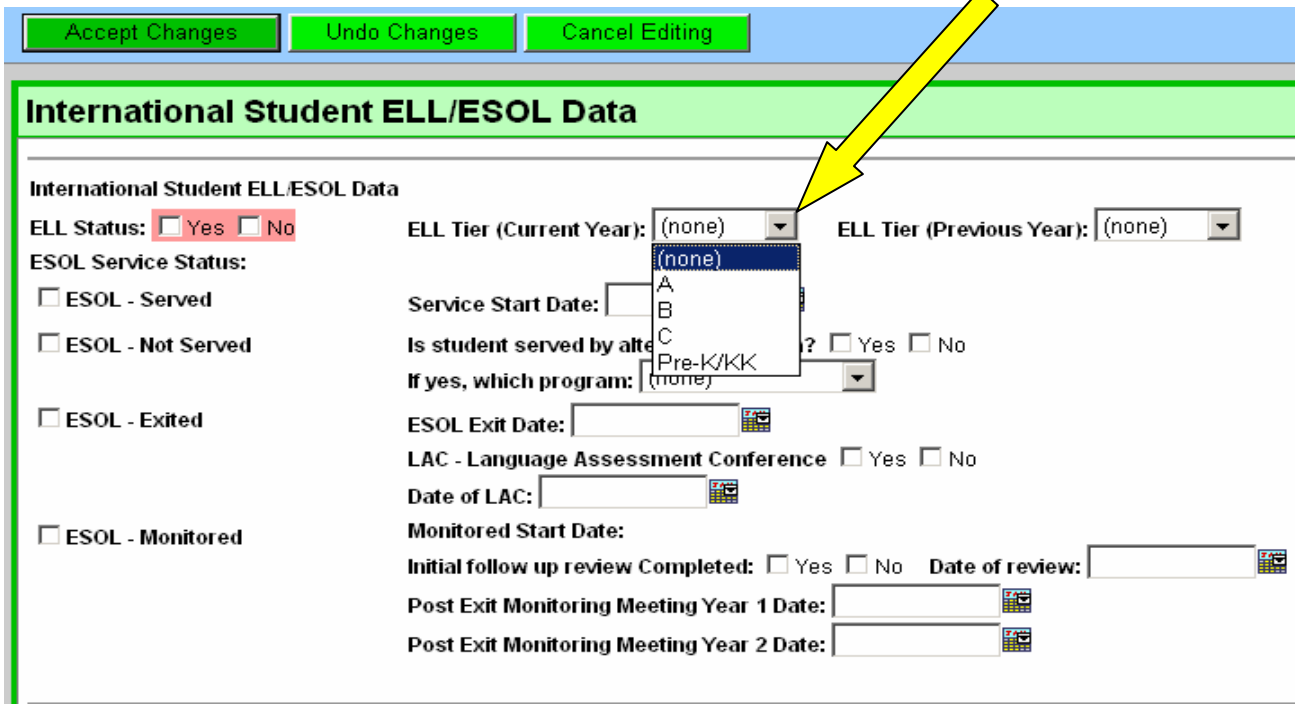
Initial follow up review Completed: Yes No Date of review:

Post Exit Monitoring Meeting Year 1 Date:

Post Exit Monitoring Meeting Year 2 Date:

II. ELL Tier

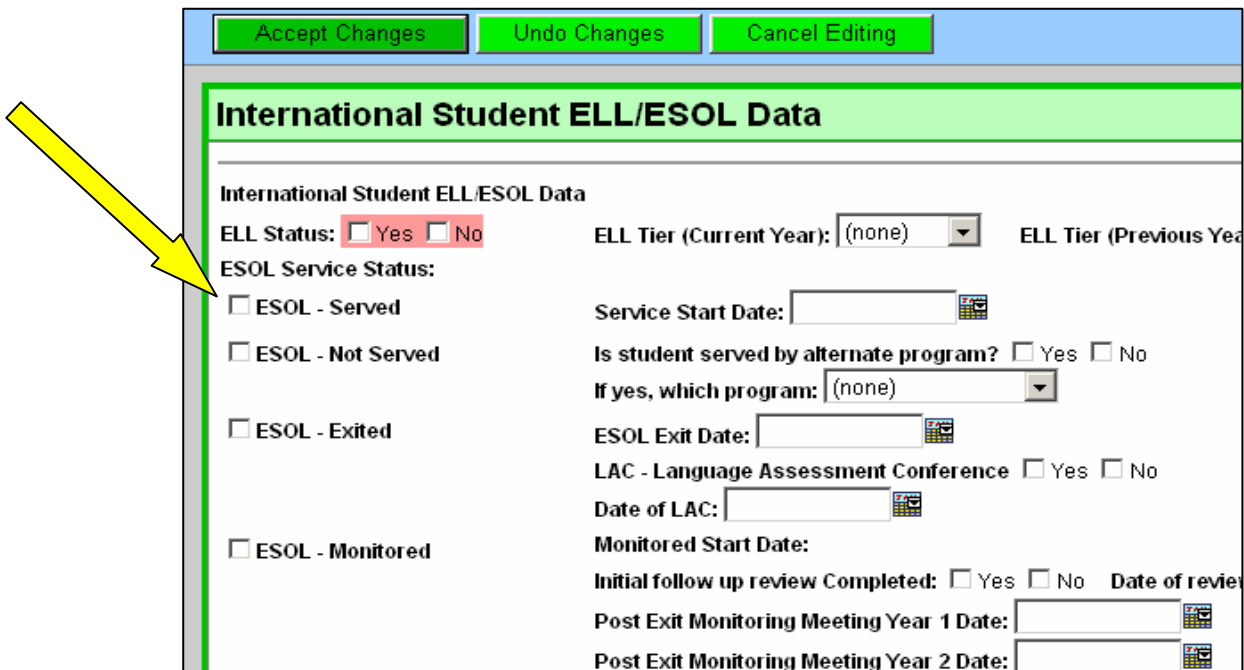
Indicate the Students Tier. To indicate a student's ELL Tier Level, select the correct tier from the drop down box next to **ELL Tier (Current Year)**.



The screenshot shows the 'International Student ELL/ESOL Data' form. At the top, there are three buttons: 'Accept Changes', 'Undo Changes', and 'Cancel Editing'. The form title is 'International Student ELL/ESOL Data'. Below the title, there are several sections:

- International Student ELL/ESOL Data**
 - ELL Status: Yes No
 - ESOL Service Status:
 - ESOL - Served
 - ESOL - Not Served
 - ESOL - Exited
 - ESOL - Monitored
- ELL Tier (Current Year): (none) [dropdown menu]
- ELL Tier (Previous Year): (none) [dropdown menu]
- Service Start Date: [calendar icon]
- Is student served by alternate program? Yes No
- If yes, which program: [dropdown menu]
- ESOL Exit Date: [calendar icon]
- LAC - Language Assessment Conference Yes No
- Date of LAC: [calendar icon]
- Monitored Start Date: [calendar icon]
- Initial follow up review Completed: Yes No
- Date of review: [calendar icon]
- Post Exit Monitoring Meeting Year 1 Date: [calendar icon]
- Post Exit Monitoring Meeting Year 2 Date: [calendar icon]

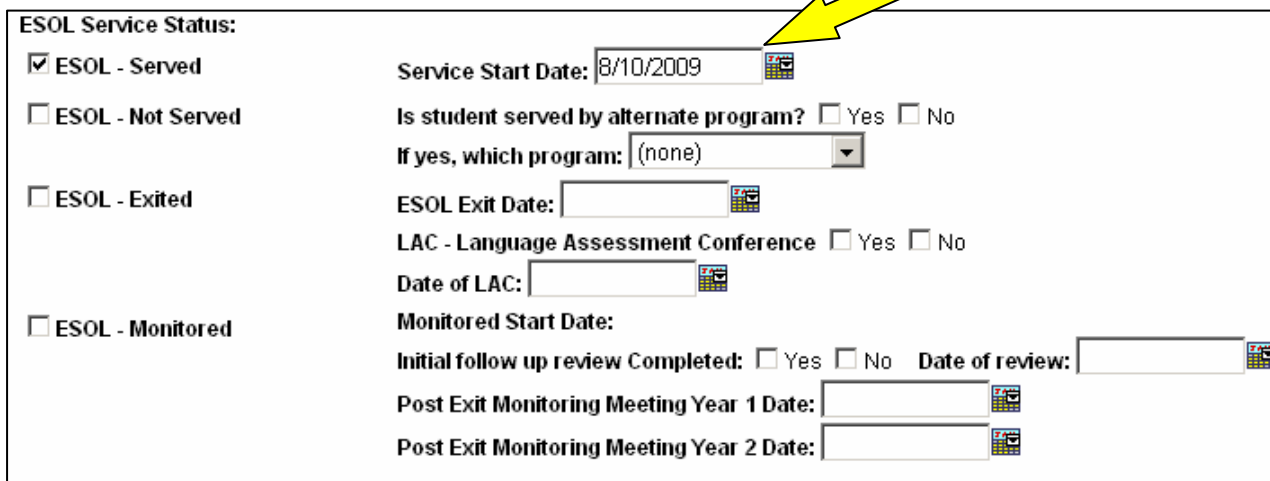
Indicate an ELL student's *ESOL Service Status* by checking the box located next to the appropriate Status for that student.



The screenshot shows the 'International Student ELL/ESOL Data' form. At the top, there are three buttons: 'Accept Changes', 'Undo Changes', and 'Cancel Editing'. The form title is 'International Student ELL/ESOL Data'. Below the title, there are several sections:

- International Student ELL/ESOL Data**
 - ELL Status: Yes No
 - ESOL Service Status:
 - ESOL - Served
 - ESOL - Not Served
 - ESOL - Exited
 - ESOL - Monitored
- ELL Tier (Current Year): (none) [dropdown menu]
- ELL Tier (Previous Year): (none) [dropdown menu]
- Service Start Date: [calendar icon]
- Is student served by alternate program? Yes No
- If yes, which program: (none) [dropdown menu]
- ESOL Exit Date: [calendar icon]
- LAC - Language Assessment Conference Yes No
- Date of LAC: [calendar icon]
- Monitored Start Date: [calendar icon]
- Initial follow up review Completed: Yes No
- Date of review: [calendar icon]
- Post Exit Monitoring Meeting Year 1 Date: [calendar icon]
- Post Exit Monitoring Meeting Year 2 Date: [calendar icon]

If you mark a student as **ESOL –Served**, a **Service Start Date** also needs to be entered.



ESOL Service Status:

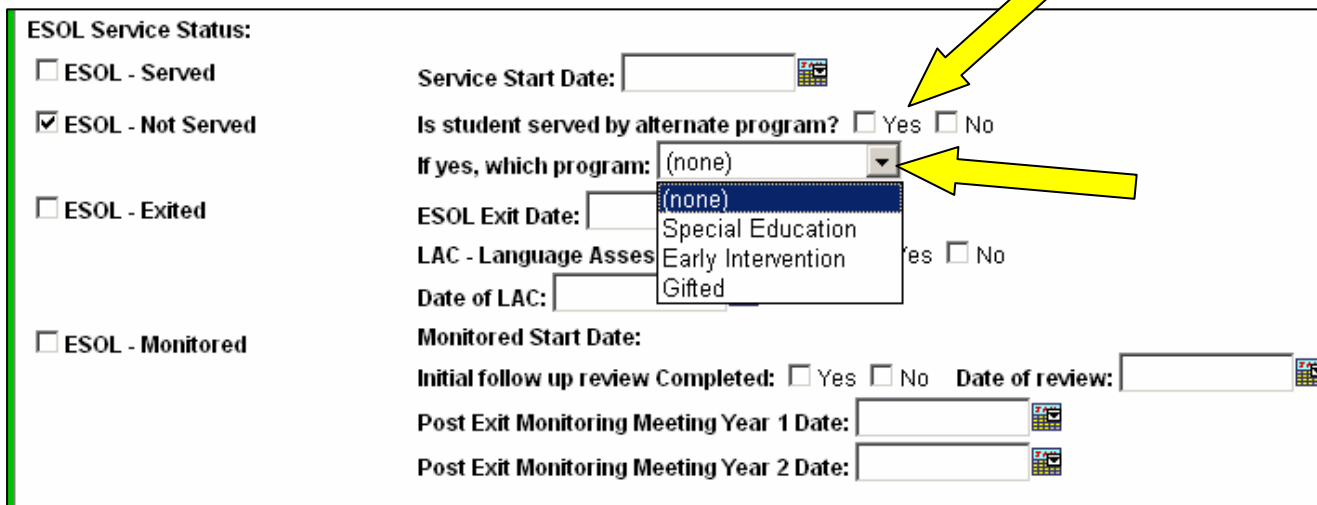
ESOL - Served Service Start Date: 8/10/2009

ESOL - Not Served Is student served by alternate program? Yes No

ESOL - Exited If yes, which program: (none)

ESOL - Monitored ESOL Exit Date:
LAC - Language Assessment Conference Yes No
Date of LAC:
Monitored Start Date:
Initial follow up review Completed: Yes No Date of review:
Post Exit Monitoring Meeting Year 1 Date:
Post Exit Monitoring Meeting Year 2 Date:

If you mark a student as **ESOL – Not Served**, you need to indicate whether or not the student is being served by an alternate program. If you check yes, you then select the alternate program from the drop down box next to **If yes, which program:**



ESOL Service Status:

ESOL - Served Service Start Date:
 ESOL - Not Served Is student served by alternate program? Yes No

ESOL - Exited If yes, which program: (none)

ESOL - Monitored ESOL Exit Date:
LAC - Language Asses Yes No
Date of LAC:
Monitored Start Date:
Initial follow up review Completed: Yes No Date of review:
Post Exit Monitoring Meeting Year 1 Date:
Post Exit Monitoring Meeting Year 2 Date:

If you mark a student as **ESOL – Exited**, an **ESOL Exit Date** also needs to be entered. A date of **July 1st** should be used for the exit date.

You also need to indicate if the student was exited via a **LAC (Language Assessment Conference)** by checking either *Yes* or *No*. If you check yes then enter the date of the LAC.

ESOL Service Status:

ESOL - Served

ESOL - Not Served

ESOL - Exited

ESOL - Monitored

Service Start Date:

Is student served by alternate program? Yes No

If yes, which program:

ESOL Exit Date:

LAC - Language Assessment Conference Yes No

Date of LAC:

Monitored Start Date:

Initial follow up review Completed: Yes No Date of review:

Post Exit Monitoring Meeting Year 1 Date:

Post Exit Monitoring Meeting Year 2 Date:

When a student has been marked **ESOL – Exited** and the changes saved, TIENet will mark that student as **ESOL – Monitored**, with a **Monitored Start Date** equal to the **ESOL Exit Date**.

Once you have completed your Initial follow up review indicate that it has been completed by checking the **Yes** box next to **Initial follow up review completed:** and enter the **Date of the review**.

ESOL Service Status:

ESOL - Served

ESOL - Not Served

ESOL - Exited

ESOL - Monitored

Service Start Date:

Is student served by alternate program? Yes No

If yes, which program:

ESOL Exit Date:

LAC - Language Assessment Conference Yes No

Date of LAC:

Monitored Start Date: 7/31/2009

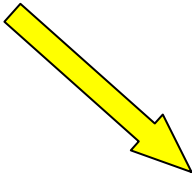
Initial follow up review Completed: Yes No Date of review:

Post Exit Monitoring Meeting Year 1 Date:

Post Exit Monitoring Meeting Year 2 Date:

IV: ESOL Service Type


Indicate the type of ESOL service the student is receiving by checking the appropriate box under **ESOL Service Type**.



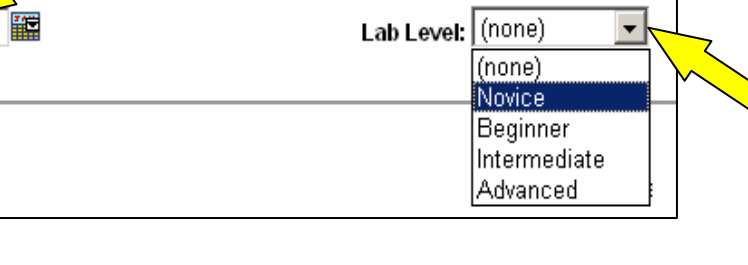
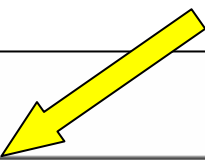
ESOL Service Type:

ESOL at Home School

Intensive English Location: (ID) [lookup](#) Start Date:

Lab Program Start Date:  Lab Level:


If the student is in the **Intensive English Program** enter the **Location** of the program and the **Start Date**.



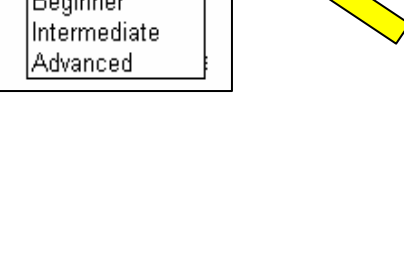
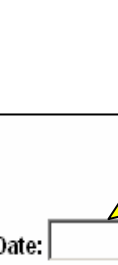
ESOL Service Type:

ESOL at Home School

Intensive English Location: (ID) [lookup](#) Start Date:

Lab Program Start Date:  Lab Level:



If the student is in the Lab Program at the International Student Center School, enter the **Start Date** select the student's level from the drop down box next to **Lab Level**:



ESOL Service Type:

ESOL at Home School

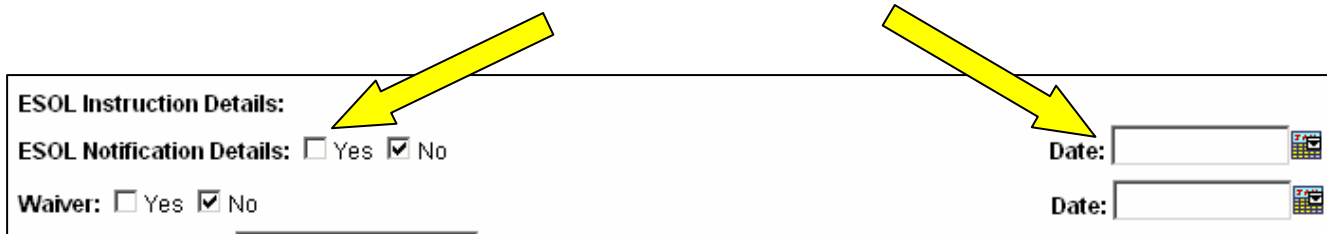
Intensive English Location: (ID) [lookup](#) Start Date:

Lab Program Start Date:  Lab Level: 

- (none)
- Novice
- Beginner
- Intermediate
- Advanced


V. ESOL Instruction Details

Indicate whether or not a student has received the ESOL Notification letter by checking the **Yes** or **No** box next to **ESOL Notification Details**. If **Yes** is checked then the date the ESOL Notification was signed should be entered in the **Date** field to the right of the check boxes.



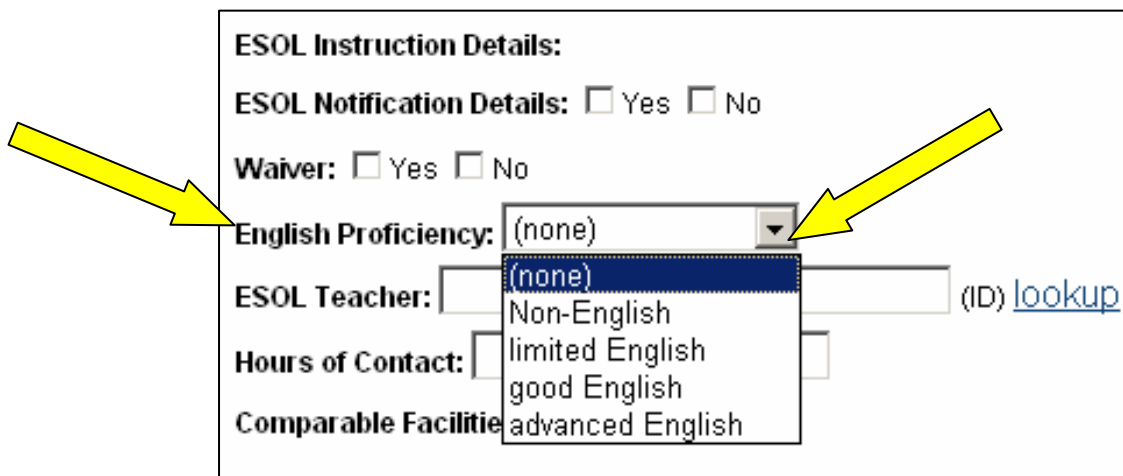
ESOL Instruction Details:
ESOL Notification Details: Yes No Date:
Waiver: Yes No Date:

Indicate whether or not a student's parents have signed a waiver of ESOL services document by checking the **Yes** or **No** box next to **Waiver**. If **Yes** is checked then the date the waiver was signed should be entered in the **Date** field to the right of the check boxes.



ESOL Instruction Details:
ESOL Notification Details: Yes No Date:
Waiver: Yes No Date:

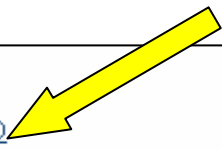
Indicate a student's **English Proficiency** level by selecting the correct level from the drop down box located next to **English Proficiency**:



ESOL Instruction Details:
ESOL Notification Details: Yes No
Waiver: Yes No
English Proficiency: (none)
ESOL Teacher: (ID) [lookup](#)
Hours of Contact:
Comparable Facilities:

- (none)
- Non-English
- limited English
- good English
- advanced English

Indicate the **ESOL Teacher** who is providing service to the student. To enter the name of the teacher you must use the **lookup**. The look up allows you to search for the teacher who is serving the student multiple ways. The easiest way is to look them up by last name or first name. * *TINet will show you the names of the staff you recently selected, if you wish to choose the same name simply click on the name.*




English Proficiency: (none) [v]
ESOL Teacher: [] (ID) [lookup](#) 
Hours of Contact: []
Comparable Facilities: Yes No School Year: (none) [v]

Show Staff: All • At []
Show By Name: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z [Close]

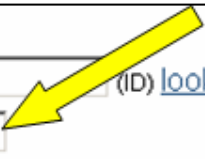
Recently Selected Staff: [Carmen Gutierrez](#) , [Marie Karibuhoye](#) , [Neitcha Thomsen](#)

Select Staff : Quick Search Form
Enter one or more fields and click the 'Search' button to find staff with the same field information.

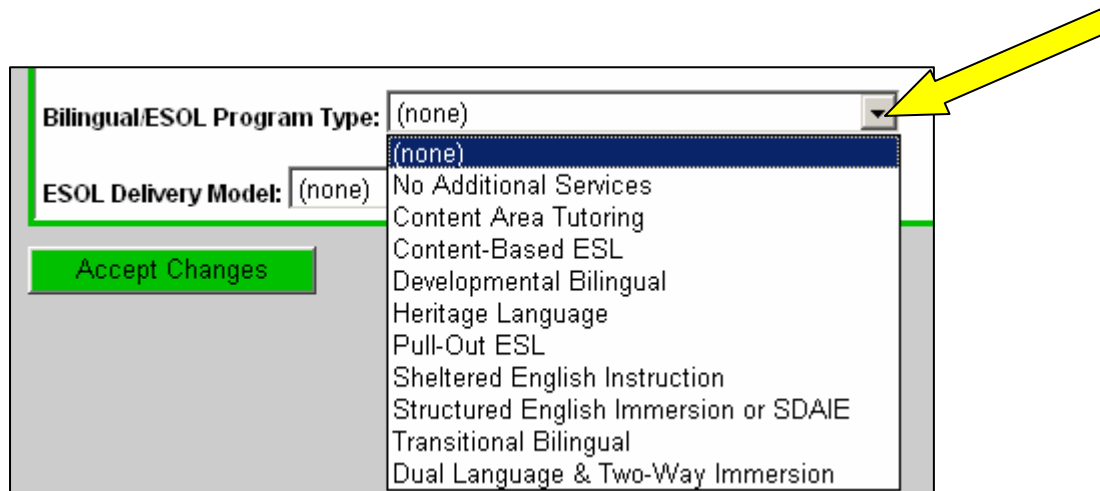
ID	[]
Last Name	[]
First Name	[]
Works At	[] (ID) lookup
Position	(none) [v]
Caseload	[] (ID) lookup
<input type="button" value="Search"/> <input type="button" value="Cancel/Close"/>	



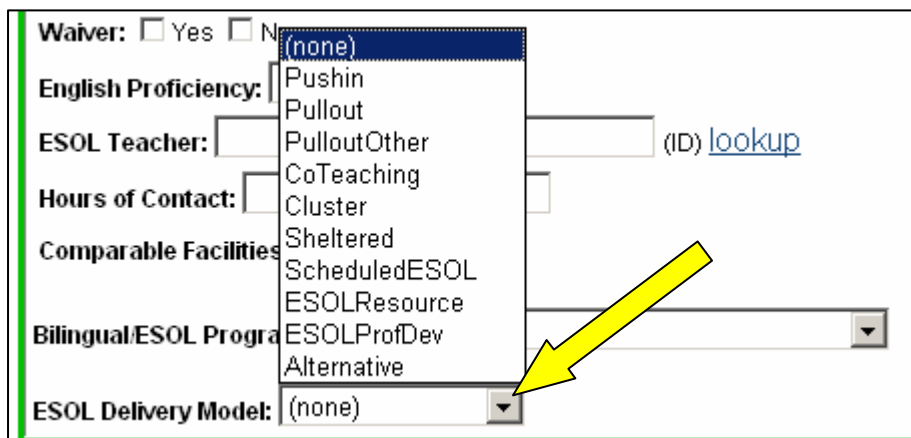
Indicate the **Hours of Contact** for the student. Enter the amount of time per week the student is served ESOL, this should be the number of hours a week that the student is served ESOL. (Example: 5hr / wk)

English Proficiency: (none) [v]
ESOL Teacher: [] (ID) [lookup](#)
Hours of Contact: 5 hr/wk 
Comparable Facilities: Yes No School Year: (none) [v]

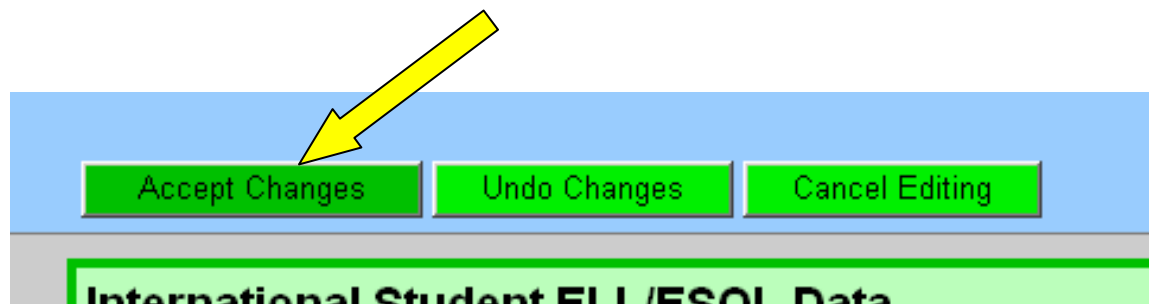
Indicate the students **Bilingual/ESOL Program Type**. To do this select the appropriate program type from the drop down box next to **Bilingual/ESOL Program Type**.



Indicate the ESOL Delivery Model used for the student. To do this select the appropriate delivery model from the drop down box next to **ESOL Delivery Model**.



Once you have completed entering the student's information click on **Accept Changes** to save the changes.



Below are examples of how different students should be marked in TIENET depending on their ELL/ESOL status.

ACTIVE ESOL STUDENTS

All students who are receiving ESOL services at your school should be marked with an **ELL Status** of **Yes**, they should also be marked as **ESOL – Served**, and the correct tier and service start date should be entered.

Under ESOL Service Type the student should be marked as *ESOL at Home School* and the start date should be entered.

A student who is receiving ESOL services at the home school should look like this.

International Student ELL/ESOL Data

International Student ELL/ESOL Data

ELL Status: Yes No

ELL Tier (Current Year): A

ELL Tier (Previous Year): (none)

ESOL Service Status:

ESOL - Served

Service Start Date: 8/10/09

ESOL - Not Served

Is student served by alternate program? Yes No

If yes, which program: (none)

ESOL - Exited

ESOL Exit Date:

LAC - Language Assessment Conference Yes No

Date of LAC:

ESOL - Monitored

Monitored Start Date:

Initial follow up review Completed: Yes No Date of review:

Post Exit Monitoring Meeting Year 1 Date:

Post Exit Monitoring Meeting Year 2 Date:

ESOL Service Type:

ESOL at Home School

Intensive English Location: (ID) [lookup](#) Start Date: Trans

Lab Program Start Date: Lab Level: (none)

EXITED / MONITORED STUDENTS

When a student exits ESOL you need to go into TIENET and mark the student's **ELL Status** as **No**.

Under **ESOL Service Status** the student should be **unmarked** as **ESOL – Served** and **marked** as **ESOL – Exited**. You also need to enter the **ESOL Exit Date** for that student. Once you accepted the changes the **Monitored Start Date** will be filled in for you and the student will be marked as **ESOL – Monitored**.

* Leave the **Service Start Date** filled in.

Under **ESOL Service Type** the student should be **unmarked** as **ESOL at Home School**. Leave the start date filled in.

- Remember, the exit date should be July 1st of the school year in which they exit. (Example: 7/1/09, for student who exit the end of this school year).

A student who has exited and is now monitored should look like this.

International Student ELL/ESOL Data	
International Student ELL/ESOL Data	
ELL Status: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	ELL Tier (Current Year): <input type="text" value="C"/> ELL Tier (Previous Year): <input type="text" value="(none)"/>
ESOL Service Status:	
<input type="checkbox"/> ESOL - Served	Service Start Date: <input type="text" value="8/10/2007"/>
<input type="checkbox"/> ESOL - Not Served	Is student served by alternate program? <input type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> ESOL - Exited	If yes, which program: <input type="text" value="(none)"/>
<input checked="" type="checkbox"/> ESOL - Monitored	ESOL Exit Date: <input type="text" value="7/1/2009"/>
	LAC - Language Assessment Conference <input type="checkbox"/> Yes <input type="checkbox"/> No
	Date of LAC: <input type="text"/>
	Monitored Start Date: 7/1/2009
	Initial follow up review Completed: <input type="checkbox"/> Yes <input type="checkbox"/> No Date of review: <input type="text"/>
	Post Exit Monitoring Meeting Year 1 Date: <input type="text"/>
	Post Exit Monitoring Meeting Year 2 Date: <input type="text"/>
ESOL Service Type:	
<input type="checkbox"/> ESOL at Home School	
<input type="checkbox"/> Intensive English	Location: <input type="text"/> (ID) lookup Start Date: <input type="text"/> Transition Date: <input type="text"/>
<input type="checkbox"/> Lab Program	Start Date: <input type="text"/> Lab Level: <input type="text" value="(none)"/>

STUDENTS EXITED WITH LAC

When a LAC – Language Assessment Conference, is used to exit a student, that student should be marked the same as an exited student. In addition you must mark **Yes** beside **LAC- Language Assessment Conference** and enter the **Date of LAC**.

- Remember, for students exiting with a LAC the exit date should be July 1 of the year in which they exit. Example: If a student is exited by LAC in August 2009 based on the previous school years ACCESS scores then the exit date should be July 1, 2009.

For a student who has exited by LAC the fields indicating this information should look like this.

International Student ELL/ESOL Data

International Student ELL/ESOL Data

ELL Status: Yes No ELL Tier (Current Year): C ELL Tier (Previous Year): (none)

ESOL Service Status:

ESOL - Served Service Start Date: 8/10/2008

ESOL - Not Served Is student served by alternate program? Yes No

ESOL - Exited If yes, which program: (none)

ESOL - Monitored ESOL Exit Date: 7/1/2009

 LAC - Language Assessment Conference Yes No

 Date of LAC: 8/15/09

 Monitored Start Date: 7/1/2009

 Initial follow up review Completed: Yes No Date of review: _____

 Post Exit Monitoring Meeting Year 1 Date: _____

 Post Exit Monitoring Meeting Year 2 Date: _____

ESOL Service Type:

ESOL at Home School

Intensive English Location: _____ (ID) [lookup](#) Start Date: _____ Transition Date: _____

Lab Program Start Date: _____ Lab Level: (none)

NON- ELL / NON-ESOL STUDENTS

If a student appears on your ELL list who is not now and was never ELL or ESOL then that student is incorrectly marked in TIENet. To remove this student from your ELL list you would mark the student's **ELL Status** as **No**. Everything else concerning ELL and ESOL status and service should be blank.

A student who is not ELL or ESOL and needs to be removed from your schools ELL list should look like this.

International Student ELL/ESOL Data	
International Student ELL/ESOL Data	
ELL Status: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	ELL Tier (Current Year): (none) ELL Tier (Previous Year): (none)
ESOL Service Status:	
<input type="checkbox"/> ESOL - Served	Service Start Date: [calendar icon]
<input type="checkbox"/> ESOL - Not Served	Is student served by alternate program? <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> ESOL - Exited	If yes, which program: (none)
<input type="checkbox"/> ESOL - Monitored	ESOL Exit Date: [calendar icon]
	LAC - Language Assessment Conference <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	Date of LAC: [calendar icon]
	Monitored Start Date:
	Initial follow up review Completed: <input type="checkbox"/> Yes <input type="checkbox"/> No Date of review: [calendar icon]
	Post Exit Monitoring Meeting Year 1 Date: [calendar icon]
	Post Exit Monitoring Meeting Year 2 Date: [calendar icon]
ESOL Service Type:	
<input type="checkbox"/> ESOL at Home School	
<input type="checkbox"/> Intensive English	Location: [text box] (ID) lookup Start Date: [calendar icon] Transition Date: [calendar icon]
<input type="checkbox"/> Lab Program	Start Date: [calendar icon] Lab Level: (none)

LAB PROGRAM STUDENTS

Students who are attending the LAB Program at the International Student Center should have their **ELL Status** marked as **Yes**, they should also be marked as **ESOL – Served**, and the correct **Current Year Tier** and **Service Start Date** should be entered the same as with **ELL Served** students.

In addition, the student should be marked as **Lab Program** and the **Lab Level** and **Start Date** should be entered under **ESOL Service Type**.

A student who is attending the LAB program at the International Student Center should look like this.

International Student ELL/ESOL Data	
International Student ELL/ESOL Data	
ELL Status: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	ELL Tier (Current Year): A <input type="text"/> ELL Tier (Previous Year): (none) <input type="text"/>
ESOL Service Status:	
<input checked="" type="checkbox"/> ESOL - Served	Service Start Date: 8/10/09 <input type="text"/>
<input type="checkbox"/> ESOL - Not Served	Is student served by alternate program? <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> ESOL - Exited	If yes, which program: (none) <input type="text"/>
<input type="checkbox"/> ESOL - Monitored	ESOL Exit Date: <input type="text"/>
	LAC - Language Assessment Conference <input type="checkbox"/> Yes <input type="checkbox"/> No
	Date of LAC: <input type="text"/>
	Monitored Start Date: <input type="text"/>
	Initial follow up review Completed: <input type="checkbox"/> Yes <input type="checkbox"/> No Date of review: <input type="text"/>
	Post Exit Monitoring Meeting Year 1 Date: <input type="text"/>
	Post Exit Monitoring Meeting Year 2 Date: <input type="text"/>
ESOL Service Type:	
<input type="checkbox"/> ESOL at Home School	
<input type="checkbox"/> Intensive English	Location: <input type="text"/> (ID) lookup Start Date: <input type="text"/>
<input checked="" type="checkbox"/> Lab Program	Start Date: 8/10/09 <input type="text"/> Lab Level: Novice <input type="text"/>

INTENSIVE ENGLISH STUDENTS

Students who are attending the Intensive English Program should have their **ELL Status** marked as **Yes**, they should also be marked as **ESOL – Served**, and the correct **Current Year Tier** and **Service Start Date** should be entered the same as **ELL Served** students.

In addition, the student should be marked as **Intensive English** and the service **Location** and **Start Date** should be entered under **ESOL Service Type**.

A student who is receiving Intensive English services should look like this.

International Student ELL/ESOL Data	
International Student ELL/ESOL Data	
ELL Status: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	ELL Tier (Current Year): A ELL Tier (Previous Year): (none)
ESOL Service Status:	
<input checked="" type="checkbox"/> ESOL - Served	Service Start Date: 8/10/09
<input type="checkbox"/> ESOL - Not Served	Is student served by alternate program? <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> ESOL - Exited	If yes, which program: (none)
<input type="checkbox"/> ESOL - Monitored	ESOL Exit Date:
	LAC - Language Assessment Conference <input type="checkbox"/> Yes <input type="checkbox"/> No
	Date of LAC:
	Monitored Start Date:
	Initial follow up review Completed: <input type="checkbox"/> Yes <input type="checkbox"/> No Date of review:
	Post Exit Monitoring Meeting Year 1 Date:
	Post Exit Monitoring Meeting Year 2 Date:
ESOL Service Type:	
<input type="checkbox"/> ESOL at Home School	
<input checked="" type="checkbox"/> Intensive English	Location: 716 (ID) lookup Start Date: 8/10/09 Transition Date:
<input type="checkbox"/> Lab Program	Start Date: Lab Level: (none)

EXITED INTENSIVE ENGLISH STUDENTS

When a student transitions from the Intensive English program to ESOL at their home school you need to go into TIENET and change the student's **ESOL Service Type** from **Intensive English** to **ESOL at Home School**.

Under ESOL Service Type the student should be **unmarked** as **Intensive English** and **marked** as **ESOL at Home School**. Leave the Intensive English **Start Date** filled in and enter the Intensive English **Transition Date**.

A student who has transitioned from Intensive English to ESOL at Home School should look like this.

International Student ELL/ESOL Data	
International Student ELL/ESOL Data	
ELL Status: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	ELL Tier (Current Year): A <input type="text"/> ELL Tier (Previous Year): (none) <input type="text"/>
ESOL Service Status:	
<input checked="" type="checkbox"/> ESOL - Served	Service Start Date: 8/10/09 <input type="text"/>
<input type="checkbox"/> ESOL - Not Served	Is student served by alternate program? <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> ESOL - Exited	If yes, which program: (none) <input type="text"/>
<input type="checkbox"/> ESOL - Monitored	ESOL Exit Date: <input type="text"/>
	LAC - Language Assessment Conference <input type="checkbox"/> Yes <input type="checkbox"/> No
	Date of LAC: <input type="text"/>
	Monitored Start Date:
	Initial follow up review Completed: <input type="checkbox"/> Yes <input type="checkbox"/> No Date of review: <input type="text"/>
	Post Exit Monitoring Meeting Year 1 Date: <input type="text"/>
	Post Exit Monitoring Meeting Year 2 Date: <input type="text"/>
<hr/>	
ESOL Service Type:	
<input checked="" type="checkbox"/> ESOL at Home School	
<input type="checkbox"/> Intensive English	Location: 716 <input type="text"/> (ID) lookup Start Date: 8/10/09 <input type="text"/> Transition Date: 9/15/09 <input type="text"/>
<input type="checkbox"/> Lab Program	Start Date: <input type="text"/> Lab Level: (none) <input type="text"/>

ELL STUDENTS SERVED BY OTHER PROGRAMS NOT ESOL

If a student is ELL and qualifies for ESOL but is being served by another program such as Special Ed and is not being served by an ESOL teacher, the student's **ELL Status** should be marked as **Yes** and the **ESOL Service Status** should be marked as **ESOL – Not Served**.

In addition, indicate whether or not the student is being served by an alternate program. If you check yes, you then select the alternate program from the drop down box next to **If yes, which program:**

A student who is ELL/ESOL who is receiving services from an alternative program should look like this.

International Student ELL/ESOL Data	
International Student ELL/ESOL Data	
ELL Status: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	ELL Tier (Current Year): <input type="text" value="A"/> ELL Tier (Previous Year): <input type="text" value="(none)"/>
ESOL Service Status:	
<input type="checkbox"/> ESOL - Served	Service Start Date: <input type="text"/>
<input checked="" type="checkbox"/> ESOL - Not Served	Is student served by alternate program? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	If yes, which program: <input type="text" value="Special Education"/>
<input type="checkbox"/> ESOL - Exited	ESOL Exit Date: <input type="text"/>
	LAC - Language Assessment Conference <input type="checkbox"/> Yes <input type="checkbox"/> No
	Date of LAC: <input type="text"/>
<input type="checkbox"/> ESOL - Monitored	Monitored Start Date:
	Initial follow up review Completed: <input type="checkbox"/> Yes <input type="checkbox"/> No Date of review: <input type="text"/>
	Post Exit Monitoring Meeting Year 1 Date: <input type="text"/>
	Post Exit Monitoring Meeting Year 2 Date: <input type="text"/>
ESOL Service Type:	
<input type="checkbox"/> ESOL at Home School	
<input type="checkbox"/> Intensive English	Location: <input type="text"/> (ID) lookup Start Date: <input type="text"/> Transition Date: <input type="text"/>
<input type="checkbox"/> Lab Program	Start Date: <input type="text"/> Lab Level: <input type="text" value="(none)"/>

ELL STUDENTS WHOSE PARENTS SIGNED WAIVER

If a student is ELL and qualifies for ESOL and the parent does not wish for them to receive ESOL services, the student's **ELL Status** should be marked as **Yes** and the **ESOL Service Status** should be marked as **ESOL – Not Served**.

In addition, you need to check “yes” for **Waiver** and put the date of the waiver. Also indicate whether or not the student is being served by an alternate program.

A student whose parents signed a waiver of ESOL services should look like this.


International Student ELL/ESOL Data	
International Student ELL/ESOL Data	
ELL Status: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	ELL Tier (Current Year): A <input type="text"/> ELL Tier (Previous Year): (none) <input type="text"/>
ESOL Service Status:	
<input type="checkbox"/> ESOL - Served	Service Start Date: <input type="text"/>
<input checked="" type="checkbox"/> ESOL - Not Served	Is student served by alternate program? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<input type="checkbox"/> ESOL - Exited	If yes, which program: (none) <input type="text"/>
<input type="checkbox"/> ESOL - Monitored	ESOL Exit Date: <input type="text"/>
	LAC - Language Assessment Conference <input type="checkbox"/> Yes <input type="checkbox"/> No
	Date of LAC: <input type="text"/>
	Monitored Start Date:
	Initial follow up review Completed: <input type="checkbox"/> Yes <input type="checkbox"/> No Date of review: <input type="text"/>
	Post Exit Monitoring Meeting Year 1 Date: <input type="text"/>
	Post Exit Monitoring Meeting Year 2 Date: <input type="text"/>
ESOL Service Type:	
<input type="checkbox"/> ESOL at Home School	
<input type="checkbox"/> Intensive English	Location: <input type="text"/> (ID) lookup Start Date: <input type="text"/> Transition Date: <input type="text"/>
<input type="checkbox"/> Lab Program	Start Date: <input type="text"/> Lab Level: (none) <input type="text"/>
ESOL Instruction Details:	
ESOL Notification Details: <input type="checkbox"/> Yes <input type="checkbox"/> No	Date: <input type="text"/>
Waiver: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Date: 8/10/09 <input type="text"/>

FINALIZING YOUR ACCOMMODATIONS

This process is to be followed by all teachers once the grades 1-8 CRCT testing window has closed.

Step 1:

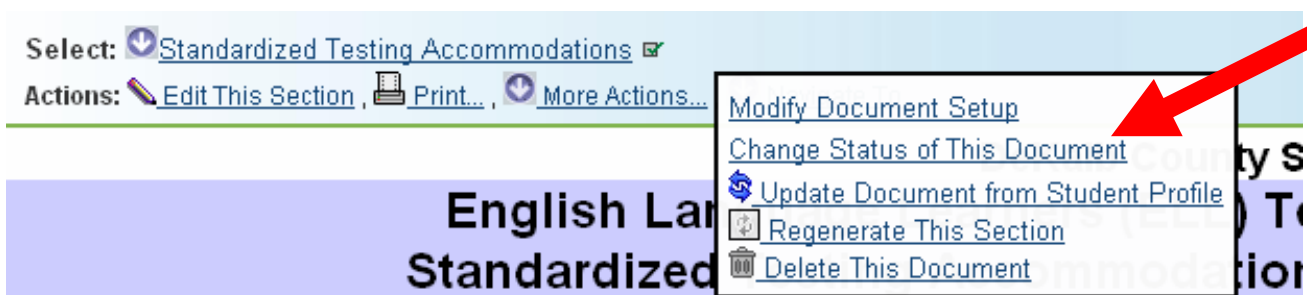
Open your accommodations form for the student in TIENet. In the light blue section at the top click on **More Actions**.



The screenshot shows the top navigation bar of the TIENet interface. It includes a 'Select:' dropdown menu currently set to 'Standardized Testing Accommodations' and an 'Actions:' section with links for 'Edit This Section', 'Print...', 'More Actions...', and 'Navigate To...'. A red arrow points to the 'More Actions...' link. Below this is a purple header for 'English Language Learner Standardized Testing Accommodations'. The student information section displays: Student's Name: [redacted], School: International, Placement Score: 1, DOB: 10/4/1994, and Current Grade: 08.

Step 2:

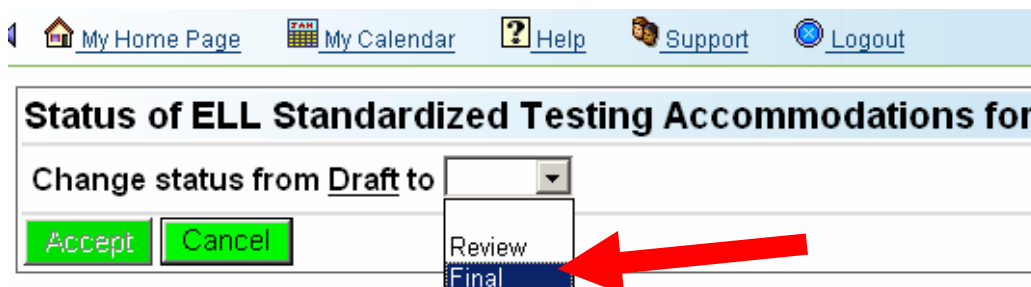
Next, click on **Change Status of This Document**.



This screenshot shows the 'More Actions...' dropdown menu expanded. The menu items are: 'Modify Document Setup', 'Change Status of This Document', 'Update Document from Student Profile', 'Regenerate This Section', and 'Delete This Document'. A red arrow points to the 'Change Status of This Document' option. The background shows the same purple header and student information as the previous screenshot.

Step 3:

Select **Final** from the drop down box after **Change status from Draft to**



The screenshot shows the top navigation bar with links for 'My Home Page', 'My Calendar', 'Help', 'Support', and 'Logout'. Below is a section titled 'Status of ELL Standardized Testing Accommodations for'. It features a 'Change status from Draft to' dropdown menu. The dropdown is open, showing 'Review' and 'Final' as options. A red arrow points to the 'Final' option. There are 'Accept' and 'Cancel' buttons below the dropdown.

Step 4:

When the New Event screen appears click on **Accept**.

Status of ELL Standardized Testing Accommodations for Be

Change status from **Draft** to **Final** ▼

FYI: When the status of the document is changed to 'Final':

- An event is recorded (see below) with the option to notify relevant team members.
- The 'final' document is protected against further changes and cannot be edited.

New Event

Posted By ADMIN (Security Administrator)

Event Subject ELL Standardized Testing Accommodations Document for Be
Status of ELL Standardized Testing Accommodations docum

Event Description

Optional Comment:

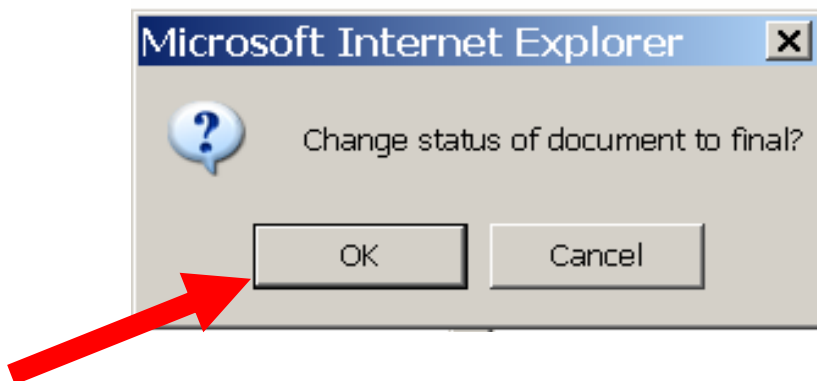
Send a Notification Message To

User IDs:

Accept **Cancel**

Step 5:

A question box will appear to confirm that you want to change the stats of the document to final. Click **OK**. Your document has now been made final.

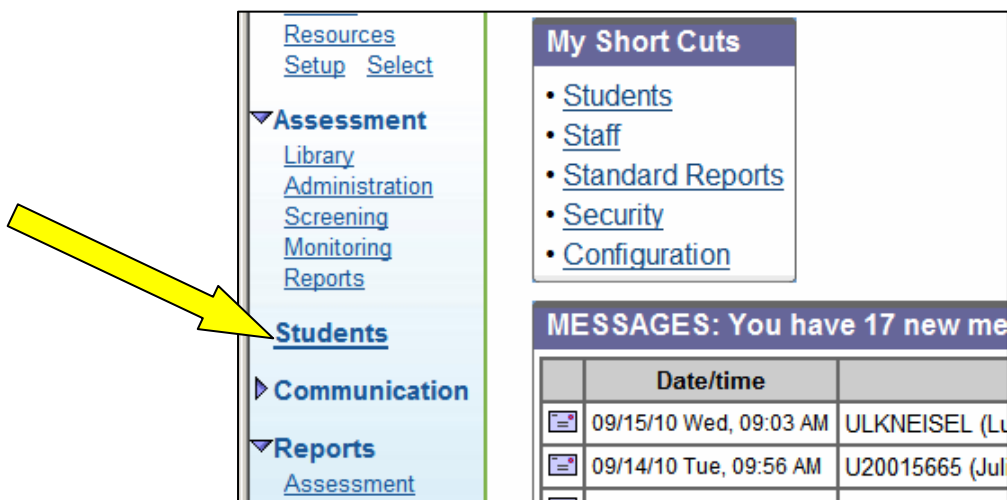


DIRECTIONS FOR TIERING ELL STUDENTS IN TIENET

The first thing you need to do is to open the **International Student ELL/ESOL Data** profile for the student(s) you need to tier. There are two ways to do this. The first way is to look the students up individually using the **Students Quick Search Form**. The second way is to pull up a report of all the identified ELLs in your school with no Tier using the report name **ELL Students Report – No Tier**.

I. Using the Students Quick Search Form.

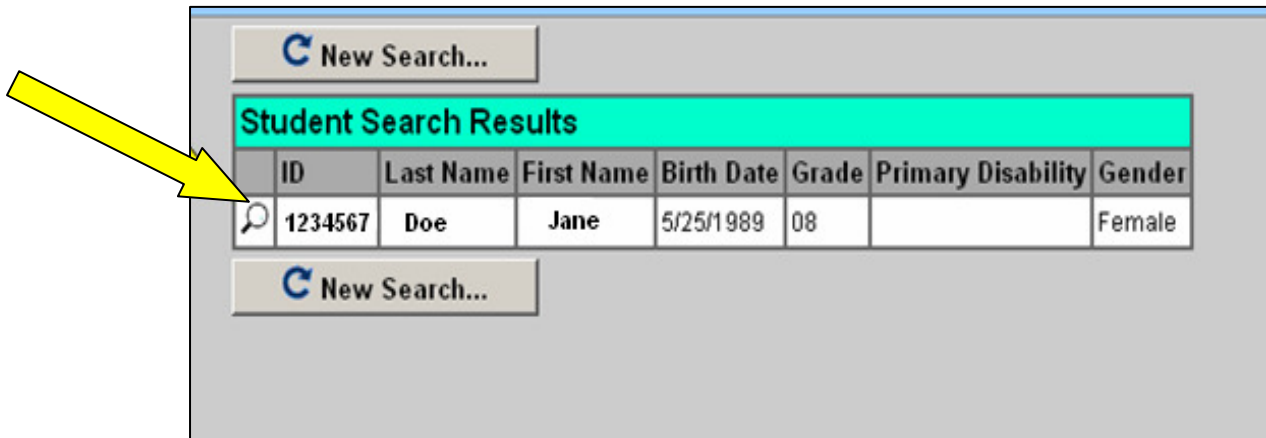
After you log onto TIENET your home page will show on your screen. Look in the light blue section on the left side of your screen and click on students.



This will pull up the **Students Quick Search Form**. The best way to look up a student is with the student number. If you do not have the student number you may use any of the other fields to search for your student. Once you enter the search criteria, click “**Search**”

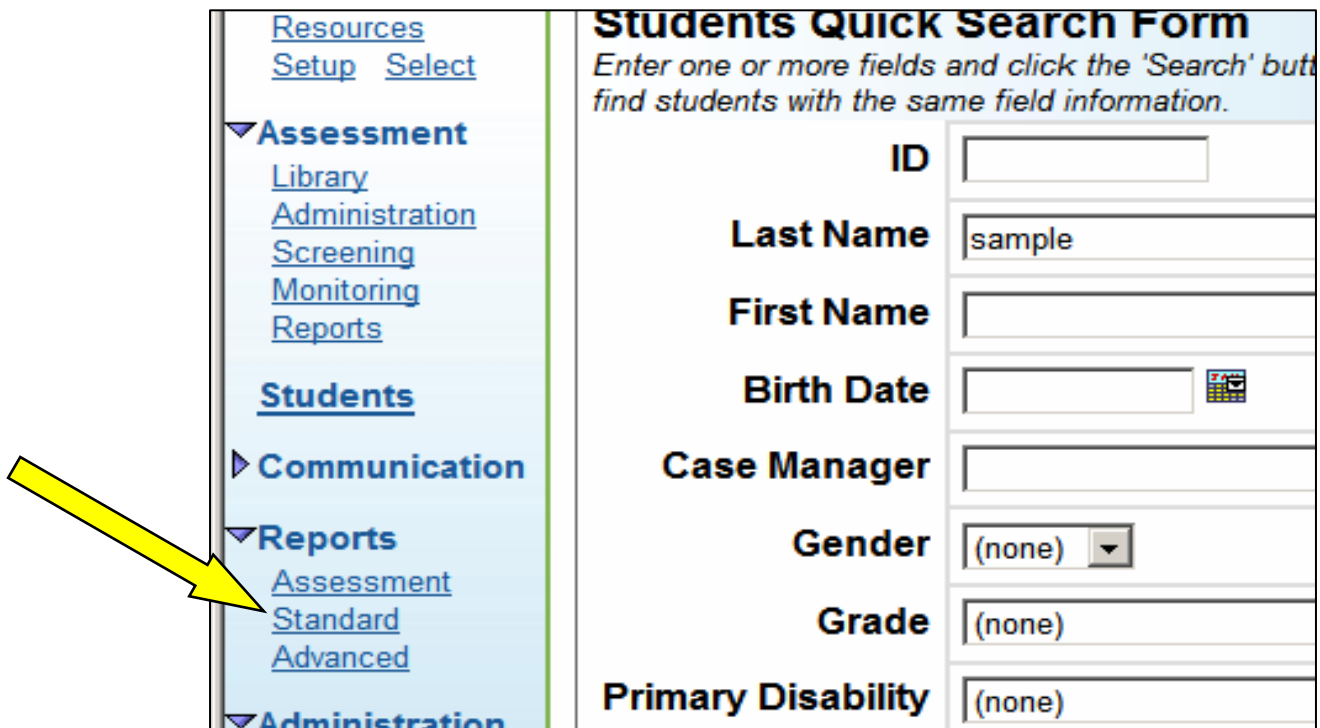
The screenshot shows the 'Students Quick Search Form' in TIENET. The form has a light blue header with the title 'Students Quick Search Form' and a subtitle: 'Enter one or more fields and click the 'Search' button to find students with the same field information.' The form contains several input fields: 'ID' (empty), 'Last Name' (containing 'sample'), 'First Name' (empty), 'Birth Date' (empty with a calendar icon), 'Case Manager' (empty with '(ID) [look](#)' to the right), 'Gender' (dropdown menu with '(none)' selected), 'Grade' (dropdown menu with '(none)' selected), and 'Primary Disability' (dropdown menu with '(none)' selected). At the bottom of the form are two buttons: 'Search' and 'Clear'. A yellow arrow points to the 'Search' button.

This will generate a list of all the students who meet the search criteria you entered. You select the student you wish to work with by clicking on the magnifying glass. This will bring up the student profile for that student.



II. Using the ELL Students Report – No Tier.

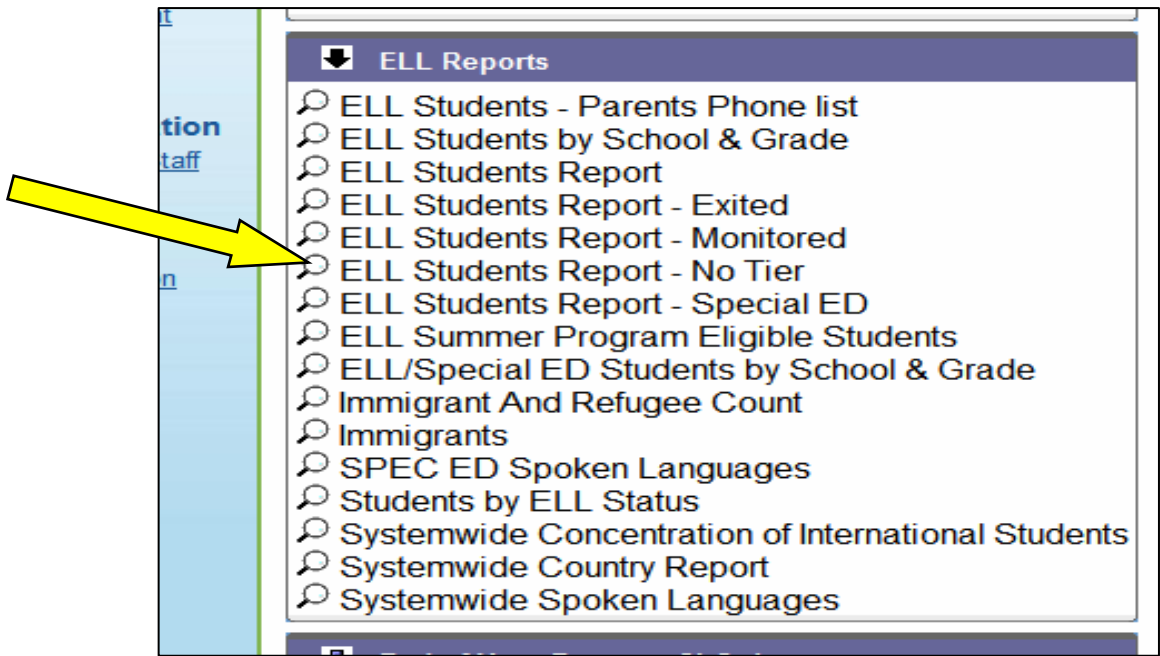
After you log onto TIENET your home page will show on your screen. Look in the light blue section on the left side of your screen and click on **Reports**. Then click on **Standard**.



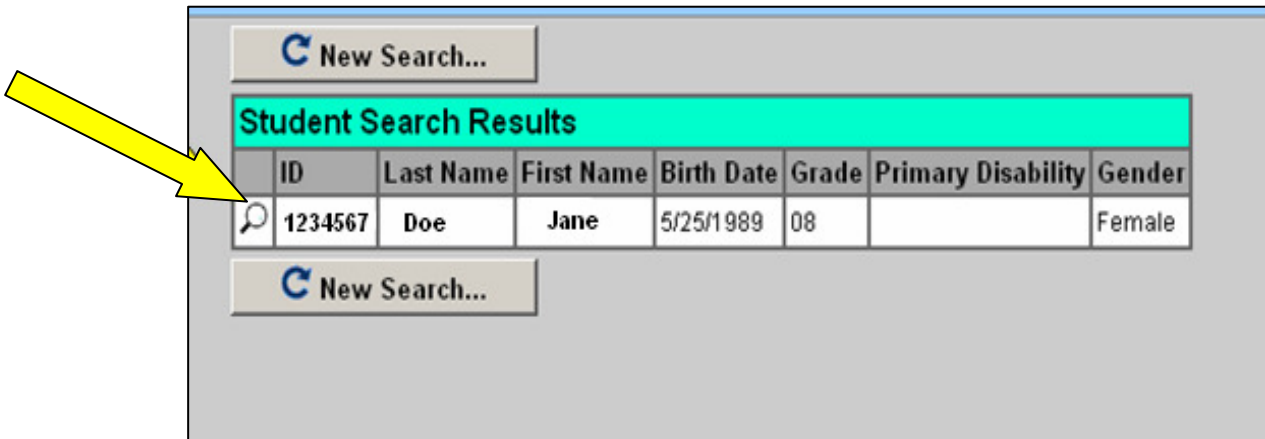
This will bring up the Standard Reports screen listing the types of reports you are allowed to view. Click on **ELL Reports** to open the list of available ELL reports on Tienet.



To select the **ELL Students Report – No Tier** report click on the magnifying glass next to the name of the report.



This will generate a report of all the identified ELL students with no Tier at your school. You select the student you wish to work with by clicking on the magnifying glass. This will bring up the student profile for that student

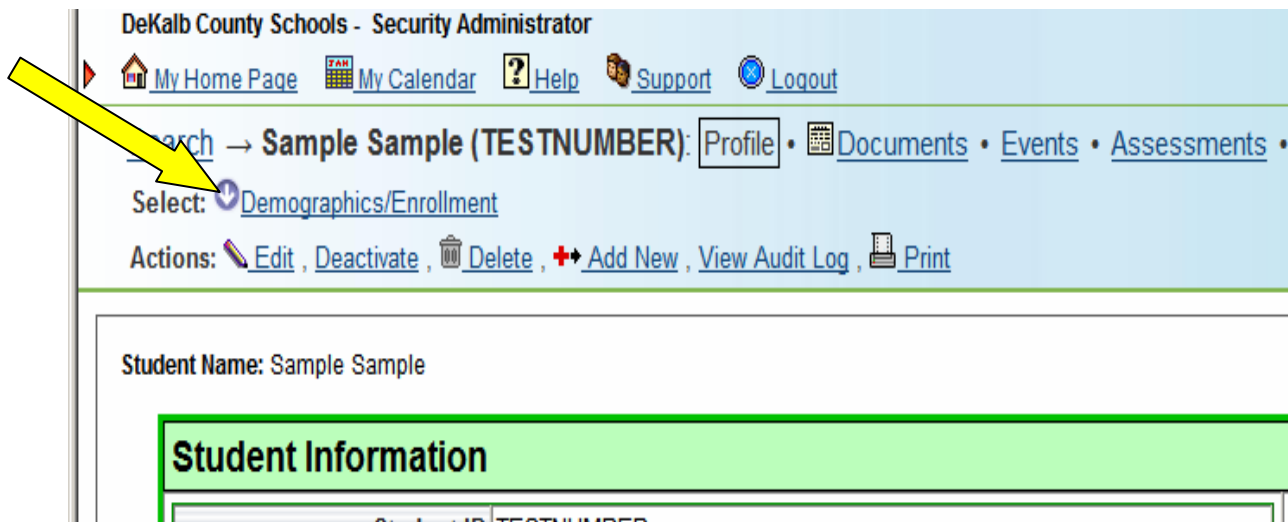


The screenshot shows a web interface for searching students. At the top is a button labeled "New Search...". Below it is a table titled "Student Search Results" with a cyan header. The table has the following columns: ID, Last Name, First Name, Birth Date, Grade, Primary Disability, and Gender. A single row is visible with the following data: ID: 1234567, Last Name: Doe, First Name: Jane, Birth Date: 5/25/1989, Grade: 08, Primary Disability: (empty), Gender: Female. A magnifying glass icon is located in the first cell of the first row, and a yellow arrow points to it from the left. Below the table is another button labeled "New Search...".

ID	Last Name	First Name	Birth Date	Grade	Primary Disability	Gender
1234567	Doe	Jane	5/25/1989	08		Female

III. How to Tier your students.

After you have opened the profile for your student look up in the light blue section at the top of your screen and click on the arrow in between **Select** and **Demographics/Enrollment** to open the drop down box showing the profiles for the student.



The screenshot shows a web interface for a student profile. At the top is the header "DeKalb County Schools - Security Administrator". Below the header are navigation links: "My Home Page", "My Calendar", "Help", "Support", and "Logout". The main content area shows a search result for "Sample Sample (TESTNUMBER):" with a search icon and a magnifying glass icon. Below the search result is a dropdown menu with "Demographics/Enrollment" selected. Below the dropdown menu are action links: "Edit", "Deactivate", "Delete", "Add New", "View Audit Log", and "Print". Below the action links is the text "Student Name: Sample Sample". At the bottom is a green header for "Student Information".

DeKalb County Schools - Security Administrator

[My Home Page](#) [My Calendar](#) [Help](#) [Support](#) [Logout](#)

Search → Sample Sample (TESTNUMBER): Profile • Documents • Events • Assessments •

Select: Demographics/Enrollment

Actions: Edit, Deactivate, Delete, Add New, View Audit Log, Print

Student Name: Sample Sample

Student Information

Click on **International Student ELL/ESOL Data** to open that profile page.

DeKalb County Schools - Security Administrator

My Home Page My Calendar Help Support Logout

Search → Sample Sample (TESTNUMBER): Profile Documents Events Assessments

Select: Demographics/Enrollment

Demographics/Enrollment	SSW Student Demographics	Response Accoms
Contact Info	GNETS	Scheduling Accoms
Eligibility	Caseload	Sem3Services
Services	Class Student Roster	ELLSetting Accoms
Services 5 and Under	Discipline Events	ELLPresent Accoms
International Stdnt Demographics/Acad History	ESYServices	ELLResponse Accoms
International Student ELL/ESOL Data	Services	ELLSchedule Accoms
International Testing Profile	Proj Services	Access
504 Profile	Strategies	CRTC
HHB Profile	Roster Info	Case Notes
SST Student Test Data	Setting Accoms	Testing Accommodation
Special Education Testing	Presentation Accoms	

This will open the **International Student ELL/ESOL Data** screen. The first thing you need to do is click on **Edit Student** so you will be able to enter/update data.

Actions: Edit Student Add New Student Audit Log Student Documents Service

International Student ELL/ESOL Data

International Student ELL/ESOL Data

ELL Status: Yes No ELL Tier (Current Year): ELL Tier (Previous Year):

ESOL Service Status:

ESOL - Served Service Start Date:

ESOL - Not Served Is student served by alternate program? Yes No

If yes, which program:

ESOL - Exited ESOL Exit Date:

LAC - Language Assessment Conference Yes No

Once you have opened the **International Student ELL/ESOL Data** profile and clicked on **Edit Student**, you will then be able to Tier your student.

To indicate a student's ELL Tier (Current Year) select the correct tier from the drop down box next to **ELL Tier (Current Year)**.

Accept Changes Undo Changes Cancel Editing

International Student ELL/ESOL Data

International Student ELL/ESOL Data

ELL Status: Yes No

ELL Tier (Current Year): (none) ELL Tier (Previous Year): (none)

ESOL Service Status:

ESOL - Served

ESOL - Not Served

ESOL - Exited

ESOL - Monitored

Service Start Date: []

Is student served by alternate program? Yes No

If yes, which program: (none)

ESOL Exit Date: []

LAC - Language Assessment Conference Yes No

Date of LAC: []

Monitored Start Date: []

Initial follow up review Completed: Yes No Date of review: []

Post Exit Monitoring Meeting Year 1 Date: []

Post Exit Monitoring Meeting Year 2 Date: []

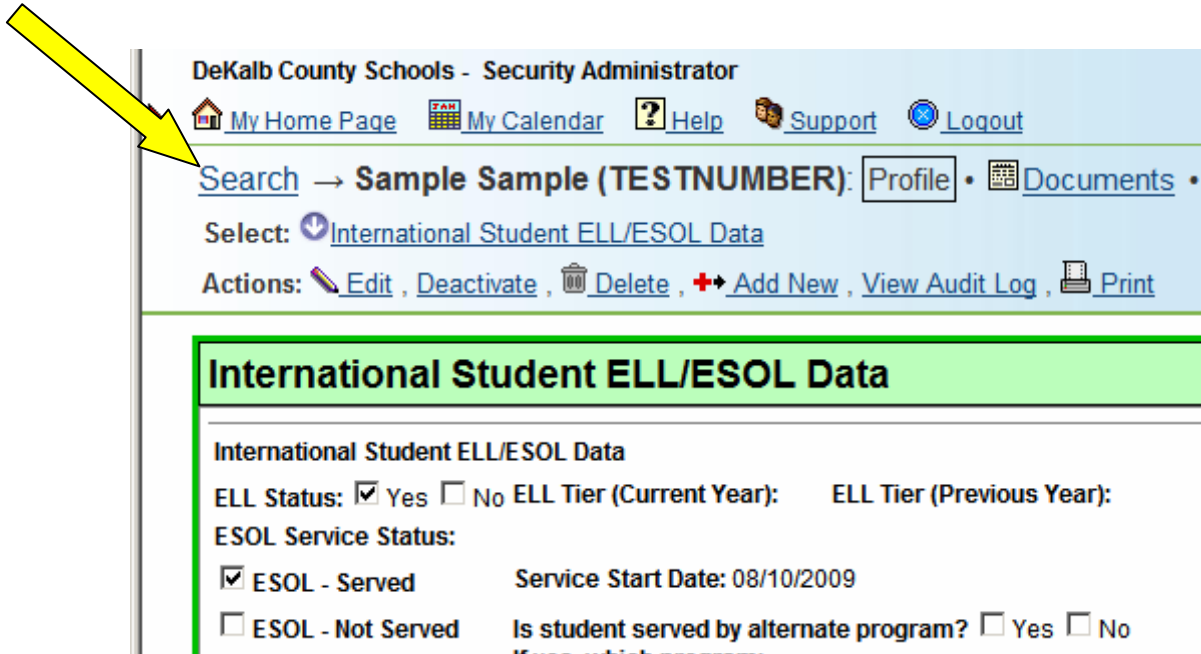
The student's previous year Tier (if available) will show in the **ELL Tier (Previous Year)** box. In addition the student's ACCESS scores and CRCT scores (if available) are in Tienet on the student's International Testing Profile.

Once you have completed entering the student's Tier information click on **Accept Changes** to save the changes.

Accept Changes Undo Changes Cancel Editing

International Student ELL/ESOL Data

If you used the **Students Quick Search Form** to locate your student click on **Search** to exit the current student profile and look for your next student to tier.



DeKalb County Schools - Security Administrator

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Actions: [Edit](#) , [Deactivate](#) , [Delete](#) , [Add New](#) , [View Audit Log](#) , [Print](#)

International Student ELL/ESOL Data

International Student ELL/ESOL Data

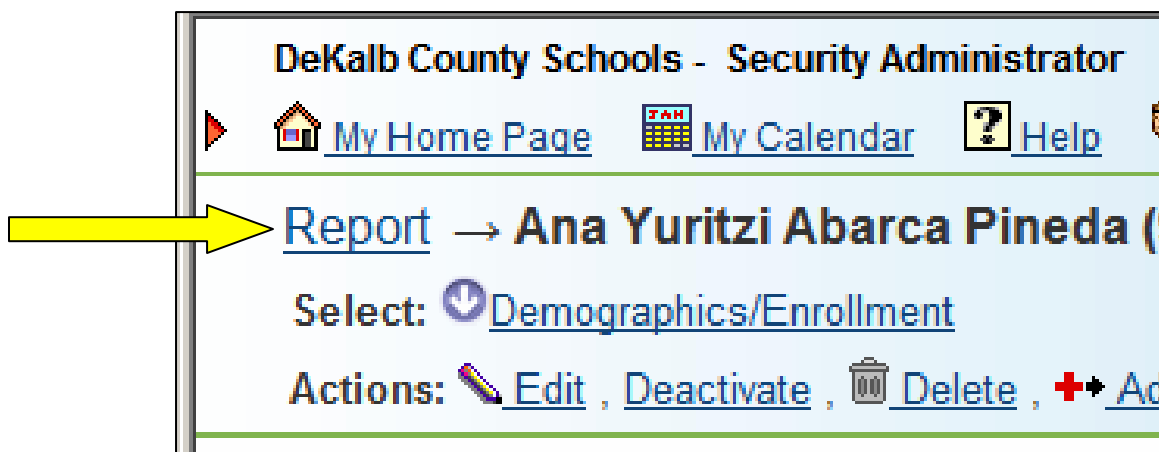
ELL Status: Yes No ELL Tier (Current Year): ELL Tier (Previous Year):

ESOL Service Status:

ESOL - Served Service Start Date: 08/10/2009

ESOL - Not Served Is student served by alternate program? Yes No

If you used the **ELL Students Report – No Tier** report to locate your student click on **Report** to exit the current student profile and return to the report listing your ELLs with no Tier and then select the next student to tier.



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[Report](#) → **Ana Yuritzi Abarca Pineda (**

Select: [Demographics/Enrollment](#)

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