



Clarksville-Montgomery County School System

ESL Program Guidance (ESL-G001)

EL Program Guidelines

English Learner Identification

- **Home Language Survey (HLS):**

All enrolled students must have an HLS on file, which is used to identify Non-English Language Background (NELB) students. The HLS should only be completed once during a student's educational career.

- If a student transfers from another LEA, the receiving school must attempt to obtain the original HLS. If this cannot be done after reasonable attempts, a secondary HLS may be re-administered and clearly marked.
 - If the primary HLS is later found, it should replace the secondary HLS in the student's file, and the secondary HLS must be shredded.
 - The HLS is completed during the registration process. EL Teachers may assist parents in completing the form and clarifying questions.
 - If a language other than English is indicated on the HLS, the student will be classified as NELB, and the EL Teacher will be notified by the school office staff. The EL Teacher will:
 - Scan the HLS, determine if it is primary or secondary, mark it accordingly, and upload it to the student's account in TNPulse.
 - If there was an error on the HLS, parents must sign the original HLS with an explanation of the error. The HLS will be uploaded to TNPulse and placed in the cumulative folder.
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Parent Notifications

- **Notification Letters:**

Parents are informed of the results of their child's English language proficiency assessment in their home language (when possible).

- Parents should receive the notification within two weeks of the student's assessment or enrollment if the results are coming from another school.
- **Types of Notification Letters:**
 - **Notification of Not Qualifying for ESL Services:** Created in ELlevation and sent when a student does not qualify for ESL support services.
 - **Parent Notification of EL Program Placement or Continuation:** Created in TNPulse and sent when a student qualifies for EL support services.



- **Notification of English Language Program Exit:** Sent to parents when a student no longer requires EL support services based on the State English language proficiency assessment.
- **Filing Process:**
The original notification letter is sent to the parents, with copies filed in the cumulative folder and uploaded to the student's TNPulse documents.

Assessment and Service Delivery

ELPA 21 Dynamic Screener

Grade Level	Qualifying Scores	ESL Service Determination
Kindergarten, 1st Semester	Below 3 in any non-exempt domain	Needs ESL Services
Kindergarten, 2nd Semester– Grade 12	Below 4 in any non-exempt domain	Needs ESL Services

Alternative ELPA Screener

- The Alternative ELPA screener requires documentation by an S-Team or IEP team before it can be administered.
- **Documentation Process:** This documentation usually occurs in the Prior Written Notice of the IEP.

Grade Level	Qualifying Scores	ESL Service Determination
Kindergarten through Grade 12	Below 3 in either of the modalities: - Receptive modality (combined score for reading and listening domains)	Needs ESL Services



	- Productive modality (combined score for speaking and writing domains)	
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Alternative ELPA 21 Summative

Before the Alternative ELPA Screener can be administered, a decision to use the ALT ELPA Screener must be made and documented by an IEP team. This documentation usually occurs in the Prior Written Notice of the IEP.

Grade Levels	ELPA 21 Qualifying Scores	ESL Service Determination
Kindergarten through Grade 12	Below 3 in either of the modalities: - Receptive modality (combined score for reading and listening domains) - Productive modality (combined score for speaking and writing domains)	Needs ESL Services

Service Delivery

Types of Service	Criteria	Provision of Services
Indirect Service	Parents or guardians of EL students shall be informed of: (a) Their right to waive placement of their student in ESL programs;	Scaffolding and accommodations in the general education setting provided by content teachers. Teachers are required to receive training and provide quarterly

	<p>(b) Their right to remove their student from Direct ESL Service at any time;</p> <p>(c) The scaffolding and accommodations to be provided in the general education setting via Indirect ESL Services</p>	progress reports to the ESL teacher.
Tailored Service	EL students scoring 3+ in reading, writing, and listening and 2+ in speaking	Services tailored to meet the student's specific needs. Progress is monitored based on language goals.
Direct ESL Services (Secondary)	EL students who have not met exit criteria or do not qualify for tailored services	One full class period (minimum of 45 minutes daily). ESL teacher provides daily services.
Direct ESL Services (Elementary)	EL students who have not met exit criteria or flexible service criteria	Minimum of 60 minutes of daily ESL instruction, excluding transition time. ESL teacher provides daily services.

Note: Support from educational assistants does not count towards the time requirement for ESL services.

Individual Learning Plan (ILP)

Each EL student will have an Individual Learning Plan (ILP) detailing how services will be provided. The ILP must contain, but is not limited to, the following:



- Assessment data from the English language proficiency assessment, achievement assessments, and any relevant benchmark data.
- Quarterly goals to help the student progress to the next proficiency level in the four (4) domains of language: reading, writing, speaking, and listening.
- **Growth trajectories for English language proficiency based on individual student data.**
- Strategies, accommodations, and scaffolding used in the delivery of Indirect ESL Services.

The ILP is a State-mandated document that records discussions with teachers regarding accommodations, scaffolding instruction, and student goals for both Direct and Indirect ESL services.

Distribution of ILP

- **A copy of the ILP is placed in the student's green folder** located within their cumulative file.
- **A copy is given to each of the teachers** working with the EL student.
- **A copy is provided to the parents** to ensure they are informed of the services and goals.

Monitoring and Adjusting the ILP

- Teachers will **monitor the plan quarterly** and **adjust goals** as necessary based on the student's progress in English language proficiency.

State Achievement Assessments

- All students in grades 3–12 must take state achievement assessments, including EL students. Accommodations must be recorded in the ILP and used throughout the year to qualify for state assessment accommodations.
- EL students who have been in U.S. schools for less than 731 days do not count towards a school's achievement score.

Transitional Students

Once a student exits ESL services, they are placed on transitional status for four years. During this time, **transitional students do not receive ESL services.**

Transitional students are monitored closely during the first and second years (T1 and T2) to ensure they are successful without EL service support. Monitoring is conducted using a Student Monitoring Form, which is sent electronically to the EL student's content teachers each grading period.

Teachers must communicate with parents if the student is not performing well based on the transitional monitoring reports.

Reclassification of Transitional Students



If students are not performing as expected in Transitional Status and teachers feel EL services may be appropriate for the student, the following guidelines must be followed:

- **Language as the Reason for EL Service:** The EL teacher must analyze whether the situation is related to language differences or a possible disability. If a disability is suspected, the Special Populations department will be notified for further procedures, as EL service is not appropriate if the issue is related to a disability.
 - **Evidence of Supports:**
 - **Content teachers must provide evidence of how supports were used** to allow access to content. If no supports were used, Tier 1 instruction should be adjusted before moving forward.
 - **Monitoring forms by content teachers will be evaluated.** If monitoring forms were not completed, it suggests there were no concerns among content teachers, and the reclassification process may be stalled until further evidence is collected.
 - **Parent Input:** The EL teacher will **seek parent input during the reclassification process** to ensure that the family is informed and involved in the decision-making process.
 - **S-Team Meeting:** An S-Team meeting with general education teachers, an EL Facilitator or Coordinator, and a building administrator will be conducted to determine the student's eligibility for reclassification to active EL services.
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Waived Students

Parents of limited English proficient students have the right to waive EL support services. In order for the waiver to be finalized, a conference must be held with the ESL teacher to discuss the decision and its potential consequences. A student may not be waived from services until after the English language proficiency screener has been administered to determine eligibility. Waived students must still take the annual English language proficiency assessment, and they cannot exit EL status without appropriate exiting scores from the assessment.

- **Re-enrollment in EL Program:**

Parents may request at any time that their waived student be re-enrolled in the EL program. The **Notification of English Language Program Placement or Continuation** letter, with the **acceptance of services box checked**, must be signed by the parent(s).
- **Academic Performance and Re-entry Discussion:**

If the student is not performing at least satisfactorily with "C" level work or above, the EL teacher must reach out to the family to discuss grade-level content concerns and the option to re-enter EL services. The discussion should be noted in both **TNPulse** and **ELLEvation**.
- **Annual Contact:**

At the beginning of each school year, EL teachers will contact parents or guardians who have previously waived services for their student to offer EL services for the upcoming year.
- **Retention Guidelines:**

Retention decisions cannot be based solely on a student's lack of English proficiency. If a student is struggling academically, the language proficiency factor must be considered, and retention due to language acquisition challenges is not allowed.



- **Support for ELs:** Students who struggle academically must receive appropriate language support through **Direct or Indirect ESL Services**, as outlined in their Individual Learning Plan (ILP). These services are designed to help students meet both academic and language proficiency benchmarks.
 - For more detailed guidelines, please see ESL G-003 “**ESL Guidelines for Retention and Grading.**”
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RTI2 (Response to Instruction and Intervention)

If there is evidence that language is not the main contributing factor for needing intervention, EL students should take part in RTI2, just like other students. Interventions must be scaffolded to the student's language level.

- **RTI2 Placement Criteria:**
If the EL student has a minimum score of **3 in listening and speaking on the ELPA 21 assessment**, the student will be placed into RTI2 services just as other students would be placed.

The EL teacher must be involved in S-Team, data chats, and A-Team meetings for all EL students (Active, Waived, and Transitional).

IEP & 504 Process

LEAs shall ensure that all EL students who may have a disability are located, identified, and evaluated for special education and related services in a timely manner, in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and T.C.A. § 49-10-101, et seq.

- **Evaluation Process:**
When conducting special education and/or Section 504 evaluations, LEAs shall consider the English language proficiency of EL students in determining the appropriate assessments and other evaluation materials to be used. EL students shall not be identified as students with disabilities solely because of their limited English language proficiency.
- **Language Assistance and Disability Services:**
LEAs shall provide EL students with disabilities with both the language assistance and disability-related services to which they are entitled under federal law.
- **Collaboration in Meetings:**
EL teachers must be part of **S-Team** and/or **A-Team** meetings regarding EL students, whether they are Active, Waived, or Transitional.



- **Language Difference or Disability Analysis:**
Language differences or disabilities will be analyzed for each student by comparing the student's home language to linguistically similar languages and considering the student's time in the U.S. and the U.S. education system. The **Differences and Disabilities Toolkit** should be used to assist with this analysis.
- **Psychological Assessments:**
Regardless of whether a student receives ESL services or not, EL students must move forward with psychological assessments if:
 - Language has been ruled out as a determining factor in the suspected disability.
 - The assessment team agrees there is suspicion of any disability category other than Specific Learning Disability (SLD), such as Language Impairment (LI), Other Health Impairment (OHI), Emotional Disturbance (ED), etc.
- **Parent Communication:**
Parents must be provided with information about the IEP process in their native language to ensure they understand the steps and procedures.
- **Approval of Accommodations:**
For EL students who are Active or Waived, the IEP team must review and approve English language accommodations in the ILP for students in grades K-12. This ensures that appropriate accommodations are provided to support the student's language and learning needs.
- **No Substitution of Services:**
Neither **Response to Instruction and Intervention (RTI2)** nor **special education services** shall be used in place of Direct EL Services.