



## Clarksville-Montgomery County School System ESL Program Procedures, Forms, and Definitions

### I. EL PROGRAM GUIDELINES

#### English Learner Identification

- ☐ All students who enroll in the district must have a Home Language Survey (HLS) on file. The HLS is a legal document used for the identification of Non-English Language Background (NELB) students.
- ☐ An HLS should be completed only once in a student's educational career. If the student has previously attended another LEA, the receiving school or LEA shall attempt to obtain the original HLS from the sending LEA. If the receiving LEA cannot obtain the original HLS after reasonable attempts to do so, it may re-administer the HLS, but shall mark it as a **secondary** HLS.
- ☐ If the primary HLS is found, it shall replace the secondary HLS in the student's file.
- ☐ The HLS is completed during the on-line registration process. EL Teachers may ask clarifying questions and assist parents in completing the form.
- ☐ If a language other than English appears on the survey, the student shall be classified 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 as such, and upload it to the student's ELlevation profile under the Documents tab.
- ☐ If the parent made an error on the Home Language Survey, please contact the EL Coordinator for guidance. After reviewing the case, the EL Coordinator may reclassify the student in Powerschool. If the student is reclassified, the parents must sign the original HLS along with an explanation as to how the error occurred. The HLS will be uploaded into ELlevation under the Documents tab and the original placed in the cumulative folder.

#### WIDA Screener Placement Guidelines

- ☐ Kindergarten 1<sup>st</sup> Semester:  
NELB students who are screened in their first (1st) semester of Kindergarten shall be screened with the WIDA Screener for Kindergarten (WSK). NELB students screened in their first (1st) semester of Kindergarten shall only be assessed using the speaking and listening domains. If a student receives an oral composite score below 4.5 or a score below 4 in either domain, the student shall be identified as an EL student and receive 60 minutes of EL instruction a day unless a parent and or guardian chooses to waive Direct ESL Services.
- ☐ Kindergarten 2<sup>nd</sup> Semester  
NELB Students who are screened in their second (2nd) semester of Kindergarten shall be screened with the WIDA Screener for Kindergarten (WSK). NELB students screened in their second (2nd) semester of kindergarten shall be screened using the speaking, listening, reading, and writing domains. If a student receives an oral composite score below 5 or a score below 4 in any domain, the student shall be identified as an EL student and receive an hour of EL instruction daily unless a parent and or guardian chooses to waive Direct ESL Services.
- ☐ 1<sup>st</sup> grade, 1<sup>st</sup> semester  
NELB Students who are screened in their first (1st) semester of first grade shall be screened with the WIDA Screener for Kindergarten (WSK). NELB students screened in their first (1st) semester of

first grade shall be screened using the speaking, listening, reading, and writing domains. If a student receives an oral composite score below 5 or a literacy composite score below 4.5, the student shall be identified as an EL student and receive one hour of EL instruction daily unless a parent and or guardian chooses to waive Direct ESL Services.

- ☐ 1<sup>st</sup> grade 2<sup>nd</sup> Semester – 12<sup>th</sup> grade  
NELB Students who are screened in their second (2nd) semester of first (1st) grade, or at any point in grades two (2) through twelve (12), shall be screened using the WIDA screener. Students who score below a 4.5 on the WIDA screener shall be identified as an EL student and receive Direct ESL Services, unless a parent and/or guardian chooses to waive service.
- ☐ Unless an NELB Student has documentation from a previous state or LEA that he or she met the definition of Fluent English Proficient (FEP), the English language proficiency screener shall be administered in addition to the HLS within the thirty (30) days time period. Screener results must be entered under the Screener tab in PowerSchool, and a copy of the results scanned and uploaded to the student's ELlevation profile under the Documents tab.
- ☐ Foreign Exchange Students do not qualify for EL services and will not be screened but will remain NELB (N) in PowerSchool.
- ☐ If it is determined that a student is proficient by the WIDA Screener or an approved State English language proficiency assessment (ELPA), re-administering the WIDA Screener is not appropriate.
- ☐ If a NELB student is not achieving success in the mainstream, they should not be retested for EL eligibility but should be provided with accommodations (e.g., RTI<sup>2</sup>, etc.) afforded any struggling student.
- ☐ If students have noted or suspected severe cognitive or language impairment, please call the EL Office before screening the student. Special education and EL will consult as to the next steps.

#### **Parent Notifications**

- ☐ Notification letters, in the parent's or guardian's home language (if possible), are used to inform parents of newly enrolled students that a language assessment, either a screener or an English proficiency test, has been completed and the results have determined the student's EL status for the school year.
- ☐ Parents are to receive the notification form within two weeks of student assessment, or enrollment if the assessment results are coming from their previous school.
- ☐ The original notification letter is sent to the parents, with copies filed in the cumulative folder and a scanned copy uploaded to the student's ELlevation profile under the Documents tab. The EL Office may access a copy from ELlevation.
- ☐ The Notification of Not Qualifying for ESL Services is sent when a student has taken a state screener and their score indicates they do not need EL support services.
- ☐ The Notification of EL Program Placement or Continuation is sent when a student has taken a State screener or proficiency assessment and their score indicates they need ESL support services.
- ☐ The Notification of English Language Program Exit is sent when a student has taken a State proficiency assessment and their score indicates they no longer need EL support services.

### Service Delivery

- ☐ EL students identified for ESL service via screening shall receive a minimum of one (1) hour of Direct ESL Service each school day from a teacher who holds an ESL endorsement until the student achieves a sufficient score on a summative assessment to be exited from Direct or Indirect ESL Service or achieves a sufficient score on a summative assessment to have Direct or Indirect ESL Services modified by the ILP Team.
- ☐ If ELs score 4.4 or higher on the composite score and 4.2 or higher on their literacy score, the students are then reclassified as transitional status and do not require direct services. ELs still qualify for services if their ACCESS composite score is less than 4.4 and/or the literacy score is less than 4.2.
- ☐ Students with scores between 1.0 and 3.4 on the overall composite will receive 60 minutes of ESL instruction daily or a cumulative of 5 hours for the week.
- ☐ EL students, scoring a composite of 3.5 or above, a reading score of 3.5 or above, a writing score of 3.5 or above, and a 3.5 or above on the speaking score or listening score are allowed flexible scheduling. All flexible schedules will need to be approved by the EL Facilitator.
- ☐ Although educational assistants provide additional support to EL students, their time does not count toward the time requirement for ESL services.
- ☐ Each English learner has an Individual Learning Plan (ILP) noting how services will be provided to the English learner student. This plan will be given to families and content teachers to document details of how EL services will be provided.

### Individual Learning Plan (ILP)

- ☐ All EL students shall have an ILP that contains, but is not limited to:
  - ☐ Assessment data from the English language proficiency assessment, achievement assessments, and any relevant benchmark data;
  - ☐ Short-term goals that help the student proceed 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; and
  - ☐ Strategies, accommodations, and scaffolding used in the delivery of Indirect ESL Services.
- ☐ The ILP is a State mandated document noting discussions with teachers regarding accommodations and student goals, both Active and Waived; the ESL teacher records the consensus on accommodations in ELLevation and generates the plan.
- ☐ This plan is shared at the beginning of the school year, or whenever a new student is identified as an English learner, with all the teachers who will work with the EL student.
- ☐ Teachers working with the EL student will need to provide input to the learning plan and sign indicating they agree to the plan.
- ☐ A copy of the plan is placed in the student's EL file, given to each of the teachers, and is sent home to parents.

- ☐ EL teachers will monitor the plan every 4.5 weeks and adjust as needed based on the English language proficiency progress of the student.

### **TNReady Assessments**

- ☐ All students in grades 3-12 take TNReady assessment regardless of whether they are new to the country.
- ☐ Accommodations for TNReady are recorded on the State and District Testing Accommodations tab in the student's ELLevation profile. Accommodations must be recorded on the ILP and used throughout the year in order to be applied to TNReady assessments.
- ☐ EL students who have attended a US school less than 731 days do not count towards a school's achievement score.

### **Virtual School (School of Choice) Qualification Criteria**

- ☐ Grades K-2 are vital in teaching students to read. The district feels that while students are increasing their English fluency and learning to read in English, a structured immersion environment is best. The district does not support grades K-2 EL students enrolling in the CMCSS Virtual School.
- ☐ In grades 3-12, EL students must have an overall score of 3.5 on their previous ACCESS test or WIDA Screener with individual scores of 3.5 in reading and writing, as well as listening or speaking.
- ☐ If the above criteria are met, the EL teacher will also need to recommend the student for the Virtual School.
- ☐ If students do not meet the above criteria, they will be required to attend their home school traditionally, even if parents decide to waive services.

### **Virtual School Service Model**

- ☐ To enroll in CMCSS Virtual School EL students must be in grades 3-12 and meet the criteria for flexible scheduling.
- ☐ If EL students are selected to be in the CMCSS K-12 Virtual School, students will receive adaptive language English learning software. Adaptive programs provide immediate feedback to students as they interact with the language program and provide teachers with data on how to best meet the students' needs based on student responses.
- ☐ The EL teacher assigned to CMCSS Virtual School communicates with the families about the required time to be actively engaged within the program. The EL teacher will follow up with the students based on how they perform within the language learning program to review and/or remediate skills identified in the program.

### **District Approved Language Formative Assessments (benchmark tool/formative assessment)**

- ☐ The EL teacher must provide formative assessments to inform the ILP goals every 4 1/2 weeks. These formative assessments will be used to update each Individualized Learning Plan (ILP) for English learners.

- ☐ The formative assessments are uploaded to the Test Results tab in ELlevation.

### **Monitoring of Students Not Receiving ESL Services**

- ☐ Transitional Students
  - Once a student exits ESL service, they are placed on transitional status for four years. During this time, transitional students do not receive ESL services.
  - Transitional students are monitored their first and second year closely to ensure they are successful without the EL service support. First and second-year transitional students (T1 and T2) are monitored using a Student Monitoring Form sent electronically to the EL student's teachers.
  - TN ESL Policy mandates content teachers who teach T1 and T2 students complete the monitoring forms quarterly for each grading period.
  - At the end of each academic year the EL teacher will use Form EL F028 to communicate to the parents the program recommendation for the next year based on the results of monitoring. Copies of EL F028 should be uploaded to the student's document tab in ELlevation.

### **Waived Students**

- Once parents have waived a student's ESL services, all content teachers must complete monitoring forms at the end of each grading period.
- If the student is not maintaining passing grades, the EL teacher works with content teachers to arrange a parent meeting to review the Individual Learning Plan.

### **Reclassification of Transitional Students**

- ☐ If students are not performing as expected in Transitional Status and teachers feel EL services are appropriate for the transitional student, the following guidelines must be in place for consideration:
  - Language must be the reason for EL service. The EL teacher must analyze if the situation is related to language differences or disorder. A complete analysis checklist is available from the Department of Education ([https://www.education.ne.gov/wp-content/uploads/2017/07/Addressing\\_English\\_Learners\\_with\\_Disabilities.pdf](https://www.education.ne.gov/wp-content/uploads/2017/07/Addressing_English_Learners_with_Disabilities.pdf)). The EL Coordinator will review the case with the EL teacher.
  - If a disability is suspected, the Special Populations department will need to be notified for appropriate procedures. EL service is not appropriate if this is the case.
  - Content teachers must provide evidence of how scaffolds were used to allow access to content. If no scaffolds were used, Tier 1 instruction would need to be adjusted before moving forward.
  - Monitoring forms by content teachers will be evaluated. If monitoring forms were not completed, this suggests there were no concerns among content teachers, and the process may be stalled until further evidence is collected.
  - WIDA Screener will be re-administered if the ACCESS score is more than 12 months.
  - The EL teacher will seek parent input during the reclassification process.
  - An S-Team meeting will be conducted with general education teachers, EL Facilitator or Coordinator, and building administrator to determine eligibility.

### Waived Students

- ☐ Parents of limited English proficient students have the right to refuse ESL support services. In order to do so, a conference must be held with the ESL teacher or ESL Coordinator and the parents to discuss this decision and its potential consequences. A student may not be waived from services until after the WIDA Screener has occurred to determine eligibility.
- ☐ If parents decide to waive services, the Notification of English Language Program Placement or Continuation form, with the refusal box checked must be signed by the parent(s). This document states that the student will take the ELPA assessment annually. The original form will remain in the cumulative folder, and a scanned copy uploaded to the student's ELlevation profile under the Documents tab.
- ☐ If the parent(s) or guardian(s) waives Direct ESL Services for the student, the general education classroom teacher shall be responsible for providing Indirect ESL Services in the form of linguistically appropriate accommodations and scaffolding within the general education setting as described in the student's ILP.
- ☐ 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 form, with the acceptance of services box checked, must be signed by the parent(s).
- ☐ 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 with the option to re-enter EL services. The discussion is recorded on the Notes tab of the student's profile in ELlevation.
- ☐ At the beginning of each school year ESL teachers will contact parents or guardians who have previously waived services for their student, to offer ESL services for the upcoming year.

### RTI<sup>2</sup>

- ☐ **IF** there is evidence of language being ruled out as the main contributing factor for needing intervention, EL students should take part in RTI<sup>2</sup>. Please note: The intervention must be scaffolded to the language level of the student. Please see the EL Coordinator for the appropriate forms.
- ☐ **If the EL student has a composite of 3.5 or above, the student will be placed into RTI<sup>2</sup> services just as other students would be placed.**
- ☐ The EL teacher must be part of the S-Team, data chats, and A-Team meetings regarding ELs (Active, Waived, Transitional Students).

### 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, Section 504 of the Rehabilitation Act of 1973, and T.C.A. § 49-10-101, et seq.
  - 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.
  - LEAs shall provide EL students with disabilities with both the language assistance and disability-related services to which they are entitled under federal law.
  - Neither Response to Instruction and Intervention (RTI<sup>2</sup>) nor special education services shall be used in place of Direct ESL Services.

- ☐ EL teachers must be part of S-Team and/or A-Team meetings regarding ELs (Active, Waived, Transitional Students)
- ☐ Language difference or disorder will be analyzed for each student, comparing the student with their home language to similar linguistic distant languages and time correspondence in the U.S. and the U.S. education system. Please use the following link to assist with this analysis:
  - <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>
- ☐ Regardless of whether the student receives ESL services or not, EL students must move forward with any psychological assessments if the following are true:
  - Language has been ruled out as a determining factor regarding a disability
  - The assessment team agrees there is suspicion of any disability category other than SLD (LI, OHI, ED, etc.)
- ☐ Parents are provided information on the IEP process in their native language.
- ☐ For EL students who are Active or Waived, the IEP team must review and approve WIDA ACCESS accommodations for students in grades K-12.

## II. EL SPECIFIC FORMS

All district forms to families must be provided in the home language of the family if possible. Title III communications are available in multiple languages through ELLevation. In addition, Transact is a service CMCSS subscribes to which provides a library of parent notifications translated into many languages. Please refer to Transact: Parent Notices in ClassLink for applicable forms. If you do not have a log-in for Transact, please contact your school's technology integration coach or the EL office to provide you with the information. Some forms are also translated in the CMCSS Document Library.

### Home Language Survey

- ☐ All students who enroll in the district must complete the district's Home Language Survey ([ESL-F039](#)).
- ☐ The Home Language Survey is part of the online registration process and can be printed out with the other registration documents.

### Notification of Not Qualifying for LEP Service

- ☐ The notification letter, in the parent's or guardian's home language (if possible), is used to notify parents of newly enrolled students that a language assessment has been completed and their student has not qualified for ESL services.
- ☐ It is generated in ELLevation under Reports>>Parent Letters.

### Notification of EL Program Placement or Continuation

- ☐ The notification letter, in the parent's or guardian's home language if possible, is used to notify parents of enrolled EL students that a language assessment has been completed and that their student has qualified for ESL services.
- ☐ It is generated in ELLevation under Reports>>Parent Letters.
- ☐ This is also used to record parents' determination to waive services. In this case, The EL teacher generates it in ELLevation with the service approval and parent signature block.

### Notification of English Language Program Exit



- ☐ The notification letter, in the parent's or guardian's home language if possible, is used to notify parents of enrolled EL students that a language assessment has been completed and that their student has exited ESL services.
- ☐ It is generated in ELLevation under Reports>>Parent Letters.

#### **Individualized Learning Plan (ILP) for ELs**

- ☐ This form provides school staff with appropriate classroom accommodations and language goals for English learners (EL).
- ☐ The form is generated in ELLevation under Reports>>EL Individual Learning Plan

#### **Monitoring Forms**

- ☐ Teachers of Transition 1 & 2 students and teachers of student whose parents have waived services fill out monitoring forms on students' grades and progress.
- ☐ Links to the forms are emailed through ELLevation to each teacher
- ☐ The ESL teacher monitors the forms in ELLevation by going to Students>>Monitoring

### **III. INFORMATION FOR EL TEACHERS**

#### **Forms to Upload to ELLevation**

- ☐ Registration Form with Home Language Survey
- ☐ Copy of WIDA screener Score report or English language screener/score report from another state
- ☐ Notification of English Language Program Placement (ELLevation)
- ☐ Documentation relevant to any reclassification:
  - Waiver - Notification of English Language Program Placement or Continuation printed with Parent refusal and signature boxes.
  - Re-enter from waiver - Notification of English Language Program Placement or Continuation printed with parent acceptance and signature boxes
  - T1/T2 reclassification to active
  - Home Language Survey Error documentation



#### Information recorded in ELlevation

- ☐ LEP status
- ☐ ELPA test scores
- ☐ State and District Testing Accommodations
- ☐ Classroom Accommodations
- ☐ Notes related to Parent communications and any other questions or responses related to the student
- ☐ Goals, including a growth trajectory if there are ACCESS scores to base it on
- ☐ Monitoring Responses
- ☐ Documents
  - Testing results
  - Waiver - Notification of English Language Program Placement or Continuation printed with Parent refusal and signature boxes.
  - Re-enter from waiver - Notification of English Language Program Placement or Continuation printed with Parent acceptance and signature boxes.
  - T1/T2 to active
  - Reclassification due to special circumstances questionnaire and documentation
  - Scanned copies of monitoring forms if they were not completed through the ELlevation Monitoring platform
  - Formative Assessment writing samples

#### Forms in the Cumulative Record

- ☐ Registration Form (with Home Language Survey) Notification of English Language Program Placement
- ☐ WIDA screener Score Sheet or English language screener/score report from another state
- ☐ Documentation relevant to any reclassification:
  - T1/T2 to active
  - Waiver - Notification of English Language Program Placement or Continuation printed with Parent refusal and signature boxes.
  - Re-enter from waiver - Notification of English Language Program Placement or Continuation printed with Parent acceptance and signature boxes.
  - Reclassification due to special circumstances questionnaire and documentation
- ☐ ILP & Student History Report updated at the end of each year.

#### Forms in the EL Teacher's File

- ☐ ILP – including goals and Growth Trajectory.
- ☐ Evidence of monitoring if not done through the ELlevation Monitoring platform.
- ☐ Any other forms selected by the teacher, which may include those filed in cumulative records.

## IV. TERMS

#### Active EL (L)

- ☐ If a NELB student is tested and the ELP score indicates the student has qualified for services, s/he is classified as an active EL. This is noted as (L) in PowerSchool..

#### EL

- ☐ Refers to English Learner students. Ex. The EL program is a combination of ESL teachers and the ELD curriculum

**ESL**

- ☐ Refers to the ESL certification offered by the State. Since teachers receive an ESL certificate then they are considered ESL Teachers. Ex. The ESL services provided by the ESL teacher were written in the ILP.

**ELD**

- ☐ Refers to English language development. ELD relates to curriculum to assist with the development of the English language for ELs. The ESL teacher uses the ELD curriculum.

**Former Limited English Proficient (F)**

- ☐ After four years of transition, students who are showing adequate progress are fully exited from monitoring.
- ☐ The fifth year after exiting the EL program, students will be coded Former. This is noted as (F) in PowerSchool.

**Non-English Language Background (NELB)**

- ☐ Any student whose Home Language Survey indicates a language is classified as NELB until s/he can be screened for ESL services or scores received from other districts. If scores from other districts are not received within 20 days, the student must be screened.
- ☐ If screening indicates the student is English proficient, then the status remains NELB, tested did not qualify.
  - Once a student is confirmed to have a score that does not qualify them for EL services, the flags "Status validated" and "Tested - Did Not Qualify" are selected in their ELLevation Profile.

**Transition (1, 2, 3, OR 4)**

- ☐ All students who exit from the EL Program must be monitored for two years. During the first year of monitoring the student is identified as Transition 1. If the student has been successful during the T1 year, they will then be reclassified as a Transition 2 student (T2). This is noted as (1,2,3 or 4) in PowerSchool.

**Waived (W)**

- ☐ If a student qualifies for ESL services, but the parents or guardians request their student not receive services, the student is classified Waived. This is noted as (W) in PowerSchool.