



March 1, 2022

Notice of Updated English Language Learners Policy to Parents/School Community

Update Effective February 15, 2022

ENGLISH LANGUAGE LEARNERS

When scholars are enrolled in kindergarten Furrow Charter School or are enrolling in a U.S. school for the first time, they are given the Home Language Survey within the enrollment packet. The Georgia Department of Education Home Language Survey is available in many languages. The survey has three language-related questions:

1. What language does your child most frequently speak at home?
2. Which language do adults in your home most frequently use when speaking?
3. Which language(s) does your child currently understand?

According to state guidelines, if any of the responses to the questions includes any language other than English, scholars must be administered the WIDA language screener.

WIDA Screener for Kindergarten is an English language proficiency assessment given to incoming scholars in kindergarten and first grade (up to the end of first semester only for first grade). For scholars in the first semester of kindergarten, the Oral Language section (Listening and Speaking) will be administered. If a scholar's Composite Oral Proficiency Level (Listening and Speaking) is less than 5.0, then the scholar qualifies for ESOL. Scholars with Composite Oral Proficiency scores of 5.0 and higher do not qualify for ESOL. For scholars in the second semester of kindergarten through the first semester of first grade, the Oral Language and Literacy sections (Listening, Speaking, Reading, and Writing) will be administered. If a scholar's Overall Composite Proficiency Level (CPL) score is less than 5.0, then the scholar qualifies for ESOL. Scholars with CPL scores of 5.0 and higher do not qualify for ESOL.

Scholars who enroll in the second semester of 1st grade through 12th grade who have a response other than English on the home language survey are given the WIDA screener. This screener measures scholars' abilities in Listening, Speaking, Reading, and Writing. They are then given an overall composite score. If the overall composite score is lower than 5.0, the scholar qualifies for ESOL services.

Once scholars have a screening score that qualifies them for ESOL services, a placement meeting is conducted with the ESOL teacher, the homeroom teacher, and the parents. Scholar scores are shared at this meeting and if the parents agree, scholars begin ESOL services. Parents are also notified that they have the option to waive services by signing a form that is kept in the student's permanent file and ESOL file. Scholars who have a waiver are not exempt from taking the annual ACCESS assessment until they reach the proficiency level of 5.0 or above.

In addition, if scholars transfer from other districts and have already been identified as ESOL, they will continue in the program until they reach a score of proficiency on the ACCESS for ELLs assessment. All scholars identified as ESOL take the ACCESS for ELLs annually to measure their progress. If a scholar scores 5.0 or greater, they exit ESOL services and are monitored for two school years. Scholars may exit with a composite score of anywhere in the range of 4.3 to 4.9 if a meeting is held with parents, teachers,

and an administrator and the team agrees that exiting is in the best interest of the scholar. This meeting will consider the scholar's overall academic record and other assessment scores.

The ESOL program at FCS focuses on building scholars' abilities within the four domains of language using the WIDA standards. Scholars practice listening, speaking, reading, and writing daily. They receive modeled instruction in understanding and using academic language as well as grammar practice. The ESOL teacher also works closely with homeroom advisors to monitor scholars progress and work on individual skills. The program also includes frequent parent communication and parent presentations to support home/school connections.