

Franklin County Schools' English Learner Program Guide

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The increasing cultural and linguistic diversity present among the student population of Franklin County Schools offers unique opportunities for all educators in our district. The growing population of non-native English speakers known as English Learners (ELs) also provides a wealth of potential learning experiences and interactions for all students. We strive to collaborate with all stakeholders in order to maximize the educational experiences of our English Learners so that they may achieve academic success. Students who do not speak English as their first language represent a variety of backgrounds, home countries, native languages, and immigrant statuses. The families of our English Learners are an essential part of our community. Our fundamental challenge as educators is to leverage our resources and expertise to help maximize their success. It is through their experiences at school that our English Learners acquire the cultural understanding and linguistic skills necessary to become productive citizens in our society. Whether born in the U.S. as citizens, resettled in Tennessee as refugees, adopted by loving families, or living here under other circumstances, all of the English Learners are our students and we have a commitment to care for and educate them. The Franklin County School System has recently seen an increase in students arriving from Central America, primarily as a result of significant violence. Many of these students have witnessed extreme violence or suffered trauma. It is essential that all relevant parties (e.g., EL teachers, classroom teachers, principals, counselors, social workers, etc.) work together to identify any concerns such as PTSD and ensure these students receive appropriate help. Furthermore, we have witnessed an increase in Students with Limited or Interrupted Formal Education (SLIFE). These students often present considerable challenges and also require sincere collaboration among all relevant parties.

PURPOSE OF THIS DOCUMENT

This document provides information about various aspects of the Title III Department in Franklin County Schools. It is designed primarily for administrators, registration personnel, and educators within the district. Although the manual addresses policies and procedures, it also offers valuable information about programming and delivery of services.

A NOTE ABOUT TERMINOLOGY

English Learners (ELs), previously referred to as English Language Learners (ELLs), are students working to become proficient in the English language. Educators and other members of this profession are working to transition away from referring to these students as English as a Second Language (ESL) students since many are not learning English as a second language but rather a third or fourth language. However, ESL is still commonly used and may appear in this document to describe services.

IDENTIFYING AND TESTING ENGLISH LEARNERS

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedure requires LEAs to identify Limited English Proficient (LEP) students. The State of Tennessee program policy states that ELs must be identified through a two-step process. The first step is the administration of the Home Language Survey (HLS). The second step, if applicable, is the administration of the state-mandated screener by a certified EL teacher (formerly the TELPA, which was replaced by the W-APT).

HOME LANGUAGE SURVEY

Every new student packet should contain an enrollment form containing three questions, commonly referred to as the Home Language Survey. According to the Title III program service requirements, all students registering in a district must be given a Home Language Survey with the following questions:

1. What is the first language this child learned to speak?
2. What language does this child speak most often outside of school?
3. What language do people usually speak in this child's home?

These three questions appear in the middle of the KCS enrollment form and refer to languages that are spoken consistently. Non-examples are if a student is learning Spanish in after-school care or if a student's Kirundi-speaking grandmother visits several times a year; parents sometimes will write another language to describe such circumstances but the intent of the questions is to determine which language(s) the child hears and speaks on a consistent basis. If ANY response other than English is provided to answer one or more of these questions, even if responses list both English and Spanish, districts are required to test the student to determine whether the student qualifies for ESL services. If the student is hearing impaired or has another disability, the EL teacher should contact the Title III supervisor for further guidance.

Enrollment personnel should review the answers to the Home Language Survey on the initial enrollment form. If any of the answers is a language other than English, the secretary should immediately contact the EL teacher responsible for that school. If the student has previously been enrolled in Franklin County Schools, the EL teacher will check the student's EL file and WiDA scores to determine best placement and related schedule for the student. If the child has been tested or has been receiving ESL services in a school in Tennessee, the EL teacher will contact that school for testing and service information. If the student has never been enrolled in a school in Tennessee, he/she should be tested within 14 days of the EL teacher receiving the Home Language Survey to determine qualification for EL services (if no records from previous school are available). The EL teacher responsible for the caseload at that school will administer the screener. If the student qualifies as an English Language Learner, the EL teacher will work with the counselor or other school personnel to determine the best placement and schedule for the student with regards to both EL services as well as content classes.

WAIVING EL SERVICES

Parents cannot waive EL services until the student officially qualifies as an English Learner per the score on the W-APT. **It is essential to understand that parents are waiving services for their minor children; they waive the right to the dedicated program and direct services of the EL Department.** Once a student has officially waived EL services, the regular classroom teacher has the legal obligation of meeting the students' EL needs. School personnel should advise against parents waiving services for their child/children, especially in cases of behavior or other non-English related issues. Schools should make every effort to request and provide interpretation services in the language spoken by parents so that they truly understand the implications of waiving EL services. The state has provided guidance that no more than two percent of the EL population in a district should be waivers.

Once a student turns 18, he/she can legally waive ESL services by signing the waiver document. This form should be signed in the presence of or in consultation with someone from the EL Department. Copies of the waiver should be forwarded to the EL Department, kept in the EL file, and also placed in the student's Cumulative Record.

A waiver of ESL services is only a waiver of the delivery of EL services by an EL teacher; EL waiver students still have the right to accommodations for standardized testing as well as modifications in the classroom. Parents/guardians can un-waive EL services and request that their English Learner receive direct services with an EL teacher at any time. Waiver students must still take the WIDA ACCESS 2.0 each spring until they meet exit criteria. In addition, waived ELs (Ws) still count in the official number of enrolled ELs in the district. To un-waive services, the parent(s) should contact the principal who will contact the EL teacher at his/her child's school.

IDENTIFYING ENGLISH LEARNERS FOR SPECIAL EDUCATION SERVICES

One of the most difficult challenges for teachers of English Learners to address is the question of special education services for ELs. To ensure that misidentification does not occur, it is important to consider both the academic development and cultural background of the English Learner. It is also important to note that even though it may take five to seven years for ELs to develop academic language, there is no need to withhold any support services that a student might need during that time. On a superficial level, the way that academic and language difficulties manifest among ELs can be very similar to the way such difficulties manifest among students with long-term disabilities or special needs. For this reason, it is important to get a better sense of the specific needs and challenges that are present; it is also necessary to determine if those challenges exist in English only or also in the student's native language. If students have difficulty understanding content or communicating in English only, the determining factor could be a low proficiency in English. If the EL struggles in his/her native language, as well as in English, the issue might not be related solely to a low level of English proficiency. If a student exhibits characteristics of a learning disability or other similar condition, he/she will likely not pass the screener, as it assesses writing and reading. Also, if a student has no language, a team of professionals with related expertise should meet to determine appropriate placement; the team should consider the most appropriate placement if a student does not have language at all. Similarly, if students have Individualized Education Plans (IEPs) with primary goals such as toileting, living skills, or social skills, EL services may not be the most appropriate setting, as English proficiency is not the main focus.

The following questions should be considered *before* referring an EL for Special Education services:

- Has the W-APT or ACCESS for ELs been administered? If so, what is the student's language proficiency level?
- Is there evidence that the student is currently receiving appropriate EL services?
- Is there evidence that the general education curriculum is being appropriately accommodated for ELs?
- Are appropriate accommodations and modifications within the regular classroom being provided consistently that address the specific language needs of the EL?
- Is there evidence of prior interrupted formal education? **see section on SLIFE*
- Has the student had consistent access to formal education in the United States for more than one calendar year?
- Is it possible that the student is still in his/her silent phase (which may last up to 18 months)?
- Is the student making adequate progress (as defined by the second language acquisition process) through the interventions and accommodations that have been provided?
- Is there evidence that the student's behavior is significantly different from grade level peers? Is there evidence that this is not due to frustration over the target language?
- Has the student been observed in multiple settings (classroom, cafeteria, playground, bus, etc.) to compare his/her behavior to that of grade level EL peers with similar exposure to language and instruction?
- Have parents been interviewed in their native language to determine behaviors at home? Is the home behavior appropriate in the student's culture? Is the behavior appropriate for a typical classroom in the country of origin?
- Have there been any traumatic events associated with departure from the home country or arrival in the United States? If so, is the student receiving counseling, or has the student been prescribed any medication as pertains to the trauma?
- Is the student a refugee or has the student lived in a refugee camp?
- Are the behaviors exhibited similar to peers of the same linguistic and/or cultural group?
- Is the student's development markedly different from that of siblings in regards to reading, expressive language, and receptive language?

THE RTI PROCESS

High quality, scaffolded Tier 1 instruction is crucial for the academic success of ELs. EL teachers are an integral part of the RTI2 process and should be included in team decisions concerning ELs. Schools should not exclude ELs from Tier 2 or Tier 3 Interventions simply because they are ELs; likewise, not every EL should automatically receive Tier 2 or Tier 3 Interventions simply based on the fact that he/she is not a native English speaker.

The universal screener does not take into consideration that students might not have been in schools consistently and that their first language might not be English. For beginning ELs, the online assessment will likely “kick them out” of the program due to a high number of incorrect responses; in these instances, the EL should take the early literacy screener (to count as the universal screener) in order to have a more accurate picture of language and a solid baseline against which to chart future growth.

While every effort should be made to ensure ELs receive both EL and RTI (if they qualify) services, scheduling dilemmas may still occur. In these instances, it has been determined by the Tennessee Department of Education that EL services should take precedence over RTI services.

TIER II AND TIER III INTERVENTIONS FOR ENGLISH LEARNERS

English Language Learners who have been in the country for less than one year will benefit most from additional services and support from the EL teacher. Because these students do not have a large vocabulary in English, they need more time and support to acquire the language and would likely not benefit as much from a targeted intervention not designed specifically for ELs. For students who have a higher proficiency in English (such as a high 3, level 4 or 5), interventions geared toward a more general student population are appropriate. EL is *not* an intervention; per state law, students with below intermediate proficiency must receive an hour of EL services every day. This time cannot count towards intervention time, although time above the mandated hour can.

NOTIFICATION TO PARENTS

Throughout the RTI2 process, every effort should be made to communicate with the parents of English Learners via a language they understand. This is especially important if the RTI2 Team is considering moving an EL from one tier to another or if the process will result in classifying the EL as SPED. Several forms including the “Invitation to a Meeting” form are available in both English and Spanish on the State of Tennessee Department of Education website. Cultural considerations are also important when

SPED is involved; many countries, especially in Africa, Asia, and Latin America, do not offer SPED services, so it is additionally challenging for EL families to understand the process and services involved with SPED.

TESTING IN A STUDENT'S NATIVE LANGUAGE

Tennessee is an English only state, which means that instruction and assessment must be in English. However, if a test to determine potential disabilities is available in the student's native language and the student can communicate fluently in that language, that assessment should be administered (if appropriate). This decision should be made by the SPED team.

SCHEDULING SERVICES FOR ENGLISH LEARNERS IDENTIFIED AS SPED

When an English Learner is also identified as SPED, careful consideration must be given to ensure that the student is given appropriate services. While EL services are part of the regular education domain, both EL and SPED services are federally mandated and care must be taken to observe the intent of both sets of laws and guidelines. While the IEP must be followed in all instances, it should not be viewed as trumping EL services; both services should work in concert to provide an appropriate education. Decisions should be made on a case-by-case basis and the EL teacher, as the expert in second language acquisition, should be involved in all parts of the decision-making process. If a situation arises whereby the service requirements for EL and/or SPED services cannot be met during the school day, both the SPED supervisor as well as the EL supervisor should be contacted for input. In addition, it may become necessary to review the current delivery of services and determine if the student can be placed on consultative status for EL services or un-enrolled as an EL (only in rare cases and in consultation with both the EL Supervisor and the SPED Supervisor).

CLASSROOM ACCOMMODATIONS AND MODIFICATIONS FOR ENGLISH LEARNERS IDENTIFIED AS SPED

The IEP will outline specific and individualized accommodations and modifications that should be followed in the student's general education classes. The EL teacher will also provide the general education teacher with a list of suggested language acquisition accommodations and modifications to utilize. The SPED teacher, the EL teacher, and the general education teacher can meet in order to determine the needs of the individual student. The SPED teacher can address the accommodations and modifications based on the specific SPED classification, and the EL teacher can share expertise and suggestions specific to language acquisition accommodations and

modifications. Both should offer guidance to and serve as resources for the general education teachers. See the Appendix for a list of accommodations and modifications.

OFFICIAL REPORTING CODES FOR ENGLISH LEARNERS

See below for the official classifications of ELs and how they are reported at local and state levels.

Active EL: Active ELs receive direct ESL services; they are coded as “L”.

Waiver: A waiver student is a student whose parents have signed the official EL department waiver form. A student who is 18 years of age may sign for himself / herself. The waiver does not waive the EL’s right to accommodations or modifications in the regular classroom, only to the direct EL services. The waiver does not waive the state and federal mandates that the EL student be administered the state ACCESS each year until he/she has met the minimum exit criteria. These students are coded as “W” in the student management system.

Consultative: A consultative student is an EL with level 4.0 proficiency who has been placed on consultative status. This usually occurs at the high school level when the student would be best served by accruing credit in other classes towards graduation. Consultative students are closely monitored by the EL teacher. All requests for moving a student to consultative status must be approved by the EL Supervisor. ELs in this status must take the WIDA ACCESS 2.0 until they meet exit criteria. These students are active ELs and should be coded as “L”.

Transition 1 (T1): A Transition 1 student has met the requirements for exiting EL services based on the WIDA ACCESS 2.0 score and is in his/her first year of monitoring. Their academic progress is monitored each grading period by the EL teacher (per state guidelines). Regular classroom teachers must document the modifications and accommodations in use, as well as progress of T1s and T2s on Transition Monitoring Reports. Copies are filed in the student’s EL file and CR. These students are coded as “1”. They do NOT take the WIDA ACCESS 2.0. It is critical to note, however, that ALL transition students have legal rights to modifications and accommodations in their classes and on state assessments.

Transition 2 (T2): A Transition 2 student is a student who has met the requirements for exiting EL services and is in his/her second year of monitoring. The same guidelines for monitoring T1s apply. These students are coded as “2” in SKYWARD. They do not take the ACCESS.

Former: Students who have exited EL services and been monitored academically for 2 years (as T1 and T2) are coded as “F” in; they do not take the WIDA ACCESS 2.0.

T3 and T4: Transition 3 and 4 students are in their 3rd and 4th years of exit but are still monitored these additional years.

NELB: Students who are not native English speakers but scored too high on the screener to qualify for ESL are coded as Non-English Language Background [NELB]; they are referred to as Do Not Qualify (DNQ) by EL personnel, and the EL Department is required to maintain a list of students who were tested but did not qualify as ELs. They are coded as “N”.

AGE-APPROPRIATE PLACEMENT OF ENGLISH LEARNERS NEW TO FRANKLIN COUNTY

The same policies that apply to all new students regarding age-appropriate grade placement should be followed for English Learners, although this can be challenging. It is common for students from certain countries to not have attended school consistently prior to enrolling KCS; these circumstances can further complicate the attempt to place ELs appropriately and have impacts on issues such as graduation.

To have disparate and indiscriminate placement policies and/or practices solely based on lack of English language proficiency can prove to be detrimental to students, as well as determined to be a violation of his/her civil rights. To date, there is no study that has proven the practice of initially placing LEP students below grade level to be beneficial. There exists no consistent or research-backed evidence that such a practice promotes learning English any faster or any better than age-appropriate placement, although the understanding of content is a separate issue. Research indicates that for every grade a student is retained, it brings him/her closer to dropping out of school, especially for Latinos. In light of this information, it is important for school administrators to consider the following when determining initial grade placement of ELs:

- Refugee and SIFE students will usually be more than one grade level behind peers of the same age. Placing them in a lower grade than peers of the same age may impede their academic progress.
- Research indicates that it takes 5-7 years to develop academic language proficiency. Placing students below age-appropriate grade level will not decrease the number of years necessary to become proficient in English.

- Placing a student who is 15 at the middle school level may potentially result in that student not graduating until he or she is 20 years old.

- Personnel in elementary schools should consider the future impact of placing a student below his/her age-appropriate grade level. A team composed of professional educators, including the school administrator and the EL teacher, should consider the following questions when determining grade level placement of students from countries other than the United States:

How much consistent, formal schooling did the student receive in his/her home country?

What is the student's level of literacy in his/her native language?

What is the student's native language?

What is the student's level of English proficiency?

When is the student's birthday?

Are transcripts or formal records from the home country available?

GUIDELINES FOR SCHEDULING ENGLISH LEARNERS IN ELEMENTARY AND MIDDLE SCHOOLS

The State of Tennessee Title III Service Requirements state that ELs must have full access to content curriculum through necessary modifications and accommodations. ELs must also receive a minimum of one hour of ESL services per day (or for a full class period in the middle and high schools). ACCESS scores do not arrive until late spring, which makes scheduling classes for the next year extremely difficult. Because there is limited time during the school day, it is often challenging to schedule when ELs will receive dedicated ESL services in the elementary and middle schools. In order to receive ESL services, students must miss another class. ELs should never miss lunch or recess in order to receive services during those times. In addition, students should never be "pulled" from math to receive ESL services.

To the extent possible, EL classes should be scheduled by proficiency levels (among grade bands), instead of by grade levels. For example, if one Spanish class were composed of Spanish I, II, and III students, the learning experience would not be optimal for any of them; the same is true for EL. An additional example is that all beginners in grades K-2 would be together at the same time for English language instruction instead of all 3rd graders who might include newcomers, beginners, and

those with intermediate proficiency in English. In this scenario, students are scheduled by proficiency level with attention focused on avoiding major age gaps.

The recommendation is for schools to provide EL services during the Reading Language Arts block or RTI time at the elementary and middle school levels. If serving ELs is not feasible due to scheduling constraints, the next choice is core extension time. However, this is just guidance and is not a mandate.

GUIDELINES FOR SCHEDULING ENGLISH LEARNERS AT THE HIGH SCHOOL LEVEL

Only officially classified English Learners can be enrolled and earn credit in an EL class. EL class meets 5 days per week. According to state guidelines, two EL credits (EL 1 and EL 2) can count as two English credits for meeting graduation requirements. ELs can be enrolled in and earn credits for more than two EL courses during their time in high school. In fact, until a student exits EL services, he/she should be enrolled in one EL class per semester to meet the daily requirement of one hour of service; an exception is if the student needs to take content courses in order to graduate.

NEWCOMERS

In addition to unique academic considerations, newcomers need assistance learning everything about school procedures, both formal and informal ones. It is essential to try to explain and practice or demonstrate routines for newcomers. Teachers should be sure to show newcomers where the bathrooms and exits are located, and how to pay for lunch and line up in the hallway, as well as practice emergency drills.

Newcomers have extremely limited vocabularies and will not be able learn the necessary English as well as the academic content of social studies or science; they simply do not have the language skills or knowledge to comprehend the content in English because of the heavy academic load and specialized vocabulary; most will also not have the context for history courses.

When possible with scheduling, specialty classes such as music and art are beneficial for ELs because they can be successful academically without knowing a lot of English. They also have additional opportunities for enjoying courses not in the academic core.

Some newcomers may not communicate when they arrive at school but they are aware of and observing what goes on; this **“silent period”** can last up to 18 months and is a non-native speaker’s response to being in an environment in which he or she is constantly bombarded by a language that he/she does not understand. This is simply

exhausting and overwhelming for the brain to try to process all of the stimuli. During the silent phase, ELs can learn but they might not produce the language. Except in exceptional cases, ELs who are experiencing the silent period should not be referred for SPED services.

CLAIMING ENGLISH LEARNERS AS PART OF TEACHER EVALUATIONS

If ELs are served for ESL during the ELA block, the regular classroom teacher claims the student. The ESL teacher does NOT claim students.

SERVING ENGLISH LEARNERS

Proficiency Levels of English Acquisition

As with learning in all subject areas, acquiring language is a process with different stages along a continuum of mastery. There are different levels of understanding and each EL progresses at a different rate. In order to provide appropriate, high-quality instruction to ELs, educators must have an in-depth understanding of how to scaffold content and tasks, as well as what are realistic expectations of each stage of language development.

In the past, different scales of proficiency in English have been utilized. Beginning in the 2014- 2015 school year, the following classification names will be used by the state of Tennessee to name the proficiency level of ELs. The levels and corresponding descriptions of English development are taken directly from the WIDA performance definitions.

Level 1: At this level, ELLs will process, understand, produce or use:

- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, choice or yes/no questions, or statements with sensory, graphic or interactive support

Level 2: At this level, ELLs will process, understand, produce or use:

- 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

Level 3: At this level, ELs will process, understand, produce or use:

- 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.

Level 4: At this level, ELs will process, understand, produce or use:

- 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

Level 5: At this level, ELs will process, understand, produce or use:

- 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 proficient English peers when presented with grade level material

Level 6: At this level, ELs will process, understand, produce or use:

- 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 proficient English peers

MODELS OF ENGLISH LEARNER SERVICES

Various delivery models are utilized in Franklin County Schools for serving the EL populations. Based on need, the enrollment of ELs, staffing, and other considerations, administrators should work in conjunction with the EL Supervisor to implement service models that will be best for their schools. The primary models currently used in Franklin County Schools are: pull-out, push-in, and whole classroom.

Pull-Out: This model is used by most of the elementary schools in FCS. EL teachers provide direct services during a block of time. This is a program model in which the EL teacher pulls the student from his or her regular classroom to provide EL services during a block of time. It is strongly recommended that students be grouped for EL class by proficiency level instead of by grade level. Just as teachers would struggle to provide effective instruction for students in French I, II, and III during the same time block, the same holds true for English Language Learners. The learning experience is not optimal if newcomers are grouped with ELs who have an intermediate proficiency. Research has shown that this model is most effective, especially for ELs with lower proficiency in English.

Push-In: This is a program model in which the EL teacher “pushes-in” to the regular classroom and provides EL support in the regular classroom. Research has proven this model is most effective for ELs with a high proficiency in English. However, this model often results in the EL teacher being utilized as a tutor or an aide. Administrators and teachers should be mindful of the fact that EL teachers are still required to teach EL standards to students during this time.

Whole Classroom: This program model is ideal for large groups of students in middle and high school settings. Essentially, a typical block or period of instruction is dedicated to English language instruction for English Learners and treated as other classes in so far as grading and scheduling are concerned. ONLY English Learners should be scheduled together in this model. It is important to note that this model presents a fairly significant challenge, however, since one class may contain a wide range of language proficiency levels. Only a highly qualified EL teacher should utilize this model given its potentially overwhelming nature in teaching English and managing behavior among students of various language proficiency levels.

RETENTION OF ENGLISH LEARNERS AND FAILING GRADES

The State of Tennessee Title III service requirements for ELLs state that English Learners may not be retained or failed based on language ability; this mandate is derived from Section I, Part G in the Guidelines to Satisfy Legal Requirements of *Lau v. Nichols*. It is extremely difficult to rule out English completely when attempting to determine the perceived lack of sufficient progress of ELs. This is especially true for ELs who have a very low proficiency in English and those who have not been in a U.S. school for an entire calendar year.

Research indicates that retention of ELs may result in a considerable decrease in the probability of graduation. Xia and Kirby (2009) published a meta-analysis of studies conducted since 1980 on the impact of retention; they found little support for lasting academic benefits of retention for students. In addition, a study published by the National Association of School Psychologists argued that significant previous research showed retention resulted in negative effects on academic achievement. Some researchers have stated that one retention decreases an EL's likelihood of graduating by half; for Latinos/as, one retention decreases the likelihood of graduation to only 25%.

Though the decision to promote or retain must be made on a case-by-case basis, any decision to retain an EL must be accompanied by documentation demonstrating that appropriate accommodations and modifications were employed throughout the year to assure compliance with federal requirements (May 25, 1970 Memorandum). An official form for each EL retention must be submitted to the ELL Supervisor for reporting purposes; beginning in 2014-2015, all districts are required to input data relating specifically to the number of ELs retained in each grade level as well as a justification for each retention.

Because retaining an EL has potentially significant ramifications, meaningful consultation with the EL teacher and principal must be held and documented. In addition, a meeting must be held with the parent/s and/or guardian of the student. More information on retention can be found through the Tennessee Department of Education and from the EL department.

