

School Year 2020-21 English Learner Frequently Asked Questions

The following FAQs and responses are provided to address various questions related to the EL Program.

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The index is organized and aligns to the Chapters (and Steps) in the [Hawaii EL Guidance Manual](#), with direct links to the relevant chapters. The subsections all have bookmarks taking you to the relevant questions related to the sub-topic in this FAQ. This FAQ document is also accessible via Ch. 11 of the EL Guidance Manual.

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Section	Topic/Questions	Response
Chapter 1: SELECTING THE LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (Step 1)		
1.0	Pending Questions	n/a
Chapter 2: IDENTIFICATION OF POTENTIAL ENGLISH LEARNERS (Step 2)		
2.1	For Remote Screener Information see also Hawaii State Specific ELP Assessment Manual , Section 5.b.1, starting on Page 8.	
2.2	First Day of Attendance Delays and Implications - If the BOE approves the first day for students as any date other than August 4, then will the 30-day and 14-day timelines be reprogrammed in eCSSS? (Added week ending August 5, 2020) - Timeline extension - Please confirm that since the timeline for identification starts when a student sets foot on school campus and the school year start date has been moved back to August 17th, the new 30 day deadline is September 16, 2020? (Added week ending August 12, 2020)	- Yes, SIS staff will reprogram Infinite Campus student start of school start date once official--which should allow the eCSSS EL timeline to refresh as well. - Timeline Extension Follow-up: - Yes, all parent letters should be sent by September 16, 2020. Log in the eCSSS identification notes what steps were taken if it cannot be completed on-time.
2.3	Identification of Potential ELs - What is the state's guidance on the Remote Screener that WIDA has announced? - What is the state's guidance regarding the Identification process, given that schools have chosen different models of instruction? - Scenario 1 - if a school chose either Model B or C (blended, hybrid, rotation, etc.) and a K potential is only physically on campus for 2 days a week, then what is the state's guidance on how to administer the W-APT/Screener for the	See 2020-21 Screener Memo also. - The Remote Screener can be used as an interim measure to identify potential ELs for services. - Good faith efforts with adequate staff appropriated towards the timely and appropriate identification need to be made to meet the timelines. Timelines not met need to be explained in the eCSSS students' identification notes.



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	student in the 30-day timeline? 14-day timeline? b. Scenario 2 - If a K potential is 100% distance learning and will not be physically on campus at all at any time, then what is the state's guidance on how to W-APT/Screeners the student? i. What kind of programming would a school provide in this scenario? (Added week ending August 5, 2020)	a. If necessary the remote screener can also be used in this scenario. b. Use of the Remote Screener is recommended in this scenario. Students should receive EL Program services based on the outcome of the Remote Screener (See memo also).
2.3.1	Identification Timeline I noticed the timeline is starting on 8/20/20 for a student who entered on 8/20/20 & running until 9/19/20 for this student. I thought anyone entering during the first 2 weeks of the school year, still had until 30 calendar days, but the 30 days ended on or about Sept. 15 or 16th, if the start of the school year was Aug. 17th? (Added week ending August 28, 2020)	Identification Timeline: 30 day timeline: beginning of the school year, August 17 – September 16, 2020. - Note, If a students' first day of attendance is after Aug. 17 and before August 31st (14 day mark), the timeline is 30 days. (i.e. Aug. 20 to Sept 19). 14 day timeline: For remainder of the school year from August 31, 2020 – May 28, 2020. No changes to the logic have been made in eCSSS. The first official day of school did change to August 17, 2020.
2.3.2	Identification Timeline Did state mention if a new timeline will start when we return to face to face while we run our "normal" screeners for those that were assessed with the remote screener? (Added week ending August 28, 2020)	The timeline does not "refresh" and students' EL status and services should continue until students can be safely re-tested. Students should be tested as soon as possible.
2.3.4	Identification of Potential ELs and Home Language Survey A. I have a kinder student transferring in. In eCSSS he is showing up as potential EL but our on SIS-10 mom marked him as all English. What the proper procedure is for this & can I do an HLS over the phone only?	A. The <u>Home Language Survey (HLS)</u> is utilized when further language verification is needed. The HLS form can be sent home with students or mailed home. An interpreter or EL staff member can instruct the parent over the phone on how to complete and return the



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	(Added week ending August 12, 2020)	signed HLS form. Complex Area EL Leads contact Andreas Wiegand with additional student details if additional information is needed regarding individual student records in eCSSS that may be incomplete or inaccurate.
2.4.	Remote Screener Questions 1. How will we communicate with parents & students to explain the remote Screener if they don't speak English? a. Will BSHAs be used to help set up the call? b. What about languages that we don't have access to? 2. If the Remote Screener is administered, do we need to follow up with the regular Screener? The memo states "If the Remote Screener is administered, additional testing may be required in the future (page 2)." Page two also says the remote Screener is used "obtain an interim decision as to whether to provide EL services." 3. If the in-person placement test or Remote Screener isn't able to be administered, should the school administer the interview instead? (Added week ending August 5, 2020)	1. To communicate with parents who do not speak English to explain that their child will participate in the Remote Screener utilize bilingual staff proficient in the student's native language and English. a. BSHAs or bilingual staff can be used to set up the call. b. If bilingual staff or Bilingual School Home Assistants (BSHA) are not available, schools may request interpretation services. Refer to 11/01/2017 HIDOE memo: Language ACCESS Plan (LAP), Translator/Interpreter Vendor List and Hawaii LAP. Note, HIDOE has an obligation to screen all potential ELs. Providing an explanation of the Remote Screener to parents is not meant to solicit a refusal to test. 2. Yes, additional testing will likely be required after conducting the Remote Screener for most students depending what can be safely accomplished. The ACCESS for ELLs Online assessment will also be a means to assess language skills in the future if additional screening has not occurred by the annual testing window, hence the term "may." a. "WIDA Remote Screener is a very short test, designed to provide a limited amount of information while maintaining student engagement in a phone



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		conversation and testing experience. It cannot provide enough information for students to be assigned specific proficiency level scores. In-person testing, conducted when feasible, is needed to fully assess a student's skills and set an accurate baseline for tracking growth." Refer to the Test Administrator Manual. 3. Only in instances where the paper/online Screener, or Remote Screener could not be administered should the telephone interview option shared in last school year's FAQ be administered.
2.4.1	Remote Screener Continued 1. How do potential ELs become J active if Remote Screener data is only entered into the Identification Notes in eCSSS (since there will be no scores entered into the current data fields to trigger the coding to J)? This also applies if the parents refuse to bring in students for testing/can't do the Remote Screener, if we have to do the interview to guess if the student qualifies as EL. 2. There will not be an "X" generated on the initial/annual PNL to show they're eligible & thereby the Start Program pop up & Setting & LIEP fields will not be entered. Do schools send the initial/annual & hand write the "x" that the student is eligible & enter notes that the letter was sent on parent notification letter notes? Is there a separate notification letter that is sent if the Remote Screener or Interview is determining the student is eligible. 3. What's the guidance for a statement if the interview is used? (Added week ending August 12, 2020)	1. 3-Potential ELs (K status): Status will remain Potential EL in eCSSS. Provide EL services based on screener outcomes. 2. COVID-19 Adjustments: Remote Screener or Telephone Interview- Attachment B/B. a. If students cannot be assessed with the Kindergarten W-APT or Screener and the Remote Screener or the Telephone Interview is administered, Attachment B/B.1 can be updated manually. A Remote Screener sample Attachment B/B.1 with suggested language and instructions can be found here. b. eCSSS Entry: Update the eCSSS identification notes to indicate: Date Remote Screener administered, approximate proficiency level, and any other pertinent information, (e.g., 8/17/20 Remote Screener administered with a student identified as a



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		Newcomer/Beginner. Additional formative assessment to determine appropriate EL supports will be conducted. Interim Parent Remote Screener Notification sent home on 8/18/2020). c. Note, although students will be receiving EL Program services, students' status will remain potential EL "K" status until the actual W-APT or Screener can be administered, and actual scores are entered, etc. d. Note, also a Sample Alternate Attachment B & B.1 can be updated manually for use with the Remote Screener or the Interview. 3. See 2.d. above.
2.4.2	Remote Screener Continued: If the student is entering gr 2 do we use the k-1 remote screener or the 2-3 screener? (Added week ending August 28, 2020)	Students in the first semester of any grade cluster will take the assessment for the grade cluster below. For example, a student entering Grade 2, would take the assessment for Grades k-1. A student entering Grade 4 would take the assessment for Grades 2-3. An update was also provided in the HIDOE Assessment manual.
2.4.3	Remote Screener Continued: Can a parent opt out of the Remote Screener as a parent is adamant his child is English proficient? We understand that parent permission to screen is not needed but with Remote Screener packet being sent home, a parent is aware of the screening. (Added week ending August 28, 2020)	No, it is required by civil rights laws that all Potential ELs enrolled in the HIDOE be screened to determine their English language proficiency. The information gathered supports an informed decision about a student's English Learner (EL) status and potential academic needs. Parents/guardians should be aware that this is federally required, and that if their child is identified as an EL they have the right to decline English language support services. However, even with a parent/guardian refusal of services, schools are still obligated by federal law to ensure that all students have meaningful access to education and the schools curriculum.



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		Therefore, if an EL's level of English proficiency denies him/her meaningful access to their education, appropriate support must be provided. If the parent is adamant about refusing to assist in the remote screening, schools must monitor the student closely and refer for EL Program support when/as needed--and communicate with parent what EL Program is and why the Program is recommended (perhaps using other data acquired from student work in all of the four language domains).
2.4.4	Besides the Attachment B1 for the parent notification remote screener, will there be a cover letter to parents that we talked about at our last meeting with instructions when packets are sent home? (Added week ending August 19, 2020)	A cover letter is available to print and add to the Remote Screener testing packet, see Remote Screener Cover Letter. EL Coordinators should make a copy and add school specific details.
2.4.5	Remote Screener Delivery: 1. Delivery of the test materials: will State be suggesting or giving guidance on how the schools should best handle this? a. How can we be sure parents/guardians will not open materials prior to TA's assessment or will destroy the materials afterwards? ex. there are multiple siblings to assess? 2. WIDA recommends having an interpreter, when necessary to explain to parents and students about what the test is and why stu. is taking it. If BSHA/interpreter is not available, can the TA proceed with testing the student? 3. Will 'Remote Screener' be added in eCSSS Parent Notification letter? (Added week ending August 12, 2020)	1. There are several options for schools to consider for delivery of Remote Screener test materials. Materials do not need to be returned and parents should be instructed to throw them away. See Remote Screener Cover Letter. Test materials packet delivery options: • Send home with student during First phase, in-person training (Aug. 17-20) • Mail • Parent pick up via campus drive by • Give to parents during grab-and-go meals • Home delivery 2. Not recommended. An interpreter or vendor can be used to facilitate the conversation with parents/guardians, which does not have to be lengthy, e.g., Language Line.



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		3. A sample alternate Parent Notification letter can be used with Remote Screener or Parent Interview can be found in eCSSS on the EL Page, under Program and Process, Row 4.
2.4.6	Can a parent opt out of the Remote Screener as a parent is adamant his child is English proficient? We understand that parent permission to screen is not needed but with Remote Screener packet being sent home, a parent is aware of the screening. Parents do not want the child tested with the screener and does not want services. Students have been tested for GT services and qualified for GT. Parents do not see the need for EL services since students have qualified for GT. - Please clarify the blue highlighted section. "If the parent is adamant about refusing to assist in the remote screening, schools must monitor the student closely and refer for EL Program support when/as needed--and communicate with parent what EL Program is and why the Program is recommended (perhaps using other data acquired from student work in all of the four language domains)." (Added week ending September 9, 2020)	Also refer to 2.4, added week ending August 28, 2020. Additional clarification for blue section: Should a student begin to struggle, a follow-up meeting with parents needs to be scheduled whereby the EL program and its benefits are again explained. If particular language domains need ELD support this can also be explained based on student work. Thereafter, should the parent continue to refuse EL Program services the classroom teacher(s) will bear the full responsibility of sheltering and providing meaningful access to school and all learning, and related English language development. Students should be supported via the school's multitiered system of support (response to intervention tier 1, 2, or 3 as deemed necessary).
2.5	Screener and Distance Learning - If a student's family has opted for 100% distance learning, can the school ask them to come in person to take the screener? - If a family refuses to come in, what should a school do? - When administering the screener face to face, it is challenging to keep 6 feet distance while explaining. Are there any suggestions on how to address this issue? (Added week ending August 12, 2020)	- This is a principal's decision. School administrators should follow the HIDOE Return to Learn School Reopening Plan Principal Handbook guidance (health and safety, campus operations, and learning assessments). - For additional EL screening options refer to SY 20-21 Screener Memo - Department staff shall refer to the Department's Health and Safety Handbook for a comprehensive set of



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		guidelines that ensure the continuity of learning on healthy and safe campuses (Principal Handbook p. 15). For additional EL screening options refer to SY 20-21 Screener Memo .
2.6	ELs Transferring in from WIDA State For students coming from a WIDA Consortium state, must they be given the Screener and it entered in eCSSS? (Added week ending August 12, 2020)	Refer to HIDOE ELP Assessment Manual and new section, 8.h. ELs who Transfer In or Out of HIDOE. Note, updates to the Assessment Manual can be found here .
2.7	Online Screener Are schools allowed to do the online screener if they will not depend on state or complex area staff for technical support? (i.e. School level staff will complete WIDA online training and contact WIDA directly for technical support.) (Added week ending August 12, 2020)	Yes, refer to SY 20-21 Screener Memo
2.8	New Kindergarten Screener Status What's happening with the new Kindergarten Screener and Training, and when will Hawaii adopt? (Added week ending August 5, 2020)	Timelines: ● October 2020: e-Summit (see also below)--Sharing on test design, test content, what's available in 2021 and sneak peak on K-Screener test administration ● November 2020: Get to know WIDA Screener Communications ● February 2021: WIDA release with templates and supports, and informational webinar ● March 30, 2021: Test available (Hawaii will begin using in SY 2021-22) ○ Test materials, training course & TAM and Professional Learning Webinar Support, and a score calculator should be available in spring.
2.8.1	In regards to the new WIDA Kindergarten Screener, does the certification quiz need to be completed this year? Or can they wait until September 2021 to complete this quiz? (Added week ending March 12, 2021)	Test Administrators can complete quizzes/training this year, or get familiar with the assessment and training and complete the quiz at the beginning of next school year in preparation for Potential K screening.



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2.8.2	Do Kindergarten Screener assessment materials need to be printed in color? (Added week ending March 19, 2021)	Color copies are not necessary. According to WIDA's Kindergarten Screener field testing, which was done with color and grayscale materials. There were no significant student performance differences in the field test findings in any of the four domains between color and grayscale. (3/19/21)
2.9	Native Language Proficiency Assessment Does the Native Language Proficiency (NLP) test need to be administered for students who are made eligible for EL based on the WIDA Remote Screener & what score would warrant NLP testing, or is no NLP testing is required for those who've taken the Remote Screener? Would you please add a section or statement about this to the assessment manual & EL guide too? (Added week ending August 28, 2020)	Students whose Remote Screener results fall into category 1: Newcomer or beginning EL (approximate WIDA English Proficiency Level 1-2), should be given the NLP assessment if possible. If this is not possible due to COVID-19, complete the NLP when students are back on campus, if necessary, also depending on the results of the WIDA Screener or W-APT. At any time, if there is a concern about native language development or if additional information is needed regarding the student's current performance in the native language, especially for planning IEP goals and objectives, by all means administer the NLP. File the results in the student's SRP folder. Note, NLP scores will not be able to be entered into eCSSS when using the Remote Screener.
2.10	W-APT Screening Schools are in the process of screening potential ELs in kindergarten. In some cases, the student tests high and is categorized as FEP. There is a concern that if we don't also administer the reading & writing component of the W-APT during semester 1 and enter the scores, that an ACCESS for ELLs assessment will not be ordered allowing us to confirm whether or not the student requires EL services moving into first grade. Though this is not common practice to screen a kinder S1 for R & W, is it okay to do and enter the scores in eCSSS? (Added week ending September 23, 2020)	Kindergarten students in the first semester take the W-APT Listening and Speaking domains. However, It's always an option to test the kindergarten student in the Reading and Writing domains of the W-APT to obtain additional information. For ACCESS for ELLs materials test ordering, the order is calculated off the overall score.
Chapter 3: <u>ASSESSMENT OF THE NEED FOR ENGLISH LEARNER SERVICES</u>		
3.1.1	Parent Notification Letters (PNLs) and ISRs	1. Yes, the Parent Notification Letters and ISR and exit letters can have 30 days



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	1. If the BOE approves the first day for students as any date other than August 4, then might I ask if the August 31 deadline to distribute ISRs and exit PNs will be adjusted accordingly? 2. Will there be changes to the PNLs deadlines as the first 9 days of school are half days? Schools are worried about screening students to make the timeline. May be difficult depending on the Instructional Model the school selects. (Added week ending August 5, 2020) Follow-up Questions: A. How is 100% distance learning captured on the PN? Is it other and then stating it is 100% Distance Learning? (Added week ending August 12, 2020)	from the new start of school for students. 2. No changes to timelines are anticipated unless school start day changes per the USDE Fact Sheet Guidance. That said, the fact that the student start date is possibly/likely to get pushed back, will change the timeline. Schools will have 30 days from the start of the school year for students. Follow-up Questions A. All parents know that ALL instruction will be distance education for now. Refer to the HDOE EL Guidance Manual, Section ii Legal Basis. Also refer to the U.S. Department of Education, Providing Services to ELs During the COVID-19 Outbreak, May 18, 2020 Fact Sheet which states: "If a Local Educational Agency (LEA) is providing remote learning for its students, the LEA (school) must provide language instruction services to ELs. However, during the COVID-19 national emergency, the Department recognizes that physical school closures may affect how services are provided to ELs. EL services may be provided virtually, online, or via telephone." Rather than focus on the setting or mode of instruction, continue to focus on the LIEP that needs to be provided. The method of EL instruction chosen for the student and reflected on the Parent Notification (PN) can match what is being offered during distance learning by using the following:
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		• Select ESL/ELD pull-out when EL teacher is providing online learning sessions (including work and resources) to self-contained EL only groups. • Select ESL/ELD push-in when the General education teacher and EL teacher are co-teaching or co-planning ELD lessons to deliver during online learning sessions (including work and resources). • Select Content-Based ESL/ELD for secondary EL only “J” courses, or for elementary ELs when EL staff is delivering online learning with content focused ELD support in self-contained EL only groups. Note, Content-Based ESL is an option to be provided in addition to ESL/ELD. • Select Newcomer when EL staff is delivering online ELD and U.S. culture/education acculturation support to ELs (typically at proficiency levels 1-2) in self-contained EL only groups. • Sheltered Instruction should be provided to all ELs. • Refer also to Supporting ELs in a Distance Learning Environment.
3.1.2	Parent Notification Letters: Given the fluid nature of this school year, the instructional setting for the parent notification would not hold true. The choosing of other and then indicating what the other is would be required? (F2F, A/B Model, Blended, Hybrid, FDL) The instructional supports could remain with the understanding that that would be in place if the student were on site. Does this logic hold true? (Added week ending August 12, 2020)	No. While the physical setting may be online or distance learning, the model remains the same, e.g., “self contained” or with a “pull-out” as in an EL NEI ACCN, vs. inclusionary support (e.g., where a PTT may co-teach or work with a student in a breakout room).



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3.1.3	Parent Notification Letter and LIEP Do schools update the letter to reflect what they are currently offering or send the letter without updates? As some schools aren't sure what they are offering? What if they aren't offering an LIEP? (Added week ending August 28, 2020)	The requirements applicable to your questions regarding parent notification come from ESSA Sec. 1112(e)(3)(A). The notification must include (relevant to the question): • "the methods of instruction used in which their child is, or will be, participating..." • "how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;" and • "how such a program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation". Schools should ensure they are following the parameters of the HDOE EL Program Guidance Manual Ch. 4 on LIEPs. While there are challenges with distance learning, there currently are no exemptions to ESSA and Civil Rights statutes.
3.1.4	Parent Notification and ISRs: Many schools are experiencing very tight budgets and mailing things to parents is not possible. If the students will not be on campus to take the notification home, then might the schools be able to email the Annual PN packet and ISRs or any other required EL notification to the individual parents? (Added week ending August 12, 2020)	Yes, If students are not on campus the Parent Notifications or Individual Student Reports can be emailed to parents/guardians. They can also be picked up by parents/guardians if/when parents are on campus to pick up other student materials/learning packets or grab and go meals.
3.1.4	As an alternative to email, may I individually assign letters to students via Google Classroom and they could submit the signed copy via Classroom. (Added week ending September 9, 2020)	Yes, according to OCID it is possible to assign things through google classroom as an alternative to email. Students don't see each other's work so it's okay to assign to the whole class. Teachers can also assign things to small groups or individual students if needed also.
3.1.5	Since my school is 100% virtual this year, we already know from 3.1 of the A. SY 2020-21 EL FAQs that "if students are not on campus the Parent Notifications or	Yes, a parent/guardian may email a photo of the signed Parent Notification Letter. Print and file the letter in the student's SRP file. The Parent



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	Individual Student Reports can be emailed to parents/guardians,” but is it possible for me to have students and parents email me a photo of the signed copy? (Added week ending August 28, 2020)	Notification letter should be sent home according to the guidelines found in the HIDOE memo
3.1.5. 1	Parent Refusal of Program 1. A parent has the ability to “opt out and refuse” EL services based on the Screener. Does this same assumption apply to a parent who has been informed of their child’s EL status (provisionally) based on the Remote Screener? 2. If a parent requests in writing refusal of EL service based on the Remote Screener parent notification, how would this be reflected in eCSSS since the student status remains as potential “K?” Is this noted also in the identification notes tab of the student? (Added week ending September 9, 2020)	1. Yes, parents can refuse EL Program services after their child is identified as an EL using the Remote Screener. 2. Once all parent refusal procedures have been followed, use eCSSS Identification Notes to document parent refusal of EL Program services. File documentation in the student’s SRP file. Note, OSSS EL and OITS are looking into how eCSSS might be able to be modified to capture the new identification needs based on the changes necessitated due to the current COVID situation.
3.1.6	ACCESS for ELLs Reports and Letters Where can we find the ACCESS for ELLs Guidance for Reports & Letters table? (Added week ending August 5, 2020) Where can we find the ACCESS for ELLs Pre-ACCESS for ELLs Letter to Parents? (Added week ending Jan 22, 2021)	The ACCESS for ELLs Guidance for Reports & Letters table describing where to file or send reports/letters has been added back to the following URL (https://tinyurl.com/y98k5no2). The July 29th WIDA DRC email and information that went out to EL Test xCoordinators with parent letter links has also been added for reference. Click the link here for translations of Attachment A: Sample Pre-ACCESS for ELLs Letter to Parent of EL Students, part of the September 9, 2020 memo, titled School Year 2020-21 State English Learner Annual English Language Assessment Window: January 12 - February 24, 2021. Both PDF and Google Doc versions are available.
3.1.7	What is the expectation for schools (high schools, in particular) to disseminate ISRs and exit PNs to students who are no longer in the HIDOE in SY 21-22 (graduated, moved out of state, etc.)	5c. All Individual Student Reports (ISRs) and parent notifications (PNs) must be distributed and sent home, or mailed out to the last known address if necessary.



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		(Added week ending Jan 15, 2021)
3.2	ACCESS for ELLs Testing Status What is the status of the ACCESS test this year (2020-21)? If the state Assessment Office has not yet made any decisions regarding statewide testing, then how and when might we hope to get any notifications for our ACCESS testing? (Our ACCESS prep starts in November, at the latest.)	At this time there is no news of HIDOE applying for any waivers related to the 2020-21 ACCESS for ELLs administration any time soon. EL and Assessment will keep you updated of any changes. WIDA is planning for ACCESS for ELLs happening during state test windows. They are also looking into remote testing solutions for SY 2020-21. 9/24/2020 Update: USDE announced that there will be no Assessment Waivers; and the WIDA Consortium determined a Remote ACCESS for ELLs is not feasible (see also 3.2.1 below).
3.2.1	Based on AS Luke's 9/18/20 DOE Memo confirming all statewide assessments and accountability will take place as planned this year, then when will the first and second uploads take place? There was confusion last year between the public-facing upload dates (announced and visible on the WIDA website) vs the internal actual pull date from eCSSS. Might there be consideration to publicly publish the date you want the schools to actually "complete" their updates to eCSSS, which should be before the actual upload date?	Pre-ID file upload dates can be shared on this year's ACCESS for ELLs memo. Note: All EL student records should be updated in eCSSS by close of business on 11.17.20 to give OITS time to prepare and upload SEA Pre-ID File into AMS which is scheduled for 11.19.20. The Hawaii WIDA Website Page doesn't specify the Pre-ID File Date this year.
3.3	ACCESS Pre-ID File/ Materials 1. In regards to the ACCESS for ELLs administration, the upload will contain the Screener information and not the REMOTE screener information? Is this assumption correct?	1. The Pre-ID file upload that drives our EL student's ACCESS for ELLs online test session placement and paper materials order will consist of all Active ELs (Js) and Potential ELs (Ks) in eCSSS. It will not have the Remote Screener results.
3.3.1	1. We are supposed to have all eCSSS student records updated by 11.17.2020 so OITS can upload information into AMS, however the students who we administered the WIDA Remote Screener to are still considered	1. The Pre-ID file upload that drives our EL student's ACCESS for ELLs online test session placement and paper materials order will consist of all Active ELs (Js) and Potential ELs (Ks) in

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	"potential" ELs and don't have an "official" ELP score in eCSSS. The state is obligated by federal law to assess the English language growth and proficiency of all students who are identified as ELs (Js & Ls). Is OITS going to use the identification notes of beginning/newcomer to determine what ACCESS testing materials should be ordered for the students? Will test materials be ordered for these K potentials? 2. What about for those who are fluent based on the Remote? Many schools are continuing Distance Learning to the end of the second quarter & won't be able to administer the WIDA Screener face to face and complete each potential student's worksheet by 11.17.2020.	eCSSS. 2. All Potential ELs (K status) tested with only the interim Remote Screener will need to be tested with the ACCESS for ELLs (regardless of score, including level 3).
3.3.2	I understand all potential students will have test materials ordered. Will all materials be at the beginning level (Writing booklets) (Added week ending Nov, 20, 2020)	Potential EL students (K status) were included in the Pre-ID file sent to WIDA. They will be included in the calculations for test materials and will be placed into online test sessions. DRC will automatically provide a percentage of Tier A and B/C booklets for the Writing domain for grade 1-3 students. The exact percentages are different by grade and cluster. As a whole, there are more Tier A than B/C booklets sent for 1st grade, and more Tier B/C than Tier A booklets sent for 2nd-3rd grade. The tier is not needed for initial ordering. Tier placement will occur after students complete the Listening and Reading domains. Overage sent to the complex area or schools should have enough of each tier. If more of one tier (A or B/C) is needed, complex areas can order more through the Additional Materials Ordering Window (1/04/2021 - 2/17/2021).
3.3.3	Which tier Writing test booklets will Grades 1-3 Remote Screener students be ordered in the 1st upload? (Added week ending Nov, 20, 2020)	DRC automatically provides a percentage of Tier A and B/C booklets for the Writing domain for grade 1-3 students this includes any students who took the Remote Screener, Potential EL students. The exact percentages are different by grade and cluster. As a whole, there are more Tier A than B/C booklets sent for 1st grade, and more Tier B/C than Tier A booklets sent for 2nd-3rd grade. The tier is not needed for initial ordering. Tier placement will occur after students complete the Listening and Reading domains.



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3.3.4	Will there be any limits to the frequency, number, quantity of additional materials orders the Complex Areas submit to DRC this year? (Added week ending Nov, 20, 2020)	No, there won't be any hard limits to the amount of orders, but we encourage complex areas to watch the additional materials orders when they start to come in to ensure that there are not any unreasonable orders in quantity or frequency. As stated in our state MOA, complex areas are to coordinate additional orders.
3.3.5	Will the school and/or Complex Area overages be increased this year to prepare for the unknown tiers of the Remote Screener students? (Added week ending Nov, 20, 2020)	Yes, the same overage that is typically sent will still be sent, there is not extra overage sent. We encourage complex areas to monitor the additional materials orders as normally done to ensure that there are not any unreasonable orders.
3.3.6	Will the school and/or Complex Area supply of Kindergarten kits be increased this year? (In the case of schools who are able to get an adequate number of certified TAs who want to complete the Kinder testing as fast as possible.) (Added week ending Nov, 20, 2020)	The Kindergarten ACCESS Kit ratio is 1 kit to 15. WIDA feels that this number is a sufficient size to 1) allow the TA to adequately monitor students and 2) support students should questions arise. WIDA has extra materials on hand, if needed. The impact of changing the ratio would result in a significant increase of the number of Kindergarten kits needing to be printed, and this is very expensive.
3.3.7	Teacher wrote asking if this year the state would please consider offering a paper version of the WIDA testing. Many schools if not all are having challenges with so many students using broadband or the WiFi at the same time. I'm at a school of almost 650 students. I'm very nervous that this will cause chaos for testing if students taking online WIDA will be frozen or their questions will be lagging due to low or no connectivity. (Added week ending Nov, 20, 2020)	The state will continue with Online ACCESS administration. Please try to work with your tech coordinator and your school team to minimize the load on the school network during testing to ensure those students who come in to test will be able to access it with no issues. Schools may have different situations so if there is school specific concern please contact the Assessment Office for further guidance and assistance at (808) 307-3636, or by email at, karen.tohinaka@k12.hi.us.
3.3.8	"What would a school need to do with the test materials used in a session where a student or TA tests COVID positive at a later date? For example, if a school has a testing group of 6 1st	There is not a need to quarantine test materials after a positive COVID case is identified in the scenario shared. If safety practices are followed (masks worn, using gloves to handle materials,



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	graders who take their Writing test on January 22. Then, one of those 1st graders, gets a positive COVID test result on January 29. What should the school do with the student response booklet(s) for that positive child? What about the booklets for the other 5 students in the group? What about the TA script and manual the TA used?" (Added week ending December 11, 2020 COB)	and other sanitization/safety protocols), test materials should be relatively safe to handle and return. Schools determine how to proceed given the unique circumstances of each situation so that materials that do not really need to be destroyed are not, and that materials are managed and returned per the return shipment guidelines in place. WIDA is working with their assessment team to ensure clear guidance. There may be additional guidance on return of materials when our state gets closer to that time. The materials shipment deadline for our state this school year is February 26, 2021.
3.3.9	Is there any updated WIDA guidance on transferring of test materials should a student transfer schools after the student has used the booklet (with or without a confirmed case of COVID). (Added week ending Jan 15, 2021)	1. WIDA DRC does not require quarantining of test materials. Follow safety procedures that have been shared during this school year's Assessment Section ACCESS for ELLs training and FAQ sessions, and WIDA's Assessment Best Practices during COVID document when preparing for transferring of student handled test materials (refer to section 6.e of the Assessment Manual).
3.3.10	What do schools do if a Pre-ID label is already attached to a booklet that needs to be transferred? (Added week ending Jan 29, 2021)	If a Pre-ID label is already affixed to the test booklet that is being transferred, the receiving school should cover the label with their school's District/School Label and bubble in all of the student demographic information on the front and back of the test booklet so the student's test can be processed and scored.
3.3.10	If a school completes their testing before the extended end date of March 10, then can they return all of their materials to DRC early or do you want them to keep the materials until March 10 in case there are new students or transfer students who enter the school before March 10? (Added week ending Feb 12, 2021) (Added February 22, 2021)	Return completed ACCESS materials (not the overage) as soon as possible and by March 12, 2021. Keep any overage materials and booklets for any testing/make-up testing as needed between February 24, and March 10, 2021. Additional update: Schools may use another cardboard box to return completed materials if they only have one, or don't have enough boxes. Use a sturdy cardboard



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		box, similar in size, for shipping materials to WIDA/DRC ensuring that the return labels are properly attached, and that WIDA/DRC packing guidance is followed. More labels can be requested in advance from WIDA/DRC if needed at 1855-787-9615.
3.3.11	In past years, as the District Test Coordinator, I have received numerous emails from DRC to let me know they received the boxes of returned test materials. This year, I have not received any such notifications from DRC. Just wanted to check if this practice has stopped or is my CA in deep trouble because DRC has not received any of our boxes? (Added week ending April 1, 2021)	According to our state representative at WIDA, "The message that would usually come from our system and is sent to the sender of the box/package was not activated for this year's administration, but will be added back for the school year 21-22 administration."
3.4	Students Required to take ACCESS For those who took the remote screener, if we screen them in person with the W-APT/WIDA Screener before the ACCESS testing begins and they are assessed as a FEP, are they still required to take the ACCESS test if we have the results entered in eCSSS before Jan 12? Please confirm the following: • If the student becomes MFEP (kinder or Gr. 1) after in-person testing during 1st semester with the W-APT (taken before winter break), they won't need to be tested with the annual ACCESS, unless they have "struggling marks". If this is a Gr. 1 second semester- Gr. 12 student who takes the WIDA Screener in-person in January before the annual ACCESS test window & becomes IFEP, I'm assuming they won't need to take the annual ACCESS. • If this is a Gr. 2 - Gr. 12 student who takes the WIDA Screener in-person in Nov./Dec. before the annual ACCESS test window & becomes IFEP, I'm assuming they won't need to take the annual ACCESS. (Added week ending Nov, 20, 2020)	Grade 1-12 students screened with the WIDA Screener who qualify as FEP will not need to take the ACCESS for ELLs assessment. For guidance refer to the Assessment Manual, section 8, Students Required to Take the ACCESS Assessment. For guidance on students who take the W-APT, (Kindergarten to first semester Grade 1), with a status of Monitored Functionally English Proficient (MFEP) refer to the Assessment Manual section 8.d., MFEP Kindergarten to Grade 2 EL Students.
3.4.1	MFEPs (Kindergarten) 5 students graded by a long term sub received NY in Science for not turning in their projects. Do these	A grade of NY in first quarter or any preceding quarter is considered unsatisfactory grades for (MFEP) students which will require the students



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	students still need to be tested for ACCESS? EL teacher also said students being graded in another class with most of them receiving NYs due to distance learning. Should these students be tested with the ACCESS and be returned to EL code 50? (Added week ending Nov, 20, 2020)	to participate in the annual ACCESS for ELLs testing in order to determine if EL Program placements support is needed (EL Guidance Manual p. 115). If students need to return to the EL program in the first semester, prior to ACCESS, the Action Code 50 return to EL form and process must be completed in order to assure students receive adequate language and academic support. Students who do not meet the EL exit criteria on the annual assessment will have an “EL Action Code: Return to EL (50)” status. Their EL Status will also become “Potential EL (K)”. See also AC50 Process on p. 119 of the EL Guidance Manual.
3.4.2	If a monitored EL in K-2 did not actively participate in Quarter 1 and received a “SC”, “See Comment” - on their Quarter 1 report card, instead of NY, WB, or DP, will the student be flagged in eCSSS as needing to take the WIDA ACCESS? (Added week ending Nov, 20, 2020)	No, a SC on the report card does not flag a student for needing to take the ACCESS for ELLs. Refer to the Assessment Manual, MFEP Kindergarten to Grade 2 EL Students, p. 25.
3.4.3	Do we need to ask the grade K 100% distance learners to come to school to take the regular W-APT or will they just take the WIDA ACCESS in Jan/Feb 2021? (Added week ending Nov, 20, 2020)	2.3 EL FAQs 2020-21 If it is not possible to administer the W-APT. The Remote Screener can be used as an interim measure to identify potential ELs for services. Good faith efforts with adequate staff appropriated towards the timely and appropriate identification need to be made to meet the timelines. Timelines not met need to be explained in the eCSSS students’ identification notes. Students should receive EL Program services based on the outcome of the Remote Screener (See screener memo also). See also EL FAQ 2.3.1 and Identification Timeline
3.4.4	Clarification: No booklets for parent refusals. It was on my notes that I took during the Q/A session on 10/29. I would like to have that clarified. (Added week ending Nov, 20, 2020)	EL students whose parents have refused EL Program services must still be assessed with the ACCESS for ELLs. They will receive testing materials as applicable (Grades K and 1-3 Writing test booklets).



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3.4.5	If the student was screened face to face with the screener/WAPT and exited, after the upload into DRC, what actions (in DRC) does the EL Coordinator need to take? (Added week ending Feb 5, 2021)	1. If a Kindergarten student takes the W-APT after the second Pre-ID file upload (Jan 4, 2021) and qualifies as Monitored Functionally English Proficient (MFEP), the Test Coordinator should look at first and second quarter grades to determine if the student has unsatisfactory grades and will need to take the Kindergarten ACCESS for ELLs, to determine EL status and program placement. No action in WIDA AMS is needed. Refer the Assessment Manual, section 8.b, MFEP Kindergarten to Grade 2 EL Students. Unsatisfactory Grades - Grade K: Having at least one “Not Yet” (NY) mark - Grades 1 and 2: Having at least one “Well Below” (WB) mark Typically this would trigger the student receiving an ACCESS assessment. 2. If a grade 1 second semester, through grade 12 student takes the WIDA Screener after the second Pre-ID file upload (Jan 4, 2021) and is Initially Functionally English Proficient (IFEP) no ACCESS testing is necessary. Ensure that the student is removed from any test sessions in WIDA AMS. Return any unused ACCESS materials at the end of the test window.
3.4.6	If a school completes the WIDA ACCESS testing by the Feb 24, 2021, does the school still need test students who transfer in during the testing window extension? (Added week ending Feb 19, 2021)	If an active EL student from within the HDOE who has not completed testing transfers during the testing window, including the extended window up until March 10, 2020, they should be given the ACCESS for ELLs assessment (and finish all domains not completed at their previous school, or if no testing was done, attempts need to be made to administer all domains). If a NEW or returning HDOE students who arrives from another state/country after the second



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		Pre-ID file load (student data load) into WIDA AMS or during the test window, a new student record will need to be created in WIDA AMS, and materials ordered if needed to complete ACCESS for ELLs assessment by February 24, 2021. Refer also to section 8.h, of the Assessment Manual. If the new or returning HIDOE student arrives from another state/country during the extended window (February 25 to March 10, 2021) they need NOT to be given the ACCESS for ELLs assessment, but can be tested if desired. Proceed with any English screening as applicable.
3.4.6	Other than the identification or yearly testing notes box in eCSSS, where are the "other" State Assessment Section forms to be noted such as the Medical Exemption form. The OSSS google form is for testing incidents, parent refusal etc. A medical exemption is not an incident or is it considered as the "other?" (Added week of February 26, 2021)	The Assessment Section collects the Medical Exemption form. No additional documentation is needed in the Testing Incidents Google form.
3.5	ACCESS for ELLs Administration 1. Would it be ok to test all 4 domains on the same day? We have been having difficulty getting our ELs to come to campus even though many of them have been considered vulnerable learners since September. Therefore, we feel that if we do get a student to come to campus for testing we should take advantage of their presence and try to test them in as many domains as possible. Would this be ok? We would certainly allow them to take breaks in between domains and give them breaks for recess and lunch. 2. What are the physical distancing regulations/restrictions on test days? We will assume that students need to be spaced 6 feet apart from one another, but do they all have to be facing the same direction? (Added week ending Nov, 20, 2020)	1. This is a site based decision. If the student cannot come back for multiple days, two domains can be completed in the morning and two domains in the afternoon with a break in between. 2. It is best practice to have the students facing the same direction, 6 ft apart.



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3.5.1	We are going to be using our library for ACCESS testing. There are actually 2 sections in our library - the main area and a technology center on the side. Is it possible to have some students wait in the technology center while others do the speaking test in the main area? (Added week ending Nov, 20, 2020)	This is a site based decision. Ensure there are no disruptions to students who are testing and that all security protocols are being followed. Refer to the Assessment Manual, section 13. Test Security.
3.5.2	Per Procedures Prior to Administration, it states, "Temperature taken before they enter the room". A principal was a bit concerned about this when teachers had asked if they could at the start of the year. If required, where do we get the thermometer from? What is the temperature at which you turn away a student? What is the procedure for turning away a student? When might they be able to be rescheduled? (Added week ending Nov, 20, 2020)	This is a site based decision following CDC guidelines.
3.5.3	What happens if we will not be able to test all students? (Added week ending Nov, 20, 2020)	ACCESS for ELLs Results are needed for use as the criterion for exiting students from the EL Program or to guide additional EL Program supports. Assessing EL students' English Language Proficiency annually is required under obligations of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §6301 et seq., and under the Equal Educational Opportunities Act of 1974, 20 U.S.C. §1703(f) and Title VI of the 1964 Civil Rights Act, 20 U.S.C. § 2000d et seq., and its implementing regulations at 34 C.F.R. part 100. Do your best to ensure that all ELs are assessed.
3.5.4	In year's past, it took our school almost the entire test window to completely test all of our EL students. With the CDC guidelines of the maximum number of students in a test session of 10-12 students and the additional time it will take to clean desks and sterilize computers and headsets between groups of students what is the guidance for schools that have approximately 500 students to get students tested within the test window? I foresee that if the test window is not extended we will most likely be unable to test all students this year. (Added week ending Nov, 20, 2020) (Update week ending Feb 5, 2021)	Do the best you can to ensure that all ELs are assessed. Consider having additional test administrators. (Update week ending Feb 5, 2021) WIDA ACCESS Extension Memo • USED Fact Sheet 1/18/21



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3.5.5	A K potential was Remote Screened and included in the 1st upload. Question - Is the school still required to initially test (W-APT/Screeners) the student before beginning ACCESS tested or can the initial assessment be skipped and the ACCESS be administered? (Added week ending Nov, 20, 2020)	The Remote Screener can be used as an interim measure to identify potential ELs for services. No additional screening is necessary if unfeasible.
3.5.6	A K potential was Remote Screened and scored in Category 3 (fluent/highly proficient) and included in the 1st upload. Question - Does this student still need to be ACCESS tested? (Added week ending Nov, 20, 2020)	Yes, administer the ACCESS for ELLs. If only the Remote Screener was administered, all these students need to be given the ACCESS for ELLs.
3.5.7	If a Full Distance Learning parent requests for their child to be ACCESS tested in isolation from other students, then are the schools OBLIGATED to provide that? (Added week ending Nov, 20, 2020)	That is a site based decision you discuss with your team in the schools. If they are willing to bring their students to school then you can make some concessions when talking with the parent perhaps have them in one corner of the testing room away from the rest.
3.5.8	1. If a parent opts to continue in FDL for the second semester and does not allow a student to come to campus to be Screened or take the ACCESS for ELLs, the student would be noted as an absence, correct? 2. If a campus is not able to Screener test a student who has been Remote Screener tested, that student will take the ACCESS for ELLs and the results of the ACCESS for ELLs will suffice for the Screener and the Screener would not need to be administered? (Added week ending Nov, 20, 2020)	1. Students who are participating in distance learning are required to be assessed in-person. In such cases, school-level staff should be communicating with parents to schedule the testing. Schools should utilize the ACCESS for ELLs Letter to Parent(s)/Legal Guardians of ELs with Notice of Language Assistance, translated statement of who to contact if language assistance is needed, and document that letters were sent home. If a parent refuses testing, schools should follow the Opt-out Guidance procedures found in the Assessment Manual, section 8.c., Parent/Legal Guardian Refusal of ELP Assessment p. 24. If students are absent on the day of testing, attempts should be made to reschedule. 2. If a potential EL (K) who has taken the Remote Screener has not been administered the W-APT or WIDA Screener prior to the ACCESS for ELLs administration window, the administration of the ACCESS for ELLs test will suffice to measure the student's English language proficiency.



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3.5.9	Since ACCESS 2.0 is a standardized assessment, will teachers and students wearing masks during the ACCESS test invalidate standardized test results because the ACCESS test was not normed with teachers and students using masks? (Added week ending Nov, 20, 2020)	No, wearing a mask during the test does not invalidate the results.
3.5.10	If a student wears a mask during the speaking test and their responses are muffled, how will that affect the student's speaking test? (Added week ending Nov, 20, 2020)	Online ACCESS Speaking Test If the student is wearing a mask: - Before testing begins, coach the student to ensure they are speaking clearly and loudly into the microphone while wearing a mask. Use the practice or sample test items. - There is a microphone check at the beginning of the test, which confirms the system is capturing audio. Make sure the student is speaking loud enough to pass the microphone check. - DRC and WIDA will monitor the percentage of "I" scores (unintelligible) being assigned.
3.5.11	Are there plans in place for ACCESS testing in the event of a spike in cases and a lock down is in order? (example: Situation on Lana'i) (Added week ending Nov, 20, 2020)	No at this time, we are currently working on it for all assessments.
3.5.12	Do teachers need to test students on any of the ACCESS assessments if social distancing guidelines cannot be followed? For some students with special needs, it would be difficult to have them wear a mask due to their disabilities and underlying medical conditions. From previous experiences, some students were not able to keep their hands to themselves, placed fingers in mouth, and couldn't stay in their personal space. (Added week ending Nov, 20, 2020)	This is a site based decision, similar to precautionary considerations taken for student instruction, take the same precautions for assessment.
3.5.13	If parents of 100% Distance Learning students do not want to bring their child to school for in person online ACCESS testing, does that mean that parents can opt out or will the school just not meet the 100% participation? (Added week ending Nov, 20, 2020)	If a parent refuses testing schools should follow the Opt-out Guidance procedures found in the Assessment Manual, section 8.c., Parent(s)/Legal Guardian(s) Refusals of ELP Assessment p. 24.
3.5.14	What do we do if the majority of the parents refuse WIDA ACCESS testing due to COVID-19?	Do the best you can and document efforts to ensure that all ELs are assessed.



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	(Added week ending Nov, 20, 2020)	
3.5.15	To alleviate work for the Principals, might the state Assessment Section provide updated guidance on how the Opt-Out process can be incorporated for the multiple state assessments a single Full Distance Learning student will be required to take this school year? (In other words, can guidance be provided to allow Principals to meet with the parents once about refusing ACCESS, SBA, and EOC testing all in one meeting?) (Added week ending Nov, 20, 2020)	Yes we can do that and are in the process of updating the guidance. Updated 12/10/2020, the updated procedures are outlined below. Updated Opt-Out procedures. In order to minimize contact and alleviate extra work during this time, principals may have one meeting where the discussion includes all state assessments. This meeting would be for parents who have testing concerns, or wish to refuse testing (this can be done via a phone call, email, or in a face-to-face meeting). Parents can email their refusal letter to the school if they wish, or use the postal service. The parent refusal of ACCESS for ELLs letter and correspondence with parents (opt-out guidance letter) should be filed in the student's SRP folder, in eCSSS notes, and recorded in the 2020-21 ACCESS for ELLs Testing Incidents Google form. See also section 6.e., COVID-19 ACCESS Guidance, in the Assessment Manual.
3.5.16	This is from an EL Coordinator Also---could you please ask 'state,' (Andy?), in regards to ACCESS, will there be a Code added to accommodate those students whose parents have opted for distance learning only and will not allow their child(ren) to physically enter a school campus? On the State Meeting notes: So a refusal, not of services, but new action code for refusal of testing? Will there be a new action code for refusal of testing? (Added week ending December 11, 2020 COB)	There will be no new action code for refusal of testing. Opting into distance learning does not equate to refusal of testing. The ACCESS for ELLs is a required ESSA assessment and exemptions from administering them cannot be granted. Students who requested Distance Learning should be notified of this obligation and that the assessment must be administered in person. Schools may utilize the Pre-ACCESS Parent/Guardian letter along with other means of communication (Webex parent meetings, emails, letters, etc.) to notify parents of this expectation and give the testing schedule.
3.5.17	Is there anything from the WIDA side, DRC side, or the HDOE side that would prohibit a school from administering any of the ACCESS tests on Saturdays? (This particular school's Administration, as well as the TA	Saturdays are okay. We do ask that the RT and Assessment Section are "informed" that this will be happening before hand in case any questions arise later on.



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	and Proctor are ok with it.) (Added week ending December 11, 2020 COB)	
3.5.18	EL Coordinator asks who will be responsible for informing parents that when administering the Kindergarten and Alternate ACCESS, the TA may not be able to comply with CDC guidelines for 6 feet of social distancing for less than 15 minutes. Also that the TA may not be within the child's bubble because it will not be the homeroom teacher? She feels that parents should be informed of the situation. (Added week ending December 11, 2020 COB)	AS Luke Assessment Office Response: "The WIDA ACCESS and Alternate ACCESS for ELLs are required ESSA assessments and exemptions from administering them cannot be granted if we are to remain in compliance. The WIDA consortium has provided guidance on how to test EL students in-person while adhering to CDC guidelines. Test coordinators are encouraged to do the best that they can, within reason, to test all EL students while adhering to all safety guidelines. The OSSS staff are drafting a new WIDA ACCESS parent letter template that will address the requirement to administer the WIDA ACCESS in-person and emphasize the expectation to adhere to all Department safety guidelines. The new parent letter template is expected to be ready for dissemination before the winter break and school test coordinators may use the template to draft their own parent letter (on their school's letterhead) and send it to their EL parents."
3.5.19	At the 2nd Quarter WIDA LEA Advisory Meeting, it was shared to the committee that "Most states have extended their testing windows." Might I ask for the HIDOE to reconsider their decision to keep our testing window as is? If HIDOE will not reconsider extending the window, then might I please ask for the reasoning behind the decision? (Added week ending December 11, 2020 COB) (Update week ending Feb 5, 2021)	The HIDOE has decided not to extend the testing window due to impacts that this would have on the administration of other state required assessments and assessment timelines such as returning materials, scoring, psychometric analysis, quality control, and reporting. Dec 11, 2020 (Update week ending Feb 5, 2021) WIDA ACCESS Extension Memo • USED Fact Sheet 1/18/21
3.5.20	With the Governor's recent announcement of the furloughs and what friends have been telling me who reside in other WIDA Consortium states, will an extension	Refer to EL FAQ 3.5.19 above (Update week ending Feb 5, 2021)



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	to the testing window be given? Superintendent Kishimoto sent a vimeo message indicating that 6 days instead of 12 would be furloughed from Jan-June 2021. However, there is no indication as to when. Given the uncertainties and the need for social distancing, would it not be in the best interest of the schools and the students to have an extended window? (Added week ending December 18, 2020) (Update week ending Feb 5, 2021)	WIDA ACCESS Extension Memo • USED Fact Sheet 1/18/21
3.5.21	EL Coordinator asks who will be responsible for informing parents that when administering the Kindergarten and Alternate ACCESS, the TA may not be able to comply with CDC guidelines for 6 feet of social distancing for less than 15 minutes. Also that the TA may not be within the child's bubble because it will not be the homeroom teacher? She feels that parents should be informed of the situation. (Added week ending December 18, 2020)	The WIDA ACCESS and Alternate ACCESS for ELLs are required ESSA assessments and exemptions from administering them cannot be granted. WIDA consortium has provided guidance on how to assess EL students in-person while adhering to CDC guidelines. Test coordinators are encouraged to do the best that they can, within reason, to test all EL students while adhering to all safety guidelines. The new 2020-21 Kindergarten and Alternate ACCESS Parent/Legal Guardian Letter is now available on eCSSS in addition to the 2020-21 Pre-ACCESS for ELLs Parent/Legal Guardian letter, and in section 6.e of the Assessment Manual. Please note, this is an optional template that schools can use to inform parents about these assessments and edit as needed to apply to their school specific situations. The new Parent/Guardian letter will be sent out to Complex Area EL Leads on 12/18/2020 to share with schools.
3.5.22	1. Could you please find out if the state will be issuing the revised testing letter to send home to parents? On 12/11, Karen mentioned the state is working on a letter that should be coming out this week. I'd like to prep it for mailing before going out on break.	1. The letter will be emailed 12/18/2020. 2. Please continue to contact parents, schedule testing, follow up as needed, and assess students. Per the Assessment Manual, in order to ensure that parents can access the letter's information,



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	2. My principal would like to know what we should do when we get no response from parents, meaning they will not, (or basically cannot), write/send in a "letter" as to their child not taking this year's ACCESS. (Added week ending December 18, 2020)	schools are responsible for providing information in a format that parents can understand (e.g. use translation, interpretation, or alternate means such as Large Print, Braille, or ASL) Hawaii Language Access Plan November 2017. Refer to section 7, Parent(s)/Legal Guardian(s) Notification of Annual ACCESS Assessment
3.5.23	In the Hawaii State Specific ELP Assessment Manual on page 25 (8.c. Parent/Legal Guardian Refusal of ELP Assessment), it states to Record the parent refusal of testing information in eCSSS Testing Notes tab. My question is in regards to the potential "K" students. They do not have a "yearly testing" tab so where do we document their parent refusal? (Added week ending December 18, 2020)	That is correct that Potential K students that took the Remote Screener do not have the Yearly Testing tab. The textboxes available for inputting are on the Identification tab. Added to section 6.e. of the Assessment Manual.
3.5.24	Please confirm that there are 4 tasks that schools need to complete for FDL students whose parents do not bring them on campus to test - 1. Follow the Opt Out guidance 2. Note the parent refusal of testing on the Yearly Testing notes box on eCSSS 3. Test Coordinator must mark them as ABS for all the domains on AMS and 4. File the refusal of testing letter submitted by the parent in the SRP. Is there anything else the schools need to do? (Added week ending December 18, 2020)	Please refer to the HI Assessment Manual, section 8.c Parent(s)/Legal Guardian(s) Refusals of ELP Assessment and 6.e. COVID-19 ACCESS Guidance with additional guidance for COVID. Do not mark ABS or DEC in WIDA AMS or on testing booklets.
3.5.25	I understand that HIDOE considers FDL students who do not get ACCESS tested as "parent refusals of testing." However, might I clarify if there would be any circumstance where FDL students who do not get ACCESS tested would be considered "ABS"? For example, if the school just tells the parent - bring your FDL child in on such and such day for ACCESS testing. And on that day, the student is a no show and the parent did not communicate at all with the school to say they would not bring the child onto campus for testing. Would that scenario be an "ABS"? (Added week ending December 18, 2020)	Student "no show" for ACCESS testing is not the same as a parent/ legal guardian refusal of testing which is initiated by contact from the parent/legal guardian. If a student does not show up for ACCESS testing, contact the parent about the absence to attempt to reschedule. Per the Assessment Manual, students who are not tested in any domain (due to chronic absenteeism and after multiple attempts have been made to assess throughout the testing window), DO NOT record absent (ABS) on the booklet or in WIDA AMS. Return the booklet without a label. Record information in eCSSS, Testing Notes. A Do Not Score code of "ABS" is used when students are absent for a particular domain of the test (partial



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		testing completed), refer to section 13.b, Do Not Score . 12.18.20
3.5.26	Guidance has already been provided that FDL students who do not show up to their assigned testing sessions should not have ABS as a Do Not Score indicator (FAQ 3.5.25). Do we take these students out of test sessions or leave them in? (Added week ending Jan 15, 2021)	No, students should not be removed from WIDA AMS testing sessions. Steps should be taken to schedule make up sessions. Follow-up with parents/guardians should be documented and included in the eCSSS testing notes.
3.5.27	May we please collaborate together as a team to discuss the over duplication of forms for use during the ACCESS for ELLs window at our next meeting to be held on March 12, 2021. Case in point: There is a student transfer form to be filled out by the sending school. The information then has to be inputted into the ACCESS for ELLs Testing Incident Form which requires that the same information on the student transfer form to be inputted again on this form. Then it states that the transfer form can be loaded BUT it's an option. If we discuss this could we not determine another method such as upload the student transfer form and hit submit. We need to as a team discuss this with those who have to complete them. (Added week ending Jan 29, 2021)	In the Spring an ACCESS workgroup will work to streamline the forms for use in the school year 2021-22.
3.5.28	There is an issue with the Testing Incidents Google Form. When asked if you would like to submit another form and you choose "yes" you cannot submit the same option, you must choose another option (1-4). It will take your information, however, it will not take your next student's information. You will see multiple records of the same student (first submission) when you receive the auto response in your gmail. (Added week ending Jan 29, 2021)	After review of the Testing Incidents form responses it is apparent that test coordinators are not using the function and option to submit an additional form. In order to avoid confusion and ensure student data is not lost in the attempt to complete the same form twice, the option to submit another form will be removed from the Test Incidents Google form. In the Spring an ACCESS workgroup will work to streamline the form for use in the school year 2021-22.
3.5.29	In the manual it says if a child gets sick during ACCESS administration, send them home and submit a test incident form. However, if the child returns to school and passes the health screening, are they allowed to log in and complete the test? Yes, as long as they pass the health screening, they can log back in and complete the test. (Added week ending Feb 5, 2021)	This is a school based decision. If the school has determined that the student has passed the health screening, they can finish assessing the student. This clarification also added to Assessment Manual, section 13.
3.5.30	In light of the extended ACCESS testing window extension, will the additional materials deadline also be extended? (Added week ending Feb 5, 2021)	The materials deadline has now been extended to 3/3/21. Information is posted on the WIDA Hawaii Page at https://wida.wisc.edu/memberships/consortium/hi .



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3.5.31	Secondary school registrars often rely on the most current ACCESS scores to determine EL coursework for the new school year, which usually happens in April/May. Because of the extended ACCESS window, it appears that preliminary and final ACCESS scores will not be available to schools until May/June at the earliest. Might I ask if HIDOE has any suggestions on data that secondary schools can use in April/May to make the most appropriate EL coursework decisions in the absence of current ACCESS scores? (Data is crucial especially for the transition grades levels (5th to 6th and 8th to 9th) because students in those transition years are unknown to the new schools.) (Added week ending March 5, 2021)	Hawaii's extension of the ACCESS window of two weeks did not cause this delay, but rather the May 24, 2021 date is the earliest ANY WIDA consortium member is able to receive the first scores (post preliminary electronic reports and data files) due to steps needed to be taken by WIDA and CAL to ensure score validity. Schools can utilize these preliminary reports when available in WIDA AMS to determine who has likely exited the EL Program (Overall English Language Proficiency Level of 5.0) for student scheduling. Once the scores have been validated complex areas and schools will be notified via DRC broadcast email and communications. Post-reporting data validation dates are still to-be-determined and will be posted on the WIDA website. In the absence of current ACCESS scores, utilize WIDA rubrics, formative assessments, grades, and consultation with other teachers working with the EL students to help make appropriate instructional decisions. 3/5/21.
3.6	HIDOE ACCESS Checklist Has the ACCESS online checklist been finalized? When I go to the link, it still says the SEA is still finalizing it and to check back later for the final version. (Added week ending Nov, 20, 2020) (Update added week ending Dec 11, 2020 COB) (Update added week ending Dec 18, 2020 COB)	The Hawaii Online and Paper Checklists are in the process of being finalized. Update: WIDA is working on posting the ACCESS Checklists by December 14, 2020. Update: WIDA has posted the ACCESS Checklists on the Hawaii page on Dec. 15, 2020. Email notification was provided to EL Leads also Dec. 15, 2020.
3.7	WIDA AMS Test Sessions In what situations do we take students out of AMS test sessions? 1. Students given the Paper ACCESS for ELLs 2. Students who are no longer attending that school during the testing window? (Left the HIDOE, transferred to another HIDOE school, etc.) 3. Parent refusals of testing? 4. Full Distance Learning students who were informed to	1. YES, p. 40, section 11.g, Assessment Manual 2. YES, p. 32, section 8.h, Assessment Manual 3. NO, p. 26, section 8.d, Assessment Manual 4. NO, follow up with parents and record details in testing notes 5. NO, record details in eCSSS testing notes 6. NO, HIDOE doesn't expel students. All students who are disciplined (suspended or dismissed/expelled) are on a public school's



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	be on campus to be ACCESS tested, but were no shows and there was no communication from the parents? 5. Face to Face or Blended Learning students who are chronically absent? 6. Students who have been expelled from school during the testing window? 7. Students who have been suspended from school during the testing window? 8. Students who have been placed at off-campus sites and testing at those sites is not possible? (Added week ending Jan 15, 2021)	attendance roster and should be offered educational activities including testing. Record details in eCSSS testing notes if students are not assessed. 7. NO, the student is still enrolled in the HIDOE. The school and HIDOE continues to provide educational activities to students who are suspended or dismissed (i.e. firearm). With that said, giving them an opportunity to test is within this premise. When and where students are tested is up to the respective administrator. Every testing situation is different because it is dependent upon the reason the student is suspended or dismissed. Record details in eCSSS testing notes if students are not assessed. 8. NO, record details in testing notes if students are not assessed. 1/15/21 Update: This answer has now been added to the Assessment Manual, section 13.d, Ensuring ALL ELs are Assessed. (Added week ending Feb 5, 2021)
3.8	EL Student Transfers/Form We have students whose parents have indicated that their child will be transferring to another school. The potential transferring school is notified and the transfer form is completed and held at the school they are withdrawing from. The form will be transferred once the potential school confirms attendance. However, the issue is the student does not register at the potential school and is classified as "INFLIGHT." Is the transfer form for this INFLIGHT student to be filed on the State ACCESS Incidents form or continue to be held at the originating school since the student status has changed to INFLIGHT? (Added week ending Jan 29, 2021)	If the student has officially withdrawn from the school (parents have completed paperwork) then the sending school completes the OSSS EL Testing Incidents form, Transfer section, and marks sending school. Yes, the receiving school should not receive the copy of the transfer form (or response receipt that the teacher received in her email after completing the Google form) until the student's attendance has been confirmed. The state and complex area will know that the student has transferred out because of the entry on the Testing Incidents form. If that student does not complete ACCESS testing there will be a record of the transfer out. Information was added to the Protocol for Transferring Students During the Testing Window.



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3.9	Data Validation Schools can't edit anything in WIDA AMS now since it's read-only on 3/14/21, the day after the test window ends. Having the test window end on the same day that all edits need to be made in WIDA AMS doesn't allow schools enough time to complete all fixes/checks for data validation. This is especially for schools with large numbers of students to test & new coordinators. May I suggest we change this in future years to allow edits in WIDA AMS for at least two days after the test window closes, but prevent any testing from occurring on those 2 extra days, e.g. March 12th at least? (Added week ending March 12, 2021)	Any discrepancies that were not captured in WIDA AMS (i.e. demographics, school information, or Do Not Score Code errors, etc.) can be reported in the Testing Incidents Google form, Option 4, Score Report Corrections.
3.10	Smarter Balanced ELA Exemption This is in regards to the 2020-21 Strive HI Exemption from the Smarter Balanced Assessments in ELA for First-Year in the U.S. EL Students memo. A first-year student in the U.S. won't show up as a J student because the student took the abbreviated remote screener this year. Is the student considered a J type student for the purpose of this exemption because at present is showing as a potential K and we won't know if the student is an actual J until the test scores come back? To add her to the exemption list it says to provide evidence of first-year EL enrollment (student type J). (Added week ending April 1, 2021)	A student qualifies for the Smarter Balanced Assessment ELA exemption if the student still has a Potential K status when the following conditions are met: 1. Evidence of first year EL enrollment includes providing EL services based on the results of the WIDA Remote Screener (category 1 or 2); and 2. The student must have taken the ACCESS for ELLs. The above is based upon the March 12, 2021 memo, Attachment B, Step 2.E, schools should "Provide evidence of first-year EL enrollment (Student Type J) on or after 5/28/20 through the end of the ACCESS for ELLs test window. All students added must have taken and completed the ACCESS for ELLs or they will be considered non-participants for Strive HI purposes. That is, do not add students if they did not take the 2021 ACCESS for ELLs test." The following scenarios may also exist: • A Potential K status student was given the Remote Screener, results were category 3,



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		was not receiving EL services, and did not take the ACCESS for ELLs. ○ The student does not qualify for the exemption. ● A Potential K status student was given the Remote Screener, results were category 3, the student was not receiving EL services, but did take the ACCESS for ELLs. ○ The student does not qualify for the exemption. ● A Potential K status student was not given the Remote Screener, was not receiving EL services, and did not take the ACCESS for ELLs. ○ The student does not qualify for exemption.
Chapter 4: IMPLEMENTATION OF LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS FOR ENGLISH LEARNERS		
4.1	EL Resources Related to Support of ELs in a Distance Learning Environment What EL resources are available to assist our schools in their shift to online learning and adjust to COVID-19? Follow-up set 1: 1. What is the accountability measure for the English Learner Modules (Supporting EL Learners in a Distance Learning Environment videos)? 2. Where do we find “Supporting English Learners in the Distance Learning Environment” in PDE3? 3. Can these be used for 21 hours? 4. Are teachers mandated to watch them 5. How is the state rolling this out? (Added week ending August 5, 2020) Follow-up set 2: Modules - Supporting ELs in a Distance Learning Environment A. Is there clarification regarding the expectations for teachers to watch complete these modules?	The following English Learner Modules have been developed: Supporting ELs in a Distance Learning Environment Follow-up set 1: 1. July 31, 2020 HDOE memo, Mandatory Training Prior to Return of Students explains the mandatory training for all employees. The completion of all training shall be recorded in PDe3. Course numbers and instructions for managing courses will be provided in PDe3. 2. Supporting ELs in the Distance Learning Environment training is available at https://bit.ly/hidoetraining. Teachers will need to register in PDe3. 3. This is a school administrator decision and all the MOU agreements need to be followed. 4. Yes 5. Refer to memo in question #1 above.



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	B. Are all teachers required to view these modules and if so, will completion be documented anywhere? (Added week ending August 5, 2020) C. ...Are these two (modules) going to count towards our EL learning PDE3 credits? (Added week ending August 12, 2020)	Follow-up set 2: A. See Return to Learn Training Website B. See "Completion of Mandatory Trainings and Feedback Survey" memo 8/11/2020 for link to survey. C. OTM/EL approved the EL Distance Learning modules as qualifying towards the Sheltered Instruction Qualification for a total of 3 hours (8/12/2020).
4.1.1	EL Resources In order to support new EL teachers or any EL any teacher that is still learning the tools for distance learning, can we add into our EL Resources in eCSSS how to use google classroom; one for beginner, intermediate and advanced. (Added week ending August 19, 2020)	Google Classroom resources can be found on HDOE Continuity of Learning site at, Continuity of Learning > Statewide Online Distance Learning Readiness > Tech Tools for Online Learning.
4.1.2	EL Resources What accommodations/supports should be given to EL students during remote learning? (Added week ending August 19, 2020)	Refer to the following: • Supporting ELs in a Distance Learning Environment Modules • Special Populations, English Learners, EL Translation and Instructional Resources • WIDA Self Paced e-Workshops have been available to all school leaders, coaches and facilitators, k-12 classroom teachers, EL teachers and specialists, and professional learning communities wishing to learn more about how to work with ELs (at no cost) throughout the previous 2019-20 school year--in addition to the many varied professional development opportunities offered by Complex Areas. • Classroom Teachers: Engaging Newcomer Multilingual Learners • Foundational Concepts • Developing Language for Learning in Mathematics • Doing and Talking STEM • Leading for Equity: Classroom Walkthrough • Using the WIDA Writing Rubric



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4.2	Distance Learning and Opt-In Form A. What is the status of translated documents from the State for parents who are opting for Distance Learning. The concern is that the parents may not be fully aware of what they are requesting. B. What are the parameters of Distance Learning or are the schools responsible for determining how to implement? There does not seem to be a consistent understanding. C. Does the opting to Distance Learning mean that the parents are not seeking EL services? D. What is the obligation of the EL program to DL parents? E. Where can schools locate the Distance Learning Opt-in form? F. What is the expectation of the EL program in regards to servicing for parents who choose 100% Distance Learning and the parent has chosen NOT to have their child participant in any of the model options? (Added week ending August 12, 2020)	A. The Distance Learning Opt-in Form was translated into HIDOE's most common 14 languages. Contact your Complex Area Distance Learning Contact if you need a translation. They will not be posted due to the confusion it will cause at this time since ALL Oahu schools are going to Distance Learning for one month. B. Parameters are outlined in the Principal's Handbook. Schools still remain responsible for implementing their designated LIEPs and remain responsible for ensuring access to school for ELs and for providing ELD instruction. C. No. D. Provide dedicated ESL/ELD and ensure access, e.g., assistance to distance learning E. The Distance Learning Opt-In Form and Opt-In guidance document can be found on the HIDOE Intranet. Go to the Continuity of Learning Resources site >Teachers and Schools > Statewide Online Distance Learning. F. Refer to above and Distance Learning Opt-in Form. a. <i>"Parents acknowledge schools will provide for the English language development support necessary to serve students who are identified as ELs to equitably access school."</i> b. ELs should continue to receive EL services (Dedicated ELD) whether online or face-to-face as determined based upon the needs of the students. c. ELs having difficulty accessing technology can come to campus for online learning or face-to-face instruction.
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4.3	School Models and COVID How to provide services to all of our EL students with schools in different models of COVID operations? (Added week ending August 12, 2020)	According to the U.S. Department of Education EL Fact Sheet, schools providing remote learning must provide language instruction services to ELs. EL services may be provided virtually, online, or via telephone. HIDOE Models and EL Services: Face-to-face- on campus: EL staff may continue to provide EL services and ELD lessons as usual. Blended or Hybrid- mix of face-to-face and distance learning instruction: Schedule and provide face-to-face or online ELD instruction. Distance Learning- HIDOE teacher providing lessons via distance learning: EL staff to coordinate with school administrators and teachers to provide EL services and ELD lessons via distance learning or face-to-face depending on the needs of the student. Distance Learning (with online program)- Online program is provided (Acellus, Plato, etc.). EL staff to coordinate with school to schedule and provide EL services and ELD lessons via distance learning or face-to-face depending on the needs of the student. Reference: Principal Handbook Each school model adopted must: “Prioritize vulnerable students, including but not limited to children with disabilities, English learners, and economically disadvantaged students, for face-to-face or online learning, as appropriate, on campus.”
4.4	Acellus 1. Will there be some sort of information or training regarding Acellus? With many EL students opting for distance learning and the potential of distance learning given the rise in cases, will we have an opportunity to know, understand and have access to in order to support our sites utilizing Acellus? 2. EL coordinator asked if there might be a way that EL teachers/coordinators across the state who are tasked with supporting students on	1. Acellus training is provided through OCID. 2. EL Team is working with OCID to learn about how selected Full Distance Learning curriculums (e.g., Acellus, ASU) support Dedicated ESL/ELD and Sheltered Instruction. Once more information is available, we will provide more guidance.



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	Acellus could team together and share lessons/resources? (Added week ending August 12, 2020)	
4.5	ACCNs 1. What is the status of the new ACCNs that were supposed to start this school year. In the July 15 ACCN DOE memo, it looks like NEI0011 is the only "EL-ish" ACCN listed on the attachment. What about all of the other NEIs for the other grade levels? And how do these ACCNs pertain to the different instructional models that schools are implementing? And how do these ACCNs pertain to students who are 100% distance learning? (Added week ending August 5, 2020) 2. Using the Authorized Courses and Codes (ACCN), are schools able to assign a Paraprofessional Educator (PPE) as their EL teacher? (Added week ending August 19, 2020)	1. OITS has reported that the EL ACCNs courses listed in the HIDOE memo dated November 14, 2019, titled, <i>English Learner ACCN and Authorized Course Code Numbers</i> appear to be listed in Infinite Campus. We have also received reports that they are being used to schedule students. The courses should still be offered regardless of model. Below are the Learning Guides that were shared at OITS elementary school refresher training sessions over the summer. Users were asked to also use the EL lists from Infinite Campus (HIDOE Custom Reports) and check SSES, and reconcile the two lists (if they were different). See references to NEI courses in guide 1 (step 2.1) and guide 2 (step 6). • 1-Elementary Scheduling 1 SY2020-21.pdf • 2-Elementary Scheduling 2 SY2020-21 ver07.pdf 2. No, PPE's are NOT teachers, do not provide direct instruction, and may not be assigned as the teacher of record. PPE's must work under the direct supervision of a regular teacher. The ACCN would be attached to the PPE's supervising teacher responsible for ensuring that the student receives direct/targeted English Language



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		Development (ELD) instruction. Reference: OTM memo dated April 01, 2019, New Casual Employee Job Classification.
4.5.1	ACCNs: This school year, all of our English Learner students needed to be assigned an ACCN. I was wondering if the EL teachers at the school level would be able to verify that their students were enrolled with an ACCN on Infinite Campus? (Added week ending August 28, 2020)	Yes, if the EL teacher is assigned to the EL (NEI) course, they will 'see' their students in Infinite Campus. If the Elem Adv Clerks came to the Elem Scheduling 1 & 2 training sessions, OITS showed them some reports they could pull that they could share with their EL teachers that would include their rosters (e.g., Section Rosters). The documents are on the Intranet > Collaboration Areas > Student Information System > Elem Schools > Elem Training > Elem Scheduling 1 & 2 Learning Guides (and linked in previous question 4.5).
4.6	LDP Will there be a training around writing Language Development Plans, or if we should do it ourselves? (Added week ending August 5, 2020)	State will be reaching out to Complex Area leads to co-develop a training.
4.7	EL Program Placement What start date do teachers put for new EL students? I was able to call them in to complete their W-APT testing since their parents were willing and kindergarten already had appointments for testing as a grade level. My principal said he wants me to begin virtual instruction starting on Aug. 24th. So should I use that start date? Or wait until they are on campus for face to face instruction? (Added week ending August 19, 2020)	The program start date should align to the date that EL services begin (via distance learning or face-to-face).
4.8	WIDA Resources: e-Learning - Will state and district users be able to track WIDA e-learning participants and activity? - Will there be additional e-Learning	WIDA has made enhancements to the eLearning Reporting feature in the WIDA Secure Portal after hearing feedback from SEAs. In addition to the features already established in 2019-2020, SEAs will be able to view the following course engagement information for educators



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	opportunities? (Added week ending August 5, 2020)	in their state: - Individual learner course completion and the date of completion for registered users of the WIDA Secure Portal with access to the WIDA eLearning Center. - Facilitated eWorkshop participants will be able to print certificates of completion 2. WIDA is planning to release the following Microlearning topics (20-30 minutes tentatively), to be released September 2020 - Multilingual Learners and Distance Learning - Tending to Multilingual Learners' Social-Emotional Well-Being - Considerations for Evaluating Online Resources for Multilingual Learners
4.8.1	eLearning How can complex area EL Leads get access to the eLearning Reporting tile in the My Account and Secure Portal? Currently only SEA user permission is granted. (Added week ending August 5, 2020)	State is looking into if/how to share the State access, or if we will need to generate reports. Pending more research. September 24, 2020 Update: State team is still awaiting a response from WIDA about receiving a CSV/Excel file for previous SY, and is continuing to explore options to make the process less burdensome on all.
4.8.2	Do you know if the WIDA eSummit sessions count for seat hours to meet the Sheltered Instruction Requirements? (Added week ending August 28, 2020)	Once more information is available about the schedule, a determination will be made. September 24, 2020 Update: No, this eSummit doesn't meet the requirements for Sheltered Instruction qualification but educators are encouraged to take advantage of this opportunity to build knowledge.



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4.8.3	1. What are the WIDA ecourse numbers? 2. Are they the same as last year, or 3. Can teachers sign up for them again? (Added week ending September 9, 2020)	1. 2020-2021 WIDA eCourse Numbers 2. One new course--WIDA eLearning--Social Studies: Engaging Multilingual Learners through Inquiry 3. Teachers may earn hours for each course one time only.
4.8.4	What does the WIDA eWorkshop for dually identified students look like? (Added week ending September 9, 2020)	This PD is still being developed and will be available starting in January 2021. We know it will be a 15 week long eWorkshop with 6 modules of learning across those 15 weeks. The design team is still finalizing the specific topics at the modular level and hopes to have more details in a few weeks. Description from the PD offerings: Over the course of 15 weeks, participants engage in 6 modules that each consist of 3 sections Explore, Make it Work, and Share. They select ideas to try out in their classroom and share their experiences with colleagues in online discussion boards and one online meeting. The estimated time needed to complete the eWorkshop is 20 hours.
4.8.5	For dual-served students (EL/SpEd), we can use the WIDA Can-Do Reports in LDS to help the teachers identify what strategies to use in the classroom and in IEPs. For students who take the Alt ACCESS, is there any kind of support for them? (Added week ending Nov 20, 2020)	The purpose of the WIDA Can Do Reports in LDS are to: track EL students by their level of English language proficiency, get a glimpse into what ELs can do by the end of each English language proficiency levels 1-5, in the key uses, and within each language domain (Speaking, Listening, Reading, and Writing). For dually identified English learners it is equally important to utilize strategies that support the delivery of target language and content instruction with explicit inclusion of scaffolds appropriate for each ELs' level of English proficiency and, in this case, a learning disability. There are primarily four types of instructional scaffolds that teachers can use, and students can engage in, to foster understanding of target content and related language: visual, linguistic, interactive, and



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		kinesthetic (Gottlieb, 2013). For students who take the Alternate ACCESS refer to the speaking and writing rubrics for the Alternate ACCESS for ELLs, these and other resources for understanding and interpreting score reports are available here: https://wida.wisc.edu/assess/alt-access/scores-reports.
4.9	2020 WIDA Standards When will the 2020 Standards be released and what training will be available? (Added week ending August 5, 2020)	• Link to Standards: https://wida.wisc.edu/teach/standards/eld/2020 • December 2020 electronic release on Website • Purchase from Store in January 2021 ◦ HIDOE will look into the possibility of purchasing for schools and complex areas. • HIDOE is working with WIDA and planning a training for Complex Area EL Leads for Spring 2021
4.9.1	1. What is the statewide plan for rolling out/training of the 2020 Edition of the ELDS? 2. Are the schools expected to download their own copies of the standards or does the state have plans to purchase copies for schools? 3. Will the state be providing training on understanding and implementation of the new standards or is it each individual complex area's responsibility to provide their own training to their schools? (Added week ending Feb 19, 2021)	1. A memo will be forthcoming with details on 2020 WIDA Standards training for complex areas to begin March 30 and 31, 2021. Complex Area EL Leads and two invited guests will receive copies of the standards books as part of the Planning with the ELD Standards Framework training. 2. Complex areas and schools can download free standards books on the WIDA website at, https://wida.wisc.edu/teach/standards/eld, or purchase their own. Title III funding is available for complex areas to purchase 2020 WIDA Standards booklets with the prerequisite that participants have foundational knowledge of the WIDA standards, and that they will be utilized for a scheduled professional development (PD) opportunity with the objective of planning for instruction with the 2020 WIDA Standards. 3. There are many options available for training



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		for the school level. Foundational WIDA Standards training is available at https://wida.wisc.edu/teach/standards/eld. This includes an overview video, a customizable PowerPoint slide deck with talking points that complex areas can utilize. In addition, the WIDA ELD Standards Framework: A Collaborative Approach, self-paced WIDA eLearning training module is available in the eLearning Center of the Secure Portal. Complex areas may utilize WIDA resources or Title III funds to pay for Planning with the WIDA ELD Standards Framework training sessions for schools beginning next school year from the Wisconsin Center for Education Products and Services (WCEPS). Please request Title III funds for PD through the SY 21-22 RFF process.
4.10	WIDA Model 1. Can we use WIDA MODEL as an Interim Assessment and or to make additional decisions about the supports that individual students will need given the COVID-19 situation we are in? 2. Who pays for the MODEL? (Added week ending August 5, 2020)	1. Yes 2. The school will need to purchase the MODEL tests as needed.
4.11	Dual Identified EL/SPED 1. We have a Sped medically fragile student whose family speaks Spanish. Mother is not comfortable with 100% face to face. Is there an interpreter that speaks Spanish and is available to help 2. In regards to dual certified students, what is the expectation if a parent chooses 100% Distance Learning of the EL program? (Added week ending August 5, 2020)	1. Schedule and provide face-to-face or online Dedicated ELD instruction as deemed appropriate according to student needs. In order to communicate and coordinate instruction with parents who do not speak English utilize Bilingual Home School Assistants (BSHAs) or bilingual staff. If bilingual staff or Bilingual School Home Assistants (BSHA) are not available, schools may request interpretation services. • Refer to 11/01/2017 HIDOE memo: Language ACCESS Plan (LAP), Translator/Interpreter Vendor List and Hawaii LAP. • Note, we don't usually provide an interpreter for instruction all



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		day long and/or in this case for virtual learning. Appropriate instruction and support should be provided and use of an interpreter may be needed for student/parent to ensure vital communication can occur to facilitate and begin learning. 2. See SPED: Addressing IEP Goals via Distance Learning
4.12	SRP Folders Might there be any consideration to discontinue keeping hard-copy documents in the SRPs and switch over to a purely online form of documentation (especially when so much of the data can be found in various databases)? The middle schools and high schools are overly burdened with housing these SRPs for years and years. There is also little consistency in the middle and high school level to transfer SRPs. There is also little consistency in transferring SRPs for Is, Ms, and Ns. In the new “normal” that we find ourselves in, the more electronic we can be (and less we have to touch and handle things) the better. (Added week ending August 5, 2020)	At this time there are no plans to go completely paperless for English Learner Student Record Profile (SRP) folders. It is recommended to have both paper and electronic copies due to natural disasters, fire and/or potential electronic data loss.
4.13	Return to Learn Survey The State is requesting teachers, secondary students, and families provide information regarding distance learning - “Return to Learn” survey” sent 10/1/20. The survey for the families is translated into 14 languages. There is a flyer that provides more information with the bit.ly and QR code. Will this flyer be translated into the 13 languages of the survey minus English?	From Civil Rights Compliance Branch 11/6/2020: According to the Assessment Branch the Flyer was not translated and the survey is now closed. There are plans to send out an end of school year survey and consideration is being given to translate in future.
4.14	Return to EL after Refusal I've asked this before and it is not a common occurrence BUT we have a process for parents who wish to refuse EL services (L04). HOWEVER, an L04 may rescind their decision. Question: What is the process for a parent who wishes to rescind their refusal and would	Parents/legal guardians do have the right to rescind their parent refusals and allow students to receive appropriate EL Services. The parent/legal guardian should document their decision to return their child to the EL Program (i.e. write a letter or an email). File in the



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	like their child to receive EL services??? Action Code? Is this an L(05)??? Documentation? If the parent allows the student to take the ACCESS for ELLs and the scores are not exiting scores then ????? This is not a 50 since the student technically was never an active "J". (Added week ending December 18, 2020)	student's SRP folder. Upon receipt of the letter/email, the EL coordinator would create a new EL worksheet in eCSSS to bring the student back into the program, and follow established procedures and processes (placement, parent notification, and assessment as needed).
Chapter 5: STAFFING AND RESOURCES		
5.1	Sheltered Instruction Qualification and Credits Was a memo released stating that Student Services Coordinators (SSCs) need to meet the Sheltered Instruction Qualifications? If so, could you please let me know where I can find a copy? (Added week ending August 5, 2020)	The May 26, 2020 memo <i>Update to Six (6) Credit or Equivalency Teaching English to Speakers of Other Languages Sheltered Instruction Requirement for Teachers</i>, "...expands upon the "Sheltered Instruction" requirement included in the December 19, 2019 memo, Six (6) Credit or Equivalency Teaching English to Speakers of Other Languages (TESOL) Sheltered Instruction Requirement for Teachers. That memo outlined the requirement that all licensed K-12 teachers who plan or provide direct instruction to students will or have obtained a minimum of six (6) TESOL related course credits or equivalent within three (3) years, beginning in school year 2020-2021."
5.1.1	What would happen if a teacher doesn't meet his/her 6 credit or 72 seat hour requirement by the end of SY 2022-23? (Added week ending Nov 20, 2020)	At this time there are no repercussions outlined. A report is being developed to track teacher Sheltered Instruction qualifications and should be available in the school year 2021-22.
5.2	TESOL Licensure and PRAXIS Preparation - Is there a TESOL Praxis preparation workshop that we could offer to our teachers? Is this something that Shawn Ford could offer? Could we use Title III funds? (Added week ending August 5, 2020) - Might it be possible to provide a list of UH courses that will count for TESOL courses? (Added week ending August 12, 2020)	- HIDOE does not support PRAXIS Preparation workshops and recommends teachers go through teacher preparation programs to obtain the TESOL knowledge, skills, strategies and competencies to support ELs. - Yes, coming soon from OTM



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5.2.1	KCC TESOL Program If a teacher completes the Kapiolani Community College TESOL program, are they allowed to transfer to an EL teaching position at another school or do they have to stay at their current school? (Added week ending August 12, 2020)	Yes, they are allowed to transfer.
5.2.2	If a teacher completes the KCC TESOL Certification Program, and is unable to secure an EL position, will they be penalized for not being able to address the pay back clause of serving three years in an EL position? (Added week ending April 9, 2021)	OSSS is in the process of finalizing the details and a process for teachers to apply for an extension for meeting the Contract and Promissory Note employment requirements. This will address teachers unable to secure an EL position due to limited Teacher Assignment and Transfer Appointment (TATP) postings or if teachers apply to EL positions but are not selected.
5.3	PDE3 Sheltered Credits and Hours In the Educators Mandatory Return to Learning Training 2020, there are two EL related subjects: "Supporting English Learners in the Distance Learning Environment" and Supporting the Continued Learning for English Learners and Students with Disabilities" a total of 3 hours 15 minutes... are these two going to count towards our EL learning PDE3 credits? (Added week ending August 5, 2020)	3 hours will be counted towards the Sheltered Instruction Certification.
5.3.1	Where can I find the Supporting the Continued Learning for English Learners and Students with Disabilities training? I can't find that anywhere. I only see the Supporting English Learning in the Distance Learning Environment doc with slides links (but the video link in Module 1 doesn't work now). Related to FAQ 5.3. (Added week of December 18, 2020)	The Supporting the Continued Learning for English Learners and Students with Disabilities training module was originally on the mandatory training list but was later taken off because it was guidance for 2020 summer learning only. Contact the Exceptional Learning Branch for additional information.
5.3.1.1	Will the WIDA Supporting Multilingual Learners during Covid-19 Micro-Offerings count toward Sheltered Instruction hours? (Added week ending September 9, 2020)	No. These are in response to COVID-19 and should be viewed for tips on addressing the unique situation we face.
5.3.2	How do school level PDs qualify for non-credit PD3 seat hours to support teachers with completing their 6 credit sheltered instruction requirements?	The course would need to meet the same qualifications as a course that may be taken for credit, which includes a minimum of 24 hours (of



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	(Added week ending September 9, 2020)	sufficient duration) for 3 credits on teacher competencies described on Attachment B of the Six Credit or Equivalency TESOL Requirement for Teachers: TESOL-Related “Sheltered Instruction” Competencies (that may also be taken for non-credit by removing the portfolio requirement). Interested trainers should complete a course shell to be approved by the State EL team.
5.3.3	I was wondering if teachers can apply the Science of Reading Language workshop non-credit hours to the Sheltered Instruction Qualification requirements? (Added week ending September 9, 2020)	No. While Unit 2 is aligned to what a TESOL program would offer in a linguistics course, the entire program is designed to benefit all learners, not only EL students. We will continue talks with the EL experts on the LETRs team on potential future opportunities.
5.3.4	Some staff are missing the course: ESL185840 Supporting English Learning in the Distance Learning Environment on their My Transcript in PDE3. How were the 2.5 Non-PD Hours given? Who marked the course complete? (Added week ending Nov 20, 2020)	Upon completion of all mandatory training, employees should have indicated completion and provided feedback through the following survey: https://bit.ly/Return2LearnTrainingSurvey . The Office of Talent Management and Management Support Services Section marked courses as completed. For more information call 808 441-8344.
5.3.5	is there a conflict with 21 hours being offered and counting as seat hours when teachers are also receiving 3 credits toward reclassification? (Added week ending December 18, 2020)	Per 12.08.20 meeting with OTM: The 21 hours can be used, with principal approval, for SIQ as long as the course is on the Unique Courses list.
5.3.6	Could you please send me the documents to submit a non-credit course to you for review? (Added week ending December 18, 2020)	The course creator will need to clear with State EL that the workshop/PD meets the TESOL competencies then, enter the course into the non-credit PDE3 system, and alert the team so that the Unique Courses Document can be updated.



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5.3.7	Our former School Renewal Specialist held the EL courses listed below. Do these course shells need to be resubmitted for your review? Before the course started, Audrey Mangone had approved the use of Title III funds for the use of subs for this specific customizable course... will this suffice? These individuals were already awarded non-credit hours on PDE3. Title: Supporting our English Learners Through the Use of Assessment in the Service of Learning Course Number: ESL183930 Section Numbers: 295854 - Tracking, Reflecting On, and Sharing Learning 295853 - Closing the Gap: Diagnosing Needs for Focused Instruction and Focused Practice and Revision 295852 - Self Assessment and Goal Setting 295850 - Question and Discussion 295849 - Rubrics and Feedback 295848 - Learning Targets and Success Criteria 292888 - Castle-Kahuku Complex Area (Added week ending December 18, 2020)	All non-credit ESL courses that are on the Unique Courses list will be honored this year.
5.3.8	Will I need to resubmit the course shells and sections that I created in PDE3 below (Shawn Ford courses): Reading and ELLs – Common Core State Standards (CCSS) for ELA & Literacy in Content Areas: Reading (R) -ESL186258 - 304385 Applied Theory Workshop Series for PTTs who work with ELLs: Managing Linguistic Noise - ESL185991 - 303382 (Added week ending December 18, 2020)	All courses that are on the non-credit side of PDE3 with ESL designation will be honored this year.
5.3.9	What documentation is needed for submission with Attachment C for Sheltered Instruction for the Jun. 3rd memo, Option 3: 72 hours of non-credit hours, "Eight (8) of the 72 hours can be obtained via participation at a TESOL-related conference such as: Hawaii TESOL Conference? How many hours from the conference will count for seat hours?" (Added week ending Feb 5, 2021)	Updated February 12, 2021 Teachers will earn 4 hours for the online HITESOL conference: 90 minutes for plenary address + discussion afterwards 40 minute session 20 minute session 45 minutes for a networking lunch break (breakout room discussions and posters) 20 minute session 40 minute session - Closing



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		Teachers will be asked to sign in and out of the sessions using a Google form link provided by the conference organizers. PDE3 Course: ESL186412 The EL team lead will work with the HITESOL organizers to determine what the documentation and seat hours will be, not to exceed 8.
5.3.10	Is the SIQ Cover Sheet being revised? The link in the memo of 6/3/2020 is broken and the form is missing from the attachments. I am not sure if this is an OTM or eHR issue, but it's hard to inform the field about the pathways when some of the documentation is missing. Is there an updated cover sheet available? (Added week ending Feb 19, 2021)	Please refer to the Sheltered Instruction Qualification Memo distributed June 2020, Attachment C.
5.3.11	Will the OSSS EL Team set up the 2 new WIDA eLearning courses on PDE3? (School Improvement Planning for the Equitable Education of Multilingual Learners and The WIDA ELD Standards Framework: A Collaborative Approach) (Added week ending Feb 19, 2021)	Yes, both of these will be created by Monday Feb 22, 2021. Update: Both are added and can be found on the WIDA eLearning code sheet.
5.3.12	I can't find the course or section (HITESOL Course: ESL186412, Section: 304759), when I try to register the usual way on PDE3. I only see the course & section when I search through the Administration & Course Administration link & search for ESL186412, so I could add myself as a learner to the roster that way & see that a max of 50 registrants is allowed. Jennifer, are you planning to open the PDE3 registration for teachers so they can go back & do this, since that info. wasn't shared in time with them? Will you be sharing the sheet results with our district, to check the teachers' sign in/out (DOE TEACHER SIGN-IN) so we can mark them as "complete" on PDE3 since you said it "makes more sense for this to be managed at the complex level"? It was a little short notice for this course, so I think it was a bit difficult to	Please see the HIDOE Sign-In Sheet for the instructions on how to document attendance for the 2021 HITESOL Virtual Conference. Jen M. will take care of the sign-ins to verify and mark the courses as complete. It has been reopened so it can be found as ESL186412, Section: 304759. Please have individuals who experienced sign-in difficulty contact jennifer.martensson@k12.hi.us.



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	review the options during a time frame & log in/out of the sign in sheet, as well as get into each virtual room on time. We might need to give a bit of leeway for the teachers if it wasn't done perfectly, but I'd like to get the marks assigned soon, if possible, if we at the complex area are responsible for doing so. I just want to confirm what we are using for the copy of registration? An email with a screenshot of the HITESOL My Profile? And/or a forwarded email of the reminder email titled, "Reminder: Hawaii TESOL Conference 2021, 13 Feb 2021" from Hawaii TESOL <HawaiiTesol@wildapricot.org>, okay too?	
5.3.13	Since it's a much lengthier convention than the HITESOL conference, please confirm that teachers attending the virtual Teachers of English to Speakers of Other Languages (TESOL) International Convention on March 24 - 27, 2021 will be able to earn a full 8 non-credit PD hours towards the Sheltered Instruction requirement since per attachment A of the 6/3/20 DOE memo, 8 of the 72 hours can be obtained via a TESOL-related conference? When will the PDE3 non-credit course shell be available ? (Added week ending Feb 19, 2021)	- Up to 8 hours can be earned at the TESOL International Virtual Conference. - The PDE3 shell will be available February 24. - A total of 8/72 seat hours from a TESOL-related conference can be used toward the Sheltered Instruction Qualification. - Yes, teachers can use up to 4 hours from the HITESOL Virtual Conference toward the 8 total conference hours.
5.3.14	Has the 2021 TESOL International Virtual Convention PDE3 non-credit PD course shell been created? (Added week ending March 19, 2021)	The TESOL Conference non-credit course shell has been created and is ESL186486. - Each CA will create and manage their own sections. - Teachers will use their registration and the completion of this Certification Form to make the hours eligible. - The survey results are open to all Complex Area Leads so the data can be used to inform future support.
5.3.15	Will the Planning with the WIDA English Language Development Standards training count for Sheltered Instruction. (Added week ending April 1, 2021)	Yes, the Planning with the WIDA English Language Development Standards training will count for 3 hours toward the Sheltered Instruction Qualification requirement. OSSS EL will be adding participants to the course in PDE3.



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5.3.16	A high school sent a team of teachers to the WIDA Conference and are now interested in counting the 8 hours toward their Sheltered Instruction Qualification. One of the teachers emailed me for the course name that these hours would be associated with. Could you please help us to understand how we should proceed? Do you have an existing WIDA conference course which I can add a section to, then add our teachers to the roster and give them documentation on their transcript that way? (Added week ending April 20, 2021)	Yes, a WIDA Conference course shell exists and will be edited to follow the same process that was requested for TESOL Int. and HI TESOL conferences. Expect these updates to PDE3 with instructions in Summer of 2021. Priority will be given to organizing the new learning opportunities and then the “clean-up” of the old learning opportunities can take place. The same parameters for acceptance of old PD hours and credits will be used for conference hours.
5.4	Part Time Teachers Will the Part timers still be able to work when we're in Phase 2? (Added week ending August 28, 2020)	According to the Principal Handbook attached in the return to learn memorandum, hiring and processing procedures for casual hires remains status quo. If schools need to hire Part-Time Teachers (PTT's) to provide either online or face to face direct instruction, there should not be any restriction. The phase of the instruction does not seem to be a factor that affects the hiring of a casual employee.
5.5	Paraprofessional Educators (PPEs) What do PPE services look like? ie., supervised tasks/requirement (Added week ending August 28, 2020)	An OTM memo on supervision of Paraprofessionals (PPE, PPT) and the modification of the requirement to work under the “direct supervision and in close and frequent proximity of a regular classroom teacher” in order to provide distance learning is being finalized. All Paraprofessionals continue to be required to work under the direct and frequent supervision of a regular classroom teacher, through the alternatives being proposed in the memorandum. PPE/PPT are NOT Teachers and may not provide Direct Instruction. Please be reminded that ONLY a teacher (regular teacher, emergency hire teacher, PTT) may provide the Direct Instruction



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		necessary to meet the state and federal expectations to ensure access to school, and it is not acceptable for a paraprofessional (EA/PPE/PPT) to be the teacher.
5.6	EL 01 Staff Data and Teacher Qualifications: Will the state be providing the data for the EL staff data and teacher qualifications? Specifically the TESOL HQ and TESOL EL credits and credit hours? Also, do teachers still need to fill out the EL staff development records? I thought it wasn't necessary since eHR is collecting all of the teachers certifications? (Added week ending Nov 20, 2020)	The Office of Talent Management is working hard to finalize the special populations staff qualification report tentatively scheduled for release and use in spring of school year 2020-21. As stated at the 9/25/2020 EL Lead meeting, the EL-01 form is due from schools on November 2, 2020.
5.6.1	Do we have any updates on the eHR database for HQ info? (Added week ending March 19, 2021)	The eHR Special Population Report for EL is still in the process of being developed. The timeline for release has not been finalized at this time, but anticipate that OSSS EL and OTM can share a timeline for release by May 2021.
Chapter 6: RECLASSIFICATION FROM EL PROGRAM SERVICES UPON RECLASSIFICATION		
6.1	FEP Parent Notification Letters (PNLs) and ACCESS for ELLs ISRs 1. If the BOE approves the first day for students as any date other than August 4, then might I ask if the August 31 deadline to distribute ISRs and exit PNs will be adjusted accordingly? 2. Will there be changes to the PNLs deadlines as the first 9 days of school are half days? Schools are worried about screening students to make the timeline. May be difficult depending on the Instructional Model the school selects. (Added week ending August 5, 2020)	1. Yes, the Parent Notification Letters and ISR and exit letters can have 30 days from the new start of school for students. 2. No changes to timelines are anticipated unless school start day changes per the USDE Fact Sheet Guidance . That said, the fact that the student start date is possibly/likely to get pushed back, will change the timeline. Schools will have 30 days from the start of the school year for students.



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6.1.1	Where can we find the ACCESS for ELLs Guidance for Reports & Letters table? (Added week ending August 5, 2020)	The ACCESS for ELLs Guidance for Reports & Letters table describing where to file or send reports/letters has been added back to the following URL • https://tinyurl.com/y98k5no2. The July 29th WIDA DRC email and information that went out to EL Test Coordinators with parent letter links has also been added for reference.
6.1.2	ACCESS Reports-Guidelines for WIDA ACCESS Reports & Letters (What to send and where to file) has been put back to the URL. May we forward that information to the field? (Added week ending August 12, 2020)	Yes, share with the field.
6.1.3	1. From the Summary of Reports/letter to send home and where to file table, Row #3 WIDA Parent Guide for ACCESS for ELLs score report, just wanted to check that what is linked in the 2nd column is what is being sent home (2 pages). The first column has links to the entire guide, so a coordinator was unsure of what needed to be sent to parents. 2. ISR translations take much time for coordinators to retrieve & print. EL coordinator asking if it's possible for WIDA to send both the ISR and translations? (Added week ending August 12, 2020)	1. Link has been fixed 2. Currently this is not something that WIDA offers (providing printed translated ISRs). Note: Per EL Lead requests, OSSS EL Team has requested a second set of ISRs to be printed for schools this 2020-21 school year, one to send and one to file, pending WIDA contract approvals.
Chapter 7: MONITORING OF RECLASSIFIED ENGLISH LEARNERS		
7.1	Action Code 50 I have a student who is currently an Action Code 50 or K(50) student because his ACCESS overall score was 3.0. He was a Monitored K, then had some NYs for his report card grades in the 1st quarter, so he took the ACCESS test. He hasn't had any NYs for the other quarters and his teacher said he wasn't struggling. According to the EL Manual, he'll become a Potential EL (K). I read the manual but I'm still unclear. What are my next steps? (Added week ending August 12, 2020)	For AC 50 procedures refer to EL Guidance Manual Chapter 7, Monitoring of Reclassified ELs: • Using Data to Monitor and Transition ELs • Return to EL Program - Action Code 50 • See also: eCSSS AC 50 Navigation Guide (link also added to manual) • Yes, generate, confirm and send out the parent notification letter.



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7.2	Action Code 03 Forms Can we do these?	Due to COVID-19 completion of Action Code 03 form (AC 03) was postponed until Fall of school year 2020-21. AC 03 forms should now be completed to ensure success of our Monitored students.
7.2.1	Action Code 03 Forms When filling out the Action Code 03 form, review of academic progress, are we using Q3 grades from last SY, or waiting for Q1 grades from the current SY?	Follow the instructions on the Action Code 03 form . Q3 and year grades can be used. When students are exited, due to the current COVID-19 pandemic and possibility of a slide in grades and/or loss of acquired language, academic progress monitoring should include greater scrutiny. Review all academic progress grade/content marks, formative and summative assessments and consult with students' teachers to ensure that students are transitioning well.
Chapter 8: PROGRAM EVALUATION		
8.1	Monitoring and Reporting What are the deadlines for the annual reports that need to be submitted (e.g., School Report, Comp EL Plan, Self Study)? What are the deadlines for the annual reports that need to be submitted? (School Report, Comp EL Plan, Self Study). (Added week ending August 5, 2020) (Update added week ending April 1, 2021)	A memo related to this question is forthcoming. Adjustments may need to be made given the current COVID 19 situation. 4/1/21 Update: The EL-02 School Self-Study and Status Report for the school year (SY) 2020-21 is due Friday April 23, 2021. The Title III Request For Funds for SY 2021-22 is due date is May 14, 2021. The Comprehensive EL Plan due date for next school year (planning for 2022-23) is still to-be-determined at this time.
8.1.1	Are schools still required to submit in the EL-01 form? (Added week ending August 12, 2020)	Yes, due dates will be shared in the Monitoring memo, pending its release.
8.1.2	What are the consequences of not meeting: required minutes; teachers not having Sheltered Instruction Qualification by 2023-24; not meeting 75% GTT by 2025? (Added week ending December 18, 2020)	Consequences: Out of Compliance--Federal Title VI Civil Rights requirements state that students must be afforded meaningful access to school and that schools fund their EL programs accordingly. Resources necessary related to providing appropriate access to a meaningful EL Program designed to help students meet EL



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		proficiency in a timely manner (i.e., GTT) include having adequate qualified staff (i.e., minutes) with appropriate teacher qualifications (Dedicated ESL/ELD TESOL teachers and Sheltered Qualified teachers), ELD instructional materials, parent engagement, etc. Outcomes: Low GTT scores and/or growth towards the state 2025 75% target of ELs making adequate progress; low GTT scores are directly related to a myriad of EL student outcomes including, retention, incidences, grades, other state assessment outcomes, and ultimately, graduation rates.
8.1.3	When will the EL-02 School Self-Study be due? Will there be any updates or revisions to last school year's template? (Added week ending Feb 5, 2021)	The EL-02 School Self-Study will be due on April 23, 2021. There will not be any updates or revisions to last school year's template.
8.2	GTT: Status of Official GTT Results What's the status of official GTT results? (Added week ending August 19, 2020)	HIDOE is working with WIDA to finalize the School Year 2019-20 Official GTT results.
8.2.1	2020-21 GTT: How will this year's ACCESS results be used in calculating schools' GTT? (Added week ending Nov, 20, 2020)	EL student ACCESS results and school GTT calculation will be the same as in previous school years.
Chapter 9: FUNDING EL PROGRAMS		
9.1	Title III - When will we receive official approval of the RFFs or do we assume that they are approved since the RFF includes ELO programs that occurred in July 2020? - Given the new guidance provided by the State EL/Title III Office in spring 2020 that all requests for funds to be used after June 30th be included in the next year's RFF, what is the approval process and allocation process since some ELOs will start in July?	- Unless notified during July of a concern or discrepancy, all RFFs for SY2020-21 are approved. - TBD. (Y/J) - Once funds have been received the Title III EO will dispense funding. - Yes



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	3. When will funds be allocated to complex areas? 4. Given that Audrey will be leaving this week, will the statement that unexpended funds from SY 2019-2020 will be left for use at the complex area level given the situation with COVID be honored moving forward? (Added week ending August 12, 2020)	
9.1.1	Will Title III pay for HITESOL registration? (Added week ending September 9, 2020)	Refer to EL Guidance Manual Chapter 9, Title III Funding Update: November 6, 2020 No, the HITESOL registration cannot be paid for with Title III funding since it does not meet the criteria for "sufficient intensity & duration... PD cannot be a one-day or short-term event, unless as part of a teacher's comprehensive PD plan that is based on a needs assessment. (Section 3115(c))."
9.1.2	When will SY 2020-21 Title III funds be allocated? (Added week ending September 9, 2020)	Allocations were routed to Assistant Superintendent for approval Sept 24, 2020.
9.1.3	Title III Do you know if BrainPop ELL will be provided for EL students here or does the school buy the license. Can Title III be used to purchase BrainPop ELL? (Added week ending September 9, 2020)	<i>BrainPop ELL</i> was part of the Covid-19 free pilot package and expired on June 30. As with all programs, how schools plan to use a resource related to the EL Program will determine funding sources. If it is being used as a supplement to a general funded EL Curriculum, and otherwise appropriate under Title III requirements, a request on an RFF can be submitted. See also EL Guidance Manual Chapter 9, Title III Funding For additional information: • BrainPOP Professional Development • Getting to know BrainPOP ELL • ELL Prime Correlation
9.1.4	Is the process for submitting the Title III PTT Extension Form (that is shown on the form) currently accurate?	Sara Syryla will now be cc'd - not Andy.



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	(RT reviews, RT sends to Willie and Grace, with a cc to Andy). (Added week ending Feb 19, 2021)	
9.1.5	An email from the Title III ES has been received 2/18/21 regarding professional development, the TOT is on the PLE20-38. However, the SIOP for dual language programs and I'm not sure if the Advanced Coaching for SIOP is also a part of the PLE20-38. If not, then are we to assume that these opportunities that are being sent to us by OSSS - EL are approved and Title III funds can be used? It is also assumed that these are covered under PLE20-38? Will these be added? The purpose for sharing these was for us to consider using with our schools and they are approved? (Added week ending Feb 19, 2021)	The purpose was to share opportunities that could be supportive of Complexes, schools, and those in coaching roles. If Complex Areas would like to request funds for approval/non-approval, they may do so.
9.1.6	What is the process for filing amendments to the current RFF AND for requesting the extension of PTT hours for approved ELOs? Prior to, the process was to get CAS approval which was then sent on to J. Renfro. For extension of hours the CAS approval was sent to J. Renfro and G.Takai. With a Title III ES in place, is the process the same - meaning with an approval from the CAS the amended RFF is sent to S. Syryla for final approval. For extension of PTT hours, the CAS approval is sent to S. Syryla and G. Takai. Spring Break ELOs will be starting 3/11/21. The extension of PTT hours needs to be filed PRIOR to the start of the ELO. (Added week ending Feb 19, 2021)	Email Sara Syryla
9.1.7	May a teacher who is Sheltered Instruction qualified be hired as an EL PTT for a Title III funded and approved ELO? Currently based on the 3/5/19 memo, an EL PTT must be TESOL certified or qualified and teachers who provide support within the classroom are to be Sheltered Instruction qualified. This basically separates qualifications. Being SI qualified is not the same as EL PTT qualifications. Or is it for the purposes of ELOs which are done outside of the school day? (Added week ending Feb 26, 2021)	Yes, however every attempt to hire a TESOL HQ EL PTT teacher should be made. If the teacher is not TESOL HQ, an HQ PDP will need to be in place and available for review upon request.



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9.1.8	In May 2020, guidance was provided that schools who wanted to do ELOs in July 2021 could NOT include those requests on the 20-21 RFF and we needed to include it on the 21-22 RFF. What is the current guidance and process for schools who still want to do ELOs in July 2021? (Added week ending April 1, 2021)	Schools who would like to provide ELOs in July (2021), will make amendments to current RFFs and submit to sara.syryla@k12.hi.us.
	How does the DOE Memo - Interim Part-time Teacher Compensation Guidelines Due to COVID 19, published on 4/16/21, apply to Title III-funded ELOs? If it does apply, then what is the process/procedures OSSS Title III want us to follow? Are revisions to the 20-21 RFF (with CAS and Title III OSSS approvals) required? In situations where the CA might need to send the schools more Title III funds to cover the interim pay raise, then how does the recent guidance surrounding the 19-20 GFY pull-back pertain to the FIFO-nature of the Title III funds, if at all? (Added May 12, 2021)	Title III funding for EL ELO programs will offer the staff a pay rate of \$35.00 per hr and can work up to 35 hours a week. The attached form must be completed and returned to Title III Specialist (Sara Syryla) by Friday, May 28th. Include Administrator Jennifer Renfro on the email. Yes, revisions to the 20-21 RFF should be made with CAS approval. (Let Title III Specialist know when the revision has been made).
9.2	Does the "2021 Summer Programs in Infinite Campus Training (2 Courses)" DOE Memo apply to Title III-funded ELOs? (Added May 4, 2021)	Per the April 12, 2021 memo titled 2021 Summer Programs in Infinite Campus Training, "Summer Learning Programs planning has been a collaboration with all the state offices. Because of the variety of Summer Learning Programs being offered and the different types of data needing to be collected, it was determined that schools will be responsible to set up their summer offerings and enter data into Infinite Campus for any summer program". For additional questions regarding Summer Programs and the requirement for schools to enter Summer Programs data into Infinite Campus, please contact Raymond Fujino, Interim Executive Assistant for the Office of Curriculum and Instructional Design (OCID), at raymond.fujino@k12.hi.us.
Chapter 10: GLOSSARY OF TERMS		
	Pending questions	



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Chapter 11: APPENDIX - ADDITIONAL RESOURCES		
11.1	Beginning of Year (BOY) EL Powerpoint - Can we modify the BOY slideshow to fewer than 206 slides? Due to COVID, the PPT should be “rolled”out very differently from last year. (Added week ending August 5, 2020) - Is there any way to bring the number of slides down from 206 slides? - Are we required to cover each slide? (Added week ending August 12, 2020)	- Yes, the 175 slide PPT deck (with additional slides included for support/reference, total 206) can be used as EL Leads see fit, e.g., chunking information as needed, choosing slides/chapters for various meetings purposes throughout the year to ensure that all schools and EL Coordinators understand the federal obligations and HDOE EL Guidance. - RTs may choose to develop their own slides or create a combination of needed slides from the BOY ppt and the Supporting ELs in a Distance Learning Model slides. - Complex Areas best know the needs of their various staff who may need different topics covered.
11.2	WIDA Conference What’s happening with the WIDA October Conference? Is it cancelled? Are there any alternatives? (Added week ending August 5, 2020)	WIDA eSummit is being created to meet various needs - Free virtual learning event Oct 12-30, 2020 with webinars and resources - Available to all educators in domestic WIDA Consortium - Recordings will be posted and resources via eLearning Center in WIDA Secure Portal (available for extended period of time).