

ESL Process and Procedures

Success Ed ELLA forms will be used for LPACs. All other LPAC forms are located on the Rusk ISD Special Programs website.

Process to Determine ESL Status upon enrollment in the District.

1. Pending the arrival of the **original** Home Language Survey and the Texas Student Record from the sending district, parent completes Home Language Survey and answers a language other than English on the Home Language Survey. **Document** all attempts to gain access to a copy of the original home language survey from the sending district on the ESL Transfer Documentation Request form. Multiple attempts are required in the first 20 days.
2. **ALL CAMPUSES:** ESL Coordinator, Krista McNew, is immediately notified by registrar by sending an email that states in subject line – HOME LANGUAGE SURVEY SPANISH alert. In the body of the email, provide the student name. Home language survey is scanned and attached in Skyward. If the student is coming from another Texas district, request original home language survey, initial LPAC, initial placement test, initial signed parent permission, and the most recent LPAC when you request records. Scan and send a copy of these records upon receipt to ESL Coordinator, Krista McNew.
3. Timeline begins – testing and placement (if appropriate) occurs within **4** weeks of enrollment. Date of entry into Bilingual/ESL program is the date of the signed parental permission form.
4. When records arrive, follow the steps below to determine if the student was previously classified as Emergent Bilingual (EB) in another Texas district:
 - a. Examine the **original** Home Language Survey from the sending district or previous district(s). The **original** Home Language Survey, found in the student’s permanent record, *is to be used to establish the student’s language classification for determining whether the school district is required to provide a bilingual education or English as a second language program.* The **original** Home Language Survey is to be kept in the student’s permanent record and used throughout the student’s education, regardless of where they are enrolled. (**Document all attempts to obtain the original home language survey and LPACs from the sending district.**) As a reminder, once a student is classified as EB, they must meet the exit criteria provided by the Texas Education Agency to remove the EB classification. This holds true even if the parent fills out a new Home Language Survey and indicates English is spoken in the home, spoken by the student, and refuses Bilingual/ESL services.
 - b. Examine the Texas Student Record from the sending district. If the sending school district does not provide an **original** Home Language Survey, please refer to the Texas Student Record to see if the student was previously classified as EB and was served in a bilingual program or English as a second language program. A classification of EB on the Texas Student Record would indicate that the student has not yet met the exit criteria provided by the Texas Education Agency.
Check the following areas on the Texas Student Record to help determine a EB classification:
 - English Proficiency (does it say limited?)
 - Home Language (does it indicate a language other than English?)
 - LEP (does it show the student to be identified as limited English proficient-LEP or EB?)
 - Bilingual (does it show the student was served in a bilingual program?)
 - ESL (does it show the student was served in an English as a second language program?)

- c. If you are unable to determine if a student was previously classified or served in another district due to limited English proficiency, please e-mail or call Krista McNew at extension 1010.
- 5. If an Bilingual/ESL student arrives from another Texas school with ESL or Bilingual records, including testing results, those records/scores may be used if they are current and meet the requirements listed above. Any missing testing would need to be completed to enroll a student in the ESL program. An LPAC for placement in our program would be required unless it is a continuation of services from another district.
- 6. **If an ESL student arrives from an out of state school, testing using Texas approved tests for ESL will be done.**

Process for Identification of Student as ESL

- 1. **Grades PK – K:** Give the OLPT in English, (Check OLPT Testing Schedule for correct OLPT and form) Parental permission does not have to be obtained prior to oral language proficiency testing. Those who score below the cutoff score of 4 on either domain/subtest on English OLPT are classified as EB.
- 2. **Grade 1:** Give the OLPT in Listening and Speaking only in English. (Check OLPT Testing Schedule for correct OLPT and form). Parental permission does not have to be obtained prior to oral language proficiency testing. Those who score 1, 2, or 3 in either domain/subtest on English OLPT are classified as EB. A score of 4 or 5 on BOTH domains/subtests are considered fluent.
- 3. **Grades 2 – 12:** Give the OLPT in English (Check OLPT Testing Schedule for correct OLPT and form). Parental permission does not have to be obtained prior to oral language proficiency testing. Those who score 1, 2, or 3 on ANY domain/subtest on English OLPT are classified as EB. A score of 4 or 5 on ALL 4 domains/subtests are considered fluent.

Note: Students must be given the opportunity to attempt all assigned subtest for identification. At no time, can a student be labeled “unable to test due to language” without being allowed to attempt each subtest they are assigned. For each subtest, trained test administrators must give students as much time as they need, as long as they are working on the test. If, after a reasonable amount of time, a student appears to not be actively engaged in the subtest they are being presented, a trained test administrator may use his/her professional discretion and may stop the subtest and move the student on to the next subtest. Stopping the test must be documented and provided to the LPAC for consideration.

- 4. **Students identified for ESL in grades PK-12** will have an OLPT score below the level designated for limited English proficiency as established by TEA as found on the List of Approved Tests for the Assessment of EB Students (list updated annually). For the English PreLAS and English Las Links this is a score below 4 on any domain/subtest.
- 5. **Conduct Initial LPAC.** (See process for Convening an LPAC, Process for Initial LPAC for Possible Program Placement)
- 6. Pending parent approval of a qualifying student’s entry into the ESL program recommended by the LPAC, the school district shall place the student in the recommended program but may not count the student as ESL for funding purposes until parental permission is obtained. Therefore, **ESL entry date is officially the date the district receives a signed parental permission form. (Page 26)**

Process for Convening an LPAC

1. Locate a parent volunteer that is approved by campus principal. Get agreement from parent to participate in LPAC.
2. The LPAC leader shall be trained at Region VII every year. The ESL Coordinator will act as the LPAC leader for each campus LPAC.
3. The LPAC parent shall be trained at least once by LPAC leader.

The LPAC must have the following members in attendance:

- o One or more professional personnel (recommended that this be an ESL certified teacher)
 - o Campus Administrator
 - Defined as Principal, Assistant or Vice Principal
 - o LPAC Parent
 - They must have a student in the program and not be an employee of the district
 - It was clarified that the same LPAC parent can be used across the entire district--the parent need not have a student on the specific campus for which the LPAC is meeting.
 - The LPAC parent must be properly trained. There is a PowerPoint for training found on the ESC website. Keep documentation of annual training on file. Training will include a signed LPAC **Confidentiality Statement** form by the LPAC parent.
4. LPAC will meet at a minimum for initial placement, assessment decisions, quarterly monitoring for failing core subjects, and for annual review.

Initial Testing for ESL Identification

Grades PK – K: Pre-K –K students with Home Language Survey other than English will take the OLPT in English, (Check OLPT Testing Schedule for correct OLPT and form) (Check OLPT Testing Schedule for correct OLPT and form) Those who score below the cutoff score of 4 on either domain/subtest on English OLPT are classified as EB.

Grade 1: First grade students with Home Language Survey other than English will take the OLPT in English in Listening and Speaking only. (Check OLPT Testing Schedule for correct OLPT and form). Those who score 1, 2, or 3 in either domain/subtest on English OLPT are classified as EB. A score of 4 or 5 on BOTH domains/subtests are considered fluent.

Grades 2 – 12 : Second through 12th grade students with Home Language Survey other than English will take the OLPT in English (Check OLPT Testing Schedule for correct OLPT and form). Those who score 1, 2, or 3 on ANY domain/subtest on English OLPT are classified as EB. A score of 4 or 5 on ALL 4 domains/subtests are considered fluent.

Note: Students must be given the opportunity to attempt all assigned subtest for identification. At no time, can a student be labeled “unable to test due to language” without being allowed to attempt each subtest they are assigned. For each subtest, trained test administrators must give students as much time as they need, as long as they are working on the test. If, after a reasonable amount of time, a student appears to not be actively engaged in the subtest they are being presented, a trained test administrator may use his/her professional discretion and may stop the subtest and move the student on to the next subtest. Stopping the test must be documented and provided to the LPAC for consideration.

Process for Initial LPAC for Possible Program Placement*

1. Once OLPT scores are obtained, the LPAC meets within 4 weeks of enrollment for possible program placement.
2. Use Success Ed ELLA's, English Language Learner (ELL) Plan, for LPAC documentation of student identification of ESL/EB and program placement. Be sure to check initial on the bottom of the screen in Success Ed.
3. Review Home Language Survey, review language proficiency level of the learner and determine eligibility, review academic achievement of the learner, determine the initial instructional placement for the student in the required program, and facilitate the participation of ESL/EB learners in other special programs for which they are eligible. Linguistic accommodations for classroom instruction may be identified, if needed. Record LPAC notes as needed.
4. If student is identified as ESL/EB, send Success Ed ELLA's, English Language Learner (ELL) Plan and parent letter titled Parent Approval – Initial Identification and Placement, form home. The date of the parent signature is the date used for program beginning in PEIMS. Therefore, the parent notification has to be returned with a signature and date from the parent. If the parent considers denying services contact Krista McNew at extension 1010. ESL Program Benefits form will be explained to parent. Parent will need to sign the program benefits form located online in current ESL forms if they deny services after benefits are considered.
5. Begin service in program if appropriate. (Service may begin while waiting on parent permission form but funding may not. ESL Entry date recorded should match the date of the parental permission form.)
6. Scan and email the signed parent permission form to Krista McNew. File Success Ed ELLA's, Parent Approval – Initial identification and Placement, form in permanent record in orange ESL folder. Krista McNew: Enter Parent Permission Code on Success Ed ELLA's Student Tab. Go to the Student's file under the Program Compliance tab, click on Bilingual/ESL and under Parent Permission Code, enter K if parent approved entry in ESL in Pre-K – 12th grade.
7. *The ARD committee and LPAC should work together to make decisions. See the special procedures for exit criteria form for students taking alternate tests.

Quarterly Monitoring of Active ESL Students Failing a Core Subject

1. All Active ESL students will be reviewed quarterly. Report card grades will be evaluated for academic success.
2. If any active ESL student earns a failing grade average in English, Math, Science or Social Studies for any quarter, then the student is not considered to have academic success. Information about possible reasons for poor performance will be requested from any teacher with an ESL student who fails a subject listed above during a 9 week grading quarter. Information on linguistic accommodations needed for student success will be requested along with a subjective teacher evaluation of the progress of the student using the assigned linguistic accommodations. A plan for intervention for student success will also be obtained from the teacher.
3. An LPAC will be held to review input and determine a plan for the success of the student. Use the Success Ed ELLA's English Language Learner (ELL) Plan . Be sure to click Review at the bottom. The ELL Instructional Accommodations Tracker will also be needed to document linguistic accommodations used during instruction, consider subjective teacher evaluation and make comments and recommendations.

Process for Assessment Decisions*

1. Gather input from foundation curriculum (Reading, Writing, Science, Social Studies) subject teachers of ESL students to determine designated supports needed and used regularly in the classroom for each ESL Student.

(Check with Counselor. She may already have the information from teachers.). Use this information in LPAC when making assessment decisions.

2. All ESL assessment decisions have to be made in LPAC. (Special Education, 504, and ESL assessment decisions will be documented in ARD and LPAC. Assessment decisions will be made collaboratively with ARD, 504 committee and LPAC working together.)
3. EBs who do not meet participation requirements for other STAAR 3-8 or EOC assessments will take the STAAR 3-8 and EOCs.
4. EBs receiving special education services who meet the participation requirements based on special education need will take the STAAR Alternate 2 for grades 3-8 and EOC as determined by the ARD/LPAC
5. EBs who meet all of the following criteria: student has been enrolled in US schools for their first year and qualifies as an unschooled EB asylee or refugee enrolled in US schools in grades 3-8 are exempt from state testing.
6. Assessment Decision documents are on the website for the current year.
7. *The ARD committee and LPAC should work together to make decisions. See the special procedures for exit criteria form for students taking STAAR Alternate 2.
8. Use Success Ed ELLA's, English Language Learner (ELL) Plan for State Assessment LPAC. Be sure to check State Assessment at the bottom of the screen. Add years in U.S. Schools. Update documentation for proving years in school. (Student History Worksheet.)

Process for Assessment LPAC

1. Review input from foundation curriculum subject teachers on supports used in the classroom regularly.
2. Review past TELPAS scores.
3. Review past STAAR scores.
4. Review academic achievement.
5. Review other special program recommendations for supports in each subject.
6. Discuss progress and review student achievement, past TELPAS and STAAR results to determine other supports that may be needed for student success.
7. Record needed supports for STAAR and TELPAS on Success Ed ELLA's, English Language Learner (ELL) Plan on the ELLA tab and sign.
8. Make LPAC notes as needed.
9. Send home Success Ed ELLA's, English Language Learner (ELL) Plan with Parent Notification of Student Progress Letter.

Annual BIL/ESL Testing for Review

PK/K	OLPT test – Pre-Las English Form C on paper.
1st	OLPT test - TELPAS Listening, Speaking Reading and Writing
2 nd	OLPT test - TELPAS Listening, Speaking Reading and Writing,
3 rd	OLPT test - TELPAS Listening, Speaking Reading and Writing, STAAR Reading
4 th	OLPT test - TELPAS Listening, Speaking Reading and Writing, STAAR Reading

- 5th OLPT test - TELPAS Listening, Speaking Reading and Writing, STAAR Reading
- 6th OLPT test - TELPAS Listening, Speaking Reading and Writing, STAAR Reading
- 7th OLPT test - TELPAS Listening, Speaking Reading and Writing, STAAR Reading
- 8th OLPT test - TELPAS Listening, Speaking Reading and Writing, STAAR Reading
- 9th OLPT test - TELPAS Listening, Speaking Reading and Writing, English I EOC
- 10th OLPT test - TELPAS Listening, Speaking Reading and Writing, English II EOC
- 11th OLPT test - TELPAS Listening, Speaking Reading and Writing, LAS Links Online (if considering an exit)
- 12th OLPT test - TELPAS Listening, Speaking Reading and Writing, LAS Links Online (If considering an exit)

Process for Annual Review LPAC*

1. Before the end of each year, the LPAC will meet to review student progress and determine whether the students will continue in the program or qualify for exiting the program (only after first grade has been completed may a student exit). Students must meet established exit criteria and show mastery in listening, speaking, reading, writing, and comprehension in English to successfully exit the ESL programs.
2. Call an LPAC to review student progress.
3. Use the Success Ed ELLA's, English Language Learners (ELL) Plan for Annual Review form to document progress. Be sure to mark Annual at the bottom of the screen.
4. Yearly, review TELPAS results in Listening, Speaking, Reading and Writing so progress toward oral language proficiency may be reviewed.
5. Yearly, review academic progress in the area of grades and/or graduation requirements.
6. Each year, consider areas of strength and weakness. Determine the areas of growth needed to obtain the program exit criteria.
7. When the review is completed, send the Success Ed ELLA's, English Language Learner (ELL) Plan State Assessment with the Parent Notification of Student Progress letter for students continuing in the ESL Program. You may add a blurb for students that may exit pending meeting test score criteria. Gather teacher recommendation on English Learner Reclassification Rubric on students that qualify for an exit review.
8. When test scores arrive, use the Success Ed ELLA's English Language Learner (ELL) Plan and mark Exit at the bottom of the first page. Send home the Exit Review AND Parent Notification and Approval for Reclassification for students exiting ESL services. (Be sure to do Process for Exit Review LPAC*).
9. File all LPAC Annual or Exit Review printed forms in permanent record LPAC folders.
10. *The ARD committee and LPAC should work together to make decisions. See the special procedures for exit criteria form for students taking modified and alternate tests.

Process for Sp Ed Exit Review LPAC*

1. * Use the Process for Considering SPED Exit form located on the RISD website in current ESL forms for Special Education students taking the STAAR Alternate 2 tests. The LPAC and ARD committee should work together for making decisions.
2. Students that have met the exit criteria will exit the ESL program and go into Year 1 of Monitoring.

Process for Exit Review LPAC*

1. To exit the program:
 - A. All ESL students 1st – 12th grade have to obtain Advanced High Composite score on TELPAS to be considered for exit.
 - B. In addition, STAAR Reading passing scores have to be met (without the use of the linguistic accommodations of Oral Administration or Content and Language Supports as follows:
Reading:
1st – 2nd and 11th – 12th graders have A score of 40th% on IOWA Assessment
3rd-8th graders have to score approaching grade level standard on STAAR Reading.
9th and 10th graders have to score approaching grade level on English EOC I and II.

IOWA Assessment may only be used for exiting students in the 1st, 2nd or 11th, 12th grade.
PK and K are not eligible for exit from the ESL program. A student must have completed 1st grade to exit.
 - C. In addition, the results of the State Subjective Teacher Evaluation Form: English Learner Reclassification Rubric are considered.
2. Use the LPAC Annual or Exit review form in Success Ed ELLA. Be sure to mark Exit Review at the bottom of the screen.
3. Send the LPAC (ELL) Plan, the Parent Notification and Approval for Reclassification parent letter and the Parent Notification of Approval for Reclassification from Success Ed ELLA to the parents. Parents are expected to **sign and return** this notification. Scan and upload into Success Ed or email a copy of the parent signature for exit to Krista McNew. Keep the approval form in the LPAC folder.
4. File all LPAC review forms in ESL orange folder in the student's permanent record folder.

Process for QUARTERLY Monitoring of Exited Students (Monitored Students)

1. All Monitored students will be reviewed quarterly. Report card grades will be evaluated for academic success.
2. Students who earn a failing grade in English, Math, Science and Social Studies during any 9-week grading period in the first four school years after the student is exited from an ESL program will be reevaluated by LPAC to determine whether the student should be reenrolled in the ESL program or given Intensive Instructional Intervention.
3. Teachers will be asked to provide a plan for intensive instructional interventions, along with frequency and duration to help the student become successful. (See form titled BIL/ESL Student Grades, Accommodation Tracker and Teacher Input online in BIL/ESL file.)
4. During the LPAC, the LPAC will review the student's performance and consider:
 - a The total amount of time the student was enrolled in ESL,
 - b The student's grades each grading period in each subject in the foundation curriculum,

- c The student's performance on each assessment instrument administered under Section 39.023 (a), or (c).
 - d The number of credits the student has earned toward high school graduation if applicable,
 - e Any disciplinary actions against the student under Subchapter A, Chapter 37.
5. After the evaluation, the LPAC may require Intensive Instructional Intervention for the student with a failing grade or require the student to reenroll in ESL or recommend that the student continue in the ESL.
 6. The Monitoring of Exited/Reclassified Students form from Success Ed ELLA will be used for any student that has been reclassified for Intensive Instructional Interventions or reenrolled in the ESL program.
 7. If LPAC determines to serve the student by having them re-enroll in ESL, Use Success Ed ELLA's Parent Notification and Approval for Reclassification from ESL Program form to notify the parent, along with the Success Ed ELLA Monitoring Exited/Reclassified Students form. The parent notification has to be returned with a signature and date from the parent. The date of the parent signature will be the date used in PEIMS for re-entry into ESL. Scan and email it to Krista McNew.
 8. Please note: If a student is re-enrolled in ESL for services **only**, the student has previously met exit criteria and does not have to meet the exit criteria again. Once the student is again academically successful and the LPAC feels the student is no longer in need of services, the student may go back to monitor status. Parent will need to be notified when this occurs. Use Success Ed ELLA's Parent Notification and Approval for Reclassification from ESL Program form to notify the parent.
 9. File all ESL monitoring documents in permanent record LPAC folder.

Annual Review of Monitored Students LPAC

1. The LPAC will meet a minimum of annually to evaluate all monitored student
2. During the LPAC, the LPAC will review the student's performance and consider:
 - a. The total amount of time the student was enrolled in ESL,
 - b. The student's grades each grading period in each subject in the foundation curriculum,
 - c. The student's performance on each assessment instrument administered under Section 39.023 (a), or (c).
 - d. The number of credits the student has earned toward high school graduation if applicable,
 - e. Any disciplinary actions against the student under Subchapter A, Chapter 37.
3. After the evaluation, the LPAC may require Intensive Instructional Intervention for the student with a failing grade or require the student to reenroll in ESL or recommend that the student continue in the next monitoring year.
4. Use the Success Ed ELLA Monitoring of Exited/Reclassified Students form.
5. File all ESL monitoring documents in permanent record LPAC folder.

Process for Verifying Student Service for ESL to be completed yearly by September 15

1. Use ESL Student Service Check Form to begin verification process.
2. List all Certified ESL teachers, grade and certification expiration date on table. Verify that all certified teachers are included. Ask Human Resources Director for a list of all ESL certified teachers and certificate expiration dates to double check that all are current.

3. Add OLPT administrators, LPAC members, and LPAC parent to the teacher list to identify those in need of training.
4. List professional development activities that anyone listed has completed. (especially the required trainings)
5. Print a campus ESL list and schedules for each ESL student.
6. Highlight the certified ESL teachers on the ESL student schedule.

Process for Soliciting Summer School Participants for Children Eligible for Admission to K or 1st Grade

Send the Summer School Survey for Participation form home to each ESL/EB child eligible for admission to K or 1st grade for the following school year. The purpose of summer school is to provide opportunity to receive special instruction designed to prepare students to be successful in K and first grade. Also to focus on language development and instruction in TEKS appropriate to the level of the student. The program shall be one-half day, 3 hours per day for eight weeks for 120 hours of instruction. Student teacher maximum ratio is 18:1. Transportation for the summer program is not required. Student progress during the program shall be provided to parents and the next year’s teacher at the conclusion of the program. If the district can prove it aggressively attempted to encourage students to participate in the program, the program does not have to be offered if 10 or less students desire to participate.

LPAC Training

ESL Coordinator will attend the LPAC training at Region VII every year and will train the LPAC members and parent as needed. This training date will be turned in on the certified teacher list. Any changes in the LPAC process that impact Rusk ISD will be reported to Tammy Hancock.

Schedule OLPT Training

Training is required before a test administrator may give an OLPT.

Sheltered Instruction Training for Secondary Teachers

1. Secondary certified ESL teachers are required to be trained in Sheltered Instruction.
2. If a teacher is not currently trained in Sheltered Instruction notify Tammy Hancock to setup the professional development locally or through Region VII. Tammy can also assist in determining who has/has not been trained in Sheltered Instruction.

Schedule Other ESL Strategies for Elementary Teachers

Elementary teachers are encouraged to participate in Region VII ESL/Bilingual professional development opportunities. Many ESL strategies are integrated into the content area workshops.

Certified Teachers

1. If more certified teachers are needed to serve our ESL students, contact Tammy Hancock and/or the campus principal.
2. The administrative staff will work with identified teachers to get certifications to meet the ESL needs of our students.

Parent Denials

Parents are strongly encouraged to allow their student to participate in the ESL program because of the benefits of the program to the academic success of their student. However, if the parent appears to want to deny services contact Krista McNew and then proceed to explain program benefits to the parent using the LPAC ESL Program Benefits form. If the parent does decide to deny services this form will need to be signed and kept in the permanent folder as documentation. The student will still be considered EB and take the TELPAS until the student is reclassified as non-EB by meeting the ESL exit criteria. No linguistic accommodations will be allowed during testing.

English as a Second Language Program

The English as a second language program shall be implemented with consideration for each English language learner's unique readiness level through one of the following program models:

(1) An **English as a second language/content-based program model** is an English program that serves only students identified as English language learners by providing a full-time teacher certified under the Texas Education Code (TEC), §29.061(c), to provide supplementary instruction for all content area instruction. The program integrates English as a second language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects. Exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. At the high school level, the English language learner receives sheltered instruction in all content areas. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

(2) An **English as a second language/pull-out program model** is an English program that serves only students identified as English language learners by providing a part-time teacher certified under the TEC, §29.061(c), to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the English as a second language teacher in a pull-out or inclusionary delivery model. Exiting of a student to an all-English program of instruction without English as a second language support will occur no earlier than the end of Grade 1 or, if the student enrolls in school during or after Grade 1, no earlier than two years or later than five years after the student enrolls in school. At the high school level, the English language learner receives sheltered instruction in all content areas. A student who has met exit criteria in accordance with §89.1225(h), (j), and (k) of this title may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

Bilingual Program

Each district which has 20 or more LEP students in any language classification in the same grade level shall offer a bilingual education program. The bilingual program shall offer a dual language program in grades PK-5. The program may be established by starting in PK and adding a dual language class each year regardless of where the grade of enrollment is within the system.

Student Success Initiative

A member of the LPAC will attend the Student Success Initiative meetings for ESL students as needed. A copy of the SSI Paperwork will be sent to the ESL Coordinator, Krista McNew.