

# **RICHMOND COUNTY SCHOOL SYSTEM**



## **ESOL and Title III Handbook 2025-2026**

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## Disclaimer

“This policy is not intended to limit the discretionary authority of, or to create any liability for, or create a cause of action against, the Board of Education or its officers, employees, volunteers or other designated individuals for any act or omission to act related to this policy. Georgia’s constitution provides that school district employees are immune from liability when they are performing discretionary functions and they act without malice or intent to cause injury. Nothing herein is intended to create a ministerial duty for any Board of Education officer, employee, volunteer, or other designated individual.”

This document is an adaptation of the Georgia Department of Education ESOL Program Resource Guide.

## Program, Purpose, and Goal

The ESOL (English to Speakers of Other Languages) program is a civil right offered to all students in grades K-12 who have a home language other than English and who qualify for services based on WIDA screener results.

The purpose of the state-funded ESOL program is to provide English language instruction and language support services for all identified English Learners (ELs) in grades K-12 with the purpose of increasing their English language proficiency and academic achievement in all content area subjects.

The responsibility for educating the whole English learner, both in language and academic content, is shared by regular classroom teachers and ESOL teachers alike. Classroom teachers, ESOL teachers, and other support staff should plan jointly to determine instructional accommodations needed to make language and content as comprehensible as possible throughout the whole school day. The WIDA English Language Development (ELD) Standards Framework and state standards guide the work of ESOL teachers. Differentiated instructional practices, both in ESOL and general education classes, ensure that the language development needs of ELs are met.

## Federal Laws

Federal laws play a crucial role in ensuring equitable access and quality education for English learners. These laws provide a framework that mandates appropriate support and services for English learners to achieve academic success. These laws are referenced below to provide educators with the rationale for the guidance being provided in this handbook.

Title VI of the Civil Rights Act of 1964 (Title VI): “Prohibits discrimination based on race, color, or national origin in programs or activities that receive federal assistance.”

Office for Civil Rights 1970 Memorandum:

1. “Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a

school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

2. “School districts must not assign national origin-minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin-minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.”
3. “Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.”
4. “School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.”

Equal Educational Opportunities Act (EEOA) 1973-1974: “No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by...the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.” Thus, public schools and State educational agencies (SEAs) have a legal obligation to remove barriers and ensure that students who are not fully proficient in English can meaningfully participate in their educational programs and services. These federal expectations require schools to develop and implement an evidence-based language instruction educational program (LIEP) that has a reasonable chance of success and which allows EL students access to grade-level core curriculum to succeed in the general education classroom.

Lau v. Nichols (1974): Public schools comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI) by taking affirmative steps to ensure that students with limited English proficiency can meaningfully participate in educational programs and services.

Plyler v. Doe, 1982: “States cannot constitutionally deny students a free public education on account of their immigration status.”

## Identification of English Learners

### Federal Laws

Under Section 3113(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), each State educational agency (SEA) is required to establish and implement standardized statewide procedures for English learners (ELs) to enter and exit from EL status and language instruction educational programs (LIEPs). Additionally, according to the OCR Dear Colleague Letter (Jan 2015), all public schools must have procedures in place to accurately and timely identify potential English learners and then determine if they are EL students through a valid and reliable ELP screener.

## Identification of English Learners Process

<p><b>Is this the student's first-time enrolled in a U.S. school?</b></p>	<ol style="list-style-type: none"> <li>1. Registrars will administer the HLS (Home Language Survey) during initial registration.</li> <li>2. If the responses on the HLS indicate that the student is a potential English Learner, the ESOL teacher or testing coordinator will administer the appropriate WIDA screener.</li> <li>3. The ESOL teacher will use the screener scores to determine eligibility for the ESOL program.</li> <li>4. This process must be completed within 30 days of enrollment.</li> <li>5. See <a href="#">Appendix A</a>.</li> </ol>
<p><b>Has the student been enrolled in a GA school before? (In-state transfer)</b></p>	<ol style="list-style-type: none"> <li>1. Registrars will determine previous English learner status using the documentation types listed below: <ul style="list-style-type: none"> <li>• GUIDE, SLDS, and or SLDS EL Screener Tab</li> <li>• Transferring LEA records</li> <li>• Original HLS (Home Language Survey)</li> <li>• Original screener</li> <li>• Latest ACCESS scores.</li> </ul> </li> <li>2. If no information is available, the registrars will administer the HLS (Home Language Survey).</li> <li>3. If the responses on the HLS indicate that the student is a potential English Learner, the ESOL teacher or testing coordinator will administer the appropriate WIDA screener.</li> <li>4. The ESOL teacher will use the screener scores to determine eligibility for the ESOL program.</li> <li>5. This process must be completed within 30 days of enrollment.</li> <li>6. See <a href="#">Appendix B</a>.</li> </ol>
<p><b>Has the student been enrolled in a U.S. school in another state? (Out-of-state transfer)</b></p>	<ol style="list-style-type: none"> <li>1. Registrars will determine previous English learner status <b><u>based on previous school records.</u></b></li> <li>2. The registrars will call the previous school and ask about: <ol style="list-style-type: none"> <li>a. The original HLS (Home Language Survey)</li> <li>b. Screening documents</li> <li>c. English Language Proficiency testing results</li> </ol> </li> <li>3. If no information is available, the registrars will administer the HLS (Home Language Survey).</li> <li>4. If the responses on the HLS indicate that the student is a potential English Learner, the ESOL teacher or testing coordinator will administer the appropriate WIDA screener.</li> <li>5. The ESOL teacher will use the screener scores to determine eligibility for the ESOL program.</li> <li>6. This process must be completed within 30 days of enrollment.</li> <li>7. See <a href="#">Appendix C</a>.</li> </ol>

## Beginning of the Year Screening Timeline

Under ESEA/ESSA Sec. 3113(b)(2), a student who may be an English Learner must be assessed for such status within 30 days of enrollment in a school in the state. If the student qualifies for the ESOL



program, parents must be notified within 30 days after the beginning of the school year that their child was placed in the ESOL program.

### **Screening Timeline after the Beginning of the Year**

Under ESEA/ESSA Sec. 3113(b)(2), a student who may be an English Learner must be assessed for such status within 30 days of enrollment in a school in the state. If the student qualifies for the ESOL program, parents must be notified within two weeks after placement in the ESOL program.

### **Home Language Survey**

During initial enrollment in any Richmond County School System school, each student's parent or guardian (enrolling adult) completes the state Home Language Survey (HLS) questionnaire so the school staff can identify the student's primary home language. When the family reports two or more home languages – one of which is English – they select an additional statement identifying in which home language their child is more proficient. The original HLS serves as a trigger to determine which students should be administered the ELP screener to identify whether they are or are not English learners entitled to English language instructional programs.

- Registration staff must administer the HLS **at the time of enrollment** and not thereafter. The HLS is a one-time document, that must be signed and dated.
- Parents may not decline to complete the HLS.
- The HLS must be in a language the parents can understand to the extent practicable.
  - Translations are available on the [RCSS Teaching & Learning](#) homepage.
  - If a written translation is not practicable, the RCSS school system will offer oral interpretation of the written information. See [Translation and Interpretation](#) section of this document.
- The HLS should be maintained in the student's permanent record.
- When a student enrolls from another district, RCSS will make every effort to obtain the original HLS from the previous district.

### **Home Language Survey Questions**

Prior to answering the state required questions, parents indicate their language preferences for written communication between the school and the family by answering the following question:

In which language would you prefer to receive school communication?

The state required three questions on the Home Language Survey are:

1. Which language does your child best understand and speak?
2. Which language does your child most frequently speak at home?
3. Which language do adults in your home most frequently use when speaking with your child?

If the parent responds with more than one language to any of the questions above, the parent will select one of the following clarifying statements.



1. My child understands and uses only the home language and **no English**.
2. My child understands and uses mostly the home language and **a little English**.
3. My child understands and uses the home language and English **equally**.
4. My child understands and uses **mostly English** and only a little of the home language.
5. My child understands and uses **only English**.

### School Actions Based on Parents' HLS Responses

- If the answer to any of the three state-required questions indicates a language other than English, the student is a potential English learner and must be screened for English language proficiency.
- When multiple languages are listed for any of the three state-required questions, and parents select clarifying statements numbers 1 or 2, the student is a potential English learner and must be screened for English language proficiency.
- When multiple languages are listed for any of the three state-required questions, and parents select clarifying statement number 3, the child is not a potential English learner. Do **NOT** administer the screener. Encourage parents to complete the Multilingual Multiliterate HLS Amendment.
- When multiple languages are listed for any of the three state-required questions, and parents select clarifying statements number 4 or 5, the student is not a potential English learner. Do **NOT** administer the screener.
- If the answer to ALL of the state-required questions is English, the student is not a potential English learner. Do **NOT** administer the screener.
- For transfer students, prioritize the students' original HLS (signed, dated, and in a language parents understood) and prior EL records.

### Correcting an Incorrect HLS

On occasion, parents report an incorrect HLS, which leads to incorrectly identifying students as EL. This can be caused by a parent's misunderstanding and incorrect completion of the HLS. When misidentification of an EL occurs because of an incorrect HLS, the following procedures should be followed:

1. The parent notifies the teacher, school, or district that the original Home Language Survey answers are not correct.
2. If the district determines that the request is plausible, the parent should be given the opportunity to complete a Home Language Survey Addendum which is required to be notarized. (The HLS Addendum should be in a language that the parents can understand.)
3. The ESOL Program Specialist will approve the HLS Addendum, after which the school will proceed to take the next steps based on the new HLS.
4. If the next steps require a status change, the school will use the EL=I code for the remainder of that school year to show that the student was incorrectly identified as an EL. After that, the child is coded EL=N on July 1<sup>st</sup> and thereafter.

5. The school system will keep all documentation in the student's digital permanent record and report the following information to GaDOE by June 30<sup>th</sup>:
  - a. Student's name
  - b. Student's grade level
  - c. Parent's reason for change
  - d. Name of the ESOL Program Specialist
  - e. Former status code
  - f. New status code
  - g. Date status change effective.

### **Multilingual Home Language Survey (MLL HLS) Amendment**

Some families are multilingual-multiliterate and believe their child is developing proficiency in two or more languages concurrently, and therefore, each language is just as "primary" as the other(s). When this is the case, follow the procedures below:

- When multiple languages are listed for any of the three state-required questions, and parents select clarifying statement number 3, the child is not a potential English learner. Do **NOT** administer the screener. Encourage parents to complete the Multilingual Multiliterate HLS Amendment.
- If the student has been administered the ELP screener and qualified for the ESOL program, but the parents or guardians feel that the ELP screening process was inaccurate, the parent should complete the Multilingual (Multiliterate) Home Language Survey Amendment to change the student's primary home language to English. The school would then remove the student's EL status classification in Infinite Campus.

### **Screening Potential English Learners without Disabilities**

#### **Students New to U.S. Schools**

For students new to U.S. schools, including Kindergarten students and recently arrived immigrants, if the answer to any of the state-required questions indicates a language other than English, the student is considered a **potential English Learner** and must be administered the state-required grade-level appropriate ELP screener. Since this is part of a school's legal obligation to potential EL students, parent permission is not required to administer the ELP screener.

#### **In-State Transfer Students**

For in-state transfers, registrars will determine previous English learner status using GUIDE, SLDS, SLDS EL Screener Tab, transferring LEA records, original HLS, original screener, or latest ACCESS scores.

#### **Out of State Transfer Students**

Student Transfers from WIDA States: English learners who transfer from another out-of-state school district and have official records to support their pre-determined eligibility and services within the past year should be accepted and placed in ESOL classes without screening. If the student was screened in a

WIDA state and did not qualify as an English learner, they may not be rescreened in Georgia without prior approval from the state ESOL office.

Student Transfers from Non-WIDA States: If a student was screened in a non-WIDA state and was found not eligible by that state's criteria, the school can rescreen using the appropriate WIDA screener. Schools should not screen the student if the following applies:

- The student was screened more than two academic years before enrolling in Georgia;
- The student was successfully enrolled in the general education program in the previous school; and
- The student performed at the met or exceeded level on that state's grade-level content assessments, when applicable.
- Academic needs can be addressed through the appropriate tiers of MTSS for students who have already demonstrated English proficiency on an ELP screener.

#### J-1 Visa, Foreign Exchange Students

All J-1 visa students are expected to demonstrate sufficient English skills to succeed in high school and function independently in daily school life. However, some students will find the transition to U.S. schools to be difficult. Richmond County School System will apply Georgia's EL identification procedures to these students upon enrollment and will provide ESOL services to qualifying students.

#### Students Re-Enrolling in U.S. Schools After Time Abroad

Use the following guidelines to determine EL status of students who are re-enrolling in U.S. schools after time abroad:

- Use the student's EL status at the time of withdrawal to make status determinations.
- Current or active EL at the time of withdrawal: Reinstate as an English learner upon re-enrollment in U.S. schools.
- Former EL – Year 1 or 2 at the time of withdrawal: Continue the same monitoring status and closely track academic progress. If the student struggles to understand and use academic English, the school may initiate the MTSS (Multi-tiered System of Supports) process which may indicate the need to implement the [Reverse Reclassification Process](#).
- Former EL – Year 3 or 4 at the time of withdrawal: Consider rescreening if students meet the following criteria:
  - Were exited from EL status at an early age, i.e., in elementary grades 2, 3, or 4.
  - Completed two years of post-exit monitoring and were making academic progress.
  - Were schooled in non-English schools abroad for three or more years.
  - Are currently enrolled in a grade level with high academic English expectations.
  - Need to graduate high school within a reasonable timeframe.

## Statewide Standardized English Language Proficiency (ELP) Screeners

Georgia is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium. As a member of the WIDA Consortium, the district will use one of the following WIDA English Language Proficiency (ELP) screeners to determine if a potential EL student is eligible for EL status:

- [WIDA Screener for Kindergarten](#) (for 1<sup>st</sup> semester kindergarten – 1<sup>st</sup> semester 1<sup>st</sup> grade students)
- [WIDA Screener Online, Grades 1-12](#) (for 2<sup>nd</sup> semester 1<sup>st</sup> grade students – 2<sup>nd</sup> semester 12<sup>th</sup> grade students)
- [WIDA Alternate Screener, Grades K-12](#)

### Certification to Administer WIDA Screeners

1. Prior to screener administration, all test administrators will complete district training during the last week of July and the first week of August.
2. Prior to screener administration, all test administrators will complete annual required WIDA training modules for the WIDA Screener after July 1<sup>st</sup>. This can be done at <https://wida.wisc.edu/>.
3. Test administrators will send completed training certificates to the ESOL Program Specialist.

### WIDA Screener for Kindergarten

The ESOL teacher or testing coordinator will administer the appropriate sections of the WIDA Screener for Kindergarten for students in Kindergarten and first semester first grade who are identified as potential English learners based on HLS responses.

### Choosing the Appropriate Domains to Administer

Use the information below to help you choose the appropriate screener domains to administer.

Grade	Kindergarten		1 <sup>st</sup>
Semester	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	1 <sup>st</sup> Semester
Grade-Cluster and Domains to Administer	K WIDA Screener (Listening & Speaking Domains Only)	K WIDA Screener All Domains	

### 1<sup>st</sup> Semester Kindergarten

Students enrolling during the first semester of kindergarten will only take the **listening and speaking domains** of the WIDA Screener for Kindergarten.

### 2<sup>nd</sup> Semester Kindergarten and 1<sup>st</sup> Semester 1<sup>st</sup> Grade

Students enrolling during the second semester of kindergarten and the first semester of first grade will take **all four domains** of the WIDA Screener for Kindergarten.

### WIDA Screener for Kindergarten Administration Procedures

1. Prior to administering the WIDA Screener for Kindergarten, the test administrator must complete district training and the annual required WIDA training modules for the WIDA Screener for Kindergarten. This can be done at <https://wida.wisc.edu/>. Credentials for accessing the WIDA Secure Portal can be obtained from the District Testing Coordinator or the ESOL Program Specialist.
2. If it is the **1<sup>st</sup> semester of the student's kindergarten year**, administer the **listening and speaking** portions of the WIDA Screener for Kindergarten and note the raw scores.
3. If it is the **2<sup>nd</sup> semester of the student's kindergarten year or 1<sup>st</sup> semester of the student's 1<sup>st</sup> grade year**, administer **all four domains** of the WIDA Screener for Kindergarten and note the raw scores.
4. Enter the raw scores into the [WIDA Online Score Calculator Tool](#) to get a Composite Oral Language Proficiency Level.

### Kindergarten Screener Eligibility Criteria

1. 1<sup>st</sup> Semester Kindergarten:
  - a. If the student's Composite Oral Language Proficiency Level is **less than 5**, then the student meets eligibility criteria and **qualifies** for EL status.
  - b. If the student's Composite Oral Language Proficiency Level is **greater than or equal to 5**, then the student does NOT meet eligibility criteria and **does NOT qualify** for EL status.
2. 2<sup>nd</sup> Semester Kindergarten and 1<sup>st</sup> Semester 1<sup>st</sup> Grade
  - a. If the student's Composite Proficiency Level is **less than 5**, then the student meets eligibility criteria and **qualifies** for EL status.
  - b. If the student's Composite Proficiency Level is **greater or equal to 5**, then the student does NOT meet eligibility criteria and **does NOT qualify** for EL status.

See [Appendix A](#) for the Kindergarten WIDA Screener eligibility flowchart.

### WIDA Online Screener 1-12

The ESOL teacher or testing coordinator will administer the appropriate sections of the WIDA Screener Online Grades 1-12 for students in second semester first grade through twelfth grade who are identified as potential English learners based on HLS responses. The WIDA Online Screener 1-12 is divided into grade clusters: 1; 2-3; 4-5; 6-8; and 9-12.

### Choosing the Appropriate Cluster to Administer

Use the information below to help you choose the appropriate screener cluster to administer.

Grade	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>		
Semester	2	1	2	1	2	1	2	1	2	1	2	1	2	
Grade-Cluster Form to Administer	WIDA Screener Grade 1 Cluster		WIDA Screener Grade 2-3 Cluster		WIDA Screener Grade 4-5 Cluster		WIDA Screener Grade 6-8 Cluster				WIDA Screener 9-12 Cluster			

**1<sup>st</sup> Grade Cluster:** Administer the 1<sup>st</sup> grade cluster of the WIDA Screener Online for students enrolling during the second semester of 1<sup>st</sup> grade and the first semester of 2<sup>nd</sup> grade. (Special note: Follow procedures for the Kindergarten WIDA Screener for students enrolling during the first semester of 1<sup>st</sup> grade.)

**2<sup>nd</sup>-3<sup>rd</sup> Grade Cluster:** Administer the 2<sup>nd</sup>-3<sup>rd</sup> grade cluster of the WIDA Screener Online for students enrolling during the second semester of 2<sup>nd</sup> grade through the first semester of 4<sup>th</sup> grade.

**4<sup>th</sup>-5<sup>th</sup> Grade Cluster:** Administer the 4<sup>th</sup>-5<sup>th</sup> grade cluster of the WIDA Screener Online for students enrolling during the second semester of 4<sup>th</sup> grade through the first semester of 6<sup>th</sup> grade.

**6<sup>th</sup>-8<sup>th</sup> Grade Cluster:** Administer the 6<sup>th</sup>-8<sup>th</sup> grade cluster of the WIDA Screener Online for students enrolling during the second semester of 6<sup>th</sup> grade through the first semester of 9<sup>th</sup> grade.

**9<sup>th</sup>-12<sup>th</sup> Grade Cluster:** Administer the 9<sup>th</sup>-12<sup>th</sup> grade cluster of the WIDA Screener Online for students enrolling during the second semester of 9<sup>th</sup> grade through the second semester of 12<sup>th</sup> grade.

### WIDA Online Screener 1-12 Administration Procedures

1. Prior to administering the WIDA Screener 1-12, the test administrator must complete district training and the annual required WIDA training modules for the WIDA Screener 1-12. This can be done at <https://wida.wisc.edu/>. Credentials for accessing the WIDA Secure Portal can be obtained from the District Testing Coordinator or the ESOL Program Specialist.
2. Administer all four components of WIDA Online Screener 1-12: Listening, Speaking, Reading and Writing.

### WIDA Online Screener Eligibility Criteria

1. If the student's overall composite proficiency level (CPL) is **less than 5.0** on the WIDA Online Screener, the student meets eligibility criteria and **qualifies** for EL status.
2. If the student's overall composite proficiency level (CPL) is **greater than or equal to 5.0** on the WIDA Screener, the student does NOT meet eligibility criteria and **does NOT qualify** for EL status.

See [Appendix B](#) for the WIDA Screener eligibility flowchart.

## Screening Potential English Learners with Disabilities

There are four key decision pathways to help school teams select the appropriate ELP screener for students with suspected or documented disabilities.

### Screening Potential English Learners with Disabilities Pathway 1

The student has an active IEP indicating that the student will participate in the general curriculum and general content assessments, with appropriate accommodations. Students meeting the criteria for pathway 1 will take the appropriate standard WIDA Screener with appropriate accommodations.

Document the following information in the student's IEP:

- State Testing Accommodations: Document the ELP screener format and appropriate test accommodations for tested language domains, excluding any precluded domain(s) as applicable.
- IEP Team Minutes Notes: Document whether any language domain will be precluded from screener administration and the rationale based on the disability. Complete ELP Screener Language Domain Preclusion Form.

### Screening Potential English Learners with Disabilities Pathway 2

The student has an active IEP indicating that the student has significant cognitive disabilities and are determined eligible for the alternate curriculum and GAA 2.0, when grade-level appropriate, as documented in their IEP. Students meeting the criteria for pathway 2 will take the Alternate Screener with appropriate accommodations (paper only). Document the following information in the student's IEP:

- Participation Guidelines for the GAA 2.0: Document data and team determination that the student is GAA 2.0 eligible, when grade-level appropriate.
- State Testing Accommodations: The WIDA Alternate Screener is only available in paper format, so a format decision is not necessary. Select appropriate testing accommodations for tested language domains, excluding any precluded domain(s) as applicable.
- IEP Team Meeting Notes: Document whether any language domain will be precluded from screener administration and the rationale based on the disability. Complete ELP Screener Language Domain Preclusion Form.

### Screening Potential English Learners with Disabilities Pathway 3

The student has a suspected disability and MTSS and special education evaluation are in progress. If the special education evaluation, eligibility determination, and initial IEP are completed within the 30 day EL identification timeline, follow the steps for pathway 1 or 2 depending on the student's curriculum placement and participation in state academic assessments. Document the following information in the student's IEP:

- State Testing Accommodations: Document the ELP screener version and format. Select appropriate testing accommodations for tested language domains, excluding any precluded domain(s).



- IEP Team Meeting Notes: Document whether any language domain will be precluded from screener administration and the rationale based on the disability. Complete ELP Screener Language Domain Preclusion Form.

#### **Screening Potential English Learners with Disabilities Pathway 4**

The student has a suspected disability and MTSS and special education evaluation are in progress. If the special education referral process exceeds the 30-day EL identification timeline, schools must administer the standard WIDA Screener within the 30-day window, even if a significant cognitive disability is suspected. If the standard screener must be administered before the evaluation is complete, a Section 504 team, per student's eligibility, may determine appropriate ELP screening accommodations and select the testing format in advance. Document the following information in the student's 504:

- State Testing Accommodations: Document a standard WIDA screener and format. Select appropriate testing accommodations for tested language domains, excluding any precluded domain(s).
- Section 504 Team Meeting Notes: Document whether any language domain will be precluded from screener administration and the rationale based on the disability. Complete the ELP Screener Language Domain Preclusion Form.

#### **ELP Rescreening Possibilities within Decision Pathway 4**

When special education evaluation, eligibility determination, and IEP are completed within students' first year of enrollment in a U.S. school, teams may find that the initial screener format or accommodations may not have been valid given the disabilities. In these cases, teams review whether to rescreen students using a different screener, format or set of accommodations. This process helps ensure the screener accurately reflects the student's English language proficiency rather than measuring the student's disability.

#### **Rescreening Timeline and Resources**

- If ELP rescreening is needed, schools must complete it within a student's first year of enrollment in a U.S. school. If not completed within that timeframe, the initial EL eligibility determination remains in effect.
- Complete the First Year ELP Rescreening Decision-Making Process and Form to guide and document rescreening decisions. Schools retain the completed form and the IEP Signature Page, in students' EL permanent records.
- When applicable, schools notify families using the Parent Notification of Initial English Learner Eligibility and Placement in the English for Speakers of Other Languages Program and Title III Supplemental Language Instruction Services letter to keep families informed.
- In addition to ensuring accurate EL eligibility decisions, data from a second ELP screening can inform the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP) in the IEP.

## Documenting Each Pathway

The table below describes the documentation process for each pathway.

Pathway	IEP/504 Section	Documentation Required
Pathway 1	IEP State Testing Accommodations	<ul style="list-style-type: none"> <li>Document ELP screener format – paper or online for students in Grades 1-12. (The WIDA Screener for Kindergarten is only available in paper format.)</li> <li>Select appropriate test accommodations for tested language domains, excluding any precluded domain(s) as applicable.</li> </ul>
	IEP Team Minutes Notes	<ul style="list-style-type: none"> <li>Document whether any language domain will be precluded from screener administration and the rationale based on the disability.</li> <li>Resource - ELP Screener Language Domain Preclusion Form</li> </ul>
Pathway 2	IEP Participation Guidelines for the GAA 2.0	Document data and team determination that the student is GAA 2.0 eligible, when grade-level appropriate.
	IEP State Testing Accommodations	<ul style="list-style-type: none"> <li>The WIDA Alternate Screener is only available in paper format, so a format decision is not necessary.</li> <li>Select appropriate testing accommodations for tested language domains, excluding any precluded domain(s) as applicable.</li> </ul>
	IEP Team Meeting Notes	<ul style="list-style-type: none"> <li>Document whether any language domain will be precluded from screener administration and the rationale based on the disability.</li> <li>Resource - ELP Screener Language Domain Preclusion Form</li> </ul>
Pathway 3	IEP State Testing Accommodations	<ul style="list-style-type: none"> <li>Document ELP screener version and format. The WIDA Screener for Kindergarten and WIDA Alternate Screener are only available in paper format.</li> <li>Select appropriate testing accommodations for tested language domains, excluding any precluded domain(s).</li> </ul>
	IEP Team Meeting Notes	<ul style="list-style-type: none"> <li>Document whether any language domain will be precluded from screener administration and the rationale based on the disability.</li> <li>Resource - ELP Screener Language Domain Preclusion Form</li> </ul>
Pathway 4	Section 504 State Testing Accommodations	<ul style="list-style-type: none"> <li>Document a standard WIDA screener and format, whether online or on paper. The Screener for Kindergarten is only available in paper format.</li> </ul>

		<ul style="list-style-type: none"> <li>Select appropriate testing accommodations for tested language domains, excluding any precluded domain(s).</li> </ul>
	Section 504 Team Meeting Notes	<ul style="list-style-type: none"> <li>Document whether any language domain will be precluded from screener administration and the rationale based on the disability.</li> <li>Resource - ELP Screener Language Domain Preclusion Form</li> </ul>

### WIDA Alternate Screener, Grades K-12

The ESOL teacher or testing coordinator will administer the appropriate sections of the WIDA Alternate Screener Grades K-12 (paper) for students in kindergarten through twelfth grade who are identified as potential English learners with the **most significant cognitive disabilities and who meet Georgia's alternate curriculum and assessment participation criteria**, when grade appropriate, as documented in an active IEP. Test Administrators (TAs) should be familiar with students' mode of communication and collaborate with students' IEP teams to ensure all necessary accessibility features are in place to support meaningful participation. Students can use their preferred communication tools (e.g., AAC) and writing instrument.

#### WIDA Alternate Screener 1<sup>st</sup> Semester Kindergarten Administration Procedures

1. Prior to administering the WIDA Alternate Screener, the test administrator must complete district training and the annual required WIDA training modules for the WIDA Alternate Screener. This can be done at <https://wida.wisc.edu/>. Credentials for accessing the WIDA Secure Portal can be obtained from the District Testing Coordinator or the ESOL Program Specialist.
2. Administer the listening and speaking domain tests, unless one is precluded per the IEP.
3. Enter the raw scores into the [WIDA Alternate Screener Online Score Calculator](#) to generate a WIDA Score Report with an Alternate Oral Language Proficiency Level.

#### WIDA Alternate Screener 1<sup>st</sup> Semester Kindergarten Eligibility Criteria

1. If the student's Alternate Oral Language Proficiency Level is **less than 5** on the WIDA Alternate Screener, the student meets eligibility criteria and **qualifies** for EL status.
2. If the student's Alternate Oral Language Proficiency level **equals 5** on the WIDA Alternate Screener, the student does NOT meet eligibility criteria and **does NOT qualify** for EL status.

#### WIDA Alternate Screener 2<sup>nd</sup> Semester Kindergarten – 12<sup>th</sup> Grade Administration Procedures

1. Prior to administering the WIDA Alternate Screener, the test administrator must complete district training and the annual required WIDA training modules for the WIDA Alternate Screener. This can be done at <https://wida.wisc.edu/>. Credentials for accessing the WIDA Secure Portal can be obtained from the District Testing Coordinator or the ESOL Program Specialist.
2. Administer all four language domains, unless one or more are precluded per the IEP.

3. Enter the raw scores into the [WIDA Alternate Screener Online Score Calculator](#) to generate a WIDA Score Report with an Alternate Overall Composite Proficiency Level (CPL).

### **WIDA Alternate Screener 2<sup>nd</sup> Semester Kindergarten – 12<sup>th</sup> Grade Eligibility Criteria**

1. If the student's Alternate Overall Composite Proficiency Level (CPL) is **less than 5** on the WIDA Alternate Screener, the student meets eligibility criteria and **qualifies** for EL status.
2. If the student's Alternate Overall Composite Proficiency Level (CPL) **equals 5** on the WIDA Alternate Screener, the student does NOT meet eligibility criteria and **does NOT qualify** for EL status.

**Precluding ELP Screener Language Domains for Students with a Suspected or Documented Disability**  
Some students may have disabilities—either suspected or documented—that prevent them from fully participating in all four language domains of the WIDA Screener or Alternate Screener. When considering whether to preclude a domain, the IEP or Section 504 team follows the steps below:

#### **Step 1: Review Accommodations for Each Language Domain**

- Use the WIDA and GaDOE Accessibility resources to review the allowable accommodations for each language domain assessed by the WIDA Screeners.
  - IEP teams review accommodations for either the standard or alternate screener, based on students' needs.
  - Section 504 Plan teams review accommodations for the standard WIDA Screener only, as the alternate screener is reserved for students with an IEP that documents significant cognitive disabilities.
- Consider each language domain (Listening, Speaking, Reading, and Writing) separately, in light of students' documented disability (IEP team) or suspected disability (504 team).
- If allowable accommodations do not enable the student to access a particular domain, the team may decide to preclude that domain from administration.
- When precluding a domain, the student must complete the paper version of the WIDA Screener.
- Important: The team must administer at least one language domain to determine EL eligibility. If a student cannot participate in any language domain test, ESOL and Special Education system leaders collaborate to contact the GaDOE ESOL Program and the Division for Exceptional Children to determine appropriate next steps.
- Low-Incidence Sensory Disabilities
  - Deaf or Hard of Hearing: Students whose primary language is American Sign Language (ASL) are not considered potential ELs and are not administered the ELP screener. Students who communicate using sign languages other than ASL—such as French or Spanish Sign Languages—are considered potential ELs. School teams choose the appropriate WIDA Screener format with allowable accommodations which may include the preclusion of the Listening domain or other applicable language domains.
  - Blind or Visually Impaired: The WIDA Screener Speaking BrailleTest (Grades 1-12) and a low vision accommodation are available for eligible students. The district testing coordinator will contact GaDOE Assessment to request the Braille version of the ELP screener.

- **Nonverbal Students:** When students exhibit characteristics of nonverbal communication, the IEP or 504 team reviews Speaking domain accommodations for the selected WIDA Screener. These accommodations may include the use of an Augmentative and Alternative Communication (AAC) device. Nonverbal students may:
  - Communicate through nonverbal methods, such as facial expressions, eye gaze, touch, vocal tone or pitch, and proximity.
  - Use writing, gestures, signs, picture-based communication tools, or AAC devices.
  - Produce vocalizations or sounds, such as echolalia – the involuntary repetition of words or phrases without the intent to communicate. Echolalia is a form of vocalization but not considered verbal speech.
  - Interact nonverbally in social settings, including the playground, common areas, lunchroom, or extracurricular school activities.
  - Lack verbal communication at home, as confirmed by parents or guardians

### **Step 2: Document Precluded Language Domain(s)**

- The IEP or Section 504 team must complete the **ELP Screener Language Domain Preclusion Form** to document any decision to preclude a language domain on the WIDA Screener or Alternate Screener.

### **Step 3: Administer the Selected Language Domains of the Selected WIDA Screener**

### **Step 4: Generate a Screener Score Report Using the WIDA Screener Calculator**

- Enter scores in the appropriate WIDA Screener Online Score Calculator
  - [WIDA Screener for Kindergarten Score Calculator](#)
  - Grades 1-12 [WIDA Screener Paper Score Calculator](#)
  - Grades K-12 [WIDA Alternate Screener Score Calculator](#)
  - Input tested domain scores only. Leave precluded domain spaces blank. Do not enter a zero for precluded domains.

### **Step 5: Determine if Students Met EL Eligibility Criteria**

When a language domain is precluded on the WIDA Screener (paper or online format) or WIDA Alternate Screener, the corresponding WIDA Score Calculator will be unable to report an Overall Composite Score or an Oral Language Composite. The eligibility criteria is based on each individual language domain proficiency level (PL) score.

- If the proficiency level on any **one** of the tested language domains is 1.0-4.9 (WIDA Screener) the student is **eligible** for EL status.
- If the proficiency level on any **one** of the test language domains is less than 3, 3, or 4 (WIDA Alternate Screener), then the student is **eligible** for EL status.
- If the proficiency levels on **all** tested language domains are 5.0 or greater (WIDA Screener), the student does not qualify for EL status.
- If the Alternate PL = 5 (WIDA Alternate Screener), the student does not qualify for EL status.

### EL Eligibility Criteria Based for Precluded Language Domains

Grade and Semester	Language Domains	EL Eligibility Criteria for Tested Language Domain(s)	
		WIDA Screener	WIDA Alternate Screener
1 <sup>st</sup> Sem. Kindergarten	Listening Speaking	Listening or Speaking less than 5.0	Listening or Speaking Alternate PL less than 5
2 <sup>nd</sup> Sem. Kindergarten	Listening Speaking Reading Writing	Listening, Speaking, Reading PL less than 5.0 or Writing PL less than 4.5	Listening, Speaking, or Reading Alternate PL less than 5 or Writing Alternate PL less than 4
Grades 1-12		Listening, Speaking, Reading, or Writing PL less than 5.0	Listening, Speaking, Reading, or Writing Alternate PL less than 5

### Documenting Precluded Language Domains

The table below describes the documentation process for precluded language domains.

	IEP/504 Section	Documentation Required
IEP	State Testing Accommodations	<ul style="list-style-type: none"> <li>Select the paper version option if the student is taking the standard Grades 1-12 WIDA Screener. The WIDA Screener for Kindergarten and WIDA Alternate Screener are only available in paper format.</li> <li>Select appropriate testing accommodations for tested language domains, excluding any precluded domain(s)</li> </ul>
	IEP Team Minutes Notes	<ul style="list-style-type: none"> <li>Provide a statement regarding the precluded language domain(s) and the rationale based on the disability.</li> <li>Sample statement: The IEP team discussed (student name)'s upcoming ELP screening and documented the necessary accommodations in the State Testing Accommodations section. The team determined that due to this student's Deaf/Hard of Hearing eligibility, (student name) would be unable to meaningfully participate in the Listening domain on the WIDA Online Screener and, therefore, it will be precluded. For this reason, the ELP Screener in paper format is appropriate.</li> </ul>
504	State Testing Accommodations	<ul style="list-style-type: none"> <li>Select the standard WIDA Screener and paper format. The WIDA Screener for Kindergarten is only available in paper format.</li> </ul>

		<ul style="list-style-type: none"> <li>Select appropriate testing accommodations for tested language domains, excluding any precluded domain(s).</li> </ul>
	IEP Team Meeting Notes	<ul style="list-style-type: none"> <li>State if a language domain(s) is precluded from ELP screener administration.</li> <li>Provide a statement regarding the need to preclude a language domain(s) and the rationale based on the student's present needs and suspected disability.</li> <li>Sample statement: The Section 504 team discussed (student name)'s upcoming ELP screening and documented appropriate accommodations in the Section 504 Plan. The team determined that due to (student name)'s current level of language usage, (student name) is unable to participate in the Speaking domain on the WIDA Screener for Kindergarten, so it will be precluded. (Student name) currently is considered nonverbal - makes no vocalizations other than repeated sounds that do not convey a message. (Student name) displays no verbal communication in the classroom, on the playground and cafeteria as well as at home, per parent's information.</li> </ul>

### Screening Potential English Learners with Behavioral Challenges

In some cases, students may display behaviors that interfere with participation in the ELP screener. In these situations, Test Administrators (TAs) prioritize the safety of both students and staff while attempting to administer the screener. If students' behaviors prevent obtaining a valid screener score, schools may delay screening until teams develop an IEP or Section 504 Plan that includes a Behavior Intervention Plan (BIP), as applicable. Once behaviors are managed, TAs administer the ELP screener using the supports outlined in the plan. The ELP screener should be administered as soon as the student is able to meaningfully participate—within the 30-day EL identification window.

### Documenting ELP Screening Irregularities

Every effort should be made to follow the state and local processes for administering ELP screeners. If a testing irregularity is discovered, it must be appropriately documented using the RCSS WIDA Screener Irregularities Documentation Form, which can be found on the RCSS Teaching and Learning website.

Examples of irregularities include:

- Incorrect grade-level screener administered
- Incorrect language domain subtests administered
- Screener administered by non-WIDA certified or untrained staff



- Screener administered without appropriate accommodations to a student with disabilities or with suspected disabilities
- Screener administered to an English-only student
- Screener administered to a transfer student with existing EL status, such as EL=Yes, EL=1, EL=2, EL=3, EL=4, and EL=F.

**The RCSS WIDA Screener Irregularities Documentation Form must be submitted to the ESOL Program Specialist and uploaded into the student's EL record in Infinite Campus.**

In addition to completing the RCSS WIDA Screener Irregularities Documentation Form, test administrators who are responsible for committing a testing irregularity, will receive a written warning and will have to complete the appropriate screener training a second time. If the same test administrator commits another testing irregularity, the test administrator will lose testing administration rights.

The ESOL Program will run monthly screener reports to monitor for irregularities.

## **Post-Screening Screening Procedures**

### **Ineligibility Procedures**

For students who are **ineligible** for ESOL services the ESOL teacher or testing coordinator will:

- Complete a Notification of Ineligibility Form.
- Send a copy of the Notification of Ineligibility Form home to the student's parents or guardians.
- Complete the Microsoft "ESOL Did Not Qualify Form".
- Place a copy of the Notification of Ineligibility Form and screener results in the hard copy permanent record.
- Add screener results to the EL Screener Tab in SLDS.
- Using the information submitted on the Microsoft "ESOL Did Not Qualify Form", the ESOL Program Specialist will then code the student as EL=No and upload the documentation to the student's EL record in Infinite Campus.

### **Eligibility Procedures**

For students who are **eligible** for ESOL services the ESOL teacher or testing coordinator will:

- Complete a Parent Notification of Initial Eligibility for ESOL Language Program and Title III Supplemental Instruction Services Form.
- Send a copy of the Parent Notification of Initial Eligibility for ESOL Language Program and Title III Supplemental Instruction Services Form to the student's parents or guardians in a language they understand.
- Complete the Microsoft "New English Learner Qualification Form".
- Add screener results to the **EL Screener Tab in SLDS**.

- Using the information submitted on the Microsoft “New English Learner Qualification Form”, the ESOL Program Specialist will then code the student as EL=Yes and upload the documentation to the student’s EL record in Infinite Campus.

## Serving English Learners

### Program of Service and Considerations for Placement of ELs

ELs are entitled to instruction in the school system’s core curriculum, including specialized and advanced courses. RCSS meets the needs of ELs by:

- Placing ELs in **age-appropriate grade levels or courses**. However, if a lower grade level placement is necessary due to lack of formal schooling, it should **not be more than one year below the native English-speaking peers** of the same age.
- Ensuring ELs have access to age-appropriate curriculum that has equal rigor as instruction to English-only students.
- Ensuring that ELs have meaningful access to grade-appropriate language scaffolds and evidence-based instructional strategies.
- Providing ELs with state approved English language acquisition services. While the provision of language support services to ELs within certain programs may have the effect of separating ELs from other students during at least part of the school day, the ESOL program will not separate ELs unnecessarily for purposes other than to receive the support the program provides.

### ESOL Delivery Models

In accordance with State Board of Education (SBOE) Rule 160-4-5-.02, RCSS will provide English language assistance to all ELs through the state funded ESOL program using a combination of the following instructional delivery models:

1. Pull-out model – students are removed from a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
2. Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from the content teacher and targeted language instruction from the ESOL teacher.
3. Scheduled ESOL period – students receive instruction in foundational social and instructional English and the academic English of mathematics, science, social studies, or English language arts in a class composed only of ELs taught by an ESOL teacher.

## ESOL Class Sizes

The chart below indicates the approved class size limits for ESOL classes.

Grade(s)	Funding Class Size	Maximum System Average Class Size	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

## ESOL Instructional Minutes per FTE Segments and Grade Levels

The chart below indicates the minimum and maximum number of service segments that a student may receive.

Grade(s) and Scheduling	Daily Required Minutes Per Segment(s)	Daily Required Segments Maximum	Weekly Required Minutes Minimum
K-3	45 minutes	1	225
4-8	50 minutes	2	250
9-12	55 minutes	5	275
4x4 Block	90 minutes	2	225
Hybrid Block	If less than 90 minutes	1	Determined by LEA

## Parent Waiver of ESOL Services

Parents have the right to decline all or part of the ESOL program for their child. This decision must be “knowing and voluntary”, as required by OCR. When parents choose to opt their child out of ESOL, students retain EL status, schools must continue to take appropriate actions to meet students’ language development needs, and schools must monitor students’ progress in both English proficiency and academic achievement. Schools should not recommend or suggest that parents waive ESOL services; the choice must originate from parents.

Although parents may choose to waive ESOL services, the student has been identified as EL, should be **coded as EL**, and should continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services should receive an alternate language support plan, are still **eligible for accommodations** on standardized tests, and **are required to take the ACCESS test** until they meet criteria to exit EL status.

### Parent Waiver Process

1. Parents who choose to waive services are required to sign and date a [Parent Waiver Form](#) **annually**. These forms should be provided in a language that the parent understands.

Translated versions of the parental waiver form are available on the Teaching & Learning website.

2. ESOL teachers will submit the Microsoft “Parent Waiver Form” to include the student’s waiver form, TPC, and ACCESS scores.
3. Using the information from the “Parent Waiver Form”, the ESOL Program Specialist will code the student as having a waiver and upload the documents to the student’s record in Infinite Campus.

## Monitoring Academic Progress of ELs

Monitoring of classroom performance includes measures of English-language proficiency and curricular achievement. Educators should use classroom performance and/or available achievement test scores to revise a student’s academic program or change the types of language assistance services he or she is receiving. These assessments include but are not limited to: GKIDS, i-Ready diagnostic assessments, End of Course assessments, formative assessments/checklists, and summative assessments/checklists.

Language minority students are compared to their native English-speaking peers in knowledge of subject matter. It is important to assess a student’s foundation for the acquisition of new information, as well as the ability to effectively participate in mainstream classes.

## Testing Accommodations

“Federal and state laws require that all students participate in the state-mandated assessment program, including... English learners (ELs)...”

In certain situations, the individual needs of ELs may warrant accommodations. Accommodations for each student should be determined by the **English Learner Testing Participation Committee (EL/TPC)**. Meeting documentation will be done using the EL/TPC form within the Ellevation platform. Only state-approved accommodations may be considered and included in the EL/TPC form. The determination of accommodations for assessment should be reviewed at least once a year. **All accommodations offered should be consistent with current instructional and assessment accommodations made in the classroom.**

## Annual Assessments

The following annually administered assessments meet the Title I, Part A statute (outlined in ESEA/ESSA section 1111(b)(2)(B)(ix) and section 1111(b)(2)(G)) requiring LEAs to administer the annual ELP assessment to all EL students:

- WIDA ACCESS for Kindergarten
- WIDA ACCESS Online (grades 1-12)
- WIDA Alternate ACCESS

### WIDA ACCESS for Kindergarten

The WIDA ACCESS for Kindergarten is a paper-based test individually administered to kindergarten students in an interactive format. The assessment is aligned to the WIDA ELD Standards Framework, 2020 Edition and is designed to give students an engaging, developmentally appropriate testing experience that reflects what students do in the classroom.

### WIDA ACCESS Online (grades 1-12)

The WIDA ACCESS Online is a computer-based, adaptive test that responds to student performance and may be administered in group or individual settings. This assessment is given annually to students in grades 1-12. The WIDA ACCESS Online is aligned to the WIDA ELD Standards Framework, 2020 Edition.

### WIDA Alternate ACCESS

The WIDA Alternate ACCESS is a large-print paper-based test, individually administered to students in grades K-12 who are identified as English learners with the most significant cognitive disabilities. Each individually administered domain test is semi-adaptive, giving students multiple changes to show what they can do and stop when appropriate. This assessment is administered to kindergarten through twelfth grade ELs with the **most significant cognitive disabilities and who meet Georgia's alternate curriculum and assessment participation criteria**, when grade appropriate, as documented in an active IEP.

### Procedures for Assessing ELs with Less than Four Language Domains

Under the Every Student Succeeds Act (ESSA), a student's IEP or Section 504 team may determine that a student's disability directly impacts one or more language domains, and no appropriate accommodations exist. In such cases, the student may be exempt from taking that specific language domain test. English learners with disabilities (EL/SWD) whose disability precludes assessment in one or more language domains should be considered for exit from EL status if they meet the state-defined criteria using a GaDOE calculated Designated Composite Proficiency Level (DCPL).

#### **Documentation Requirements for Assessing ELs with Less than Four Language Domains**

When IEP teams decide to preclude one or more language domains from the WIDA ACCESS or WIDA Alternate ACCESS test administration, they must document the decision in the student's IEP or Section 504 Plan (if determined eligible) before coding the language domain as missing. In the Team Meeting Notes, IEP and 504 teams document a clear rationale for the domain preclusion, based on the student's suspected or documented disability.

Teams list the appropriate accommodations for the remaining assessed domains in the State Testing Accommodations section. Precluded domains are not included in this section.

Note: Students with low-incidence sensory disabilities—such as deafness, blindness, and/or non-verbal status—are typically considered eligible for domain exemptions. For all other cases, the Assessment Director should consult the GaDOE Assessment Division, which will coordinate with the Division for Exceptional Children and the ESOL Language Program for guidance.

### **Designated Composite Proficiency Level (DCPL) Process**

1. Administer the appropriate WIDA ACCESS or Alternate ACCESS language domain tests as indicated in students' IEP and/or IAP (504 Plan).
2. For any language domain test not administered, mark Do Not Score with the reason code SPD (Student's Program/Plan team's Decision code) in students' test booklets or in WIDA AMS. If the domain was precluded from test administration due to a section 504 and not an IEP, please notify GaDOE staff in Assessment, the Division for Exceptional Children and ESOL Program.
3. GaDOE Assessment and Accountability Division staff use WIDA-provided scale score tables to assign the minimum exit score for any untested language domain(s) and calculates an overall composite proficiency level for students.
4. The DCPL is provided to System Testing Coordinator, typically in August, after WIDA ACCESS results are processed.
  - a. DCPLs are not populated in SLDS.
  - b. Individual Student Reports with DCPLs are sent to LEAs' ESOL Coordinator and Special Education Director.
5. The district will use the DCPL to determine whether students meet the state's standardized EL exit criteria or the LEA's reclassification criteria, based on results from the WIDA ACCESS or Alternate ACCESS assessment.
6. The district will share these reports with parents in a language they understand.

### **WIDA ACCESS Suite Test Administrator Responsibilities**

All WIDA ACCESS test administrators are required to complete each of the items below:

- Participate in WIDA ACCESS training delivered by the district.
- Complete the WIDA ACCESS administration training in the WIDA Secure Portal.
- Submit certificates of completion to the District Testing Coordinator.

### **MTSS and RTI**

The ESOL language program provides high-quality language-focused instruction for all ELs that addresses some core content standards. However, some ELs may need supplemental support in language, literacy, or core content. The RCSS MTSS handbook outlines the MTSS and RTI procedures as they relate to English learners.

### **ELs with Disabilities**

Under IDEA, school districts must identify, locate, and evaluate all children who may have disabilities and who need special education services. A student cannot be determined to have a disability if the "determinant factor" is limited English proficiency and the student does not otherwise meet the definition of a child with a disability under IDEA.

Students who qualify for both ESOL and Special Education are entitled to receive services and instruction in both programs as applicable. As such:

- The ESOL teacher should be included as an active member of the IEP team.
- An EL with an IEP should have a plan for language services documented on the IEP.
- ELs with disabilities have the right to testing accommodations on all assessments, including WIDA Screeners and WIDA ACCESS, per IEP determination.

## Exiting ESOL Services

All EL and EL/SWD students who meet the clear exit criteria per grade level and assessment must exit the ESOL program. **The ESOL Program Specialist will provide school administrators and ESOL teachers with a list of all students who must exit the ESOL program and update coding to EL=No.**

### WIDA ACCESS for Kindergarten Clear Exit Criteria

All Kindergarten EL students whose ACCESS scores meet the following criteria **must exit** the ESOL program:

- Overall Composite Proficiency Level (CPL) or Designated Composite Proficiency Level (DCPL) greater than or equal to 5.0 **AND**
- Listening Proficiency Level (PL) is greater than or equal to 5.0 **AND**
- Speaking Proficiency Level (PL) is greater than or equal to 5.0 **AND**
- Reading Proficiency Level (PL) is greater than or equal to 5.0 **AND**
- Writing Proficiency Level (PL) is greater than or equal to 4.5.
- Kindergarten students' scores must meet the overall CPL and all individual language domain criteria, no exceptions.

### Kindergarten WIDA Alternate ACCESS Clear Exit Criteria

All Kindergarten EL students whose Kindergarten Alternate ACCESS scores meet the following criteria **must exit** the ESOL program:

- Overall Composite Proficiency Level (CPL) or Designated Composite Proficiency Level (DCPL) greater than or equal to 5.0 **AND**
- Listening Proficiency Level (PL) is greater than or equal to 5.0 **AND**
- Speaking Proficiency Level (PL) is greater than or equal to 5.0 **AND**
- Reading Proficiency Level (PL) is greater than or equal to 5.0 **AND**
- Writing Proficiency Level (PL) is greater than or equal to 4.
- Kindergarten students' scores must meet the overall CPL and all individual language domain criteria, no exceptions.

### WIDA ACCESS Grades 1-12 Clear Exit Criteria

All 1<sup>st</sup>-12<sup>th</sup> grade EL students whose ACCESS scores meet the following criteria **must exit** the ESOL program:



- Overall Composite Proficiency Level (CPL) or Designated Composite Proficiency Level (DCPL) is greater than or equal to 5.0.

## **WIDA Alternate ACCESS Grades**

All 1<sup>st</sup>-12<sup>th</sup> grade EL students whose Alternate ACCESS scores meet the following criteria **must exit** the ESOL program:

- Overall Composite Proficiency Level (CPL) or Designated Composite Proficiency Level (DCPL) is equal to 5.0.

## **Teacher Responsibilities for Students Who Clear Exit**

1. Create the Kindergarten Exit Letter or the 1-12 Clear Exit Letter in the Ellevation platform.
2. Upload a copy of the exit letter into the student's EL record in Infinite Campus.
3. Send home a copy of the exit letter home to the parent.

## **State Flexibility Procedures for Grades 1-12 and Reclassification Meetings**

WIDA ACCESS 1-12 Reclassification Criteria: All 1<sup>st</sup>-12<sup>th</sup> grade EL students who have an overall Composite Proficiency Level (CPL) or Designated Composite Proficiency Level (DCPL) between 4.5-4.9 **AND** a literacy score greater than or equal to 4.5 are eligible to exit the ESOL program. Both criteria must be met to be eligible to exit the program.

WIDA Alternate ACCESS Reclassification Criteria: All 1<sup>st</sup>-12<sup>th</sup> grade EL students who have an overall Composite Proficiency Level (CPL) or Designated Composite Proficiency Level (DCPL) equal to 4.

**The ESOL Program Specialist will provide school administrators and ESOL teachers with a list of students who meet the flexibility criteria for exit. Schools will hold reclassification meetings for each student on the list. The ESOL Program Specialist will update coding to EL=No for students who exit the ESOL program.**

School administrators will follow the reclassification meeting procedures below for each of the students who are eligible for exit via reclassification meetings:

1. Hold an English Learner Reclassification Review Committee Meeting to include the ESOL teacher, a general education teacher, and an administrator at the minimum.
2. Complete the English Learner Reclassification Review documentation in the Ellevation platform.
3. The committee will make one of the following determinations:
  - a. The student should continue in the ESOL program.
  - b. The students should exit from the ESOL program.

**Special note:** An English Learner Reclassification Review Committee Meeting **must be held for ALL students who have CPL scores between 4.5-4.9 AND literacy scores greater than or equal to 4.5.**

## **Teacher Responsibilities After Reclassification Meetings**

1. For students who exit the ESOL program:
  - a. Download the reclassification meeting documentation from the Ellevation platform.
  - b. Create the 1-12 Reclassification Exit Letter in the Ellevation platform.
  - c. Send home a copy of the exit letter home to the parent.
  - d. Upload a copy of the reclassification meeting documentation and the exit letter into the student's EL record in Infinite Campus.
  - e. ESOL teachers will submit verification of completed reclassification meetings to the ESOL Program Specialist.
2. For students who do not exit the ESOL program:
  - a. Download the reclassification meeting documentation from the Ellevation platform.
  - b. Upload a copy of the reclassification meeting documentation into the student's EL record in Infinite Campus.
  - c. ESOL teachers will submit verification of completed reclassification meetings to the ESOL Program Specialist.

## **Continuing Eligibility**

ELs who do not meet the criteria for exiting the ESOL program should remain in the program. In August, teachers should complete a Parent Notification of Student Continuing Eligibility for ESOL Language Program and Title III Supplemental Language Instruction Services Form for each student who remains in the ESOL program. Upload a copy of the form to the ESOL digital permanent record and send the other one home to the student's parents or guardians within 30 days of the start of the school year.

## **Post-Exit Monitoring**

ELs who meet the criteria for English proficiency are no longer eligible for English language assistance services. However, federal law requires that students be monitored for 2 years.

For the first two years, students' academic progress is monitored by teachers and reported to the state. During this time, exited students are still eligible for testing accommodations. If an exited student transfers from another state or a private school and the two-year monitoring was not completed prior to enrollment, the district is required to monitor the student's academic progress for the remainder of the monitoring period.

## **Post-Exit Monitoring Documentation Process**

RCSS will maintain evidence that the student was monitored throughout the two-year monitoring phase. Documentation will be completed twice per year, once after the first semester is completed and once after the second semester is completed.

The following procedures will take place:

1. Monitoring documents will be automatically sent to ELA teachers of monitored students via the Ellevation platform.
2. Monitoring documents for the first semester will be sent out in January and second semester documents will be sent out in early May. Teachers will receive an automated notice from the Ellevation platform notifying them that they have a form(s) to complete.
3. The ESOL Program Specialist will send an additional email to notify teachers that they should complete the monitoring documents. If the teachers do not complete the documentation within two weeks of the original notification date, the ESOL Program Specialist will send the teachers a 2<sup>nd</sup> reminder, with an administrator carbon copied. If the teachers still do not complete the documentation within the following week, the ESOL Program Specialist will send administrators a 3<sup>rd</sup> reminder, with the teacher carbon copied.
4. If a monitoring form is flagged by the Ellevation program, the ESOL Program Specialist will contact the school administrator so that an RTI meeting can be scheduled.
5. The ESOL Program Specialist will upload all monitoring documents into the student's permanent records in Infinite Campus.

### **ELs Struggling During Monitoring & Post-Exit Reversal of Reclassification Decisions**

If a monitoring form is flagged by the Ellevation program or a teacher and/or administrator has concerns that a monitored student is struggling, the school will begin the MTSS process for that student. The MTSS team will include, at the minimum, an administrator, one or more general education teachers, and an ESOL teacher.

The process is as follows:

1. The MTSS team will review the student's data, including the latest ACCESS scores, to identify areas of strengths and weaknesses.
2. The MTSS team will identify appropriate interventions and progress monitoring to implement.
3. After the interventions and progress monitoring have taken place for a minimum of 6 weeks, the team reconvene to review the progress monitoring data.
4. The RTI team will review the data to determine whether the student is struggling because of a lack of content knowledge, or a lack of English language proficiency. The team will take the following questions into consideration when making a decision:
  - Was the exited student educated formally in his/her home country? Was schooling consistent or did the student's education have prolonged periods of interrupted schooling or no schooling?
  - What were the student's most recent WIDA ACCESS / Alternate ACCESS scores and sub-scores in each domain?
  - Was the student exited from EL status based on the EL Reclassification Review Committee decision? If so, was the student's most recent WIDA ACCESS / Alternate ACCESS overall CPL score at the high end of the 4.3 - 4.9 range or at the low end?

- Were the exited student's Georgia Milestones ELA End-of-Course scores borderline for meeting standards or were they significantly above the minimum requirement?
  - In the courses in which the exited student is struggling, what is the main area of difficulty?
    - a. Is the student having difficulty specifically in the domain of writing, or reading, for example, or are there factors outside of language that are involved?
    - b. Is the student struggling in a course in which he has always had difficulty?
    - c. Are the teachers differentiating instruction specifically to reach and support multilingual students?
    - d. Is it a lack of concentrated effort on the exited student's part, or does the student turn in all assignments, but perhaps the quality of the work does not meet the requirements for a passing grade?
    - e. If so, would appropriate differentiation allow this student to adequately demonstrate his knowledge and comprehension of the content, or does he lack the background content information to be able to access the curriculum and fully comprehend the material?
    - f. Is this student receiving academic support to compensate for any lack of background information?
5. If it is determined that the problem is truly a lack of English language proficiency, the RTI Team will follow procedures below:
- Conduct an EL Reverse Reclassification Team Meeting and document the team's decision on the EL Reclassification Review Form.
  - If the Team has determined that the student's status should remain as Exited Student (EL=1 or EL=2), no changes should be made in the Student Information System. All documentation should be maintained in the student's permanent/cumulative record.
  - If the Team has determined that the student's status should **reverse back** to EL status then the school **must obtain parents' consent**.
  - **Timeline** for changing student's status in the Student Information System from EL=1 or EL=2 to EL=Y:
  - If the Reverse-Reclassification decision made in August, September, or **before the October FTE count**, change the status back to EL immediately and serve the student in the ESOL language program again.
  - If the Reverse-Reclassification decision was made **between Oct FTE and March FTE**, change the status back to EL immediately and serve the student in the ESOL language program again.
  - If the Reverse-Reclassification decision is made after the March FTE count, serve the student in the ESOL language program again, but wait until after the June 30 student record sign-off to change the student's status back to EL=Y.
6. All documentation should be maintained in the student's permanent record.

7. After the student's status is reversed, and is identified again as an EL student, then the WIDA ACCESS for ELLs 2.0 assessment can be administered during the state testing window.
8. When the student meets the exit criteria for the 2<sup>nd</sup> time and is reclassified as English proficient for the 2<sup>nd</sup> time, then the two-year monitoring period should begin again – for a 2<sup>nd</sup> time.

## **Translation and Interpretation Services**

Richmond County School System provides translation and interpretation for Limited English Proficient (LEP) parents and guardians to ensure meaningful communication as required by the Office for Civil Rights as outlined in the OCR/DOJ January 2015 Dear Colleague Letter.

### **Translation and Interpretation Defined**

Translation is the process of translating written text from one language to another. Interpretation is the process of translating spoken words from one language to another.

### **Translation Services**

Please contact the ESOL Program Specialist for help with translating documents.

### **Interpretation Services**

The Richmond County School System uses LanguageLine Solutions for interpretation services. Interpretation services are charged by the minute. Please notify the ESOL Program Specialist if you need interpretation services.

Important Information to Consider:

1. At the beginning of the call, briefly tell the interpreter the nature of the call. Speak directly to the limited English proficient individual, not to the interpreter, and pause at the end of a complete thought. Please not, to ensure accuracy, your interpreter may sometimes ask for clarification or repetition.
2. 3-Way Call: Use the conference feature on your phone, and follow the instructions above to connect to an interpreter. If you are initiating the call, get the interpreter on the line first, then call the limited English proficient individual. If you are receiving a call, ask the caller to "please hold", and then conference in the interpreter.

## **WIDA**

### **Description**

Georgia is a member of the WIDA Consortium, an organization that provides the state with the language proficiency standards, guidance, and assessments for ELs in grades Kindergarten to grade 12.

## **WIDA English Language Development Standards**

As a member of the WIDA Consortium, Georgia requires ESOL teachers to use the WIDA English Language Development Standards (ELDS) Framework, 2020 Edition, along with supplementary resources to guide instruction for ELs. Teachers use the framework to:

- Develop language goals and appropriate scaffolding strategies for ESOL instruction,
- Design instruction that aligns with students' levels of ELP,
- Deliver intentional academic language instruction in listening, speaking, reading, and writing skills, and
- Integrate language development with the Georgia's Content Standards, such as English language arts, mathematics, science, and social studies

Key Features of the WIDA ELD Standards Framework, 2020 Edition:

- A coherent framework that makes language visible and supports a unified approach to language development
- Grade-level cluster materials that show standards in action
- A collaborative planning process to help educators integrate content and language instruction
- Six grade-level clusters: K, 1, 2-3, 4-5, 6-8, 9-12
- Six proficiency levels, aligned with the WIDA ACCESS and Alternate ACCESS assessments
  - Level 1: Entering
  - Level 2: Emerging
  - Level 3: Developing
  - Level 4: Expanding
  - Level 5: Reaching

## **Additional ESOL Teacher Responsibilities**

### **Itinerant Teachers**

Some schools have itinerant ESOL teachers. All ESOL itinerant teachers are assigned to a home school. The principal of the home school completes an evaluation on the itinerant teacher.

Itinerant teachers are expected to fulfill each of the responsibilities listed below:

1. Provide the principal and teachers of ELs of each assigned school with a schedule.
2. Notify the principal and teachers of ELs of each assigned school of all schedule changes.
3. Notify the principal and teachers of ELs of each assigned school of all absences.
4. Submit monthly local travel forms by the 15<sup>th</sup> of the month following the period that travel was completed.

## **Lesson Plans**

All ESOL teachers are required to write lesson plans. Teachers will use one of three approved lesson plan templates found in the ESOL Canvas course. Lesson plans should be submitted to the principal(s) and/or designee(s).

## **Benchmark Assessments**

ESOL teachers will administer three required ELP benchmark assessments during the school year at the beginning of the school year, middle of the school year, and end of the school year. Students in grades 1-5 will take Flashlight 360 benchmark assessments (speaking and writing domains). Students in grades 6-12 will take Summit K-12 benchmark assessments (listening, speaking, reading, and writing domains).

## **ESOL Documentation & Permanent Records**

All ESOL teachers are required to maintain accurate ESOL permanent records.

The ESOL teacher will upload permanent records documents to the student's digital permanent record in Infinite Campus. Required records documents include:

- Home Language Survey (HLS) in English & student's home language
- Kindergarten WIDA Screener/WIDA Screener Scores
- Eligibility Forms in English in student's home language
- EL Test Participation Committee Form (EL TPC)
- ACCESS Scores
- Notification of Exit Form in English & student's home language
- Post-Exit Monitoring Forms (1<sup>st</sup> Semester and 2<sup>nd</sup> Semester)
- EL Reclassification Review Form
- EL Reclassification/IEP Team Rubric
- Parental Waiver of Services in English & student's home language

## **Resources**

ESOL teachers have access to several resources for use with ELs. Refer to the ESOL Canvas Course for more details.

## **Ellevation**

[Ellevation](#) is a data management program that houses all English Learner data including:

- Kindergarten WIDA Screener
- WIDA Screener 1-12
- WIDA ACCESS Scores
- I-Ready
- NEA MAP



- Teachers are expected to use the data in Ellevation to guide instructional decision-making.

School level administrators will be responsible for making sure that the following procedures are followed. Administrators will ensure that:

- ## Data Collection

The Information Technology Department in conjunction with the ESOL Program Specialist will provide yearly training to registrars on ESOL and Immigrant coding practices. This training will happen prior to October FTE and again in the second semester in preparation of the next school year.

The following are some general guidelines for coding.

Registrars need very specific information about each new ESOL student. The ESOL Program Specialist and the ESOL teachers will use a coding spreadsheet to help registrars. Any other questions that registrars have are addressed in the ESOL Master Scheduling Document.

[illegible]

## **Title III Funded Resources and Activities**

The Title III, Part A: Language Instruction for English Learners and Immigrant Students of the Elementary and Secondary Education Act of 1965 as amended under the Every Student Succeeds Act (ESSA) P.L. 115-141, enacted March 23, 2018, awards the Richmond County School System with a subgrant “to help ensure that English learners (ELs), including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.” (Sec. 3102).

### **Language Instruction Educational Programs (LIEPs)**

The Title III plan supports our ELs at all levels. ELs in grades K-5 will use Lexia Core 5 as a personalized learning program to support their language learning. Effectiveness of this program will be measured using the following SMART goal: During the 25-26 school year, there will be a 30% increase in students working in/or above grade level as measured by the progress report in the Lexia platform. ELs in grades 6-12 will use Summit K-12 as a personalized learning program to support their language learning. Effectiveness of this program will be measured using the following SMART goal: During the 25-26 school year, 25% of students who use the program will show growth from the BOY assessment to the EOY assessment.

Flashlight 360 will be used as a supplemental assessment program for ELs in grades 1-5. Effectiveness of this program will be measured using the following SMART goal: During the 25-26 school year, 50% of students who take all three Flashlight 360 benchmarks will show growth from the beginning of the year to the end of the year as measured by the benchmark scores.

These resources and programs supplement the existing ESOL program which already has a strong focus on increasing ELs’ listening, speaking, reading, and writing skills in English.

### **Title III Monitoring Process: LIEPs**

The ESOL Program Specialist is responsible for collecting data on Title III funded LIEP programs. The ESOL Program Specialist will save and review bimonthly data reports to monitor usage and/or progress and work with schools and/or teachers to create an action plan of improvement when necessary. The ESOL Program Specialist will contact those schools and/or teachers with continued low usage and/or progress. When necessary, the ESOL Program Specialist will provide technical support for LIEP programs.

Additionally, data from the LIEP programs will be reviewed to determine program effectiveness using a logic model.

### **Professional Development**

All educators who work with students in the Richmond County School System are provided with professional learning on instructional expectations, instructional strategies, and assessment practices. All educators and administrators take a required course at the beginning of the year via the GCN platform. Monthly and bimonthly focused professional learning will be provided to general education teachers at state identified (CSI, TSI, Promise) schools with the highest number of ELs.

Administrators will receive PL on topics such as classroom instructional look-fors and Title III resources via monthly newsletters.

Data specialists and registrars will receive PL on topics such as coding requirements, coding changes, and correcting coding errors.

All ESOL teachers will receive training on how to use the programs Lexia Core5, Flashlight 360, and Summit K-12. First and second year ESOL teachers will attend the GATESOL conference with redelivery following the conference.

Evidence samples of all PL will include work samples, agendas, and PowerPoints.

### **Title III Monitoring Process: Professional Development**

The ESOL Program Specialist is responsible for collecting data on professional development. The ESOL Program Specialist will collect survey data after each professional learning session. The data will be compiled to determine effectiveness.

### **Parent Engagement**

In addition to providing students and teachers with support, we will be supporting parents of ELs. Parents will be offered a total of 31 English language classes to support their English language development. Parent facilitators and/or designees will receive training to support families of ELs. Individual schools will lead parent engagement sessions on topics such as Title III program information, and training for personalized learning programs.

Additionally, there will be a series of six district wide literacy family engagement sessions where families of ELs will be invited to learn about literacy strategies that will help them support their students. These families will be provided with literacy skill cards and take-home literacy activities and resources to help them support their children.

### **Title III Monitoring Process: Parent Engagement**

The ESOL Program Specialist is responsible for collecting data on parent engagement opportunities offered using Title III funding. For parent English classes, the ESOL Program Specialist will review bimonthly attendance reports. For parent literacy events, the ESOL Program Specialist will collect survey data after each event. The data will be compiled to determine effectiveness.

### **Title III Monitoring Process: Identifying EL Students**

Parents of ELs must receive yearly notice of student participation in a Title III language instruction program, no later than 30 days after the beginning of the school year and within two weeks thereafter. ESOL teachers will distribute the Parent Notification of Student Eligibility for English to Speakers of Other Languages (ESOL) Language Program and Title III Supplemental Language Instruction Services Forms to parents of English learners in English and a language that the parent understands.

The ESOL Program Specialist is responsible for collecting data on accurate identification of EL students. The ESOL Program Specialist ensures that the Parent Notification of Student Eligibility for English to Speakers of Other Languages (ESOL) Language Program and Title III Supplemental Language Instruction Services Forms are distributed to parents by having the ESOL teachers submit a dissemination statement to include each student's name, language form was sent home, date sent home, and method of distribution.

### **Immigrant Students**

An immigrant student is a student between the ages of 3-21, who is not born in the U.S. or Puerto Rico, and who has spent less than 3 years in U.S. schools. Our immigrant students receive special funding and support through the Title III, Part A subgrant. Funds are used to support immigrants in the classroom by providing them with translated textbook materials.

## ESOL & Title III Action Steps and Monitoring Timeline

July			
	Action Step	Person Responsible	Monitoring Steps
ESOL	Provide ESOL professional learning and training opportunities for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
August			
ESOL	Registrars will code and schedule all EL=Y, EL=1, EL=2, EL=3, and EL=4 students.	Registrars	ESOL Program Specialist will provide support as needed.
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III PL	Teachers complete GCN PL and quiz on ESOL and Title III.	All admins and teachers	ESOL Program Specialist will collect completion and quiz data for GCN PL.
Title III PL	Begin ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach	Review PL survey data to check for additional needs and requests.
ESOL & Title III PL	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
September			
ESOL	Collect teacher dissemination statements.	ESOL Program Specialist	Spot check records for Parent Notification of Student Eligibility and Ineligibility Forms.
ESOL	Complete TPC meetings.	ESOL Teachers	ESOL Program Specialist will send reminders to complete meetings and review finalized documents in Ellevation to monitor meeting completion.
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
ESOL	Complete WIDA Screener training in WIDA Secure Portal.	ESOL Teachers	ESOL Program Specialist will verify training completion in WIDA Secure Portal.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.

<b>Title III LIEPs</b>	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
<b>Title III PL</b>	Participate in SIS meetings and/or training.	ESOL Program Specialist	Pull error reports in USHA and GADOE. Provide support to registrars on correcting FTE, Student Class, and Student Record errors.
<b>Title III PL</b>	ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach	Review PL survey data to check for additional needs and requests.
<b>ESOL &amp; Title III PL</b>	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
<b>ESOL &amp; Title III PL</b>	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
<b>Title III Parent Engagement</b>	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
<b>Title III Parent Engagement</b>	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
<b>Title III Parent Engagement</b>	Participate in Annual Title I Meeting.	ESOL Program Specialist	
<b>October</b>			
<b>ESOL &amp; Title III</b>	Submit ESOL program information and budget into Consolidated App.	Federal Programs	
<b>ESOL</b>	Complete TPC meetings.	ESOL Teachers	ESOL Program Specialist will send reminders to complete meetings and review finalized documents in Ellevation to monitor meeting completion.
<b>ESOL</b>	Support registrars with correcting coding errors for Oct. FTE.	ESOL Program Specialist	Pull error reports in USAH and GADOE.
<b>ESOL</b>	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
<b>Title III LIEPs</b>	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
<b>Title III LIEPs</b>	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
<b>ESOL &amp; Title III PL</b>	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	

<b>ESOL &amp; Title III PL</b>	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
<b>Title III Parent Engagement</b>	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
<b>Title III Parent Engagement</b>	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
<b>November</b>			
<b>ESOL</b>	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
<b>Title III LIEPs</b>	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
<b>Title III LIEPs</b>	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
<b>ESOL &amp; Title III PL</b>	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
<b>ESOL &amp; Title III PL</b>	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
<b>Title III Parent Engagement</b>	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
<b>Title III Parent Engagement</b>	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
<b>December</b>			
<b>ESOL</b>	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
<b>Title III LIEPs</b>	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
<b>Title III LIEPs</b>	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
<b>ESOL &amp; Title III PL</b>	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
<b>ESOL &amp; Title III PL</b>	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.

<b>Title III Parent Engagement</b>	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
<b>January</b>			
<b>ESOL</b>	Conduct district WIDA ACCESS test training.	ESOL Program Specialist and District Testing Coordinator	
<b>ESOL</b>	Complete WIDA ACCESS training in WIDA Secure Portal.	ESOL Teachers	ESOL Program Specialist will verify training completion in WIDA Secure Portal.
<b>ESOL</b>	Provide school administrators with spreadsheet of all students taking ACCESS.	ESOL Program Specialist	Update spreadsheet and notify schools when new students arrive.
<b>ESOL</b>	Complete ESOL monitoring documentation in Ellevation.	General Education Teachers	ESOL Program Specialist will <ul style="list-style-type: none"> <li>• send email reminders to complete documentation</li> <li>• monitor documentation completion in Ellevation</li> <li>• notify schools of students needing RTI meetings based on monitoring documentation results.</li> </ul>
<b>ESOL</b>	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
<b>Title III LIEPs</b>	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
<b>Title III LIEPs</b>	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
<b>ESOL &amp; Title III PL</b>	Participate in master scheduling meetings and open labs.	ESOL Program Specialist	Support admins with creating schedules for ELs.
<b>ESOL &amp; Title III PL</b>	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
<b>ESOL &amp; Title III PL</b>	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
<b>Title III Parent Engagement</b>	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.

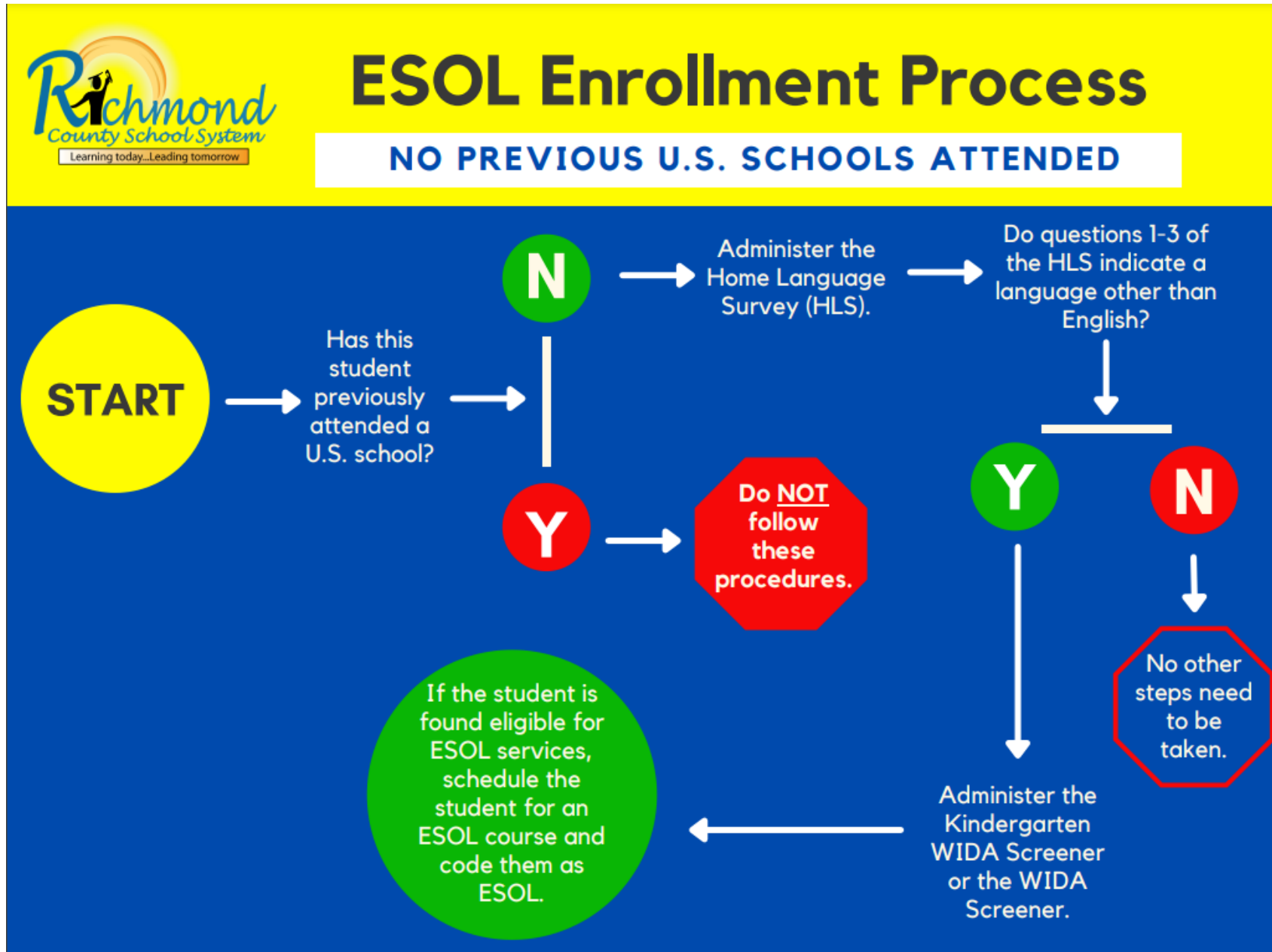


<b>Title III Parent Engagement</b>	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
<b>February</b>			
<b>ESOL</b>	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
<b>Title III LIEPs</b>	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
<b>Title III LIEPs</b>	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
<b>ESOL &amp; Title III PL</b>	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
<b>ESOL &amp; Title III PL</b>	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
<b>Title III Parent Engagement</b>	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
<b>Title III Parent Engagement</b>	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
<b>March</b>			
<b>ESOL &amp; Title III</b>	Participate in the District Comprehensive Needs Assessment meetings.	ESOL Program Specialist	
<b>ESOL &amp; Title III</b>	Host Comprehensive Needs Assessment meeting for parents of ELs.	ESOL Program Specialist	
<b>ESOL &amp; Title III</b>	Participate in District School Improvement meetings.	ESOL Program Specialist	
<b>ESOL</b>	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
<b>Title III LIEPs</b>	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
<b>Title III LIEPs</b>	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
<b>ESOL &amp; Title III PL</b>	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	

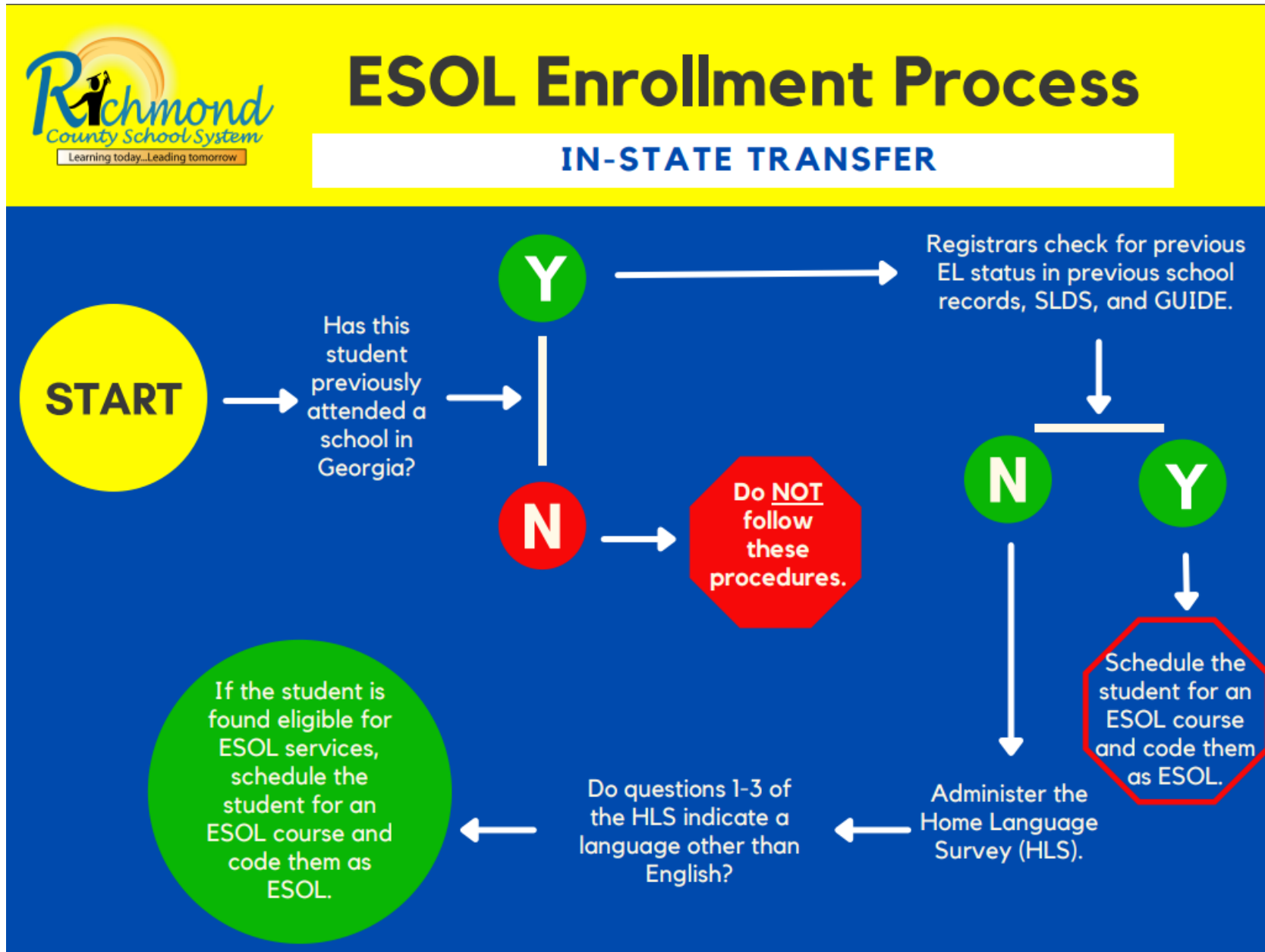
<b>ESOL &amp; Title III PL</b>	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
<b>Title III Parent Engagement</b>	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
<b>Title III Parent Engagement</b>	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
<b>April</b>			
<b>ESOL</b>	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
<b>Title III LIEPs</b>	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
<b>Title III LIEPs</b>	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
<b>ESOL &amp; Title III PL</b>	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
<b>ESOL &amp; Title III PL</b>	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
<b>Title III Parent Engagement</b>	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
<b>Title III Parent Engagement</b>	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
<b>May</b>			
<b>ESOL</b>	Complete ESOL monitoring documentation in Ellevation.	General Education Teachers	ESOL Program Specialist will <ul style="list-style-type: none"> <li>• send email reminders to complete documentation</li> <li>• monitor documentation completion in Ellevation</li> </ul> notify schools of students needing RTI meetings based on monitoring documentation results.
<b>ESOL</b>	Provide schools with a list of students needing to exit and needing reclassification meetings.	ESOL Program Specialist	Monitor reclassification meeting completion in Ellevation.

<b>ESOL</b>	Submit record verification sheets.	ESOL Teacher and/or School Admins.	ESOL Program Specialist will spot check records in Infinite Campus.
<b>ESOL &amp; Title III PL</b>	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
<b>ESOL &amp; Title III PL</b>	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
<b>Title III Parent Engagement</b>	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
<b>Title III Parent Engagement</b>	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.

## Appendix A: ESOL Enrollment Process Infographic – No Previous U.S. School Attended



## Appendix B: ESOL Enrollment Process Infographic – In-State Transfer



## Appendix C: ESOL Enrollment Process Infographic – Out-of-State Transfer

