

Greene County School System Title III-A Implementation Manual 2019-2020



The purpose of the state-funded ESOL program is to assist students in developing proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively in the currently assigned grade level. The purpose of the federally-funded Title III supplemental program is to ensure that limited English proficient students develop English proficiency and meet the same academic standards that other children are expected to meet. Title III funds are used to supplement both state-funded ESOL and other Title (federal) programs.

Entrance Procedures

Compliance Monitoring Protocols

Greene County School System uses a central registration process for schools. When students are enrolled, the parent(s)/guardian(s) are surveyed via a *Home Language Survey (HLS)* to determine the language the student best understands and speaks, the language the student most frequently uses at home, and the language used most frequently by adults in the student's home. For students with a language reported on the HLS other than or in addition to English, eligibility for Title III and ESOL programs must be determined. Records from previous schools, if available, are reviewed through SLDS and GUIDE. If no evidence of prior screening is found, a screener will be administered as follows:

- 1) WIDA ACCESS Placement Test (W-APT) for Kindergartners and first semester First Graders, or
- 2) WIDA Screener for second semester First Graders through Twelfth Graders.

Once a student is identified as an English Learner, the District Lead Teacher will take the following steps to ensure accurate record keeping:

- Mark the student as EL in the Student Information System, including a start date;
- Notify the ESOL teacher at the student's school and direct him/her to send home a *Notice of Initial Eligibility* or *Notice of Continuing Eligibility*, as appropriate;
- Mark in the Student Information System the services that the student will be receiving (number of segments) as well as a start date;
- Enter the student's screener score and date into the ESOL Google Spreadsheet;

- ESOL teacher works with school administration to establish a schedule that allows for ESOL services; and
- The District Lead Teacher will work to determine if the student meets the requirement for Title III Language Services. If student meets the requirement, parents are notified in writing.

Professional Learning

Staff and school administrators receive annual training regarding the GCSS's established entrance procedures from the District Lead. The District Lead provides continuous professional learning as needed during the school year.

Technical Assistance

The Director of Special Education, Coordinator of Special Education, Special Education Administrative Assistant, and District Lead are available for technical assistance.

Exit Procedures

According to the Georgia Department of Education guidelines, a kindergarten student must score an Accountability Composite Proficiency Level (CPL) of 5.0 or higher with no individual domain score less than 5.0 in order to exit the ESOL program. Students in grades 1-12 who score a CPL of 5.0 are exited and students who score below a 4.3 remain in the program for English Learners. Students who score a CPL of 4.3 to 4.9 must have a reclassification meeting to determine if the student should be exited from the program for English Learners.

Compliance Monitoring Protocols

Title III Law requires that districts monitor students for four calendar years following exit from language assistance services. If an excited student transfers to the district during the four-year period following attainment of the previous district's English proficiency criteria, the school will monitor the student for the remainder of the monitoring period. The school must maintain documented evidence that the student was actively monitored throughout the first two years of the monitoring period. ESOL teachers will monitor students' classroom performance and work habits using the Greene County School District Monitoring Form. If data indicates that a monitored student may be struggling in one or more areas, additional academic supports may be implemented through the RTI process. If a reasonable period of intervention and monitoring is unsuccessful and the student's difficulties appear to be related to English proficiency rather than academic deficits or a disability, the RTI team may recommend a English Reclassification Meeting to consider the student's redesignation to EL status with direct ESOL services. Data from the third and fourth monitoring year is reviewed by the district.

Professional Learning

Staff and school administrators receive annual training regarding the GCSS's established entrance procedures from the District Lead. The District Lead provides continuous

professional learning as needed during the school year.

Technical Assistance

The Director of Special Education, Coordinator of Special Education, Special Education Administrative Assistant, and District Lead are available for technical assistance.

Parent Notification

Greene County School System follows Title law which requires that the district notify parents annually of their child's eligibility for language assistance services. Such notifications must be made within the first thirty days of school for students continuing in the ESOL program and within two weeks of the date of eligibility determination for newly identified students. Students who meet requirements for Title III program participation will be notified in writing within two weeks of beginning the intervention.

Refusal of ESOL Service

Parents have the right to decline ESOL services. Upon their request, the ESOL teacher will contact the parents to ensure a clear understanding of the services offered and the educational implications of declining participation in the ESOL program. If the parents affirm their desire for their child to be removed from the ESOL program, the teacher will provide the parent with a waiver form. Upon receipt of a signed parent waiver, the student will be removed from the ESOL program. The school will then provide language assistance services through alternate means. A waived student remains eligible for classroom and testing and accommodations and must continue to participate in the annual English proficiency assessment until he/she meets exit criteria. A copy of any signed waiver forms will be kept in the student's record.

Records and Maintenance

The Greene County School System maintains records for EL students at the Board of Education Office. Records are kept in a vault that is locked and requires permission of the Director/Coordinator of Special Education or the Administrative Assistant to access. Records are periodically updated by ESOL teachers. A Google Spreadsheet is also maintained electronically at the district level.

Identification of Immigrant Students

Immigrant students are those who a) were born outside of the U.S. or Puerto Rico, b) have been enrolled in U.S. schools for less than 3 years, and c) are between the ages of 3 and 21. Immigrant students are identified during the enrollment process. Those students who meet all three requirements are marked as Immigrant in the Student Information System prior to student record submission in May of each year.

Instructional Programs and Resources

The district currently only uses state-approved instructional models in all state-funded ESOL classes. These models are evidence-based. Requests for supplemental instructional resources needed for use by or with English Learners are submitted to the Director of Special Education who oversees the Title III/ESOL program. The director will determine the allowability by considering the following:

- Are these resources supplemental?
- Will these resources only be used by ELs?
- Are these resources necessary for improving English proficiency?
- Are these resources evidence based?

Annual Assessment of English Language Proficiency

As required by federal law, English Learners (ELs) are assessed annually on the appropriate state adopted English proficiency measure, ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS, to determine continued eligibility or readiness to access services. The district strives to ensure that 100% of English Learners participate in the assessment each year.

Funding

The Greene County School District receives direct funding for Title III to purchase instructional materials, provide professional learning, and to conduct parent outreach. The district also uses ESOL funding to hire the necessary personnel to ensure the needs of English Learners are met. All Title III funds are maintained at the district level and are not allocated to schools. All requests for expenditures of Title III funds must come to the Director of Special Education, and if approved, expenditures are processed.

Professional Learning

Teachers, administrators, and staff who work with or teach EL students must participate annually in ongoing professional learning related to English Learners. The district uses data gathered from the Comprehensive Needs Assessment to determine appropriate professional learning for the upcoming year. The Director of Special Education and District Lead provide professional learning for school and district leaders at professional learning days held throughout the school year.

ESOL teachers communicate students' current English Language Proficiency (ELP) scores to staff members at their schools and assist their fellow teachers with identifying appropriate scaffolding techniques and instructional strategies based on these scores.

ESOL teachers meet monthly as a group to review compliance issues, record-keeping requirements, and instructional best practices.

All instructional staff at all schools that serve ELs receive training each semester on the ESOL Program, Title III requirements, instructional strategies, and family engagement. Additionally, teachers participate in WIDA training and attend the GATESOL Conference annually to increase their professional knowledge and abilities to reach the specific needs of ELs.

Parent, Family, and Community Engagement

Title I schools host ongoing activities for all parents, including the parents of EL students in a language and format parents can understand. The district and schools attempt to ensure that parents of EL students are informed of these activities so that they will be able to better assist their students academically, including understanding English Language Proficiency scores as well as other assessments in which their children participate. During these activities, parents

also receive information about school programs and resources, and parents are provided an opportunity to provide feedback and input.

Program Evaluation and Accountability

The outcomes of the ESOL instructional program and the Title III supplemental program are measured by annual analysis of the results of the English Language Proficiency assessments. The Director of Special Education meets monthly for check-ins with the District Lead. GCSS also participates in Cross-Functional Monitoring of all federal programs, including Title III, at least once every four years.