Chattooga County
School District
Expect Success

ESOL/Title III

Policies and Procedures

2025-2026

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Introduction

The Chattooga County School System (CCSS) ESOL Resource Guide represents a compilation of information, examples, and resources to support the CCSS ESOL language program. This document is designed as a reference for district and school personnel working with English Learners (ELs) by providing assistance with program management and with the effective instruction of ELs. The goal of the CCSS ESOL Resource Guide is to present ESOL guidelines in an organized and usable format. The CCSS ESOL Resource Guide will be continuously updated to provide further clarity, information, and update on federal or state legislature or guidance.

Purpose of the ESOL Program

The purpose of the English to Speakers of Other Languages (ESOL) program is to provide English language development instruction and language support services for all identified English Learners (ELs) in grades K-12 in order to increase their English language proficiency and academic achievement in content-area subject matter. The ESOL language programs focuses on collaboration and shared accountability for the success of all EL students. Professionally qualified ESOL teachers provide daily English language instruction. The needs of the EL student are identified and when appropriate language-focused interventions are initiated, either within the core classroom instruction (ESOL) or as a supplemental language program. Finally, EL students' progress is examined on a continuous basis to make the necessary changes to the language interventions or programs as needed.

The responsibility for educating the whole English Language 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 scaffolds and language-focused activities needed to make language and content as comprehensible as possible throughout the entire school day. As a result, all teachers function as language teachers when ELs are enrolled in their classes.

This document is an adaptation of the Georgia Department of Education ESOL Resource Guide (2021).

Federal and State Laws

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act (EEOA), 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.

According to 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. In addition, the Equal Educational Opportunities Act (EEOA) requires public schools and State educational agencies (SEAs) to overcome language barriers that impede equal participation of students in their instructional programs.

According to 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. In addition, the Equal Educational Opportunities Act (EEOA) requires public schools and State educational agencies (SEAs) to overcome language barriers that impede equal participation of students in their instructional programs. (See OCR & DOJ Dear Colleague Letter: English Learner Students and Limited English Proficiency Parents, January 2015.)

Identification of English Learners

Initial Questions to Consider in Identification of ELs

Is this the student's first-time enrollment in a U.S. school?	1. The registrar administers the HLS (Home Language Survey) in a Language the parents can understand to the extent practicable. 2. If a language other than English is indicated for any of the **three** state required questions, the student has a Primary Home Language Other Than English (PHLOTE) and is considered a potential English Learner and needs to be screened for ESOL eligibility. 3. The registrar will forward the HLS to the designated school's ESOL teacher and bookkeeper. 4. The ESOL teacher will administer the Kindergarten WIDA Screener or the WIDA Screener. 5. Follow state guidelines for eligibility. 6. Code student appropriately in Infinite Campus.
Has the student been enrolled in a GA school before? (In-state transfer)	1. The student is recognized as an English Learner or not based on ***transferring LEA records and/or the original HLS, original screener, or the latest ACCESS for ELLs 2.0 assessment.*** 2. The student information will be review in GUIDE to see if he/she has an EL status code in Georgia or not. 3. The student's previous enrollment history will be reviewed in SLDS. 4. The student's records in SLDS will be reviewed to see if there are any former ACCESS test results. Check prior ACCESS test results against state or LEA entrance/exit criteria for that year. 5. When applicable, open the SLDS EL Tab and check to see if student was previously screened. Even if the LEA is not using the SLDS EL Tab, it can be opened to see transferring LEA information. 6. Make every effort possible to obtain prior EL records in a timely manner. 7. If no information is available from previous school, the HLS will determine the need for screening. 8. If a language other than English is indicated for any of the **three** state required questions, the student has a Primary Home Language Other Than English (PHLOTE) and is considered a potential English Learner and needs to be screened for ESOL eligibility. 9. The ESOL teacher will administer the Kindergarten WIDA Screener or the WIDA Screener for grades 1-12. 10. The ESOL teacher will follow the guidelines for eligibility. 11. The ESOL teacher will code the student appropriately in Infinite Campus.

Has the student been enrolled in a U.S. school in another state?	**The registrar will identify whether a student is an English Learner or not based on transferring LEA records.** 1. Call the previous school or LEA and ask about: a. The original Home Language Survey (HLS) b. Screening documents c. English Language Proficiency (ELP) testing results 2. Call the previous school or district again. 3. Email and call the previous school or District again. 4. Make every effort possible to obtain prior EL records in a timely manner. 5. If no information is available, the HLS will determine the need for Screening. 6. If a language other than English is indicated for any of the **three** state required questions, the student has a Primary Home Language Other Than English (PHLOTE) and is considered a potential English Learner and needs to be screened for ESOL eligibility. 7. The ESOL teacher will administer the Kindergarten WIDA Screener or the WIDA 1-12 Screener. 8. The ESOL teacher will follow state guidelines for eligibility. 9. The ESOL teacher will code the student appropriately in Infinite Campus.

Home Language Survey

All public-school systems in Georgia are required to use a *Home Language Survey (HLS)* at the time of enrollment to identify the primary (home) language(s) of all Kindergarten-Grade 12 students enrolled in the public-school system. If the students are new to U.S. schools, i.e. Kindergarten students and newly arrived immigrants, then 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 (guardian or primary caregiver) may not decline to complete the HLS.
- The HLS must be in a language the parents can understand to the extent practicable.
  a. Translations are available in this document and on the gadoe.org website.
  b. If a written translation is not practicable, (CCSS) will offer oral interpretation of the written information. (The signature of interpreter is required also)
  c. The intent and the purpose of the HLS must be understood by parents.
- The HLS will be maintained in the student's permanent record.

When a student enrolls from another district, CCSS will make every effort to obtain the **original** HLS from the previous district. In absence of the original HLS, schools will maintain a copy in the student's records that mirrors the original one that triggered the ELP screening.

All students enrolling in a U.S. school for the **first time** must answer the state-required **three** HLS questions in order. However, the EL records of all transferring students must be used to identify whether the **in-state** or **out-of-state transfer** student is an EL or not.

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?*

For students new to U.S. schools, including Kindergarten students and recently arrived immigrants, the answer to any of the three state-required questions indicates a language other than English, the student has a Primary Home Language Other Than English (PHLOTE) and, as such, 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.
If the answer to all three questions is English, the student is **NOT** a potential English learner (EL) and **should no**t be administered the ELP screener. Transfer students' original HLS (signed, dated, and in a language parents understood) and prior EL documents take precedence in this process.

If the answers to all three questions are several languages, the school must interview the parents to determine which language is the child's primary or dominant language, or to determine if the family is multilingual, multiliterate, and multicultural and the student is simultaneously or concurrently developing two or more languages and is just as proficient in one language as the other(s). See Multilingual HLS

The fourth question on the Home Language Survey is:

4. In which language would you prefer to receive al school information?

This question refers to the language preference of the parent for written communication between the school and the family. This is a required question under ESEA/ESSA Title I, Part A as part of the Registration and Data Collection Processes. **This question is not used to determine eligibility for screening.**

HLS-Registration Personnel

1. Registration personnel should ensure that parents understand the intent and purpose of the HLS.
2. When a written translation is not available, and the parents have indicated they do not understand English, the HLS must be orally interpreted in the parents' primary language.
   a. The LEA must maintain documentation evidence that the HLS was interpreted in a language the parent has indicated they understand.

Data Collected at Registration

Student Primary Language - indicates the student's primary spoken language if other than English.

- STUDENT PRIMARY LANGUAGE must be entered if the student is coded EL= 'Y'.
- STUDENT PRIMARY LANGUAGE cannot be BLANK (English) if the student is an ENGLISH LEARNER (EL).

A STUDENT PRIMARY LANGUAGE is required when the PLACE OF BIRTH code is not the United States (code 2310 – U.S. or 1790 – Puerto Rico).

Parent Language of Communication - Indicates the language preference of the parent for written communication between the school and the family. This information must be input in Infinite Campus.

Correcting an Incorrect HLS

Occasionally, parents report an incorrect HLS, which leads to incorrectly identifying students as ELs. 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 HLS answers are not correct.

2. If the district determines that the request is plausible, the parent will 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 understand). The addendum requires the parent's signature to be notarized.

3. The ESOL Program Coordinator will approve the new HLS Addendum, after which the school should proceed to take the next steps based on the new HLS.

4. If the next steps require a status change, the school should 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 1st and thereafter.

5. The LEA will keep all documentation in the student's file and report to the GaDOE via secure Portal messaging system and by June 30th the following:

   i. Student's Name, ii. Student's Grade-Level, iii. Parent's Reason for Change,
   iv. Name of ESOL Coordinator who approved the Status Change, v. Former Code
   vi. New Status Code, and vii. Date Status Change Effective.

The report should be saved with the following name: DISTRICT.YEAR.TitleIII.EL-ICodeReport

(See Sample LEA Title IIIA EL-I Code Use Report on the GaDOE ESOL Language Programs website.)

Note: Caution should be used when following these procedures with parents, making sure that a student's proficiency in his home language is the contributing cause of the student's limited academic proficiency in English, and not necessarily a student's disability or suspected disability.

Parents Reporting a Multilingual-Multiliterate Home Language Environment

When parents report two primary home languages, one of which is English, the statewide standardized procedure is to identify this student as a potential English learner and screen him or her for English language proficiency. If the student qualifies for EL status, schools usually identify the primary home language as the non-English language, since both primary home languages cannot be simultaneously recorded in the SIS.

However, 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).

If a parent of a developing multilingual child feels that the ELP screening process is discriminatory against multilingual-multiliterate families, the parent may request a Multilingual Home Language Survey (MLLHLS) Amendment(https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-andInstruction/Pages/ESOL-Form-Bank.aspx.

(***This Amendment form should only be used in very rare cases when a parent affirms the student to be similarly proficient (or developing similar proficiency) in two or more languages, one of which is English, in a multilingual home environment, and requests that the student's primary language code be English and the student's English language proficiency (ELP) not be screened or assessed for English learner (EL) status.***

CCSS Multilingual-Multiliterate HLS Procedure

1. Parent report two primary home languages, one of which is English.
2. Parent affirms similarly proficiency in two or more languages in a multilingual home environment.
3. Parent requests the student's primary language code change to English.
4. ESOL teacher completes top portion of MLL Home Language Survey.
5. Parent completes bottom portion of MLL and the Acknowledgment Statement.
6. Include parent's signature/date on the Acknowledgement Statement.
7. Send completed MLL HLS and original HLS to ESOL Program Director for signature/consideration.
8. District ESOL Coordinator keeps copy, ESOL teacher files forms in permanent record, and copy to parent.

Screening for Eligibility

Screening Timeline: 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 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. Therefore, for students enrolling after the beginning of the school year, there are 30 days for identification and placement into an EL language instruction (LIEP) **and** two weeks after the placement to provide parent notice.

Standard Assessment Procedures: Screener

All personnel in contact with secure materials, to include System and School Test Coordinators, ESOL Department personnel, and personnel administering the WIDA Screeners, must follow standard assessment procedures to ensure the security and integrity of the WIDA Screener assessments.

1. All WIDA Screeners must be administered by a GaPSC-certified educator who has successfully completed the WIDA training and passed the certification quizzes.
2. Personnel administering the screener assessments are directly responsible for the security of screener assessment materials and must account for all materials within their custody.
3. Screener materials must <u>always</u> be kept secure.
    a. While in the Screener Test Examiner's custody, secure Screener materials must be kept in a locked storage area when not being used for actual administration to students.
    b. During Screener administration, materials and students must always be supervised.
    c. At no time should the Screener Test Examiner or other personnel keep test materials in a classroom or other unauthorized storage area overnight.
    d. Screener Test Examiners must account for all Screener materials before dismissing students from the testing room.
    e. At the conclusion of each Screener administration, Screener Test Examiners are responsible for immediately returning all screener materials to the School Test Coordinator.

Screening

For students new to U.S. schools, including Kindergarten students and recently arrived immigrants, if the answer to any of the three state-required questions indicates a language other than English, the student has a Primary Home Language Other Than English (PHLOTE) and, as such, 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.

Exception 1: ELs who transfer from another school district and have official records to support their predetermined eligibility and services within the past year should be accepted and placed in ESOL classes without screening.

Exception 2: If a PHLOTE student was screened in a non-WIDA state and was found not eligible by that state's criteria, the school should rescreen using the appropriate WIDA eligibility assessment to ensure that the student is adequately prepared to take Georgia content assessments. Schools may waive this requirement if the student has met the following criteria:

- Was screened for English language support assistance no more than 24 months (or the equivalent of two academic years) prior to enrollment in the current LEA; **and**
- Was enrolled and was successful in the general education program in the school he or she previously attended; **and**
- Performed at the met or exceeded level on that state's content assessments (if such assessments were required and administered in the enrolled grades).

Kindergarten Screener and WIDA Screener 1-12 Required Training

1. Test administrators will complete district training during the first week of August.
2. Prior to screener administration, all test administrators will complete annual required WIDA training modules for the WIDA Screener.
3. This can be done at https://wida.wisc.edu/.
4. Testing administrators will send completed training certificates to the District Testing Coordinator.

Choosing the Appropriate Screener to Administer

Georgia is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium. As a member of the WIDA Consortium, Georgia school systems should use one of the following WIDA eligibility assessments to determine eligibility for English language assistance:

- the Kindergarten WIDA Screener (for 1st semester kindergarten – 1st semester 1st grade)
- the online WIDA Screener 1-12 (for 2nd semester 1st grade – 2nd semester 12th grade)

Kindergarten WIDA Screener: Choosing the Appropriate Domains to Administer

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

1st Semester Kindergarten Listening and Speaking Domain Only: Students enrolling during the first semester of kindergarten will only take the listening and speaking domains of the Kindergarten WIDA Screener.

2nd Semester Kindergarten and 1st Semester 1st Grade ALL Domains: Students enrolling during the second semester of kindergarten and the first semester of first grade will take all four domains of the Kindergarten WIDA Screener.

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

Kindergarten WIDA Screener Administration & Eligibility

The ESOL teacher will administer the appropriate sections of the Kindergarten WIDA screener during 1st semester kindergarten through the end of 1st semester first grade. The Kindergarten WIDA Screener assigns scores according to the range of WIDA English Language Development (ELD) levels 1-6. Scoring details can be found in the Kindergarten WIDA Screener Test Administrator Manual. The criteria for administration for **1st semester kindergarten** are as follows:

1. Test administrator must complete district training and the annual required WIDA training modules for the Kindergarten WIDA Screener.
2. This can be done at https://wida.wisc.edu/.
3. Administer the **Listening and Speaking** portions of the Kindergarten WIDA Screener and document the raw scores.
4. Enter the raw scores into the score calculator to get a Composite Oral Language Proficiency Level.

The criteria for eligibility for the **1st semester kindergarten** assessment are as follows:

If the student's **Composite Oral Language Proficiency Level is less than 5**, then the student is an English Learner and **qualifies** language assistance services.
If the student's **Composite Oral Language Proficiency Level is greater than or equal to 5**, then the **student is NOT an English Learner and does NOT qualify** for language assistance services.

1. Enter screener data into SLDS in Infinite Campus under the EL Screener tab. Data should be entered for students who are eligible and ineligible for ESOL services.

The criteria for administration for **2nd semester kindergarten through 1st semester first grade** are as follows:

1. Prior to administering the Kindergarten Screener, the test administrator must complete district training and the annual required WIDA training modules for the Kindergarten WIDA Screener. This can be done at https://wida.wisc.edu/.
2. Administer **all** four domains of the Kindergarten WIDA Screener and note the raw scores.
3. Enter the raw scores into the score calculator to get a Composite Proficiency Level.

The criteria for eligibility for the **2nd semester kindergarten through 1st semester first grade** assessment are as follows:

1. If the student's Composite Proficiency Level is less than 5, then the student is an English
2. Learner and qualifies for language assistance services.
3. If the student's Composite Proficiency Level is greater or equal to 5, then the **student is NOT an English Learner and does NOT qualify** for language assistance services.
4. Enter screener data into SLDS in Infinite Campus under the EL Screener tab. Data should be entered for students who are eligible and ineligible for ESOL services.

WIDA Screener 1-12: Choosing the Appropriate Cluster to Administer

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

1st Grade Cluster: Students enrolling during the second semester of 1st grade and the first semester of 2nd grade will take the 1st grade cluster of the WIDA Screener. **Special note:** Follow procedures for the Kindergarten WIDA Screener for students enrolling during the first semester of 1st grade.

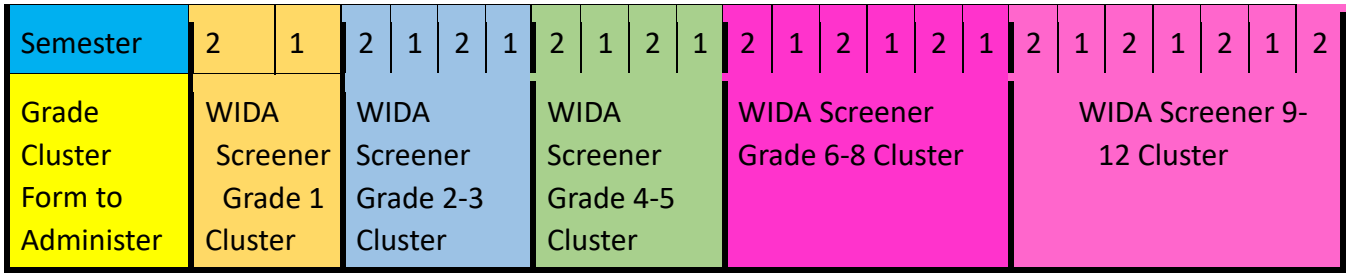
2nd-3rd Grade Cluster: Students enrolling during the second semester of 2nd grade through the first semester of 4th grade will take the 2nd-3rd grade cluster of the WIDA Screener.

4th-5th Grade Cluster: Students enrolling during the second semester of 4th grade through the first semester of 6th grade will take the 4th-5th grade cluster of the WIDA Screener.

6th-8th Grade Cluster: Students enrolling during the second semester of 6th grade through the first semester of 9th grade will take the 6th-8th grade cluster of the WIDA Screener.

9th-12th Grade Cluster: Students enrolling during the second semester of 9th grade through the second semester of 12th grade will take the 9th-12th grade cluster of the WIDA Screener. Use the graphic below to help you choose the appropriate grade cluster to administer.

Grade	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th



The WIDA Online Screener 1-12 Administration and Eligibility

The ESOL teacher will administer the WIDA Online Screener 1-12 for students in grades 1-12. The WIDA Online Screener 1-12 is divided into grade clusters: 1; 2-3; 4-5; 6-8; and 9-12. The instructions as to the appropriate grade cluster screener to be administered to the students in grades 1-12 are outlined in the WIDA Screener Test Administration Manual and the administration procedures should be followed as indicated in the manual. Consistent with current WIDA test administration guidelines, the WIDA Online Screener 1-12 is administered to students from **2nd semester first grade through 2nd semester grade 12**.

The criteria for administration are as follows:

1. Prior to administering the WIDA Screener 1-12, the test administrator must complete district training/annual required WIDA training modules for the WIDA Screener 1-12. This can be done at https://wida.wisc.edu/.
2. Administer all four components of WIDA Online Screener 1-12: Listening, Speaking, Reading and Writing.

The criteria for eligibility are as follows:

1. If the student's Grade Level Adjusted Overall composite score is **greater than or equal to 5.0** on the WIDA Screener, the student **does not qualify** for English language assistance services.
2. If the student's Grade Level Adjusted Overall Composite score is **less than 5.0** on the WIDA Screener, the student **qualifies for** English language assistance services.

Screening Potential English Learners with Disabilities

Students with Significant Cognitive Disabilities

WIDA ELP Screeners may not be valid screeners for making EL eligibility determinations for students who have been identified as non-verbal or having a significant cognitive disability. To determine whether the

student qualifies as an English Learner or not, a committee consisting of the parent, an ESOL teacher, the classroom teacher, a special education educator, and a school administrator should be convened to discuss the best educational option for the student. The committee meeting minutes should be maintained in the student's permanent record along with notes supporting the committee's decision. This decision may be revisited at any time.

Students with Disabilities that Preclude Assessment of One or More Language Domains

WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students whose IEP precludes the assessment of one or more language domains. Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. To determine whether the student qualifies as an English Learner or not, the IEP team should be convened to discuss how to determine EL eligibility when one or more language domains are missing. The IEP Team decision should be maintained in the student's cumulative record along with evidence supporting the committee's decision. This decision may be revisited at any time.

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.

District Responsibilities Following EL Screening

For students who are **ineligible**:

- The ESOL teacher will complete a Notification of Ineligibility Form.
  Make two copies of the form. Copy to parents; copy in permanent record
- Hard Copy Permanent Record
- The ESOL teacher will place a copy of the:
  - Original HLS

- Notification of Ineligibility Form
- Kindergarten WIDA Screener or WIDA Screener results • The ESOL teacher will complete coding responsibilities in Infinite Campus.

For students who are **eligible**:

- The ESOL teacher will complete a Parent Notification of Student Eligibility for ESOL Language Program. Make two copies of the form. Put one in student's permanent record and send one to the student's parent or guardians.
- Hard Copy Permanent Record
- The ESOL teacher will place a copy of the:
  - Original Home Language Survey
  - Parent Notification of Student Eligibility for ESOL Language Program
  - Kindergarten WIDA Screener or WIDA Screener results
- The ESOL teacher will complete coding responsibilities in Infinite Campus.

Parent Waiver of ESOL Services

Some parents of students identified as ELs may choose to waive language assistance services for their child; however, school districts are still held responsible for providing language support under Office for Civil Rights law. The district should find alternate means of providing the student with support for language development and proficiency outside of structured ESOL classes. Although the parents may have chosen 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 are still **eligible for accommodations** on standardized tests and **are required to take the ACCESS test** until they meet criteria to exit the ESOL program.

Parent Wavier Process

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

3. At the end of each waived year, schools will send a letter home to parents asking if they would like to continue waiving services for the following school year or if they would like to resume services. The letter will be filed in the student's ESOL permanent record in Infinite Campus to be used for the following school year and the student will be coded accordingly.

Placement and Assessment of English Learners

Program of Service and Considerations for Placement of ELs

The district's ESOL program should address the following requirements:

1. The provision of evidence-based English language acquisition services.
2. The provision of effective participation of ELs in all district academic and special Programs including but not limited to P.E., Art, and Music.
3. ELs should be **placed in age-appropriate grade levels or courses**.

*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.*

ESOL Delivery Models

ELs should be considered the same as any other students eligible for any program that should help them reach the same standards of performance asked of all students. Once a child enters a mainstream education class, he or she may need language development and other types of support that should be included in everyday classroom instruction. For ELs these may include accommodations to the instructional activities, tasks, and assessments. As ELs attain fluency in English however, fewer accommodations should be necessary.

It is essential to remember that 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 should not separate ELs unnecessarily for purposes other than to receive the support the program provides**.

Chattooga County School System (CCSS) uses the following state approved instructional delivery models in providing ESOL services:

1. Push In Model- Students remain in core academic classes **(within reading, language arts, mathematics, science or social studies)** where they receive content instruction from the content teacher and targeted language instruction from the ESOL teacher.
2. Pull Out Model- Students are removed from general education class for the purpose of receiving small group language instruction from the ESOL teacher.

3. Scheduled ESOL- Students receive instruction in foundational social/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.
4. Scheduled ESOL @ a Newcomer Program- EL students participating in a Newcomer Program for recently arrived immigrants receive instruction in foundational social/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.
5. Sheltered Content- Students at the middle and high school levels receive both academic language and content instruction from a content teacher who is ESOL endorsed or certified in a classroom composed only of ELs.
6. Resource Center/Lab- Students receive language instruction from an ESOL teacher in an individual or group setting supplemented by multimedia materials or digital language learning resources.
7. Dual Language Immersion- Students participating in a dual language immersion program receive English language instruction from the teacher with ESOL professional qualifications who is providing instruction during the English portion of the academic day.
8. Innovative Model- This model must be approved in advance by the Georgia Department of Education for traditional LEAs without a waiver of this rule or O.C.G.A. § 20-2-156.

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

Minimum Time Requirements for ESOL FTE Segments

The chart below indicates the maximum required segments and minimum required times.

Grade(s) and Scheduling	Daily Required Minutes Per Segment(s) 4 day week	Daily Required Minutes Per Segment(s) 5 day week	Daily Required Segments Maximum	Weekly Required Minutes Minimum-4 day a week	Weekly Required Minutes Minimum-5 day a week
K-3	57 minutes	45 minutes	1	225	225
4-8	63 minutes	50 minutes	2	250	250
9-12	69 minutes	55 minutes	5	275	275
4x4 Block	113 minutes	90 minutes	2	225	225
Hybrid Block	If less than 90 minutes	If less than 90 minutes	1	Determined by LEA	Determined by LEA

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 district and state 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, MAP, District Writing Assessments, End of Course assessments, formative assessments/checklists, and summative assessments/checklists. ELs 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. Each local educational agency is required to determine whether or not testing accommodations are needed for each EL.

Any accommodations offered should be consistent with current instructional and assessment accommodations made in the classroom.

Accommodations should be determined by the **English Learner Testing Participation Committee (EL/TPC).** Meeting documentation will be done using the EL/TPC form. 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.

Review State Assessment Handbook yearly for changes in accommodations allowed in Georgia schools.

Annual Assessment – WIDA ACCESS for ELLs 2.0

WIDA's ACCESS for ELLs 2.0 is administered annually to all English learners in Georgia. It is an English language proficiency test designed to measure English learners' social and academic language proficiency and progress towards English proficiency. ACCESS assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing. All students identified as EL students are required to take the ACCESS for ELLs 2.0 assessment, including students whose parents have waived ESOL services**. Students who have formally exited language assistance services are not administered the ACCESS assessment**. The school system's EL ACCESS Participation Rates are monitored annually. EL students who did not participate in the annual ELP assessment must be reported in the accountability nonparticipation application during the summer. Title 1, Part A has established a 95% minimum participation rate threshold.

Only certified personnel who have completed the required WIDA training for the ACCESS for ELLs 2.0 are permitted to administer the annual proficiency assessment. GaDOE Assessment and Accountability division requires annual WIDA ACCESS for ELLs 2.0 certification for all certified personnel who administer the assessment.

Annual Assessment – WIDA Alternate ACCESS for ELLs

The Every Student Succeeds Act (ESSA; 2015) requirement to assess all students identified as ELs annually for English language proficiency, including students with disabilities. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in statewide and district-wide assessment programs, including alternate assessments with appropriate accommodations provided by the State, when it is documented in their Individualized Education Programs (IEP).

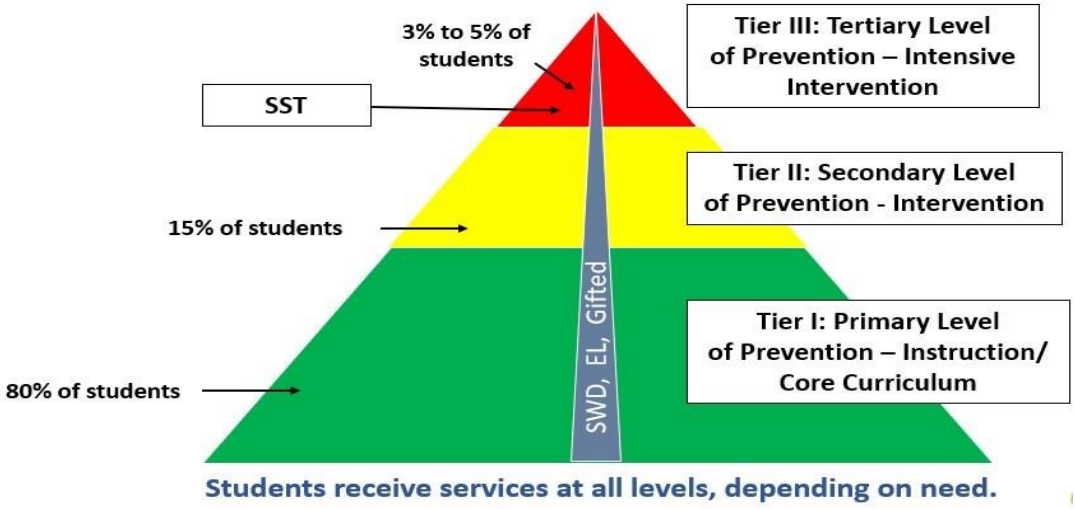
WIDA's Alternate ACCESS for ELLs meets federal accountability requirements and provides educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities. The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment.

- El students who are eligible for the GAA 2.0 are the only EL students eligible for the Alternate ACCESS for ELLs.
- English Learners with Disabilities (EL/SWD) may use state-approved accommodations when taking the ACCESS for ELLs or the Alternate ACCESS, as applicable. The IEP Team will determine which accommodations are needed using the WIDA list of approved accommodations.

MTSS and the EL Student

Eligibility for ESOL services and placement in an ESOL class is automatically considered a Tier 4 Intervention. The ESOL class and support within that class meet the definition of the specially designed learning focus of Tier 4 with its emphasis on specialized programs, specialized instructional delivery, and methodology. For the purposes of serving the student effectively and efficiently, the language minority student is served at the Tier 4 level during any scheduled ESOL classes; however, in mainstream classes, the student's needs may not be such that Tier 4 level services are recommended.

As is appropriate for all students, ELs in a general education class should receive Tier 1 interventions, and often the students may require Tier 2 interventions as well to successfully access and comprehend instruction. As the student progresses in language and academic proficiency, the level of interventions needed to support him or her should decrease accordingly. For the specific purposes of ESOL services and language support for the majority of ELs, the Pyramid of Interventions functions as a regressive model rather than as a model of progressive interventions. As students near proficiency, often Tier 1 interventions, appropriate for all students, may be the only additional support needed. Even though the core ESOL Language program provides high-quality language-focused instruction for all English learners, some EL students may need supplemental support in language and literacy (Tiers ll and lll). The chart below outlines how the ESOL language program can align to Georgia's MTSS framework.



Tier	Focus	Instruction	Assessments	ESOL Delivery Models
Tier I: Primary Level of Prevention (***Core academic English language instruction)***	All identified EL students receive Tier 1 ESOL language instruction services and support (WIDA Language Screeners) Parent outreach and training	• Standards-based that includes English language development (ELD) standards • Evidence-based, high leverage instructional practices & routines • High-quality, differentiated language and literacy instruction, appropriately scaffolded for students' linguistic and academic needs • Meaningful opportunities to practice language skills • Multiple means of representation	• Linguistically aligned assessment practices • Monitoring progress of (ELD) in listening, speaking, viewing, read-ing and writing • Regular review of student data • Outcome measures of ELP (ACCESS for ELs test)	**Push-In / Collaborative** during grade level content classes **Sheltered Content** Schedule ESOL (if addresses state standards) **Innovative** Per local design
Tier II: Secondary Level of Prevention ***Academic English language Intervention in addition to core content***	EL students identified through screening and various data sources who are at risk for poor learning outcomes due to low levels of English language proficiency (ELP) and who need additional instruction in English language development	Supplemental English language instruction or language-focused intervention that is: • delivered to small groups, • targeted to the language domain(s) of need, • uses research-based language focused interventions, uses high- leverage practices, and • is implemented with fidelity (i.e., consistent with the way it was designed) • Commercial intervention programs must have data demonstrating their effectiveness to increase ELP and academic proficiency in ELs.)	Progress monitoring (minimum once per month) language-specific diagnostic assessments	Newcomer programs (per design) Innovative (per design) Title I, Part A and/or Title III, Part A funded language intervention activities during extended learning opportunities (tutoring / summer school)

Tier III: Tertiary Level of Prevention ***(Intensive Intervention)***	EI students who have not responded to primary or secondary levels or prevention. SST is most often initiated at this tier.	Intensive, supplemental instruction delivered to small groups or individuals and adapted to address student needs (Increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention).	Progress monitoring (minimum once per week), academic and/or language specific diagnostic assessments	N/A

For more information on English learners in Georgia's MTSS Framework, visit the MTSS webpage.

ELs with Disabilities

Under the IDEA, all children who may have disabilities and who need special education and related services must be identified, located, and evaluate. 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 the IDEA. In addition, the IEP team must consider the language needs of an English learner as those needs relate to the child's IEP. Students who qualify for both ESOL and Special Education are entitled to receive services and instruction in both programs as applicable. English learners with disabilities (EL/SWD) have the right to testing accommodations on all assessments, including language screening and assessment, per IEP determination.

As with all populations, a range of abilities among ELs can be expected. The difficulty often comes in determining whether a learning problem is related only to the issue of English language development or whether there is an actual disability.

ELs have special instructional needs because of their unique cultural and linguistic backgrounds. If an EL is having difficulty mastering specific skills, it is important for the teacher to accommodate the instructional strategies and/or instructional pace for the student. The student who requires accommodations to achieve mastery, does not necessarily mean that the EL has a disability or that the EL should be referred to special education.

If the EL continues to have difficulty after consistent language accommodations and instructional interventions have been attempted for a **reasonable** amount of time, and the interventions from Tiers 1 and 2 have not resolved the issues, the MTSS team should review data and determine next steps. The ESOL professional's input is essential to determining appropriate interventions as he or she knows the natural order of English language acquisition regardless of the student's first language as well as the usual rate and stages of language acquisition, and the "typical" errors to be expected.

This knowledge of second language acquisition, along with the following information, is critical in determining whether there is a need for different interventions or future referrals for additional services:

- Place of birth
- Entry date into the U.S.

- Years in U.S. schools
- Educational history; Years of schooling in home language; Interrupted education?
- Prior evaluations (Kindergarten W-APT, Kindergarten WIDA Screener, WIDA Screener, state standardized assessments, and local first language assessments)
- Review of Home Language Survey
- Entry date in ESOL and number of years in ESOL
- Physical condition that could account for difficulties - need for glasses, hearing aid, etc.
- Participation in any special services
- Frequent absences or tardiness
- School record reviewed for relevant information and anecdotal evidence
- Contacts with Parents (An interpreter must be provided, if needed)

At this point, one of two things may happen:

(1) the MTSS team may determine that it is appropriate to consider a referral of the EL for special education testing to determine whether a specific disability exists, or

(2) the MTSS team may recommend additional interventions and accommodations for the classroom.

Should these supports prove successful, the EL may continue to be served with them in the general education classroom. If the additional interventions and accommodations are not successful, the MTSS team may reconvene to discuss whether a referral for special education testing is appropriate.

Once a referral is made to special education, the EL is tested to determine whether he or she qualifies as a student with a disability under the Individuals with Disabilities Education Act (IDEA). If so, the EL may be served through the special education program.

Depending on the extent of the student's disability, it is appropriate for the general education teacher, ESOL teacher, and the special education teacher to work collaboratively to meet the needs of the student. **The fact that an EL has a disability does not replace the need for language assistance. The plan for continuing to provide language assistance and support should be defined in the student's Individual Education Plan (IEP). It is important to ensure that ELs are dually served through both programs.** If, due to the student's significant cognitive disabilities, it is determined that another means of support would be more beneficial to him/her, the Special Education team and the ESOL specialist should work together to determine the most effective plan and to provide needed support for implementation.

- If an EL is determined eligible for special education services, the IEP team should determine the type and degree of services (Special Education and ESOL) the student should receive.

- The ESOL teacher should be included as an active member of the IEP team for ELs with disabilities and should participate in all decision-making processes.
- If it has been demonstrated through testing that the student qualifies for special education services under the learning disability label or speech services label, the EL should be served in both programs.
- Scheduled time for ESOL services should not be reduced due to disability.
- Students should be served in both ESOL and Special Education if they qualify for both programs, unless the disability is deemed so profound that the severity of the student's disability indicates a greater intensity of special services is required. If it is determined that the student's needs would best be met by being served in multiple segments of special education, the ESOL specialist should work with school and district personnel to set up a **consultative plan** for that student's language development.
- The ESOL specialist and the special education teacher should consult on a regular basis (monthly) and maintain records of consultations as documentation of language support efforts.
- Any EL with an IEP should have ESOL designation and type of testing for language proficiency documented in the IEP.

Exiting ESOL Services

Students who meet the state's definition of English proficient or has reclassified as English proficient following state and CCSS procedures shall be exited from English learner status and subsequently, will be exited from ESOL language program services.

Exit Criteria Kindergarten

All Kindergarten EL students with ACCESS scores meeting the following criteria **must exit** ESOL services:

- Overall Composite Proficiency Level (CPL) is greater than or equal to 5.0 **AND**
- Listening, Speaking, and Reading domains are each greater than or equal to 5.0 **AND**
- Writing score must be greater than or equal to 4.5.

Special Note: The state does **NOT** allow exit flexibility for kindergarten students.

ESOL teacher will complete the Notification of Exit Form in a language the parent can understand, contact the parent to schedule a meeting to discuss exit from ESOL, file exit information in ESOL record folder within the permanent record, and exit information will be documented in Infinite Campus.

Exit Criteria 1st – 12th Grades

All 1st-12th grade EL students with ACCESS scores meeting the following criteria **must exit** the ESOL program:

- Overall Composite Proficiency Level (CPL) is greater than or equal to 5.0. ESOL teachers will complete the Notification of Exit Form in a language the parent can understand, contact the parent to schedule a meeting to discuss exit from ESOL, file exit information in ESOL record folder within the permanent record, and exit information will be documented in Infinite Campus.

CCSS Flexibility Procedures for Grades 1-12 and Reclassification Meetings

All 1st-12th grade EL students who have an overall Composite Proficiency Level (CPL) between 4.3-4.9, a literacy score greater than or equal to 4.0, **AND** a comprehension score greater than or equal to 4.5 are eligible for consideration for the Reclassification process. **ALL criteria must be met to be considered to begin the Reclassification Process. During the Reclassification process consideration will be given to Milestones scores, MAP data, teacher recommendation, and classroom performance.**

ESOL teachers will follow the procedures below to determine if the student will exit the ESOL program.

1. Hold an English Learner Reclassification Review Committee Meeting.
2. Complete the English Learner Reclassification Review Form during the meeting.
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.
4. If the decision is made to exit the ESOL program, ESOL teachers will complete the Notification of Exit Form in a language the parent can understand, contact the parent to schedule a meeting to discuss exit from ESOL, file exit information in ESOL record folder within the permanent record, and exit information will be documented in Infinite Campus.

Special note* : An English Learner Reclassification Review Committee Meeting **must be held for ALL students who have CPL scores between 4.3-4.9, literacy scores greater than or equal to 4.0 AND comprehension score greater than or equal to 4.5**.

Special note*: If many exited students are needing continued language support, an LEA should verify that ELs are not being exited prematurely due to a score of proficiency on the state ELP assessment

(ACCESS for ELLs) that is set too low to ensure actual English language proficiency and, therefore, a student's ability to succeed in the classroom.

Exit Criteria for Students Taking Alternate ACCESS

An IEP team will meet to determine if an EL who was assessed using the Alternate ACCESS is eligible to exit the ESOL program when the student has reached the criteria below:

- Alternate ACCESS overall Composite Proficiency Level (CPL) is P2 (Emerging) for two consecutive years with IEP team recommendation **OR**
- Any other Alternate ACCESS overall Composite Proficiency Level (CPL) is the same score for three consecutive years with IEP team recommendation. For example, a student who received an overall CPL of Level A3 (Engaging) for three consecutive years is eligible for exiting ESOL services with IEP team recommendation.
- The EL Reclassification/IEP Team Rubric will be used to document the IEP meeting. Parents will be notified during the IEP meeting.

Continuing Eligibility

ELs who do not meet the criteria for exiting the ESOL program should remain in the program. ESOL teachers will complete a Parent Notification of Student Eligibility for ESOL Language Program Form for each student remaining in the ESOL program. The form will be completed in a language the parent can understand, contact the parent to schedule an exit meeting, file exit information in ESOL record folder within the permanent record and exit information will be documented in Infinite Campus.

Post-Exit Monitoring

ELs who meet the criteria for English proficiency are no longer eligible for English language assistance services. Federal law requires that students be monitored for 4 years.

For the first two years, students' academic progress is monitored by ESOL 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.

After the two-year academic performance monitoring period is over, students are no longer eligible for testing accommodations. However, those students are still coded as monitored because their data is still being reported to the state.

Post-Exit Monitoring Documentation Process

CCSS will maintain evidence that the student was monitored throughout the two-year monitoring phase. Documentation will be completed at the 2 weeks progress check, then quarterly (Grading Periods) throughout the year.

The following procedures will take place:

1. Monitoring documents will be sent to all teachers of monitored students by the ESOL teacher.
2. 2 weeks Monitoring forms will be sent out at the 2 week mark to assess the exited students' ability to function in mainstream classrooms without ESOL services.
3. 1st quarter Monitoring documents will be sent out in October, 2nd quarter documents will be sent out in January, third quarter documents will be sent out in March, and 4th quarter documents will be sent out in mid-May.
4. Teachers will receive a notice/email from the ESOL teacher to complete forms.
5. The ESOL teacher will review all monitoring forms, schedule a meeting, if necessary, and file documents in the ESOL Folder. The ESOL teacher will identify any academic adjustments needed based on periodic review of data including:
    - Grades and formative assessments
    - Benchmark assessments
    - Standardized test scores
    - Portfolio assessments
    - Student interviews

Post-Exit Reverse-Reclassification Decision-Making Process for EL=1 and EL=2 Students

As students become proficient in English and their need for support begins to decline, their progress must be monitored regularly. This process provides a safety net to ensure that if the student should begin to struggle due to language proficiency, it is caught quickly, and appropriate support is reinstated. In Georgia, it is the responsibility of the MTSS or RTI team to determine whether the EL-exited student is struggling because of a lack of content knowledge or whether the EL-exited student is struggling because of a lack of English language proficiency.

ESOL teachers are essential to the MTSS or RTI review process. The team may want to administer a valid ELP assessment from among vendor choices, however, the WIDA ELP assessment is not an option for an exited EL students.

Review Process:

- First, an LEA should examine whether its locally chosen exit criteria is ensuring that EL students are proficient enough in English to be successful in the classroom. If an LEA finds that changes to locally designed exit criteria are necessary, appropriate training would be provided to teachers and staff.
- Secondly, an LEA should ensure that the struggling student is provided all instructional support available to all students within the school.
- The third step is to ensure that the MTSS or RTI team is aware of the student's lack of academic progress and success. The team should examine student data and determine appropriate interventions or appropriate increases in the intensity and duration of such interventions, following MTSS or RTI protocols. Tier 2 or 3 progress monitoring processes should be implemented as for any other student.

CCSS MTSS Process:

1. The MTSS team will, at the minimum, include an administrator/MTSS Specialist, one or more general education teachers, and an ESOL teacher.
2. The MTSS team will review the student's data, including the latest ACCESS scores, to identify areas of strengths and weaknesses.
3. The MTSS team will identify appropriate interventions and progress monitoring into place for the student.
4. After the interventions and progress monitoring have taken place for a minimum of 6 weeks, the team reconvenes to review the progress monitoring data.
5. Is student struggling due to lack of content knowledge or English language proficiency.

Considerations to Review During MTSS/RTI Meetings:

1. Were exited ELs educated formally in their home countries, did they have consistent schooling or did their education have prolonged periods of interrupted schooling or no schooling?
2. What were the exited ELs' ACCESS for ELLs 2.0 scores and sub-scores in each domain?
3. Were ELs exited through previous year's Reclassification decision? Was score high?
4. Were the ELs' GA Milestones Language Arts/ELA End of Course scores borderline?
5. Are they having difficulty specifically in the domain of writing, or reading, for example?
6. Are there factors outside of language involved?

7. Have the exited ELs always struggled in this particular course?
8. Are teachers differentiating instruction specifically to reach and support EL?
9. Is it a lack of concentrated effort on the exited EL's part, or do they turn in all assignments, but the quality of the work does not meet the requirements for a passing grade?
10. If so, would appropriate differentiation allow them to adequately demonstrate their knowledge and comprehension of the content, or do they lack the background content information to be able to access the curriculum and fully comprehend the material?
11. Are they receiving academic support to compensate for any lack of background information if that is the case?

Review of the evidence and data should determine whether the problem is truly a lack of language proficiency, rather than a lack of content knowledge, cognitive issues, or a disability. If it is determined that the problem is a lack of English language proficiency, the MTSS team should then meet, review the evidence, and determine whether the exited ELs should be placed back into English language assistance services. If so, the students' coding in Infinite Campus should be changed to EL-Y again; and in the future, when the student again meets the criteria for exit and is considered proficient, the monitoring period should begin again and last for two full calendar years as required.

If it is determined that the **problem is a lack of English language proficiency**, then the MTSS/RTI team should follow the following Reversal-Reclassification EL Entrance procedures:

1. Conduct an EL Reclassification Team Meeting and document the team's decision on the EL Reclassification Review Form.
2. 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.
3. If the Team has determined that the student's status should **reverse back** to EL status a parent or guardian **is required to consent**.
4. **Timeline** for changing student's status in the Student Information System from EL=1 or EL=2 to EL=Y:

   Was the Reverse-Reclassification decision made in August, September, or **before** the October FTE count?

   - **Yes**: Then, change the status back to EL immediately and serve the student in the ESOL language program again.
   - **No**: Then, wait until after the June 30 Student Record sign-off to change the student's status back to EL=Y.
5. All documentation should be maintained in the student's permanent record.

6. After the student's status is reversed, and is identified again as an EL student, then the WIDA ACCESS for ELLs 2.0 assessment will be administered during the state testing window.

7. When exit criteria for the 2nd time is met, the two-year monitoring period should begin again – for a 2nd time.

Post-Exit Monitoring for ELs who take Alternate ACCESS for ELLs

For two school years, the exited student's progress toward IEP goals should be monitored by designated ESOL and Special Education personnel to ensure the student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation should be maintained in the exited student's permanent/cumulative records.

The IEP team and the ESOL teacher could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

Translation and Interpretation Services

The Chattooga 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.

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.

WIDA

Description

WIDA (World-Class Instructional Design and Assessment) Consortium provides the state of Georgia with the language proficiency standards for ELs in grades pre-kindergarten to grade 12 and all ESOL assessments (Kindergarten WIDA Screener, WIDA Screener, and ACCESS). WIDA provides "Can Do" Descriptors that are commonly used by ESOL teachers in coaching general education teachers about differentiated instruction for English Learners (ELs). They can also be used to plan lessons or observe student's progress.

WIDA also provides the six performance levels of English Language Proficiency for all EL students. The Language Proficiency levels are determined by the linguistic complexity, vocabulary usage, and language control of the student. Every EL student is placed in one of six levels: entering, beginning, developing, expanding, bridging, and reaching. The levels begin with entering and progressively become more

complex until an EL student reaches complete language proficiency. For more information on WIDA, visit https://wida.wisc.edu/.

WIDA English Language Proficiency Level Performance Definitions

The ACCESS for ELLs 2.0, WIDA Screener, and WIDA MODEL all provide an English language proficiency performance level score based on a scale of 1.0 to 6.0. The expectations for students at each of these performance levels are defined in two charts. The charts are located in Appendix ____ for Listening and Reading, and Appendix ____ for Speaking and Writing.

WIDA English Language Development Standards

The WIDA English Language Development (ELD) Standards are designed as a curriculum and instruction planning tool. They help educators determine children's English Language Proficiency (ELP) levels and how to appropriately challenge them to reach higher levels. The five standards include the areas of Social and Instructional language; the language of Language Arts, Math, Science and Social Studies.

The WIDA ELD Standards

- ❖ English language learners communicate for Social and Instructional purposes within the school setting.
- ❖ English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- ❖ English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
- ❖ English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- ❖ English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Can Do Descriptors

Information regarding the CAN DO Descriptors by grade level clusters are available at https://wida.wisc.edu/teach/can-do/descriptors and may be downloaded. Booklets of individual grade cluster sets are also available for purchase through WIDA. These descriptors provide teachers with examples of what a student at each proficiency level can be expected to be able to do and allow teachers to differentiate instructional tasks to fit the needs of individual students.

WIDA English Language Development Standards Framework, 2020 Edition

The 2020 Edition of the English Language Development Standards Framework is anchored by four big ideas: equity, integration, collaboration, and functional approach. They are designed to support standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs. The framework guides educators in: setting high expectations for all students, providing access to rich, standards-based, grade level content, enact linguistically and culturally sustainable pedagogies, and creating opportunities to actively engage with each other in deep learning. The WIDA English Language Development Standards Framework, 2020 Edition can be found at https://wida.wisc.edu/sites/default/files/resource/WIDAELDStandards-Framework-2020.pdf. The 2020 Edition can also be purchased online through WIDA.

ESOL Teacher Responsibilities Serving Student

All ESOL teachers are responsible to provide ESOL services for the EL students.

Lesson Plans

All ESOL teachers are required to write lesson plans. Teachers may use template required in their school buildings. Lesson plans should be submitted to required school building personnel.

Testing

Prior to administering the Kindergarten WIDA Screener, WIDA Screener, and ACCESS tests, the teacher is required to complete certification at https://wida.wisc.edu/. The certificate should be submitted to the Testing Coordinator.

After receiving notice of qualifying home language surveys, ESOL teachers are required to screen possible ELs using the Kindergarten WIDA Screener or the WIDA Screener. **Students are required to be screened for eligibility within 30 days of enrollment during the first month of the school year and during the school year.**

In addition, all ESOL teachers are required to administer the ACCESS test.

Upon completion of the Kindergarten WIDA Screener, WIDA Screener, and ACCESS tests, the ESOL teacher is required to notify the students' parents of the test results and fill copies of the test results in students' ESOL folder within the permanent record.

ESOL Documentation & Permanent Records

All ESOL teachers are required to maintain accurate ESOL permanent records. The ESOL department will provide ESOL teachers with an ESOL Handbook.

The ESOL teacher will file required documents in each ESOL File located in the student's permanent record. Permanent records documents include:

- Original Home Language Survey (HLS) in English & student's home language
- Kindergarten WIDA Screener/WIDA Screener Scores
- Notification of Eligibility Forms in English and 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 Form
- EL Reclassification Review Form and EL Reclassification/IEP Team Rubric
- Parental Waiver of Services in English & student's home language

School Administrator Responsibilities

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

1. ESOL teachers receive Home Language Surveys for students whose parents have identified a language other than English.

2. ESOL teachers complete the proper training to administer the Kindergarten WIDA Screener, the WIDA Screener 1-12, the Kindergarten ACCESS for ELLs, the ACCESS for ELLs, and the Alternate ACCESS for ELLs.

3. Parents of ELs receive school information in a language that they understand and/or provide interpretation services when necessary.

Professional Development

All educators who work with EL students in the Chattooga County School System are provided with professional learning (PL) opportunities on a variety of needed skills including instructional expectations, instructional strategies, and assessment practices. Many of these professional learning opportunities are offered virtually through the ESOL department of the Georgia Department of Education. Additionally, PL opportunities are provided through WIDA and RESA. Teachers of ELs will receive Professional Learning videos quarterly on topics such as supporting ELs in the classroom, assessment practices, and differentiation strategies. ESOL teachers also have the opportunity to visit neighboring districts for professional development.

Parental Engagement

1. Schools must notify parents of English learners regarding their child's eligibility for EL status and services in the school's ESOL language program.
2. Schools must ensure parents understand the results of the annual English language proficiency assessment and their child's progress toward English proficiency and academic achievement.
3. Schools must ensure meaningful communication with EL parents in a language they can understand "about any program, service, or activity of a school that is called to the attention of non-EL parents".*
4. A series of literacy family engagement sessions will be provided during the school year in which parents of ELs will be invited to attend. They will observe learning strategies that will help their children succeed. Interpreters/Translators will be available during these sessions. An EL Night at the Library will be provided during August to familiarize parents of ELs with the resources offered by the Chattooga County Library. Parents will be offered information about Mango (English Program), library cards for the family, and information about the many resources offered by the library year-round. Parents will also be invited to attend ACCESS for ELs Night, in which information will be presented about ACCESS testing.

Key Terms

ACCESS for ELs 2.0: **A**ssessing **C**omprehension & **C**ommunication in **E**nglish from **S**tate to **S**tate for **E**nglish **L**anguage **L**earners. World-class Instructional and Design Assessment Consortium (WIDA) assessment instrument adopted by the Georgia Department of Education for use as Georgia's State Adopted English proficiency measure for the purpose of determining the English language proficiency

level of students; providing districts with information that will help them evaluate the effectiveness of their ESOL programs; providing information that enhances instruction and learning in programs for English learners (ELs); assessing the annual English language proficiency gains using a standards-based assessment instrument; and providing data for meeting federal and state requirement with respect to student assessment. This instrument assesses the student's English language abilities in the four areas of language development: listening, speaking, reading, and writing and includes an emphasis on academic content language.

Accommodation: Accommodations adapt language (spoken or written) to make instruction more understandable to English language learners. Accommodations do not reduce learning expectations. In assessment, accommodations may be made to the presentation, response method, setting, or time/scheduling.

Basic Interpersonal Communication Skills (BICS): The term used for the everyday, survival language that a student first acquires and uses upon entering the ESOL program as a non-speaker. It is the aspects of communication that is used daily in routine communicative exchanges (e.g., while dressing, eating, bathing, playing, etc.). BICS represent the informal aspects of social talk as well as skills that do not require a high degree of cognition (e.g., naming objects and actions, referring to non-existence, disappearance, rejection, and negation, and so forth). Students demonstrating BICS might recognize new combinations of known words or phrases and produce single words or short phrases. When students begin to acquire a second language, they are typically able to develop BICS within 1-3 years.

Cognitive Academic Language Proficiency (CALP): CALP takes much longer than BICS to develop - usually about 5-7 years (sometimes up to 10 years). CALP skills are those that are necessary for literacy obtainment and academic success in a context-reduced environment, which includes more technical, academic language. Examples of context-reduced environments include classroom lectures and textbook reading assignments. CALP enables students to have academic, analytical conversation and to independently acquire factual information. CALP is used to acquire information to find relationship, make inferences, and draw conclusions. Developing CALP can depend on many variables such as language proficiency level, age and time of arrival at school, level of academic proficiency in the native language, and the degree of support for achieving academic proficiency.

Comprehensible Input: Students understand what is being said to them. This does not mean that teachers must use only words students understand. Students learn a new language best when they receive input that is just a bit more difficult than they can easily understand. In other words, students may understand most, but not all, words the teacher is using. Comprehensible Input involves building background, developing context, explaining and rewording unclear content, and the use of graphic organizers. By using context or visual cues, or by asking for clarification, students enhance their

knowledge of English. When input is comprehensible, students understand most aspects of what is required for learning, and the learning experience pushes them to greater understanding.

Culture Shock: Describes the anxiety produced when a person moves to a completely new environment. This term expresses the lack of direction, the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate. The feeling of culture shock generally sets in after the first few weeks of coming to a new place. Euphoria during this initial phase causes the student to experience a period of excitement over the newness of the surroundings. Culture shock – refers to the symptoms ranging from mild irritability to deep psychological panic and crisis. Anomie – refers to a stage of gradual and tentative recovery. Some problems of the acculturation process are solved while others linger. Individuals become more empathic with other people in the second culture and more accepting of the new surroundings. Assimilation –refers to the stage that represents near or full recovery as shown by acceptance of the new culture and self-confidence in the "new" person who has developed in the new culture.

Cultural Diversity: Understanding that students come from a variety of ethnic, geographic, economic, and religious backgrounds and how these diverse cultural and/or academic backgrounds impact the instructional process.

English to Speakers of Other Languages (ESOL): an educational support program provided to help ELs overcome language barriers and participate meaningfully in schools' educational programs. (IDDG:1604-5-.02)

English Learners (ELs): students whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment. GaBOE Code: IDDG 160-4-5-.02

English Language Learners (ELs): Term used to identify students from non-English speaking backgrounds who may not yet be able to participate with full grade level fluency in the regular classroom. This student is eligible for English language services provided by the ESOL program. In the No Child Left Behind Act of 2001, language minority students are identified as Limited English Proficient or LEPs. The terms (LEP and EL) may be used interchangeably.

English Language Learner – Monitored (EL-M): A student coded as EL-M, a monitored student, is still classified as being limited English proficient, but he or she has met the requirements to exit the ESOL program. Students are EL-M for two years during which time their English language acquisition is closely monitored. They are still eligible for classroom/testing accommodations using the EL-TPC.

English Language Learner Testing Participation Committee (EL/TPC) Form: Formal documentation required to be completed for any EL or EL-M being allowed the use of accommodations during

state/system mandated testing. These accommodation forms are the legal forms allowing the use of accommodations for standardized assessments and a copy must be filed in a student's permanent record folder. A student is not eligible to receive accommodations unless the EL/TPC form has been properly completed and filed at both locations.

FTE (Full Time Equivalent): The method of allocating state funds to local school systems. Systems are reimbursed according to the cost necessary to provide the program. The FTE count is done three times during the school year and results in funding for the general school program and for special programs, including ESOL.

Georgia TESOL: The Georgia state affiliate of the International organization of Teachers of English to Speakers of Other Languages (TESOL). The website is www.gatesol.org.

GPS: Georgia Performance Standards. The website is www.georgiastandards.org
Home Language Survey (HLS): a questionnaire administered upon enrollment to each student's parent or guardian for the purpose of determining whether a language other than English is used by the student or used in the student's home. The form must be on file for every student enrolled in school in the permanent record.

Interventions: All students are entitled to appropriate instructional interventions. Interventions may include alternative strategies and assessments and additional time to learn the curriculum. Interventions provide additional opportunities for students to master the curriculum. They differ from modifications since interventions do not include changing or deleting objectives in the curriculum. ESOL classes are appropriate instructional interventions for ELs. Core content courses delivered through a sheltered approach are also appropriate interventions for ELs.

Itinerant teacher: A teacher who travels between schools to serve students at those schools.

Inclusionary Support/Push-In (IS): Push in classes at any grade level.

L1: Primary Language
L2: Secondary Language

Language Acquisition Theory (Krashen and others): Acquisition and learning are two separate processes. Learning is knowing about a language (formal knowledge). Acquisition is the unconscious process that occurs when language is used in real conversation. Language Acquisition Theory embodies the following hypotheses:

1. **Natural Order**: Natural progression/order of language development exhibited by infants/young children and/or second language learners.

2. **Monitor**: Learning (as opposed to acquisition) serves to develop a monitor- an error detecting mechanism that scans utterances for accuracy in order to make corrections. Language acquisition instruction should avoid emphasis on error correction and grammar. Such an emphasis might inhibit language acquisition, particularly at the early stages of language development.
3. **Input**: Input needs to be comprehensible.
4. **Affective Filter**: Optimal input occurs when the "affective filter" is low. The affective filter is a screen of emotion that can block language acquisition or learning if it keeps the users from being too self-conscious or too embarrassed to take risks during communicative exchanges.

Language Assessment Conference (LAC): a meeting held to determine appropriate placement of ELs with borderline proficiency scores. A review of ESOL student progress and the form used to document such progress.

Lau v. Nichols: The 1972 Supreme Court case where the court upheld Title VII of the ESEA. Through Lau, schools were mandated to address the needs of students from different national origin backgrounds by: identifying the national origin of students, addressing program needs of these populations, evaluating such programs, and teaching ELs the content appropriate while the student is learning English.

Language Minority: Any person who speaks a language other than English as the first, home, or dominant language.

Limited English Proficient (LEP): A term that describes students who lack sufficient English skills. This term is interchangeable with English Language Learner (EL).

Modifications: Modifications change, lower, or reduce learning or assessment expectations. Examples include requiring a student to learn less material, lowering the number of spelling words, or reducing the number of answer choices from four to two. Modifications are not allowed on standardized tests, but accommodations are.

MTSS: Multi-Tiered System of Support is a framework many schools use to give targeted support to struggling students

No Additional Service (NAS): This field is used on labels only for student whose parents have waived services and for students who are not currently being served by an ESOL teacher.

NEP: Non-English Proficient: This term describes students who are just beginning to learn English. They are at the lowest end of the proficiency scale.

Non-itinerant teacher: a teacher who works only in one school.

Office of Civil Rights (OCR): The website is www.hhs.gov/ocr

Parent Involvement: Any program or activity that encourages parents to become involved in their child's education; for example, conferences, volunteering, helping the child with homework, attending workshops for parenting.

Phase or stage: Periods of language development that are typically used in discussion of language ability instead of ages to refer to a child's progress in 2nd language development.

PHLOTE: Primary or Home Language Other Than English

Pragmatics: The general study of how context affects the user's interpretation of language.

Primary Language: The language that the child first learned to speak and is their most prominent.

Pull-out: A program model in which the ESOL resource teacher pulls students from their non-core academic classes for small-group or individual work in language development.

Push-in: A program model in which the resource teacher serves students in a small group within the regular classroom setting.

RTI/MTSS: Practice of providing high quality instruction and interventions matched to student need with frequent progress monitoring to increase student achievement.

Semantics: The study of meanings of individual words and or larger units such as phrases and sentences.

Structured English Immersion (SEI): Use by GaDOE to describe the Push-In model.

Sheltered Instruction: A sheltered delivery model is defined as one in which teachers incorporate second language acquisition principles with traditional teaching methodologies to increase the comprehension of the content being taught (Krashen 1982).
Student Support Team (SST): A group of educators who meet to discuss possible interventions for students experiencing difficulty in school.

State Rule 160-4-5-.02: The Georgia Law governing services for English language learners.

Syntax: The study of the sentence patterns of a language and the rules that govern the correctness of the sentence.

Teachers of English to Speakers of Other Languages (TESOL): This is the international professional organization. The website is www.tesol.org.

Total Physical Response (TPR): A communication approach where students respond with actions, not words first. Instruction is accomplished through the use of commands. Instruction is concrete and can be introductory to reading/writing experiences. (James Asher).

World-class Instructional Design and Assessment (WIDA): refers to the Consortium of states that utilizes the ACCESS and W-APT in order to assess and measure the English language proficiency of language minority students. Information regarding WIDA and its assessments may be found at www.wida.us

Chattooga County School District

Home Language Survey

Dear Parent or Guardian:

The state requires the school district to collect a *Home Language Survey* for every **newly enrolled student**. This information is used to identify students who may need English language support services. Students whose primary or first language is not English must be screened to determine eligibility as an English learner.

Please answer the questions below to help us determine whether to administer the English language proficiency screener to your child or not. Thank you.

Student Name (required): _____ Home

Language Survey Questions (required):

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?

_____

_____ _____

Signature of Parent/Guardian/Other (required) **Date (required)**

In addition, the state requires the school district to collect your family's preferred language for school communication. Thank you for completing the question below. (This question is **not** part of the Home Language Survey above.)

Parent Preferred Language for School Communication:

In which language would you prefer to receive school information? _____

Signature of oral interpreter if applicable: _____

The Chattooga County School District does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs, activities, or employment practices.

Georgia Department of Education
Home Language Survey

Encuesta obligatoria en el idioma nativo

Estimado padre o tutor:

Para proporcionarle a su hijo la mejor educación posible, debemos determinar qué tan bien habla y entiende el inglés. Esta encuesta ayuda al personal de la escuela a determinar si su hijo puede ser un candidato para recibir apoyo adicional en inglés. La calificación final para el apoyo idiomático está basada en los resultados de una prueba en inglés.

Gracias.

Nombre del estudiante (información obligatoria):

_____

Antecedentes idiomáticos (preguntas obligatorias):

1. ¿Qué idioma su hijo entiende y habla mejor?

   _____

2. ¿Qué idioma su hijo habla con mayor frecuencia en el hogar?

_____

3. ¿Qué idioma usan con mayor frecuencia los adultos del hogar cuando hablan con el niño?

_____

Idioma para la comunicación con la escuela:

4. ¿En qué idioma prefiere recibir la información escolar?

_____

_____ _____ **Firma**

del padre/tutor/otro **Fecha**

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Chattooga County School District

Upon verification and approval by District Title III, Part and ESOL Language Program staff, this ***Home Language Survey (HLS) Addendum*** *will be added to the student's file and will constitute the official Home Language Survey of record.* **This form is to be completed and signed in the presence of a Notary by the parent or guardian who completed the initial HLS.**

Student Name: _____ Student GTID: _____

Date of Birth:_____ School Name: _____ Grade: _____

Which language does your child best understand and speak? _____

1. What other language(s) does your child understand or speak? _____
   If you have indicated a language **other** than English, please describe how your child acquired that language.

   _____
2. Which language does your child most frequently speak at home? _____
3. Which language do adults at home most frequently use when speaking with your child? _____
4. What is the reason for requesting this change of information related to language influence?

   _____

Parent/Guardian Name_____ Phone #_____

Parent/Guardian Signature_____ Date_____

State of Georgia, County of _____

Before me, the undersigned authority, on this day personally appeared _____, known to me to be the person whose name is subscribed to the foregoing instrument, and upon his/her oath acknowledged to me that he/she executed the same for the purposes and consideration therein expressed.

GIVEN UNDER MY HAND AND SEAL OF OFFICE THIS _____DAY OF _____, 20____.

_____

(SEAL) NOTARY PUBLIC IN AND FOR

_____ (COUNTY)

GEORGIA

For District Purposes Only:

District ESOL Staff Name _____ District ESOL Staff Signature_____

Approved____ Not Approved ____ Notes_____

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Distrito Escolar del Condado de Chattooga

Tras la verificación y aprobación por el personal indicado en el Programa lingüístico de ESOL o Título III-A del distrito escolar, este apéndice para la *Encuesta del idioma en el hogar* será añadido al expediente del estudiante y constituirá la encuesta oficial del idioma en el hogar. Este formulario, en presencia de un notario público, debe ser completado y firmado por el padre o tutor que completó la encuesta inicial de idioma en el hogar.

Nombre del estudiante_____ Número GTID_____

Fecha de nacimiento _____ Nombre de la escuela _____ Grado escolar_____

1. ¿Qué idioma entiende y habla mejor su hijo? _____

2. ¿Cuál(es) otro(s) idioma(s) entiende o habla su hijo?

_____ Si es otro idioma que no sea inglés, favor de explicar cómo su hijo/a adquirió o aprendió ese idioma.

_____

3. ¿Qué idioma habla su hijo con más frecuencia en casa?

_____ 4. ¿Qué idioma usan los adultos en casa con más frecuencia cuando hablan con su hijo? _____

5. ¿Cuál es la razón para solicitar este cambio de información relacionado al idioma hogareño?

_____

Nombre del padre o tutor _____# de teléfono _____

Firma del padre o tutor _____ Fecha _____

Estado de Georgia, Condado de _____

TESTIMONIO: Yo, _____, Notario del ILUSTRE COLEGIO NOTARIAL de _____, con residencia en _____. **DOY FE:** Que la firma que antecede corresponde a_____ por haber sido puesta a mi presencia y sin que mi intervención se extienda al contenido del documento ni le atribuya efecto público alguno. Y para que conste, expido este testimonio de legitimación de firma en _____ del día _____ del mes _____ del año _____. **DOY FE.**

_____ (SELLO)

NOTARIO PÚBLICO para el condado de

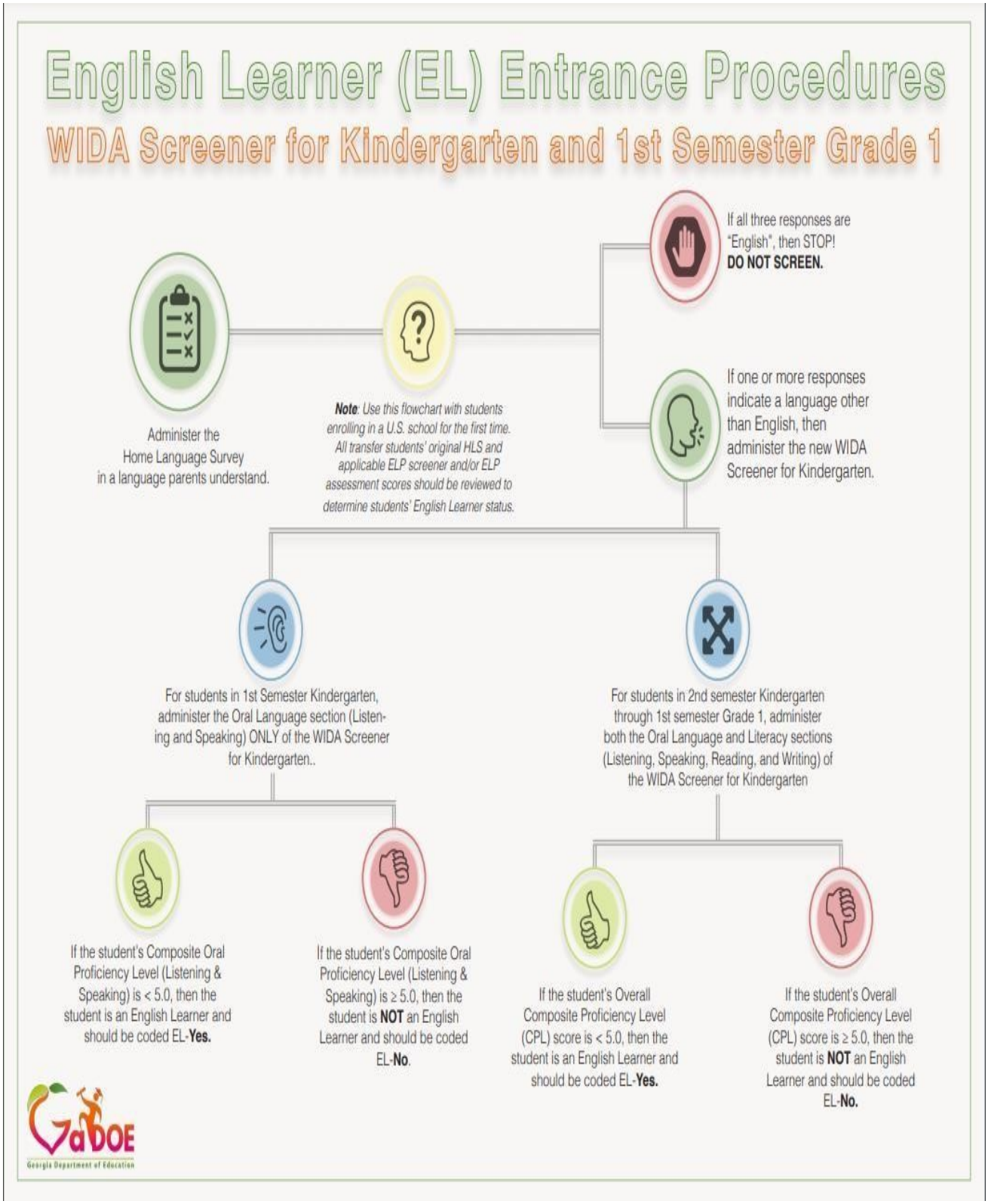
_____, Georgia

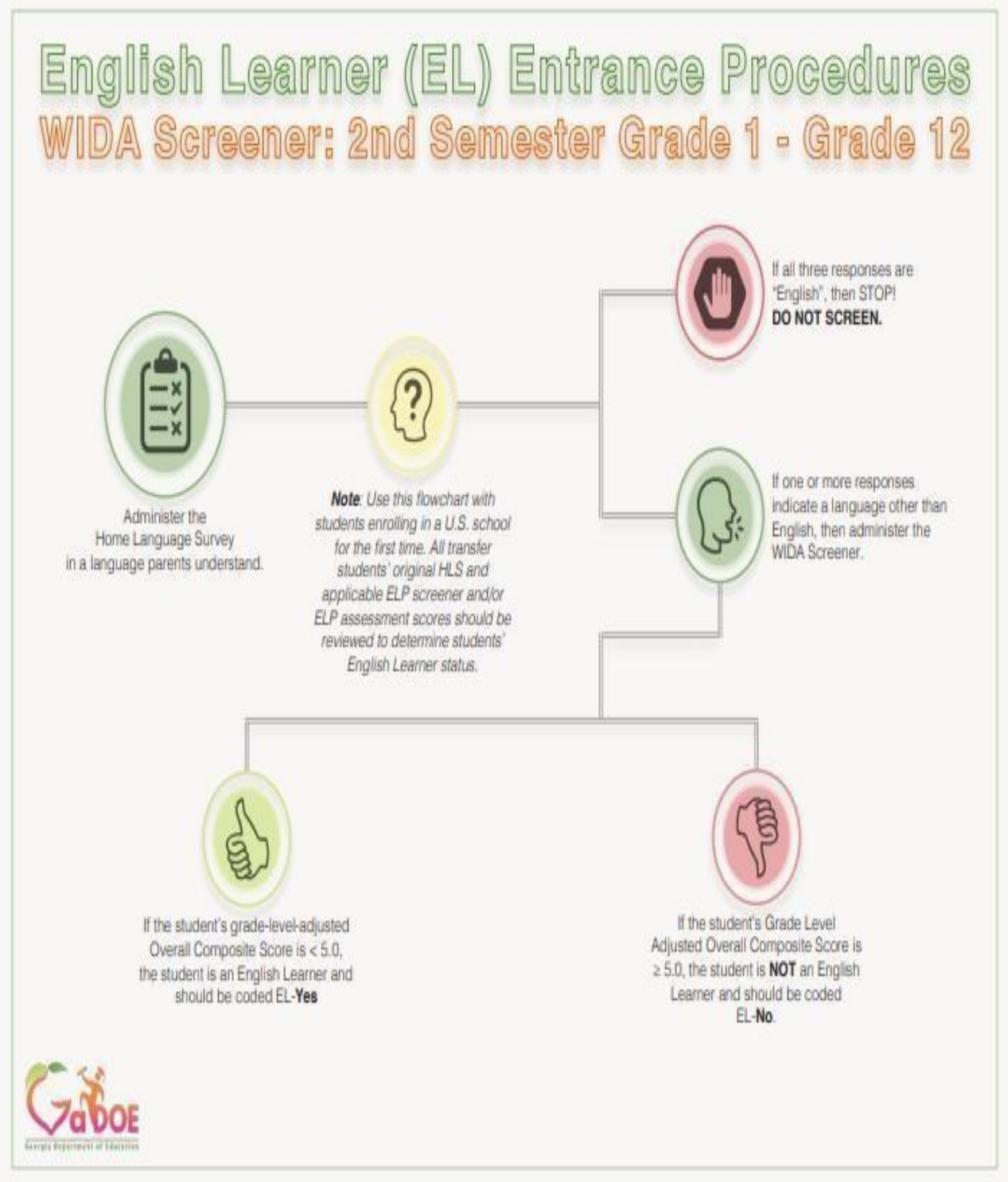
For District Purposes Only:

District ESOL Staff Name _____ District ESOL Staff Signature_____

Approved____ Not Approved ____ Notes_____

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English Learner (EL) Entrance Procedures
WIDA Screener for Kindergarten and 1st Semester Grade 1
If all three responses are "English", then STOP! DO NOT SCREEN.
If one or more responses indicate a language other than English, then administer the new WIDA Screener for Kindergarten.
Administer the Home Language Survey in a language parents understand.
Note: Use this flowchart with students enrolling in a U.S. school for the first time. All transfer students' original HLS and applicable ELP screener and/or ELP assessment scores should be reviewed to determine students' English Learner status.
For students in 1st Semester Kindergarten, administer the Oral Language section (Listening and Speaking) ONLY of the WIDA Screener for Kindergarten..
For students in 2nd semester Kindergarten through 1st semester Grade 1, administer both the Oral Language and Literacy sections (Listening, Speaking, Reading, and Writing) of the WIDA Screener for Kindergarten
If the student's Composite Oral Proficiency Level (Listening & Speaking) is < 5.0, then the student is an English Learner and should be coded EL-Yes.
If the student's Composite Oral Proficiency Level (Listening & Speaking) is ≥ 5.0, then the student is NOT an English Learner and should be coded EL-No.
If the student's Overall Composite Proficiency Level (CPL) score is < 5.0, then the student is an English Learner and should be coded EL-Yes.
If the student's Overall Composite Proficiency Level (CPL) score is ≥ 5.0, then the student is NOT an English Learner and should be coded EL-No.
GaDOE
Georgia Department of Education



Chattooga County School District

Initial Notification of Eligibility
for English for Speakers of Other Languages (ESOL) Services

Date: _____

Student Name: _____ _____
(last) (first)

School _____ Grade _____

Dear Parent/Guardian:

Based on your responses to the Home Language Survey you completed during registration, your child was tested on _____ using the ☐ Kindergarten: W-APT® or MODEL® or ☐ WIDA Screener®. Your child scored a _____ on this test, which indicates that he/she would benefit from ESOL support during the school day.

ESOL is a program that helps students improve their English skills so that they will be more successful in an allEnglish speaking classroom environment. Your child will be tested each year to determine if he or she continues to qualify for this ESOL program.

As a parent or guardian, you have the right to waive direct ESOL support for your student. If you are interested in discussing this option or would like additional information about the ESOL program, please contact the following individual in our school district.

We look forward to helping your child develop and improve his or her academic English skills.

Sincerely,

Name: _____

Title: _____

Telephone Number: _____

E-mail address: _____
Copy: Parent

The Chattooga County School District does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its programs, activities, or employment practices.

Distrito Escolar del Condado de Chattooga

Notificación de Elegibilidad Inicial para los Servicios de Inglés a personas que Hablan Otros Idiomas (ESOL)

Fecha: _____

Nombre del alumno: _____ _____
(Apellido) (Nombre)

Escuela _____ Grado _____

Estimado Padre/Tutor:

Basándonos en las respuestas dadas en la encuesta sobre Idioma Nativo, al momento de la Matrícula, se le realizó una prueba a su hijo/a el_____ utilizando el Kindergarten : W-APT® o MODEL® o ☐ WIDA Screener®. El puntaje de su hijo/a en esa prueba fue_____, lo que indica que continuará beneficiándose con el apoyo ESOL durante la jornada escolar.

ESOL es un programa que ayuda a los alumnos a mejorar sus habilidades en Inglés para que tengan más éxito en todos los ambientes escolares donde se hable Inglés. A su hijo/a se le realizará anualmente una prueba para determinar si continúa calificando para el programa ESOL.

Como padre o tutor, usted tiene el derecho a renunciar al apoyo directo que ESOL ofrece al alumno. Si está interesado en conversar sobre esta opción o le gustaría recibir más información sobre el programa ESOL, le agradecemos se contacte con las siguientes personas en nuestro distrito escolar.

Esperamos poder ayudar a su hijo/a a desarrollar y mejorar sus habilidades académicas en Inglés.

Atentamente,

Nombre: _____

Cargo:_____

Número de Teléfono: _____

Dirección de correo electrónico: _____

Copy: Parent

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Chattooga County School District

Parent Notification of Continuing Eligibility
for English Learner (EL) Status
and the English for Speakers of Other Languages (ESOL) Program

Date: _____

Student Name: _____ _____
(last) (first)

School _____ Grade Level _____

Dear Parent/Guardian:

During the spring, your child, _____, was given the ACCESS for ELLs test to determine their level of English language proficiency. Your child scored an Overall Composite Proficiency Level **(CPL)** _____ on this test, which indicates that continuing eligibility for English learner (EL) status and ESOL language program.

ESOL is a language instruction program that helps students improve their listening, speaking, reading, and writing skills in English so that they can be successful in the all-English classroom environment. Your child will be tested each year to determine if they continue to be eligible for English learner (EL) status and ESOL language instruction.

As a parent or guardian, you have the right to waive direct ESOL Language Program services for your student. If you are interested in discussing this option or would like additional information about the ESOL program, please contact the school staff member listed below.

We look forward to helping your child develop academic English language proficiency.

Sincerely,

Name: _____

Title: _____

Telephone Number: _____

Email address: _____
Copy: Parent

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Escuelas del Condado de Chattooga

Notificación de Continuación de Elegibilidad para los Servicios de Inglés a personas que Hablan Otros Idiomas (ESOL)

Fecha: _____

Nombre del alumno: _____ _____ _____
(apellido) (nombre)

Escuela: Leroy Massey Elementary Grado: _____

Estimado Padre/Tutor:

Durante la primavera, su hija/hijo, _____, a la prueba ACCESS for ELLs 2.0 para verificar su nivel de competencia en idioma Inglés. El puntaje de su hijo/a en esa prueba fue _____ lo que indica que continuará beneficiándose con el apoyo ESOL durante la jornada escolar.

ESOL es un programa que ayuda a los alumnos a mejorar sus habilidades en Inglés para que tengan más éxito en todos los ambientes escolares donde se hable Inglés. A su hijo/a se le realizará anualmente una prueba para determinar si continúa calificando para el programa ESOL.

Como padre o tutor, usted tiene el derecho a renunciar al apoyo directo que ESOL ofrece al alumno. Si está interesado en conversar sobre esta opción o le gustaría recibir más información sobre el programa ESOL, le agradecemos que se contacte con el personal del distrito escolar enlistado a continuación.

Esperamos poder ayudar a su hijo/a a desarrollar y mejorar sus habilidades académicas en Inglés.

Atentamente,

Nombre: _____

Cargo: ESOL Teacher

Número de Teléfono: _____

Dirección de correo electrónico: _____

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Chattooga County Schools

ESOL Meeting (Minutes/Notes)

Student:_____ Date:_____

Meeting Participants:

_____	ESOL Teacher
_____	Interpreter
_____	Parent
_____	_____
_____	_____
_____	_____
_____	_____

Meeting Purpose:

_____
_____
_____
_____

Discussions/Decisions:

_____
_____
_____

_____

_____

_____

_____

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Chattooga County School District

Parent Waiver of Direct ESOL Services

In signing this document, I understand that my child, _____, grade _____ has qualified for language support through the school district's English to Speakers of Other Languages (ESOL) program. This determination was based on an assessment of his/her English language skills in the areas of reading, writing, listening and speaking on the W-APT *or* ACCESS for ELLs® test. My child's score indicates that he/she would benefit from additional language support in order to better access the curriculum and perform his/her school work. I understand that by signing this form I am choosing to deny the direct ESOL support services that the school has recommended for my child and that without ESOL instruction my child's performance in school may be affected.

I understand that the ESOL program is offered at no charge to parents and that it does not isolate a child from the regular classroom environment. ESOL teachers and classroom teachers work collaboratively to augment the grade level curriculum and provide extra support so that students develop strong English skills and achieve greater success in learning grade level content.

I also understand that Federal law requires my child to be annually assessed in order to determine whether he/she continues to qualify for ESOL. This assessment is required for all eligible students, even if parents have waived services, to ensure students are making progress in English. I understand that I will receive annual notice of my child's ACCESS for ELLs® test scores and eligibility status for ESOL until my child reaches English proficiency, as determined by this assessment.

I understand that at any time I may choose to rescind this waiver and request that my child be provided with the language support for which he/she qualifies. I further understand that this waiver is valid for one school year, and should I decide to continue to waive these services in subsequent school years I must complete a new Parent Waiver of Direct ESOL Services form.

_____

Parent/Guardian Signature Date

_____

ESOL Teacher Signature Date

Administrator Signature Date

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Distrito Escolar del Condado de Chattooga

Renuncia de los padres a los servicios directos de ESOL

Con la firma de este documento, entiendo que mi hijo _____, que está en el grado _____, reunió los requisitos para recibir apoyo al aprendizaje del inglés por medio del programa Inglés para Personas que Hablan Otros Idiomas (conocido en inglés como English for Speakers of Other Languages o ESOL) del distrito escolar. Esta determinación se basó en una evaluación de sus conocimientos del idioma inglés en las áreas de lectura, escritura, capacidad oral y capacidad auditiva en la prueba W APT *o* ACCESS for ELLs®. La puntuación que recibió mi hijo indica que se beneficiaría de recibir apoyo adicional en el idioma inglés para mejorar su acceso al plan de estudios y realizar sus tareas escolares. Entiendo que al firmar este documento decido rechazar los servicios directos de apoyo de ESOL que la escuela ha recomendado para mi hijo y que sin una enseñanza ESOL el desempeño de mi hijo en la escuela podría verse afectado.

Entiendo que el programa ESOL se ofrece sin costo alguno para los padres y que no aísla al estudiante del entorno de un aula de clases regulares. Los maestros de ESOL y los de aula trabajan en colaboración para reforzar el plan de estudios de los grados y brindan apoyo adicional para que los estudiantes desarrollen sólidas habilidades en inglés y logren un mayor éxito en el aprendizaje del contenido de su grado.

También entiendo que la ley federal requiere que mi hijo sea evaluado anualmente con el fin de determinar si continúa reuniendo los requisitos de participación en el programa ESOL. Esta evaluación es obligatoria para todos los estudiantes que reúnen los requisitos, incluso si los padres han renunciado a los servicios, para asegurar que sigan avanzando en el aprendizaje del inglés. Entiendo que recibiré un aviso anual de las puntuaciones de la prueba ACCESS for ELLs® y del estado de elegibilidad para el programa ESOL hasta que mi hijo alcance el nivel de competente en inglés, según lo determinado por esta evaluación.

Entiendo que en cualquier momento puedo tomar la decisión de rescindir esta renuncia y pedir que a mi hijo se le proporcione el apoyo para aprender el idioma inglés para el que reúne los requisitos. También entiendo que esta renuncia es válida por un año escolar y, que en caso de que decida continuar renunciando a estos servicios en años escolares posteriores, debo llenar un nuevo formulario de renuncia de los padres a los servicios de ESOL directos.

Firma del padre o tutor Fecha

Firma del maestro de ESOL Fecha

Firma del administrador Fecha

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English Learner (EL) Exit Procedures

Kindergarten



Administer the Kindergarten ACCESS for ELLs.



If the Overall Composite Proficiency Level (CPL) is < 5.0,

- or any of the Listening, Speaking or Reading domains are < 5.0,
- or the Writing domain is < 4.5,

then the student is still an English Learner and remains coded EL-**Yes**.



If the Overall Composite Proficiency Level (CPL) is ≥ 5.0,

- and Listening, Speaking and Reading domains are each ≥ 5.0,
- and the Writing domain is ≥ 4.5,

then the student is **no longer** an English Learner, must be exited from EL status, and coded EL-1 after July 1st.

English Learner (EL) Exit Procedures

Grades 1-12



Administer the
ACCESS for ELLs 2.0.



If the Overall Composite Proficiency Level (CPL) is < 4.3, then the student is still an English Learner and remains coded EL-**Yes.**



LEA Flexibility:

An LEA that chooses to consider possible EL Exit for students scoring between CPL 4.3 – 4.9 must establish written standardized LEA EL Exit Procedures that include an EL Reclassification Review Team decision to exit or not to exit. The LEA's procedures must be implemented consistently in an objective manner and must be applied in a valid and reliable way. LEAs must use the state-provided EL Reclassification Form.



If the Overall Composite Proficiency Level (CPL) is ≥ 5.0 then the student is **no longer** an English Learner, must be exited from EL status, and must be coded EL-1 after July 1st.

GaDOE
Georgia Department of Education

Georgia Department of Education

Educating Georgia's Future

Standardized Statewide English Learner (EL) Exit Procedures for English Learners with Disabilities who Participate in the Alternate ACCESS for ELLs® Assessment

The state has established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. In order to make this recommendation, the IEP team will have documented evidence that the EL student's English proficiency is no longer a barrier to full participation in the student's individualized program of instruction with supports as established in the IEP.

Alternate ACCESS Threshold for considering EL Exit:

Alternate ACCESS **Overall CPL P2 (Emerging)** for two consecutive years with IEP Team recommendation **OR** any other Alternate ACCESS Overall CPL – **the same score** - for three consecutive years with IEP recommendation.

EL Exit Procedures:

The IEP Team will serve as an *English Learner (EL) Reclassification Team* by completing the state-provided **EL Reclassification / IEP Team Rubric** for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above. (See Rubric on next page.)

Post-exit Procedures:

- For two school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation will be maintained in the exited student's permanent/cumulative records.
- The IEP team with a 2nd language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

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Richard Woods, *Georgia's School Superintendent*

An Equal Opportunity Employer

Chattooga County English Learner Reclassification Review Form

School Year: _____

LEA Name: _____ **School Name:** _____Click or tap here to enter text.

Purpose: To allow for district staff input on ESOL exit decisions when ACCESS score is below GADOE-established required exit criterion.

Step 1: Verify score falls within the GaDOE-established proficiency standard on ACCESS assessment.

☐ Grades 1-12 ACCESS for ELLs 2.0 composite (overall) proficiency score falls between 4.3 – 4.9.

Step 2: Reclassification Review **(Complete only if Step 1 criterion is met.)**

Directions: School staff with knowledge about the student must meet to complete this form when Step 1 scores are within the allowable range. This form must be completed collaboratively based on observations of the English learner (EL) in content classes in which English is the medium of instruction. Where available, ESOL-endorsed staff must lead the meeting which must also include, at minimum, the classroom teacher and a school administrator. Additional staff or parents may also be included.

Meeting Date: _____ŽŽ•′ —ate.

Content teachers present (check all that apply): ☐ ELA ☐ Math ☐ Social Studies ☐ Science

Student Name: _____Enter Student Name.

GTID: _____ Grade: _____ DOB: _____
Month / Day / Year

ACCESS Overall/CPL Score: _____Enter ACCESS CPL/Overall Score

Meeting Participants:

ESOL Staff: _____Click or tap here to enter text.

Administrator: _____ Click or tap here to enter text.

Classroom Teacher(s): _____ Click or tap here to enter text.

Other Participants: _____
Click or tap here to enter text.

Listening: skills observed in the classroom (check all that apply): ☐ Listens and follows along ☐ Responds to teacher questions ☐ Interprets oral information to complete content-related tasks ☐ Responds to unexpected/spontaneous questions appropriately ☐ Asks for clarification if necessary ☐ Provides clarification if necessary ☐ Clears up misunderstandings (by backtracking, restating, etc.) ☐ Other: Click or tap here to enter text.	**Notes (optional):**

Speaking: skills observed in the classroom (check all that apply): In general, teachers elicit student responses that are mostly ☐ Words/phrases ☐ A sentence ☐ Connected sentences Teachers observe that non-ELs use mostly ☐ Words/phrases ☐ A sentence ☐ Connected sentences This English learner mostly uses ☐ Words/phrases ☐ A sentence ☐ Connected sentences To what extent does this student use language in the ways expected for the task? ☐ All or most of the time ☐ Some of the time ☐ Rarely	**Notes (optional):**

_____

Review of English **literacy** level and achievement test performance (e.g. local benchmark assessments, Georgia Milestones assessments, ELP assessments/domains).

Measures reviewed:

_____

The EL's overall ***classroom performance*** in English demonstrates that he/she is likely to achieve in classrooms where English is the primary language of instruction:

☐ All of the time ☐ Some of the time ☐ Rarely

The EL's overall ***assessment performance*** in English demonstrates that he/she has the requisite skills to achieve in classrooms where English is the primary language of instruction:

☐ All of the time ☐ Some of the time ☐ Rarely

Based on the above documentation & observations, has the student demonstrated the ability to participate successfully in the classroom where the language of instruction is English?

Note: Determination must consider the performance of non-ELs in similar settings that have similar characteristics to the student being evaluated (e.g. disability, grade level, educational background, etc.)

Step 3: Reclassification Review Determination

☐ **Exit from ESOL** ☐ **Continue in ESOL**

Adapted from: *"Discerning – and Fostering – What English Learners Can Do with Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions,"* Authors: Daniella Molle, Wisconsin Center for Education Research. Robert Linquanti, WestEd. August 2016

Chattooga County Schools

Notification of Exit from ESOL Services

Date:_____

Student Name: _____ Grade _____

School:

ACCESS for ELLs Testing Results:

Composite Proficiency Level Score _____/ _____

(for *Kindergarten Test*: Reading_____; Writing_____; Listening_____; Speaking_____) Additional data considered (if applicable): _____

Dear Parent or Guardian,

As you know, your child has been enrolled in our school's English for Speakers of Other Languages (ESOL) Program in order to improve his/her English language skills.

Based on a recent review of ACCESS and other test results, we have determined that your child has reached the level of English needed in order to transition out of ESOL services. Please know that although your child will no longer receive ESOL classes, we will continue to monitor your child's academic progress in order to ensure that he/she continues to be successful in school.

If you have any questions, please contact me by phone or email.

Best regards,

Administrator/ESOL Contact: _____

E-mail: _____

Phone: _____

Copy to: parents and permanent records

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Escuelas del Condado de Chattooga

Notificación sobre el cese de los servicios ESOL

Fecha: _____

Nombre del estudiante: _____ Grado _____

Escuela: _____

Resultados de la evaluación ACCESS for ELLs:

Calificación global del nivel de dominio _____/ _____

(para la *Prueba de jardín de infantes*: Compresión auditiva _____; Expresión oral _____; Compresión de lectura _____; Redacción _____;)

Datos adicionales considerados (si corresponde): _____ Estimado

padre, madre o tutor:

Como sabe, su hijo/a ha estado inscrito/a en el programa Inglés para nativos de otros idiomas (ESOL) de nuestra escuela con el objetivo de mejorar sus habilidades lingüísticas en inglés.

Según la reciente revisión de los resultados de ACCESS y de otras pruebas, hemos determinado que su hijo/a ha alcanzado el nivel de inglés necesario para dejar de recibir servicios ESOL. Tenga en cuenta que si bien su hijo/a ya no recibirá clases ESOL, seguiremos controlando su progreso académico para asegurarnos de que continúe obteniendo buenos resultados en la escuela.

Si tiene alguna pregunta, póngase en contacto conmigo por teléfono o correo electrónico.
Saludos cordiales,

Administrador/Contacto de ESOL: _____

Correo electrónico: _____

Teléfono: _____

Copy to: parents and permanent records

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