RICHMOND COUNTY SCHOOL SYSTEM



ESOL and Title III Handbook 2026-2027

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Program, Purpose, and Goal

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

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

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

State and Federal Laws

The following laws provide educators with the rationale for the guidance provided in this handbook.

O.C.G.A. §20-2-156: Requires the State Board of Education to establish the ESOL program in Georgia (2002).

State Board of Education Rule 160-4-5-.02: The State Board of Education outlines the language instruction program for English learners in Georgia, detailing definitions, eligibility, program requirements, and instructional models (2020).

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

Office for Civil Rights 1970 Memorandum:

1. Schools must take action to provide supports for English learners to develop English skills needed to access instruction.
2. Schools cannot place students into special education or block them from advanced courses based on tests or measures that mainly assess English language, especially if the school has not effectively taught them English.
3. Any grouping or tracking of English Learners must help them gain English skills quickly and cannot limit their long-term opportunities or keep them in low-level classes permanently.
4. Schools must inform parents who are not fluent in English about school activities in a language that the parent understands.

Equal Educational Opportunities Act (EEOA) 1973-1974: No state can deny a student equal educational opportunity because of race, color, sex, or national origin, including by failing to address language barriers that prevent students from fully participating in instruction. This means that public schools and

state education agencies must remove language barriers and ensure that students who are not yet proficient in English can fully access educational programs. Schools must use an evidence-based language instruction program that is likely to be effective and gives English learners access to grade-level curriculum so they can succeed in general education classes.

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

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

Section 3113(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA): Each state educational agency (SEA) is required to establish and implement standardized statewide procedures for English learners to enter and exit from EL status and language instruction educational programs (LIEPs),

Identification of English Learners

Process Overview

This section provides an overview of the processes used for identifying English Learners. Detailed information on the home language survey and screeners can be located in subsequent sections of the handbook.

Identification and Notification Timelines

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

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

Initial and Continuing Eligibility Summary

The chart below outlines initial and continuing eligibility processes.

Identification of English Learners Process Overview	
Type of Enrollment	**Details**
First-Time U.S. School (Initial Eligibility)	1. Parents or guardians will complete the Home Language Survey (HLS) during initial registration (online or on paper). 2. The school official completing registration (registrar or guidance counselor) will notify the ESOL teacher of all students whose HLS indicates a language other than English. 3. If the responses to the HLS questions indicate that the student is a potential English Learner, the ESOL teacher will administer the appropriate screener. 4. The ESOL teacher will use the screener scores to determine program eligibility. 5. This process must be completed within 30 days of enrollment. 6. See Appendix A.
Transfers from Georgia (Continuing Eligibility)	1. Parents or guardians will complete the Home Language Survey (HLS) during initial registration (online or on paper). Responses indicating a language other than English will trigger step number 2. 2. The school official completing registration (registrar or guidance counselor) will collaborate with the ESOL teacher to determine previous English learner status using one or more of the following documentation sources: SLDS Report, GUIDE Report, SLDS EL Screener, transferring LEA records, original HLS, original screener, and/or latest ACCESS scores. 3. This process must be completed within 30 days of enrollment. 4. See Appendix B.
Transfers from Out-of-State (Continuing Eligibility)	1. Parents or guardians will complete the Home Language Survey (HLS) during initial registration (online or on paper). Responses indicating a language other than English will trigger step number 2. 2. The school official completing registration (registrar or guidance counselor) will collaborate with the ESOL teacher to determine previous English learner status using one or more of the following documentation sources: transferring LEA records, original HLS, original screener, and/or latest ACCESS scores. 3. When EL students transfer from another state within the U.S. or from a Department of Defense (DOD) school and provide official documentation confirming their EL eligibility and ESOL services within the past year, schools will honor those records and place students in the ESOL program. 4. This process must be completed within 30 days of enrollment. 5. See Appendix C.

Identification Process Step 1: Home Language Survey

During initial enrollment in any Richmond County School System school, each student's parent or guardian (enrolling adult) completes the state Home Language Survey (HLS). The original HLS serves as a trigger to determine which students should be administered the ELP screener.

Home Language Survey (HLS) Administration Procedures	
Person Responsible	**Actions**
Registration staff	1. Administer the HLS at the time of enrollment, providing the document in a language the parents can understand. Translations are available on the RCSS Teaching & Learning website. If a translation is unavailable, the staff will offer oral interpretation of the written information. 2. Ensure that the HLS is signed and dated. 3. Notify the ESOL teacher when a language other than English is indicated on the HLS. 4. If applicable, obtain the original HLS from the previous school district.
ESOL Teacher	1. Work with registration staff to locate original HLS from previous school district. 2. Submit the HLS to the ESOL Program Specialist via the appropriate Microsoft Form linked in Canvas.

Home Language Survey Questions

The following questions are the standardized HLS questions required by the state of Georgia.

Parent Communication Language Preference	In which language would you prefer to receive school communication?
Home Language Survey Questions	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?
Additional Clarification of Multilingual Home Environment Question	If more than one language is specified on the HLS questions, parents must select one of the following clarifying statements. 1. My child understands and uses only the home language and **no English**. 2. My child understands and uses mostly the home language and **a little English**. 3. My child understands and uses the home language and English **equally**. 4. My child understands and uses **mostly English** and only a little of the home language. 5. My child understands and uses **only English**.

ESOL Teacher Actions Based on Parents' HLS Responses

Scenario	Actions
If the answer to **all** three state-required questions is not English.	1. The student is a potential English learner. 2. Administer the appropriate screener.
If the answer to **all** three state-required questions is English.	1. The student is not a potential English learner. 2. Do NOT administer a screener. 3. Complete the ESOL Did Not Qualify Microsoft Form.
Multiple languages are listed for any of the three state-required questions, and parents select **clarifying statement numbers 1 or 2**.	1. The student is a potential English learner. 2. Administer the appropriate screener.
Multiple languages are listed for any of the three state-required questions, and parents select **clarifying statement number 3**.	1. The student is not a potential English learner. 2. Do NOT administer a screener. 3. Encourage parent to complete the Multilingual Multiliterate HLS Amendment. 4. Complete the ESOL Did Not Qualify Microsoft Form.
Multiple languages are listed for any of the three state-required questions, and parents select **clarifying statement number 4 or 5**.	1. The student is not a potential English learner. 2. Do NOT administer a screener. 3. Complete the ESOL Did Not Qualify Microsoft Form.
The student transfers from another district.	1. Review the student's previous records to determine eligibility.

Table Color Key:
Green = Potential English learner, screen student
Orange = Not an English learner, do NOT screen student
Yellow = Transfer student, investigate records

See the Educator Decision-Making Guide for HLS Responses on Appendix D.

Correcting an Incorrect HLS

During the **first year** of identification, a parent or guardian, may report that they completed the HLS incorrectly. If this occurs, the student would have been incorrectly identified as EL. When misidentification of an EL occurs because of an incorrect HLS, follow the procedures in the chart below.

Procedures for Correcting an Incorrect HLS	
Step 1	The parent will notify the teacher, school, or district that the original Home Language Survey responses were incorrect.
Step 2	ESOL Program Specialist will: a. Determine if the request is plausible. b. Provide the parent with the Home Language Survey Addendum (in a language he/she can understand). c. Approve the HLS Addendum.

	d. Use the updated HLS responses to change the coding to EL=I for the remainder of that school year to show that the student was incorrectly identified as an EL. e. Code the student as EL=N on July 1st and thereafter.
Step 3	The school system will keep all documentation in the student's digital permanent record.
Step 4	The school system will report the following information to GADOE by June 30th: a. Student's name b. Student's grade level c. Parent's reason for change d. Name of the ESOL Program Specialist e. Former status code f. New status code g. Date status change effective.

Multilingual Home Language Survey (MLL HLS) Amendment

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

- When multiple languages are listed for any of the three state-required questions, and parents select clarifying statement number 3, the child is not a potential English learner. Do **NOT** administer the screener. Encourage parents to complete the Multilingual Multiliterate HLS Amendment.
- Sometimes, after a student takes the ELP screener, multilingual or multiliterate parents may feel the results are inaccurate. If this happens, they can request a Multilingual (Multiliterate) Home Language Survey (MLHLS) Amendment during their child's first year of EL identification. This amendment allows parents to change the child's primary home language to English.
- The school will submit the MLHLS Amendment to the ESOL Program Specialist who will update the student's coding to EL=I for the rest of the school year. The following year, the ESOL Program Specialist will change the coding to EL=N.

Screening Potential English Learners without Disabilities

The chart below provides you with a summary for screening potential English learners without disabilities.

Screening Potential English Learners without Disabilities Summary	
Students New to U.S. Schools	1. The responses to the HLS indicate a need for screening. (See "ESOL Teacher Actions Based on Parents' HLS Responses" section.) 2. The ESOL teacher will administer the appropriate grade-level ELP screener.
Transfers from Georgia (In-State)	1. The registrar and ESOL teacher will collaborate to check previous records (GUIDE, SLDS, SLDS EL Screener Tab, LEA records, original HLS, original screener, latest ACCESS scores) to determine previous EL status. 2. Do not screen these students.

Out-of-State Transfers	1. The registrar and ESOL teacher will collaborate to check previous records (LEA records, original HLS, original screener, latest ELP scores) to determine previous EL status. 2. The district will honor previous English learner status. If there is evidence, the district will place the student in the ESOL program. 3. If records cannot be obtained, the ESOL teacher will notify the ESOL Program Specialist, who will contact ELPrograms@doe.k12.ga.us for next steps. 4. Do not screen these students. Note: Students who did not qualify in previous states (WIDA or Non-WIDA) will not be re-screened locally.

J-1 Visa, Foreign Exchange Students

Richmond County School System will apply Georgia's EL identification procedures for all J-1 visa students and provide ESOL services to qualifying students.

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

The following guidelines will be used to determine EL status of students who are re-enrolling in U.S. schools after time abroad:

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

- Administer the ACCESS or Alternate ACCESS if the reclassification decision happens before the district's testing window closes.

Statewide Standardized English Language Proficiency (ELP) Screeners

Richmond County School System (RCSS) will use one of the following WIDA English Language Proficiency (ELP) screeners to determine if a potential EL student is eligible for EL status.

Screener Name	Student Population
WIDA Screener for Kindergarten	1st Semester Kindergarten – 1st Semester 1st Grade
WIDA Screener Online, Grades 1-12	2nd Semester 1st Grade – 2nd Semester 12th Grade
WIDA Alternate Screener	Kindergarten – 12th Grade

WIDA Screener for Kindergarten

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

Choosing the Appropriate Domains to Administer

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

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

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	

WIDA Screener for Kindergarten Administration Procedures

1. Prior to administering the WIDA Screener for Kindergarten, the ESOL teacher will complete the annual required WIDA training modules for the WIDA Screener for Kindergarten. This can be done at https://wida.wisc.edu/. Credentials for accessing the WIDA Secure Portal can be obtained from the District Testing Coordinator or the ESOL Program Specialist.
2. The ESOL teacher will submit the completion certificate to the ESOL Program Specialist prior to test administration.
3. The ESOL teacher will administer:
    a. The listening and speaking portions of the WIDA Screener for Kindergarten and note the raw scores (1st semester kindergarten) OR

b. All four domains of the WIDA Screener for Kindergarten (2nd semester kindergarten and 1st semester 1st grade) and note the raw scores.

4. The ESOL teacher will enter the raw scores into the WIDA Online Score Calculator Tool to get a Composite Oral Language Proficiency Level.

Kindergarten Screener Eligibility Criteria

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

Kindergarten Screener Eligibility Criteria			
Grade	**Kindergarten**		**1st**
Semester	**1st Semester**	**2nd Semester**	**1st Semester**
Qualifies for ESOL Services	Composite Oral Language Proficiency Level is less than 5	Composite Proficiency Level is less than 5	
Does NOT Qualify for ESOL Services	Composite Oral Language Proficiency Level is greater than or equal to 5	Composite Proficiency Level is greater than or equal to 5	

See Appendix E for the Kindergarten WIDA Screener eligibility flowchart.

WIDA Online Screener 1-12

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

Choosing the Appropriate Cluster to Administer

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

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

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

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

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

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

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

WIDA Online Screener 1-12 Administration Procedures

1. Prior to administering the WIDA Screener 1-12, the ESOL teacher will complete district the annual required WIDA training modules for the WIDA Screener 1-12. This can be done at https://wida.wisc.edu/. Credentials for accessing the WIDA Secure Portal can be obtained from the District Testing Coordinator or the ESOL Program Specialist.
2. The ESOL teacher will submit the completion certificate to the ESOL Program Specialist prior to test administration.
3. The ESOL teacher will administer all four components of WIDA Online Screener 1-12: Listening, Speaking, Reading and Writing.

WIDA Online Screener Eligibility Criteria

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

WIDA Online Screener Eligibility Criteria																								
Grade	1st		2nd		3rd		4th		5th		6th		7th		8th		9th		10th		11th		12th	
Semester	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	
Qualifies for ESOL Services	Overall Composite Proficiency Level (CPL) is less than 5.																							
Does NOT Qualify for ESOL Services	Overall Composite Proficiency Level (CPL) is greater than or equal to 5.																							

See Appendix F for the WIDA Screener eligibility flowchart.

Screening Potential English Learners with Disabilities

When a Home Language Survey indicates that English Language Proficiency (ELP) screening is needed, and the student has a suspected or documented disability, the district will select the most appropriate decision-making pathway to follow. There are four key decision pathways to help school teams select the appropriate ELP screening process for students with suspected or documented disabilities.

See Appendix H.

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

The following information will be documented in the student's IEP:

- State Testing Accommodations Section:
  - ELP screener format,
  - Appropriate test accommodations for tested language domains, &
  - Exclude any precluded domain(s) (if applicable).
- IEP Team Minutes Notes:
  - Any language domain that will be precluded from screener administration and the rationale based on the disability (if applicable).
- Additional Documentation:
  - Complete ELP Screener Language Domain Preclusion Form (located in the ESOL Canvas course) (if applicable).

<table>
<tr><th colspan="3">Screening Procedure for Potential ELs with Disabilities: Pathway 1</th></tr>
<tr><th>Student Criteria</th><th>Screener</th><th>Documentation Requirements</th></tr>
<tr><td rowspan="3">HLS indicates screening is required
Active IEP
Participates in general curriculum and assessments</td><td rowspan="3">Administer WIDA Screener</td><td>IEP State Testing Accommodations Section:
ELP screener format
Appropriate test accommodations for tested language domains
Exclude any precluded domain(s) (if applicable)</td></tr>
<tr><td>IEP Team Minutes Notes:
Precluded language domain(s) (if applicable)
Rationale (if applicable)</td></tr>
<tr><td>Additional Documentation:
ELP Screener Language Domain Preclusion Form (if applicable)</td></tr>
</table>

Screening Potential English Learners with Disabilities Pathway 2

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

The following information will be documented in the student's IEP:

- Participation Guidelines for the GAA 2.0 Section:
  - Data and team determination that the student is GAA 2.0 eligible, when grade-level appropriate.
- State Testing Accommodations Section:
  - Appropriate testing accommodations for tested language domains &
  - Exclude any precluded domain(s) as applicable.
  - Note: A format decision is not necessary because the WIDA Alternate Screener is only available in paper format.
- IEP Team Meeting Notes Section:
  - Any language domain that will be precluded from screener administration and the rationale based on the disability.
  - Complete ELP Screener Language Domain Preclusion Form (located in the ESOL Canvas course).

<table>
<tr><th colspan="3">Screening Procedure for Potential ELs with Disabilities: Pathway 2</th></tr>
<tr><th>Student Criteria</th><th>Screener</th><th>Documentation Requirements</th></tr>
<tr><td rowspan="4">• HLS indicates screening is required
• Active IEP
• Has significant cognitive disabilities
• Eligible for Alternate Curriculum
• Eligible for GAA (when grade level appropriate)</td><td rowspan="4">Administer Alternate WIDA Screener</td><td>IEP Participation Guidelines for GAA 2.0 Section:
• Data
• Team determination of eligibility
• When grade-level appropriate</td></tr>
<tr><td>IEP State Testing Accommodations Section:
• Appropriate test accommodations for tested language domains
• Exclude any precluded domain(s) (if applicable)
• Paper format only</td></tr>
<tr><td>IEP Team Minutes Notes:
• Precluded language domain(s) (if applicable)
• Rationale (if applicable)</td></tr>
<tr><td>Additional Documentation:
• ELP Screener Language Domain Preclusion Form (if applicable)</td></tr>
</table>

Screening Potential English Learners with Disabilities Pathway 3

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

Screening Potential English Learners with Disabilities Pathway 4

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

The following information will be documented in the student's 504:

- State Testing Accommodations Section:
  - Standard WIDA screener and format,
  - Appropriate testing accommodations for tested language domains, &
  - Exclude any precluded domain(s).
- Section 504 Team Meeting Notes Section:
  - Any language domain that will be precluded from screener administration and the rationale based on the disability.
  - Complete the ELP Screener Language Domain Preclusion Form (located in the ESOL Canvas course).

<table>
<tr><th colspan="3">Screening Procedure for Potential ELs with Disabilities: Pathway 4</th></tr>
<tr><th>Student Criteria</th><th>Screener</th><th>Documentation Requirements</th></tr>
<tr><td rowspan="3">HLS indicates screening is required
Has a suspected disability
Special education referral exceeds 30-day identification timeline</td><td rowspan="3">Administer WIDA Screener</td><td>504 State Testing Accommodations Section:
Standard WIDA screener and format
Appropriate test accommodations for tested language domains
Exclude any precluded domain(s) (if applicable)</td></tr>
<tr><td>504 Team Minutes Notes:
Precluded language domain(s) (if applicable)
Rationale (if applicable)</td></tr>
<tr><td>Additional Documentation:
ELP Screener Language Domain Preclusion Form (if applicable)</td></tr>
</table>

ELP Rescreening Possibilities within Decision Pathway 4

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

Rescreening Timeline and Resources

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

WIDA Alternate Screener, Grades K-12

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

WIDA Alternate Screener 1st Semester Kindergarten Administration Procedures

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

WIDA Alternate Screener 1st Semester Kindergarten Eligibility Criteria

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

WIDA Alternate Screener 1st Semester Kindergarten Eligibility Criteria	
Qualifies for ESOL	Alternate Oral Language Proficiency Level is less than 5
Does NOT Qualify for ESOL Services	Alternate Oral Language Proficiency Level equals 5

WIDA Alternate Screener 2nd Semester Kindergarten – 12th Grade Administration Procedures

1. Prior to administering the WIDA Alternate Screener, the test administrator will complete district training and the annual required WIDA training modules for the WIDA Alternate Screener. This can be done at https://wida.wisc.edu/. Credentials for accessing the WIDA Secure Portal can be obtained from the District Testing Coordinator or the ESOL Program Specialist.
2. The test administrator will submit the completion certificate to the ESOL Program Specialist prior to test administration.
3. Administer all four language domains, unless one or more are precluded per the IEP.
4. Enter the raw scores into the WIDA Alternate Screener Online Score Calculator to generate a WIDA Score Report with an Alternate Overall Composite Proficiency Level (CPL).

WIDA Alternate Screener 2nd Semester Kindergarten – 12th Grade Eligibility Criteria

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

WIDA Alternate Screener 2nd Semester Kindergarten – 12th Grade Eligibility Criteria	
Qualifies for ESOL	Alternate Overall Composite Proficiency Level is less than 5
Does NOT Qualify for ESOL Services	Alternate Overall Composite Proficiency Level equals 5

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

Step 1: Review Accommodations for Each Language Domain

- Use the WIDA and GaDOE Accessibility resources to review the allowable accommodations for each language domain assessed by the WIDA Screeners.

    - IEP teams review accommodations for either the standard or alternate screener, based on students' needs.
    - Section 504 Plan teams review accommodations for the standard WIDA Screener only, as the alternate screener is reserved for students with an IEP that documents significant cognitive disabilities.
- Consider each language domain (Listening, Speaking, Reading, and Writing) separately, in light of students' documented disability (IEP team) or suspected disability (504 team).
- If allowable accommodations do not enable the student to access a particular domain, the team may decide to preclude that domain from administration.
- When precluding a domain, the student must complete the paper version of the WIDA Screener.
- Important: The team must administer at least one language domain to determine EL eligibility. If a student cannot participate in any language domain test, ESOL and Special Education system leaders collaborate to contact the GaDOE ESOL Program and the Division for Exceptional Children to determine appropriate next steps.
- Low-Incidence Sensory Disabilities
    - Deaf or Hard of Hearing: Students whose primary language is American Sign Language (ASL) are not considered potential ELs and are not administered the ELP screener. Students who communicate using sign languages other than ASL—such as French or Spanish Sign Languages—are considered potential ELs. School teams choose the appropriate WIDA Screener format with allowable accommodations which may include the preclusion of the Listening domain or other applicable language domains.
    - Blind or Visually Impaired: The WIDA Screener Speaking Braille Test (Grades 1-12) and a low vision accommodation are available for eligible students. The district testing coordinator will contact GaDOE Assessment to request the Braille version of the ELP screener.
    - Nonverbal Students: When students exhibit characteristics of nonverbal communication, the IEP or 504 team reviews Speaking domain accommodations for the selected WIDA Screener. These accommodations may include the use of an Augmentative and Alternative Communication (AAC) device. Nonverbal students may:
        - Communicate through nonverbal methods, such as facial expressions, eye gaze, touch, vocal tone or pitch, and proximity.
        - Use writing, gestures, signs, picture-based communication tools, or AAC devices.
        - Produce vocalizations or sounds, such as echolalia – the involuntary repetition of words or phrases without the intent to communicate. Echolalia is a form of vocalization but not considered verbal speech.
        - Interact nonverbally in social settings, including the playground, common areas, lunchroom, or extracurricular school activities.
        - Lack verbal communication at home, as confirmed by parents or guardians

Step 2: Document Precluded Language Domain(s)

- The IEP or Section 504 team must complete the ELP Screener Language Domain Preclusion Form (found in the ESOL Canvas course) to document any decision to preclude a language domain on the WIDA Screener or Alternate Screener.

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

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

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

Step 5: Determine if Students Met EL Eligibility Criteria

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

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

EL Eligibility Criteria Based on Precluded Language Domains

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

Screening Potential English Learners with Behavioral Challenges

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

Documenting ELP Screening Irregularities

Every effort will be made to follow the state and district processes for administering ELP screeners. However, a testing irregularity may occur. Irregularities include:

- Administering incorrect grade-level screener
- Administering incorrect language domain subtests
- Screener administered by non-WIDA certified or untrained staff
- Screener administered without appropriate accommodations for students with disabilities
- Administering screener to an English-only student
- Administering screener to transfer student with existing EL status, such as EL=Yes, EL=1, EL=2, EL=3, EL=4, and EL=F.

The following procedures will be followed if a testing irregularity occurs:

- Document the irregularity using the RCSS WIDA Screener Irregularities Documentation Form (located in the ESOL Canvas course). The form must be submitted to the ESOL Program Specialist and uploaded to the student's EL record in Infinite Campus.
- On the first occurrence, the test administrator will receive a written warning.
- On the second occurrence, the test administrator will have to complete the appropriate screener training a second time.
- On the third occurrence, the test administrator will lose testing administration rights.
- The ESOL Program will run quarterly screener reports to monitor for irregularities.

Post-Screening Procedures

Ineligibility Procedures

When students are found **ineligible** for ESOL services, the ESOL teacher will:

- Complete the Notification of Ineligibility Form.
- Send a copy of the Notification of Ineligibility Form home to the student's parents or guardians.
- Complete the Microsoft "ESOL Did Not Qualify Form".
- Place a copy of the Notification of Ineligibility Form and screener results in the hard copy permanent record.
- Add screener results to the EL Screener Tab in SLDS.

When students are found ineligible for ESOL services, the ESOL Program Specialist or ESOL Instructional Coach will:

- Use the information submitted on the Microsoft "ESOL Did Not Qualify Form to code the student as EL=No.
- Upload the documentation to the student's EL record in Infinite Campus.

Eligibility Procedures
When students are found **eligible** for ESOL services, the ESOL teacher will:

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

When students are found eligible for ESOL services, the ESOL Program Specialist or ESOL Instructional Coach will:

- Use the information submitted on the Microsoft "New English Learner Qualification Form" to code the student as EL=Yes.
- Upload the documentation to the student's EL record in Infinite Campus.

Serving English Learners

Providing English Learners Meaningful Access to Core Content

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

- Placing ELs in **age-appropriate grade levels or courses**. However, if a lower grade level placement is necessary due to lack of formal schooling, it will **not be more than one year below the native English-speaking peers** of the same age.
- Providing ELs with rigorous age-appropriate curriculum.
- Providing ELs with grade-appropriate language scaffolds and evidence-based instructional strategies.
- Providing ELs with state approved English language acquisition services. The ESOL program will not separate ELs unnecessarily for purposes other than to receive the support the program provides.

ESOL Delivery Models

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

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

ESOL Class Sizes

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

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

ESOL Instructional Minutes per FTE Segments and Grade Levels

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

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

Parent Waiver of ESOL Services

Parents have the right to decline all or part of the ESOL program for their child. This decision must be "knowing and voluntary", as required by OCR. Schools do not recommend or suggest that parents waive ESOL services. The choice must originate from parents.

Although parents may choose to waive ESOL services, the student is still identified as EL, should be **coded as EL=Yes**, 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.

Parent Wavier Process

1. Parents who choose to waive ESOL services are required to sign and date a Parent Waiver Form **annually**. These forms should be provided in a language that the parent understands**.** Translated versions of the parental waiver form are available on the Teaching & Learning website and the ESOL Canvas course.
2. ESOL teachers will create an Alternate Language Support Plan (in Ellevation) and share it with the student's general education teachers.
3. ESOL teachers will complete a TPC meeting for the student.
4. ESOL teachers will submit the Microsoft "Parent Waiver Form" to include the student's waiver form, TPC, and alternate language support plan.
5. The ESOL Program Specialist will code the student as having a waiver and upload the documents to the student's record in Infinite Campus.
6. The ESOL teacher will ensure that the student takes the WIDA ACCESS.

Instructional Practices

ESOL teachers will use the WIDA English Language Development Standards Framework, 2020 Edition to:

- Design instruction that aligns with students' English language proficiency (ELP) levels,
- Deliver intentional academic language instruction in all language domains (listening, speaking, reading, and writing),
- Integrate language development with Georgia's content standards, and
- Use appropriate modifications and scaffolds to support instruction.

The chart below provides examples of classroom modifications and scaffolds that teachers may use when supporting English learners. This list is not exhaustive.

Classroom Assignment Modifications	Scaffolds
Accept drawing, copying, and labeling in lieu of grade-level writing	Academic sentence frames/paragraphs
Adapted grade-level or ELP tiered assignments	Buddy reading/working
Assignments tailored to student's linguistic background	Building background experiences and knowledge
ELP differentiated writing checklists and rubrics	Images and Realia to support text
Gesture or total physical responses (TPR) to demonstrate understanding (pointing, drawing, matching, mimicking, copying, sequencing pictures or realia, categorizing objects, etc.)	Charts and Graphs to support text
Highlighted portions of the assignment	Graphic novels

Matching vocabulary word-to-picture instead of matching word-to-definition	Graphic organizers
Oral or visual assignments	Illustrated dictionary
Reduced Depth of Knowledge (DOK) level	Language wall with sequencing words and key sentence structures
Reduced Lexile level passages	Manipulatives
Shortened assignments	Provide models and exemplars
Shortened spelling word list	Oral or visual text
Students copy words and sentences	Pre-teach vocabulary with pictures, gestures, and simplified definitions
Test orally allowing individual words or language chunk responses	Simulations
Visually supported assignments	Specific feedback
Use pictures as answer choices	Storytelling and retelling with visuals and props
Chunk assignments into smaller more manageable parts	Teacher or student think alouds
	Videos
	Word banks and word walls (especially with visuals)
	Provide audio directions, text, and/or materials
	Offer parallel texts

Assessments

Teachers monitor classroom performance using measures of English-language proficiency and curricular achievement. These assessments include but are not limited to:

- GKIDS
- i-Ready diagnostic assessments
- NWEA Map
- Georgia Milestones End of Grade and End of Course assessments
- Formative assessments/checklists
- Summative assessments/checklists.
- Flashlight 360 assessments
- Summit K12 assessments

Testing Accommodations

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

For general education English learners, testing accommodations for each student should be determined by the **English Learner Testing Participation Committee (EL/TPC).** Meeting documentation will be done using the EL/TPC form within the Ellevation platform. Only state-approved accommodations may be considered and included in the EL/TPC form.

For English learner with disabilities, all testing accommodations should be determined by an IEP team, to include the ESOL teacher. All agreed upon testing accommodations should be documented in the IEP.

The determination of accommodations for assessment should be reviewed at least once a year. **All accommodations offered should be consistent with current instructional and assessment accommodations made in the classroom.**

Annual Assessments

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

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

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

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

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

Procedures for Assessing ELs with Less than Four Language Domains

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

Documentation Requirements for Assessing ELs with Less than Four Language Domains

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

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

Note: Students with low-incidence sensory disabilities—such as deafness, blindness, and/or non-verbal status—are typically considered eligible for domain exemptions. For all other cases, the GADOE team will approve or deny all preclusion requests.

Designated Composite Proficiency Level (DCPL) Process

1. IEP/504 teams will document domain preclusions in the student's IEP or 504.
2. ESOL teachers will notify the ESOL Program Specialist of students requiring a domain preclusion using a Microsoft Form (located in Canvas).
3. The ESOL Program Specialist will meet with the Special Services Senior Coordinator to confirm submissions.
4. The ESOL Program Specialist will submit all names to the GADOE for approval.
5. Administer the appropriate WIDA ACCESS or Alternate ACCESS language domain tests as indicated in students' IEP and/or IAP (504 Plan).
6. For any language domain test not administered, mark Do Not Score with the reason code SPD (Student's Program/Plan team's Decision code) in students' test booklets or in WIDA AMS.
7. GADOE Assessment and Accountability Division staff use WIDA-provided scale score tables to assign the minimum exit score for any untested language domain(s) and calculates an overall composite proficiency level for students.
8. The DCPL is provided to System Testing Coordinator, typically in August, after WIDA ACCESS results are processed.
    a. DCPLs are not populated in SLDS.
    b. Individual Student Reports with DCPLs are sent to the ESOL Program Specialist and Special Education Director.

9. The district will use the DCPL to determine whether students meet the state's standardized EL exit criteria or the LEA's reclassification criteria, based on results from the WIDA ACCESS or Alternate ACCESS assessment.
10. The district will share these reports with parents in a language they understand.

WIDA ACCESS Suite Test Administration Procedures

The district will use the following procedures to ensure that all testing is completed accurately.

1. All school-based testing coordinators and test administrators will complete the appropriate WIDA ACCESS administration training modules in the WIDA Secure Portal.
    - All certificates will be submitted to the District Testing Coordinator.
2. All school-based testing coordinators and test administrators will participate in WIDA ACCESS training delivered by the district.
    - During the district WIDA ACCESS training, the ESOL Program Specialist will provide each school-based testing coordinator and test administrator with a student testing roster. The rosters will include:
        - All active English learners, including ELs whose parents have waived services, and
        - Notes will be included for domain preclusions and/or Alternate ACCESS administration.
    - The ESOL Program specialist will update the roster each time students enter or transfer and provide the school-based testing coordinator and test administrator with the updated roster.
3. The District Testing Coordinator and the ESOL Program Specialist will work collaboratively to monitor test completion in the DRC Portal.

Support Services

Eligibility for Early Intervention Program (EIP)

As outlined in State Board Rule 160-4-2-.17, the Early Intervention Program (EIP) is designed to provide interventions for K-5 students who are at risk of not reaching or maintaining their academic grade level based on their performance on state or national assessments or performance measures in English Language Arts/Reading, Mathematics, or both. English learners receiving ESOL language instruction services may be served in the EIP program if the EIP services are provided in a different content area or if services within the same content are not delivered concurrently.

Eligibility Remedial Education Program (REP)

As outlined in State Board Rule 160-4-5-.01, the Remedial Education Program is designed for students in grades 6-12 who have identified deficiencies in reading, writing, and math. This program provides individualized basic skills instruction as mandated by Georgia Law in the areas of reading, mathematics, and writing. English learners receiving ESOL language instruction services may be served in the REP program if the REP services are provided in a different content area or if services within the same content are not delivered concurrently.

Georgia Multi-Tiered System of Supports (GaMTSS)

Georgia's Multi-Tiered System of Supports (GaMTSS) uses a data-based, decision-making process to design and deliver a continuum of integrated academic, behavior, and wellbeing instructional and intervention supports focused on prevention. This integrated system of supports is organized in tiers. Tier 1 focuses on school-wide academic, behavior, and wellbeing instruction and supports designed to meet the needs of all students. Tier 2 focuses on targeted interventions and supports for students whose data indicates they are at risk in one or more domains (academic, behavior, and wellbeing). Tier 3 focuses on intensive interventions and supports to address individual student needs. The chart below outlines the details of the tiered intervention and support process as they relate to English language development.

ESOL Tiered Interventions and Supports			
Tier	**Focus**	**Instructional Practices**	**Assessment Practices**
Tier 1: Core Academic English Language Instruction	English Learners receive Tier 1 ESOL language instruction services.	Students will receive: • Standards-based instruction using ELD standards • Evidence-based instructional practices • Meaningful opportunities to practice language skills • Multiple means of representation	• Linguistically aligned assessment practices • Language proficiency progress monitored in listening, speaking, viewing, reading, and writing • Regular review of student data • WIDA ACCESS or Alternate ACCESS measure final English language proficiency (ELP)
Tier 2: Targeted English Language Interventions and Supports in Addition to Core ESOL Language Instruction	English Learners identified through screening and other data sources who are at risk for poor learning outcomes due to low English language proficiency development	Students will receive supplemental English language instruction that: • Is delivered to small groups, • Is targeted to the language domain(s) in need, • Uses research-based language focused interventions, • Uses high-leverage practices, and • Is implemented with fidelity.	• Minimum monthly progress monitoring aligned to the intervention

Tier 3: Intensive Interventions and Supports	English learners who have not adequately responded to Tier 1 or 2 interventions, who require intensive, individualized support and intervention.	Students will receive intensive, supplemental instruction that: • Is delivered to small groups or individually, • Is increased in duration or frequency, • Continues the same Tier 2 intervention or uses a new intervention.	• Weekly progress monitoring aligned to the intervention weekly

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

See Appendix I: Supporting English Learners Through MTSS.

ELs with Disabilities

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

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

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

Exiting ESOL Services

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

WIDA ACCESS for Kindergarten Clear Exit Criteria

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

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

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

Kindergarten WIDA Alternate ACCESS Clear Exit Criteria

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

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

WIDA ACCESS Grades 1-12 Clear Exit Criteria

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

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

WIDA Alternate ACCESS Grades 1-12

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

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

Clear Exit Summary

Clear Exit Criteria Summary	
Assessment	**Exit Criteria**
WIDA ACCESS for Kindergarten	CPL or DCPL ≥ 5.0 **AND** • Listening PL ≥ 5.0 • Speaking PL ≥ 5.0 • Reading PL ≥ 5.0 • Writing PL ≥ 4.5 *Must meet all criteria to exit.
Kindergarten WIDA Alternate ACCESS	CPL or DCPL ≥ 5.0 **AND**

	• Listening PL ≥ 5.0 • Speaking PL ≥ 5.0 • Reading PL ≥ 5.0 • Writing PL ≥ 4.0 *Must meet all criteria to exit.
WIDA ACCESS Grades 1-12	CPL or DCPL ≥ 5.0
WIDA Alternate ACCESS 1-12	CPL or DCPL ≥ 5.0

Teacher Responsibilities for Students Who Clear Exit

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

State Flexibility Exit Criteria for Grades 1-12

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

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

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

State Flexibility Exit Criteria for Grades 1-12 Summary

State Flexibility Exit Criteria for Grades 1-12 Summary		
Assessment	**Flexibility Exit Criteria**	**Next Steps**
WIDA ACCESS 1-12	1. CPL or DCPL between 4.5-4.9 **AND** 2. Literacy score ≥ 4.5	Hold reclassification meeting to determine if the student continues in the ESOL program or exits the ESOL program.
WIDA Alternate ACCESS 1-12	3. CPL or DCPL = 4.0	

Procedures for Reclassification Meetings Grades 1-12

School administrators will follow the reclassification meeting procedures below for each of the students who are eligible for exit via state flexibility criteria.

1. All reclassification meetings must be completed by the last day of the school year.
2. For students eligible for exit based on WIDA ACCESS scores:

a. The ESOL teacher, a general education teacher, and an administrator (at the minimum) must meet to make a reclassification determination.
b. Complete the English Learner Reclassification Review form for WIDA ACCESS in the Ellevation platform.
c. The team will make **one** of the following determinations:
    - The student should continue in the ESOL program.
    - The student should exit from the ESOL program.

3. For students eligible for exit based on WIDA Alternate ACCESS scores:
    a. The ESOL teacher, a general education teacher, a special education teacher, and an administrator (at the minimum) must meet to make a reclassification determination.
    b. Complete the English Learner Reclassification Review form for WIDA Alternate ACCESS in the Ellevation platform.
    c. The team will make **one** of the following determinations:
        - The student should continue in the ESOL program.
        - The student should exit from the ESOL program.

Teacher Responsibilities After Reclassification Meetings

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

Reclassification Decisions Made in Other Georgia Districts

When a recently reclassified EL student transfers into the Richmond County School System (RCSS) from another Georgia district, RCSS will honor the previous school district's reclassification decision.

Post-Exit and Reclassification Data Reporting

The ESOL Program Specialist will update coding in Infinite Campus for all students who exited the ESOL program by clear exit procedures or by reclassification determination. Coding will be done after July 1st each year. Coding elements will include:

- Exit date of June 30

- EL=1 with an exit reason:
    - 1 = Clear Exit (WIDA ACCESS Proficiency)
    - 3 = Out-of-State/Non-Public School Exit
    - 4 = Reclassification Exit

Continuing Eligibility

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

Post-Exit Monitoring

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

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

Post-Exit Monitoring Documentation Process

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

The following procedures will take place:

1. Monitoring documents will be automatically sent to ELA teachers of monitored students via the Ellevation platform.
2. Monitoring documents for the first semester will be sent out in January and second semester documents will be sent out in early May. Teachers will receive an automated notice from the Ellevation platform notifying them that they have a form(s) to complete.
3. The ESOL Program Specialist will send an additional email to notify teachers that they should complete the monitoring documents. If the teachers do not complete the documentation within two weeks of the original notification date, the ESOL Program Specialist will send the teachers a 2nd reminder, with an administrator carbon copied. If the teachers still do not complete the documentation within the following week, the ESOL Program Specialist will send administrators a 3rd reminder, with the teacher carbon copied.

4. If a monitoring form is flagged by the Ellevation program, the ESOL Program Specialist will contact the school administrator so that an RTI meeting can be scheduled.
5. The ESOL Program Specialist will upload all monitoring documents into the student's permanent records in Infinite Campus.

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

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

The process is as follows:

1. The MTSS team will review the student's data, including the latest ACCESS scores, to identify areas of strengths and weaknesses.
2. The MTSS team will identify appropriate interventions and progress monitoring to implement.
3. After the interventions and progress monitoring have taken place for a minimum of 6 weeks, the team reconvene to review the progress monitoring data.
4. The RTI team will review the data to determine whether the student is struggling because of a lack of content knowledge, or a lack of English language proficiency. The team will take the following questions into consideration when making a decision:
    - Was the exited student educated formally in his/her home country? Was schooling consistent or did the student's education have prolonged periods of interrupted schooling or no schooling?
    - What were the student's most recent WIDA ACCESS / Alternate ACCESS scores and sub-scores in each domain?
    - Was the student exited from EL status based on the EL Reclassification Review Committee decision? If so, was the student's most recent WIDA ACCESS / Alternate ACCESS overall CPL score at the high end of the 4.3 - 4.9 range or at the low end?
    - Were the exited student's Georgia Milestones ELA End-of-Course scores borderline for meeting standards or where they significantly above the minimum requirement?
    - In the courses in which the exited student is struggling, what is the main area of difficulty?
        a. Is the student having difficulty specifically in the domain of writing, or reading, for example, or are there factors outside of language that are involved?
        b. Is the student struggling in a course in which he has always had difficulty?
        c. Are the teachers differentiating instruction specifically to reach and support multilingual students?
        d. Is it a lack of concentrated effort on the exited student's part, or does the student turn in all assignments, but perhaps the quality of the work does not meet the requirements for a passing grade?

e. If so, would appropriate differentiation allow this student to adequately demonstrate his knowledge and comprehension of the content, or does he lack the background content information to be able to access the curriculum and fully comprehend the material?
f. Is this student receiving academic support to compensate for any lack of background information?

5. If it is determined that the problem is truly a lack of English language proficiency, the RTI Team will follow procedures below:
    - Conduct an EL Reverse Reclassification Team Meeting and document the team's decision on the EL Reclassification Review Form.
    - If the Team has determined that the student's status should remain as Exited Student (EL=1 or EL=2), no changes should be made in the Student Information System. All documentation should be maintained in the student's permanent/cumulative record.
    - If the Team has determined that the student's status should **reverse back** to EL status then the school **must obtain parents' consent**.
    - **Timeline** for changing student's status in the Student Information System from EL=1 or EL=2 to EL=Y:
    - If the Reverse-Reclassification decision made in August, September, or **before the October FTE count**, change the status back to EL immediately and serve the student in the ESOL language program again.
    - If the Reverse-Reclassification decision was made **between Oct FTE and March FTE**, change the status back to EL immediately and serve the student in the ESOL language program again.
    - If the Reverse-Reclassification decision is made after the March FTE count, serve the student in the ESOL language program again, but wait until after the June 30 student record sign-off to change the student's status back to EL=Y.
6. All documentation should be maintained in the student's permanent record.
7. After the student's status is reversed, and is identified again as an EL student, then the WIDA ACCESS for ELLs 2.0 assessment can be administered during the state testing window.
8. When the student meets the exit criteria for the 2nd time and is reclassified as English proficient for the 2nd time, then the two-year monitoring period should begin again – for a 2nd time.

Translation and Interpretation Services

Richmond County School System provides translation and interpretation for Limited English Proficient (LEP) parents and guardians to ensure meaningful communication as required by the law.

Translation and Interpretation Defined

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

Translation Services

RCSS uses several translation services, including Zab Translation Solutions, to translate district and school level documents, including:

- Special education documents
- Student Code of Conduct
- Registration Documents
- Permission Forms
- Gifted documentation
- School choice options

Interpretation Services

RCSS uses LanguageLine Solutions for all interpretation services. Each school receives the information for how to access an interpreter via Language Line. Schools are responsible for sharing the information with teachers and staff. Schools do not use students, siblings, friends, or untrained staff to interpret or translate for parents.

WIDA

Description

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

WIDA English Language Development Standards

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

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

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

- A coherent framework that makes language visible and supports a unified approach to language development
- Grade-level cluster materials that show standards in action
- A collaborative planning process to help educators integrate content and language instruction

- Six grade-level clusters: K, 1, 2-3, 4-5, 6-8, 9-12
- Six proficiency levels, aligned with the WIDA ACCESS and Alternate ACCESS assessments
    - Level 1: Entering
    - Level 2: Emerging
    - Level 3: Developing
    - Level 4: Expanding
    - Level 5: Reaching

Additional ESOL Teacher Responsibilities

Itinerant Teachers

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

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

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

Lesson Plans

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

Benchmark Assessments

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

ESOL Documentation & Permanent Records

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

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

- Home Language Survey (HLS) in English & student's home language
- Kindergarten WIDA Screener/WIDA Screener Scores

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

Resources

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

Ellevation

Ellevation is a data management program that houses all English Learner data including:

- Kindergarten WIDA Screener
- WIDA Screener 1-12
- WIDA ACCESS Scores
- I-Ready
- NEA MAP
- Flashlight 360
- Summit K-12

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

School Administrator Responsibilities

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

1. Parents of students newly enrolled in U.S. schools receive the Home Language Survey in a language that the parents understand.
2. ESOL teachers receive Home Language Surveys for students whose parents have identified a language other than English.
3. 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.
4. Only current EL=Y students as identified by the ESOL Program Specialist take the ACCESS for ELLs.
5. All exit criteria are followed using the student list provided by the ESOL Program Specialist.

6. Parents of ELs receive school information in a language that they understand and/or provide interpretation services when necessary.
7. Registrars attend training and code students correctly.

Data Collection

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

The following are some general guidelines for coding.

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

Demographics			EL Services Tab				Flag	Enrollments	Course Information		
Last Name	First Name	Grade	EL Service #1	EL Service #2	Service Start Date	Service End Date	Type of flag	Title III Served (Yes School Year Only or No)	Course Delivery Model (Pull Out, Push In, Scheduled Class Period)	Scheduled Class Period Needs 55. Course On Schedule (Y or N)	Pull Out and Push In Needs Coding within Content Area Course Named Below(ELA, Math, SCI, SS)

Title III Funded Resources and Activities

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

Language Instruction Educational Programs (LIEPs)

The Title III plan supports our ELs at all levels.

ELs in grades K-5 will use Lexia Core 5 as a personalized learning program to support their language learning. Effectiveness of this program will be measured using the following SMART goal: During the 26-27 school year, there will be a 30% increase in students working in/or above grade level as measured by the progress report in the Lexia platform.

Flashlight 360 will be used as a supplemental assessment program for ELs in grades 1-12. Effectiveness of this program will be measured using the following SMART goal: During the 26-27 school year, 50% of students who take all three Flashlight 360 benchmarks will show growth from the beginning of the year to the end of the year as measured by the benchmark scores.

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

Title III Monitoring Process: LIEPs

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

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

Professional Development

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

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

Registrars will receive PL on topics such as coding requirements, coding changes, and correcting coding errors.

All ESOL teachers will receive training on how to use the Lexia Core5 and Flashlight 360. First and second year ESOL teachers will attend the GATESOL conference.

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

Title III Monitoring Process: Professional Development

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

Parent Engagement

In addition to providing students and teachers with support, we will be supporting parents of ELs. Parents will be offered English language classes to support their English language development. Additionally, the district will host literacy family engagement sessions where families of ELs will be invited to learn about literacy strategies that will help them support their students.

Title III Monitoring Process: Parent Engagement

The ESOL Program Specialist is responsible for collecting data on parent engagement opportunities offered using Title III funding. For parent English classes, the ESOL Program Specialist will review

attendance reports. For parent literacy events, the ESOL Program Specialist will collect survey data after each event. The data will be compiled to determine effectiveness.

Title III Monitoring Process: Identifying EL Students

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

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

Immigrant Students

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

ESOL & Title III Action Steps and Monitoring Timeline

	Action Step	Person Responsible	Monitoring Steps
July			
ESOL	Complete WIDA Screener training in WIDA Secure Portal.	ESOL Teachers	ESOL Program Specialist will verify training completion in WIDA Secure Portal.
August			
ESOL	Registrars will code and schedule all EL=Y, EL=1, EL=2, EL=3, and EL=4 students.	ESOL Program Specialist & Registrars	ESOL Program Specialist will provide registrars with coding spreadsheets.
Title III LIEP	Implement LIEP programs.	ESOL Teachers	ESOL teachers will check data platforms for implementation.
Title III PL	Teachers complete GCN PL and quiz on ESOL and Title III.	All admins and teachers	ESOL Program Specialist will collect completion and quiz data for GCN PL.
Title III PL	Begin ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach & ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
September			
ESOL	Collect teacher dissemination statements.	ESOL Program Specialist	Spot check records for Parent Notification of Student Eligibility and Ineligibility Forms.
ESOL	Complete TPC meetings.	ESOL Teachers	ESOL Program Specialist will send reminders to complete meetings and review finalized documents in Ellevation to monitor meeting completion.
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III LIEP	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEP	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
Title III PL	Participate in SIS meetings and/or training.	ESOL Program Specialist	Pull error reports in USHA and GADOE. Provide support to registrars on correcting FTE, Student Class, and Student Record errors.

Title III PL	ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach & ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
Title III Parent Engagement	Participate in Annual Title I Meeting.	ESOL Program Specialist & ESOL Instructional Coach	
October			
ESOL & Title III	Submit ESOL program information and budget into Consolidated App.	Federal Programs	
ESOL	Complete TPC meetings.	ESOL Teachers	ESOL Program Specialist will send reminders to complete meetings and review finalized documents in Ellevation to monitor meeting completion.
ESOL	Support registrars with correcting coding errors for Oct. FTE.	ESOL Program Specialist	Pull error reports in USAH and GADOE. Contact registrars to support error correction.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach & ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
November			
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.

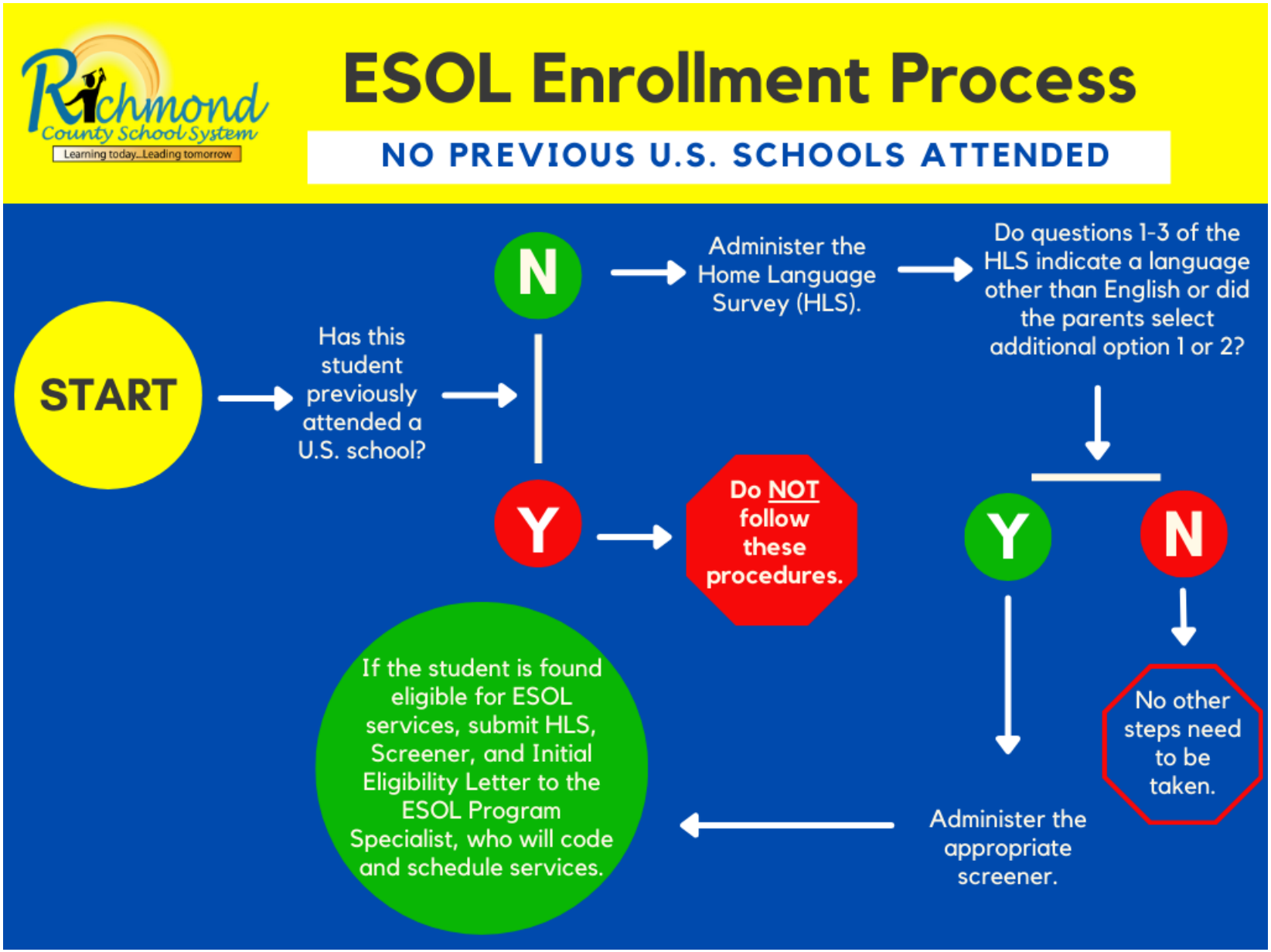
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach & ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
December			
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach & ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
January			
ESOL	Conduct district WIDA ACCESS test training.	District Testing Coordinator & ESOL Program Specialist	
ESOL	Complete WIDA ACCESS training in WIDA Secure Portal.	ESOL Teachers	ESOL Program Specialist will verify training completion in WIDA Secure Portal.
ESOL	Provide school administrators with spreadsheet of all students taking ACCESS.	ESOL Program Specialist	Update spreadsheet and notify schools when new students arrive.
ESOL	Complete ESOL monitoring documentation in Ellevation.	General Education Teachers	ESOL Program Specialist will • send email reminders to complete documentation

			• monitor documentation completion in Ellevation • notify schools of students needing RTI meetings based on monitoring documentation results.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	Participate in master scheduling meetings and open labs.	ESOL Program Specialist	Support admins with creating schedules for ELs.
ESOL & Title III PL	ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach & ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
February			
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach & ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
March			

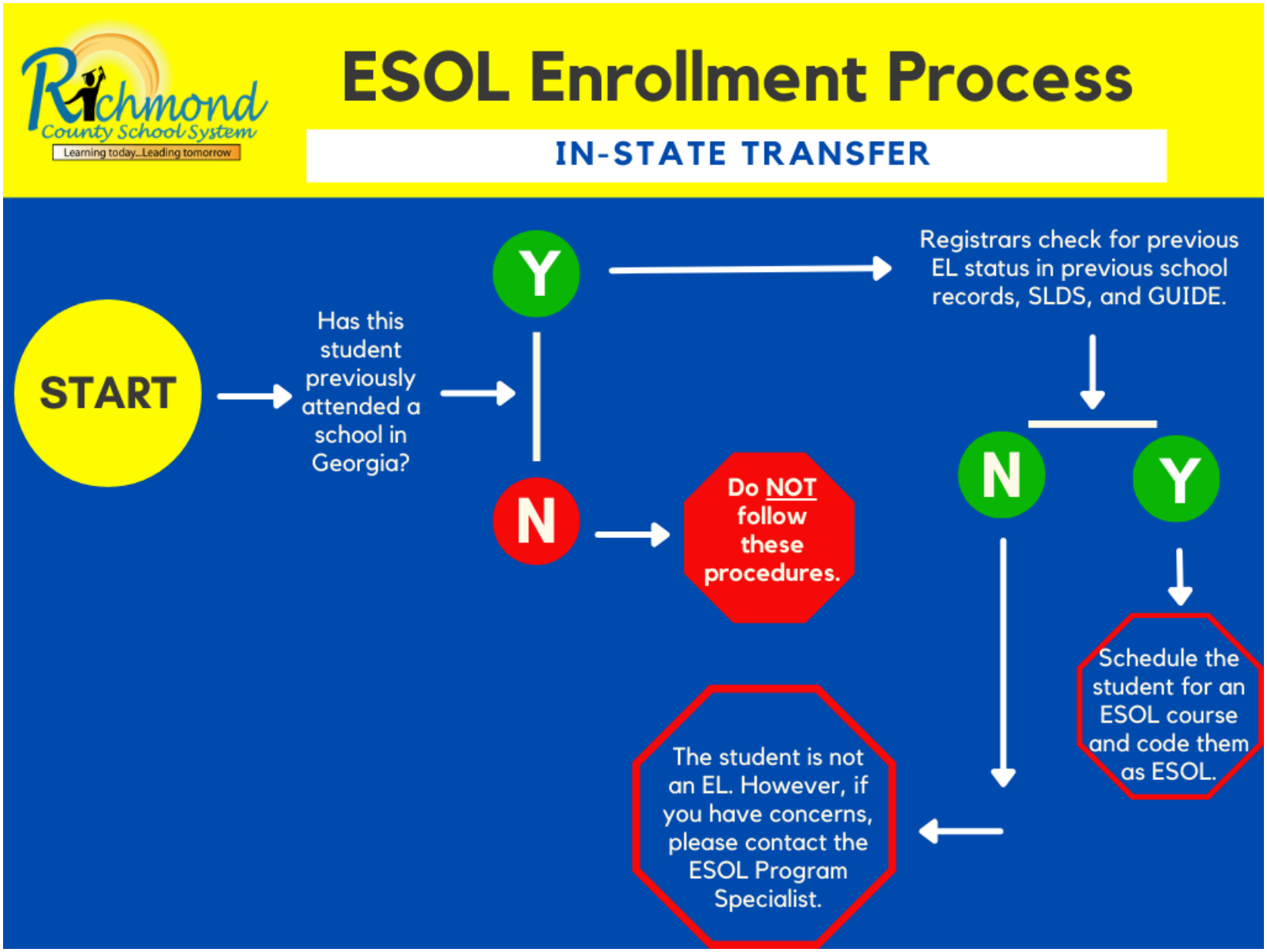
ESOL & Title III	Participate in the District Comprehensive Needs Assessment meetings.	ESOL Program Specialist	
ESOL & Title III	Host Comprehensive Needs Assessment meeting for parents of ELs.	ESOL Program Specialist	
ESOL & Title III	Participate in District School Improvement meetings.	ESOL Program Specialist	
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach & ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
April			
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
May			
ESOL	Complete ESOL monitoring documentation in Ellevation.	General Education Teachers	ESOL Program Specialist will • send email reminders to complete documentation

			• monitor documentation completion in Ellevation • notify schools of students needing RTI meetings based on monitoring documentation results.
ESOL	Provide schools with a list of students needing to exit and needing reclassification meetings.	ESOL Program Specialist	Monitor reclassification meeting completion in Ellevation.
ESOL	Submit record verification sheets.	ESOL Teacher and/or School Admins.	ESOL Program Specialist will spot check records in Infinite Campus.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.

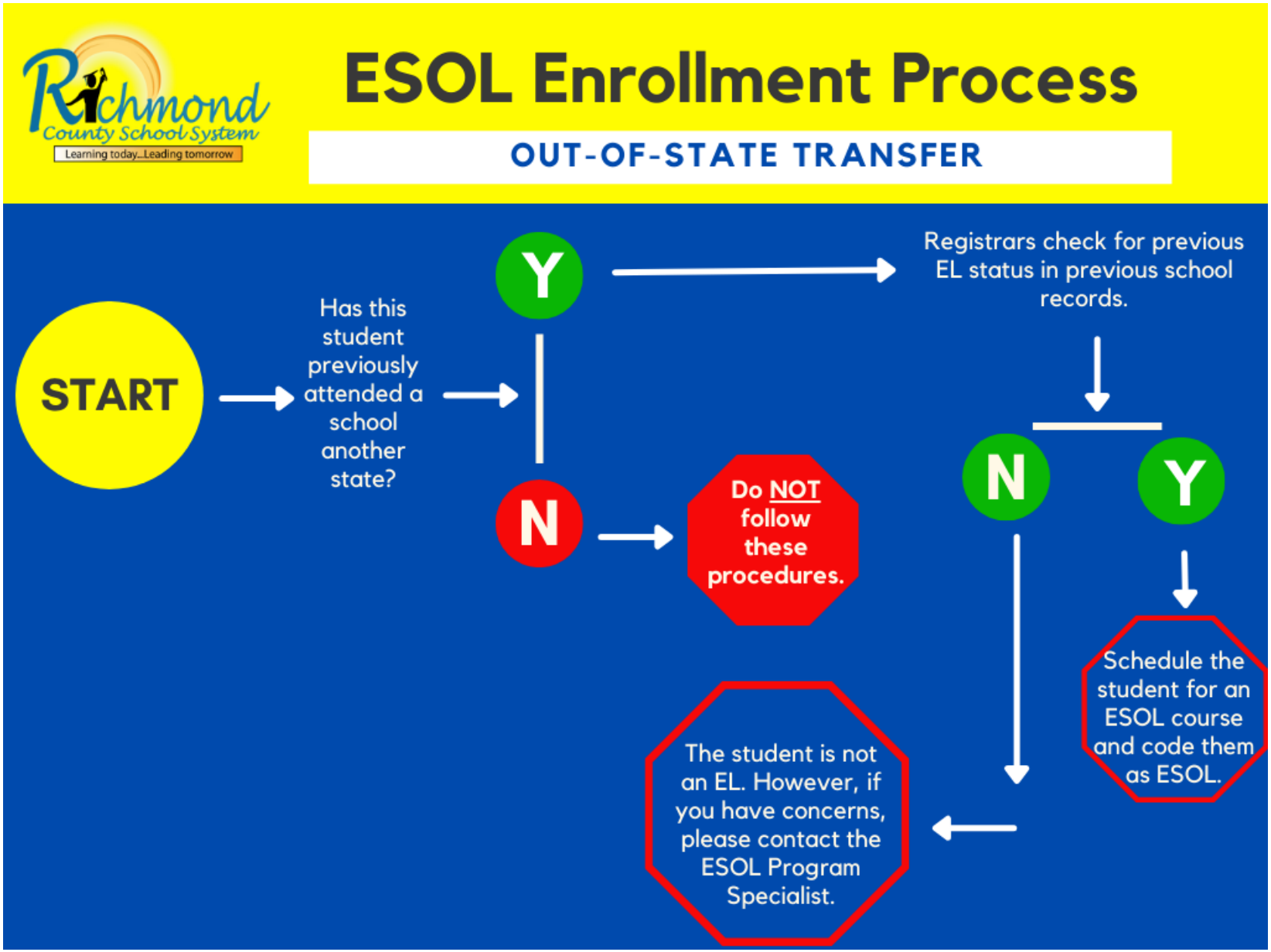
Appendix A: ESOL Enrollment Process Infographic – No Previous U.S. School Attended



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



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



Appendix D: Educator Decision-Making Guide for HLS Responses

Georgia Home Language Survey

Student Name: _____ **Teacher:** _____

Notice to Parents and Guardians:
Georgia school systems are required[1] to collect your responses[2] to questions about your preferred language for school communication and your child's primary or home language. Information from the first question is used to identify your need for an interpreter or for translated documents. Information from the three *Home Language Survey questions* and the additional language information help us determine whether to screen your child's level of English language proficiency. The screening process will identify if your child qualifies for English learner status and services in our language instruction educational program.

Purpose of Questions	Questions & Parent/Guardians Responses
Communication Preferences This question helps the school provide you with an interpreter or translated documents, free of charge, should you want them. This question is for informational purposes only. It is <u>not</u> used to identify your child for English language proficiency screening.	**Parent Communication Language (Required)** • In which language would you prefer to receive school communication? _____
Identification of Potential English Learners These three questions help schools identify if your child should be screened for eligibility to participate in their language instruction educational program. When the response to any of these questions is a language other than English, schools may be required to screen your child's level of English language proficiency. If you respond with more than one language, the school will need additional information from you before making this decision.	**Home Language Survey (Required)** 1. Which language does your child <u>best</u> understand and speak? _____ 2. Which language does your child <u>most</u> frequently speak at home? _____ 3. Which language do adults in your home <u>most</u> frequently use when speaking with your child? _____
Additional Information from Multilingual Families If you indicated that your child and other adults in the home *understand and use English and another language* or languages, schools will ask you to provide additional information to decide if your child should be screened for English proficiency. If you respond that your child understands and uses English more than the other home language, or that your child understands and uses both English and the other home language equally, the school will not screen your child for English language proficiency.	**Additional Information from Multilingual Families.** ***Choose <u>only one sentence</u> that best describes your child's primary language.*** ☐ My child understands and uses only the home language and <u>no English</u>. ☐ My child understands and uses mostly the home language and <u>a little English</u>. ☐ My child understands and uses the home language and English <u>equally.</u> ☐ My child understands and uses <u>mostly English</u> and only a little of the home language. ☐ My child understands and uses <u>only English</u>.

Parent/Guardian Signature: _____ **Date:** _____

[1] U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights, 7 January 2015, *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, p. 10.*
[2] The Home Language Survey should be given to first time enrollees to United States public schools.

<table>
<tr><th>Purpose of Questions</th><th>Questions</th><th>Decision-Making Guidance</th></tr>
<tr><td colspan="3">Additional Information from Parents or Guardians in Multilingual Home Environments</td></tr>
<tr><td>Parents and guardians in multilingual home environments must choose only one of these five clarification statements about their child's primary language use in the home. The parents' or guardians' clarification statement will support educators' identification of the student as a potential EL or not a potential EL. This statement provides parents or guardians the opportunity to clarify their child's use of English and other language(s) in the home.</td><td>Choose <u>only one sentence</u> that best describes your child's primary language.

☐ My child understands and uses only the home language and <u>no English</u>.

☐ My child understands and uses mostly the home language and <u>a little English</u>.

☐ My child understands and uses the home language and English <u>equally.</u>

☐ My child understands and uses <u>mostly English</u> and only a little of the home language.

☐ My child understands and uses <u>only English</u>.</td><td>
<table>
<tr><th>If parent or guardian's statement choice is:</th><th>Then, the required decision is:</th></tr>
<tr><td>My child understands and uses only the home language and <u>no English</u>.</td><td>• The child is a potential EL.
• Administer the ELP screener</td></tr>
<tr><td>My child understands and uses mostly the home language and <u>a little English</u>.</td><td>• The child is a potential EL.
• Administer the ELP screener</td></tr>
<tr><td>My child understands and uses the home language and English <u>equally.</u></td><td>• The child is not potential EL.
• Do not administer the ELP screener.
• Encourage parents to complete the Multilingual Multiliterate HLS Amendment.</td></tr>
<tr><td>My child understands and uses <u>mostly English</u> and only a little of the home language.</td><td>• The child is not potential EL.
• Do not administer the ELP screener.</td></tr>
<tr><td>My child understands and uses <u>only English</u>.</td><td>• The child is not potential EL.
• Do not administer the ELP screener.</td></tr>
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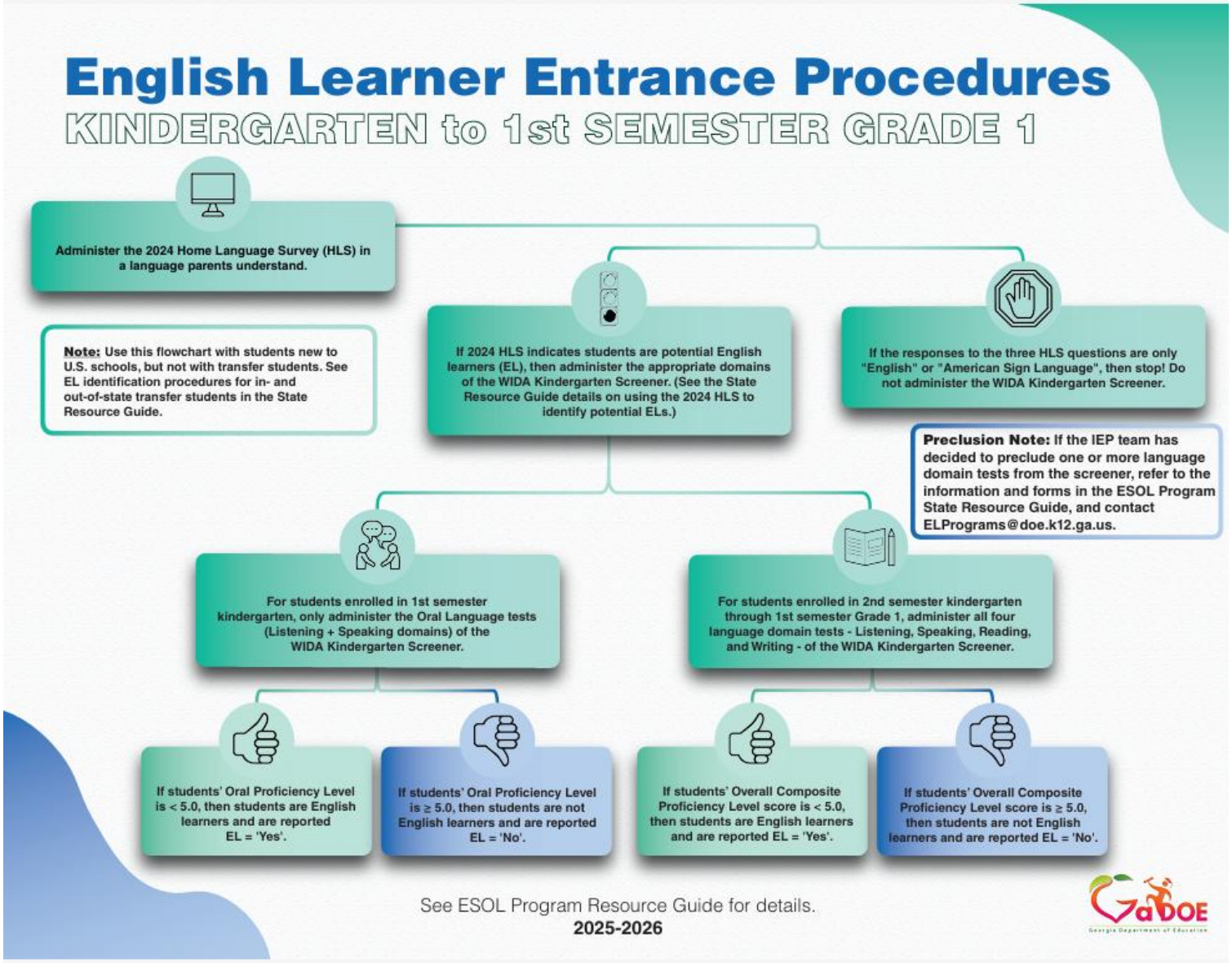
Notice Regarding Parent/Guardian Signature & Date:

- The updated HLS was designed to be uploaded into an online enrollment system. Consequently, the updated HLS and 20 language versions do not include a parent/guardian signature and date line. However, if school systems use paper enrollment processes, please ensure that parents or guardians sign and date the HLS, in a language and format they understand.
- Maintain all HLS documentation in the student's permanent records.

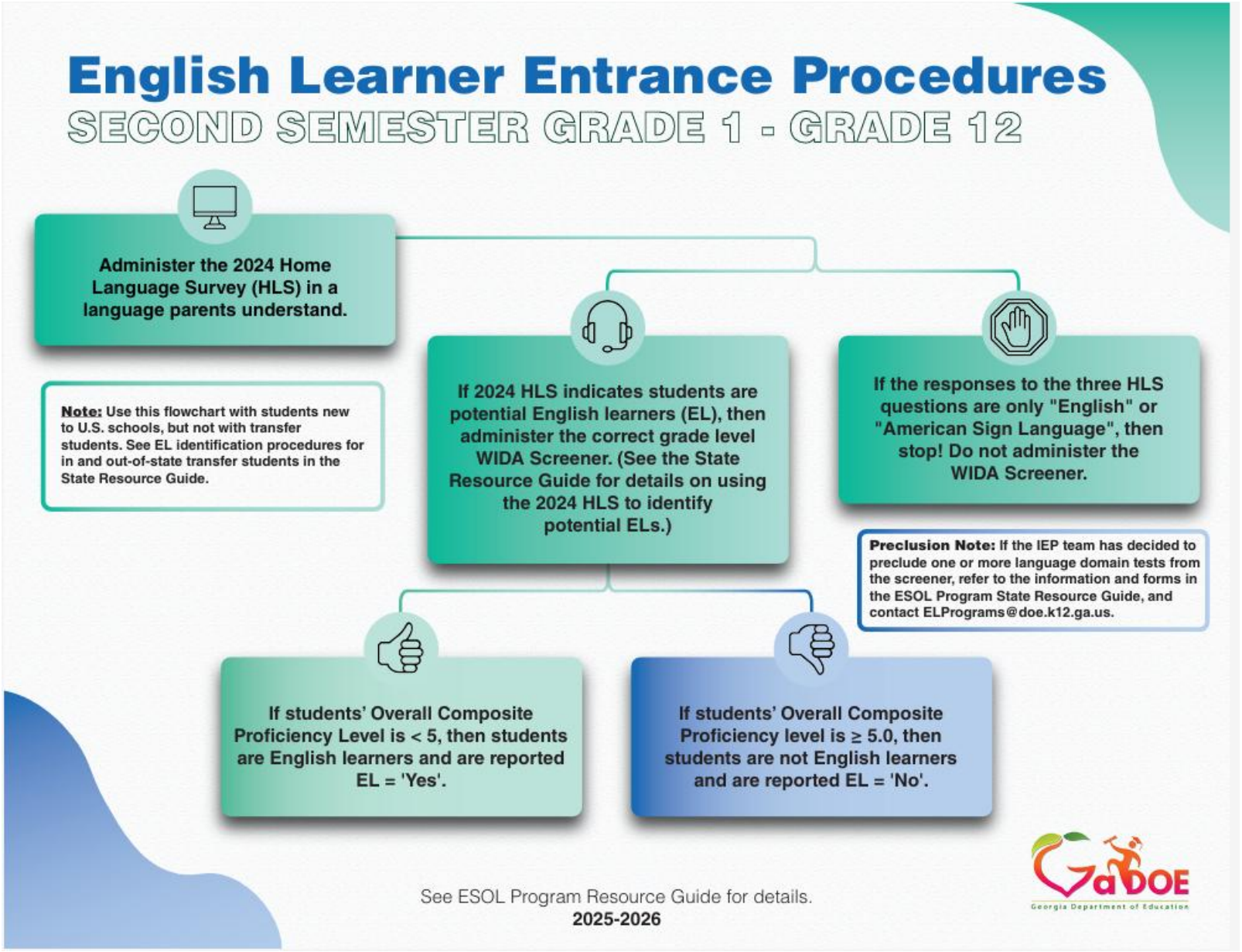
Notice Regarding HLS One-Time Administration:

- Although schools' enrollment packets contain the HLS, it is intended that parents/guardians only complete the HLS one-time during student's initial enrollment in a U.S. school.
- Unless the student is newly enrolled in a U.S. school, please review students' transfer documentation, since only the parents/guardians' responses on the original HLS are used to identify a potential EL who must be administered the ELP screener.
    - The parents/guardians' original HLS responses determine whether the student is identified as a potential EL or not.
- See *EL Language Programs – State Guidance*, pp. 8 and 14.

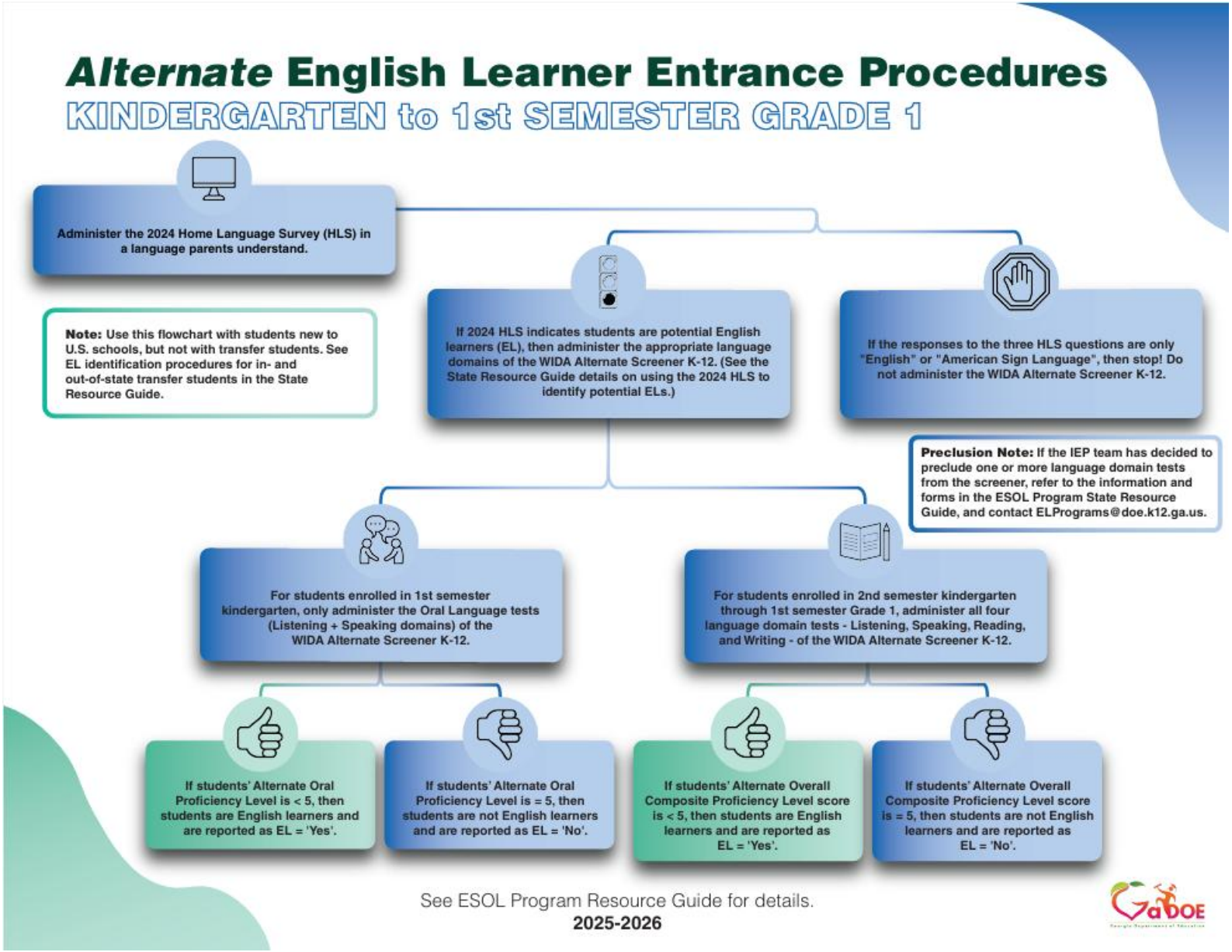
Appendix E: EL Entrance Procedures Kindergarten – 1st Semester 1st Grade



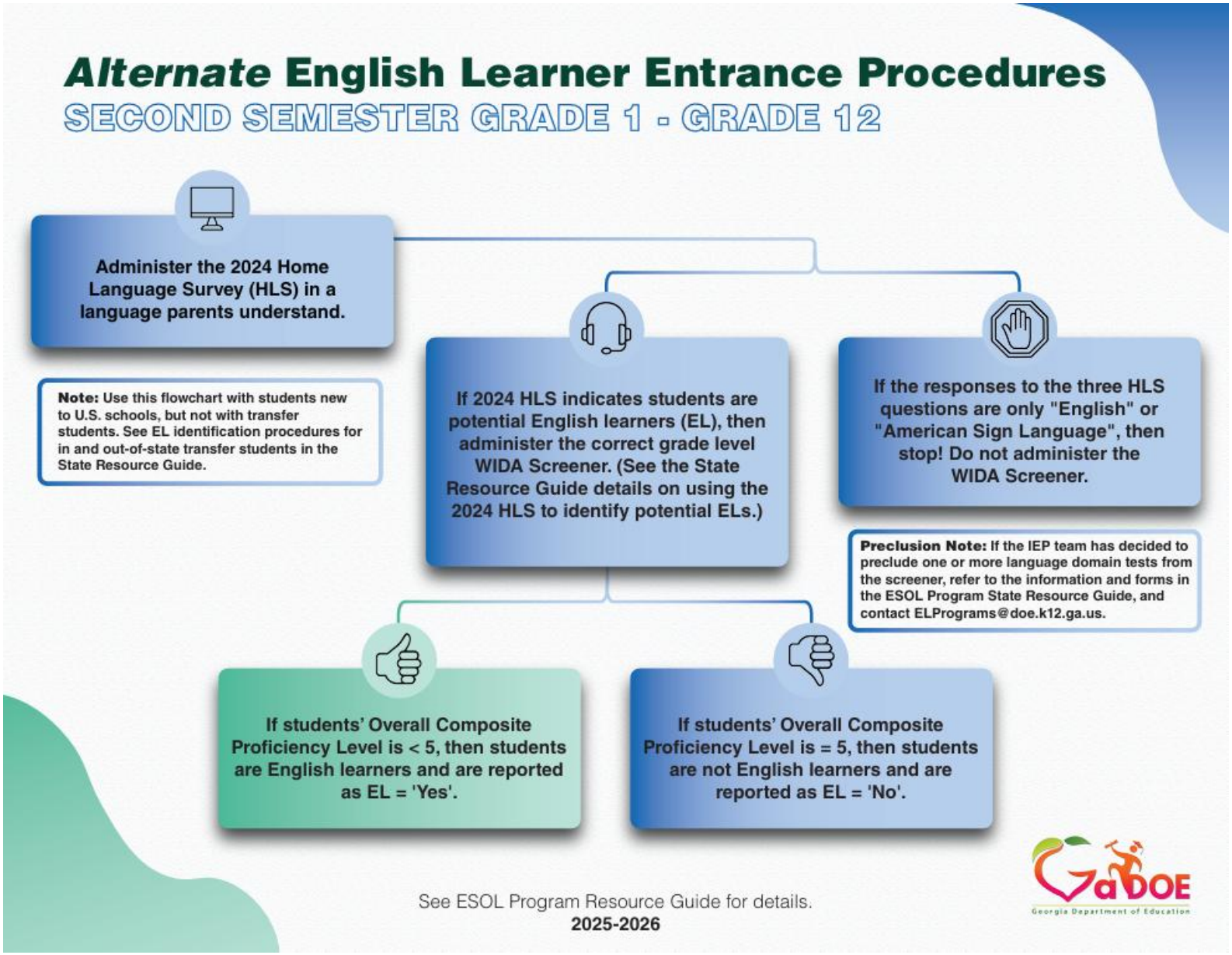
Appendix F: EL Entrance Procedures 2nd Semester 1st Grade – 12th Grade



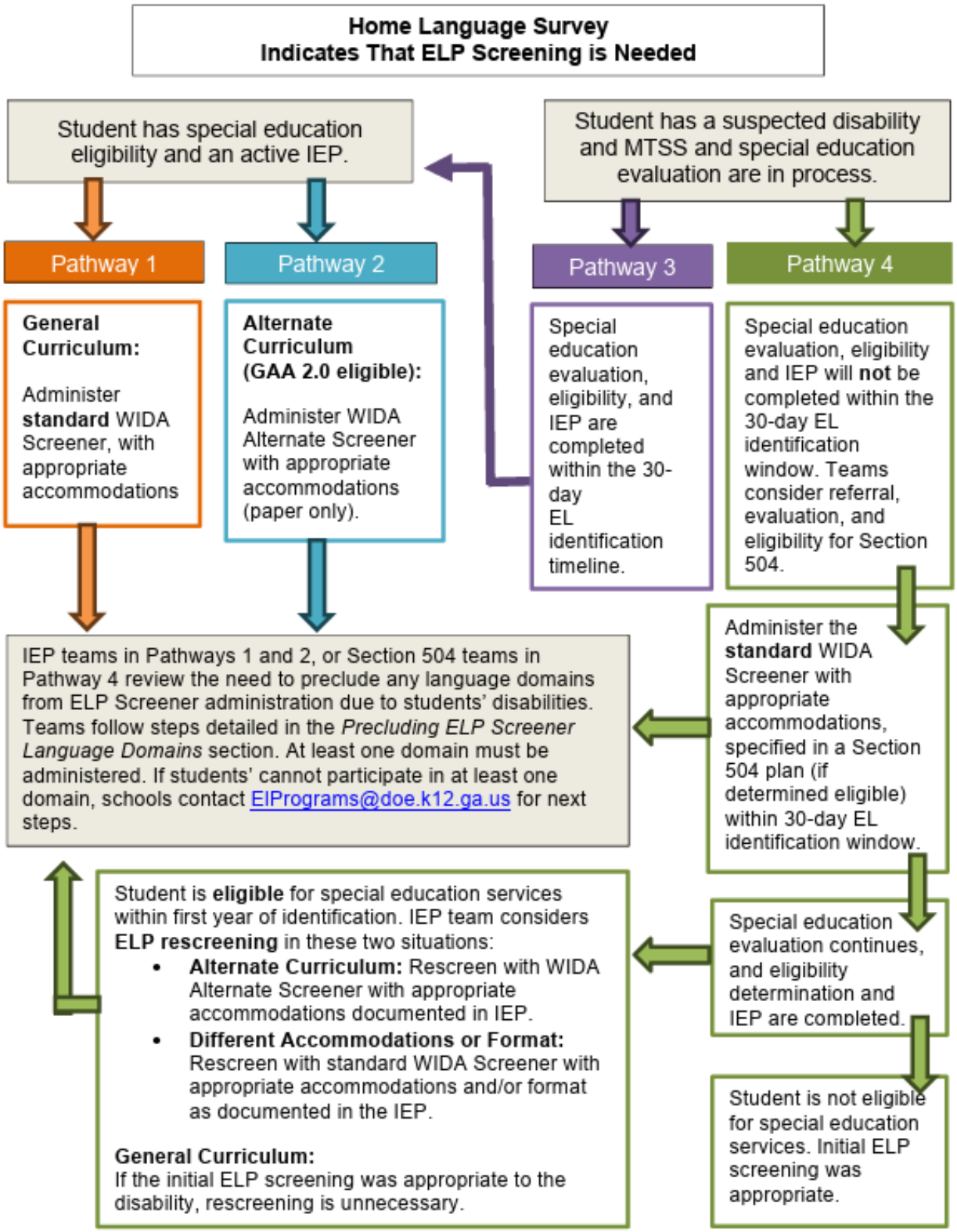
Appendix G: Alternate EL Entrance Procedures Kindergarten – 1st Semester 1st Grade



Appendix G: Alternate EL Entrance Procedures 2nd Semester 2nd Grade – 12th Grade



Appendix H: ELP Screening Decision Pathways for Students with Suspected or Documented Disabilities



Appendix I: Supporting English Learners Through MTSS

SUPPORTING ENGLISH LEARNERS THROUGH MTSS

CONTENTS

1. Introduction
2. Flow-Chart
3. Profile of English Learners (PEL)
4. Profile of English Learners (PEL) Supplemental Information
5. Tier 1 Instructional Guidance
6. ESOL Program Summary
7. English Language Proficiency
8. Keys to Second Language Acquisition
9. Positive and Negative Factors
10. Distinguishing Between Lack of English Proficiency and Reading Difficulties
11. English Learners and Dyslexia Screening Guidance

PURPOSE

This document provides educators with additional procedures for supporting English learners, tailoring the MTSS process to provide language and academic supports.

AUDIENCE

Members of the MTSS team, to include the ESOL teacher, should use this document to support English learners after they have entered the ESOL program.

HOW TO USE

Follow the steps on the flow-chart to identify next steps for supporting English Learners in the MTSS process.

CONTACT

Jessica Castro, ESOL Program Specialist
706-826-1102, ext. 5139
castrje@boe.richmond.k12.ga.us

CONTACT

George Daniels, ESOL Instructional Coach
706-826-1102, ext. 5148
daniege@boe.richmond.k12.ga.us

Administer Universal Screener

On Grade Level

- Continue high quality Tier 1 instruction with emphasis on academic language.

Below Grade Level

- Complete the Profile of English Learners (PEL).

English Learner Student Profile Score 0-5

- Continue to provide high quality Tier 1 instruction with emphasis on social language.
- Provide modifications and scaffolds on assignments and assessments using WIDA Can Do Descriptors and Ellevation.
- Provide English instruction via ESOL services.
- Progress monitor English Language Proficiency (ELP) using ESOL software (BOY to MOY).

No

Does the student show growth on ELP?

Yes

English Learner Student Profile Score 6-8

- Continue to provide high quality Tier 1 instruction with emphasis on academic language.
- Provide modifications and scaffolds on assignments and assessments using WIDA Can Do Descriptors and Ellevation.
- Provide English instruction via ESOL services.
- Progress monitor English Language Proficiency (ELP) using ESOL software (BOY to MOY).

Yes

Does the student show growth on ELP **AND** universal screener monitoring?

No

English Learner Student Profile Score 9-12

- Continue to provide high quality Tier 1 instruction with emphasis on academic language.
- Provide modifications and scaffolds using WIDA Can Do Descriptors and Ellevation.
- Provide English instruction via ESOL services.
- Progress monitor English Proficiency (ELP) using ESOL software.
- Implement Tier 2 **content area** interventions.

Tier 2: Goal Met

- Return to Tier 1.

Tier 2: Progress Made, Problem Not Resolved

- Continue to provide high quality Tier 1 instruction with emphasis on academic language.
- Provide modifications and scaffolds on assignments and assessments using WIDA Can Do Descriptors and Ellevation.
- Provide English instruction via ESOL services.
- Progress monitor English Language Proficiency (ELP) using ESOL software.
- Continue or change Tier 2 **content area** interventions.

Tier 2: Inadequate Progress

- Continue to provide high quality Tier 1 instruction with emphasis on academic language.
- Provide modifications and scaffolds on assignments and assessments using WIDA Can Do Descriptors and Ellevation.
- Provide English instruction via ESOL services.
- Progress monitor English Language Proficiency (ELP) using ESOL software.
- Continue or change Tier 2 **content area** interventions.
- Implement Tier 3 **content area** interventions.

Tier 3: Goal Met

- Return to Tier 2.

Tier 3: Progress Made, Problem Not Resolved

- Continue to provide high quality Tier 1 instruction with emphasis on academic language.
- Provide modifications and scaffolds on assignments and assessments using WIDA Can Do Descriptors and Ellevation.
- Provide English instruction via ESOL services.
- Progress monitor English Language Proficiency (ELP) using ESOL software.
- Continue or change Tier 2 **content area** interventions.
- Continue or change Tier 3 **content area** interventions.

Tier 3: Inadequate Progress

- Change Tier 3 content area interventions.

OR

- Refer for evaluation.

PROFILE OF ENGLISH LEARNERS (PEL)

When English learners score below grade level on the universal screener, the Profile of English Learners (PEL) should be completed. This document helps determine next steps for instruction and intervention. For each response, there is a point value. Calculate the total number of points and follow the scoring guide directions on how to proceed.

Student: _____ Grade: _____ Date: _____

Circle the appropriate answer to each question. Total up the number of points awarded for each response.

Questions	0 Points	1 Point	2 Points
1. What is the student's primary home language? _____ Is the language similar to English (i.e. letters and/or sounds)?	Distant from English	Similar to English	
2. Where was the student born? _____ (Special note: Puerto Rico is a part of the United States.)	Outside of the U.S.	U.S.	
3. How many years has the student been an English learner?	0-1 Year	2-4 years	5+ years
4. Is the student an ESOL monitored student?	No	Yes	
5. What is the student's latest ACCESS score? _____ (Use the screener score if the student has not taken the ACCESS yet.)	1.0-1.9	2-2.9	3+
6. Has the student taken the ACCESS more than once? If so, was there an increase in the scale scores?	No (for both questions)	Yes	
7. What is the student's ACCESS Student Growth Percentile (SGP)?	Typical or High	Low	
8. Is there any documentation of interrupted formal education? (For example, has the student missed a significant amount of time out of school?)	Yes	No	
9. Does the student attend school regularly?	More than 10 Absences	0-10 Absences	Regular Attendance

Name of Person Completing Form: _____
Signature of Person Completing Form: _____
Date: _____

Scoring Guide		
0-5 Points	6-8 Points	9-12 Points

PROFILE OF ENGLISH LEARNERS (PEL) SUPPLEMENTAL INFORMATION

The Profile of English Learners should be completed by the MTSS team with the support of the ESOL teacher.

Most of the answers to the questions on the MTSS English Learner Student Profile can be found in Infinite Campus or Ellevation. However, additional information is needed to provide clarity for some of the questions and/or answers. See below for clarifying information.

- Question #1: A language that is similar to English might have the same alphabet, similar sounds, and similar grammar, for example. Languages that are similar to English include Dutch, Spanish, Portuguese, Italian, Swedish, German, Danish, and Romanian. Languages that are distant from English include Japanese, Mandarin, French, Russian, and Arabic.
- Question #2: Educational requirements differ across countries.
- Question #4: An ESOL monitored student is a student who exited the ESOL program within the last two years.
- Question #7: The state provides districts with the students ACCESS Student Growth Percentile (SGP). The SGP compares English Language Proficiency (ELP) growth of similar English learners across Georgia in the same grade level with the same prior level of English Language Proficiency (ELP). With typical growth, English Learners are likely to develop academic English within 3-5 school years. The SGP can be found in SLDS and in Ellevation.
- Question #8: Some students have interrupted educational careers, often missing one or more year of instruction. These students have gaps in their learning which may impact their current learning.

The scoring guide on the MTSS English Learner Student Profile will help determine the next steps in the RTI process. See the descriptions below for more information about the scoring guide.

- 0-5 Points: Students who score 0-5 points on the student profile are still in the initial phase of learning English. Most of the English that they are learning is for social purposes. Their classroom struggles are mostly due to not knowing the English language, which leads them to struggle with academic content areas. These students are less likely to need tier II content area interventions because learning English is the main priority. Tier I instruction should continue, with a focus on social language.
- 6-8 Points: Students who score 6-8 points on the student profile have developed communication in English for social purposes but are still in the early phase of learning to communicate in English for academic purposes. These students would benefit from Tier I instruction with a focus on academic language.
- 9-12 Points: Students who score 9-12 points on the student profile have most likely been learning English for several years. These students have a strong basis of social and academic language. These students are most likely struggling with academic content, rather than the English language itself. These students would benefit from Tier II academic content area interventions.

TIER 1 INSTRUCTIONAL GUIDANCE



REFERENCE

Project ELITE, Project ELLIPSES, & Project LEE. (2018). Meeting the Needs of English Learners With and Without Disabilities: Brief 1, Multitiered Instructional Systems for ELs. Office of Special Education.

ESOL PROGRAM SUMMARY

IDENTIFICATION

1. Parents complete a Home Language Survey (HLS) which asks about which language
   a. the child best understands,
   b. the child speaks at home, and
   c. the adults at home use when speaking to the child.
2. If another language is indicated, the ESOL teacher administers either the Kindergarten WIDA Screener or the WIDA Screener 1-12.
3. If the student scores less than 5 on either screener, the student qualifies for ESOL services.
4. This process must take place within 30 days of enrollment.

SERVICES

1. **Pull-out model** – students are taken out of general education classes for the purpose of receiving small group language instruction from the ESOL teacher.
2. **Push-in model** (within content area classes) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.
3. **Scheduled class period** – students receive instruction in foundational social/instructional English and academic English in a class composed only of English learners taught by an ESOL teacher.

ESOL Program

The program that is used to teach students English.

ASSESSMENTS

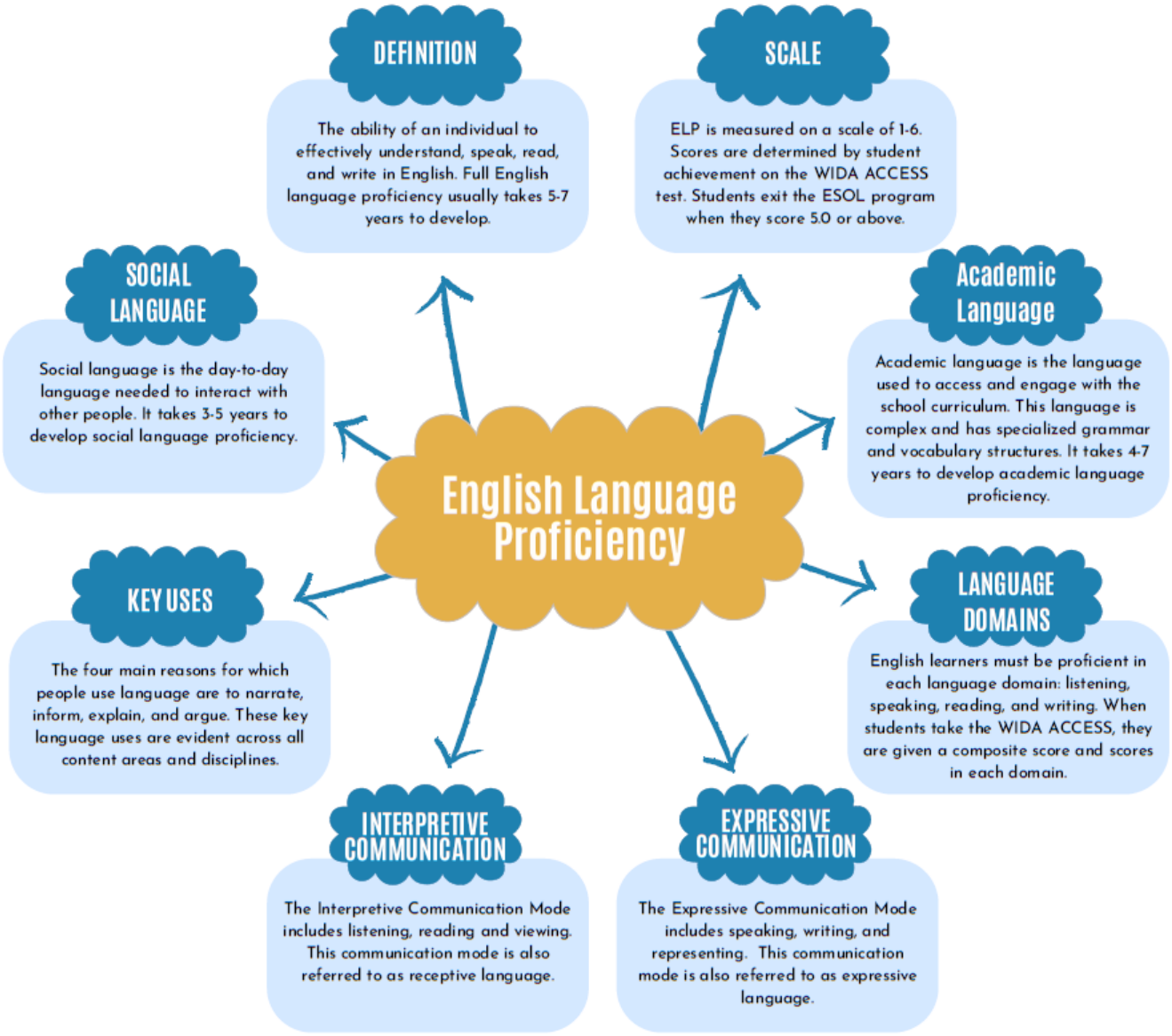
1. **Kindergarten WIDA Screener**: An individually administered paper-pencil test that helps educators identify students as English Learners.
2. **WIDA Screener 1-12**: An English language proficiency assessment that helps educators identify students as English Learners.
3. **WIDA ACCESS for ELLs**: A standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress towards English proficiency. This assessment provides an overall composite score as well as individual scores for each domain: listening, speaking, reading, and writing.

EXITING ESOL

1. **Automatic Exit**: Student scores an overall Composite Proficiency Level (CPL) that is 5.0 or higher on the WIDA ACCESS for ELLs assessment.
2. **Reclassification Meeting**: For students who score an overall CPL 4.5-4.9 and literacy score greater than or equal to 4.5, a reclassification meeting is held to determine if the student should exit ESOL or continue in the program.

Special Note: The sections above provide brief information about ESOL program processes and procedures. Detailed information can be found in the ESOL handbook.

ENGLISH LANGUAGE PROFICIENCY (ELP)



REFERENCES

Fenner, D. S., & Snyder, S. (2017). Unlocking English Learners' Potential. Thousand Oaks, California: Corwin.

WIDA. (2020). WIDA English Language Development Standards Framework, 2020 Edition Kindergarten-Grade 12. Madison, Wisconsin: Board of Regents of the University of Wisconsin System.

KEYS TO UNLOCKING SECOND LANGUAGE ACQUISITION

Second Language Acquisition: The process through which people learn a language other than their home or native language.

Motivation

Motivation to pursue or sustain learning a second language.

Neurophysiological Capacity

The brain's ability to learn another language using the neurophysiological processes that were created during first language acquisition.

Deliberate Practice

Language must be applied and practiced in systematic, deliberate ways.



Usable Input and Feedback

Language beyond a student's understanding becomes usable when teachers add scaffolds and feedback to their instruction.

Facilitative Emotional Conditions

Positive emotional situations, such as a welcoming environment, make learning a second language easier.

REFERENCE

TESOL International Association Writing Team. (2018). The 6 Principles for Exemplary Teaching of English Learners. Alexandria, Virginia: TESOL International Association.

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Motivation to pursue or sustain learning a second language.

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POSITIVE AND NEGATIVE FACTORS INFLUENCING SECOND LANGUAGE ACQUISITION

Learning English is Easier if...	Learning English is Harder if...
• the home or native language is similar to English. • the student is literate in his or her home or native language. • students have multiple opportunities to engage with other people who speak English. • high-quality instruction in academic English is provided.	• the student has less time to learn English because of his/her age. • the student struggles with trauma, post-traumatic stress, anxiety, depression, speech and language disorders, and/or learning disabilities. • the student has limited and/or interrupted formal education. • the student is a long-term English learner because they struggle to meet the language proficiency expectations.

REFERENCE

TESOL International Association Writing Team. (2018). The 6 Principles for Exemplary Teaching of English Learners. Alexandria, Virginia: TESOL International Association.

DISTINGUISHING BETWEEN LACK OF ENGLISH PROFICIENCY AND READING DIFFICULTIES

Typical English Learner Language Errors	Atypical English Learner Language Errors
Applying sounds or phonetic spellings from their native language when writing in English.	Persistent problems in word reading (recognition, decoding), reading fluency, and spelling, especially when observed in both languages.
Comprehension issues resulting from the ongoing process of building vocabulary and background knowledge as they are learning additional languages.	Persistent and pervasive difficulties despite consistent and targeted reading instruction.
Difficulty using context clues provided by unknown words or challenging sentence structures.	Not making the same progress as other siblings and/or students with similar linguistic, cultural, and educational backgrounds.
Decoding difficulties when learning words that contain sounds or correspondences different from their native language.	Not showing increased understanding of written text as general language knowledge develops.
Low confidence or limited expressive language presenting as reluctance, a "silent period," or a challenge in sharing knowledge and understanding.	Experiencing difficulties in all languages spoken.

REFERENCE

Georgia Department of Education. (2024). Considerations for English Learners at Risk for Dyslexia.

ENGLISH LEARNERS AND DYSLEXIA SCREENING GUIDANCE

