

Richmond County Schools



**ESOL Teacher
Expectation Handbook
2017-2018**

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RCSS Highlights & Non-Negotiables

1. Providing Services for ELs students is Not optional. Students must be served by an ESOL endorsed or ESOL certified teacher.
2. ESOL teachers do not have to speak a foreign language.
3. In Richmond County, Middle Schools and High Schools serve their own EL students. They are not provided with an Itinerant unless they have Level A students who are newly arrived immigrants with English.
4. All New Kindergarten and Incoming Students should be given a **Home Language Survey**. **If any answer on the survey is not English, Student should be given then the WIDA Screener in 1-12 and WAPT by testing coordinator and so scores.**
5. Students who enter your class must be previously identified as EL prior to being placed in your class.
6. This must be done within 30 days. Do not schedule students in an ESOL until this is done.
7. Students only exit ESOL with the ACCESS score of 5.0. The Language Acquisition Conference does not apply.
8. Students are taught WIDA standards and the Georgia Standards.
9. EL students must be monitored four years after exit.

ESOL Textbook & Resources - National Geographic / Cengage

Grades K—5- Reach



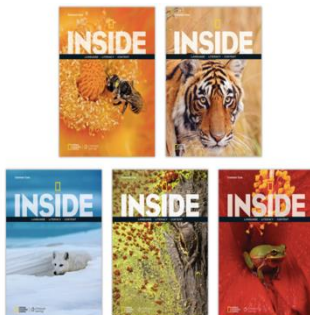
MyLexia Core5



Grades 6-8



Grades 9-12



***Rosetta Stone is used for Tier 1A students only

Professional Qualifications

Have an ESOL endorsement or certification. You do not have to speak a World Language in order to teach ESOL but must have an endorsement or be enrolled in an endorsement course.

Professional Knowledge-

It is expected that you demonstrate an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

ESSENTIAL KNOWLEDGE FOR TEACHERS OF ELS

SUPPORT ORAL LANGUAGE DEVELOPMENT

- ❖ Oral language proficiency allows students to participate in academic discussions, understand instruction, and build literacy skills.
- ❖ Students with more developed first language skills are able better able to develop their second language skills. Vocabulary knowledge plays an important role in oral language proficiency. ELs require direct teaching of new words along with opportunities to learn new words in context through hearing, seeing, and saying them as well as during indirect encounters with authentic and motivating texts.
- ❖ Building oral proficiency in a second language can be supported by the use of nonverbal cues, visual aids, gestures, and multisensory hands-on methods. Other strategies include establishing routines, extended talk on a single topic, providing students with immediate feedback, opportunities to converse with teachers, speaking slowly, using clear repetition, and paraphrasing supports oral communication.
- ❖ Students should receive explicit instruction and preparation techniques to aid in speaking with others by teaching words and grammatical features that are used in academic setting

EXPLICITLY TEACH ACADEMIC ENGLISH

- ❖ Academic language is decontextualized, abstract, technical, and literary. It is difficult for native speakers and even more difficult for ELs.
- ❖ Academic language is not limited to one area of language and requires skills in multiple domains, including vocabulary, syntax/grammar, and phonology.
- ❖ Understanding the differences of informal language and academic language is important. Opportunities to learn and practice academic language are essential. Students must be exposed to sophisticated and varied vocabulary and grammatical structures and must avoid slang and idioms.
- ❖ Opportunities and instruction on using academic language accurately in multiple contexts and texts is of critical importance for all ELs.

- ❖ School-wide efforts and coordination of curriculum across content area helps teachers build on a foundation of prior knowledge.

Value Culture Diversity

- ❖ ELs typically face multiple challenges in the transition from home to school as most are from culturally diverse backgrounds. Schooling experiences should reaffirm the social, cultural, and historical experiences of all students.
- ❖ Teachers and students should be expected to accept, explore, and understand different perspectives and to be prepared as citizens of a multicultural and global society.
- ❖ Opportunities for teachers and students to interact with diverse cultures can be created in multiple ways through inclusive teaching practices, reading and multimedia materials, school traditions and rituals, assembly programs, and cafeteria food that represent all backgrounds.
- ❖ Involving parents and community in a meaningful way with outreach and letters to homes, bulletin boards, and staff helps build appreciation of diversity

Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences


On Going Professional Learning

All ESOL and ESOL Content/Mainstreamed teachers are to complete ongoing professional learning. In order to complete this more efficiently, there is a website

The purpose of this site is provide resources to document the mandatory, sustained professional learning specifically related to best practices for instruction with English Learners. This form is ONLY to record your participation for Title III monitoring documentation. It does record participation for PLUs. Mandatory video sessions are described for you. As you participate in additional professional learning specific to English Learners throughout the year, record the information on the blank lines (ex. PL with your ESOL teacher, attendance at conference sessions, etc.). Additional documentation such as a copy of the agenda, handouts, sign in sheets, etc. must be provided for additional sessions listed.

<http://www.rcboe.org/Page/25960>

TITLE III/ESOL ON GOING PROFESSIONAL LEARNING GUIDELINES







Title III/ESOL Department

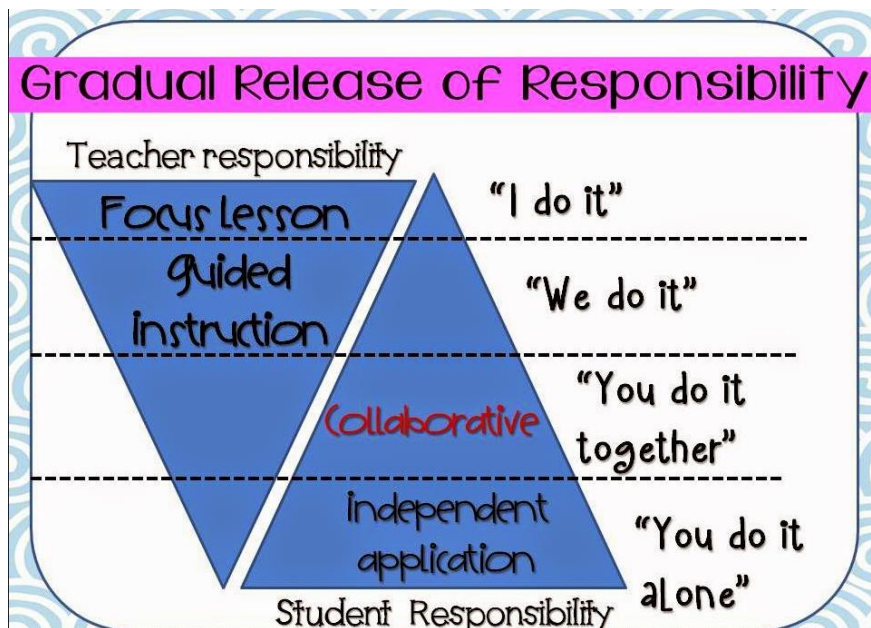
The purpose of this site is provide resources to document the mandatory, sustained professional learning specifically related to best practices for instruction with English Learners. This form is ONLY to record your participation for Title III monitoring documentation. It does record participation for PLUs. Mandatory video sessions are described for you. As you participate in additional professional learning specific to English Learners throughout the year, record the information on the blank lines (ex. PL with your ESOL teacher, attendance at conference sessions, etc.). Additional documentation such as a copy of the agenda, handouts, sign in sheets, etc. must be provided for additional sessions listed.

Report of Learning	Date	Pages
Attendance at Year All Video		Legal requirements, included data a video recording of the Title III/ESOL Department
Mandatory Video - Can Do		Using the Can Do Descriptors for Instructional Practices for ELs
Reporting on PL		
Mandatory Video - ELs		How video recording is used as of the 2021 standards framework for writing language
Mandatory Video - ESOL		Standard for English Learners
Mandatory Video - Additional		Additional video recording of any other mandatory video sessions or any other sessions
Mandatory Video - Additional		Additional video recording of any other mandatory video sessions or any other sessions
Professional Learning		Examples of strategy or strategies
Professional Learning		Examples of strategy or strategies
Professional Learning		Examples of strategy or strategies
Professional Learning		Examples of strategy or strategies
Professional Learning		Examples of strategy or strategies
Additional Learning	Date	Description: "What topic of the agenda, handouts, etc."
Additional Learning		
Additional Learning		
Additional Learning		

**Curriculum and Learning: Best Practices for Instruction
Gradual Release of Instruction**

Modeled	
<p>Definition: Teacher explains and models the strategy and content indicating how it relates to current learning needs and prior knowledge. Students are in whole groups or small groups.</p> <p>Examples: Teacher provides a demonstration of a strategy or new content with examples such as: Think alouds, sample problems, combination notes, rubric review, chunking.</p>	<p>Teacher doing the work</p> 
Shared	
<p>Definition: Teacher encourages student participation by asking questions to check for mastery. Students in whole group, small group or pairs (elbow partners). Teacher checks for understanding and reteaches as needed.</p> <p>Examples: Teacher uses extensive questioning, K.W.L., anticipation guide, predicting, skimming and scanning, pair and share partners, quick writes, response cards, whiteboards, thumbs up, A/B partners, comparison contrast matrix and strategies as appropriate. Higher level questions are used throughout this process. It is unobtrusive formative assessment.</p>	<p>Teacher and students doing the work together</p> 
Guided	
<p>Definition: Teacher provides small group instruction at students' instruction level so that students practice using the strategies with the content. Teacher offers support by prompting, questioning and guiding with extensive descriptive feedback and reteaching individually and in small group.</p> <p>Examples: Teacher uses stations, cooperative learning, labs, conferencing, differentiated activities, reciprocal teaching, higher level questions, games, word study activities. Strategies will include writing and discussion as appropriate. It is ongoing unobtrusive, formative assessment that provides descriptive feedback to the students in small groups or individually.</p>	<p>Students doing the work with teacher support</p> 
Independent	
<p>Definition: Students work independently applying what they have learned across a variety of situations. Students work with the content using the strategies to make meaning and complete tasks without support or prompting.</p> <p>Examples: Teacher has the students involved in literacy strategies such as; writing activities or independent reading. Other activities students might work on include: lab project summaries, summative assessments, oral presentations, homework, research, exit slips.</p>	<p>Students doing the work</p> 

This is a flexible delivery model to be used for classroom instruction in all subjects PreK-12. These four stages are often repeated throughout the lesson (especially the modeled and shared process may have several cycles during the lesson). Formative and summative assessments are embedded throughout the Gradual Release of Instruction with reteaching as needed.



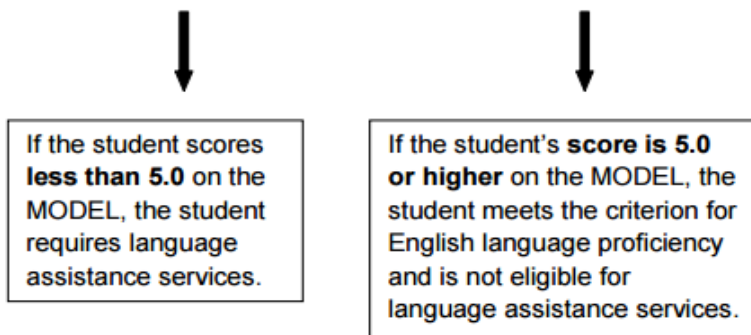
Administration of the WIDA Screener to Students in Grades 1-12

If Students anything other than English on the Home Language Survey, then the WIDA screener is administered for students in grades 1-12. **The WIDA Screener is to be administered online by the School Test Coordinator. Each test coordinator must complete the WIDA Training Course.** The students in Kindergarten will still continue be given the W-APT.

The WIDA Screener Online is divided into five grade-level clusters:



- The WIDA Screener is an assessment designed to provide an initial measure of a student’s English language proficiency in Grades 1–12. The purpose of this assessment is to help educators make decisions and identify whether a student is a candidate for English language support services.
- If a student is found eligible for ESOL services, place him/her in the appropriate tier.
Follow these guidelines below:
- **Grade level adjusted score of 5.0 or higher on the WIDA SCREENER: student does not qualify for language assistance services.**
- **Grade level adjusted score of less than 5.0 on the WIDA SCREENER student requires language assistance services. Note: A score calculator for the WIDA is available on the WIDA website at <https://www.wida.us/assessment/Screener/>**



Eligibility Criteria for Grades 1-12

Placement of students in grades 1-12 is determined by the eligibility chart (See Appendix F). The intensity of ESOL services provided will be determined by the student's W-APT score, grade level, and the professional judgment of the ESOL and classroom teachers.

Administration of the W-APT for Kindergarten Students

The Kindergarten W-APT is utilized for students entering Kindergarten through the first semester of first grade. Administration procedures are as follows: The W-APT for Kindergarten differs from the Grades 1-12 W-APT in that it uses raw scores in determining eligibility. Refer to the Kindergarten W-APT flowchart (See Appendix G) when making decisions regarding language assistance services for this level.



Tier Placement for Students Who Do Qualify

Once a student is determined to be eligible for services, the student will need to be assigned a tier. The guidelines for assigning tiers are listed below:

- Tier A placement should be for students who have arrived in the United States (U.S.) or entered school in the U.S. within this academic school year without previous instruction in English and speak very limited English.
- Tier B placement should be for students who have social language and some, but not extensive, academic language proficiency language in English and/or have acquired some literacy in English, though they have not yet reached grade-level literacy.

****Note: 70-80% of ELs will be administered Tier B of ACCESS.**

Tier C placement should be for students who are approaching grade-level literacy and academic language proficiency in the core content areas, and/or will likely meet the state's exit criteria for support services by the end of the academic year.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<p>TIER A is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR • currently receive literacy instruction ONLY in their native language, OR • have recently tested at the lowest level of English language proficiency 					
<p>TIER B is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have social language proficiency and some, but not extensive, academic language proficiency in English, OR • have acquired some literacy in English though have not yet reached grade level literacy 		<p>TIER C is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • are approaching grade level in literacy and academic language proficiency in the core content areas, OR • will likely meet the state's exit criteria for support services by the end of the academic year 			

Figure 1

ESOL services must be provided utilizing one of the state approved instructional delivery models or the RCSS Innovative Model (SWSS LEA)

EL students should not be pulled from ELA or Math.

Students served in high school ESOL courses should receive a numerical ESOL grade.

Retention Notes:



- **The recommendation to retain ELs must be a decision from the RTI committee. This does not include 3rd, 5th, and 8th grade ELs. Teachers must follow the Richmond County promotion/retention policy.**
- **The English Language Proficiency levels for English Learners cannot be the basis for retention.**

Minimum Time Requirements for ESOL FTE Segments

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is "all portions of the day when instruction or instruction-related activities based on the state-approved courses are provided by or coordinated by a certified teacher or substitute teacher." This minimum time varies by grade level as do minimum segment lengths:

Grades K-3 = 45 minute daily segments or a minimum of 225 minutes weekly

Grades 4-8 = 50 minute daily segments or a minimum of 250 minutes weekly

Grades 9-12 = 55 minute daily segments or a minimum of 275 minutes weekly

Adopted: July 16, 2015		Effective: August 6, 2015	
<i>Maximum Class Sizes for ESOL Classes</i>			
The chart below indicates the approved class size limits for ESOL classes.			
Grade(s) Subject(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

(Excerpted from Rule 160-5-1-.08 Class Size)

Figure 2 ESOL Class Sizes

A 4X4 daily block schedule class consisting of a minimum of 90 minutes will count as 2 segments. Hybrid or block schedules that do not meet a minimum of 90 minutes on a daily basis will be counted as a single segment. In addition, a segment consists of at least the minimum number of minutes required to earn a unit of credit in Grades 9-12.

For ESOL FTE funding purposes:

- Students in grades K-3 may be served one segment per day.
- Students in grades 4-8 may be served up to 2 segments per day.
- Students in grades 9-12 may be served up to 5 segments daily.

ESOL Approved Delivery Models of Instruction

Per Georgia State Education rule 160-4-5-.02 Language Assistance: Program for English Learners, here are approved delivery models for providing language assistance services to ELs in the Richmond County School System:

1. Pull-out model – students are taken out of 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 their content area teacher along with targeted language instruction from the ESOL teacher.

Note: The Push-in model is clearly defined by the Language Assistance rule (160-4-5-.02) and should not be interpreted to be defined in the same manner as the co-teaching model of instruction implemented by Special Education. In the ESOL Push-in model, the ESOL teacher and the content teacher are co-equals in the classroom, but each has a distinct role. The ESOL teacher is responsible for language support, while the content teacher is responsible for delivery of academic content. Research indicates that strong teaching partnerships occur when teachers know each other's curriculum, share responsibilities, plan together, share strategies, and share teaching equally. When students break into groups, the ESOL teacher should work with ELs, while the content teacher focuses on mainstream students

3. A scheduled class period – students at the middle and high school levels receive language assistance and /or content instruction in a class composed only of ELs.
4. A resource center / laboratory – students receive language assistance in a group setting supplemented by multi-media materials.

5. An innovative delivery model approved in advance by the Georgia Department of Education either through the process described in the ESOL/Title III Resource Guide (for status quo districts) **or by virtue of the LEA's grant of flexibility (SWSS/IE²).**

RICHMOND COUNTY SCHOOLS

Innovative ESOL Delivery Model (SBOE Rule 160-4-5-.02)

ESOL-Endorsed Classroom Teachers Providing ESOL Service

Due to the limited amount of itinerant ESOL teachers and the vast locations of our EL populations, we propose an innovative model for some English Learners in grades K-12) in which they would receive services are placed in classrooms with a regular education teacher who is certified or endorsed in ESOL. We would like to propose this model in lieu of clustering these students which is a model that we have used in the past. The Richmond County School System has made it a mission to train all teachers and administrators on the use of Academic Language in all areas as well as high impact instructional strategies, literacy, vocabulary (word study), writing strategies, and the use of student Lexile for instruction. All schools have an Intervention period built into the school day. Middle or High Schools with Reading Intervention courses who ESOL-Endorsed and/or Certified teachers teaching these courses can schedule their ESOL students in these courses as long as the teacher follows the guidelines listed below.

1. As appropriate, EL students (Grades K-12) would receive services from their ESOL Certified or Endorsed content teacher or reading intervention teacher with close support of the Itinerant ESOL teacher assigned to the school as a collaborative mentor.
2. The Itinerant ESOL teacher assigned to the school will work with the teacher a minimum of four times a month using a Consultative Model. During these sessions, the Consultative ESOL Teacher Mentor will provide support to the ESOL teacher on WIDA Standards and best practices for instruction of EL's.
3. Also, the ESOL Content teacher will complete all Professional Learning Modules, Webinars, and Reflections mandated by the school system.
4. The Consultative ESOL Teacher Mentor might model instruction if needed, review classroom assessments, and collaboratively develop lesson plans if needed. The Itinerant teacher will provide support planning and support for interventions, documentation, and reviewing academic progress of EL's.
5. Since it is a system wide, non-negotiable that all schools have a scheduled time daily for intervention, acceleration, and/or remediation, EL students will work on the web-based software programs (Lexia Reading Core5, Lexia Strategies, and ESL Reading Smart which supports WIDA standards, TESOL, and GA ESL learning objectives.

This model will be used as appropriate at all elementary, middle schools, or high schools (grades K-12) in the district. The implementation of this model will build the capacity for each school to better serve their English Learners. It is the mission of the Richmond County School System provide a language rich environment in all content areas so that the EL students can attain proficiency and develop high levels of academic achievement in all content areas. This model will allow students to remain in class during core academic subjects

ESOL Teacher Responsibilities

All schools with ELL students are served with an itinerant teacher each day for a determined amount of segments. All ESOL teachers are charged with the responsibility of servicing the EL students at the school(s) assigned. All ESOL itinerant teachers are assigned to a home school and report to that school to begin their day.

The principal of the home school completes an evaluation on the itinerant teacher. Principals who have EL students who are served with the itinerant model are expected to have documentation that the ESOL itinerant teacher is providing services each day to the EL students. ESOL itinerant teachers will be required to turn in lesson plans to the administrator of their home schools. If there is a problem with the ESOL itinerant teacher such as attendance, the principal should contact Mrs. Melissa McAllister immediately. The ESOL teacher will provide the principal with a schedule of service at the beginning of the year and notify the principal(s) of any changes. The ESOL teacher is also expected to contact the principal(s) if he or she is absent from work.

In addition to providing service to students, the ESOL teachers are required to make sure the following documents are processed and placed in the appropriate file:

Documents for Permanent Records

- EL Plan (Ellevation)
- Notification of ESOL Services in English/Student's language
- ACCESS Teacher Report of individual student
- W-APT/WIDA SCREENER scores
- EL Test Participation Committee (TPC) form
- Monitored Forms or LAC for Exited students

****ACCESS scores for all students served will be filed electronically, and placed in the student's**

Permanent record and ESOL folder upon receipt of results.

10 THINGS THE MAINSTREAM TEACHER CAN DO TO SUPPORT EL'S

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly, legibly, and in print. Many EL students have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review it frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask, "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.
5. Try to avoid idioms and slang words.
6. Present new information in the context of known information.
7. Announce the lesson's objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words.

10. Recognize student success overtly and frequently, but also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

Reed, B. and Railsback, J. (2003). Strategies and resources for mainstream teachers of English learners. Portland, OR: Northwest Regional Educational Laboratory.

**Making Content Comprehensible—
6. Practice and Application**

Hands-on Materials and/or Manipulatives for Practice:

- ☺ Students have a greater chance of mastering content concepts and skills when :
 - given multiple opportunities to practice
 - practice is in relevant, meaningful ways
 - practice includes “hands-on “ experiences
- ☺ Planning for hands-on practice:
 - Divide content into meaningful short chunks
 - Time for practice should be short—10-15 minutes
 - New learning should have several short practices close together
 - Older learning should be practices distributed further apart—review material periodically
 - Give students immediate feedback on how well they have done
- ☺ ELL students need to **connect abstract concepts with concrete experiences**: Material can be organized, created (chart learning), counted, classified (concept mapping), stacked (index card review), rearranged, dismantled...

Application of Content and Language Knowledge:

- ☺ Abstract concepts and new information needs to be applied in a **personally relevant way--**
 - Writing in a diary format through a character
 - Making and Playing a game for content review (Jeopardy, Bingo, Wheel of Fortune...)
 - Creating a semantic map
 - Writing test questions to ask another student
 - Teaching concepts to another student
- ☺ **Discussing and “doing”** make abstract concepts concrete.
 - Clustering
 - Making and using graphic organizers
 - Solving problems in cooperative groups
 - Engaging in discussion circles
 - Partnering students in a project before independent work
- ☺ Opportunities for **social interaction** promote language development.
 - Small group discussions
 - Working with partners
 - Reporting out information orally and in writing
- ☺ **Modeling correct English** after a student has made a pronunciation or grammar error can **gently but effectively** instill appropriate usage.

Integration of Language Skills:

“Federal and state laws require that all students participate in the state-mandated assessment program, including... English learners (EL)... In certain situations, individual needs of EL students may warrant accommodations. State law permits the State Board of Education to adopt rules concerning the participation of EL students. In accordance with State Board of Education Rule 160-3-1-.07, EL students enrolling for the first time in a United States school may receive a one-time deferment from content area assessments, other than mathematics and science, if their proficiency in English indicates that testing is not in the best educational

interest of the student. This deferment does not apply to the mathematics and science sections of state mandated tests regardless of the student's length of time in a US school. Students must participate in the mathematics and science content assessments of all state-mandated tests (e.g., Georgia Milestones, GAA, etc.). In addition, the deferment does not apply to any EOC.

If a first year student is enrolled in a course requiring the EOC, the student must participate in the EOC, regardless of content area. This deferment requires a documented meeting of the EL Test Participation Committee and requires that any EL student receiving a deferment participate in the state-adopted English language proficiency assessment.

First year in a U. S. school is defined as the first calendar year (i.e., twelve months). To be eligible for a one-time deferment, the student MUST meet the following criteria: • be in their first year (12 months) of enrollment in a U. S. school; • have a qualifying English language screening score, indicating eligibility for ESOL services or other state approved language assistance program services; • participate in the state-adopted English language proficiency assessment; and • participate in state mandated mathematics and science assessments and any EOC, if applicable.

Each local system shall determine whether or not testing accommodations are needed for each student. Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom. Accommodations will be determined by the English Language Learner Testing Participation Committee (EL/TPC) and will be made only when appropriate documentation is filed for each eligible student. Only state-approved accommodations may be considered and included in the EL/TPC form...

ACCESS

ACCESS for ELLs 2.0 is administered, annually, to all English learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing. ACCESS for ELLs 2.0 meets the Title I law in the No Child Left Behind Act of 2001 which requires states to evaluate ELs in grades K through 12 on their progress in learning to speak English. All students identified as ELs must take the ACCESS for ELLs 2.0 assessment, including students whose parents have waived ESOL services; however, students who have formally exited language assistance services and are in monitored status (EL-M) are not administered the assessment.

The assessment is available in both paper-based and online formats for Grades 1-12, while Kindergarten and

Alternate ACCESS for ELLs are paper-based tests.

Purpose and Use of ACCESS for ELLs 2.0

The No Child Left Behind Act (NCLB; 2001) requirement to assess all students identified as ELs annually for English language proficiency, includes students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP). WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities.

The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. In 2013 Georgia administered the Alternate ACCESS for ELLs for the first time. The Alternate ACCESS for ELLs aligns with the WIDA Alternate English Language Proficiency levels designed to expand upon Level P1 - Entering, by increasing the sensitivity of the measure for students who have significant cognitive disabilities. The alternate ELP levels give students a chance to demonstrate progress within Level P1. At this time, Georgia ELs assessed with the Alternate ACCESS for ELLs are not eligible to be exited from language assistance services. Pending guidance from U.S. Department of Education Title III Office and collection of multiple years of data from Alternate ACCESS for ELLs administration in the state, GaDOE ESOL & Title III may be able to issue guidance in the future regarding exit criteria for students who were administered this assessment.

Helps students and families understand students' current level of English language proficiency along the developmental continuum.

Serves as one of multiple measures used to determine whether students are prepared to exit English language support programs.

Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support.

Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.

Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.

Meets, and exceeds, federal requirements for the monitoring and reporting of ELLs' progress toward English language proficiency.

WIDA SCREENER

The WIDA-ACCESS Placement Test (W-APT) or the WIDA Screener are screening instruments used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. These screening tools are used to determine whether or not a child is eligible for English language instructional services.

WIDA ENGLISH LANGUAGE PROFICIENCY LEVEL PERFORMANCE DEFINITIONS

The ACCESS for ELLs 2.0, W-APT, WIDA Screener, and MODEL all provide an English language proficiency performance level score based on a scale of 1.0 to 6.0. The expectations for students at each of these performance levels are defined in two charts, one for Speaking and Writing and one for Listening and Reading. These charts may be downloaded at no charge from the listing on the right side of the WIDA Standards webpage at <http://www.wida.us/standards/eld.aspx>.

WIDA STANDARDS

The WIDA English Language Development (ELD) Standards are designed as a curriculum and instruction planning tool. They help educators determine children's English Language Proficiency (ELP) levels and how to appropriately challenge them to reach higher levels. The five standards encompass the

areas of Social and Instructional language; the language of Language Arts, Math, Science and Social Studies. The WIDA ELD Standards are:

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Figure 3-WiDA Standards

Assessing the Proficiency Levels of ELs

W-APT: The WIDA-ACCESS Placement Test (W-APT) is the initial screener administered to EL in Kindergarten.

WIDA Screener: is the initial screener administered to EL for all other newcomers.

ACCESS for ELs: ACCESS for ELs is administered annually to all English Learners in Georgia. ACCESS is designed to measure the English Learner's social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS is used to determine the English Language Proficiency Levels and progress of ELs in the domains of speaking, listening, reading, and writing. The five main purposes of the ACCESS are to

- Determine the English language proficiency level of students
- Provide districts with information that will help them evaluate the effectiveness of their ESOL programs.
- Provide information that enhances instruction and learning in programs for English learners
- Assess annual English language proficiency gains using a standards-based assessment instrument
- Provide data for meeting federal/state requirements of student assessment

The ACCESS spans five grade level clusters (Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12) and six proficiency levels. Results for the ACCESS are reported in the four domains and proficiency reported in six levels. The six proficiency levels are: Entering (Level 1), Beginning (Level

2), Developing (Level3), Expanding (Level4), Bridging (Level5) and Reaching (Level6). There are three distinctive, yet overlapping, tiers for each grade level cluster except kindergarten. The kindergarten assessment is individually administered and covers all proficiency levels.

Note: All ELs (including ELs with Parent Waivers) who qualify for services must participate in the ACCESS until they achieve the necessary criteria to exit the program. No deferrals are permitted. All students with parent waivers must be tiered "C". However, they may be eligible for accommodations.

Instruction for English Learners

WIDA (World-Class Instructional Design and Assessment) Consortium provides the state of Georgia with the language proficiency standards for ELs in grades pre-kindergarten to grade 12 and all ESOL assessments (WAPT, ACCESS). The standards are designed as a curriculum and instruction planning tool. They help educators determine children's English Limited Proficiency levels and how to appropriately challenge the students to reach higher levels. The standards are grouped by the language of Social Emotional Development, Early Literacy and Literacy, Mathematics, Science, Social Studies, and Physical Development. The standards provide the WIDA "Can Do" Descriptors that are commonly used by ESOL teachers in coaching general education teachers about differentiated instruction for English Learners (ELs). They can also be used to plan lessons or observe student's progress.

WIDA also provides the six performance levels of English Language Proficiency for all EL students. The Language Proficiency levels are determined by the linguistic complexity, vocabulary usage, and language control of the student. Every EL student will be placed in one of six levels: entering, beginning, developing, expanding, bridging, and reaching. The levels begin with entering and progressively become more complex until an EL student reaches complete language proficiency. For more information on WIDA, visit www.wida.com.

Exiting ESOL Services

Exit Criteria

As ELs reach proficiency and ready to exit language assistance services, it is imperative to ensure these students have attained a degree of proficiency that will enable them to achieve academic success at levels equal to those of their native English-speaking peers. When Georgia joined the WIDA Consortium, the Georgia Department of Education ESOL/Title III Program Manager initiated discussions with district ESOL/Title III representatives across the state to determine the level of proficiency necessary to ensure EL's success upon exiting ESOL services.

Exiting Kindergarten

The Kindergarten ACCESS for ELs Teacher Report provides 2 sets of scores, Instructional and Accountability. For considerations of accountability and for determining whether a Kindergarten student has met the requirements to exit language assistance services, the ACCESS for ELs Accountability scores must be utilized.

In order to exit language assistance services, a Kindergarten student must score an Accountability Composite Proficiency Level (CPL) of 5.0 or higher with no individual domain score less than 5.0. Kindergarten students who do not score an Accountability CPL of 5.0 or higher and who have any individual domain scores less than 5.0 are not eligible to exit language assistance services.

Exit Grades 1-12

If the student scores a Composite Proficiency Level (CPL) score of 5.0 or higher, the student will be deemed English proficient and will be exited from language assistance services. The student will be coded EL-M and his/her academic progress will be monitored for 4 years.

In accordance with Title III guidelines from the Georgia Department of Education, students who score 5.0 or above on CPL, MUST exit ESOL services.

As of 2017, the state of Georgia no longer requires literacy sub-scores or allows exits Based on Language Assessment Committee (LAC) option.

All exits must be based on ACCESS scores.

Response to Intervention

Information taken from the WIDA RTI Guide

Defining Response to Instruction and Intervention (RtI2) Response to instruction and intervention is a systematic, data-based assessment and intervention framework that seeks to prevent academic and behavioral difficulty for all students through high-quality, research-based instruction, early intervention, and frequent authentic assessment of students' progress. When students are not performing at expected levels within this framework, school personnel first consider the possibility that students are not receiving adequate instruction by examining their teaching practices, the school climate, and the type of programming created for students in addition to student performance data. Then, school personnel design and implement systemic and/or specific interventions within the general education setting to help students achieve at higher levels. The RtI2 framework consists of multiple levels of increasingly intense instruction known as tiers. These tiers provide students with a continuum of supports matched to their needs. There are various multi-tiered RtI2 models currently being implemented in schools. IDEA (2004) does not mandate or endorse any multi-tiered model in particular (U.S. Department of Education, 2006). The regulations instead allow states to adopt criteria that best meet local needs. This document focuses on a three-tiered model in which Tier 1 represents Universal or Core Instruction, Tier 2 represents Targeted or Supplemental Intervention, and Tier 3 represents Strategic or Intensive Intervention (Figure 1).

file:///D:/Downloads/WIDA_RtI2_forELLs.pdf

Response to instruction and intervention (Rt²) three-tiered model

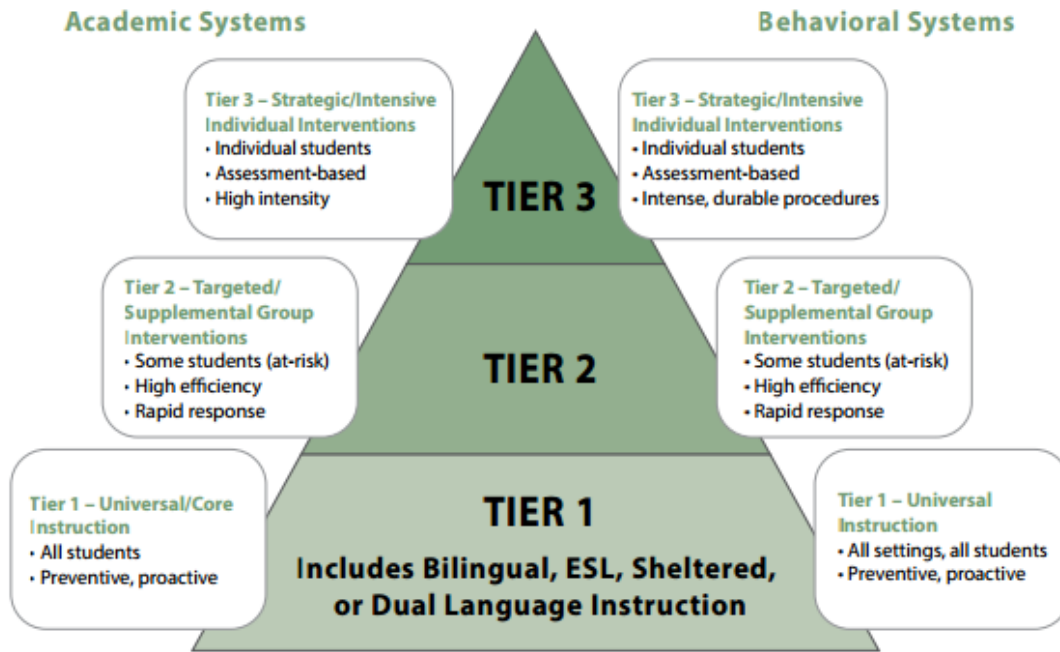


Figure 4 Adapted from: OSEP Center of Positive Behavioral Interventions & Supports

English Learners Exited and Monitored

Students who meet the exit criteria become English Learner Monitored (EL-Ms). State law requires that they be monitored for four calendar years.

- EL-M's exit date must be correctly marked in Infinite Campus. They must also be marked as "EL-M" in Infinite Campus.
- EL-Ms are eligible for appropriate standard accommodations as outlined in their ELI TPC forms. After the four year monitoring period ends, EL-Ms are no longer eligible for any testing accommodations.
- ESOL teachers are responsible for maintaining records for EL-Ms. ESOL folders (brown folders) must be maintained for EL-Ms during their four year monitoring period.

Post Exit Monitoring

ELs who meet the criteria for proficiency are no longer eligible for language assistance services and must be exited. **Title III law requires that districts monitor ELs for four calendar years following exit** from language assistance services. If an exited student transfers from another state or a private school and the four year monitoring was not completed prior to enrollment, the district is required to monitor the student for the remainder of the monitoring period. The district must maintain documented evidence that the student was monitored throughout the two-year monitoring phase. Sample monitoring forms may be found in the ESOL Forms Bank on the GaDOE ESOL & Title III website.

It is important for regular education teachers to recognize that exited ELs will need ongoing support as they continue to work toward grade-level academic language performance. ELs may still need help in making connections between new information and their background knowledge. They may also need to be guided in organizing information and in assessing their own learning.

Teachers may need to make adaptations to content material and present it to all second language learners in a less demanding language format. It is also important for a teacher to note the progression of an exited student's academic skills in order to increase the complexity with which information is provided as the student becomes more cognitively proficient.

Teachers should also provide students with increasing opportunities to demonstrate what they know by using a variety of formative and summative assessments. The goal of most second language students is to function as proficient learners in the classrooms. ELs take responsibility for their learning at their individual language-proficiency level. If ELs are given tasks beyond their current functional level of language proficiency, they may not be able to complete them successfully and they may lose their motivation to succeed.

English learners who are in the two year monitoring phase following their exit from language assistance services should be coded as EL-M on state assessments and continue to be eligible for appropriate standard accommodations as outlined on their EL/TPC forms. After the two year monitoring period ends, EL-M students are no longer eligible for any testing accommodations.

Once the two year monitoring period has ended, the student's coding for Data Collections Student Record purposes will change from EL-M to EL-F (Former English learner) and remain as such as long as they are enrolled.

Recommended Procedures Following Exit from Language Assistance Services

An initial follow-up should be made within two weeks of exiting ESOL services:

- To verify the student can compete academically
- To check on the student's social and psychological adjustment

Monitoring must continue for four calendar years:

- At the end of each progress reporting period, an ESOL professional should contact each of the student's teachers to find out if the student is adjusting and succeeding academically and to identify any academic or adjustment needs.
- Periodic review of grades
- Periodic review of standardized test scores
- Periodic review portfolio assessments
- Periodic student interviews
- Parental interview

Students who Struggle during the Monitoring Period

Sometimes ELs may struggle in some of their academic courses, even after they have been deemed proficient and have met the criteria for exiting ESOL services; therefore, during the two calendar year monitoring period required under Title III law, ELs may still require instructional accommodations in some of their content courses.

As the students' progress is monitored, if there is evidence the students are struggling in one or more content areas, the first step is to ensure the students are provided any instructional supports available to students within the school, and to ensure that the RTI team is aware of their lack of academic progress and success.

The RTI team should review the students' data and determine next step appropriate interventions and any potential increased Tier monitoring for RTI purposes. After instructional interventions have been put in place and progress is measured over time, as data, documentation and any additional evidence are reviewed, the RTI team and those monitoring for Title III should determine whether the student is struggling because of a lack of content knowledge or whether the student is struggling because of a lack of language.

Federal Law and English Learners (ELs)

Office for Civil Rights Laws

Stated below is an excerpt from the United States Code § 1703. **Denial of equal educational opportunity prohibited:**

No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by - (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

In other words, federal law requires schools to provide language assistance services.

The United States Department of Education Office for Civil Rights (OCR) has responsibility for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin in programs and activities that receive federal financial assistance.

Title VI of the Civil Rights Act of 1964 regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Thus Title VI protects those students limited in their English language skills such that they are unable to participate in, or benefit from, regular or special education school instructional programs.

During the late 1960s, the OCR became aware that many school districts made little or no provision for the education of students who were unable to understand English. In an effort to resolve this problem, on May 25, 1970, the former Department of Health, Education and Welfare issued a memorandum to clarify Title VI requirements concerning the responsibility of school districts to provide equal education opportunity to language minority students.

The May 25 Memorandum explained that Title VI is violated if:

- Programs for students whose English is less than proficient are not designed to teach them English as soon as possible or operate as a dead end track.
- Parents whose English is limited do not receive notices and other information from the school in a language they can understand.

There are links to two additional OCR related documents, *OCR Compliance Guidance on Parent Communication Requirements* and *OCR's Blueprint for a District ESOL Plan*, under the Federal Resources link on the right side of the GaDOE ESOL webpage.

In the 1974 *Lau v. Nichols* case, the U.S. Supreme Court upheld the May 25 Memorandum as a valid interpretation of the requirements of Title VI.

Based on the language of Title VI and the Lau holding, a foreign exchange student is a “person in the United States,” and the Lau provisions would therefore apply. Also under the ESEA, an exchange student would not be exempt from any Title I required assessment, specifically, in this case, the ELP assessment. An EL, who happens to be a foreign exchange student, would also be included in an LEA’s count of ELs for purposes of allocating funds under 3114(a) of the ESEA.

Listed below is a review of other key legislation, court rulings, and administrative regulations addressing these students and the legal responsibilities of educational agencies serving them.

Other Federal Laws

- Constitution of the United States, Fourteenth Amendment (1868)
"No State shall deny to any person within its jurisdiction the equal protection of the laws."
- Equal Educational Opportunities Act (EEOA) (1974)
"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

The Civil Rights Division, Educational Opportunities Section of the United States Department of Justice (<http://www.justice.gov/crt/about/edu/types.php>) is charged with enforcement of the EEOA, and as such, investigates allegations that State Educational Agencies (SEAs) or school districts are not providing adequate services to ELs. The Section’s webpage outlines specific factors for assessing compliance and conditions that may violate the EEOA.

1. fails to provide a language acquisition program to its EL students or fails to provide adequate language services to its EL students;
2. fails to provide resources to implement its language acquisition program effectively (e.g., an ESOL program lacks ESOL teachers or ESOL materials);
3. fails to take steps to identify students who are not proficient in English;
4. does not exit EL students from a language acquisition program when the EL students have acquired English proficiency, or exits EL students without written parental or guardian permission before the students acquire English proficiency;
5. fails to communicate meaningfully with non-English-speaking or limited-English-speaking parents and guardians of EL students by not providing such parents and guardians with written or oral translations of important notices or documents;
6. fails to provide language acquisition assistance to EL students because they receive special education services, or fails to provide special education services to EL students when they qualify for special education services; and
7. excludes EL students from gifted and talented programs based on their limited English proficiency.

Court Rulings

Supreme Court

1982 -- Plyler v. Doe

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to immigrant children regardless of their immigrant status.

Federal Courts

1981 -- Castañeda v. Pickard

The Fifth Circuit Court of Appeals formulated a method to determine school district compliance with the Equal Education Opportunities Act (1974). The three-part test includes the following criteria:

1. "the school is pursuing a program informed by an educational theory recognized as sound by some experts in the field or, at least, deemed legitimate experimental strategy;
2. the program and practices actually used by (the) school system are reasonably calculated to implement effectively the educational theory adopted by the school;
3. the school's program succeeds, after a legitimate trial, in producing results indicating that the language barriers confronting students are actually being overcome." *Id.* at 1009-10.

Castañeda states that the segregation of EL students is permissible only when "the benefits which would accrue to EL students by remedying language barriers which impede their ability to realize their academic potential in an English language educational institution may outweigh the adverse effects of such segregation." In other words, the OCR will not examine whether ESOL is the least segregative program for providing language services. Instead the OCR will examine whether the degree of segregation in the program is necessary to achieve the program's educational goals.

State of Georgia Rules

State of Georgia Law

O. C. G. A. § 20-2-156 Program for limited-English-proficient students

The State Board of Education shall create a program for limited-English-proficient students whose native language is not English, subject to appropriation by the General Assembly. The purpose of this program is to assist such students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level. The state board shall prescribe rules and regulations regarding eligibility criteria and standards as may be needed to carry out the provisions of this Code section. This program may also be referred to as the English for Speakers of Other Languages (ESOL) program.

(Code 1981, §20-2-156., enacted by Ga. L. 1985, p. 1657, §1; Ga. L. 1987, p. 1169, §1; Ga. L. 2000, p. 618, §19.)

State Board of Education Rule ~~IDDG 160-4-6-.02~~ Language Assistance: Program for English Learners (ELs)

160-4-5-.02 LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LEARNERS (ELs).

Appendix

A-Home Language Survey
English/Spanish

B-Home Language Survey
Chinese/Vietnamese

C-ESOL Eligibility Form

D- ESOL Ineligibility Form

E-Principal's Assurance Form

F-Grades 1-12 Eligibility Flow
Chart

G-Kindergarten Eligibility Flow
Chart

H-Grades K-12-Exit Flow Chart

I-Parental Waiver of ESOL
Services Form

J-ELL/TPC
Form/Accommodations

K-Notification of Exit from ESOL
form

L-ESOL Brochure (English)

M-ESOL Brochure (Spanish)



APPENDIX A

Home Language Survey for All New Kindergarten and Incoming Students

Complete this home language survey at the student's initial enrollment in school. This form must be signed and dated by the parent or guardian. It must be kept in the student's file. This form will be used only for determining whether the student needs English Learner services and will not be used for immigration matters or reported to immigration authorities.

English

Student Information (The parents or guardians should complete this section.)	
School: _____ Date of Birth (Month/Day/Year) _____	
Student Name: _____ Middle _____ Last Name: _____	
Questions for Parents or Guardians	Response
Is a language other than English spoken in your home?	<input type="checkbox"/> No <input type="checkbox"/> Yes _____ Specify Language
Does your child communicate in a language other than English?	<input type="checkbox"/> No <input type="checkbox"/> Yes _____ Specify Language
Which language did your child learn first?	_____ (Specify language)
In which language do you prefer to receive information from the school?	_____ (Specify language)
What is your relationship to the child?	<input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Guardian <input type="checkbox"/> Other (specify) _____
Parent/Guardian Signature _____	Date _____

Encuesta Sobre El idioma que Se Habla En Casa Español (Spanish)

Información del Estudiante (Los padres o tutores deben completar esta sección.)	
Escuela: _____ Fecha de nacimiento (mes / día / año) _____	
Nombre del estudiante: _____ Segundo nombre _____ Apellido: _____	
Preguntas para padres o tutores	Respuesta
¿Se habla otro idioma que no sea el inglés en su casa?	<input type="checkbox"/> No <input type="checkbox"/> Sí _____ (especifique idioma)
¿Habla el estudiante un idioma que no sea el inglés?	<input type="checkbox"/> No <input type="checkbox"/> Sí _____ (especifique idioma)
¿Cuál fué el primer idioma que aprendió su hijo/a?	_____ (especifique idioma)
¿En que idioma prefiere recibir comunicaciones de la escuela?	_____ (especifique idioma)
¿Cuál es su relación con el estudiante?	<input type="checkbox"/> Padre <input type="checkbox"/> Madre <input type="checkbox"/> Guardián <input type="checkbox"/> Otro (especifique) _____
Firma del Padre / Tutor _____	Fecha _____



APPENDIX B

學生姓名：

CHINESE

學生姓名 _____ 出生日期 _____

CHINESE

1. 除了英语之外，您家是否还说其他语言？
 否 是 _____ (请说明是哪种语言)
2. 除了英语之外，您的孩子是否还说其他语言？
 否 是 _____ (请说明是哪种语言)
3. 您的孩子最先学习的是哪种语言？ _____ (请说明是哪种语言)
4. 您希望学校用哪种语言授课？ _____ (请说明是哪种语言)
5. 您与孩子的关系？
 父亲 母亲 绚 其他 (请说明) _____

家長/監護人簽名 _____ 日期 _____

Khảo sát Ngôn ngữ Ở nhà

Vietnamese

Tên học sinh: _____

Tiếng Việt (VIETNAMESE)

1. Có nói tiếng nào khác tiếng Anh không được nói ở nhà quý vị không?
 Không Có _____ (hãy cho biết tiếng nào)
2. Con quý vị có nói tiếng nào khác tiếng Anh không?
 Không Có _____ (hãy cho biết tiếng nào)
3. Con quý vị đã học tiếng nào đầu tiên? _____ (hãy cho biết tiếng nào)
4. Quý vị muốn nhận được thông tin từ trường học bằng tiếng nào?
_____ (hãy cho biết tiếng nào)
5. Quý vị có quan hệ như thế nào đối với con?
 Cha Mẹ Người giám hộ Quan hệ khác (hãy cho biết) _____

Chữ ký của Phụ huynh/Người giám hộ/Người khác _____

Ngày _____



APPENDIX C

Richmond County School System

Parent Notification of Student Eligibility for Language Support Service

Initial Eligibility *or*

Date: _____

Continuing Eligibility

Student Name: _____

Dear Parents: _____

As required by law, based on information provided in school registration documents your child has been assessed for eligibility for the school's English to Speakers of Other Languages (ESOL) program. The language test administered was the: W-APT (WIDA-ACCESS Placement Test) WIDA SCREENER MODEL (Measure of Developing English Language) ACCESS for ELLs[®]. Your child's score of _____, in addition to other academic information (when available), indicates that he/she qualifies for ESOL support. Federal law requires that the language skills of all ESOL-qualified students be annually assessed until they reach the level of proficiency. The exit criteria for the ESOL program are a score of 5.0 Composite (overall) score on the ACCESS for ELLs[®] test. A minimum of a 5.0 score on each ACCESS for ELLs language domain is required for Kindergarten students to exit language services.

The method of instruction in the program selected below is designed to support your child's listening, speaking, reading and writing skills in English as well as academic needs. This will help him/her become proficient in English as quickly as possible, allowing him/her to meet age-appropriate academic achievement standards. The high school graduation rate for students having participated in the high school ESOL program is ____%. Please note that if your child has a disability, his/her language services are developed collaboratively with special education staff and in accordance with and in support of the Individualized Education Program (IEP).

(1) _____ **Pull-out ESOL:** The student leaves the English-only classroom for a specified time during the day for ESOL instruction.

(2) _____ **Push-in ESOL:** The student remains in the English-only classroom and the ESOL teacher provides support during a specified time.

(3) _____ **Resource Center/Laboratory:** Student receives English support in a group setting supplemented by multi-media materials.

(4) _____ **A Scheduled ESOL Class:** Student has one or more ESOL class periods scheduled during the day.

(5) _____ **A District-Developed Program** formally approved by the Georgia Department of Education (description is attached)

You have the right to waive direct ESOL services for your child. If you are interested in exercising this right or would like to discuss your child's options in the ESOL program, please contact the following individual in our school district. Thank you.

Name: _____

Title: _____

Telephone Number: _____ E-mail: _____



APPENDIX D

Richmond County School System

Parent Notification of Student Ineligibility for Language Support Service

_____ has been tested for the ESOL Program and the W-APT (Kindergarten) or WIDA Screener Assessment data show that _____ does not qualify for language assistance. He/she will not be placed in the ESOL Program. The following scores deem the student as not eligible. Testing Coordinator's Signature _____

Date _____ Students who qualify based on their Home Language Survey results are administered the W-APT/WIDA SCREENER to determine their English language skills. Students scoring below at the proficiency level of 5 or above are not eligible for the program. Students scoring at a proficiency level of 5 are eligible for the program.

Kindergarten W-APT Scores	Grades 1-12 WIDA SCREENER Results
If the Listening and Speaking Raw Score is 29 or higher, the student is not eligible for language assistance services. Listening and Speaking Raw Score _____	If the student scores less than 5.0 on the W-APT, the student is deemed eligible for language assistance services. Proficiency Level Listening _____ Speaking _____ Reading _____ Writing _____ Overall _____

Please sign confirming that you have received this information and return to your child's school within seven days of receipt of this form. This file will remain in your child's permanent record to avoid retesting.

Print Name Here _____

Parent/Guardian Signature _____ Date _____



APPENDIX E
Richmond County School
Principal's ESOL Assurance Census Form

School _____

Principal _____

Testing Coordinator _____

All K-12 Principals or designee must complete this Principal's Assurance Census Form in September of each year. Please confirm the following by providing a signature below.

- I confirm that all students new to my school or students who do not have a home language survey in their permanent record be administered a Home Language Survey (a onetime survey).
- The testing coordinator has established a plan for assessing the WAPT (Kindergarten) and WIDA Screener (Grades K-12) to any student who answers any language other than "English" on the Home Language Survey. **(This must be done within 30 days)**
- If you have completed the steps above and have no English Learners (ELs), do not continue and sign here _____.**
- I confirm that my testing coordinator maintain a *List of Qualifying Students for EL Services* and my school information specialist has all of my EL students coded correctly in Infinite Campus.
- For my school's students who do qualify, I have sent an Eligibility Form to their parents (in the parent's native language if they do not speak English) and placed one in the permanent record.
- I confirm that all of the student's EL information (ACCESS, WAPT, WIDA SCREENER results, Parental Permission, or Parent Waiver) are in the student's permanent record.
- If a parent refused services, the parents were then given a waiver to sign. (This must be done each year)
- I have coded the student EL Monitored in the school's information system for Four Years after his/her exiting the program.
- I know which students in my building require ESOL services and understand that it is not optional to provide these students services.
- I understand that EL students must be served by an ESOL endorsed or certified teacher.
- I have a plan for Welcoming EL students and their families.

Principal

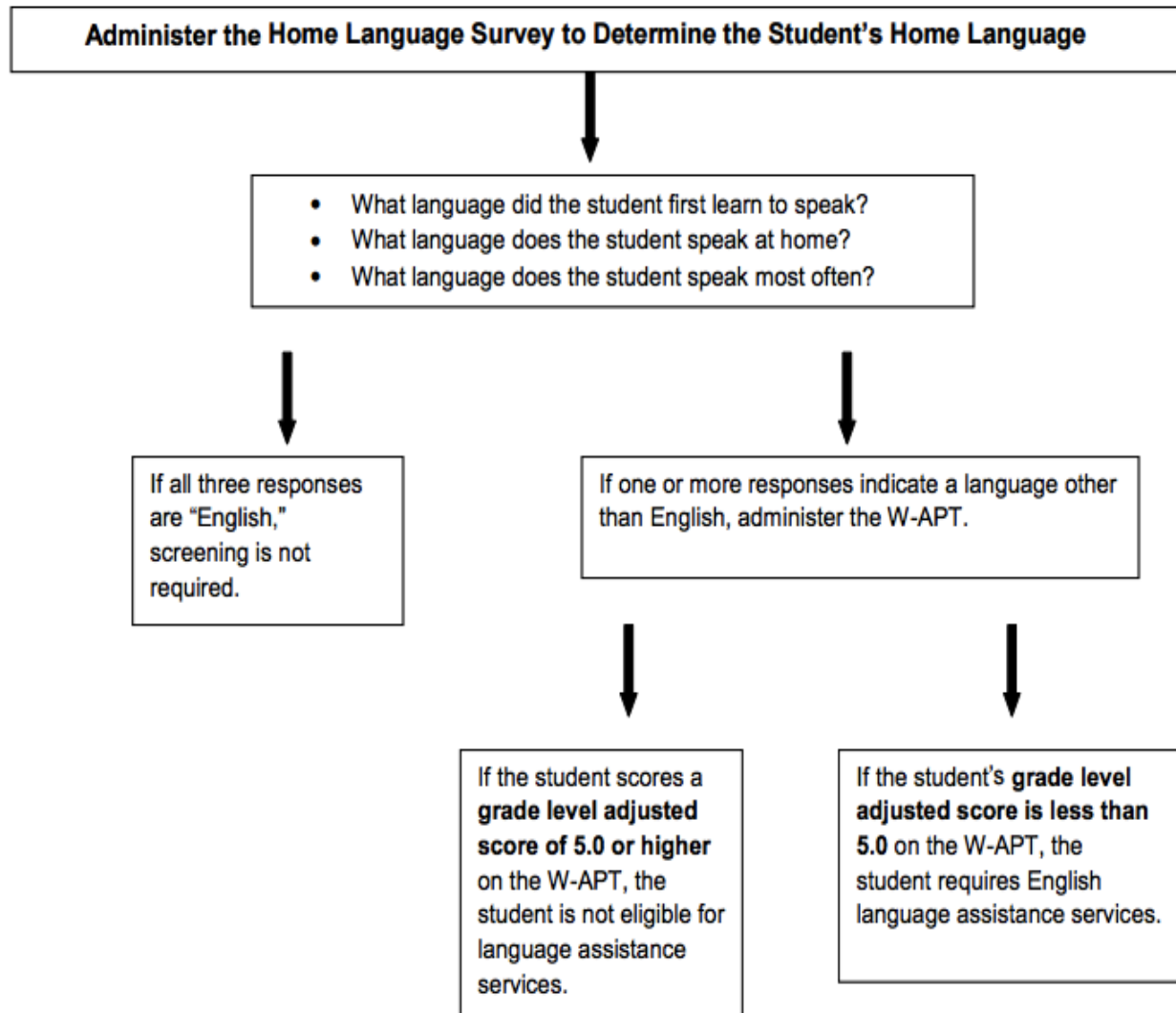
Date

A signed copy of this document is due to Melissa McAllister by September 29, 2017.

You can fax it @ 706-826-4620 or email it mcallme@boe.richmond.k12.ga.us

APPENDIX F

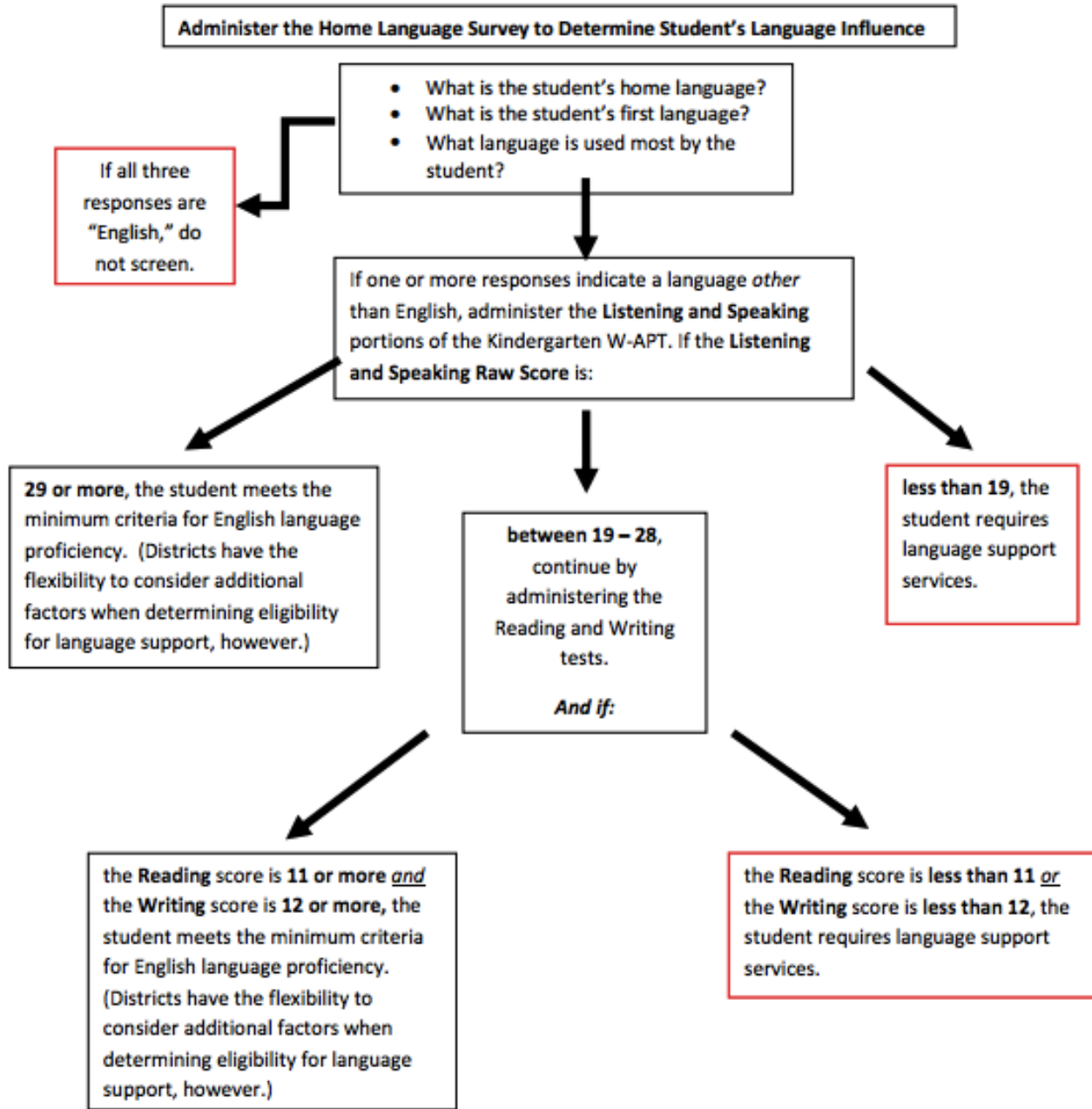
Georgia Department of Education Grades 1-12 Eligibility Criteria for Language Assistance Services



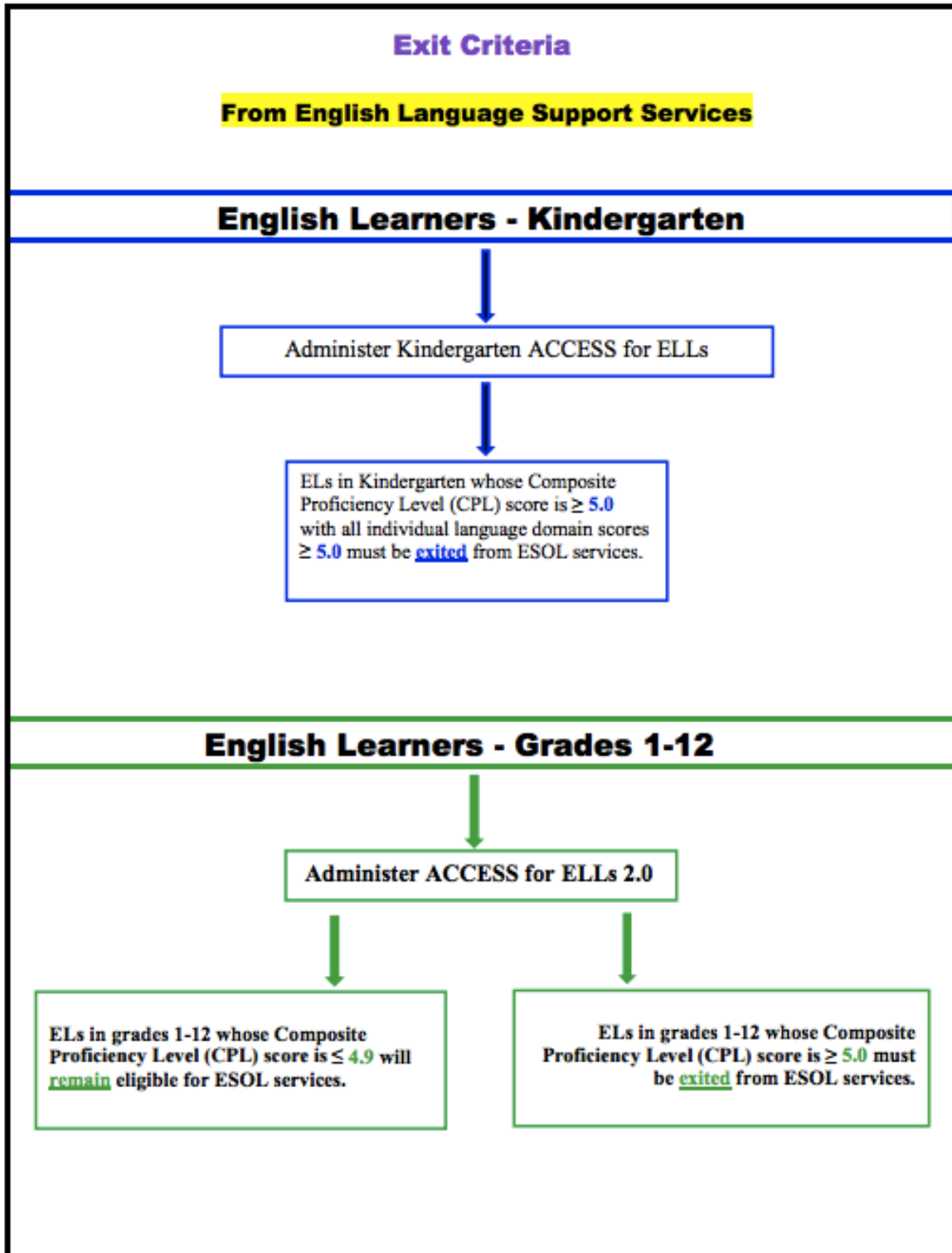
*RCSS will be using the online WIDA screener

APPENDIX G

Georgia Department of Education Eligibility Criteria for English Language Support using the Kindergarten W-APT Screener



APPENDIX H





APPENDIX I

Richmond County School System (RCSS) English to Speakers of Other languages (ESOL) Program

Parental Waiver of ESOL Services

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

It is my decision; however, to waive this service and/or remove my child from the ESOL program. In lieu of ESOL instruction, my child will develop the necessary proficiency in English by the following means:

- Response to Intervention/SST
- Differentiated Instruction (Tier 1)
- Differentiated Instruction (Tier 2)
- Individualized Instruction
- Other _____

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

Student Name _____ Grade _____

School _____

Parent/Guardian Signature Date



APPENDIX J

Annual Documentation English Language Learner Student Testing Participation Committee (ELL/TPC) Richmond County

Student _____	GTID # _____
School _____	Grade _____ DOB _____
Date of Entry in U.S. school: mo ____ yr ____	Eligible for Deferral*** Yes or No
ELL Test Participation Committee Meeting Date: _____	
<p>Student must be eligible for ESOL services or be within the two-year post-eligibility monitoring period in order to receive testing accommodations. Indicate the student's qualifying W-APT/ MODEL/ACCESS scores in accordance with SBOE Rule 160-4-5-.02, out of state eligibility information, or if an ELL-M, the student's exit date from ESOL services.</p> <p>Current ESOL ELIGIBILITY Information:</p> <p>W-APT/MODEL Kindergarten Raw Scores for L ____ /S ____ /R ____ /W ____</p> <p>W-APT (grades 1-12) Overall CPL Score _____ ACCESS for ELLs CPL Score _____ Or</p> <p>Out of State Eligibility: State _____ Entry Date in GA _____</p> <p>If ELL-M: Program exit date (must be within past two years) _____</p>	
<p>*** Assessment administration must occur during the first twelve months of the students' initial entry into a U.S. school. Student must participate in the state adopted English proficiency assessment. Students limited proficiency in English indicates assessment in content areas other than mathematics and science is NOT in the best educational interest of the student.</p> <p>Note: Students must participate in all mathematics and science assessments and all EOC.</p>	
<p><input type="checkbox"/> ELL/ TPC Committee met and determined student does not need testing accommodations or deferral (Committee must sign/date this form even if no accommodations or deferral will be provided)</p>	

Use the chart below to check-off the testing accommodations that will fit the students' needs in each area and in each test. The gray boxes indicate that the accommodation is not available for that particular test. **Any testing accommodations must be consistent with accommodations used in daily instruction. Be advised that translating of any kind is not an acceptable accommodation.**

Standard administration refers to testing conditions in which the procedures and directions included in the administration manual are followed **exactly**. This type of administration is indicated below in the student testing accommodations check-off chart by an "S" symbol. **Conditional** administration refers to testing conditions in which more expansive accommodations are used to provide access for students with very limited English language proficiency and who would not be able to access the assessment without such assistance. The appropriate team must determine that the conditional administration is absolutely necessary for the student to participate in state assessments. Conditional accommodations should be used sparingly. The use of any accommodation must be considered in light of the students' language proficiency and *must be required by the student to access the test because of his/her language proficiency*. Conditional accommodations may not be provided solely as a way to ensure proficiency. **ELL-M students are not eligible for conditional accommodations.** This type of administration is indicated below in the student testing accommodations check-off chart by a "C" symbol.

Allowable Accommodations for English Learners

Setting Accommodation	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	NAEP
1. ESOL classroom	S	S	S	S	S	S
2. Small group	S	S	S	S	S	S
3. Preferential seating	S	S	S	S	S	S
4. Individual or study carrel	S	S	S	S	S	S
5. Individual administration	S	S	S	S	S	S
Presentation Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	NAEP
6. Explain or paraphrase the directions for clarity (in English only)	S	S	S	S	S	
7. Oral reading of test questions in English only	S ⁵	S ⁵	S ⁵	S ⁵		S
8. Oral reading of English Language Arts (ELA) passages in English only	C ¹	C ¹	C ¹	C ¹		
9. Repetition of directions (in English only)	S	S	S	S	S	
Response Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	NAEP
10. Student marks answers in test booklet	S		S			
11. Verbal response in English only to Scribe	S ²	S ²	S ²	S ²	S ²	S ²
12. Word-to-Word dictionary	S ³	S ³	S ³	S ³	S ³	S ⁴
Scheduling Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	NAEP
13. Frequent monitored breaks	S	S	S	S	S	S
14. Extended time	S	S	S	S	S	S

Footnotes

- | |
|--|
| 1. Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines. May not be used with EL-M students. |
| 2. Use of a scribe is allowable only if guidelines are followed exactly |
| 3. Only words may be translated; definitions are not permitted. |
| 4. Accommodation not allowed on NAEP Writing Assessment. |
| 5. Screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines. |

Eligibility Guidelines: Reading of English Language Arts (ELA) passages**Guidance for Use of Conditional Accommodations 8: Reading of English Language Arts (ELA) passages**

The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, must be restricted to only those EL students who meet **ALL** eligibility criteria outlined below:

1. The student's English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader (i.e., the student is unable to access English text due to their language proficiency, not simply reading below grade level); **and**
2. The student is not poised to exit language services within the current school year; **and**
3. There are clear and specific goals within the student's educational plan addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: The preferred method of administration for this conditional accommodation is the screen reader. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.

ELL/TPC Signatures: Committee shall be comprised of a minimum of three members, one of whom is a teacher certified by the Professional Standards Commission and must include the ELL/ESOL teacher/aide currently serving the student with English language assistance. The remaining members shall be chosen from the following: regular language arts, reading or English teacher; students' parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher.

ESOL Teacher	Date
_____	_____
Certified Teacher	(Content area and/or grade level)
_____	_____
Content area and/or grade level Teacher	Date
_____	_____
Administrator/ Other Representative (please list title)	Date
_____	_____
Parent / Guardian / Student 18 years or older (if present a meeting)	Date
_____	_____



APPENDIX K
RICHMOND SCHOOL SYSTEM
NOTIFICATION of EXIT from ESOL

Dear Parent or Guardian,

Student Name: _____ has been enrolled in the English to Speakers of Other Languages (ESOL) Program in order to improve his/her English language skills. Our testing and evaluation of this student's English language proficiency indicates that he/she has attained a level of English proficiency sufficient to be successful in the regular classroom and is no longer in need of ESOL services.

ESOL Teacher _____

School _____ Grade level _____

Date _____

ACCESS for ELLs Testing Results:

Composite Proficiency Level _____

CRCT/ GHS GT/ EOCT/ Locally Approved Assessment Reading Comprehension Score _____

Other Tests or Documentation

Retain in Student Permanent Record

APPENDIX L



English Speakers of Other Languages (ESOL) Program:

*Benefits
For Your
Child*



Richmond County Board
of Education
864 Broad Street
Augusta, GA 30901

For More Information
contact:
Mrs. Melissa McAllister

mcallme@boe.richmond.k12.ga.us
706-826-1000 Ext. 5127



What is the purpose of the ESOL/Title III Program?

- Enable students to become competent in standards-based curriculum emphasizing academic and social language development.
- Help English Learners (EL) master the Georgia Performance Standards (GPS), the Common Core Georgia Performance Standards (CCGPS) and World-Class Instructional Design and Assessment (WIDA) Language Standards.

Who does the ESOL/Title III Program serve?

- Students in grades kindergarten through grade 12 whose native language is other than English and whose English language skills are such that the student is having difficulty performing classroom in English.

What instruction will my child receive in the ESOL/Title III program?

- Instruction will be in English for English language arts, math, and science and social studies using effective research-based strategies.
- Instruction using the WIDA Standards and Can Do Descriptors.
- Instruction shall be designed to consider the students' learning experiences, instill a positive identity and incorporate the cultural aspects of the students.



Will my child be taught the same subjects and learn the same skills as students in the general education program?

- Yes, all students in ESOL/Title III Program will receive instruction in the GPS and CCGPS.
- Yes, language arts, reading, mathematics, science, and social studies are taught as part of the state required curriculum.
- Yes, in subjects such as art, music, and physical education, students will have meaningful opportunities to participate fully with English-speaking students.

Will my child learn English in a ESOL/Title III program?

- Yes, the mastery of English listening, speaking, reading, and writing skills are required in the ESOL/Title III program.

- Yes, English Speakers of Other Languages (ESOL) instruction is an integral part of the Title III/ESOL program.

How do I know if my child has been recommended for placement in the ESOL/Title III program?

- The school will ask you a series of three questions concerning the language of your family. A test will be done at the school to see if your child qualifies. If your child qualifies, the school will contact you.
- You will be asked to sign a paper for permission to have your child participate in the program if they qualify. Once you sign the paper the ESOL teacher will begin working with your child. You can write a letter at any time to remove your child from the program.

How can parents help their child learn by participating in an ESOL/Title III program?

- Parental approval is required to allow your child to participate and benefit from the ESOL/Title III program.
- Parents can become involved at home by encouraging your child to achieve, providing him/her a place to study and showing interest in his/her school work.
- Parents can volunteer, help in classroom activities, and contact your child's school if you have any questions.



APPENDIX M



**Programa de Inglés
como Segundo Idioma
(ESOL):**

***Beneficios
para
sus hijos***



Junta de Educación del
Condado de Richmond
864 Broad Street
Augusta, GA 30901

Para más información,
contactar:
Mrs. Melissa McAllister
mcallme@boe.richmond.k12.ga.us
706-826-1000 Ext. 5127

¿Cuál es el propósito del programa ESOL / Título III?

- Ayuda a estudiantes ser competentes en las normas basadas en enfatizar el desarrollo del lenguaje académico y social.
- Ayuda de Inglés como Segundo idioma (EL) dominar los Estándares de Rendimiento de Georgia (GPS), las normas comunes básicas Georgia Rendimiento (CCGPS) y de clase mundial de diseño instrucciones y de evaluación (WIDA) normas de idiomas

¿A quién sirve el programa ESOL / Título III?

- Los estudiantes en los grados de kindergarten hasta el grado 12 cuya lengua primera no es el inglés y cuyos conocimientos del idioma inglés son tales que el estudiante está teniendo dificultades para realizar el trabajo de clase en inglés.

¿Qué instrucción recibirá mi hijo en el Programa de ESOL / Título III?

- La instrucción será en inglés para las artes del lenguaje inglés, matemáticas, ciencias y estudios sociales utilizando estrategias basadas en investigaciones efectivas.
- Instrucción utilizando las Normas de WIDA y que pueden hacer los descriptores.
- La enseñanza estará diseñado para considerar las experiencias de aprendizaje de

los estudiantes, inculcar una identidad positiva e incorporar los aspectos culturales de los estudiantes.

¿Los maestros enseñaran las mismas materias y mi hijo puede aprender las mismas habilidades que los estudiantes en el programa de educación general?

- Si, todos los estudiantes en el Programa de ESOL / Título III recibirán instrucción en el GPS y CCGPS.
- Si, artes del lenguaje, lectura, matemáticas, ciencias y estudios sociales se enseñan como parte del plan de estudios de Georgia.
- Si, en temas como el arte, la música y la educación física, los estudiantes tendrán una oportunidad significativa de participar plenamente en inglés a los estudiantes a hablar.

Mi hijo aprenderá Inglés en un programa ESOL / Título III?

- Si, el dominio de la escucha del inglés, hablar, leer y escribir Aptitudes en el programa de ESOL / Título III.

¿Cómo sé si mi hijo ha sido recomendado para la colocación en el programa de ESOL / Título III?

- La escuela le pedirá que una serie de tres preguntas sobre el idioma de su familia. Una prueba se llevará a cabo en la escuela para ver si su hijo califica. Si su hijo califica la escuela se comunicará con usted.

- Se le pedirá que firme un documento de permiso para que su hijo participe en el programa si sus hijos califican. Una vez que firme el documento de la maestra de ESOL comenzará a trabajar con su hijo. Usted puede escribir una carta en cualquier momento para sacar a su hijo del programa.

¿Cómo pueden los padres ayudar a sus hijos a aprender mediante la participación en un programa de ESOL / Título III?

- Se requiere la aprobación de los padres para permitir que su hijo participe y se beneficien del programa de ESOL / Título III.
- Los padres pueden involucrarse en casa animando a su hijo a alcanzar, proporcionando él / ella un lugar para estudiar y mostrando interés por su/su trabajo escolar.
- Pueden servir como voluntarios, ayudan en las actividades del aula y en contacto con la escuela de su hijo si tiene alguna pregunta.



