Lee County School System
Title III Procedures Manual

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Overview and Purpose

Title III of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, was established with the intent and purpose that children and youth who are English Learners attain English proficiency, develop high levels of academic achievement in English, and meet the same challenging state academic content standards all students are expected to meet.

This guidance is intended for Lee County administrators and teachers of supplemental federally funded Title III, Part A[1] Language Programs. Title III, Part A funds shall be used to provide supplemental services that improve the English language proficiency (ELP) and academic achievement of English learners (ELs), through the provision of supplemental language instruction educational programs (LIEPs), professional learning activities that increase the knowledge and skills of teachers who serve ELs, and language-focused outreach activities toward EL families, parents and communities to enhance and supplement the LIEP. All services provided to ELs using Title III, Part A funds must supplement, and not supplant, the services that must be provided to EL students under Title VI of the Civil Rights Act of 1964 (Title VI), the Equal Educational Opportunities Act of 1974 (EEOA), and other requirements, including those under State or local laws.

Specifically, all schools, including but not limited to Title III-A subgrantees, must provide ELs with effective English language development instruction using state (ESOL QBE/FTE) and/or local funding as required under Title VI of the Civil Rights Act of 1964 and the EEOA. According to these laws, all States and LEAs must ensure that ELs participate meaningfully and equally in educational programs and services. To meet state/local obligations under Title VI and the EEOA, LEAs must:

- Identify and assess all potential EL students in a timely, valid, and reliable manner.

- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with Castañeda v. Pickard and the Supreme Court decision in Lau v. Nichols.

- Provide sufficiently well-prepared and trained staff to support the language assistance programs for EL students.

- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities.

- Avoid unnecessary segregation of EL students.

- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services.

- Meet the needs of EL students who opt out of language assistance programs.

• Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.

• Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time.

• Ensure meaningful communication with limited English proficient (LEP) parents.

Required Activities for English Learner Subgrant

Portions of the Title III, Part A subgrant must be used for each one of the following activities required in Title III-A statute, under the ESSA:

1. Provide effective, supplemental language instruction educational programs that demonstrate success in increasing EL students' English proficiency and content achievement.

2. Provide effective professional development (PD) for teachers, administrators and other school personnel. This PD must:
    a. Be designed to improve the instruction and assessment of ELs; and
    b. Be designed to enhance participants' ability to understand and implement curricula, assessment practices and instructional strategies for ELs; and
    c. Prove effective in increasing ELs' English proficiency or substantially increasing participants' subject matter knowledge, teaching knowledge or teaching skills; and
    d. Be of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom.
3. Provide and implement parent, family and community engagement activities that enhance or supplement the Title III, Part A-funded language activities/programs. This may include strategies that serve to coordinate and align related programs.

Coding English learners as Title III-served Infinite Campus:

• For federal reporting purposes as required under the ESEA/ESSA, all English learners who are receiving Title III supplemental language services must be coded in Infinite Campus as Title III-served.

• Only English learners who are receiving services in the state-funded core ESOL language instruction program are eligible to receive supplemental Title III language services as well.

• EL students whose parents have opted them out of the state-funded core ESOL language program, or who are not receiving ESOL language instruction segments of services for other reasons, are not eligible to receive Title III supplemental language services either and must not be coded as Title III-served.

Technical assistance will be provided to school and district SIS personnel including the registrar in July/August to review coding for EL and Immigrant students. Included will be a list of students who will be transitioning from active EL status to monitoring.

Title III, Part A: Immigrant Children & Youth Subgrant

Part A law, a reservation of funds is made to provide cultural and social support to students identified as immigrants.

The definition of immigrant under Title III, Part A law is unique. A student is considered by Title III, Part A to be an immigrant if he/she meets three (3) requirements:

1. Born outside of the U.S. or Puerto Rico
2. Enrolled in U.S. schools for less than 3 years (or 36 cumulative months)
3. Is between the ages of 3 and 21

In the Infinite Campus, LCSS report their immigrant population to the state during the October FTE count using three data elements:

1. Student's birth country (PLACE OF BIRTH)
2. Date entered U.S. schools, and
3. Using an immigrant flag to indicate "in the US less than 3 years".

Authorized Immigrant Activities

Immigrant subgrants funds must be used to pay for activities that provide supplemental instructional opportunities for immigrant children and families. It is important to note that student language instruction is not the purpose of the Title III, Part A Immigrant subgrant. English learner grants support English language instruction, whereas Immigrant grants provide cultural and social support. LEAs must use Immigrant awards for one or more of the following activities:

• Family literacy, parent and family outreach and training designed to assist caregivers in becoming active participants in their child's education

• Recruitment of and support for personnel who have been specifically trained to provide services to immigrant students

• Immigrant student tutorials, mentoring and academic or career counseling

• Instructional supplies or transportation costs that are directly attributable to the presence of immigrant students in the LEA

• Other instructional services to assist immigrant students in achieving in U.S. schools, such as programs of introduction to the U.S. educational system and civics education
• Offering comprehensive community services in coordination with entities that have expertise in working with immigrants, and

• Curricular materials, educational software or technology that supports the instructional or community services provided by this grant for immigrant students and families.

ESOL Approved Delivery Models of Instruction

Per Georgia State Education rule 160-4-5-.02 Language Assistance: Program for English Language, there are seven approved delivery models for providing language assistance services to ELs. The LCSS utilizes the following approved models:

- Pull-out model outside the academic block – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.

- Push-in model within the academic block – 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. Additional information about teacher expectations are included on page 12 of this guide.

- A scheduled class period – students at the middle and high school levels receive language assistance and /or content instruction in a class composed of ELs only.

Compliance with Parent Notification Requirement for English Learners

The Elementary and Secondary Education Act, Subpart 5 Administration, part C Section 3302 states that local education agencies (LEAs) provide information to a parent in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. In order to assist LEAs with compliance with this requirement, the Georgia Department of Education provides documents in multiple languages.
LCSS employees will use Google Translate when possible to communicate with EL parents and families if they request communication in a language other than English.
Providing Translations and Interpretations to EL Families and Students:

Interpretations:
The LCSS will provide interpreters for EL families at no cost to the families. The LCSS will use LanguageLine Solutions for phone and/or video interpreting services. School and district leaders will be provided information needed in order to obtain an interpreter. The LCSS will not allow children under the age of 18 to serve as interpreters for parents in situations such as parent conferences with teachers, administrators and/or IEP teams. Parents can elect to bring their own interpreters, however, interpreters will sign a confidentiality statement and schools will be highly encouraged to also obtain an interpreter from LanguageLine as an added layer of assurance.
Translations:
LCSS will use GaDOE EL service/notification forms that have been translated rather than translating using Google Translate. For other communications for families the protocol for translating documents is to provide

the English language on one side and the translation on the back. Before translating the documents, this disclaimer is to be provided-- “This document was translated using Google Translate, please pardon errors that occurred in translation.”

Google Translate Apps can be used on devices to provide audio communication translations as well as image translations. Teachers and administrators can utilize the app to translate for conferencing purposes. Teachers and students can utilize the app to enhance communication in the classroom setting.

Teachers utilize the Talking Points App for day-to-day text communications for parents.

Identification of English Learners

The following information was derived from documents/guidance provided by the United States Department of Education Office for Civil Rights and the Georgia Department of Education Title III/ESOL Program.

The Registration Process

Registration for the Lee County School System is a centralized, online process. In addition to assistance from an enrollment clerk, through the school and district webpage, parents are provided access to the student parent handbook, family engagement plan, and graduation and transportation documents. The Lee County School System makes every attempt to provide these documents in the home language of the caregiver. In addition, our webpage can be translated into multiple languages.

Primary or Home Language Other Than English (PHLOTE) Student Identification

To assist in identification of ELs for ESOL services, the following questions are included on the Home Language Survey:

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

From the information collected during the registration process, the students’ primary language is identified and, if applicable, a language-screening test will be administered within 30 days of enrollment by a WIDA certified screener administrator.

For English learners who transfer from another district within the United States or from a Department of Defense school and have official records to support their pre-determined eligibility and services within the past year, the school may accept these records and place the child accordingly in language assistance programs.

If a PHLOTE student was screened in a non-WIDA state and was found not eligible by that state’s criteria, the school may rescreen using the appropriate WIDA eligibility assessment to ensure that the student is adequately prepared to sit Georgia content assessments.

If there are no records available, or records cannot be obtained within the time frames described above, it will be necessary for the school to ensure that it meets the appropriate deadlines for identification and screening of transfer students.

Assessment of EL Eligibility

WIDA Language Screener

Second semester pre-kindergarten through first semester, first graders who answer any of the Home Language Survey questions with a language other than English shall be administered the WIDA Screener for Kindergarten within the first 30 days of enrollment to determine their English language proficiency level.
English Learner (EL) Entrance Procedures for Kindergarten and 1st Semester Grade 1

Consistent with WIDA test administration guidelines, the procedures from *second semester pre-kindergarten (spring) through first semester kindergarten* are as follows:

For students enrolling in 1st Semester Kindergarten:

1. Administer only the Listening and Speaking sections of the new WIDA Screener for Kindergarten.
2. If the student's Oral Language Proficiency (Listening + Speaking) Proficiency Level is < 5.0, the student qualifies and is identified as an English learner and is coded EL=Yes in the LEA's Student Information System (SIS).
3. If the student's Oral Language Proficiency (Listening + Speaking) Proficiency Level is ≥ 5.0, the student Does Not Qualify (DNQ) as an English learner and is coded EL=No.

Consistent with WIDA test administration guidelines, the procedures from *second semester kindergarten through first semester first grade* are as follows:

1. Administer all four components of the WIDA Screener for Kindergarten.
2. If the student's Overall Composite Proficiency Level score is < 5.0, the student qualifies and is identified as an English Learner and is coded as such in Infinite Campus.
3. If the student's Overall Composite Proficiency Level score is ≥ 5.0, the student Does Not Qualify (DNQ) as an English Learner and is coded EL=No..

If a student is screened and does not qualify for language services, the student's testing documents should be filed in Infinite Campus Documents Tab.

Online WIDA Screener (Grades 1-12):

Students enrolling as second semester, first graders and beyond who answer any of the Home Language Survey questions with a language other than English shall be administered the online WIDA Screener.

EL Eligibility 2nd Semester Grades 1-12

The criteria for eligibility are as follows:

1. Administer all four language domains of WIDA Screener: Listening, Speaking, Reading, and Writing.

2. If the student's Grade Level Adjusted Overall Composite score is < 5.0 on the WIDA Screener, the student qualifies as an English Learner and is coded EL=Yes in Infinite Campus.

3. If the student's Grade Level Adjusted Overall composite score is ≥ 5.0 on the WIDA Screener, the student does not qualify as an English learner and is coded EL=No in Infinite Campus.

If a student is screened and does not qualify for language services, the student's testing documents should be filed in Infinite Campus Documents Tab.

Screening Potential English Learners with Disabilities (or Suspected Disabilities)

Students with disabilities established in an IEP or 504 Plan whose home or primary language is not English, must be administered the appropriate WIDA ELP Screener with the appropriate accommodations as established in the IEP. Accommodations must be documented in the Go-IEP or other IEP platform the school system is using. Please contact the Special Education department to ensure the accommodations on the ELP Screener are appropriate to the disability.
Resources:

- GaDOE Student Assessment Handbook and Accessibility & Accommodations Manual on the Assessment webpage: For Educators.
- Table of Allowable Accommodations in WIDA's 2024-2025 Accessibility and Accommodations Manual.

A potential EL entering school with a suspected disability may require an evaluation for special education before administering the WIDA ELP Screener with accommodations, especially if the suspected disability would impact the results of the screener. Making an eligibility determination for EL status when there is a suspected disability that has not been addressed could impact the eligibility determination. Please contact the Special Education department prior to administration of the WIDA ELP Screener.

Students with Identified or Suspected Disabilities that Preclude Screening of One or More Language Domains

Even with accommodations, WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students whose IEP precludes the assessment of one or more language domains. Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. Beyond these reasons, the Assessment Director or Title III Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs. Caution should be exercised with potential ELs in Kindergarten, whose ELP screener only assesses two language domains: Listening and Speaking.
To determine whether the student qualifies as an English Learner, the IEP team should be convened to discuss how to determine EL eligibility when one or more language domains are missing. The IEP team's review of all information and data serves as the initial screening process for students whose disability precludes the assessment of one or more language domains. The IEP team should include an

ESOL language specialist with experience identifying English learners. The IEP team's EL eligibility decision must be maintained in the student's cumulative record along with evidence supporting the team's decision. If the student cannot be assessed with any portion of the ELP Screener, it is the obligation of the IEP Team to revisit the EL eligibility decision at least annually.

If the IEP team determines that the administration of the WIDA ELP Screener with accommodations is not appropriate to identify this student as an EL, the IEP meeting minutes suffice as documentation of this decision.

- The committee meeting minutes must be maintained in the student's cumulative record along with notes supporting the committee's decision.
- A flag or note could be placed with the Home Language Survey in the permanent record to alert any reviewer to see the IEP minutes dated XXXX for decision regarding screening.
- Student's EL status would be reported to the state in SIS as EL=Yes or EL=No. If this status were to change, an explanation must be included in the Data Collection submissions.

If the student cannot be assessed with any portion of the ELP Screener, it is the obligation of the IEP Team to revisit the EL eligibility decision at least annually.

Students with Identified Significant Cognitive Disabilities

WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students who have been identified as having a significant cognitive disability. To determine whether the student qualifies as an English Learner, the IEP team should be convened to discuss how to determine EL eligibility when one or more language domains are missing. The IEP team's review of all information and data serves as the initial screening process for students whose disability precludes the assessment of one or more language domains. The IEP team should include an ESOL language specialist with experience identifying English learners.

- If the IEP team determines that the administration of the WIDA ELP Screener with accommodations is not appropriate to identify this student as an EL, the IEP meeting minutes suffice as documentation of this decision.
- The committee meeting minutes must be maintained in the student's cumulative record along with notes supporting the committee's decision.
- A flag or note could be placed with the Home Language Survey in the permanent record to alert any reviewer to see the IEP minutes dated XXXX for decision regarding screening.
- Student's EL status would be reported to the state in SIS as EL=Yes or EL=No. If this status were to change, an explanation must be included in the Data Collection submissions.

If the student cannot be assessed with any portion of the ELP Screener, it is the obligation of the IEP Team to revisit the EL eligibility decision at least annually.

Technical Assistance for Serving EL/SWD Students
Each year at the pre planning special education department meeting, the federal programs director will schedule a session with the special education department (leaders and teachers) to discuss collaboration of ESOL and special education around:

- Testing accommodations (WIDA screener, ACCESS, GMAS, and classroom)
- IEP meetings
- Instructional accommodations to support language development

Certification to Administer WIDA Screeners

Annual WIDA certification is required for all GaPSC certified personnel who will administer the WIDA Screeners. Only certified personnel who have completed the required WIDA training for the WIDA Screeners are permitted to administer them. The annual certification period runs from July 1 to June 30.

- To complete the training modules, educators must obtain a login and password to the WIDA secure portal from theLCSS Testing Coordinator or ESOL Coordinator.
- The passing score for the WIDA Screener training quizzes is 80% or higher.
- Certificates are provided to the ESOL Coordinator yearly and kept on file.

Grade-Appropriate WIDA Screeners & Language Domain Subtests

Kindergarten Screener		**Grades 1-12 Screener**	
Students enrolling during Kindergarten registration - 1st semester Kindergarten.	Students enrolling in 2nd semester Kindergarten – 1st Semester Grade 1	Students enrolling in the 1st semester of the lowest grade in a grade-level cluster.	Student enrolling in the 2nd semester of the lowest grade in a grade-level cluster.
Administer **only the Listening** and **Speaking tests** of the Screener.	Administer all four language domain tests	Administer a lower grade cluster WIDA Screener. Example: A 4th grader enrolling 1st semester 4th grade will be administered the Grades 2-3 WIDA Screener.	Administer the current grade cluster WIDA Screener. Example: A 4th grader enrolling 2nd semester 4th grade will be administered the Grades 4-5 WIDA Screener.

Documenting ELP Screening Irregularities

If a testing irregularity occurred during the ELP screening process, the irregularity must be reported. Examples of irregularities are:

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

An irregularity administering a WIDA screener must be reported using the
LCSS WIDA ELP Irregularity Reporting Form

Responsibilities and Procedures Following Identification

ESOL Documentation

Student information will be kept up to date in the student information system, Infinite Campus. All required documents will be uploaded in an electronic folder found on the "EL Service" page or kept in ESOL folder by the ESOL teachers. Required documents to be kept on file:

- Screener report for students screened in Lee and reports available from previous schools attended.
- Parent notification (signed)
- Parent Waivers (must be signed each year)
- ACCESS score reports (yearly)

- TPC (Test Participation Committee) forms signed by participants
- Classroom accommodation forms
- Exit form ESOLNotification
- Reclassification Determination
- Progress monitoring forms for exited EL students for years 1-5 of monitor status

Assessment and Accommodations

EL Test Participation Committee (TPC)

Each local system shall develop procedures outlining the responsibilities of EL-Test Participation Committees. Committees shall be comprised of a minimum of three members, one of whom is a teacher certified by the GaPSC and must include the ESOL teacher currently serving the student with English language instruction. The remaining members shall be chosen from the following: regular English language arts or reading teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher. The local system plan shall provide for the following requirements:

- document student eligibility for EL status;
- schedule and conduct EL/TPC meeting(s);
- file appropriate documentation in students' permanent records; and
- forward a list of students and their accommodations to the system's testing department.

All English Learners shall participate in all state- and locally- mandated assessments. Federal law and SBOE rule 160-4-5- .02 mandate that the individual needs of English Learners be considered when making decisions regarding the participation of ELs in state- and locally mandated assessments. To facilitate and document these decisions, the English Learner-Testing Participation Committee process is designated in SBOE rule. If accommodations are determined to be appropriate and necessary for an EL student, the completion of an EL/TPC form is required for ELs enrolled in a grade in which there is a state- or locally mandated assessment. As with any assessment, districts are compelled to consider the individual needs of each EL student and maintain appropriate documentation. The determination of accommodations for assessment shall be reviewed at least once a year.

Assessment Coding and Accommodation Eligibility

Status	Served in ESOL	Code	Eligible for Accommodations under TPC Plan
Does not qualify for EL Services	No	None	No
Qualifies for EL Services	No	EL-Y	Yes
Qualifies for EL Services	Yes	EL-Y	Yes
Exited from services years 1 and 2	No	EL-1 or EL-2	Yes
Exited from services years 3 and 4	No	EL-3 or EL-4	No
Exited from services year 5 +	No	None	No

ACCESS for ELLs 2.0

The 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 language 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 and across the four language domains of speaking, listening, reading, and writing. ACCESS for ELLs 2.0 meets the

Title I mandate in the Every Student Succeeds Act of 2015 that requires states to evaluate all English learners in grades K through 12 on their progress in learning to speak English.

Under the Every Student Succeeds Act, as determined by the student's IEP team or 504 Plan, if the disability is directly related to a domain for which there are no appropriate accommodations, the student may be exempt from taking that language domain assessment.

Georgia Milestones

All English learners will participate in state mandated testing. Newly arrived ELs (i.e., those enrolling in a U.S. school for the first time) will participate in all mandated assessments, with appropriate accommodations as needed, during their first year of enrollment. All scores of newly arrived ELs will be removed from all statewide accountability calculations based on coding in state required data collections.

During the second and all subsequent years of enrollment, the growth (i.e., progress) made by said students will be included in statewide accountability calculations.

During the third and all subsequent years of enrollment, the achievement (i.e., content mastery) and growth (i.e., progress made by said students) will be included in statewide accountability calculations.

Testing Accommodations

In certain situations, the individual needs of English learners may warrant accommodations. Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom. Accommodations will be determined by the English 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 on the EL/TPC form. For additional information regarding testing accommodations, see the Georgia Department of Education's Student Assessment Handbook.

Exiting English Learners from ESOL Services

When an English learner has obtained sufficient proficiency in English and understanding of regular education course material and is no longer eligible for the district's program of services, he/she is exited from the program. Prompt action should occur to remove the student from the program.

Kindergarten Students

The Kindergarten ACCESS for ELs student report contains one proficiency level for each of the four domains and four composite scores. The composite proficiency level reported is the accountability score. For determining whether a Kindergarten student has met the requirements to exit language assistance services, the ACCESS for ELLs Composite Proficiency Level scores and the individual language domain scores must be utilized.

Kindergarten ELs who do not score a CPL ≥5.0 and who have any individual language domain score < 5.0 are not eligible to exit language assistance services.

If the Overall Composite Proficiency Level (CPL) is > 5.0,
• and Listening, Speaking and Reading domains are each > 5.0,

• and the Writing domain is > 4.5, then the student is no longer an English Learner, must be exited from EL status, and coded EL-1 after July 1st

Students in Grades 1-12

The student must be administered all components of the ACCESS for ELLs 2.0/Alternate ACCESS assessment.

- Students scoring between 4.3 and 4.9 MAY exit based on the determination of a teacher committee ("Reclassification Team") who considers the readiness and progress of the student within academic courses. The team discussion and decision will be recorded on a "Reclassification Form"

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

Receiving Exited EL Students from Transfer LEAs

When a Reclassified EL student transfers to another GA LEA, the receiving LEA must honor the EL Reclassification Decisions made by transferring LEA when the transfer occurs after the October FTE count. If the transferring LEA uses a lower EL Exit Criterion than the receiving LEA, and if the transfer occurs during the first two weeks of school, the receiving LEA may observe student performance for two weeks and convene another EL Reclassification Team to review documentation and evidence, when applicable. However, the EL Exit Date must be June 30 of the school year that just ended.

Exiting Procedures for English Learner Students with Disabilities

Since 2013, the Alternate ACCESS for ELLs® assessment of English language proficiency (ELP) has been used in Georgia for students in grades 1 -12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the regular ACCESS for ELLs® assessment. To participate in the Alternate ACCESS, a student must be eligible to participate in the GAA 2.0

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.

In April 2019, the state established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. To make this recommendation, the IEP team will have documented evidence that the EL student's English proficiency is no longer a barrier to full participation in the student's individualized program of instruction with support as established in the IEP.

Alternate ACCESS Exit Criteria:

<u>Kindergarten WIDA Alternate ACCESS</u>
• Overall CPL or DCPL = 5 **and**
Listening PL = 5 and Speaking PL = 5 **and**
Reading PL = 5 **and**
Writing PL = 4 or 5
• Kindergarten students' scores must meet all language domain criteria, no exceptions.

Grades 1-12 WIDA Alternate ACCESS

1. Overall CPL or DCPL = 5 (automatic exit)
2. Overall CPL or DCPL = 4 (reclassification team decision exit) Decision recorded on the state IEP/EL Reclassification form completed by an ESOL and Special Education collaborative team, signed, dated, and maintained in student records and IEP per local procedures.

Post-exit Procedures:

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

Exiting Procedures for English Learner Students with Less than Four Domains

Under the ESSA, as determined by the student's IEP team or 504 Plan, if a student's disability is directly related to a domain for which there are no appropriate accommodations, the student may be exempt from taking that language domain assessment.

Note: Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs. In April 2019, the state established that an English Learner (EL) with disabilities whose disability precludes assessment of one or more language domains should be considered for exit from English learner status when the student has met the following state-established criteria using a GaDOE-provided Designate Composite Proficiency Level (D-CPL).

D-CPL Process:

1. Administer the appropriate WIDA ACCESS for ELLs® 2.0 or Alternate ACCESS language domain tests to the EL student as established in the IEP.

2. For each language domain test not administered, clearly mark Do Not Score with a reason code of SPD in the student test booklet or in WIDA AMS.

3. NOTE: Although WIDA ACCESS Individual Student Report will only show results for the language domains administered and will not include composite proficiency levels, the report should still be shared with parents in a language they understand.

4. Using WIDA-provided language domain scale score tables, the GaDOE Assessment & Accountability Division will assign the lowest exit score for the missing language domain(s) to allow an overall composite proficiency level calculation.

5. The GaDOE Assessment & Accountability Division will calculate a Designate Composite Proficiency Level (D-CPL) for each EL student whose WIDA ACCESS score results are missing one or more language domains.

Monitoring Students

Monitoring the success of English learners who have exited the ESOL program is vital for sustained proficiency. Upon reaching ineligibility, students are monitored for two academic years. If an exited student transfers from another state 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. The district must maintain documented evidence that the student was monitored throughout the two-year monitoring phase.

It is important for regular education teachers to recognize that exited English learners will need ongoing support as they continue to work toward grade-level academic language performance. The goal of most second language students is to function as proficient learners in the classrooms.

Monitored ELs may be granted *standard* accommodations on state standardized tests; however, conditional accommodations are not allowed. After the two-year monitoring period ends, monitored students are no longer eligible for any ESOL related testing accommodations. Once the two-year monitoring period has ended, the student's coding for Data Collections Student Record purposes will change for an additional two years. Then, the student will be coded EL-F (Former EL) and remain as such as long as they are enrolled.

It is the responsibility of the ESOL teacher to monitor students who have exited the ESOL program. The ESOL teacher/case manager will collect information using the Monitoring Form for Exited ESOL Students and file the documentation in the student's ESOL folder and permanent record. Monitored students who are not successful in the regular education program should be placed in the MTSS (Multi-Tiered System of Supports) process.

Information To Be Provided to Parents

Parents are provided information about the program to ensure informed decisions are made. These documents are to be translated if requested by the parents. The following documents are sent home at either the initial placement into the English to Speakers of Other Languages program or annually:

- Initial or Continuing Notification of ESOL Services
- Parental Notification of Supplemental Language
- Services English Learning Testing Accommodations
- Parent Waiver of ESOL Services (when applicable)
- Notification of Services No Longer Needed (when applicable)
- ACCESS for ELLs 2.0 scores

Parents are invited to attend annual testing accommodations meetings and parent conferences. Parents are also invited to the annual district Latino night as well as school-based informational workshops. Lastly, information about the ESOL program is also available online at the LCSS Federal Programs webpage.

Parental Waiver of ESOL Services

Some parents of students identified as English learners may choose to waive language assistance services for their child; however, the Lee County School System is still held responsible for providing language support under the Office for Civil Rights law. Teachers within the district must find alternate means of providing the student with support for language development and proficiency outside of structured ESOL classes. Parents who waive services must do so in writing on an annual basis and the district must maintain evidence of the

written documentation. The English Language Development Plan for English Learners must be completed and filed in the student's permanent record.

Although the parents may have chosen to waive a formal language assistance program, the student has been identified and coded as an EL and will continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services are still eligible for accommodations on standardized tests and their English language proficiency skills must be assessed on an annual basis until they meet eligibility criteria.

Additional Information

Staffing and resources are vital to the success of the Lee County School System ESOL program.

Professional Learning

The director of federal programs ensures that all ESOL and general education teachers are trained on topics that include best practices for students with limited English, ACCESS data analysis as related to classroom practice, and the CAN DO definitions/expectations and Model Performance Indicators. ESOL and general education teachers in the Lee County School System are invited and encouraged to actively participate in professional learning training/workshops (Georgia Department of Education Title III/ESOL Unit initiatives, SW Georgia RESA workshops, etc.) throughout the year. If specific training and/or teacher/leader support is needed, please contact the Federal Programs Director.

ESOL Teacher Expectations

The expectations for the Lee County School System's ESOL teachers are to:

- develop and implement language instruction that includes vocabulary rich activities and supports, language development, and academic content.
- carry out highly focused, innovative, and appropriately planned activities that expand or enhance existing language and academic instruction, increase English proficiency, increase student achievement in the core academic areas,
- to plan collaboratively to ensure that ELs and English proficient students receive the same academic instruction,
- ensure that all required paperwork and ESOL folders are completed as mandated in the Lee County School System's ESOL manual, and
- administer the WIDA Screener for Kindergarten, WIDA Screener, and ACCESS for ELLs 2.0.

Students who are literate in their home language can use resources available for translation:

- iPads with Google Translate
- Translation applications such as Google Translate and approved AI tools

Best Practices for Instructing EL Students

The following list of strategies, approaches, and ideas are beneficial for English learners:

- Pace speech, speak clearly, use gestures and facial expressions
- Act out or illustrate the meaning of words, using repetition and rephrasing
- When necessary use sentence starters for class discussions and class work
- Model behavior repeatedly.
- Maintain eye contact
- Reduce idiomatic expressions
- Think aloud, letting the students hear the thought process they are using to solve the problem
- Relate lessons to students' prior learning
- Use many visuals such as videos, photos, drawings, pictures and posters as tools of instruction
- Have a special lesson on high-frequency vocabulary
- Teach key academic vocabulary by creating word puzzles and game
- Create a word/picture wall with current vocabulary terms
- Collect many of the comic books/graphic novels available that portray historic and cultural events in simplified language
- Deemphasize speed and emphasize accuracy of work
- Limit the number of variables in laboratory experiments.
- Have students prepare individual card files of subject area specific vocabulary
- Use a variety of graphic organizers regularly to chunk textual information, focusing on important points and higher order thinking skills of the lesson
- Allow students to interact with the content in cooperative learning groups
- Provide concrete examples to assist the students in understanding complex concepts and skills
- Ask questions in simple language that encourages students' reasoning abilities, i.e. "What will this story tell us?" which is not a complex question, but elicits higher order thinking skill of predicting

Beyond ESOL – Additional Services for English Learners

MTSS (Multi-Tiered System of Supports)

Eligibility for ESOL services and placement in an ESOL class automatically is considered a Tier 3 Intervention. The ESOL class and support within that class meet the definition of the specially designed learning focus of Tier 3 with its emphasis on specialized programs, specialized instructional delivery and methodology.

For the purposes of serving the student effectively and efficiently, the language minority student is served at the Tier 3 level during any scheduled ESOL classes; however, in mainstream classes, the student's needs may not be such that Tier 3 level services are recommended. As is appropriate for all students, ELs in a general education class should receive Tier 1 interventions, and often the student will require Tier 2 interventions as well to successfully access and comprehend instruction. As the student progresses in language and academic proficiency, the level of interventions needed to support him or her should decrease accordingly. For the specific purposes of ESOL services and language support for the majority of ELs, MTSS functions as a regressive model rather than as a model of progressive interventions. As students near proficiency, often Tier 1 interventions, appropriate for all students, will be the only additional support needed.

English Learners with Disabilities

Students can be served in both the Special Education and English to Speaker of Other Languages programs. Depending on the extent of the student's disability, it is appropriate for the general education teacher, ESOL teacher, and the special education teacher to work collaboratively in order to meet the needs of the student. The fact that an English learner has a disability does not replace the need for language assistance. The plan for continuing to provide language assistance and support should be delineated in the student's Individual Education Plan (IEP). In almost all cases, English learners should be dually served through both programs. In the event it is determined that another means of support will be more beneficial to the student, the special education team and the ESOL teacher should work together to determine the most effective plan and to provide needed support for implementation.

If an English learner is determined eligible for special education services, the IEP team will determine the type and degree of services (Special Education and ESOL) the student will receive. The ESOL teacher must be included as an active member of the IEP team for English learners with disabilities. If it has been demonstrated through testing that the student qualifies for special education services under the learning disability label or speech services label, the English learner should be served in both programs.

Students should be served in both the ESOL and special education programs if they qualify for both programs, unless the disability is deemed so profound that the severity of the student's disability indicates a greater intensity of special services is required. In the Lee County School System, with the exception of students who participate in the Georgia Alternate Assessment, all students who qualify for both services must receive both ESOL and special education services. Exceptional circumstances should be approved by the LEA Special Education representative present at the IEP meeting. If it is determined that the student's needs will best be met by being served in multiple segments of special education, the ESOL teacher should work with school and district personnel to set up a consultative plan for that student's language development. The ESOL teacher and the special education teacher should consult on a regular basis and maintain records of consultations as documentation of language support efforts.

Any English learner with an IEP must have a plan for language assistance services documented on the IEP. Please note, as per Georgia Department of Education and ESOL/Title III agreement: The IEP should document the participation of the ESOL teacher in the IEP meeting for students eligible for both programs. In addition, the plan should include the following information: the ESOL delivery model, the amount of ESOL services, and the individual who will provide the services. Adding language goals and services as a part of the Individual Education Program (IEP) for a child is only appropriate for students whose language impairment or need is a result of the student's disability.

Helpful Resource Links

2020 WIDA Can Do Descriptors
WIDA-ELD-Standards-Framework-2020.pdf

Georgia Department of Education English Speakers of Other Languages (ESOL) website:
English to Speakers of Other Languages (ESOL) and Title III

Georgia Department of Education Title III, Part A: Language Instruction for English Learners and Immigrant Students website:
Title III, Part A: Language Instruction for English Learners and Immigrant Students

Resources for serving immigrant students:
Intercambio Uniting Communities

Resources for teaching EL students:
Colorin Colorado

Teaching Academic Vocabulary
EL_Recommendation_1.pdf

English Learner Toolkit
English Learner Tool Kit for State and Local Education Agencies (SEAs and LEAs)

Newcomer Toolkit

Office for Civil Rights (OCR) Requirements
Office for Civil Rights Requirements

School District's obligations under Title IV of the Civil Rights Act of 1964 and EEOA:
ESOL Language Program – LEAs' Legal Obligations