

DECATUR COUNTY SCHOOL SYSTEM TITLE III MANUAL



This Manual is used in conjunction with the GADOE Manual: A Resource Guide to Support School District's English Learner Language Programs. All guidance in the GADOE Manual should be followed without exception. Any questions from school or district level personnel should be directed to the Title III Director for clarification and/or approval.

[GADOE Resource Guide to Support English Language Learner Programs](#)

Introduction

General Information:

Title III, Part A

Under Federal law, State and local educational agencies are required to provide all children with equal access to public education at the elementary and secondary level. To comply with these civil rights Federal laws, as well as the mandates of the Supreme Court, we do not discriminate on the basis of race, color, or national origin, and students are not barred from enrolling in the Decatur County School System at the elementary and secondary level on the basis of their own citizenship or immigrant status or that of their parents or guardians. Moreover, we do not request information with the purpose or result of denying access to public schools on the basis of race, color, or national origin.

Statutory Basis:

Under Federal law, State and local educational agencies are required to provide all children with equal access to public education at the elementary and secondary level, including public preschool education, provided to other children and youth. All children will be provided the opportunity to meet the same challenging state content and state student performance standards to which all students are held without being stigmatized or isolated.

The enrollment of immigrant and limited English proficient children and youth shall not be denied or delayed due to any of the following barriers:

- Lack of birth certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Unaccompanied; no guardian

To comply with these Federal civil rights laws, Decatur County Schools does not discriminate on the basis of race, color, or national origin, and students are not barred from enrolling in Decatur County public schools at the elementary and secondary level on the basis of their own citizenship or immigration status or that of their parents.

Purpose:

The goal of the ESOL language instruction and educational program for EL students is to increase both English language proficiency (ELP) and academic language proficiency in content-area subject matter. Successful ESOL language programs focus on collaboration and shared accountability for the success of all EL students.

The Decatur County School System has an ESOL program which employs both full and part time certified teachers. We work diligently to identify and meet the individual academic and social needs of our Limited English Proficient (LEP) population using the WIDA National Standards and Georgia Title III guidance and protocol.

Goals:

The goals of Title III, Part A in the Decatur County School system, focus on supporting English Language Learners (ELs) and immigrant students. The main objectives are to:

1. Enroll new students within two days of arrival.
2. Send and receive student records within 10 days of enrollment.
3. Conduct student screenings and placing students into appropriate programs within ten days of enrollment.
4. Deliver a focused and rigorous education across the four domains of language acquisition: Listening, Reading, Speaking, and Writing.
5. Provide effective professional development for educators working with EL students.
6. Enhance parental and community engagement in the education of EL students.

Section I: Identification of English Learners (EL)

Procedures to Identify Potential ELs

Decatur County reports student information through the student information system, *Infinite Campus*, based on the following data elements (ENROLLMENTS TAB):

1. Birth Date (required)
2. PLACE OF BIRTH - Birth Country (required)
3. Initial USA Public School Enrollment (required for students whose birth country is not the United States). Provide the initial date of enrollment in a US school kindergarten-12th grade, public or private.
4. Number of Months Non-US Attendance in School (required for students whose birth country is not the United States)
5. STUDENT PRIMARY LANGUAGE must be entered if the student is coded EL-Y.
6. Parent Language of Communication – this information is required and can be found on the HLS per local decision.

**** Please note:** WIDA Screener for Kindergarten **must only be administered to pre-kindergarten students after April 15th and not before**, as score results are not valid for students younger than mid-April of their PreK school year.

Behavior Intervention F
Consent for Services
Parent Excusal Conso
ESY Checklist
Manifestation Determi
Meeting Minutes Form
Notice of IEP Meeting
Spanish - IEP Meeting
Parent Not in Attenda
Re-evaluation Consid
Summary of Performa

Student Locator
Reports
Census
My Data
Staff Request Processor
People
Households
Addresses
Portal Request Processor
Add Person
Add Household
Add Address
Staff Locator
Census Wizard
Program Participation
Reports

Save Delete Person Summary Report Demographics Data

*Gender: M: Male *Birth Date (Age: 8): 02/01/2012 Soc. Sec Number: NO ACCESS

Race/Ethnicity (Edit): H: Hispanic
State Race/Ethnicity: H: Hispanic
Federal Designation: 1: Hispanic/Latino
Race(s): American Indian or Alaska Native
Hispanic/Latino: Y: Yes
Race/Ethnicity Determination: 01: Parent Identified

Date Entered US School: []
Date Entered State School: 08/05/2016 Birth Verification: 1: Birth Certificate

Home Primary Language: 26: Spanish
Nickname: []
Comments: Born in USA
Previous StudentID: []
Birth Place: 2310: United States

- Modified by: Pea

Procedures for Immigrant and EL Enrollment and Identification

Immigrant Identification and Services

The term “immigrant children and youth” refers to individuals who:

- **Are aged 3 through 21.**
- **Were not born in any state.** *“State” means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico (Section 3301(6) of ESEA). Children born to U.S. citizens abroad (e.g., children born on a military base overseas) may be considered immigrants if they meet all the criteria in the definition of immigrant.*
- **Have not been attending one or more schools in any one or more states for more than 3 full academic years.** *A full academic year is 10 months of school attendance kindergarten through 12th grade. If a student has been in different schools, in different school districts, and even in different states, the number of months that the student has been in school in any one or more states must not add up to a total of more than 3 full academic years.*

Students are identified as immigrants who meet the definition of “immigrant” by asking the following questions from the state’s home language survey during enrollment:

1. In what country was your child born?
2. When did your child first attend a school in the United States? (Kindergarten-12th Grade)

In addition to the home language survey, this information can also be collected through birth certificates and school records. **Note: We CANNOT require birth certificates as part of their enrollment process.**

Although many immigrant students are English language learners, this is not always the case. Students who meet the Title III definition of “immigrant” must be reported regardless of their primary language or language proficiency level.

All students who meet the eligibility criteria for “Immigrant” status will be coded in Infinite Campus and provided support in the general education classroom. (Coding for immigrant status is found on the tab for the current school’s enrollment)

The image shows a screenshot of a web-based enrollment form. At the top, there is a dropdown menu. Below it are two fields: "Variance Date" with a calendar icon and "Variance Code" with a dropdown arrow. The "Title 1" section contains several checkboxes: Reading/English/LA, Math, Science, Social Studies, Counseling, Health, Nutrition, Transportation, Job Prep, and GED. There is also a "Mc" button. Below this is an "Environment" dropdown menu. The next section has checkboxes for: Alternate Math Sequence, Capstone Project, Applied For PSC, Offered PSC, CCAE, CTI, SST, and US Schools < 3 Years. A large red arrow with a blue outline points to the "US Schools < 3 Years" checkbox. The "Section 504" section includes a "Status" checkbox and the text "Section 504 During a Test".

Process: Screening for Eligibility

Home Language Survey (HLS) Questions

Home Language Surveys (required by Georgia Department of Education) are part of the required information parents complete at the time of enrollment. Home Language Survey (HLS) questions are always offered in a language/format parents can understand. Linked are [translated versions of the HLS](#). When HLS are completed online, an email is sent to the ESOL Coordinator if any questions are answered other than English. An email alert is also sent to the ESOL Coordinator if YES is answered for the questions regarding EL services in the past. If the paper enrollment paperwork is completed, the Enrollment Clerk then makes a copy of the enrollment application and gives it to the ESOL Coordinator.

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

Original and/or District completed HLS are maintained in students' permanent records and a copy is located in students' EL folder (if qualified as an EL)

Educators can refer to the [Educator Decision-Making Guide for Home Language Survey Responses](#) for guidance

**** Please note:** WIDA Screener for Kindergarten **must only be administered to pre-kindergarten students after April 15th and not before**, as score results are not valid for students younger than mid-April of their PreK school year.

Georgia Home Language Survey

Required: January 2024 | Optional: January 2023 – December 2023

Notice to Parents and Guardians:

Georgia school systems are required¹ to collect your responses² to questions about your preferred language for school communication and your child's primary or home language. Information from the first question is used to identify your need for an interpreter or for translated documents. Information from the three *Home Language Survey* questions and the additional language information help us determine whether to screen your child's level of English language proficiency. The screening process will identify if your child qualifies for English learner status and services in our language instruction educational program.

Purpose of Questions	Questions & Parent/Guardians Responses
<p>Communication Preferences</p> <p>This question helps the school provide you with an interpreter or translated documents, free of charge, should you want them.</p> <p>This question is for informational purposes only. It is not used to identify your child for English language proficiency screening.</p>	<p>Parent Communication Language (Required)</p> <ul style="list-style-type: none"> • In which language would you prefer to receive school communication? <p style="text-align: center;">_____</p>
<p>Identification of Potential English Learners</p> <p>These three questions help schools identify if your child should be screened for eligibility to participate in their language instruction educational program.</p> <p>When the response to any of these questions is a language other than English, schools may be required to screen your child's level of English language proficiency. If you respond with more than one language, the school will need additional information from you before making this decision.</p>	<p>Home Language Survey (Required)</p> <ol style="list-style-type: none"> 1. Which language does your child <u>best</u> understand and speak? _____ 2. Which language does your child <u>most</u> frequently speak at home? _____ 3. Which language do adults in your home <u>most</u> frequently use when speaking with your child? _____
<p>Additional Information from Multilingual Families</p> <p>If you indicated that your child and other adults in the home <i>understand and use English and another language</i> or languages, schools will ask you to provide additional information to decide if your child should be screened for English proficiency.</p> <p>If you respond that your child understands and uses English more than the other home language, or that your child understands and uses both English and the other home language equally, the school will not screen your child for English language proficiency.</p>	<p>Additional Information from Multilingual Families. <i>Choose <u>only one sentence</u> that best describes your child's primary language.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> My child understands and uses only the home language and no English. <input type="checkbox"/> My child understands and uses mostly the home language and a little English. <input type="checkbox"/> My child understands and uses the home language and English equally. <input type="checkbox"/> My child understands and uses mostly English and only a little of the home language. <input type="checkbox"/> My child understands and uses only English.

¹ U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights, 7 January 2015, *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*, p. 10.

² The Home Language Survey should be given to first time enrollees to United States public schools.

Additional Statements from Multilingual (ML) Families

When the family reports two or more home languages – one of which is English – they select an additional statement identifying in which home language their child is more proficient. The original HLS serves as a trigger to determine which students should be administered the ELP screener to identify whether they are or are not English learners entitled to English language instructional programs. The state required three questions on the Home Language Survey are:

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

If the parent responds with more than one language to any of the questions above, the parent will select one of the following clarifying statements.

1. My child understands and uses only the home language and no English.
2. My child understands and uses mostly the home language and a little English.
3. My child understands and uses the home language and English equally.
4. My child understands and uses mostly English and only a little of the home language.
5. My child understands and uses only English.

When parents' responses to all three questions include multiple languages one of which is English, this indicates a multilingual home language environment. In this case, multilingual parents or guardians must provide additional information about their child's primary language use at home.

School Actions Based on HLS Responses

If the parent/guardian indicates that any language other than English is the primary language in the home, a copy of the HLS should be given to your school ESOL teacher/contact.

ESOL Teacher and School must determine eligibility:

1. Check EL status in SLDS (after student entered in Infinite Campus)
2. Check Historical data in Infinite Campus/SLDS
3. Review permanent record
4. Contact school of last attendance
 - a. ELs who transfer from another LEA within the US or from a Department of Defense school and there are no official records to support their pre-determined eligibility and services within the past year, the school must accept these records and place the child accordingly in language assistance programs.
 - b. If a student was screened in a WIDA state and DID NOT QUALIFY as an English Learner, the student may not be screened again for reconsiderations of eligibility without state approval.

- c. If student was screened in a Non-WIDA state and DID NOT QUALIFY by that state's eligibility criteria, the LEA may consider rescreening the student using the appropriate WIDA screener eligibility assessment if there is evidence that the student's level of English language proficiency will be/is a barrier to meeting Georgia's Standards of Excellence. See GADOE Resource Guide for additional guidance and contact the local Title III Director. The decision to screen must be approved by the Title III Director.
5. If a student has no existing documentation to support EL eligibility, then the ESOL teacher will complete a WIDA Screener assessment (Local guidance - must be done within 10 days of enrolling; State Guidance – within 30 days of enrollment at the beginning of the year and 10 days during the school year.)

Educators can refer to the [Educator Decision-Making Guide for Home Language Survey Responses](#) for guidance.

**** Please note:** WIDA Screener for Kindergarten **must only be administered to pre-kindergarten students after April 15th and not before**, as score results are not valid for students younger than mid-April of their PreK school year.

Educator Decision-Making Guide for Home Language Survey Responses

Georgia Home Language Survey

Required: January 2024 | Optional: January 2023 – December 2023

Notice to Educators:

For each newly enrolled student, Georgia school systems collect parents' or guardians' responses to one question regarding their own language preference for school communication, and to three questions regarding their child's primary or home language, i.e., *Home Language Survey (HLS)*. In addition, families who report a multilingual home language environment will choose only one clarification statement regarding their child's understanding and use of English. Parents responses to these *HLS* questions during enrollment comprise the first step in Georgia's statewide standardized English learner (EL) identification process.

Purpose of Questions	Questions	Decision-Making Guidance	
Parent Communication Language Preference			
Information from this question helps schools identify which parents or guardians need documents and forms interpreted and/or translated.	Parent Communication Language (Required) <ul style="list-style-type: none"> In which language would you prefer to receive school communication? _____ 	<ul style="list-style-type: none"> This question is for informational purposes only. It is not used to identify a potential English learner for English language proficiency (ELP) screening. Schools provide parents or guardians with school information in a language and format they understand.¹ 	
Identification of Potential English Learners			
Information from these three questions help schools identify if the student is a potential English learner (EL) who must be administered the English language proficiency (ELP) screener to determine EL eligibility.	Home Language Survey (Required) <ol style="list-style-type: none"> Which language does your child <u>best</u> understand and speak? _____ Which language does your child <u>most</u> frequently speak at home? _____ Which language do adults in your home <u>most</u> frequently use when speaking with your child? _____ 	If parent or guardian's response to the question is:	Then, the required decision is:
		Non-English language for all three questions.	<ul style="list-style-type: none"> Student is a potential English learner. Administer the grade-level appropriate ELP screener (with accommodations when student has an identified or suspected disability.)
		English language or American Sign Language for all three questions.	<ul style="list-style-type: none"> Student is not a potential English learner. Do not administer the ELP screener.
		Non-English language(s) and English language for any of the three questions.	<ul style="list-style-type: none"> Follow instructions in the Additional Information from Multilingual Families section.

¹ U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights, 7 January 2015, *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*, p. 37.

Educator Decision-Making Guide for Home Language Survey Responses

Purpose of Questions	Questions	Decision-Making Guidance	
Additional Information from Parents or Guardians in Multilingual Home Environments			
<p>Parents and guardians in multilingual home environments must choose only one of these five clarification statements about their child's primary language use in the home. The parents' or guardians' clarification statement will support educators' identification of the student as a potential EL or not a potential EL. This statement provides parents or guardians the opportunity to clarify their child's use of English and other language(s) in the home.</p>	<p><i>Choose only one sentence that best describes your child's primary language.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> My child understands and uses only the home language and no English. <input type="checkbox"/> My child understands and uses mostly the home language and a little English. <input type="checkbox"/> My child understands and uses the home language and English equally. <input type="checkbox"/> My child understands and uses mostly English and only a little of the home language. <input type="checkbox"/> My child understands and uses only English. 	<p>If parent or guardian's statement choice is:</p>	<p>Then, the required decision is:</p>
		<p>My child understands and uses only the home language and no English.</p>	<ul style="list-style-type: none"> • The child is a potential EL. • Administer the ELP screener
		<p>My child understands and uses mostly the home language and a little English.</p>	<ul style="list-style-type: none"> • The child is a potential EL. • Administer the ELP screener
		<p>My child understands and uses the home language and English equally.</p>	<ul style="list-style-type: none"> • The child is not potential EL. • Do not administer the ELP screener. • LEA option for "acknowledgement statement" below.
		<p>My child understands and uses mostly English and only a little of the home language.</p>	<ul style="list-style-type: none"> • The child is not potential EL. • Do not administer the ELP screener.
		<p>My child understands and uses only English.</p>	<ul style="list-style-type: none"> • The child is not potential EL. • Do not administer the ELP screener.

Notice Regarding Parent/Guardian Signature & Date:

- Based on parents' choosing the statement: "My child understands and uses the home language and English equally", LEA's have the option to ask parents to sign an Acknowledgement Statement:
 - *I, parent/legal guardian of _____, do hereby acknowledge that my child's home language environment is multilingual, including English, and that my child's level of English proficiency is developmentally age-appropriate as that of other English-only peers.*
- The updated HLS was designed to be uploaded into an online enrollment system. Consequently, the updated HLS and 20 language versions do not include a parent/guardian signature and date line. However, if school systems use paper enrollment processes, please ensure that parents or guardians sign and date the HLS, in a language and format they understand.
- LEA must maintain all HLS documentation in the student's permanent records.

Notice Regarding HLS One-Time Administration:

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

ML HLS amendment

- If a parent of a developing multilingual child feels that the ELP screening process is discriminatory against multilingual-multiliterate families, the parent may request a Multilingual Home Language Survey (MLL HLS) Amendment. This amendment provides guidance and describes the process to change the student's primary home language code to English. With an English primary home language, the student would not be considered a potential English learner nor would be screened for ELP.
- Contact the Title III Director for guidance.

[ML HLS Amendment form DCS](#)



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

This guidance should be considered carefully, and all supporting documentation should be provided given that the student's primary language code in the Student Information System (SIS) will be changed to English and the student will be considered an English proficient student or EL=No.

1. All language minority students must be correctly identified, and limited English proficient students must be served in accordance with federal law (*Lau v. Nichols 1974, Castañeda v. Pickard 1981, Plyler v. Doe 1982, and Sec. 1111(b)(1) of ESEA 2001*).
2. All language code information depends on the language(s) listed on the original Home Language Survey (HLS) when the student first enrolled in a Georgia K-12 public school. LEAs must reference the original HLS when making student primary language code change requests. If a non-English language is listed for any of the three required HLS questions, then the non-English language is reported in the SIS.
3. The Multilingual HLS amendment form is only used when a parent requests a change in the student's primary home language code from a non-English language to English based on the student's equivalent proficiency in English and/or other language(s) as developmentally appropriate in a multilingual, multiliterate home environment.
4. When completing this form, the following items must be included:
 - a. The original HLS when the student first enrolled in a Georgia K-12 public school
 - b. Parent's signature and date on the Multilingual HLS form acknowledgement statement
 - c. Appropriate LEA EL Language Program administrator signature
5. This form is **NOT** needed when:

Original – Student Perm File

DO NOT PURGE
Copy – District ESOL Coordinator

Copy - Parent



- a. A student's primary language is currently listed as English, but the parent is requesting it be changed to a non-English language. LEAs may make this change in SIS by providing parents with the state approved HLS to complete.
-
6. Upon verification and approval by appropriate LEA Title III, Part and EL Language Program personnel, this **Multilingual HLS Amendment** must be included in the student's file as it will constitute the official HLS of record.

Original – Student Perm File

DO NOT PURGE
Copy – District ESOL Coordinator

Copy - Parent



Multilingual Home Language Survey (HLS) Amendment

Completed by School

Student Name: _____ Student GTID: _____

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

Original Language(s) on HLS: _____ Date of Original HLS: _____

Previous Schools/Districts enrolled (when applicable): _____

Previous ELP Screener Proficiency Level/Scores (when applicable):

WIDA Screener for Kindergarten _____ WIDA Screener Grades 1-12 _____

Previous ELP Assessment Overall Composite Proficiency Level(s) (when applicable):

Kindergarten ACCESS Overall CPL: _____ WIDA ACCESS Grade ____ CPL: _____

Relevant District/School Academic Data (when applicable):

Completed by Parent

1. Which language does your child best understand and speak? _____
2. What other language(s) does your child understand or speak? _____
3. How would you describe your child's ability to understand and speak in English? (Check only one.)
 - Always understands and speaks in English.
 - Sometimes understands and/or speaks in English.
 - Understands/speaks English more than _____.
 - Understands/speaks both languages equally.
4. How would you describe your child's ability to understand and speak in the other home language(s)? (Check only one.)

Original – Student Perm File **DO NOT PURGE**
Copy – District ESOL Coordinator **Copy** - Parent



- € Always understands and speaks in _____.
- € Sometimes understands and/or speaks in _____.
- € Understands/speaks _____ more than English.
- € Understands/speaks both languages equally.

5. Which language does your child most frequently speak at home? _____

6. Which language do adults at home most frequently use when speaking with your child? _____

Completed by Parent

Acknowledgement Statement:

I, parent/legal guardian of _____ do hereby acknowledge that my child's home language environment is multilingual, including English, and that my child's level of English proficiency is developmentally age-appropriate as that of other English-only peers. I formally request that my child's primary language code be changed from _____ to English in the school district's Student Information System (SIS), and as such, I request that my child's English language proficiency not be screened nor assessed for possible identification as English learner in need of specific instruction for English language development.

Parent/Guardian Name _____

Parent/Guardian Signature _____ Date _____


Completed by School

LEA EL Language Program Administrator Name _____

Original – Student Perm File

DO NOT PURGE
Copy – District ESOL Coordinator

Copy - Parent



LEA EL Language Program Administrator Signature _____

Approved ____ Not Approved ____ Notes _____

Original – Student Perm File

DO NOT PURGE
Copy – District ESOL Coordinator

Copy - Parent

HLS Incorrect Addendum

- An erroneously identified EL is a student who was identified as an EL but should not have been because the student does not in fact meet the definition of “English learner” in ESEA section 8101(20). An erroneous identification of an English Learner student may have occurred as part of the initial identification process or may have occurred during the screening and identification process. If the ESOL teacher of school LEA suspects an erroneous identification, they should contact the Title III Director for guidance. The Title III Director will follow guidance provided in the GADOE Resource Guide to Support School Districts’ English Learner Language Program. Under no circumstance should the

ESOL teacher or school level contact make changes to EL=Y status without the approval and guidance of the Title III Director.

****Please Note:**

- **A student's primary language is currently listed as English, but the parent is requesting it be changed to a non-English language. LEAs may make this change in SIS by providing parents with the state approved HLS to complete. This must be done within 10 days of the request, within the first year of enrollment.**

●

Process when an Incorrect HLS is Reported

- Contact the local Title III Director.
- A student may be erroneously identified as a non-English learner (EL=N), due to a parent's misunderstanding and incorrect completion of the HLS or incorrect scoring of the ELP screener or annual ELP assessment, among other reasons.
- **The following steps must be followed should incorrect identification/reporting occur:**
 1. If a parent notifies the LEA that the original Home Language Survey answers are not correct.
 2. If the LEA deems the request plausible, the parent will be given the opportunity to complete a Home Language Survey Addendum. (See HLS-Incorrect Addendum on ESOL Form Bank.) Note: The addendum requires the parent's signature to be notarized. Both the original HLS and the HLS Addendum should be in a language parents have indicated they understand.
 3. The ESOL Coordinator will approve the new HLS Addendum, after which the school will proceed to take the next steps based on the new HLS.
 4. If the next steps require a status change, the LEA will use the EL=I code for the remainder of that school year to show that the student was incorrectly identified as an EL. After the June 30th Student Record sign-off is completed, the student will be coded as EL= N from then on.
 5. The LEA will keep all documentation in the student's file and report to the GaDOE via secure Portal messaging system and by June 30th the following: i. Student's Name, ii. Student's Grade-Level, iii. Parent's Reason for Change, iv. Name of Administrator or ESOL Coordinator who approved the Status Change, v. Former Status Code, vi. New Status Code, and vii. Date Status Change Effective. The report should be saved with the following name: DISTRICT.YEAR.TitleIII.EL-ICodeReport (See Sample LEA Title IIIA EL-I Code Use Report on the ESOL Language Programs website.)

****Please Note: This form is NOT NEEDED if:**

- **A student's primary language is currently listed as English, but the parent is requesting it be changed to a non-English language. LEAs may make this change in SIS by providing parents with the state approved HLS to complete. This must be done within 10 days of the request, within the first year of enrollment.**

Note: There is no requirement to provide an explanation in Data Collections for correcting an erroneous EL=N code. If the LEA has discovered that the EL=N code was incorrect, the statewide, standardized EL entrance procedures (i.e. HLS + possible ELP Screener criteria) would then be applied.

[HLS Amendment Form English](#)



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

Student Name: _____ Student GTID: _____

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

1. Which language does your child best understand and speak? _____
2. What other language(s) does your child understand or speak? _____
If you have indicated a language **other** than English, please describe how your child acquired that language. _____
3. Which language does your child most frequently speak at home? _____
4. Which language do adults at home most frequently use when speaking with your child? _____
5. What is the reason for requesting this change of information related to language influence?

Parent/Guardian Name _____ Phone # _____

Parent/Guardian Signature _____ Date _____

State of Georgia, County of _____

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

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

(SEAL)

NOTARY PUBLIC IN AND FOR

(COUNTY)

DO NOT PURGE

Original – Student Perm File

Copy – District ESOL Coordinator

Copy - Parent



For District Purposes Only:

District ESOL Staff Name _____ District ESOL Staff Signature _____

Approved _____ Not Approved _____ Notes _____

Original – Student Perm File

DO NOT PURGE
Coov – District ESOL Coordinator

Coov - Parent

[HLS Amendment Form Spanish](#)



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

Nombre del estudiante _____ Número GTID _____

Fecha de nacimiento _____ Nombre de la escuela _____ Grado escolar _____

1. ¿Qué idioma entiende y habla mejor su hijo? _____
2. ¿Cuál(es) otro(s) idioma(s) entiende o habla su hijo? _____

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

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

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

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

Nombre del padre o tutor _____ # de teléfono _____

Firma del padre o tutor _____ Fecha _____

Estado de Georgia, Condado de _____

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

(SELLO)

NOTARIO PÚBLICO para el condado de _____, Georgia

DO NOT PURGE

Original – Student Perm File

Copy – District ESOL Coordinator

Copy - Parent



For District Purposes Only:

District ESOL Staff Name _____ District ESOL Staff Signature _____

Approved _____ Not Approved _____ Notes _____

Original – Student Perm File

DO NOT PURGE
Copy – District ESOL Coordinator

Copy - Parent

Staff Training

- At the start of each school year, the Federal Programs Director provides training to all staff on the proper procedures for identifying potential English Learners (ELs) based on responses to the Home Language Survey. To ensure ongoing awareness and accuracy, the Director also reviews and discusses the identification process at every subsequent staff meeting throughout the school year (monthly). The team also discusses eligibility processes, as well as, roles and responsibilities of personnel. When procedures that are in place are not followed, the Director addresses them on an as needed, individualized basis.
- The Director of Federal Programs will monitor EL entrance and exit procedures, including ensuring students who meet the state's Clear Exit criterion are exited and students who met reclassification criteria are reclassified. This will take place at the beginning of the school year in August (for entrance procedures), and at the end of the school year in May (for exit and reclassification procedures).

Program Monitoring

- For Decatur County Schools, the Director of Federal Programs will oversee and actively monitor English Learner (EL) entrance and exit procedures to ensure compliance with state guidelines. This includes verifying that students who meet the state's Clear Exit criteria are appropriately exited from EL services and that students who meet reclassification criteria are properly reclassified. Monitoring will be conducted through a systematic review of student record folders, and reclassification forms to ensure accuracy and proper coding.
- Monitoring of entrance procedures will occur at the beginning of the school year in August and will include reviewing Home Language Surveys, screening results, and initial eligibility determinations. Exit and reclassification procedures will be monitored at the end of the school year in May through a review of state assessment scores, language proficiency data, and supporting documentation to confirm that all criteria have been met.
- The Director of Federal Programs will also conduct periodic checks throughout the year, provide guidance and feedback to school-level staff, and require corrections to any discrepancies identified. Documentation of monitoring activities, agendas, minutes and sign in sheet, which will be maintained to ensure accountability and consistency across the district.
-

Identification Timeline

- If a student has no existing documentation to support EL eligibility, then the ESOL teacher will complete a WIDA Screener assessment (Local guidance - must be done within 10 days of enrolling; State Guidance – within 30 days of enrollment at the beginning of the year and 10 days during the school year.)

Data Collection Elements

- LEAs should maintain core EL documentation in an EL student’s permanent file to support data clerks who are sending these documents to transfer LEAs. Core EL documentation includes the following:
 1. HLS (original, signed, dated, in a language parents understand)
 2. ELP Screener Score Report, dated (initial)
 3. OCR Parent Notification for ESOL Language Program services (dated, one copy for each year student is in ESOL program) (Not a Federal Programs Title IA nor Title IIIA requirement) (Continuing Letter, Initial Letter, Exit Letter, Supplemental Services Letter)
 4. EL/TPC (one for each year)
 5. Parent Waiver (applicable number of copies – signed, dated, in a language parents understand)
 6. Annual ELP assessments results (annual results for each year student was tested)
 7. RTI Monitoring Form- Used to track data on served as well as monitored students.
 8. EL Reclassification Form, when applicable
 9. Two years of post-exit monitoring records
 10. **Infinite Campus Requirements:**
 - TPC scanned and attached for students with accommodations
 - Flags: EL; ESOL; EL-M; TPC; and/or EL-F
 - EL tab – Dates correct; Parent notification date changed; WIDA Screener score
 - EL Services tab: Yearly services documented with begin and end date; and ensure correct segment/type of services is entered
 - Title III services
 - Instructional Tab- document instructional services (English 3D, Morning Tutorial, etc.)

Georgia Home Language Survey

Required: January 2024 | Optional: January 2023 – December 2023

Notice to Parents and Guardians:

Georgia school systems are required¹ to collect your responses² to questions about your preferred language for school communication and your child's primary or home language. Information from the first question is used to identify your need for an interpreter or for translated documents. Information from the three *Home Language Survey questions* and the additional language information help us determine whether to screen your child's level of English language proficiency. The screening process will identify if your child qualifies for English learner status and services in our language instruction educational program.

Purpose of Questions	Questions & Parent/Guardians Responses
<p>Communication Preferences</p> <p>This question helps the school provide you with an interpreter or translated documents, free of charge, should you want them.</p> <p>This question is for informational purposes only. It is not used to identify your child for English language proficiency screening.</p>	<p>Parent Communication Language (Required)</p> <ul style="list-style-type: none"> In which language would you prefer to receive school communication? <p>_____</p>
<p>Identification of Potential English Learners</p> <p>These three questions help schools identify if your child should be screened for eligibility to participate in their language instruction educational program.</p> <p>When the response to any of these questions is a language other than English, schools may be required to screen your child's level of English language proficiency. If you respond with more than one language, the school will need additional information from you before making this decision.</p>	<p>Home Language Survey (Required)</p> <ol style="list-style-type: none"> 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? _____
<p>Additional Information from Multilingual Families</p> <p>If you indicated that your child and other adults in the home understand and use English and another language or languages, schools will ask you to provide additional information to decide if your child should be screened for English proficiency.</p> <p>If you respond that your child understands and uses English more than the other home language, or that your child understands and uses both English and the other home language equally, the school will not screen your child for English language proficiency.</p>	<p>Additional Information from Multilingual Families. Choose <i>only one sentence</i> that best describes your child's primary language.</p> <ul style="list-style-type: none"> <input type="checkbox"/> My child understands and uses only the home language and no English. <input type="checkbox"/> My child understands and uses mostly the home language and a little English. <input type="checkbox"/> My child understands and uses the home language and English equally. <input type="checkbox"/> My child understands and uses mostly English and only a little of the home language. <input type="checkbox"/> My child understands and uses only English.

¹ U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights, 7 January 2015, *Dear Colleague Letter: English Learner Students and Limited English Proficient Parents*, p. 10.

² The Home Language Survey should be given to first time enrollees to United States public schools.

Encuesta de Georgia sobre el idioma en el hogar

Obligatorio: enero del 2024 | Opcional: enero del 2023 – diciembre del 2023

Aviso para padres/tutores:

Los sistemas escolares de Georgia están obligados a¹ recopilar sus respuestas a² las preguntas en relación con el idioma preferido para la comunicación escolar y sobre la lengua materna o que se habla en el hogar del/la niño/a. La información de la primera pregunta se utiliza para identificar su necesidad de un intérprete o documentos traducidos. La información de las tres preguntas de la encuesta sobre el idioma en el hogar (En inglés: *Home Language Survey*) y la información adicional nos ayuda a determinar si es necesario evaluar el nivel de dominio del inglés de su hijo/a. El proceso de evaluación identificará si el/la niño/a reúne los requisitos para el término de aprendizaje de inglés y recibir servicios en nuestro programa educativo de enseñanza de inglés.

Objetivo de las preguntas	Preguntas y respuestas de los padres y tutores
<p>Preferencias de comunicación</p> <p>Esta pregunta ayuda a la escuela a proporcionarle un intérprete o documentos traducidos, sin cargo, si lo desea.</p> <p>Esta pregunta es solo <u>con fines informativos</u>. No se utiliza para identificar a su hijo/a para una prueba del dominio del inglés.</p>	<p>Idioma de comunicación de los padres y tutores (Favor de contestar.)</p> <ul style="list-style-type: none"> ¿En qué idioma prefiere recibir la comunicación escolar? <p>_____</p>
<p>Identificación de posibles aprendices de inglés</p> <p>Estas tres preguntas ayudan a las escuelas a identificar si su hijo/a debe ser evaluado/a para determinar la elegibilidad para participar en el programa educativo de enseñanza del idioma.</p> <p>Cuando la respuesta a cualquiera de estas preguntas sea un idioma distinto del inglés, las escuelas pueden verse obligadas a evaluar el nivel dominio del inglés de su hijo/a. Si responde en más de un idioma, la escuela necesitará más información antes de tomar esta decisión.</p>	<p>Encuesta sobre el idioma en el hogar (Favor de contestar.)</p> <ol style="list-style-type: none"> ¿Qué idioma entiende y habla <u>mejor</u> su hijo/a? _____ ¿Qué idioma utiliza su hijo/a con <u>mayor</u> frecuencia en el hogar? _____ ¿Qué idioma utilizan con <u>mayor</u> frecuencia los adultos en su hogar al hablar con el/la niño/a? _____
<p>Información adicional para familias multilingües</p> <p>Si indicó que su hijo/a y otras personas adultas en su hogar <u>entienden y utilizan el inglés y otro(s) idioma(s)</u>, las escuelas le solicitarán que proporcione más información para decidir si se debe evaluar el dominio del inglés de su hijo/a.</p> <p>Si responde que su hijo/a entiende y utiliza el inglés con mayor frecuencia que el idioma que se habla en el hogar, o que su hijo/a entiende y utiliza tanto el inglés como el idioma que se habla en el hogar por igual, la escuela no evaluará el dominio del inglés de su hijo/a.</p>	<p>Información adicional para familias multilingües. (Elija solo una frase que mejor describa el idioma principal de su hijo/a.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mi hijo/a solo entiende y utiliza el idioma que se habla en el hogar, no el inglés. <input type="checkbox"/> Mi hijo/a entiende y utiliza principalmente el idioma que se habla en el hogar y un poco de inglés. <input type="checkbox"/> Mi hijo/a entiende y utiliza el idioma que se habla en el hogar y el inglés por igual. <input type="checkbox"/> Mi hijo/a entiende y utiliza principalmente el inglés y solo un poco del idioma que se habla en el hogar. <input type="checkbox"/> Mi hijo/a entiende y utiliza solo el inglés.

¹ Departamento de Justicia de EE. UU., División de Derechos Civiles, y Departamento de Educación de EE. UU., Oficina de Derechos Civiles, 7 de enero de 2015, *Carta Estimados Colegas (Dear Colleague Letter): Aprendices de inglés y padres con dominio limitado del inglés*, p. 10.

² La encuesta del idioma que se habla en el hogar debe realizarse a los estudiantes que se matriculan por primera vez en las escuelas públicas de EE. UU.



Decatur County School District
English Language Learner- Testing Participation Committee (EL/TPC)
2025-2026 Annual Documentation

Do Not Purge

12. Word to Word Dictionary	S3	S3	S3	S4	
13. Frequent monitored breaks	S	S	S	S	
14. Extended Time	S	S	S	S	

*** Assessment administration must occur during the first twelve months of the student's initial entry into a U.S. school. Student must participate in the state adopted English proficiency assessment. Student's limited proficiency in English indicates assessment in content areas other than mathematics and science is NOT in the best educational interest of the student. Current ACCESS score must be on file to defer. No EOC assessments may be deferred.

Accommodations Administration

Standard Administration refers to testing conditions in which the procedures and directions are administered exactly as described in the test administration manual. 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 student's language proficiency and must be required by the student to access the test because of his/her language proficiency.

Conditional Administration may not be provided solely as a way to ensure proficiency. EL-M students are not eligible for conditional accommodations. This type of administration is indicated below in the Student Testing Accommodation Check-off chart by a "C" symbol.

See GADOE Student Assessment Handbook for additional eligibility and accommodations information.

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 the directions provided in the Read-Aloud Guidelines. May not be used with EL-M students.

Use of a scribe is allowable only if guidelines are followed exactly.

Only words may be translated; definitions are not permitted.

Accommodation not allowed on NAEP Writing Assessment

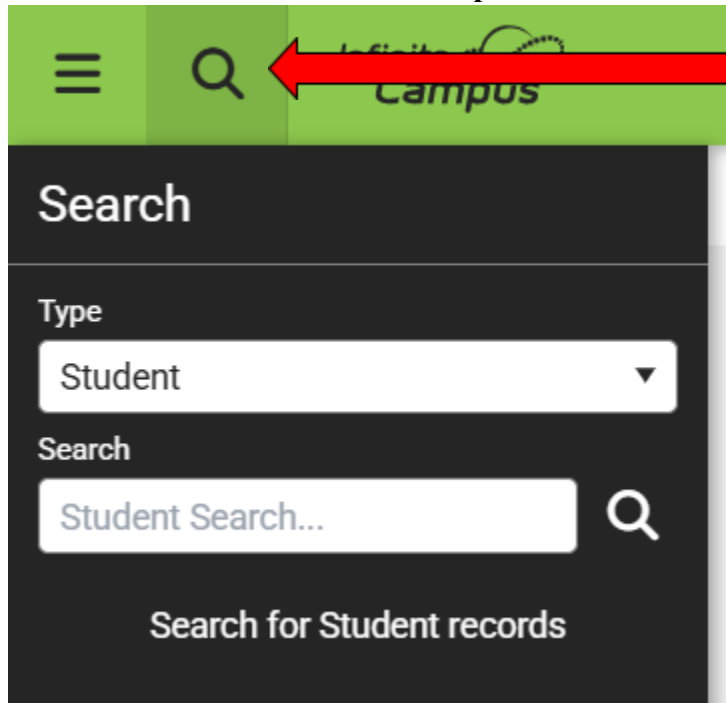
Screen reader is the preferred method of administration. Where a human reader delivers the accommodations, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.

* Assessment administration must occur during the first twelve months of the student's initial entry into a U.S. school. Student must participate in the state adopted English proficiency assessment. Student's limited proficiency in English indicates assessment in content areas other than mathematics and science is NOT in the best educational interest of the student. ACCESS score must be current to defer math and science EOG.

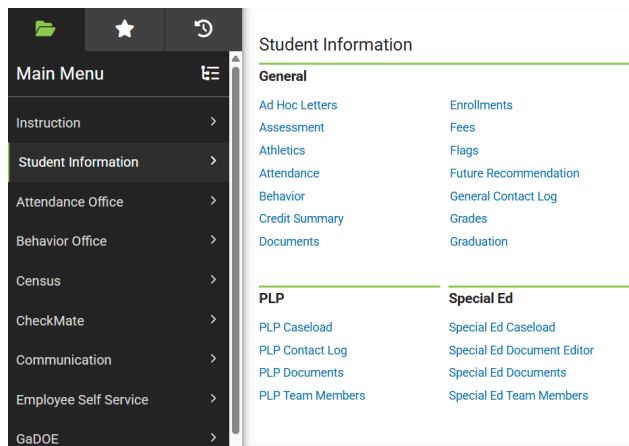
*There is no deferral for any EOC assessments.

Guidance for Use of Conditional Accommodation: Oral reading of reading passages in English only. The use of this conditional accommodation for the ELA GA Milestones 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 the student cannot access, retain, or comprehend text without the assistance of a reader; AND 2. The student is not poised to exit language assistance 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.

Search for student in Infinite Campus:



Search for student by clicking the magnifying glass and typing the last name in the search bar.



Choose what tab you need to enter information in.

EL Tab in Infinite Campus:

Save Delete

Active EL Record	Census Information
<p>*Program Status: EL</p> <p>Identified Date: 04/12/2023</p> <p>Expected Exit Date:</p> <p>Date Determined Misidentified:</p> <p>Program Exit Date:</p> <p>Exit Reason:</p> <p>First Year Monitoring:</p> <p>Second Year Monitoring:</p> <p>Third Year Monitoring:</p> <p>Fourth Year Monitoring:</p> <p>Parent Notified: 05/17/2023</p> <p>Parent Declined Date:</p> <p>Comments: Screener 4/12/23 L- 1.0 S- 2.0 Oral Language-1.5</p> <p>- Modified by: Merkison, Candace 08/10/2023 12:42</p>	<p>**To update read only fields, please go to Census->People->Identities</p> <p>Home Primary Language: 26: Spanish</p> <p>First Entered US School: No Data Available</p> <p>Birth Country: No Data Available</p>

EL tab: After screening student- enter data here.

Save Delete

Active EL Record	Census Information
<p>*Program Status: EL</p> <p>Identified Date: EL</p> <p>Expected Exit Date: Exited EL</p> <p>Date Determined Misidentified: Not EL</p> <p>Program Exit Date:</p> <p>Exit Reason:</p> <p>First Year Monitoring:</p> <p>Second Year Monitoring:</p> <p>Third Year Monitoring:</p> <p>Fourth Year Monitoring:</p> <p>Parent Notified: 05/17/2023</p> <p>Parent Declined Date:</p> <p>Comments: Screener 4/12/23 L- 1.0 S- 2.0 Oral Language-1.5</p> <p>- Modified by: Merkison, Candace 08/10/2023 12:42</p>	<p>**To update read only fields, please go to Census->People->Identities</p> <p>Home Primary Language: 26: Spanish</p> <p>First Entered US School: No Data Available</p> <p>Birth Country: No Data Available</p>

EL tab: Choose your selection from the drop down menu.

Save Delete

Active EL Record

*Program Status: Exited EL

Identified Date: 12/05/2023

Expected Exit Date:

Date Determined Misidentified:

Program Exit Date: 06/30/2025

Exit Reason: 4: EL Reclassification Team Decision

First Year Monitoring:

Second Year Monitoring: 1: ACCESS for EL proficiency

Third Year Monitoring:

Fourth Year Monitoring: 3: Exited Out of State or From Non-Public School

Parent Notified: 4: EL Reclassification Team Decision

Parent Declined Date:

Comments: K Screener 12/5/23 L-2 S-4 R-1 W-1 OL-3.5 Overall-1.5
Reclassified- Overall 4.4, Comprehension- 6.0

- Modified by: Merkison, Candace 09/15/2025 08:44

Choose Exited EL

Choose either EL reclassification team decision, exited out of state or from non-public school, or ACCESS for EL proficiency depending on scores.

Change parent notified date to the date that you sent home the exit letter.

Enter their ACCESS scores into the comments box under their screener scores.

Monitoring years will automatically populate based on the information that you enter.

Services Tab in Infinite Campus:

English Learners (EL)
English Learners (EL) Assessments
English Learners (EL) Services
English Learners (EL) Accommodations

Service Type	Start Date	End Date
ESOL1: 1 ESOL Segment	08/04/2025	
ESOL1: 1 ESOL Segment	08/01/2024	06/30/2025
ESOL1: 1 ESOL Segment	08/09/2023	06/30/2024
ESOL: ESOL	08/10/2022	
ESOL1: 1 ESOL Segment	08/10/2022	06/30/2023

Under the EL tab click services. Click new to open a new box.

New Save Delete

Service Type	Start Date	End Date
ESOL1: 1 ESOL Segment	08/04/2025	
ESOL1: 1 ESOL Segment	08/01/2024	06/30/2025
ESOL1: 1 ESOL Segment	08/09/2023	06/30/2024
ESOL: ESOL	08/10/2022	
ESOL1: 1 ESOL Segment	08/10/2022	06/30/2023

EL Services Detail

*Start Date

End Date

*Service Type

Comments

Enter the date and click the dropdown menu to choose services/segments. ESOL, 1 segment, 2 segments, etc.

Flags Tab in Infinite Campus:

Click new

Flag	Start Date	End Date	Eligibility Start Date	Eligibility End Date	User Warning
Migrant	03/20/2023	06/30/2023			EX
Migrant	08/09/2023	05/31/2024			EX
EIP	09/05/2023	05/24/2024			Reading
EIP	08/01/2024	05/21/2025			Rdg & Math
Migrant	08/08/2024	06/30/2025			EX
EL	08/09/2023				
ESOL	08/09/2023				
Restricted Pickup	02/26/2025				Audelia (mother) nor Adolfo (fa...

Click this dropdown menu to choose which flag you would like to enter. EL, EL-M, EL-F, ESOL, TPC, etc.

Student Flag Detail

*Flags

*Start Date End Date Eligibility Start Date Eligibility End Date

User Warning

Participation Details

Description

Enter start date in the box. User warning box will display a message when you hover over the flag in Infinite Campus.

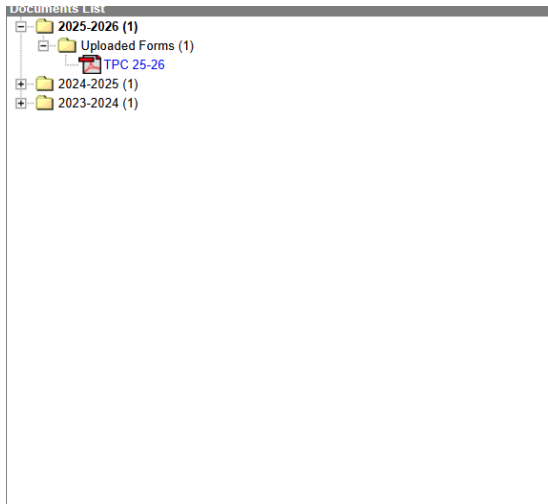
TPC in Infinite Campus:

The screenshot shows the 'Documents List' interface. At the top, there is a toolbar with icons for Open, Lock/Unlock, Copy, Delete, Print, New Document, and Upload Document. The 'Upload Document' button is highlighted with a red arrow. Below the toolbar is a tree view showing folders for '2025-2026 (1)', '2024-2025 (1)', and '2023-2024 (1)'. Under '2025-2026 (1)', there is a sub-folder 'Uploaded Forms (1)' containing a document icon labeled 'TPC 25-26'. On the right side, there is a vertical menu with items: Ad Hoc Letters, Assessment, Athletics, Attendance, Behavior, Credit Summary, and Documents (which is highlighted in green).

Upload TPCs in the documents tab. Click documents, then upload document.

The screenshot shows the 'Save' dialog box. It has a 'Document File' section with a 'Name:' field, a 'Date:' field (set to 10/01/2025), and a 'Comments:' text area. Below this is the 'Document Filepath' section with a 'Choose File' button and the text 'No file chosen'. At the bottom, there are 'Organization Options' with two checkboxes: 'Staple this document to an existing form' and 'Associate this document with a specific form type and year'. Red arrows point from the 'Name:' field, the 'Date:' field, and the 'Choose File' button to a central text box.

Type Name (ex: TPC 25-26), then choose date. Click choose file to upload the document.



Enrollment tab in Infinite Campus:

Grade	Type	Calendar	Start Date	End Date
02	P	25-26 West Bainbridge Primary	08/04/2025	
<small>Start Status: C Continuing in same school End Status:</small>				
01	P	24-25 West Bainbridge Primary	08/01/2024	05/21/2025
<small>Start Status: C Continuing in same school End Status:</small>				
KK	P	23-24 West Bainbridge Primary	08/09/2023	05/22/2024
<small>Start Status: C Continuing in same school End Status:</small>				
KK	P	22-23 West Bainbridge Primary	08/10/2022	
<small>Start Status: C Continuing in same school End Status:</small>				
PK	P	21-22 West Bainbridge Primary	08/11/2021	05/24/2022
<small>Start Status: N Never attended school before End Status:</small>				

Click on enrollments to bring up enrollment tab. Choose the current school year. Registrars must make changes in this tab.

- Assessment
- Athletics
- Attendance
- Behavior
- Credit Summary
- Documents
- Enrollments
- Fees
- Flags
- Future Recommendation

SST

US Schools < 3 Years

Title III Served

Y: Yes - School Year Only ▼



If the student has been enrolled < 3 years in US school, registrar must go into the enrollment tab and click here.

Title III Served

Y: Yes - School Year Only

S: Yes - Summer Only

B: Yes - Both Summer and School Year

N: No, not served with Title III Supplemental Funds

Click: Yes- School Year Only
If student has an ESOL segment assigned.

Instructional Programs Tab in Infinite Campus:

Custom Status Data List

Date	Time	Custom Data
08/01/2024	10:20 AM	End Date=5/21/2025, Program=Other: Other, GR=1: 1st Grade, zComment=Team Toolkits & Equipping ELL's
08/09/2023	01:01 PM	End Date=06/30/2024, Program=Other: Other, GR=K: Kindergarten, zComment=Team Toolkits and Equipping ELL's
08/15/2022	09:27 AM	End Date=05/25/2023, Program=Lang for Lrn: Language for Learning, GR=K: Kindergarten

Each year we must end date instructional programs to show that the instructional program ended on the last day of school.

Save **New Status** **Delete**

Custom Status Data List

Date	Time	Custom Data
08/01/2024	10:20 AM	End Date=5/21/2025, Program=Other: Other, GR=1: 1st Grade, zComment=Team Toolkits & Equipping ELL's
08/09/2023	01:01 PM	End Date=06/30/2024, Program=Other: Other, GR=K: Kindergarten, zComment=Team Toolkits and Equipping ELL's
08/15/2022	09:27 AM	End Date=05/25/2023, Program=Lang for Lrn: Language for Learning, GR=K: Kindergarten

Instructional Programs

***Status Date** **Status Time**
10/01/2025 12:23 PM

End Date ***Program**
05/25/2017 [Dropdown]

***GR** **Comment**
[Dropdown] [Text Area]

At the beginning of the school year, ESOL teacher must click new, choose date, grade, and ESOL program.

DCBOE EL and EL-M Student Recording Form: Used to track data on served and monitored students. It tracks grades, attendance, iReady reading and math data, accommodations, ACCESS Scores, TPC information (504/IEP), and communication with their homeroom teacher.

DCBOE EL and EL-M Student Recording Form

Student Name: _____ Grade Level: ____ School: _____
 Circle Status: ESOL-Y ESOL-R MY1 MY2 No TPC 504 Y ___ N ___ SPED _____
 Teacher(s): _____ Year _____
 Student Accommodation(s) on TPC Plan: _____
 WIDA Can-Do Proficiency Levels: Reading: ____ Listening: ____ Speaking: ____ Writing: ____

Time Period	ELA	Math	Science	Social Studies	Other
1 st 9 Weeks Absences: ____ ISS: ____ OSS: ____	BOY Lexile: ____ BOY: ____	BOY: ____			
2 nd Weeks Absences: ____ ISS: ____ OSS: ____	MY Lexile: ____ MY: ____				

*Attach Report card and Note Teacher Contacts in the box provided.
 _____ Instructional Services: _____
 _____ I recommend TPC continue as is. Date: _____
 _____ I recommend the following changes/additions:

 _____ Date: _____

Student Name: _____ Grade Level: _____

Time Period	ELA	Math	Science	Social Studies	Other
3 rd 9 Weeks Absences: ____ ISS: ____ OSS: ____					
4 th Weeks Absences: ____ ISS: ____ OSS: ____	EOY Lexile: ____ EOY: ____	EOY: ____			

*Attach Report card and Note Teacher Contacts in the box provided.
 _____ Instructional Services: _____
 _____ I recommend TPC continue as is. Date: _____
 _____ I recommend the following changes/additions:

 _____ Date: _____
 Monitored Consult Documentation: Regular Ed Teacher Communication – Aug _____ Sept _____ Oct _____ Nov _____
 Dec _____ Jan _____ Feb _____ March _____ April _____ May _____
 Additional Notes:

English Learner Eligibility

Overview

Georgia’s ESOL Rule 160-4-5-.02 requires all potential English learners to be assessed with the state-adopted English proficiency screener, and eligibility for language instruction is based on the screener results. The ELP screener is administered once—when a student first enrolls in a U.S. school or in kindergarten—and sets initial eligibility criteria. Transfer students are not rescreened if previously assessed in Georgia or another WIDA state.

Decatur County aims to identify and support students who are English Learners to ensure they have equitable access to education and can achieve English proficiency and academic success.

We do this through:

Home Language Survey (HLS): Schools must ask parents/guardians about languages spoken at home during student enrollment.

English Language Proficiency Assessment- Based on guidance from the [Educator Decision-Making guide for Home Language Survey Responses](#) (p.12).

Educator Decision-Making Guide for Home Language Survey Responses

Purpose of Questions	Questions	Decision-Making Guidance	
Additional Information from Parents or Guardians in Multilingual Home Environments			
Parents and guardians in multilingual home environments must choose only one of these five clarification statements about their child’s primary language use in the home. The parents’ or guardians’ clarification statement will support educators’ identification of the student as a potential EL or not a potential EL. This statement provides parents or guardians the opportunity to clarify their child’s use of English and other language(s) in the home.	Choose only one sentence that best describes your child’s primary language. <input type="checkbox"/> My child understands and uses only the home language and no English . <input type="checkbox"/> My child understands and uses mostly the home language and a little English . <input type="checkbox"/> My child understands and uses the home language and English equally . <input type="checkbox"/> My child understands and uses mostly English and only a little of the home language. <input type="checkbox"/> My child understands and uses only English .	If parent or guardian’s statement choice is:	Then, the required decision is:
		My child understands and uses only the home language and no English .	<ul style="list-style-type: none"> • The child is a potential EL. • Administer the ELP screener
		My child understands and uses mostly the home language and a little English .	<ul style="list-style-type: none"> • The child is a potential EL. • Administer the ELP screener
		My child understands and uses the home language and English equally .	<ul style="list-style-type: none"> • The child is not potential EL. • Do not administer the ELP screener. • LEA option for “acknowledgement statement” below.
		My child understands and uses mostly English and only a little of the home language.	<ul style="list-style-type: none"> • The child is not potential EL. • Do not administer the ELP screener.
		My child understands and uses only English .	<ul style="list-style-type: none"> • The child is not potential EL. • Do not administer the ELP screener.

Notice Regarding Parent/Guardian Signature & Date:

- Based on parents’ choosing the statement: “My child understands and uses the home language and English equally”, LEA’s have the option to ask parents to sign an Acknowledgement Statement:
 - *I, parent/legal guardian of _____, do hereby acknowledge that my child’s home language environment is multilingual, including English, and that my child’s level of English proficiency is developmentally age-appropriate as that of other English-only peers.*
- The updated HLS was designed to be uploaded into an online enrollment system. Consequently, the updated HLS and 20 language versions do not include a parent/guardian signature and date line. However, if school systems use paper enrollment processes, please ensure that parents or guardians sign and date the HLS, in a language and format they understand.
- LEA must maintain all HLS documentation in the student’s permanent records.

Notice Regarding HLS One-Time Administration:

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

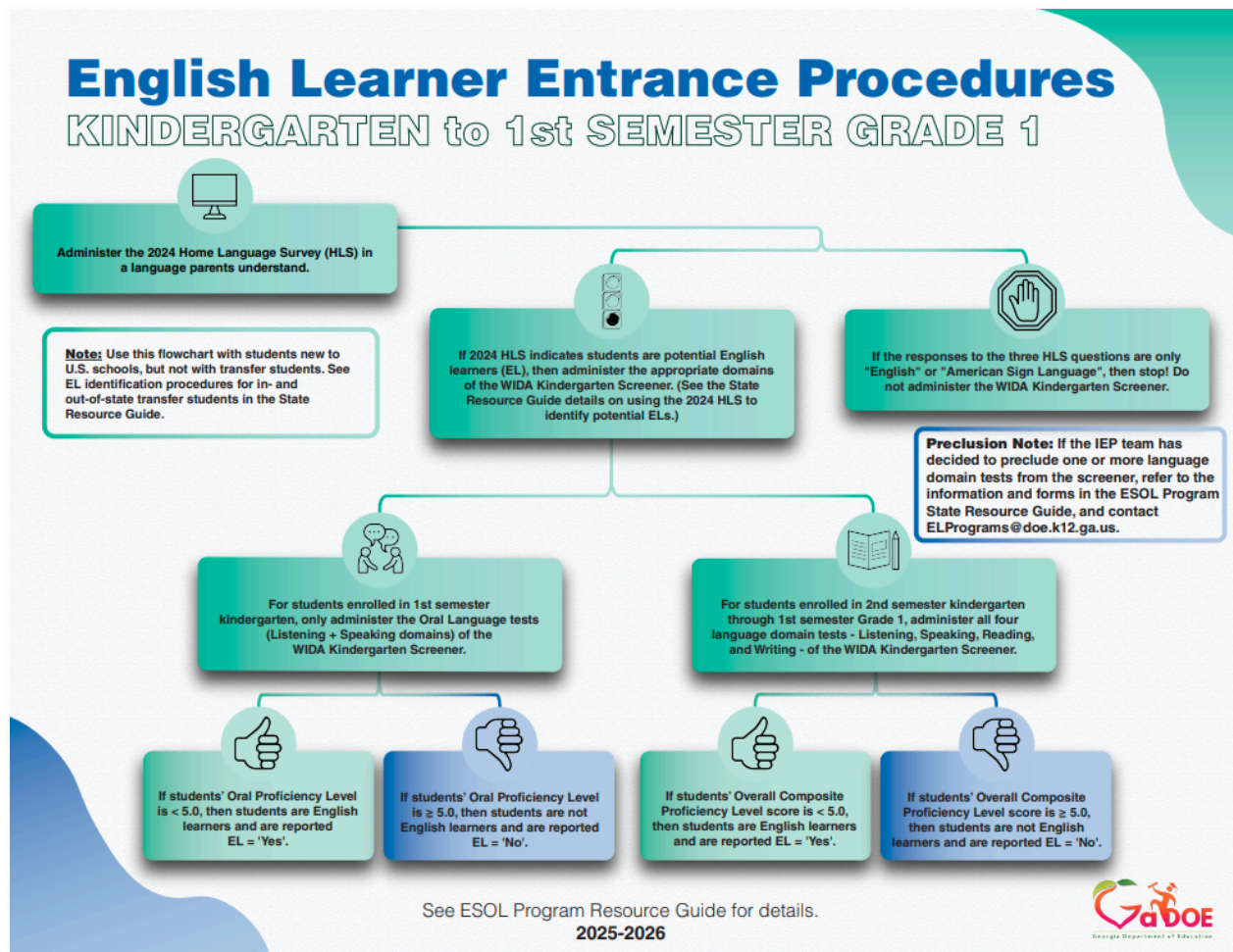
Designation: Students scoring below proficiency thresholds are officially designated as ELs.

Process for Initial Eligibility

Initial Questions to Consider & Summary of Related Process

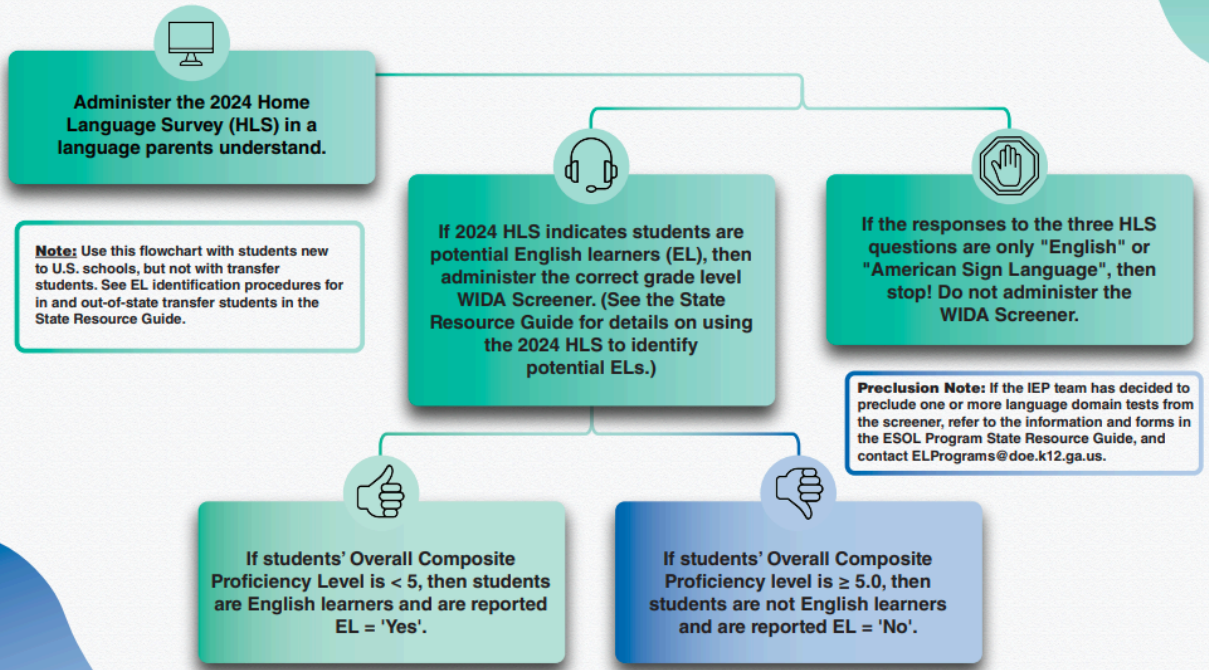
Is this the student's first-time enrolling in a U.S. school?	Has the student been enrolled in a GA school before? (In-state transfer)	Has the student been enrolled in a U.S. school in another state?
<ol style="list-style-type: none"> 1. Administer the HLS 2. If a language other than English is indicated for any of the three state-required questions, the student is a potential English learner. 3. Administer the grade-level appropriate ELP Screener. Note: If the potential EL has an established IEP/504 plan, please screen with the appropriate accommodations. 4. Follow the state ELP screener eligibility criteria to determine whether the potential EL qualifies for the EL status. New WIDA Kindergarten Screener Flowchart Grades 1-12 WIDA Screener Flowchart 5. Code student appropriately in the SIS. 	<p>Identify if the student is an English Learner based on transferring LEA records and/or the original HLS, original screener, or the latest WIDA ACCESS for ELLs assessment.</p> <ol style="list-style-type: none"> 1. Claim the student in GUIDE to see if he has an EL status code in Georgia. 2. Check the student's previous enrollment history in SLDS. 3. Check the student's records in SLDS to see if there are any former ACCESS test results. Check prior ACCESS test results against state or LEA entrance/exit criteria for that year. 4. When applicable, open the SLDS EL Tab and check to see if student was previously screened. Even if the LEA is not using the SLDS EL Tab, it can be opened to see transferring LEA information. 5. Make every effort possible to obtain prior EL records and identify EL status within 30 days of enrollment. 	<p>Identify if the student is an English Learner based on transferring LEA records.</p> <ol style="list-style-type: none"> 1. Contact the previous school or LEA and ask for: <ol style="list-style-type: none"> a. The original Home Language Survey, b. Screening documents, and/or c. English Language Proficiency (ELP) testing results. 2. Contact the previous school or school system again. 3. Contact the previous school or school system again. 4. Make every effort possible to obtain prior EL records to determine EL status within 30 days of enrollment.

Entrance Flowcharts



English Learner Entrance Procedures

SECOND SEMESTER GRADE 1 - GRADE 12

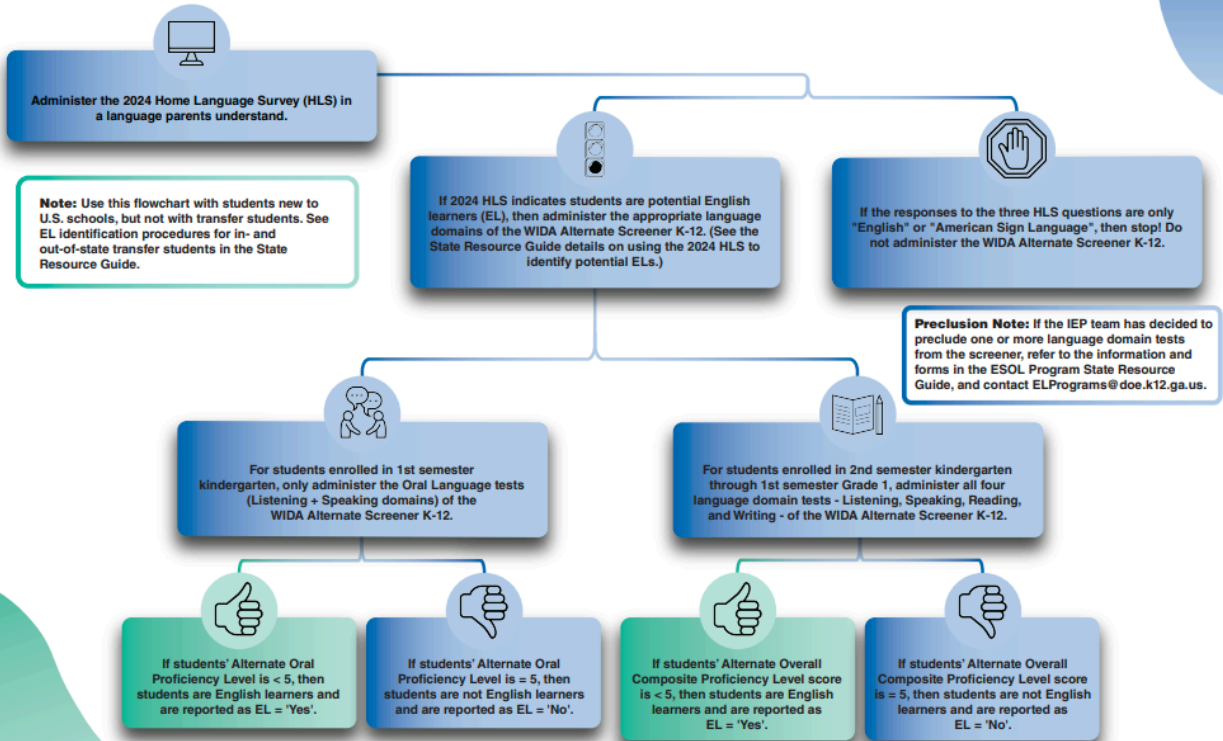


See ESOL Program Resource Guide for details.
2025-2026



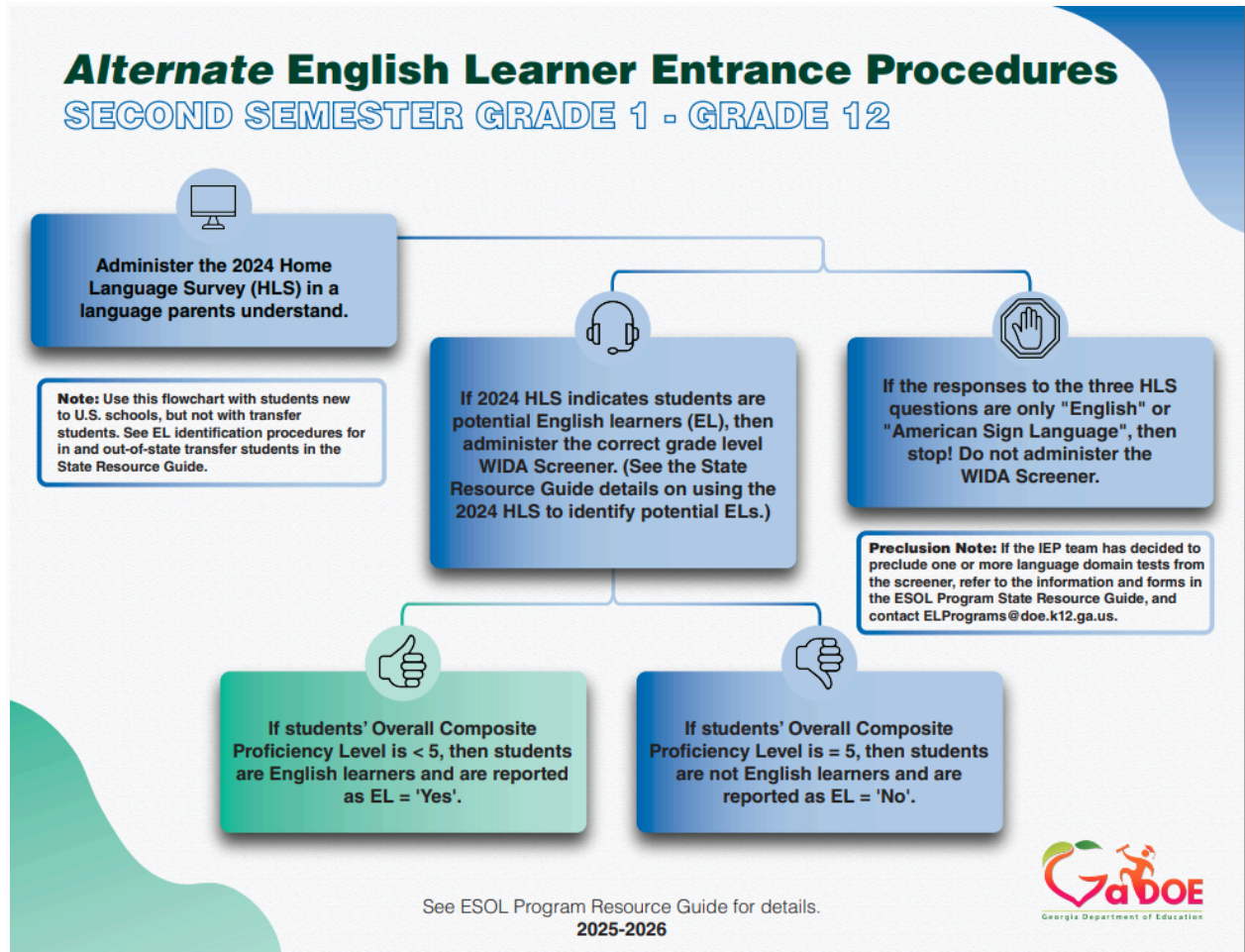
Alternate English Learner Entrance Procedures

KINDERGARTEN to 1st SEMESTER GRADE 1



See ESOL Program Resource Guide for details.
2025-2026





Process for Continued Eligibility

In-state Transfers

1. Identify if the student is an English Learner based on transferring LEA records and/or the original HLS, original screener, or the latest WIDA ACCESS for ELs assessment.
2. Claim the student in GUIDE to see if he has an EL status code in Georgia.
3. Check the student's previous enrollment history in SLDS and check the student's records in SLDS to see if there are any former ACCESS test results. Check prior ACCESS test results against state or LEA entrance/exit criteria for that year.
4. When applicable, open the SLDS EL Tab and check to see if the student was previously screened. Even if the LEA is not using the SLDS EL Tab, it can be opened to see transferring LEA information.
5. Make every effort possible to obtain prior EL records and identify EL status within 30 days of enrollment.

6. 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.

Out-of-State Transfers

- Identify if the student is an English Learner based on transferring LEA records.
- Contact the previous school or LEA and ask for: The original Home Language Survey, Screening documents, and/or English Language Proficiency (ELP) testing results.
- Contact the previous school or school system again if needed.
- Make every effort possible to obtain prior EL records to determine EL status within 30 days of enrollment.
- If there are official records to support a students' pre-determined eligibility and services within the past year, Decatur County Schools will accept these records and place the child accordingly in language assistance programs. If record an ELP Screener or ELP assessment is not available for a potential EL student who has transferred from out-of-state, or records cannot be obtained within the federal timeline, it will be necessary for Decatur County Schools to take steps to ensure that it meets the appropriate deadlines for notifying parents of child's placement in a language instruction educational program.
- If a student was screened in a **WIDA state and Did Not Qualify (DNQ)** as an English Learner, the student may not be screened again at a future date for reconsideration of eligibility without prior state approval.
- If a student was screened in a **non-WIDA state and Did Not Qualify (DNQ)** by that state's eligibility criteria, Decatur County Schools will rescreen the student using the WIDA screener upon entry to Decatur County School.

J-1 Visa Foreign Exchange Students

It is expected that all J-1 exchange visitors are proficient enough in English to participate successfully in their exchange program and to function on a day-to-day basis in U.S. schools. If sponsors provide Decatur County Schools with evidence of English proficiency in one of the following ways: Results of a recognized English language test or signed documentation from an academic institution documenting a passing score of an English class then the exchange student does not have to be screened or served as an English learner.

Students with Interrupted US Enrollment

C. English Language Proficiency (ELP) Screeners

Certification

Each teacher and the director take the WIDA Screener Assessments in September of each year. The certification is good for one calendar school year. Certification certificates are located in the Director of Federal Programs' office.

Use Entrance Flowcharts to determine which screener to administer.

- [Kindergarten Entrance Flowchart \(Kindergarten-1st semester grade 1\)](#)
- [Grades 1-12 Entrance Flowchart \(2nd semester grade 1-grade 12\)](#)
- [Alternate Kindergarten Entrance Flowchart \(Kindergarten-1st semester grade 1\)](#)
- [Alternate Grades 1-12 Entrance Flowchart \(2nd semester grade 1-grade 12\)](#)

[Link to WIDA's official information webpage on screeners](#)

WIDA Screener for Kindergarten

- **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.

** Pre-K students can be screened using Kindergarten screener after April 15th of their Pre-K year. WIDA Screener for Kindergarten **must only be administered to pre-kindergarten students after April 15th and not before**, as score results are not valid for students younger than mid-April of their PreK school year.

- **For students enrolling in 2nd semester Kindergarten to 1st semester Grade 1:**
 1. Administer all four components of WIDA Screener for Kindergarten: Listening, Speaking, Reading, and Writing.
 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 the LEA's Student Information System (SIS).

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

*Refer to the [Kindergarten Entrance Flowchart](#) for questions regarding which sections of the Kindergarten WIDA screener to administer to the student.

WIDA Screener Online (1-12)

- Administer all four components of WIDA Screener using the appropriate grade band. (Listening, Speaking, Reading, and Writing)
- 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 the LEA's Student Information System (SIS).
- 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

Refer to the [Grades 1-12 Entrance Flowchart](#) for questions regarding the WIDA screener.

WIDA Alternate Screener

The WIDA Alternate Screener is a paper-based, individually administered assessment for K–12 students with significant cognitive disabilities who have an active IEP and qualify for alternate curriculum and assessments (e.g., Georgia Alternate Assessment 2.0). It measures Alternate Proficiency Levels (APLs 3–5) across Listening, Speaking, Reading, and Writing, with domains administered in any order and across multiple days if needed. Test materials—including manuals, scripts, and reusable student booklets—can be downloaded from the WIDA Secure Portal and printed on paper larger than legal size.

Screener Costs

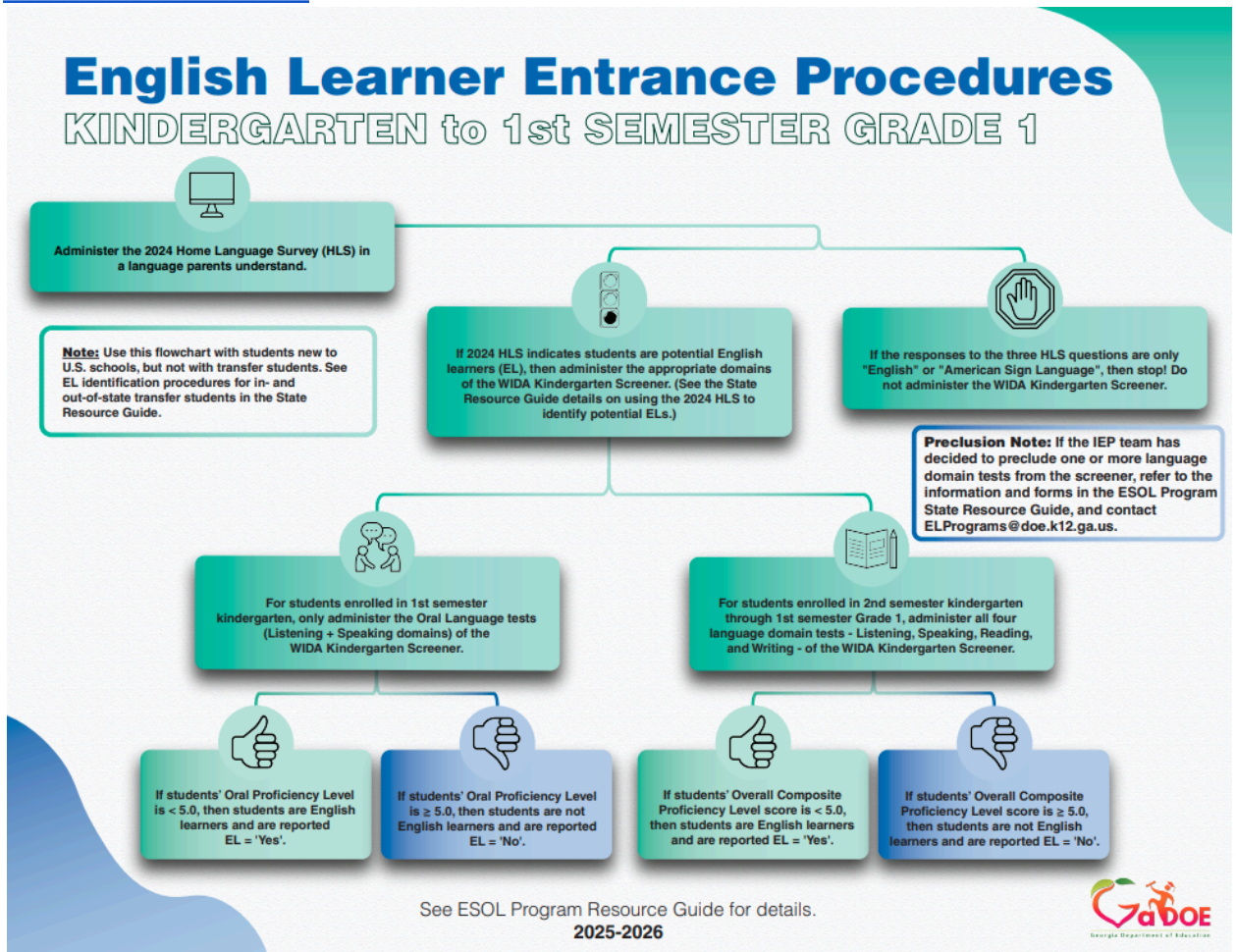
The district has set aside an assessment budget for the purpose of providing screeners on an as needed basis. ELP screener costs are never covered by Title III funding.

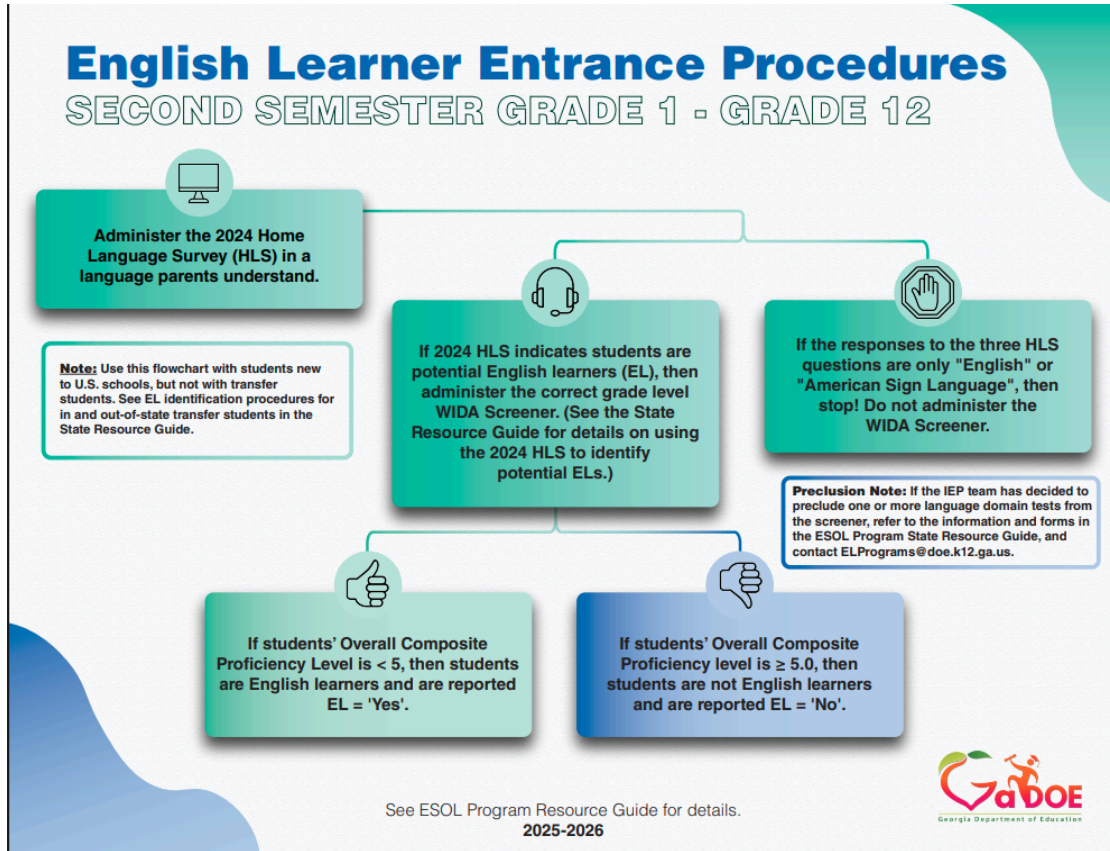
Choosing Grade-Level Appropriate Screener

Grade-Appropriate WIDA Screeners & Language Domain Subtests

Kindergarten Screener		Grades 1-12 Screener	
Students enrolling during Kindergarten registration - 1 st semester Kindergarten.	Students enrolling in 2 nd semester Kindergarten – 1 st Semester Grade 1	Students enrolling in the 1 st semester of the lowest grade in a grade-level cluster.	Student enrolling in the 2 nd 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 4 th grader enrolling 1 st semester 4 th grade will be administered the Grades 2-3 WIDA Screener.	Administer the current grade cluster WIDA Screener. Example: A 4 th grader enrolling 2 nd semester 4 th grade will be administered the Grades 4-5 WIDA Screener.

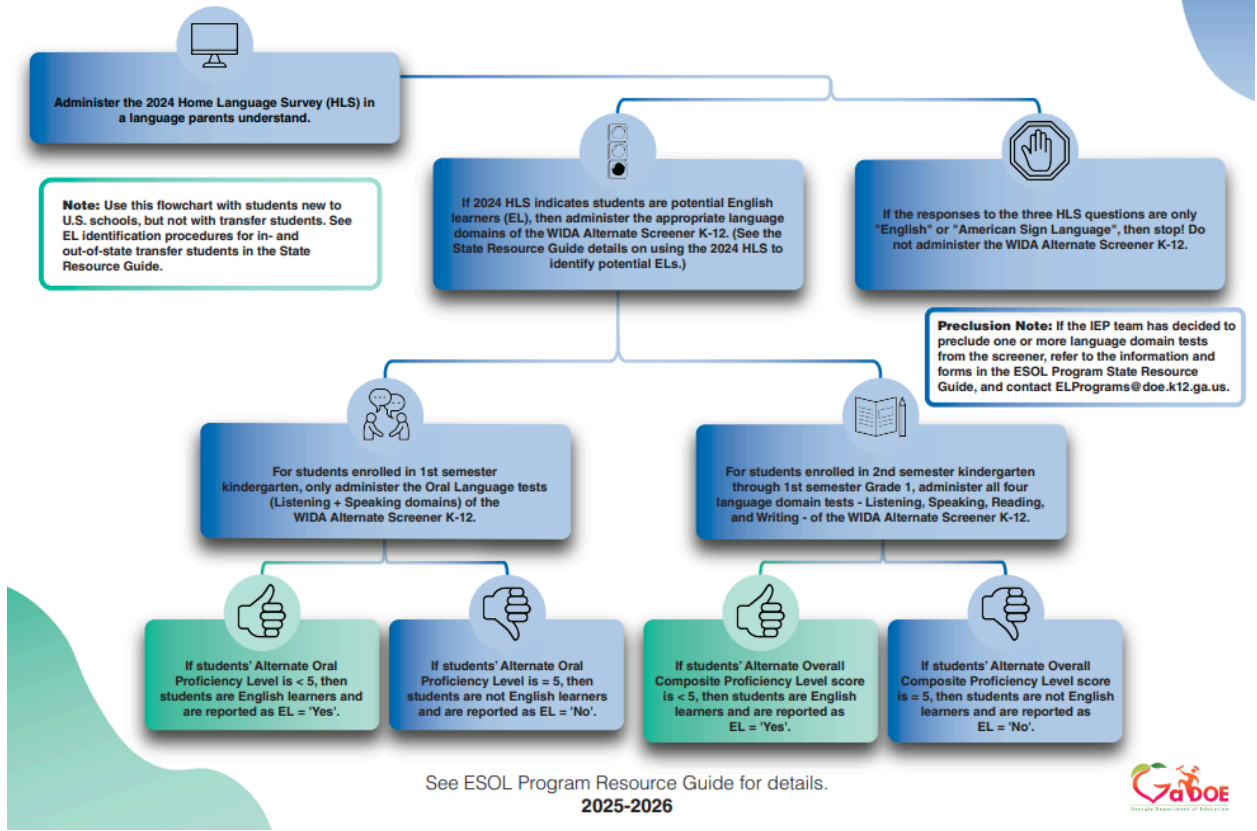
EL Entrance Flowcharts

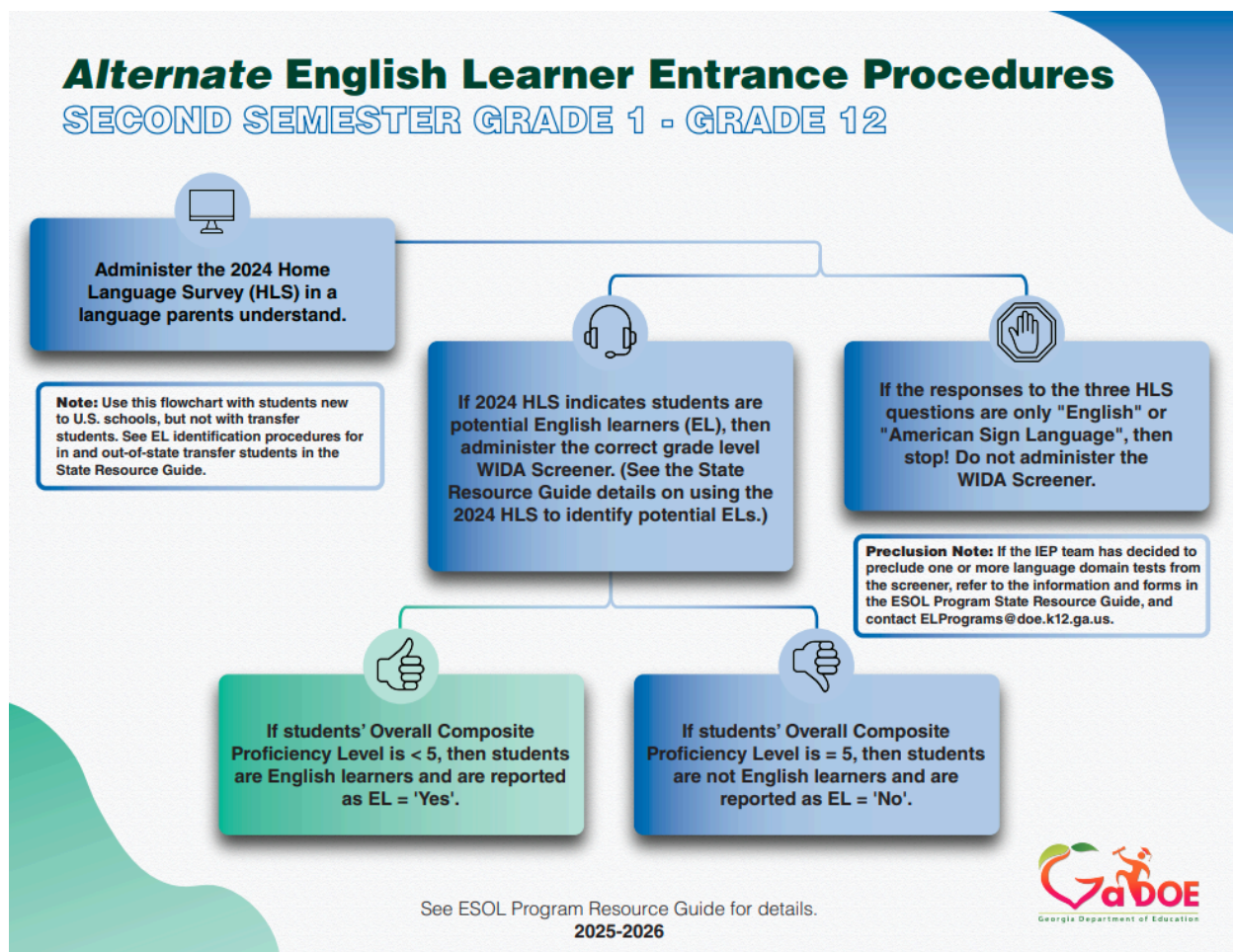




Alternate English Learner Entrance Procedures

KINDERGARTEN to 1st SEMESTER GRADE 1





Screener Test Security Procedures

Universal Notice

The Decatur County School System provides universal notice of test security procedures via the district website.

Test Security Procedures

The Decatur County School System takes the ethical responsibility to provide secure and appropriate testing environments for its students very seriously. In any state or federally mandated test, Decatur County expects its employees to act in accordance with specific guidelines mandated by the test and the general guidelines of the Georgia Department of Education.

In the fall of each school year, all faculty members involved with standardized testing receive training that outlines the “must do” and “must not do” activities related to testing based on the current year’s version of the Georgia Department of Education’s (GaDOE) student assessment handbook. Test security and potential consequences for procedure violations/cheating are

covered in detail as part of the ethics training module that all staff complete in the fall of each school year.

The system testing coordinator will stay current on appropriate testing rules and practice by viewing required GaDOE webinars and reading all manuals and memoranda associated with the test. All school test coordinators will be appropriately trained by the system test coordinator prior to the assessment window opening. Immediately prior to administration of any standardized test, school test coordinators conduct a detailed training session that outlines school-based procedures, schedules, and activities during the testing window. Records of participation and sign-in sheets of each of these meetings will be maintained at the Board of Education for a minimum of 5 years. Training at every level will include a segment covering testing ethics and ethical behavior in testing environments. Test materials, when on site, will be continuously maintained in a secured and locked room with access limited to only those who are functioning as school test coordinators or assistant test coordinators. Schools will be quiet and organized on the day(s) of testing.

When test results are returned , they will be disseminated to students and parents in a reasonable time frame. Assessment results will be communicated to the public via press releases, sections of the school and district websites, and other means as appropriate. Assessment practices and security measures will be communicated to the public via school communications in the month prior to the testing window.

Screener Irregularities

Specific procedures for reporting events that deviate from the testing protocol (such as testing irregularities, cheating, etc.) are in place at each school. As soon as a school employee becomes aware of an occurrence that deviates from testing protocols, he or she is obligated to make an immediate report to the school test coordinator. The school testing coordinator informs the system test coordinator. The school testing coordinator completes a thorough investigation and files required reports with the system test coordinator. The system test coordinator reports the incident to proper authorities in the assessment division of GaDOE and implements corrective actions as instructed. The system test coordinator is responsible for informing the Superintendent of incidents of testing irregularities.

Irregularities involving possibly illegal or unethical actions on the part of an employee may result in adverse employment actions which include filing notice with the Professional Standards Commission, issuance of reprimands, suspensions, or termination. Such actions are instituted on an individual case basis according to the results of investigations, and directives from the Superintendent of schools and/or from GaDOE.

D. ELP Screening in the Context of Special Education

WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students who have been identified with a disability. To determine whether the student qualifies as an English Language Learner, or not, a committee consisting of the parents, an ESOL teacher, the classroom teacher, a special educator, and a school administrator should be convened to discuss the best educational option for the student and/or if the Alternate ACCESS should be administered. The IEP committee meeting minutes must be maintained in the student's cumulative record along with notes supporting the committee's decision.

A potential EL entering school with a suspected disability may require an evaluation for special education before administering the WIDA ELP Screener if the suspected disability would interfere with the screener. Contact the Title III Director for guidance and to coordinate with Special Education Department.

Please refer to the EL Entrance Procedures for Potential English Learners with Disabilities (or Suspected Disabilities) in the GADOE Resource Guide.

Documented disabilities in general curriculum and standard assessment

Process for students with documented disabilities in general curriculum.

In Georgia, schools administer one of the following standard WIDA Screeners to potential EL students in Grades K–12 who have an active IEP indicating participation in the general curriculum and general content assessments, with appropriate accommodations.

- WIDA Screener for Kindergarten (paper format only)
- WIDA Screener Online, Grades 1–12
- WIDA Screener, Grades 1–12 (paper version when required by IEP or Section (504 Plan).

These students are not eligible to participate in the Georgia Alternate Assessment 2.0. (GAA 2.0) and should not be administered the WIDA Alternate Screener.

Documented significant cognitive disabilities alternate curriculum and alternate assessment.

The process for students with documented significant cognitive disabilities in alternate curriculum.

Starting July 1, 2025, schools administer the WIDA Alternate Screener to K–12 students with significant cognitive disabilities who are eligible for the alternate curriculum and GAA 2.0, as documented in their IEP. IEP teams record this decision in the Participation Guidelines for the GAA 2.0.

Special Education evaluation completed in 30 days.

Process for students with suspected disabilities when Special Education evaluation is completed within 30 days

When the special education evaluation, eligibility determination, and initial IEP are completed within the 30-day EL identification timeline—and the IEP team includes decisions about ELP screening format and accommodations—school teams proceed with ELP Screener Decision.

Special Education evaluation not completed in 30 days.

Process for students with suspected disabilities when Special Education evaluation is ongoing after 30 days.

If a special education evaluation extends beyond the 30-day EL identification window, schools must still administer the standard WIDA Screener within that period. Screening is scheduled near the end of the window when possible, and a Section 504 team may pre-determine accommodations and test format if the evaluation is not yet complete

Documented disabilities that preclude screening in one or more language domain tests.

Process for precluding one or more language domains on the ELP Screener for students with suspected or documented disabilities that limit participation in WIDA Screeners, IEP or Section 504 teams review allowable accommodations for each language domain. Teams may preclude a domain if accommodations are insufficient, but students must complete at least one domain on the paper version to determine EL eligibility. If no domains can be administered, ESOL and Special Education leaders contact GaDOE for guidance.

E. EL Eligibility Criteria by Grade Level, Semester, and Screener

When a language domain is precluded on the WIDA Screener or Alternate Screener, the Overall and Oral Language Composite Scores cannot be calculated. EL eligibility is then determined by individual domain scores:

- Eligible for EL: Any domain score between 1.0–4.9 (WIDA Screener) or <3, 3, or 4 (WIDA Alternate Screener).
- Not eligible for EL (DNQ): All domain scores ≥5.0 (WIDA Screener) or =5 (WIDA Alternate Screener).

F. Monitoring Screening Procedures, Results, Accuracy of EL Identification, Consistency, Data Element Reporting, etc.

To ensure consistent EL identification statewide, Decatur County Schools must implement written procedures for monitoring the process, including:

- What is reviewed: ELP screener results and related EL data.

- How reviews are conducted: Verify accuracy of EL identification and alignment with state guidelines.
- When reviews occur: At specified times (e.g., after each screener, quarterly, or before reporting deadlines).
- Who is responsible: Designated staff or teams accountable for accurate EL identification and reporting.
 - Use flowcharts to determine which screener to administer. Helpful FlowCharts:
 1. [EL Entrance Procedures: Kinder & 1st Semester of Grade 1](#)
 2. [EL Entrance Procedures: 2nd Semester of Grade 1 - Grade 12](#)

**** Please note:** WIDA Screener for Kindergarten **must only be administered to pre-kindergarten students after April 15th and not before**, as score results are not valid for students younger than mid-April of their PreK school year.

- 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.**
- For students enrolling in 2nd semester Kindergarten to 1st semester Grade 1:
 1. Administer all four components of WIDA Screener for Kindergarten: Listening, Speaking, Reading, and Writing.
 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 the LEA's Student Information System (SIS).
 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**

Monitoring Data Quality- The ELP Screener Date should be listed in the following places:

- Identified Date on EL Tab in Infinite Campus

- NOTE: For transfer EL students, indicate the date the ELP Screener was administered in the previous LEA. This is NOT the date the EL student enrolls in the LEA's ESOL Language Program. **If the ELP Screener Date is Unavailable for Out-of-State or In-State Transfer EL Students:** When an LEA is unable to determine with certainty the Date of ELP Screener for Out-of-State or In-State Transfer EL Students, the LEA will construct this date as follows: **1.** Determine the school year for which you have the earliest ELP assessment results. **2.** Use the first day of school for that school year, as the Date of ELP Screener. Out-of-State errors in Data Collections for missing Date of ELP Screeners will be relievable with explanation.
- [Data Collection Data Elements from Student Record, Student Class, and FTE](#)

* In the event that errors are identified, the Director addresses them on an as needed, individualized basis. (1:1 retraining)

B. Monitoring EL Identification Processes for Transfer Students

In-State Processes:

1. Identify if the student is an English Learner based on transferring LEA records and/or the original HLS, original screener, or the latest WIDA ACCESS for ELs assessment.
- Claim the student in GUIDE to see if he has an EL status code in Georgia.
 - Check the student's previous enrollment history in SLDS and check the student's records in SLDS to see if there are any former ACCESS test results. Check prior ACCESS test results against state or LEA entrance/exit criteria for that year.
 - When applicable, open the SLDS EL Tab and check to see if the student was previously screened. Even if the LEA is not using the SLDS EL Tab, it can be opened to see transferring LEA information. Make every effort possible to obtain prior EL records and identify EL status within 30 days of enrollment.
 - 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.

Out-Of-State Processes:

- Identify if the student is an English Learner based on transferring LEA records.
- Contact the previous school or LEA and ask for: The original Home Language Survey, Screening documents, and/or English Language Proficiency (ELP) testing results.
- Contact the previous school or school system again if needed.
- Make every effort possible to obtain prior EL records to determine EL status within 30 days of enrollment.
- If there are official records to support a students' pre-determined eligibility and services within the past year, Decatur Schools will accept these records and place the child accordingly in language assistance programs. If record an ELP Screener or ELP assessment is not available for a potential EL student who has transferred from out-of-state, or records cannot be obtained within the federal timeline, it will be necessary for Decatur County Schools to take steps to ensure that it meets the appropriate deadlines for notifying parents of child's placement in a language instruction educational program.
- If a student was screened in a **WIDA state and Did Not Qualify (DNQ)** as an English Learner, the student may not be screened again at a future date for reconsideration of eligibility without prior state approval.
- If a student was screened in a **non-WIDA state and Did Not Qualify (DNQ)** by that state's eligibility criteria, Decatur County Schools may consider rescreening the student using the appropriate WIDA eligibility assessment if there is evidence that the student's level of English language proficiency will be/is a barrier to meeting Georgia's Standards of Excellence.
- Decatur County Schools may **not consider re-screening when** the DNQ non-WIDA transferring student: Was screened more than 24 months (or the equivalent of two academic years) prior to enrollment; and was enrolled and was successful in the general education program in the previous school; and performed at the met or exceeded level on that State's content assessments.

G. Parent Notification of EL Status and ESOL Program Placement

Send eligibility notification letter home as well as a copy of the WIDA screener or Access/Alternate Access results to parents indicating eligibility and participation in ESOL services and document parent notification date in Infinite Campus.

Schools must notify parents about their child's EL status and ESOL placement promptly:

- Timing: Within 30 days of the school year start, or within 10 days for students enrolling later.

- Process: Complete EL identification within 30 days of enrollment and notify parents within 2 weeks of identification.

Section II: ESOL Language Program Components

Eligibility & Purpose

The goal of the ESOL language instruction and educational program for EL students is to increase both English language proficiency (ELP) and academic language proficiency in content-area subject matter. Successful ESOL language programs focus on collaboration and shared accountability for the success of all EL students.

The Decatur County School System has an ESOL program which employs both full and part time certified teachers. We work diligently to identify and meet the individual academic and social needs

of our Limited English Proficient (LEP) population using the WIDA National Standards and Georgia Title III guidance and protocol (Appendix A).

The English to Speakers of Other Languages (ESOL) program is offered to all limited English proficient students who meet eligibility criteria. Our goal is to have students succeed in all four language skills (speaking, listening, reading and writing) both academically and socially as well as to demonstrate achievement of established criteria of mastery of each standard on the state curriculum for their grade level in reading, English/Language Arts, mathematics, science and social studies.

Students in Kindergarten through 12th grade who are eligible for the EL services are provided with ESOL instructional support unless the parent refuses direct services and signs a waiver. If a waiver is signed, EL students are still supported indirectly. All EL students are assessed annually in the state-adopted English proficiency measure (ACCESS for ELs) to determine continued eligibility. (ACCESS=Assessing Comprehension and Communication in English State-to-State). EL students may also be served with Title III resources.

Structures

Teachers

ESOL teachers in Georgia must have a clear teaching certificate and an ESOL endorsement or certification. To be considered in-field for ESSA reporting, they must meet one of the following:

- Esol endorsement
- P-12 ESOL Certification
- Degree in ESOL

Teacher:	School(s):	Grades Taught:
Candace Merkison	West Bainbridge Primary School	K-2
Michael Evans	Jones Wheat Primary School Hutto Elementary School	K-2 3-5
Heather Brown	Hutto Elementary School	3-5
Joseph Sarpong	Bainbridge Middle School	6-8
Lindsey Jarrett	Bainbridge High School	9-12
Vivian Burke	Bainbridge High School New Beginnings Learning Center	9-12 6-12

Additional Staff Including Leaders

Name:	Title:
Chip Davis	Director of Federal Programs

Professional Learning

- The ESOL teachers will meet with every regular education teacher of EL students and administrators to ensure understanding of the WIDA standards and Can Do Descriptors. The ESOL teacher will also provide WIDA Screener and ACCESS for ELs scores for every student and assist teachers with understanding appropriate expectations based on these scores and the student's level of language acquisition. The results of the annual needs assessment will also be used to determine agenda items for the teacher training. An ESOL professional learning plan has been developed and is updated annually. Two meetings will be held yearly with parents of EL students to inform them of ways to assist their students academically, as well as make them aware of school programs and activities. Two meetings will also be held annually to meet with parents of EL students who receive Title III funded instruction.
- The state-funded ESOL program teacher shall hold necessary and appropriate ESOL endorsement or ESOL certification issued by the Georgia Professional Standards Commission.

Delivery Models

- Scheduled Class/Language Acquisition K-4 – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher
- Push In – (within reading, language arts, mathematics, science or social studies – no enrichment class) – students remain in their core academic class where they receive content instruction from the content area teacher along with targeted language instruction from the ESOL teacher. A Regular Education teacher is responsible for content and an ESOL teacher is responsible for language support.
- Scheduled Class Period – (Middle and High Only) – students receive language assistance and/or content instruction in a class composed only of EL's

EL course and delivery model should be input by school level data Clerk and school level scheduler. Course number and delivery model must be recorded on EL teacher master schedule. Annual guidance is provided by the Title III Director and Student Information Services Director.

Reporting FTE Segments

Grade Levels	Daily Minutes Per Segment	Daily ESOL Segments Maximum	Weekly Minutes Minimum
K-3	45 minutes	1	225
4-8	50 minutes	2	250
9-12	55 minutes	5	275
Block Schedule	90 minutes	2	225
Hybrid Block Schedules	If less than 90 minutes	1	Determined by LEAs

FTE Guidance

In order to meet funding requirements, the time requirement must adhere to the guidelines above.

- For 4th-8th graders – please make every effort to schedule them 2 segments during the day to maximize FTE funding.
- When scheduling – you do not have to separate by grades exclusively. It is okay to combine grades in order to serve all students.
- ESOL classes operate under the same class size waiver guidance as all other Decatur County Schools classrooms. Please note what the provisions of the current school year waiver are when scheduling.

EL students are tested in the spring of each year with ACCESS including students whose parents have waived services and EL students with disabilities (per state law). The ESOL teacher and the regular education teacher monitor student progress using the Title III /EL Recording form and make decisions for how to best serve eligible students (See Appendix D). Students will be coded as an EL-Y and will be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. These students

are eligible for accommodations for classroom/standardized testing and the TPC Committee meets to decide if accommodations for classroom and/or standardized testing are needed. TPC shall be loaded into Infinite Campus.

Class Sizes

Maximum class sizes for ESOL classes are as shown in the chart below. In our K-3 classrooms, the maximum number of students without a paraprofessional or co-teacher is 11. If that classroom has a co-teacher or paraprofessional there is a maximum of 13. In 4-8, the maximum number of students without a paraprofessional or co-teacher is 14. If that classroom has a co-teacher or paraprofessional there is a maximum of 15. In 9-12, the maximum number of students without a paraprofessional or co-teacher is 18. If that classroom has a co-teacher or paraprofessional there is a maximum of 20.

Maximum Class Sizes for ESOL Classes			
Grade(s)/ Subject(s)	Funding Class Size	Maximum System Average Class Size	
		Without Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

Parent Waivers

When parents of students identified as ELs choose to waive language assistance services for their child, Decatur County is still held responsible under federal law for providing language support.

Decatur County provides the student with support for language development and proficiency by the ESOL teacher collaborating with the regular education teacher on strategies to use in the classroom with the student(s). When it is necessary the ESOL teacher will work with the student in an inclusion setting.

The student will be coded as an EL-Y and will be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. The students are eligible for accommodations for classroom/standardized testing and the TPC Committee meets to decide if accommodations for classroom/standardized testing are needed. TPC must be loaded into Infinite Campus and shared with all regular education teachers and building/district testing contact.

The student(s) are tested in the spring of each year with ACCESS. Students are monitored throughout the school year, and the data gathered by ESOL and regular education teachers informs instructional services. This “monitoring” is carried forth each year until the student has reached an English proficiency level that meets the state requirements for exiting language assistance services.

Grade: 03 #15993 DOB: 06/09/2011 Gender: M Team: Atkinson

EL EL Assessments **EL Services** EL Accommodations

New Print Service History

EL Services	Start Date	End Date
NonESOL01: Parent refusal-indirect serv	08/07/2019	
B: Non Itinerant 1	10/03/2016	08/08/2019
ESOL: ESOL	10/03/2016	06/30/2019
NonESOL01: Parent refusal-indirect serv	08/05/2016	09/30/2016

English Language Development (ELD) Standards & ELD Plans

Georgia ESOL teachers, as WIDA Consortium members, use the WIDA English Language Development Standards (ELDS) Framework, 2020 Edition to guide instruction. The framework helps teachers:

- Develop language goals and scaffolding strategies
- Align instruction with students’ English language proficiency levels
- Teach academic language across listening, speaking, reading, and writing
- Integrate language development with Georgia’s content standards in subjects like ELA, math, science, and social studies

Instructional Curricula and Resources

OCR requires LEAs to provide ESOL teachers with adequate instructional resources, including materials at the appropriate proficiency and grade levels, bilingual resources when needed, and resources for students with disabilities. Materials must also support rigorous academic content aligned with state standards.

The TEAM Toolkit is Decatur County’s primary curriculum for EL’s. It is a set of resources designed to support educators in teaching English Learners effectively. It typically includes tools for assessment, instructional planning, and progress monitoring aligned with best practices for English language development.

Here’s what the TEAM Toolkit offers:

Assessment Tools: To identify ELs’ language proficiency levels and monitor growth.

Instructional Strategies: Research-based methods tailored to diverse EL needs.

Lesson Planning Templates: To integrate language objectives with content objectives.

Family Engagement Resources: To involve families in supporting language development.

Professional Development Materials: To build teacher capacity in ELD instruction.

Our supplemental curriculum is the Equipping ELs Curriculum. It focuses on developing both English language proficiency and academic content knowledge. It integrates language skills with grade-level standards and culturally responsive teaching.

Key components of the Equipping ELs Curriculum include:

Language Objectives Aligned with Content-Each lesson combines language goals (listening, speaking, reading, writing) with content objectives to support language growth in meaningful contexts.

Scaffolded Instruction-Use visuals, graphic organizers, sentence frames, modeling, and interactive activities to make content accessible while building language skills.

Academic Vocabulary Development-Explicit teaching of key vocabulary and academic language needed for grade-level success.

Differentiated Supports-Adapt materials and tasks for different proficiency levels, offering more support for beginners and extension for advanced learners.

Formative Assessment-Regular checks for understanding and language progress to adjust instruction responsively.

Culturally Responsive Content-Include texts and examples reflecting students' diverse backgrounds to engage and validate their experiences.

Providing Meaningful Access to Core Content

EL students have the right to access the full core curriculum, including specialized and advanced courses. Schools support this by providing grade-appropriate instruction from the start of ESOL participation, using language scaffolding and evidence-based strategies to promote both language development and content mastery. Placing EL students in age-appropriate grades ensures access to grade-level academic programs, supports timely graduation, and—when paired with high expectations and appropriate supports—helps students thrive academically and prepare for college, career, and life. According to OCR guidelines, schools must ensure EL students have access to grade-level core content. Best practices include limiting lower-grade placement to no more than one year below peers when needed, providing age-appropriate and equally rigorous instruction, and using scaffolding without diluting the curriculum to protect long-term academic success.

Literacy for ELs

Under the Georgia Early Literacy and Dyslexia Act and SBOE testing rules, all K-3 students—including ELs and those newly enrolled in U.S. schools—must participate in state and district assessments. Educators should interpret assessment results through a “language lens,” considering students’ English proficiency in listening, speaking, reading, and writing, and provide language-rich Tier I instruction and targeted interventions that address ELs’ specific literacy and language development needs. Educators should understand that signs of dyslexia do not automatically trigger a special education referral. Many students improve with well-designed interventions in Tiered Reading Intervention or Dyslexia Support Plans. If low performance persists despite intensive support, the LEA’s local procedures guide the next steps.

Accommodations on State Assessments (ELTPC)

In certain situations, individual needs of EL-Y students may warrant accommodations. ([See Allowable Accommodations for English Learners.](#)) These accommodations shall be determined by and recorded during a documented meeting of the EL Testing Participation Committee (EL/TPC). Those students identified as EL may receive, based on individual need.

Decatur County Schools 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 Testing Participation Committee and will be based on each student’s EL Student Plan. Conditional accommodations shall be used sparingly and shall not be assigned to EL-1 and EL-2 students. Accommodations are based on student’s ACCESS 2.0 scores from the previous year and classroom data and observations.

Grading

Grades are given to students as normal in grades K-12. An alternate report card can be given to a student for one complete school year upon entry into the US.

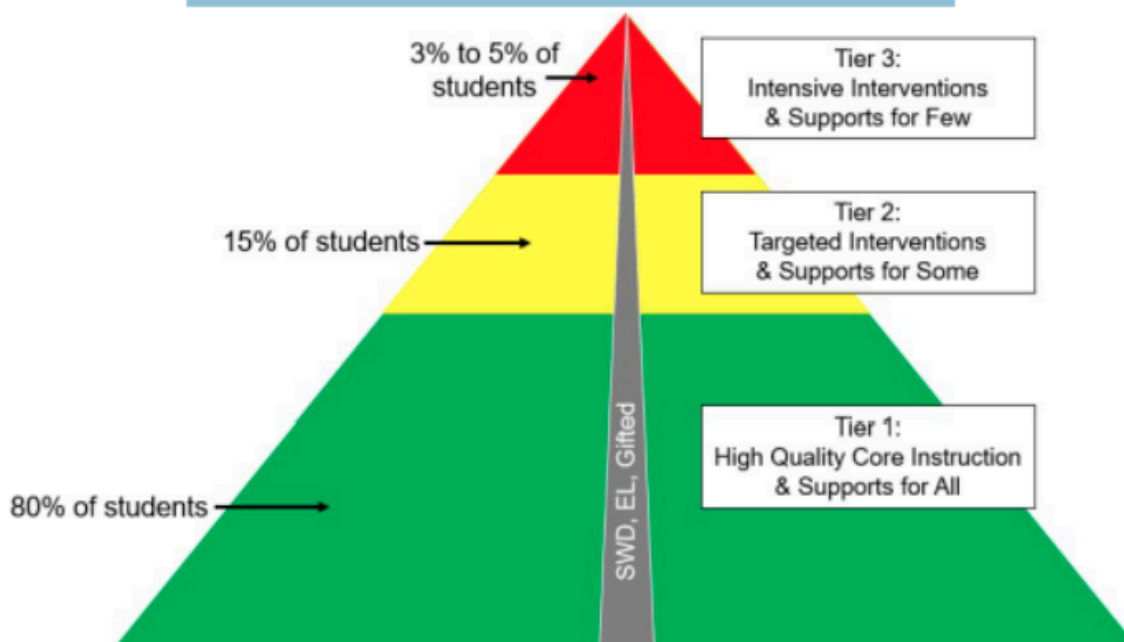
Grading EL students requires considering English proficiency, prior knowledge, educational experiences, and family language assets. Educators should use a tiered, personalized approach with language and content goals aligned to each student’s ELP level. Using the WIDA ELD Standards Framework, teachers set clear, differentiated language goals and assess progress, ensuring grades reflect both language development and content mastery.

Access to Support Services

- EIP - The Early Intervention Program (EIP) supports K-5 students at risk of not meeting grade-level standards in ELA/Reading and Math, while the Remedial Education Program (REP) serves grades 6-12 with identified deficiencies in reading, writing, or math. EL students receiving ESOL instruction may participate in EIP or REP if services are in a different content area or not provided concurrently in the same content.

- GaMTSS - Georgia's Multi-Tiered System of Supports (GaMTSS) is a data-driven framework that provides tiered supports to address the whole child, integrating academics, behavior, and wellbeing. By linking these interconnected domains, GaMTSS promotes student success and overall school and district improvement. GaMTSS uses data-driven decision-making to provide a continuum of academic, behavior, and wellbeing support across three tiers.
 - Tier 1 offers high-quality, schoolwide instruction and support for all students.
 - Tier 2 provides small-group, evidence-based interventions for students at risk in one or more domains.
 - Tier 3 delivers increasingly intensive, individualized instruction and support to meet specific student needs.

Figure 2: ELs in a School-Wide, Multi-level Prevention System



EL Students Subgroups

Special EL populations: SLIFE, LTEL, EL/SWD

The Director of Federal Programs meets with the ESOL team to review the Closing the Gaps reports concerning the EL subgroups for each school. This data is analyzed with other available data on EL exit rate, and Milestone performance to look for trends and identify opportunities for improvement. The Director of Federal Programs also meets with the Special Education director and district ESOL teachers and administrators to analyze student performance and strategize for continued support for the next assessment season.

Newcomers

- A student is designated as a newcomer in the English Learner (EL) population when they meet these criteria:
- They have recently arrived in the country (less than 3 years).
- They have limited or no prior formal schooling in their home country or in English.
- They are at the very early stages of English language proficiency, often classified at the beginning levels of language assessment (e.g., Entering or Beginning).
- They require intensive language development support alongside foundational academic instruction.
- Decatur County is equipped with a Newcomers kit to provide support at the Beginning level for newcomer students.
- An alternate grading scale is used for the first year.

Newcomers often need specialized programs that focus on basic English language acquisition, cultural orientation, and foundational literacy and math skills to help them adjust and succeed in school.

Students will Limited or Interrupted Formal Education (SLIFE)

A SLIFE student—Students with limited or interrupted formal education (SLIFE) - EL students who have had interruptions in schooling due to factors like war or migration, limited prior education before enrolling in U.S. schools, or inadequate instruction in their home countries due to untrained teachers, under-resourced schools, or other systemic barriers. Decatur County may identify these students based on factors such as grade-level gaps compared to peers, the last grade completed, and deficiencies in foundational literacy or numeracy skills.

Long-term ELs (LTELs)

LTELs (Long-Term English Learners) in the EL population are students who: EL students enrolled in U.S. schools for over five years who have not reached English proficiency, continue to face academic challenges, and have not met the criteria to exit EL status or the ESOL program. To support LTELs, LEAs can provide supplemental language instruction, regularly monitor academic progress, implement targeted interventions for language and content mastery, and foster positive, welcoming school environments that build academic confidence.

Gifted

Gifted - Decatur County must ensure EL students have access to the core curriculum and equitable opportunities to participate in Gifted Programs. Eligibility decisions are determined by each LEA under Georgia SBOE Rule 160-4-2-.38, allowing schools to address students' unique needs.

Dually Identified and Served (EL/SWD)

Dually identified and served (EL/SWD) - Under IDEA, schools must identify and

evaluate all children with suspected disabilities. A student's English proficiency alone cannot determine eligibility for special education; they must meet IDEA Criteria. Some EL students may have disabilities affecting academic progress, and distinguishing this from normal language acquisition can be challenging. Indicators for a special education referral include difficulties in both first and second languages, performance below peers, minimal progress despite interventions, and confirmed challenges at home and school. If a disability is suspected, the GaMTSS process should be initiated to provide targeted interventions, support language and academic growth, and reduce disproportionate special education referrals.

Parent Communication and Engagement Activities

Per 2015 OCR and DOJ guidance, LEAs must ensure LEP parents receive meaningful communication in a language they understand and timely notice about school programs, services, or activities. This includes information on language programs, special education, grievances, discipline, enrollment, report cards, permissions, parent handbooks, conferences, gifted programs, and school choice options.

Parent Family Engagement (PFE) meetings are scheduled for parents and families to discuss strategies for success in the domains of reading, writing, reading, and speaking. Students are also rewarded for student growth in the language domains as well (Spectacular Speakers, Writing Rockstars, and Ravenous Readers).

Section III: EL Exit, Reclassification & Post-Exit Procedures

Georgia ELP assessments, as a WIDA member, include WIDA ACCESS for Kindergarten, WIDA ACCESS for Grades 1–12, and WIDA Alternate ACCESS for Grades K–12. These assessments measure EL students' English proficiency across listening, speaking, reading, and writing, in both social/instructional English and content areas (ELA, math, science, social studies), aligned with the WIDA ELD Standards Framework, 2020 Edition. The WIDA Alternate ACCESS assessment measures English language proficiency growth for EL students with significant cognitive disabilities who meet IEP criteria for alternate standards and Georgia's alternate assessment (GAA 2.0). EL/SWD may use state-approved accommodations on WIDA ACCESS or Alternate ACCESS as determined by their IEP team. Speaking Braille (Grades 1–12) and low vision accommodations are available for WIDA ACCESS, but not for WIDA Screeners.

Through a consistent shared Google Drive of current students, the Director maintains access to the knowledge of all ESOL students and the appropriate assessment that they are to be

administered. Working with the Director of Special Education in October it is identified who shall take the Alternate Access when materials are ordered.

Exiting ESOL Students

All ESOL students are administered the ACCESS annually and the Decatur County School System utilizes the State of Georgia Exit Criteria from Language Assistance Services from the Georgia Resource Guide: [Kindergarten Flowchart](#), [Grades 1-12 Flowchart](#), [Kindergarten Alternate Flowchart](#), and [Grades 1-2 Alternate Flowchart](#).

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 2 calendar years following exit** from language assistance services. If an exited student transfers from another state or a private school and the two- year monitoring was not completed prior to enrollment, the district is required to monitor the student for the remainder of the monitoring period. The district must maintain documented evidence that the student was monitored throughout the two-year monitoring phase. The ESOL teacher uses the Decatur County EL Recording form for documentation and monitored status is recorded in Infinite Campus. EL-M students will remain coded in Infinite Campus for 4 total years as monitored for CCRPI purposes.

DCBOE EL and EL-M Student Recording Form

Student Name: _____ Grade Level: ____ School: _____
 Circle Status: ESOL-Y ESOL-R MY1 MY2 No TPC 504 Y ___ N ___ SPED _____
 Teacher(s): _____ Year _____
 Student Accommodation(s) on TPC Plan: _____
WIDA Can-Do Proficiency Levels: Reading: ____ Listening: ____ Speaking: ____ Writing: ____

Time Period	ELA	Math	Science	Social Studies	Other
1 ST 9 Weeks Absences: ____ ISS: ____ OSS: ____	BOY Lexile: ____ BOY: ____	BOY: ____			
2 ND Weeks Absences: ____ ISS: ____ OSS: ____	MY Lexile: ____ MY: ____				

*Attach Report card and Note Teacher Contacts in the box provided.

____ Instructional Services: _____
 ____ I recommend TPC continue as is. Date: _____
 ____ I recommend the following changes/additions:

 _____ Date: _____

Student Name: _____ Grade Level: _____

Time Period	ELA	Math	Science	Social Studies	Other
3rd 9 Weeks Absences: _____ ISS: _____ OSS: _____					
4 th Weeks Absences: _____ ISS: _____ OSS: _____	EOY Lexile: ____ EOY: _____	EOY: _____			

*Attach Report card and Note Teacher Contacts in the box provided.

____ Instructional Services: _____

____ I recommend TPC continue as is. Date: _____

____ I recommend the following changes/additions:

Date: _____

Monitored Consult Documentation: Regular Ed Teacher Communication – Aug _____ Sept _____ Oct _____ Nov _____

Dec _____ Jan _____ Feb _____ March _____ April _____ May _____

Additional Notes:

A Language Assessment Conference (LAC) is no longer permitted to exit students from EL Services. The Reclassification Form must be used to decide whether to exit an EL student or not when a student **scores within the 4.3 – 4.9 range on the Spring ACCESS administration with a secondary indicator of 4.5 in Reading Comprehension**. The final decision must be recorded on the EL Reclassification Form and this form must be maintained in the EL student’s permanent record.

EL Exit Criteria by Grade Level and Assessment

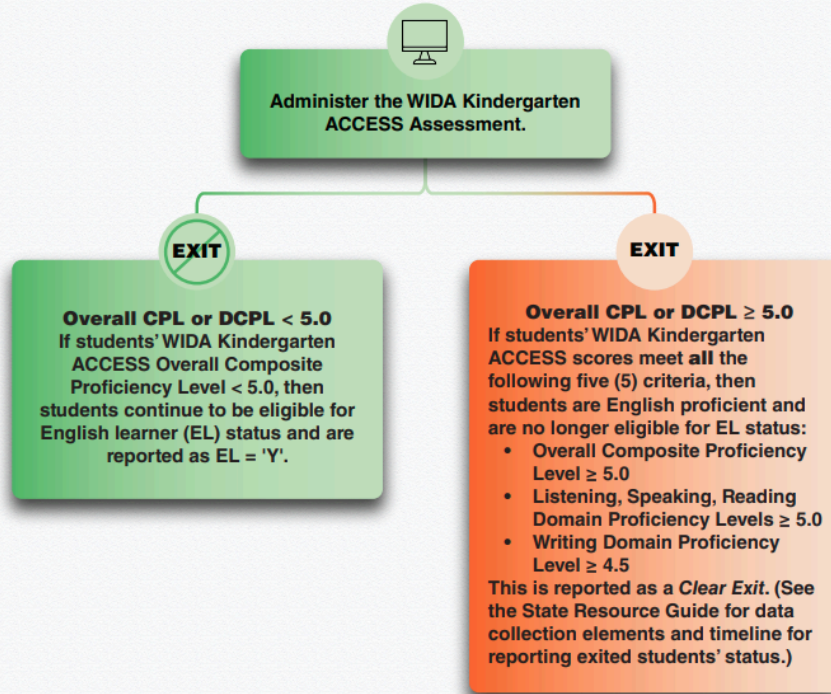
EL exit criteria by grade level and assessment Decatur County Schools must exit K-12 EL and EL/SWD students who meet the state’s clear exit criteria and report “Clear Exit” as the reason. The EL Reclassification process is not applicable for these students. All students must meet both overall and individual domain criteria; no exceptions.

Clear Exit Criteria:

- Kindergarten WIDA ACCESS: Overall CPL/DCPL ≥ 5.0; Listening, Speaking, Reading ≥ 5.0; Writing ≥ 4.5. ([Exit Flowchart](#))
- Kindergarten WIDA Alternate ACCESS: Overall CPL/DCPL = 5; Listening, Speaking, Reading = 5; Writing = 4 or 5. ([Exit Flowchart AA-K](#))
- Grades 1–12 WIDA ACCESS: Overall CPL/DCPL ≥ 5.0. ([Exit Flowchart 1-12](#))
- Grades 1–12 WIDA Alternate ACCESS: Overall CPL/DCPL = 5. ([Exit Flowchart AA 1-12](#))

English Learner Exit Procedures

KINDERGARTEN

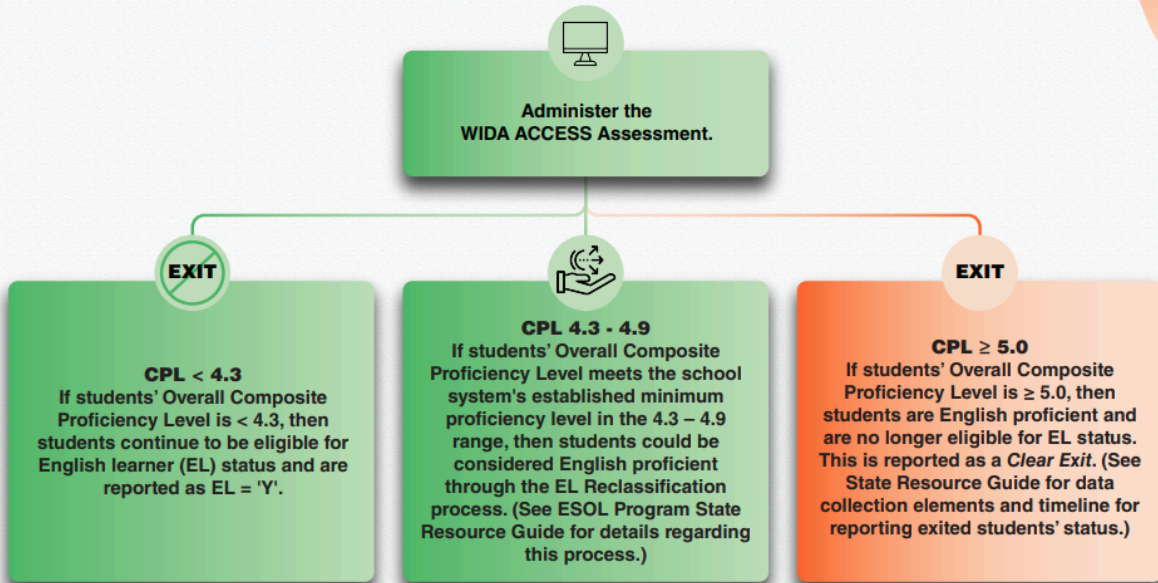


See ESOL Program Resource Guide for details.
2025-2026



English Learner Exit Procedures

GRADES 1-12

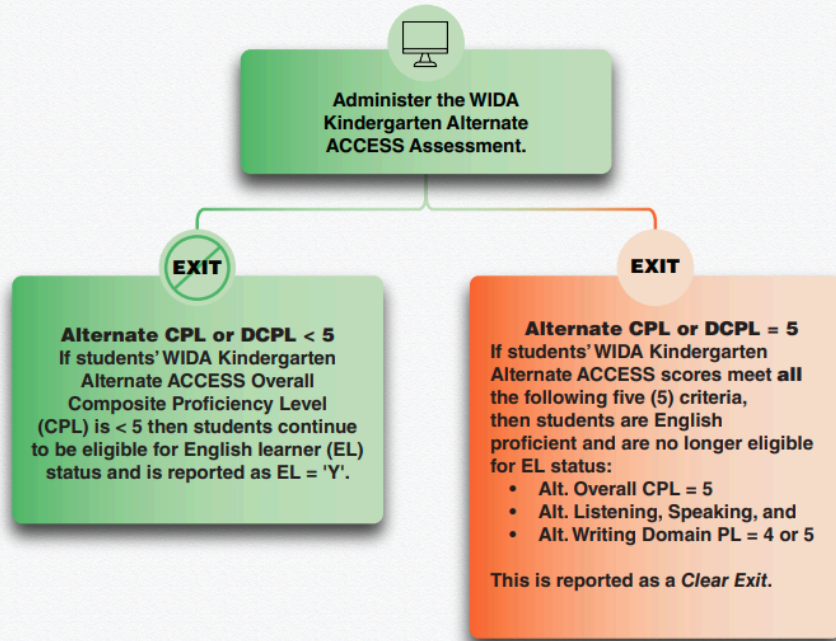


See ESOL Program Resource Guide for details.
2025-2026



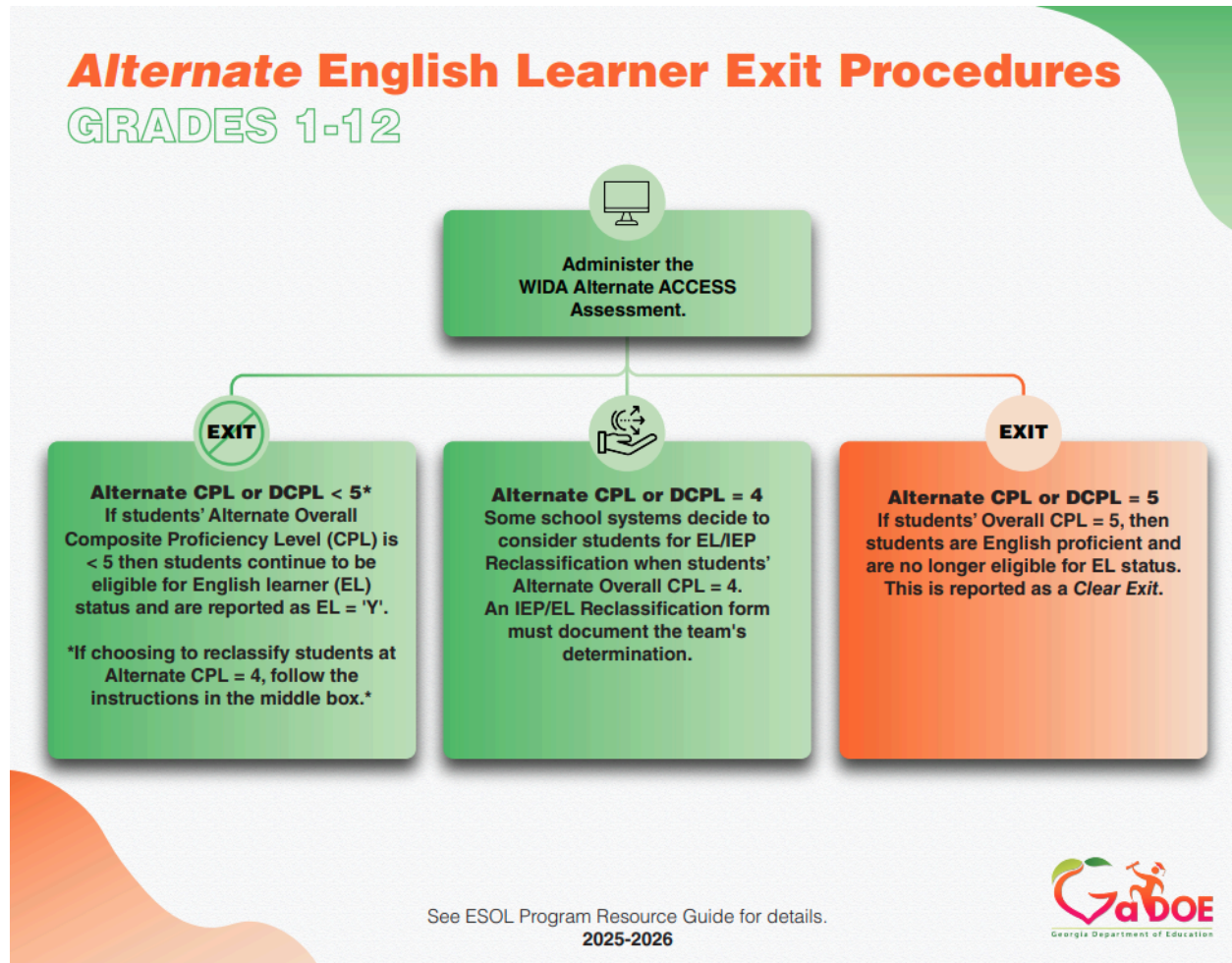
Alternate English Learner Exit Procedures

KINDERGARTEN



See ESOL Program Resource Guide for details.
2025-2026





EL Reclassification & IEP/EL Reclassification Procedures and Forms

A Language Assessment Conference (LAC) is no longer permitted to exit students from EL Services. The Reclassification Form must be used to decide whether to exit an EL student or not when a student **scores within the 4.3 – 4.9 range on the Spring ACCESS administration with a secondary indicator of 4.5 in Comprehension**. The final decision must be recorded on the EL Reclassification Form and this form must be maintained in the EL student’s permanent record. It is the practice of Decatur County Schools to not reclassify students that take the Alternate Access unless they meet state approved exit criteria.

EL Reclassification Form



English Learner Reclassification Team Review Form

For Students Administered the Grades 1-12 WIDA ACCESS Assessment

School Year: *Click or tap here to enter text.*

Meeting Date: <i>Click or tap here to enter text.</i>	School: <i>Click or tap here to enter text.</i>	District: <i>Click or tap here to enter text.</i>
Student Name: <i>Click or tap here to enter text.</i>	Student GTID: <i>Click or tap here to enter text.</i>	Student Grade Level: <i>Choose an item.</i>
No. of Members Present: <i>Click or tap here to enter text.</i>	ELA Teacher: <i>Click or tap here to enter text.</i>	Social Studies Teacher: <i>Click or tap here to enter text.</i>
Mathematics Teacher: <i>Click or tap here to enter text.</i>	Science Teacher: <i>Click or tap here to enter text.</i>	ESOL Teacher: <i>Click or tap here to enter text.</i>
Administrator: <i>Click or tap here to enter text.</i>	Other: <i>Click or tap here to enter text.</i>	Other: <i>Click or tap here to enter text.</i>

Purpose: Using the Grades 1-12 ACCESS EL Reclassification Team Review Form will ensure LEAs adhere to statewide standardized EL Exit Procedures, as required under the ESEA/ESSA, while allowing educators to provide input on the Grades 1-12 EL student reclassification decisions when student's ACCESS Overall Composite Proficiency Level (CPL) meets the LEA's established minimum criteria within the state's flexibility range: Overall CPL 4.3-4.9.

STOP: If the student was administered the Alternate ACCESS assessment **and** meets the Alternate ACCESS EL Exit Criteria, the IEP team must use the IEP/EL Reclassification Rubric form to document the IEP team's EL Reclassification Team Decision, instead of using this EL Reclassification form. The IEP/EL Reclassification Rubric can be found in the **Alternate ACCESS Exit Procedures** document on the ESOL Language Program website.

EL Reclassification Process:

Step 1: Criteria Verification

Instructions: Verify that the student's ACCESS Overall CPL this year meets the LEA's established criteria within the state's flexibility range (Overall CPL 4.3-4.9) and complete the information below.

- Student is in Grades 1-12
- Student scored an Overall Composite Proficiency Level (CPL) _____, on the ACCESS assessment administered in 20_____
- Student met additional LEA objective criteria, when applicable (Specify below):

- Click or tap here to enter text.
- Click or tap here to enter text.

Does student meet criteria to be considered for EL Reclassification Team review?

YES NO

STOP: When student does NOT meet criteria to be considered for exit, do not continue with EL Reclassification meeting.

Step 2: Student ELP and Academic Performance Review

Instructions: School staff with knowledge of the student must meet to complete this form when the criteria verified in Step #1 is "Yes". This form must be completed collaboratively based on observations of the English learner (EL) in content classes in which English is the medium of instruction. Where available, ESOL-endorsed staff must lead the meeting which must also include, at a minimum, the classroom teacher, and a school administrator. Additional staff may also be included. Complete Step #2 only when Step #1 criteria verification decision is "Yes".

A. Review of Classroom Listening and Speaking Skills

Listening Skills observed in the classroom:

- Listens and follows along.
- Responds to teacher questions.
- Interprets oral information to complete content-related tasks.
- Responds to unexpected/spontaneous questions appropriately.
- Asks for clarification, if necessary.
- Provides clarification, if necessary.
- Clears up misunderstandings (by backtracking, restating, etc.).
- Other: Click or tap here to enter text.

Speaking Skills observed in the classroom:

In general, teachers elicit student responses that are mostly...

Words/phrases A sentence Connected sentences

Teachers observe that non-ELs use mostly...

Words/phrases A sentence Connected sentences

This English learner student uses mostly...

Words/phrases A sentence Connected sentences

To what extent does this student use language in the ways expected for the task?

- All or most of the time Some of the time Rarely

Additional Comments/Notes:
Click or tap here to enter text.

Additional Comments/Notes:
Click or tap here to enter text.

Conclusion on Classroom Listening and Speaking Skills in English:

The EL's overall classroom performance in English demonstrates the ability to achieve in classrooms where English is the primary language of instruction:

- All or most of the time Some of the time Rarely

B. Review of English, Literacy, and ELA Assessment Performances (e.g., local benchmark tests, Georgia Milestones assessments, or ELP assessments by domain or composites).

Complete this section to include any additional data the review team considered to make the EL reclassification decision, as applicable. To meet the requirements of federal guidance, the team's input must be based on valid, reliable, objective assessment criteria that are applied and weighted consistently, and the team may not use the results of the mathematics content assessment nor classroom grades to make EL reclassification decisions. (Subjective factors, such as attendance, classroom behavior, social skills, and discipline should not be considered for reclassification decisions.)

Student Lexile Level, as applicable: Click or tap here to enter text.	Other Literacy Levels: Click or tap here to enter text.
ELA Achievement Measure/Score: Click or tap here to enter text.	ELA Benchmark Measure/Score: Click or tap here to enter text.
ELP Assessments for Reading or Writing or Literacy as applicable: (Measure and score) Click or tap here to enter text.	Other, as applicable: (Measure and score) Click or tap here to enter text.

Was the student previously considered for EL Reclassification? • **YES** Which year? _____ • **NO**

Conclusion on English, Literacy, and ELA Assessment Performances:

The EL student's overall assessment performance in English demonstrates the ability to achieve in classrooms where English is the primary language of instruction:

- All or most of the time Some of the time Rarely

Step 3: RECLASSIFICATION DECISION

Based on the above class/subject level data, has the student demonstrated the ability to participate successfully in classrooms where the language of instruction is English?

YES **NO**

NOTE: Reviewers must consider the performance of the ELs in general, and not only the ELs' performance in the classroom being reviewed (e.g., reading, writing, math, and/or social studies).

EL: _____

Reclassification: _____

Adapted from: "Discerning — and Fostering — What English Learners Can Do with Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions," August, 2015.

IEP/EL Reclassification Form



IEP/EL Reclassification Form

For students administered the Grades 1-12 *WIDA Alternate ACCESS*

School Year:

Meeting Date: <input type="text"/>	School: <input type="text"/>	LEA: <input type="text"/>
Student Name: <input type="text"/>	Student GTID: <input type="text"/>	Student Grade Level: <input type="text"/>

IEP/EL Reclassification Members:

*Administrator or LEA Representative: <input type="text"/>	*Special Education Teacher: <input type="text"/>	*General Education Teacher (or exousal): <input type="text"/>
*ESOL Teacher: <input type="text"/>	Speech Pathologist, if applicable: <input type="text"/>	Parent(s): <input type="text"/>
Foreign Language Interpreter, as needed: <input type="text"/>	Other: <input type="text"/>	Other: <input type="text"/>

*Required for meeting to proceed

Purpose:

The IEP/EL Reclassification Team Review Form documents IEP/EL Reclassification team decision making for English learners in Grades 1-12 whose most recent *WIDA Alternate ACCESS* Overall Composite Proficiency Level (CPL) or Designated Composite Proficiency Level (DCPL) meets the established minimum criterion for reclassification: **Overall CPL or DCPL = 4**. Using the Grades 1-12 *IEP/EL Reclassification Team Review Form* ensures LEAs adhere to statewide standardized EL exit procedures, as required under the ESEA/ESSA.

Stop: If the student was administered the *WIDA ACCESS* assessment, and not the *WIDA Alternate ACCESS* assessment, then the *Grades 1-12 EL Reclassification Form* must be used, not this *IEP/EL Reclassification Form*.

IEP/EL Reclassification Process:

Step 1: Reclassification Criteria Verification

Instructions: Verify that the student's most recent WIDA Alternate ACCESS Overall CPL or DCPL meets the established reclassification criteria (**Overall CPL or DCPL = 4**). Complete the information below.

- Student is in Grades 1-12.
- Student scored an Overall Composite Proficiency Level (CPL or DCPL) ____ on the WIDA Alternate ACCESS assessment administered in 20__.
- (Optional)** Student meets additional individualized English language proficiency (ELP) related data applied per student's disability or disabilities (Specify below):

Click or tap here to enter text.

<p>Does student meet criteria to be considered for EL Reclassification Team review?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <ul style="list-style-type: none">• <i>If Yes, proceed to Step 2.</i>• <i>If No, student does NOT meet criteria to be considered for reclassification. Student continues EL = 'Yes' status.</i>
--

Step 2: Student ELP and Academic Performance Review

Instructions: School staff, with knowledge of the student, complete this form. In preparation for the IEP/EL Reclassification meeting, the IEP team can:

- Review WIDA Alternate ACCESS scores by language domains and discuss their meaning. Provide WIDA Alternate ACCESS test scores to the case manager to include in IEP Present Levels of Academic Achievement and Functional Performance (PLAAFP).
- Review anecdotal notes and observations, and data from benchmark or progress monitoring, adaptive behavior skills assessments, academic achievement, and functional performance to IEP/EL Reclassification team members.
- When possible, observe the student in the instructional setting to gather data on English development and language use. Consider how the student's English language understanding and use compares to non-EL peers with similar characteristics (e.g., disability, grade level, educational background, etc.) in the student's instructional setting.

A. Review of Classroom Listening and Speaking Skills

1. Are the student's listening skills primarily attributed to the student's disability rather than to the student's level of English language proficiency (ELP)? Yes No

Listening Skills observed in the classroom, only as applicable:

- Listens and follows along.
- Responds to teacher questions.
- Interprets oral information to complete content-related tasks.

- Responds to unexpected/spontaneous questions appropriately.
- Asks for clarification, if necessary.
- Provides clarification, if necessary.
- Clears up misunderstandings (by backtracking, restating, etc.).
- Other: Click or tap here to enter text.

2. Are the student's speaking skills primarily attributed to the student's disability rather than to the student's level of English language proficiency? Yes No

Speaking skills observed in the classroom, only as applicable:

In general, teachers elicit student responses that are mostly...

- Words/phrases A sentence Connected sentences

This student mostly uses...

- Words/phrases A sentence Connected sentences

Teachers observe that non-EL peers with similar disabilities mostly use...

- Words/phrases A sentence Connected sentences

Conclusion on Classroom Listening and Speaking Skills in English:

The EL student's overall classroom performance in English demonstrates a level of English language proficiency necessary to achieve in Alternate Curriculum Special Education classrooms where English is the primary language of instruction:

All or most of the time Some of the time Rarely

B. Review of English, Literacy, and ELA Assessment Performances

Complete this section to include additional data the IEP team considers when making the EL reclassification decision. If a data source was not discussed or relevant, leave that box blank. To meet the requirements of federal guidance, the team's input must be based on objective reliable language-related assessments that are consistently applied and weighted across the school system. Subjective factors, such as classroom grades, attendance, behavior, opinions, feelings, and non-language related assessments, such as mathematics, are not valid for reclassification purposes.

<p>WIDA Alternate ACCESS Reading, Writing or Literacy scores (Measure and score): Click or tap here to enter text.</p>	<p>GA Alternate Assessment 2.0 (Grades 3+) (Measure and score): Click or tap here to enter text.</p>
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Adaptive Behavior Measures, only as applicable (Measure and score): Click or tap here to enter text.	Reading and ELA Benchmark or Measures (Measure and score): Click or tap here to enter text.
Reading Level, only as applicable (Measure and score): Click or tap here to enter text.	Curriculum Based Measures or Progress Monitoring Measures, only as applicable: (Measure and score): Click or tap here to enter text.
Communication Measures, only as applicable (Measure and score): Click or tap here to enter text.	Other: Click or tap here to enter text.

Conclusion on English, Literacy, and ELA Assessment Performances:

The student's overall assessment performances in English demonstrate the ability to participate in Alternate Curriculum classrooms where English is the primary language of instruction:

All or most of the time Some of the time Rarely

The student's rate of language acquisition is primarily attributed to the student's disability rather than to English language proficiency (ELP): Yes No

The student's level of ELP is no longer a barrier to full participation in the individualized program of instruction, as specified in IEP goals. Yes No

Was the student previously considered for EL Reclassification?
 YES NO If so, which year? _____

Step 3. EL Reclassification Decision

Based on the above observations and data, has the student demonstrated the ability to participate successfully in alternate curriculum classrooms where the language of instruction is English?

(NOTE: The decision must consider the performance of non-ELs in similar settings who also have similar characteristics to the student being evaluated (e.g., disability, grade level, educational background, etc.)

YES NO

EL Reclassification Decision*:

- Reclassify student from EL = 'YES' to EL = '1'.
- Do not reclassify student; continue student's EL = 'YES' status.

**The IEP team review decision must also be documented in the student's IEP. Attach a copy of the IEP Signature Page to this form.*

Adapted from: ["Discerning — and Fostering — What English Learners Can Do with Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions." August, 2018](#)

Exiting Procedures for English Language Learners with Disabilities

Since 2013, the Alternate ACCESS for ELs® 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 ELs® assessment. To participate in the Alternate ACCESS, a student must be eligible to participate in the GAA 2.0

The Alternate ACCESS for ELs® 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 2024, 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 ELs® 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 supports as established in the IEP.

Alternate ACCESS Threshold for considering EL Exit:

EL Exit Procedures:

- The IEP Team will serve as an English Learner (EL) Exit Team by completing the state provided EL Reclassification (when students meet state required scores) / IEP Team Rubric for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above.
- IEP teams who are considering reclassification of EL/SWD who have met the Alternate ACCESS criteria may want to finalize any possible EL status changes within 30 days of the beginning of the school year and before the October FTE count.

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 ELs® 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.
6. The GaDOE Assessment & Accountability Division will provide the school system with an ACCESS Designate Composite Proficiency Level (D-CPL) for each one of these EL students.
7. After receiving the GaDOE-generated D-CPL, the appropriate standardized statewide EL exit criteria for the ACCESS for ELs® 2.0 or the Alternate ACCESS threshold for considering EL Exit would then be applied to determine whether the EL student will exit EL status or not. (See below)

ACCESS for ELs Exit Criteria

An EL student with disabilities must be exited from EL status when the ACCESS for ELs® 2.0 D-CPL is 5.0 or when the D-CPL meets the LEA-established exit criterion within the 4.3-4.9 range along with the EL Reclassification Form with a secondary indicator of 4.5 in Reading Comprehension.

Alternate ACCESS Threshold for Considering Exit

An EL student with significant cognitive disabilities may be considered for exit from EL status when:

1. Overall CPL or DCPL = 4.
2. Optional: LEA ESOL and Special Education in collaboration establish procedures for IEP teams to consider additional individualized English language proficiency related data applied per students' disabilities.
3. 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.

Monitoring exit procedures, results, accuracy, consistency, etc

- Schools receive WIDA ACCESS and Alternate ACCESS results.
- Teachers and leaders review scores to determine which students meet the state's clear exit criteria.
 - DCBOE with written local procedures schedule EL reclassification team meetings to review data and make decisions.
 - IEP teams handle reclassification for ELs with significant cognitive disabilities meeting Alternate ACCESS criteria.
 - Most meetings and decisions occur near the end of the school year; EL status changes are recorded in SIS after the June Student Record Sign-Off.
 - Decisions made at the start of a new school year are retroactive to the prior year's exit scores.
 - If end-of-year meetings are not possible, they must occur within 30 days of the new school year to ensure proper ESOL scheduling.
 - Exited or reclassified EL students are recorded in SIS with end-of-year exit date (or June 30) and assigned EL = '1' for the first post-exit year.
 - For EL/SWD students assessed with WIDA Alternate ACCESS, the EL exit date aligns with the IEP team's reclassification meeting.
 - Reclassification team meetings are not allowed at any other time during the school year.

Parent Notification of EL Exit

ESOL teachers must send the exit notification letter to the parents of students who have met the criteria for exiting the ESOL program. The continuing eligibility letter must be sent to parents of ELs who do not meet the criteria for exiting the program.

Post-exit date elements and reporting timelines

- EL = '1' – 1st year post exit; academic progress monitoring required Begins July 1st after students have met a qualifying exit score and/or Reclassification decision at the end of a school year or June 30. DATE OF EL EXIT AND EL EXIT REASON must be reported for all students who are reported to the state as EL = '1'.
- EL = '2' – 2nd year post exit; academic progress monitoring required
- EL = '3' – 3rd year post exit
- EL = '4' – 4th year post exit

- EL = 'F' – 5th year and beyond post exit

Post-exit two year student progress monitoring procedures

English Learners (ELs) who meet statewide English proficiency criteria must be exited from EL status and are no longer eligible for ESOL programs or assessments. Failing to do so is considered a compliance issue by OCR.

Per the Office for Civil Rights, schools must monitor the academic progress of students for two years after they exit EL status and the ESOL program. This monitoring involves documenting report card grades, state assessment results, classroom performance, and teacher observations to ensure a successful transition to the general classroom. School systems have flexibility in determining the timeline, method, and format of the post-exit monitoring process.

EL Reclassification Guidelines:

Reclassification decisions are made when a **student's overall scores are within the 4.3 – 4.9 range on the Spring ACCESS administration with a secondary indicator of 4.5 in Reading Comprehension. This decision will be made by school teams including the ESOL Teacher, the classroom teacher(s), and administration.**

Post-exit monitoring review will take place each 9 weeks using the monitoring form. The Director of Federal Programs will meet with staff monthly to review data on these students to ensure post-exit progress is being made and adequate support is provided. This will ensure that reclassification decisions are appropriate for those students.

Reverse Reclassification Process

Active ELs are reinstated with the same status. Former ELs in years 1–2 post-exit continue monitoring, with possible MTSS and reverse reclassification if needed. Former ELs in years 3–4 post-exit may be rescreened if certain risk factors apply (e.g., early exit, extended schooling abroad, high English demands, or graduation needs).

Section IV: ESOL Program Evaluation

Program Evaluation and Accountability

The success of the ESOL instructional program will be measured by analyzing the results of ACCESS for ELs and other state mandated tests. As a result of this analysis, differentiated instructional decisions will be made for individual students, including adjusting services. An annual Title III program evaluation will be conducted and a report of findings completed. The report will describe the progress EL students have made in language acquisition and meeting specified annual content goals for EL subgroups. The report will also include the number and percentage of EL students attaining English proficiency. Finally, the report will include content area mastery of monitored students. In addition, the Title III team develops and monitors quarterly the 60 Day Action Plan which includes program goals and progress.

Data to Gather/Analyze

EL Exit Rates by School System

The Governor's Office of Student Achievement publishes downloadable data on the percentage of EL students who exit EL status each year, typically updated after all LEAs report October FTE data to the state.

ELP Assessment Participation Rates

Each year, Title I Part A monitors LEAs' English Language Proficiency (ELP) Assessment Participation Rate, with a minimum threshold of 95%. LEAs must document reasons for nonparticipation, especially for students without an overall CPL, and report them in the summer nonparticipation application. GaDOE posts each LEA's participation rate and related resources in the myGaDOE Portal's ELP Assessment Participation (ELPAP) application.

ELP Assessments Proficiency Level Results

For students exiting the ESOL program, ESOL teachers must download the reclassification documentation from create and send the exit letter to parents, and submit verification to the ESOL office.

For students not exiting, ESOL teachers must download the continuing eligibility letter, send it to parents, and submit verification to the ESOL office.

WIDA ACCESS Student Growth Percentiles (SGP)

The Georgia Student Growth Model for English Language Proficiency (GSGM for ELP) measures EL students' language development by comparing their growth to peers statewide with similar starting levels. Student Growth Percentiles (SGPs), ranging from 1 to 99, show relative growth, with higher percentiles reflecting greater progress. All EL students can demonstrate varying levels of growth, regardless of proficiency level. Schools share individual student growth reports, obtained from the STC or SLDS, with students, parents, and educators. These reports show each student's language development from year to year and include a one-year projection. They help families and teachers understand WIDA ACCESS growth percentiles and identify supports or enrichment opportunities to advance academic English, which is essential for meeting WIDA ELD Standards and Georgia's Content Standards. Note: WIDA ACCESS SGPs are not used for state accountability.

CCRPI Components (Closing Gaps, Progress Toward Proficiency, Content Mastery)

The CCRPI Resources page publishes ELP targets showing how well schools and districts help EL students progress to higher state-defined performance bands, based on WIDA ACCESS Overall CPL scores. In the CCRPI Progress Component, schools earn 10 points for ELP progress and 90 points for progress in ELA and mathematics.

The Closing the Gap CCRPI component includes targets for the EL subgroup and measures whether all students and subgroups are improving in achievement. Flag colors show progress: Red = no improvement, Yellow = progress made but target not met, and Green = target met. Schools earn points when subgroups such as EL, economically disadvantaged (ED), and students with disabilities (SWD) meet improvement targets.

Section V: Local Forms and Resources

[ESOL Inspire Link to GADOE forms](#)

ESOL Notification Form

Student Name: _____

School: **JWP** **WBP** **HES** **BMS** **BHS**

ESOL Teacher/Tester: _____

Date of Screener Assessment: _____ Note:

Student is: EL: Y N M1 M2 M3 M4 EL-F

ESOL: Y N DNQ REFUSED

Date of ESOL Entry: _____

Grade of Entry: _____ TPC/Accommodations: Y N

Date Exited: _____

Grade Exited: _____

Withdrawal Date:

OTHER: _____

FECHA: _____

Estimados Padres:

Estamos seguros que ustedes comprenden que todos los niños aprenden a sus diferentes pasos. Aquí en nuestra escuela hay muchos niños que no hablan Inglés, no pueden leer Inglés, y tampoco pueden entender este idioma. Estos no es que tienen mucha dificultad tratando de aprender Inglés, están asignados en el programa “SRA” de literature de ayuda especial. De cualquier modo, unos niños siguen teniendo dificultad. En estos instantes, las clases, o instrucciones, de estos niños necesitan ser modificadas, o cambiadas para mejor ayudarles y enseñarles con sus asignaturas, y por eso hay profesoras particulares, y también pueden usar computadoras, les dan instrucción del programa ESOL (Inglés de Segundo lenguaje), y también instrucción visual, etcetera.

A sido sugerido que el reporte de calificaciones, o grados, de estos niños sea una carta idicando si el niño está progresando satisfactoriamente o no.

Reporte de Calificaciones

Al siguiente, su hijo/hija _____ (nombre/name)

Progresar:

Lectura	_____ Satisfactoriamente	_____ No satisfactoriamente
Lenguaje	_____ Satisfactoriamente	_____ No satisfactoriamente
Matemáticas	_____ Satisfactoriamente	_____ No satisfactoriamente
Ciencia	_____ Satisfactoriamente	_____ No satisfactoriamente
Estudios Sociales	_____ Satisfactoriamente	_____ No satisfactoriamente

Favor de firmar esta carta y regrese a la maestro de su hijo/hija.

Firma _____

DATE

Dear Parents:

We understand that all children learn in different ways and at different steps. Here in our school there are children who do not speak English and therefore are unable to read and understand the English language. Your student is participating in the ESOL program which is a class that helps them to learn the English language. Your student is also participating in their assigned classes but at this time, the instruction for your student needs to be modified, or changed, to better help them and teach them. In their classes, teachers will use various ways to meet the learning needs of your student.

At this time, your student will not receive numerical grades, but will be given a satisfactory or Unsatisfactory grade to indicate his/her progress in each content area. At this point that the student is able, he she will begin to receive numerical grades in appropriate content areas.

Grading Report

Student Name: _____

Reading :	___	Satisfactory	___	UnSatisfactory
Language:	___	Satisfactory	___	UnSatisfactory
Math :	___	Satisfactory	___	UnSatisfactory
Science:	___	Satisfactory	___	UnSatisfactory
Social Studies:	___	Satisfactory	___	UnSatisfactory

Please sign this letter and return to your child's teacher.

Signature: _____

2025-2026 Responsibilities of ESOL Teachers

The ESOL Teacher is charged with the responsibility of assuring that the following Documents are processed and placed in the appropriate file.

Documents for Permanent Records

- Home Language Survey
- Notification of ESOL Services in the student's language or Exit Letter
- Waiver Letter if applicable
- EL Accommodation/TPC Form
- Annual Assessment Scores (ACCESS and/or WIDA Screener)
- RTI Monitoring Form
- Reclassification Form if applicable
- Purple Permanent Record Notification form

Documents for ESOL Teacher Files – Individual Student

(Folder will transfer with student from school to school.) ADD STICKER YEARLY

- Home Language Survey (copy)
- Notification of ESOL Services in the student's language or Exit Letter (copy)
- Waiver Letter if applicable (copy)
- EL Accommodation/TPC form (copy)
- Annual Assessment Scores (ACCESS and/or WIDA Screener)
- RTI Monitoring Form (copy)
- Reclassification Form (if applicable/copy)
- Parent Communication Form and any other relevant communication documentation

Documents for ESOL Teacher Files

- Copy of email or minutes of meeting with all teachers notifying them that they are teaching an EL student; signed forms from teacher meetings
- Copy of email or minutes with all teachers notifying them that they are teaching an EL monitored student and if that student starts to struggle that they should contact you for assistance; signed forms from teacher meetings
- Maintain Testing Accommodations Database
- Growth Spreadsheet
- Parent/Student Technology access
- Communication Documentation

Infinite Campus Requirements

- TPC scanned and attached for students with accommodations
- Flags: EL; ESOL; EL-M; TPC; and/or EL-F
- EL tab – Dates correct; Parent notification date changed; WIDA Screener score
- EL Services tab: Yearly services documented with begin and end date; and ensure correct segment/type of services is entered
- Title III services
- Instructional Tab- document instructional services (English 3D, Morning Tutorial, etc.)

Documents for Title III Director –Google Drive

- Maintain Testing Accommodation Database
- Schedule using required template – send any time there is a change; change date; update monthly at a minimum
- Monitor List
- WIDA Can Do Descriptor Chart

ESOL Signature Sheet

_____ (School Name) ESOL Coordinator: _____
Student Name: _____ Grade: _____

SUPPORTING DOCUMENTS:

_____ ACCESS teacher report _____ Monitored Status
_____ WIDA Can Do Descriptor _____ Other
_____ TPC form

Classroom Accommodations: Yes No

Standardized Test Accommodations: Yes No

My signature is an acknowledgement that I have received, read, and understand the ESOL TPC Plan for the student named above. I also understand that it is my responsibility to have specific accommodations for this student posted in my lesson plan book for substitute teachers and that this information is also provided for all paraprofessionals who work with this student in my classroom. I understand that I am responsible for ensuring that all accommodations are executed with integrity as specified in the TPC Plan.

Signature

Date

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ESOL Parent Information/ Documentation

In an effort to improve and strengthen the ESOL program, services, and parent communication, we need the following information to better inform you about your child's school and/or classroom activities.

Date: _____ Student name: _____

Preferred Language _____

Primary Contact/Relationship _____

Home Phone: _____

Cell Phone: _____

Email: _____

Secondary Contact/Relationship: _____

Home Phone: _____

Cell Phone: _____

Email: _____

ESOL Información para Padres / Documentación

En un esfuerzo por mejorar y fortalecer el programa de ESOL, los servicios, y la comunicación entre padres, necesitamos la siguiente información para informar mejor acerca de la escuela de su hijo y / o actividades de clase.

Fecha: _____ nombre del estudiante

Idioma preferido _____

Principal Contacto / Relationship _____

Teléfono de la casa: _____

Celular: _____

Email: _____

Contacto secundario/Relationship:

Teléfono de la casa: _____

Teléfono celular: _____

Email: _____

DCBOE EL and EL-M Student Recording Form

Student Name: _____ Grade Level: ____ School: _____

Circle Status: ESOL-Y ESOL-R MY1 MY2 No TPC 504 Y ____ N ____
 SPED _____

Teacher(s): _____ Year _____

Student Accommodation(s) on TPC Plan:

WIDA Can-Do Proficiency Levels: Reading: ____ Listening: ____ Speaking: ____
 Writing: _____

Time Period	ELA	Math	Science	Social Studies	Other
1 ST 9 Weeks Absences: ____ ISS: ____ OSS: ____	BOY Lexile: ____ BOY: ____	BOY: ____			
2 ND Weeks Absences: ____ ISS: ____ OSS: ____	MY Lexile: ____ MY: ____				

*Attach Report card and Note Teacher Contacts in the box provided.

____ Instructional Services:

____ I recommend TPC continue as is. Date: _____

____ I recommend the following changes/additions:

____ Date: _____

Student Name: _____

Grade Level: _____

Time Period	ELA	Math	Science	Social Studies	Other
3rd 9 Weeks Absences: ____ ISS: ____ OSS: ____					
4 th Weeks Absences: ____ ISS: ____ OSS: ____	EOY Lexile: __ EOY: _____	EOY: _____			

*Attach Report card and Note Teacher Contacts in the box provided.

___ Instructional Services:

___ I recommend TPC continue as is. Date: _____

___ I recommend the following changes/additions:

_____ Date: _____

Monitored Consult Documentation: Regular Ed Teacher Communication – Aug _____

Sept _____ Oct _____ Nov _____

Dec _____ Jan _____ Feb _____ March _____ April _____ May _____

Additional Notes:
