



SPARTANBURG
SCHOOL DISTRICT 4

**Plan of Service For
English Learners
(ELs)**

June 2022

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ESOL PROGRAM GOALS & OBJECTIVES

The goal of the Spartanburg County School District Four's English to Speakers of Other Languages (ESOL) Program is to provide equal educational opportunities to students who have a primary or home language other than English and who are Limited English Proficient (LEP) or Non-English Proficient (NEP). The primary focus is to provide an English-rich environment so those students will become proficient in English as soon as possible.

The District strives to create a learning environment that encourages student pride in their cultural heritage and provides the cognitive and affective support to help students become contributing members of society.

This program, beginning in kindergarten and continuing through high school, will provide each non-English or limited English speaking child the opportunity to be successful in academic areas and to develop listening, speaking, reading and writing proficiency in order to be successfully mainstreamed into all classes:

The following are learning objectives from which the program will be implemented:

- To identify and assess all students whose native or home language is something other than English.
- To provide ESOL instructional support to all students, who do not understand, speak, read, or write English.
- To assess and monitor the academic progress of language minority students in the District with an ongoing evaluation process.
- To provide an opportunity for multilingual students to function comparably with their English speaking classmates after the appropriate level of assistance.
- To create a learning environment that will provide for cognitive and affective needs.
- To exit students from the program when their language abilities are educationally appropriate for the mainstream classroom.
- To support the curriculum and ESOL instruction of the regular classroom as appropriate to the developmental stage of the student.
- To provide staff development in appropriate instructional and assessment strategies for principals, guidance counselors, teachers and other school personnel, as needed, on the language and cultural needs of multilingual students.
- To communicate instructional goals and expectations to parents and encourage them to support their children's progress.
- To hire and maintain sufficient staff to provide English Learners (ELs) with an equal educational opportunity.

WHO IS A LIMITED ENGLISH PROFICIENT (LEP)/ENGLISH LEARNER (EL) STUDENT?

Research suggests that the average EL will gain Basic Interpersonal Communication Skills (BICS) in one to two years. This includes the language of play and context embedded language. However, BICS does not include the language necessary for ESOL students to compete academically with their peers.

Cognitive Academic Language Proficiency (CALP) is the language necessary for learning content and being able to read and comprehend on grade level. The average student will gain this type of language in five to seven years. Since much of the content that students learn in school is cyclical, this process is manageable for these students. For example, the content that a student is exposed to at one grade level will be repeated and studied further the following years. The knowledge gained each year is built on as a student progresses through his school career.

Limited English Proficient/English Learner:

The SC definition of limited English proficient (LEP)/English learner (EL) is referenced to NCLB,[P.L. 107-110, Title IX, Part A, § 9101, (25)]:

“(25) LIMITED ENGLISH PROFICIENT. – The term ‘limited English proficient’, when used with respect to an individual, means an individual –

- (A) who is aged three through 21
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (III) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in Section III (b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.”

All ELs participate in required statewide assessment with or without accommodations. There are no exemptions from state assessments for ELs except as provided for within guidance from USED and the SC Accountability Workbook (SCAW).

ELs will be included in the LEP subgroup for the purpose of accountability, as defined in the SCAW, until they score at the “met” level on the required statewide assessments and have scored at the “fluent level” on the state English language proficiency test. As defined in the SCAW, students in their first year in U.S. schools are exempted from taking the statewide English language arts assessment as long as they take the state English language proficiency test. They must take the statewide math and science assessments; however, the score will not count for AYP, as reflected in the Deputy Superintendent for Accountability’s memo.

When students have met state requirements for English language proficiency in accordance with the SC Accountability Workbook, they will be classified as “Exited” and will be monitored for four additional years by the LEA to confirm continued academic success.

Students who re-enter the program based on poor academic performance or a reading score on a state assessment that does not meet the standard are required to receive EL services. Any students who have re-entered will not be classified as “Exited” until they have again met state requirements for English language proficiency in accordance with the SCAW.

The LEP/EL definition includes students with a wide range of educational needs with respect to learning English for Speakers of Other Languages (ESOL). Examples include the following types of students:

- Children of recent immigrants who speak no English and who have had little or no formal training in written language,
- Children of immigrants who have had formal training in English during formal schooling, and
- United States-born children whose primary language is not English and/or who have had limited formal education through English language.

COURT RULINGS AFFECTING ENGLISH LEARNER

LAU vs. NICHOLS

ELLs and U.S. Schools

English Language Learners may enter the U.S. school system with previous educational experience and literacy skills in their native language, or their schooling may have been interrupted by world events and they may not be able to read and write or perform academically at grade level in their mother tongue. ELL students not only enter U.S. schools at all ages and grade levels, but they also possess the same range of skills and educational needs as do any other students – they may be candidates for gifted and talented programs, or may be in need of special education services.

English Language Learners must learn the same academic content that fluent English-speaking students are learning in school, except that ELLs must do so at the same time as they are acquiring a new language. Learning a language is a difficult task which takes time. In school, a more formal and abstract form of English is employed by teachers and in textbooks; making it that more difficult to comprehend. In 1974, the Supreme Court ruled in *Lau v. Nichols* that school districts must provide special services to English Language Learners so that they have equal educational opportunity. In its ruling, the Court noted:

there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.
[414 U.S. 563 (1974)]

ELLs need language instruction educational programs which allow them to progress academically while they are acquiring English language skills. There are several different program models; however all include both academic content and English language development components. The specific model a school district implements will depend on the composition of the student population, resources available and the community’s preferences.

PLYLER vs. DOE

In 1982, the Supreme Court rules in *Plyler v. Doe*, 457 U.S. 202 (1982), that public schools were prohibited from denying immigrant students access to a public education. The Court stated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents. Undocumented immigrant students are obligated, as are all other students, to attend school until they reach the age mandated by state law.

Public schools and school personnel are prohibited under *Plyler* from adopting policies or taking actions that would deny students access to education based on their immigration status.

Based on the Supreme Court's ruling, public school districts should consider the following practices in working with ELL students:

- School officials may not require children to prove they are in this country legally by asking for documents such as green cards, citizenship papers, etc. They may only require proof that the child lives within the school district attendance zone, just as they might for any other child.
- Schools should be careful of unintentional attempts to document students' legal status which lead to the possible "chilling" of their *Plyler* rights.

- **The following school practices are prohibited:**

- *Barring access to a student on the basis of legal status or alleged legal status.

- *Treating students disparately for residency determination purposes on the basis of their undocumented status.

- *Inquiring about a student's immigration status, including requiring documentation of a student's legal status at initial registration or at any other time.

- *Making inquiries from a student or his/her parents which may expose their legal status.

- **Federal Program Requirements** - Federal education programs may ask for information from parents and students to determine if students are eligible for various programs, such as Emergency Immigrant Education. If that is the case, schools should ask for voluntary information from parents and students or find alternative ways of identifying and documenting the eligibility of students. However, schools are not required to check or document the immigrant status of each student in the school or of those students who may be eligible for such programs. The regulations do not require alien registration numbers or documentation of immigration status.
- **Social Security Numbers** - Schools should not require students to apply for Social Security numbers. If schools decide to pass out Social Security registration forms to assist the Social Security Administration, they must tell parents and students, in appropriate languages, that the application forms are merely a service and it is up to the parents and students whether the applications are actually filed. They should stress that schools will not monitor the filing of these applications. Additionally, schools should not require any student to supply a social security number.
- **School Lunch Programs** - In order to qualify for Free or Reduced Lunch Programs, all applicants are required to furnish either of the two following types of information:

- *Social Security numbers of all household members over the age of 21, should they have one

- *For all household members above the age of 21 who do not have a Social Security number, an indication of the application that he or she does not possess one.

- *If a student or household members over the age of 21 do not have a Social Security number, "none"

should be written in that space or another identifying number could be assigned by the school.

*Parents and students should be reminded that the Family Educational Rights and Privacy Act (FERPA) prohibits any outside agency, including the Immigration and Naturalization Services (INS), from getting this information without obtaining permission from the student's parents or a valid court order.

*School lunch programs are interested in determining household income, not in determining a student's legal status.

- **Communication with INS** - Any communication to INS initiated by a school or school official concerning a specific student is prohibited. If parents and/or students have questions about their immigration status, school personnel should refer them to legal service organizations, immigrant rights organizations, or local immigration attorneys. They should not advise immigrants to go directly to INS offices without first getting proper advice from an attorney or immigrant rights advocate.
- **Requests for information by INS** - School personnel are prohibited from cooperating with INS in any way that may jeopardize an immigrant students' right of access (with the exception of the administration of F-1 and J-1 visas). INS requests for information can only be released upon the presentation of a valid subpoena. All school personnel should be advised of this policy. If a subpoena is presented, it may be advisable to check with an attorney to properly check into the validity of the subpoena.
- **Requests by INS to enter a school** - School personnel should not cooperate with INS in any manner that jeopardizes immigrant students and their right of access. The school principal should meet with INS officials in the front office with a credible witness present, deny the INS officials consent, and request to see a legal warrant. If a warrant is presented, the principal should determine that it:

- *Lists the school by its correct name and address

- *Lists students by name

- *Be signed by a judge

- *Be less than ten days old

- *Be served by an INS officer with proper identification. To protect other students in the school, the principal should bring the INS officials to the office and request that they remain there while the named student(s) is brought to them. The principal should immediately inform the Superintendent and school attorney.

School District Personnel should always consult an attorney to clarify their duties and responsibilities under Plyler. This document is intended solely for guidance.

Source:

"Immigrant Students: Their Legal Right of Access to Public Schools. A Guide for Advocates and Educators" by John Willshire Carrera, Esq. National Coalition of Advocates for Students. Boston, MA.

LEA GUIDANCE FOR SERVING LIMITED-ENGLISH PROFICIENT STUDENTS/ENGLISH LEARNERS

The SCDE has established the following requirements and best practices for programs and services for student who are English language learners:

1. Spartanburg District Four will:
 - Develop and implement a comprehensive English Learners (EL) Plan.
 - Identify and provide resources to serve language minority and English Learners (Appendix A).
 - Coordinate programs and services to language minority and
 - ELs and their parents at the local school level.
 - Report annually to the SCDE information concerning the identification, placement and educational progress of language minority and ELs.
2. Spartanburg District Four will report annually to the SCDE information relating to the number of students who are ELs and services rendered.
3. Spartanburg District Four will administer a Home Language Survey (Appendix B) to every student at the time of enrollment and shall ensure that surveys are maintained in each individual student's permanent record.
4. Spartanburg District Four will adopt, acquire, and administer a state-approved language proficiency test and will provide appropriate and sufficient training for designated staff to administer the test to any and all students whose Home Language Survey indicates that a language other than English is their primary language. The Kindergarten WIDA-ACCESS Placement Test (W-APT) and the WIDA Screener are the two state-approved language proficiency tests that may be used for diagnostic and placement purposes. (As other language assessments are adopted by the state, information will be disseminated to appropriate personnel in each LEA).
5. Spartanburg District Four will establish and implement a system such that each limited English proficient student has a student support team to analyze information gathered from the student enrollment process and English language proficiency assessment. The team should make decisions about the types of instructional and support services that are needed. At a minimum, information from the Home Language Survey, the language proficiency test, the student's home and educational background, and the student's content knowledge and skills as demonstrated in the classroom should be considered in decisions about programs and services to be provided.
6. Spartanburg District Four will evaluate the effectiveness of their ESOL program using the WIDA ACCESS for ELLs 2.0 and statewide assessments. The LEA must determine if changes are needed in its program model(s) of instruction to ensure that ELs make adequate progress as compared to all other students.
7. Spartanburg District Four will ensure that language minority and ELs have equal access to instructional, support, and extracurricular programs, services, and activities.
8. Spartanburg District Four will develop and implement an English language instruction education program that provides ELs genuine and practical opportunities to develop English proficiency, and to learn and to demonstrate achievement of the state academic content standards that is expected of all students. The program should employ curricula, instructional materials, methodologies, and professional

development based on scientifically based research on teaching immigrant children and youth who are identified as ELs.

9. Spartanburg District Four will adopt appropriate evaluative procedures for measuring the progress of ELs in school and will monitor the progress of ELs in English proficiency and acquisition of grade-level content standards. Multiple assessment measures, including teacher judgment, should be used to evaluate core content knowledge and skills in English comprehension, listening, speaking, writing, and reading. When an EL is not making progress in school, Spartanburg District Four will ensure that appropriate modifications in the English language instruction educational program are made. The student support team should review progress periodically and revise the program as needed.
10. Spartanburg District Four will follow the state program exit criteria so that a student is not maintained in an English language instruction education program longer than is necessary. Documentation should be retained for any eligible student whose parent declines or withdraws participation in the English language instruction education program (Appendix C). These students should be documented as “waiver” and will still be required to take the English proficiency tests until they score “fluent” and reach the criteria for exiting as all other ELs must in accordance with the SCAW. Additionally, waived students should be waived every year. Mainstream teachers of waived students must still provide appropriate accommodations for these ELs. The progress in learning English and understanding of the core curriculum of waived students must be monitored. If the student is struggling, a parent conference should be held to include a discussion about the child’s academic difficulties and the possible need to allow the student to receive direct ESOL services in order to assist their child with developing greater English proficiency.
11. Spartanburg District Four will monitor the English language and academic progress of each exited student for a minimum of four academic years (Appendix D). Students who demonstrate academic and/or social difficulties while being monitored shall be provided supplemental support and instruction and/or readmitted to an English language instruction education program.
12. Spartanburg District Four will ensure that ELs participate in the statewide assessment in accordance with current SCDE and federal policies and procedures.
13. Spartanburg District Four will ensure that ELs are not assigned to or excluded from special education programs because of their limited English language proficiency (Appendix E). Evaluation, placement, and notification to parents of students with special needs shall be conducted in accordance with current authorization of the Individuals with Disabilities Education Improvement Act of 2004 and its implementing regulations, and Section 504 of the Rehabilitation Act of 1973, and its implementing regulations.
14. Spartanburg District Four will ensure that ELs are not excluded categorically from programs for the academically gifted, from other specialized programs, or from student support services that are available to other students in the school.
15. Spartanburg District Four will ensure that ELs are educated in the least restrictive and least segregated manner possible based on the educational needs of the student. Students will be included, to the extent possible and practicable, in all aspects of the regular school program that are available to other students.
16. Spartanburg District Four will make reasonable, meaningful, and sufficient efforts to involve parents/guardians of students who are ELs in the student’s overall educational program. Notifications of

Spartanburg District Four and school policies and procedures, school activities, academic and behavioral expectations, available alternative language and support services, and student academic progress will be made to parents/guardians in a uniform format and, to the extent practicable, in a language that they can understand.

17. Spartanburg District Four will establish, implement, and communicate to language minority parents/guardians, community groups, and other interested parties reasonable, meaningful, and sufficient methods for them to express ideas and concerns regarding the provision of services to ELs.
18. Spartanburg District Four will report annually to its constituents the required information for ELs by means of the Annual LEA Report Card.
19. Spartanburg District Four will submit to the SCDE, upon request, certain data and other information to reflect participation and progress in all areas of the English language instruction educational program.

COMPREHENSIVE PLAN

Every LEA in South Carolina that receives Title III funds must develop and implement a comprehensive plan for serving students who are ELs and immigrant students, in accordance with Section 3116 of Title III of the No Child Left Behind Act of 2001. The plan should address each aspect of the LEA's program for all ESOL students, at all grade levels, and at all schools in the school system. It should contain sufficient detail and specificity so that each staff person can understand how the plan is to be implemented and should contain the procedural guidance and forms used to carry out responsibilities under the plan. LEAs not receiving Title III funds are encouraged to develop and implement a comprehensive plan.

SEC. 3116. LOCAL PLANS.

(a) **PLAN REQUIRED-** Each eligible entity desiring a subgrant from the State educational agency under section 3114 shall submit a plan to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require.

(b) **CONTENTS-** Each plan submitted under subsection (a) shall —

- (1) describe the programs and activities proposed to be developed, implemented, and administered under the subgrant;
- (2) describe how the eligible entity will use the subgrant funds to meet all annual measurable achievement objectives described in section 3122;
- (3) describe how the eligible entity will hold elementary schools and secondary schools receiving funds under this subpart accountable for —
 - (A) meeting the annual measurable achievement objectives described in section 3122;
 - (B) making adequate yearly progress for limited English proficient children, as described in section 1111(b)(2)(B); and
 - (C) annually measuring the English proficiency of limited English proficient children, so that such children served by the programs carried out under this part develop proficiency in English while meeting State academic content and student academic achievement standards as required by section 1111(b)(1);
- (4) describe how the eligible entity will promote parental and community participation in programs for limited English proficient children;
- (5) contain an assurance that the eligible entity consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing such plan; and

- (6) describe how language instruction educational programs carried out under the subgrant will ensure that limited English proficient children being served by the programs develop English proficiency.
- (c) **TEACHER ENGLISH FLUENCY-** Each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for limited English proficient children that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
- (d) **OTHER REQUIREMENTS FOR APPROVAL-** Each local plan shall also contain assurances that —
- (1) each local educational agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year;
 - (2) the eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part;
 - (3) the eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children;
 - (4) the eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards; and
 - (5) the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127.

Each LEA should establish a committee or work group that includes administrators, teachers (both English language instruction educational program teachers and regular classroom teachers), instructional assistants, school counselors, and others who work with the EL population. The committee should include parents, students, and community representatives who work with these students and their families in other settings. By working with a group that includes these stakeholders, the LEA can receive valuable input from those whose support and efforts may be important to the success of the English language instruction educational program. Inclusive approaches in program design and development tend to promote overall community awareness and support. In addition, these individuals will be valuable resources during program improvement and evaluation activities.

Many factors affect the types of education programs that school systems may offer, including the number of students and the variety of languages they speak. Consequently, the SCDE allows school systems broad discretion concerning how to ensure equal educational opportunity for ELs. The SCDE does not prescribe a specific intervention strategy or type of program that an LEA must adopt to serve ELs. The law requires effective instruction that: (1) leads to the timely acquisition of proficiency in English and (2) provides teaching and learning opportunities so that each student can become proficient in the state's academic content and student academic achievement standards within the specified time frame that is expected for all students.

IDENTIFICATION OF ENGLISH LEARNERS

A home language survey form is completed by students who enter and/or are enrolled in Spartanburg School District Four, as appropriate, to determine if there is the influence of a language other than English. The home language survey should only be completed once at initial enrollment. This will identify any languages other than English that are:

- First learned or acquired by the student;
- Used by the student in the home; or
- Used by the student with friends outside the home.

Upon enrollment, all schools in the district conduct the Home Language Survey. The parent signs the survey. When a parent is non-English or limited English speaking, a bilingual translator is provided, if necessary.

The school ESOL contact or ESOL teacher will ensure that, within two weeks of enrollment, copies of the survey are filed in the permanent record folder of the student at the local school and one copy is distributed to the ESOL District Coordinator or ESOL Teacher.

If a language other than English is identified in any of the Home Language Survey responses, the student will be identified as a potential EL. A language assessment is conducted by certified staff to determine language dominance and proficiency.

ASSESSMENT OF ENGLISH LEARNERS

Within thirty (30) school days of enrollment at the beginning of the year or ten (10) school days of enrollment during the year, the WIDA ACCESS Placement Test (W-APT) or the WIDA Screener is administered to all potential ELs by an ESOL teacher. Identified students are eligible for services in accordance with the state ESOL guidelines.

Assessment of English Language Proficiency

- Students who are non-English language background will be administered the WIDA ACCESS Placement Test (W-APT) or the WIDA Screener to determine their English language skills.
- All students served in the ESOL program shall be assessed annually, using WIDA ACCESS for ELLs 2.0, to determine readiness to exit, as well as to measure progress. These scores will be kept on file to document eligibility and provide data for possible future requests regarding program accountability.
- All data related to student eligibility will be maintained in the student's permanent record.

Assessment of EL Status

Spartanburg School District 4, using trained staff, utilizes the WIDA ACCESS Placement Test (W-APT) or the WIDA Screener for identifying students new to the program and the WIDA ACCESS for ELLs 2.0 to measure student progress.

- Students not scoring competent or fluent on any part are eligible for ESOL services without further assessment.
- Students placed in mainstream classes will be monitored for ESOL services to ensure their language skills are sufficient for academic success.

PLACEMENT OF STUDENTS

In order to assist in student placement and educational planning, the ESOL teacher will collect and review information regarding the student's past educational background to determine whether or not the student should be tested for English language proficiency. All potential ELs will be assessed. If educational records and testing indicate the student is not achieving on grade level, the ESOL teacher and administration will determine appropriate remediation/intervention plans.

ESOL Services

Eligible students are placed in an ESOL program within 30 days of enrollment. Students are served in small groups through a pull-out class, push-in, or an ESOL class period. Length of instruction depends on grade level and school scheduling.

The intensity of ESOL services is determined by the needs of the EL. All students will receive a minimum of 45 minutes of services weekly. Non-English Proficient (NEP) students will receive greater intensity of services until they are able to benefit from regular class instruction.

These are accommodations/modifications, which may be adopted:

- Accommodation/Modification of regular classroom assignments and tests
- Pull out individual or small group tutoring by an ESOL teacher
- Appropriate technology activities/other instructional activities
- Peer tutoring
- After-school and summer programs
- Parent involvement
- Other special programs/supplemental services which would be beneficial to the student
- Exemption from, or accommodations/modifications for, state mandated testing
- Monitoring academic progress of ELs

Accommodations/Modifications for ESOL Students in Regular Education

The ESOL teacher and the regular classroom teacher collaborate to determine appropriate instructional objectives and needed accommodations/modifications for ELs in the School System. The Individualized Modifications/Accommodations Plan Form may be utilized to identify and document appropriate accommodations (Appendix F).

SERVICES FOR ENGLISH LEARNERS

The ESOL program is designed to meet the educational needs of all students. The ESOL curriculum provides for the development of communication skills in listening, speaking, reading and writing. Primarily, the ESOL curriculum emphasizes the development of competency in speaking and understanding English. When pupils have a reasonable command of basic functional vocabulary and grammatical structure, they will begin to read and write what they have learned. The emphasis on grammatical patterns is one of the major differences between a regular English/language arts program and English for Speakers of Other Languages program. ESOL students work for many years to use correctly the structures and grammatical patterns that English speaking students acquire intuitively.

Students are served by an ESOL teacher with services delivered through a pull-out class, push-in, or an ESOL class period. These teachers meet with ESOL students in small groups. Length of instruction depends on grade level and local school scheduling. Scheduling of instructional sessions is done collaboratively between the ESOL teacher and administrators.

I. WIDA STANDARDS

South Carolina has adopted the WIDA Standards to be used with English Learners. The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

The English Language Development Standards

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

Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings. Standards 2-5 address the language of the content-driven classroom and of textbooks, which typically is characterized by a more formal register and a specific way of communicating (e.g., academic vocabulary, specific syntactic structures, and characteristic organizational patterns and conventions).

WIDA's standards framework shows examples of how language is processed or produced within a particular context through **MODEL PERFORMANCE INDICATORS (MPIs)**. MPIs are meant to be examples and not fixed guidelines of the language with which students may engage during instruction and assessment.

LANGUAGE FUNCTIONS are the linguistic processes used in receiving or conveying a message. This first part of the MPI describes how ELs process or produce language

The second element of the MPI is the **CONTENT STEM**. The content stem is derived from the state standards. The content stem denotes WIDA's view that language development should be integrated with content instruction and assessment through meaningful and authentic contexts.

The third element of the MPI is the instructional **SUPPORT**. It is always listed at the end of the MPI and illustrates the importance of scaffolding language development for ELs, at least through level 4. Educators need to organize their instruction and assessment with intention, especially considering students' roles in partner and group work, to ensure the efficacy of any support. WIDA categorizes supports as sensory, graphic, or interactive, with some examples of each below.

Examples of Sensory, Graphic, and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the native language (L1)
Videos & films		With mentors
Broadcasts		
Models & figures		

II. CAN DO DESCRIPTORS

The Can Do Descriptors have been created by teachers, primarily for teachers, who work with English learners. They are designed to support teachers by providing them with information on the language students are able to understand and produce in the classroom. These Descriptors for the four language domains-listening, speaking, reading, and writing-and five levels of English proficiency are based on the WIDA English Language Proficiency Standards.

Interpretation of the Can Do Descriptors

To maintain the succinctness of the individual statements, some basic assumptions need to be made in interpreting the Can Do Descriptors.

1. Sensory, graphic, or interactive supports are present through language proficiency level 4, Expanding.
2. English learners can process or produce the **language** associated with the stated language functions.
3. Linguistic complexity, vocabulary usage, and language control increase incrementally as students move from one English language proficiency level to the next.

Can Do Descriptors for the Levels of English Proficiency, PreK-12

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures, or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find Details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/genres of writing 	

EQUAL ACCESS TO ENGLISH LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS AND SERVICES

The South Carolina Department of Education does not, from a statewide perspective, prescribe specific guidelines for determining the nature of programs designed for English learners. The number of students may vary from only a few in some LEAs to several thousand in others. For this reason, decisions concerning the instructional program model must be made by each LEA.

ESOL is an instructional program that assists students in learning English. It addresses listening, speaking, reading, writing, content vocabulary, cultural awareness, and study skills through clearly articulated objectives regarding what is to be accomplished.

At the same time, academic content must be provided. Two effective instructional methods are content-based ESOL instruction provided by ESOL-certified teachers and sheltered instruction in content areas provided by highly qualified content-area teachers. Communication and collaboration between ESOL teachers and content-area teachers are essential regardless of program model.

Each school district may decide which scientifically based English language learner program model is best for its given circumstances. Any school district with one or more English learners must provide ESOL services for those students. The ESOL program must provide students with the conversational and academic English language skills necessary to function successfully in an English-speaking academic setting. If academic deficiencies exist, the LEA must provide additional support as needed to ensure that ELs meet the same challenging state academic standards that all students are expected to meet.

Following is a list of scientifically research-based programs of instruction from which school systems may choose:

Content-Based ESOL Instruction

This approach to teaching English as a second language uses instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, and cognitive and study skills. English is used as the medium of instruction, and an ESOL-certified teacher delivers instruction in content-based ESOL. This approach helps ELs at a beginning and intermediate level to learn academic content while they are learning English.

ESOL Pullout

In this approach, a student is pulled out of the mainstream classroom for special instruction in ESOL. This instruction should ideally reinforce the same standards and content that ESOL students are learning in their mainstream classrooms. ESOL-certified teachers, or those working toward certification should provide the pullout instruction.

Structured Immersion with ESOL Methodologies

Structured immersion is designed to teach English to ELs via academic content instruction in English by the mainstream teacher. The goal of such a program is the development of English language and literacy. Immersion programs develop the student's English language skills through use of ESOL methodologies in delivering content area instruction in English. No separate ESOL component is included. Students may address the teacher in either their first language or English, but teachers respond in English. Content area instruction is

based on the notion of comprehensible input, in which the teacher uses only the English vocabulary and structures that can be understood by the students and uses ample visuals to develop additional English vocabulary and structures.

Sheltered Instruction

This approach is widely used for teaching language and content to ELs in the mainstream classroom, particularly as schools prepare students to achieve high academic standards. In Sheltered Instruction, academic subjects (e.g., science, social studies, mathematics) are taught using English as the medium of instruction. Sheltered Instruction helps ELs acquire proficiency in English while at the same time achieve in content areas. Sheltered Instruction differs from ESOL and content-based ESOL in that English is not taught as a language with a focus on learning language. Rather, content knowledge and skills are the primary goals. In the sheltered classroom, highly qualified content-area teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. ESOL certification is also recommended for mainstream teachers providing Sheltered Instruction.

Newcomer Program

A Newcomer Program addresses the specific needs of recent immigrant students, most often at the middle and high school levels, especially those with limited or interrupted schooling in their home countries. Major goals of newcomer programs are to acquire beginning English language skills along with core academic skills and to acculturate the student to the United States school system. Newcomer programs should be of short duration (no more than six months) and should mainstream students for a portion of the day.

Inclusion

In the inclusion model, ELs are instructed in a conventional elementary, middle, or high school classroom where they are taught content using ESOL strategies by a subject area certificated teacher who has also completed appropriate ESOL training. Work assigned must be appropriately modified based on the English proficiency level of the student and grades must be given on the accommodated work.

Summary

Depending on the number of ELs in an LEA, these programs may be implemented in various ways to best meet the needs of students. Whatever program models are selected, instruction in English language instructional programs must be provided by qualified and appropriately trained teachers. In middle or secondary settings, an EL may receive instruction during a regular class period and receive credit for the course. Services by paraprofessionals must be provided under the supervision of a certified teacher.

All teachers are language teachers. Everyone is a language learner throughout his or her life. When a child enters a mainstream or regular education class, he or she may need language development and/or other types of temporary instructional modifications or accommodations. As the EL attains fluency in English, fewer variations or accommodations in classroom activities will be necessary.

PARENTAL INVOLVEMENT AND NOTIFICATION

Upon enrollment of any student in the school district, school personnel will administer a Home Language Survey in order to determine that student's dominant language. The HLS should only be completed once at initial enrollment. Should the Home Language Survey indicate that English is not the student's primary language, the district will administer a state approved language assessment instrument within thirty school days of enrollment at the beginning of the year or ten school days of enrollment during the school year. If the results of the language assessment instrument determine that ESOL services are necessary, school personnel will explain the ESOL program and available services to the student and parent in a manner that they can understand. If necessary, the district will provide a translator for this initial interview and any subsequent parent conferences.

The School District will ensure that communication with the parents of ELs is in their native language or a language comprehensible to them. It will also maintain a copy of each type of written communication sent to parents of ELs. Community groups and parents of ELs may be involved in the planning of activities for ESOL students.

The LEA should:

- evaluate educational programs annually to identify and eliminate barriers to meaningful involvement and understanding of parents who may be non-English or limited-English speaking;
- provide assistance if needed in the enrollment of a limited-English or non-English speaking student;
- provide an interpreter if needed for parent/teacher conferences;
- ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is provided in the parent's language;
- provide meaningful opportunities for parents of English learners (ELs) to participate in the education of their children, including providing school information in a language and form parents can understand; and
- include parents of ELs, to the extent practicable and possible, in the development of LEA and school-parent involvement policy plans and Title I school-based plans.

Following is a list of factors that may impact the degree and extent of involvement by parents for ELs:

- length of residence in the United States;
- English language proficiency;
- availability of support groups and bilingual staff;
- prior experiences of parents; and
- economic need of parents.

Interpretation and Translation Services

Spartanburg District 4 has two certified interpreters and translators that work within the district. In addition, District 4 has a contract with Houchens Interpretations and Translations (HIT) Services. HIT Services provides Interpretation and Translation Services to a variety of customers, including major comprehensive health care systems, physician's offices, state agencies, school districts, attorneys and private companies. Their goal is to ensure effective communication through the provision of high quality language services that allow their customers to accurately communicate with their clients.

Interpretation is the oral rendition of a message from one language (source language) into another (target language), conveying the meaning and spirit of the original message in both languages. HIT Services specializes in providing accurate, reliable and confidential interpretation services in different languages, facilitating communication between providers and LEP (Limited English Proficient) individuals. HIT Services provides language minority students and their parents with non-discriminatory and comparable access to

education. They adequately inform parents of school activities as well as allow parents to be an active part of their children's education. They assist with parent/teacher conferences, Individualized Education Programs (IEPs), annual reviews, and any other meetings where parents may need assistance.

Translation is the written rendering of the meaning of a text from one language into another. HIT Services specializes in qualified, professional, accurate, and confidential translation of documents from and into a great variety of languages. They assist in any written translations that may be needed within the district.

The LEA must ensure that appropriate notification is made to parents prior to placing a student in an English language instruction educational program (Appendix G). According to Title III, Part C, Section 3302(a), each LEA shall, "not later than thirty (30) days after the beginning of the school year, inform a parent or the parents of a limited-English proficient child identified for participation in, or participating in" an English language instruction educational program, about the following:

- the reasons for the identification of the student as limited-English proficient and the need for placement in an English language instruction educational program;
- the student's level of English proficiency; how such level was assessed; and the status of the student's academic achievement;
- how the method of program instruction to be used differs in content, instructional goals, and use of English from "regular" programs in the school;
- how the program will meet the educational strengths and needs of the student
- how the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for the programs; the expected date of transition from the program into regular classrooms; and the expected date of graduation from high school, if appropriate; and
- if applicable, how the program meets objectives of the student's individualized education plan (IEP).

Specifically, the following information pertaining to parental rights must be provided in writing:

- the right of the parents to have their child immediately removed, upon their request, from the English language instruction educational program;
- the options that parents have to decline to enroll their child in an English language instruction educational program or to choose another program or method of instruction if another program or method is available; and
- the assistance that will be provided for parents in selecting from among various programs and methods of instruction if more than one program or method is offered by the LEA.

There is a form for parents/guardians to sign if they do not wish to have the student enter the ESOL program. It is necessary to have the parent/guardian sign this form in order to have documentation that the ESOL program services were offered and refused. This form will be kept in the student's permanent record, and the ESOL teacher will also keep a copy in the ESOL records.

The LEA must ensure that separate notification is made to parents to notify them of English Learners (ELs) that the LEA has failed to meet Title III Annual Measurable Achievement Objectives (AMAO) for any fiscal year (Appendix H). According to Title III, Part C, Section 3302(b), "each LEA shall, separately inform a parent or the parents of a child identified for participating in such program, of such failure not later than thirty (30) days after such failure occurs."

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the LEA must carry out the parent notification requirements within two weeks of a student being placed in such a program.

STUDENT EVALUATION

On an annual basis, the LEA must ensure that each school evaluates and documents the progress of each EL's acquisition of English and their academic progress. WIDA ACCESS for ELLs 2.0 is an English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English learners (ELs). It is given annually to monitor students' progress in acquiring academic English. Monitoring is necessary while students are in the English language instruction educational program as well as after they exit the program. Comprehensive and comparable data on all students are needed to evaluate the success of students in obtaining an effective and appropriate education. Ideally, maintaining these data in a computerized database will facilitate monitoring. Data on current and former students should be maintained as part of a system that includes information on all students. This allows comparisons to be made between ELs and native English speaking peers in mainstream programs.

School systems should systematically maintain the following information in individual student records and/or computer database for all students identified as ELs:

- assessment data (standardized tests taken, scores, and dates);
- academic data (courses taken, grades, attendance, promotion/retention);
- PowerSchool components for ELs;
- educational history;
- results of sight and hearing tests;
- physical conditions that may affect learning;
- classroom observations and anecdotal records by teachers; and
- enrollment history and criteria used for placement in special services (ESOL services, speech therapy, special education, gifted, other).
- exit status
- monitoring status (when appropriate)

EXITING ENGLISH LEARNERS FROM THE PROGRAM

The Spartanburg School District 4 follows state guidelines in exiting students from the ESOL program. Students are evaluated annually, using WIDA ACCESS for ELs 2.0, to determine progress and placement for the following year. If students are being considered for exit during the year, the ESOL teacher or other certified staff will test in order to gather data for exit. In the event an ESOL student exits, he/she will be monitored for a minimum of four years (Appendix I).

All ESOL students are evaluated annually using WIDA ACCESS for ELLs 2.0. To determine a student's readiness to exit the ESOL program, the following will be used:

- State defined criteria
- Reading and writing that are acceptable for the student's particular grade placement.
- Success in the core subject areas (student is achieving at grade level or is achieving at the highest potential for the student)

MONITORING SUCCESS OF FORMER ENGLISH LEARNERS

Grade reports for all students who exit the ESOL program will be monitored for a minimum of four years by the ESOL and mainstream teacher(s). In determining whether a student's lack of success in a core subject is due to previous LEP status, factors such as attendance, teacher observation, etc. will also be taken into consideration. If it is determined that a student is in need of additional ESOL services appropriate changes will be made in the student's program. These will include additional language support, extra tutoring in necessary subjects, and/or exit exam preparation. Any student who has exited the program and begins having academic difficulty in a course may receive ESOL support at the request of the parent and/or teacher. If the problem is determined to be language related, an intervention plan will be implemented for that student until the deficiency is corrected.

The school system follows the promotion/retention policy as set forth by the Board of Education.

ESOL MAINSTREAMING

Mainstreaming is defined as placing students in regular classes when they have demonstrated the academic and social skills to profit from such placement. Such a move should not necessitate major changes in either teaching techniques or preparations for the mainstream teacher. The process should be a gradual one and should start with a subject in which the student is strong.

The following are recommendations for mainstreaming criteria:

- The student is mainstreamed for math and science before language arts or social studies.
- The student is ready for mainstreaming if he/she is not functioning below the midpoint of the group in the regular classroom.
- The student must be able to work independently and function within a large group.

STATE-MANDATED ASSESSMENTS

The South Carolina Education Accountability Act has set high standards for all students and holds schools and LEAs accountable for reaching those standards. The SCDE requires participation of all students in the South Carolina Student Assessment Program. Requirements and guidelines for the state's assessment system are distributed regularly, and training is provided at least annually to LEA test coordinators. The SCDE periodically provides update training and print communications to LEA superintendents, test coordinators, and federal programs coordinators. Please retain the correspondence for future reference.

Administration of all student assessments shall be according to established guidelines and procedures. The current policy is included in the Test Administration Manuals for each state test. States, LEAs, and schools must assess **ALL** public school students regardless of whether a student will be included for reporting or accountability purposes and regardless of the amount of time the student has been enrolled in the state, LEA, or school as provided for within the SCAW or the most recent correspondence from the SCDE.

Assessment results for each EL who participates in the state's assessment system, under standard conditions or with approved accommodations, will be included in the calculations and determinations for academic accountability at the LEA and school levels. The SCDE will establish annual measurable achievement

objectives for ELs and for students' development and attainment of English proficiency while meeting challenging state academic content and student academic achievement standards as required by Title I, Section 1111(b)(1). These measurable objectives will include the definition of Adequate Yearly Progress (AYP) for LEP students.

Each school and LEA will be held accountable for the following:

- Annual increases in the number or percentage of students making progress in learning English,
- Annual increases in the number or percentage of students attaining English proficiency by the end of each school year,
- AYP, as defined by the state, for LEP students consistent with Title I, Section 1111(b)(7), and
- The percentage of LEP students who participate in the state's student assessment program (Title I, Section 1111(b)(2)(I)(ii) states that not less than 95 percent of each school's LEP students are required to take the state's assessments).

All discrepancies between the number of students enrolled and the number of students tested must be documented. Title I, Section 1111(b)(7), requires LEAs to annually assess the English language proficiency of each EL. Students must achieve annual measurable achievement objective targets for their English language acquisition based on the state-adopted English language development assessment. According to Title III, Part A, Section 3122(b), LEAs that do not meet their AMAO for two consecutive years are required to develop an improvement plan (Appendix L) which will ensure that the LEA meets AMAO in the future. For LEAs that do not meet AMAO for four consecutive years, the state educational agency shall

- require such entity to modify the entity's curriculum, program, and method of instruction; or
- make a determination whether the entity shall continue to receive funds related to the entity's failure to meet such objectives, and require such entity to replace educational personnel relevant to the entity's failure to meet such objectives.

PROGRAMS FOR EXCEPTIONAL STUDENTS

Placement of ELs into Special Programs

The Special Education and Talented and Gifted Program in the School System do not discriminate against students on the basis of national origin. All students have equal access to programs for which they qualify.

I. SPECIAL EDUCATION

If after consistent language accommodations and instructional modifications have been attempted for a reasonable amount of time, an EL continues to have difficulty mastering specific skills, the student should be referred to the Multidisciplinary Team (MT). Members of the MT include, but are not limited to, the parent, a regular education teacher, special education teacher, a representative of the local education agency (administrator), and school psychologist, and others who may have knowledge of the child. The ESOL teacher must be a member of the MT when discussing the needs of ELs. After the MT reviews all available information pertaining to the student, one of two things may happen:

1. The MT may recommend additional modifications for the classroom. If these modifications are successful, the student may be served successfully in the general education classroom with the

recommended modifications in place. If the additional accommodations are not successful, the MT can then make a referral for special education testing, or

2. The MT may determine the severity of the problem is such that a referral to special education may be made to determine if the student has a specific disability. Once a referral is made to special education, testing is completed to determine if the student qualifies as a student with a disability under the Individuals with Disabilities Education program.

When an EL is referred to special education, attempts will be made to conduct the assessment in the student's native language or through a translator. If for some reason this is not possible, or not advisable, a nonverbal instrument such as the TONI-2 (Test of Nonverbal Intelligence) will be administered. Information gleaned from parent interview regarding the student's development will also be considered. Every effort will be made to ensure that no EL is placed in special education because of language difficulties, rather than due to disability.

ELs who qualify for special education services may also continue to receive ESOL services.

PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF CHILDREN WITH DISABILITIES

Prior Notice to Parents

The School System will provide written notice to the parents of a child with disabilities within a reasonable time proposing or refusing to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

The notice will include:

- a full explanation of all of the procedural safeguards available to the parents;
- a description of the action proposed or refused by the school system, an explanation of why the school system proposes or refuses to take the action, a description of any options the school system considered and the reasons why those options were rejected;
- a description of each evaluation procedure, test record, or report the school system uses as a basis for the proposal or refusal;
- a statement of the parents' right to request a due process hearing; and a description of any other factors which are relevant to the school system's proposal or refusal.

The notice is written in language understandable to the general public, and will be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not reasonable to do so. If the native language or other mode of communication of the parent is not a written language, the state or local educational agency shall take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; that the parent understands the content of the notice, and that there is written evidence that these requirements have been met.

Notification will be provided to the parent when personally identifiable information is no longer required for the provision of educational services to children and prior to the destruction of such data.

Placement Procedures

Within thirty (30) days after determining a child's need for special education and related services, the child's individualized education program will be completed. The school system and other agencies will provide an opportunity for parents to participate through a notice which:

- includes a statement of the parent's right to participate in the development of the individualized education program meeting,
- indicates the purpose, time, date, location and persons anticipated to be in attendance;
- provides parents an opportunity to have the meeting rescheduled at a time, date or location reasonably convenient to the parents in the event the time, date or location of the meeting prohibits the parents' attendance. (In cases where parents cannot attend, other methods such as individual or conference calls, home visits, etc. shall be employed to ensure parent participation.);
- states the parents' right to obtain a copy of the individualized education program; and
- states any other factors relevant to the proposed action.

In interpreting evaluation data and making placement decisions, the School System will:

- draw upon information from a variety of sources, including aptitude and achievements tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
- ensure that information obtained from all of these sources is documented and carefully considered;
- ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and
- ensure that the placement decision is made in conformity with the least restrictive environment regulations.

If a determination is made that a child is disabled and needs special education and related services, an individualized education program will be developed for the child in accordance with federal and state regulations.

Reevaluation

The school system ensures:

- That the individualized education program for each child with disabilities is reviewed in accordance with Federal and State regulations; and
- That an evaluation of the child, based on procedures which meet Federal and State regulations, is conducted every three years if additional information is needed to establish continued eligibility, or more frequently if conditions warrant or if the child's parent or teacher request an evaluation.

II. TALENTED AND GIFTED

The School System's Talented and Gifted Education Program is available to all students identified for placement in accordance with regulations established by the South Carolina Department of Education regardless of their race, ethnicity, sex, national origin or primary language.

PROGRAM EVALUATION

The goal the School District is to provide equal educational opportunities to students who have a primary or home language other than English and who are Limited English Proficient or Non-English Proficient. Both formal and informal evaluation of the program will be utilized to determine progress in meeting this goal. Data will be compiled throughout the year and evaluated at the end of each school year to determine program strengths and weaknesses. Data will be compiled into a system report. The ESOL teacher/coordinator, principals, and district office personnel will then use this information to develop a plan of action for the upcoming school year identifying any deficiencies that need to be addressed. Methods that may be used, but are not limited to, include the following: workshops, in-service for ESOL and regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

Data to be collected each year will include the following:

General Information

- Student population, by race and national origin, for each school
- Number of ELs at each school, by grade level and by language spoken

Identification and Assessment

- The individual, by position, who is responsible for ensuring that the Home Language Survey has been completed for each student registering for enrollment for the first time
- A description of how this information is maintained, by who, and where
- The number of Home Language Surveys on file
- The number of students identified as having a primary home language other than English
- The number of parents/legal guardians who waived English language instruction educational program student services

Progress within the Program

For each school in the LEA, the name of each student in an English language instruction educational program and for each student:

- The beginning English proficiency level
- The beginning academic level
- The number of years in the English language instruction educational program
- The type of English instruction educational program service received
- The current English proficiency level
- The current academic level
- The current number of hours spent in the English language instruction educational program

Program Exit Information

- Criteria used by the LEA to determine when a student is ready to transition to “LEP Mainstreamed” status and to “Exited” status
- The number of ELs to exit the ESOL program including:
 - a) name of student by school
 - b) date ESOL services began
 - c) grade when first enrolled in ESOL program
 - d) age when first enrolled in ESOL program
 - e) entry level of LAS score

- f) date of exit
 - g) grade level at exit
 - h) English Proficiency score at exit
 - i) Percentile on norm-referenced achievement test (reading/reading comprehension) at exit.
- The number of students monitored who exited ESOL program

Staffing

- The name of each certified English language instruction educational program teacher at each school and whether the teacher is endorsed or certified as an ESL teacher
- The name and qualifications of each English language instruction educational program instructional assistant, teacher's aide, or tutor at each school
- The procedure used to allocate English language instruction educational program teachers to schools

Training

- Description of staff development training activities in teaching strategies for working with ELs, copies of sign-in sheets, and evaluations of training

Participation in Other Programs

- The total number of all students enrolled in Gifted and Talented Program
- The number of ELs enrolled in Gifted and Talented Program
- The total number of all students enrolled in special education
- The number of ELs enrolled in special education
- The total number of all students enrolled in Career and Technology Education
- The number of ELs enrolled in Career and Technology Education

Communication

- The number and name of the different languages for which the LEA has written school-related documents
- A list of interpreters who are readily available to assist in parent/guardian communications and a description of how the list is maintained, by whom, and where
- A description of efforts and activities to involve parents/guardians in the educational process

General Comparison Information

- Dropout rate for all students
- Dropout rate for ELs
- The number of truancy petitions for all students
- The number of truancy petitions for ELs
- The overall graduation rate for all students
- The overall graduation rate for ELs
- The retention rate for all students
- The retention rate for ELs
- This data can be collected through the SDE data collection system to the fullest extent possible rather than through written reports, except where necessary.

STAFF DEVELOPMENT FOR ALL SCHOOL ADMINISTRATORS AND SCHOOL PERSONNEL

A strong professional development component and appropriate instructional materials provide solid support for high standards for all students. Professional development takes several forms: pre-service education for teacher candidates, in-service education for new and veteran teachers, ongoing staff development support that features first language development and second language acquisition, awareness of issues related to the education and success of ELs, and instructional and support strategies for modifying instruction in the content areas.

High standards for the education of ELs cannot exist without high standards for professional development. To accomplish this, English language instruction educational program goals and activities should be included in each school's professional development plan and in the LEA Professional Development Plan. Professional development should be based on the principles of effective staff development and be supported by current research. As always, professional development should be sustained, ongoing, and specific, rather than one-shot, episodic in-service sessions. Section 3115(c)(2) of Title III, Part A, states that each LEA shall provide high-quality professional development to classroom teachers, including teachers in mainstream classrooms, principals, administrators, and other school or community based personnel. Professional development activities should be:

- designed to improve the instruction and assessment of ELs;
- designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELs;
- based on scientifically based research demonstrating the effectiveness of the professional development in increasing students' English proficiency or substantially increasing the content knowledge, teaching knowledge, and teaching skills; and
- of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

While topics for professional development should be specific to curricula and methodologies and should be identified in response to specific staff needs, the following list represents common identified topics to enhance services to ELs:

- Identification of ELs;
- Cross-cultural issues in the identification and placement of ELs;
- Issues in conducting a thorough language assessment;
- Administering and scoring language proficiency tests;
- Establishing and implementing an effective ESOL Committee;
- Encouraging parent and family involvement in school;
- Curriculum-based assessment;
- Procedures for communicating with parents of ELs;
- Building strong assessment committees;
- Student observation techniques;
- Non-discriminatory assessment;
- Effective instructional practices for ELs;
- Sheltered English instruction;
- Initial instruction for newcomers;
- The identification and assessment of ELs with learning difficulties;
- Communication and coordination between ESOL and content-area teachers; and
- Ensuring educational equity for all students.

STAFF QUALIFICATIONS AND RESPONSIBILITIES

The District is committed to meeting the needs of a growing ESOL population and will employ and maintain sufficient staff to provide ELs with an equal educational opportunity. The school system has in place a process to ensure that it employs the number of staff required to maintain an effective ESOL program. The District Personnel Office is responsible for hiring and evaluating teachers who have appropriate certification in their field and have ESOL endorsement or are enrolled in required courses leading to endorsement. Staff needs are determined by the number of students receiving ESOL services at each school.

RESPONSIBILITIES FOR PROGRAM IMPLEMENTATION

ESOL Coordinator:

- Recommends, implements, and maintains program policies, procedures, schedules, and budgets.
- Ascertains that the goals and requirements of the program are met.
- Supervises annual system-wide Home Language Survey of national origin minority students.
- Supervises, along with the District Testing Coordinator annual English proficiency testing, including ordering of testing materials, dissemination, development, and maintenance of test records.
- Coordinates ESOL services with all other departments of the school system.
- Plans staff development activities.
- Communicates regularly with program staff and other school system administrators.
- Oversees the preparation and dissemination of program communications.
- Coordinates and disseminates project reports.

Principal:

The Principal ensures that:

- A student enrollment form, which includes the language background, is completed for each national origin minority student enrolling in the District and will be maintained in the cumulative folder.
- Appropriate information is entered on the system database and transferred electronically to the appropriate field for retrieval later.
- The ESOL teacher serving the school is informed of new arrivals.
- Appropriate space is provided for instruction.
- ESOL students will be served and provided with equal educational opportunities.
- ESOL students have schedules that allow them to attend ESOL classes.
- Necessary records are maintained.
- Guidance Counseling is available to ESOL students to promote their proper educational and personal development.

ESOL Teacher:

- Enforces policies and regulations as established by the Board of Education.
- Creates and maintains an instructional climate that is conducive to learning.
- Assists with the identification of ELs using appropriate assessment instruments.
- Plans and implements ESOL instruction based on diagnosed needs of each individual student.
- Evaluates student performance in the ESOL class and provides mainstream teachers with input regarding progress.
- Maintains individual student folders on each student attending the ESOL class.
- Attends scheduled staff development programs that teach ESOL strategies and methodology,
- Assists in providing computer input of all national origin minority students.
- Provides information on ELs to state and federal agencies when requested.
- Works to assist students in understanding American culture and encourages mainstream students to understand other cultures.
- Functions as a resource to the local school staff.

Regular Education Teacher:

- Communicates closely with the ESOL teacher regarding the ELs's progress and class assignments.
- Provides to the ESOL teacher required information for completing reports to state and federal agencies.
- Takes advantage of district-sponsored staff development opportunities to increase understanding of ELs' needs and learn effective ESOL strategies.
- Modifies tests and assignments as needed and appropriate.

TRAINING

All ESOL-related staff members will take advantage of staff development opportunities to upgrade their knowledge of working with ELs. Districts must plan for staff development activities specific to the area of ESOL for all staff. ESOL teacher(s), as well as regular and special education teachers, are surveyed periodically to identify areas of training needs.

RESOURCES

The District is committed to acquire special materials designed to meet the educational needs of the ESOL students. ESOL is an intervention curriculum, and the types of materials may vary from school to school and at varying proficiency levels.

Appendix A: ESOL and Special Education Memorandum

MEMORANDUM

TO: District Superintendents and Principals

FROM: Steve Abbott, Director Office of Federal and State Accountability

DATE: October 20, 2011

RE: Enrollment and Services for Limited English Proficient (LEP) Students

Title I and Title III Law requires that LEAs provide appropriate services for Limited English Proficient (LEP) students. Federal law also requires LEAs to ensure that enrollment procedures and policies do not negatively impact students based on their immigrant or English-speaking status. To help ensure appropriate services and enrollment policies for LEP students please review the following information:

- The state only requires two documents as a prerequisite to the enrollment of a child in a South Carolina public school. The Department of Health and Environmental Control (DHEC) immunization form is required of all children; however, DHEC allows a thirty-day waiver for students to present records or begin immunizations. A birth certificate or other proof of age, as determined by the school district, is required for first-time enrollment of children entering kindergarten or first grade. In addition, your district may require written proof of residency. A district may not deny a student enrollment due to the lack of proof of immigration status, and a district should not request that information of the parent. Additionally, Social Security Cards or numbers are not required, nor must parents be required to present South Carolina drivers' licenses or other photo IDs for access to the main office in order to enroll their children in school.
- A home language survey must be administered to all students. Based on the information in the survey, schools must give a standardized language assessment to potential LEP students to determine needs and provide appropriate language program services.
- Initial grade placement should be with same-age classmates and LEP students should be advanced along with age-level peers. Classroom teachers should modify instruction and assignments to meet the academic and language needs of LEP students and grades should reflect these modifications. Additionally, all LEP students are eligible to participate in all age-appropriate school programs and to receive all available services.
- Once students have exited language program services, they are monitored for at least two academic years. Language program services may be reestablished if necessary.

For additional information about services for LEP students, please contact Catherine Neff, Title III, at 803-734-2880 or cneff@ed.sc.gov.

SA/cn

cc: ESOL Coordinators

Appendix B: Home Language Survey



Home Language Survey (HLS)

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts and charter schools to determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students as outlined Plyler v. Doe, 457 U.S. 202 (1982).

The purpose of this survey is to determine the primary or home language of the student. The HLS must be given to all students enrolled in the school district / charter school. The HLS is administered one time, upon initial enrollment in South Carolina, and remains in the student's permanent record.

Please note that the answers to the survey below are student-specific. If a language other than English is recorded for ANY of the survey questions below, the VV-APT will be administered to determine whether or not the student will qualify for additional English language development support.

Please answer the following questions regarding the language spoken by the student:

1. What is the native language of the student? _____
2. What language(s) is spoken most often by the student? _____
3. What language(s) is spoken by the student in the home? _____
4. In what language do you wish to have communication from the school? _____

Student Name: _____ **Grade:** _____

Parent/Guardian Name: _____

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

By signing here, you certify that responses to the three questions above are specific to your student. You understand that if a language other than English has been identified, your student will be tested to determine if they qualify for English language development services, to help them become fluent in English. If entered into the English language development program, your student will be entitled to services as an English learner and will be tested annually to determine their English language proficiency.

For School Use Only:

School personnel who administered and explained the HLS and the placement of a student into an English language development program if a language other than English was indicated:

Name: _____ **Date:** _____

Appendix C: Wavier Letter



118 McEDCO ROAD
WOODRUFF, SC 29388

DR. W. RALLIE LISTON
SUPERINTENDENT

TELEPHONE (864) 476-3186
FAX (864) 476-8616

Waiver for the English for Speakers of Other Languages (ESOL) Program

I understand that _____, (student) is eligible to receive special language services in order to improve proficiency in speaking, reading, writing, and listening in English. I also understand that in order to receive a high school diploma, students in South Carolina must possess a certain level of English in order to complete the requisite twenty-four units of course study and pass state approved exit examinations.

Despite these requirements, I waive _____ (student) right to participate in an English for Speakers of Other Languages (ESOL) program with the understanding it may prove difficult for the student to be successful in all content areas without these supplementary language services.

I understand _____, (student) will continue to be assessed for English proficiency as required by law and will be tested annually.

Teachers will provide classroom modifications in an attempt to assist him/her to be successful.

Parent Name _____

Signature _____

ESOL Teacher _____

Signature _____

Appendix D: ESOL Student Monitoring Form

Monitoring Form

Teacher: _____

Student Name: _____

PowerSchool Coding		
ESL:	ESOL:	ELL:

School Year: _____

School: _____ Grade: _____

Beginning of the Year

W-APT/ACCESS for ELLs 2.0	L:	S:	R:	W:	Overall:
	Test Name Scores				
State Standardized Assessment					
MAP Scores (Spring Previous Year)	R (RIT):	R (%ile):	M (RIT):	M (%ile):	
Reading Level (DRA/Lexile)	Grade Level? Above _____ On _____ Below _____				

1st Nine Weeks

MAP Scores	R (RIT):	R (%ile):	M (RIT):	M (%ile):	
Reading Level (DRA/Lexile)	Grade Level? Above _____ On _____ Below _____				
Report Card	Class	Grade	Additional Information:		

2nd Nine Weeks

MAP Scores	R (RIT):	R (%ile):	M (RIT):	M (%ile):	
Reading Level (DRA/Lexile)	Grade Level? Above _____ On _____ Below _____				
Report Card	Class	Grade	Additional Information:		

3rd Nine Weeks

MAP Scores	R (RIT):	R (%ile):	M (RIT):	M (%ile):	
Reading Level (DRA/Lexile)	Grade Level? Above _____ On _____ Below _____				
Report Card	Class	Grade	Additional Information:		

4th Nine Weeks

MAP Scores	R (RIT):	R (%ile):	M (RIT):	M (%ile):	
Reading Level (DRA/Lexile)	Grade Level? Above _____ On _____ Below _____				
Report Card	Class	Grade	Additional Information:		

Appendix E: ESOL and Special Education Memorandum

MEMORANDUM

**TO: Directors of Special Education ESOL
Coordinators**

**FROM: Marlene Metts, Director Office of
Exceptional Children**

**Catherine Neff, Coordinator Title
III/ESOL**

DATE: March 3, 2010

RE: Children Who Are Both LEP and Special Education Students

The number of limited English proficient (LEP) students continues to increase in South Carolina. Some of these students may also be identified as a student with a disability. In an effort to provide information concerning the referral, evaluation, and identification process, please review the following:

- Whenever a parent or school personnel has reason to suspect that a LEP student may have a disability, the team must plan and carry out an evaluation within the guidelines and timelines specified in the State Board of Education regulation 43-243. The evaluation team must keep in mind that there must also be evidence of the disability in the student's native language and not just in the English language. It is crucial that the evaluation team distinguish between a language difference and a disability.
- The use of translated tests is strongly discouraged. Test item difficulty often changes with translation. Many nationally normed tests are limited in their usefulness because the norms have small samples that may not be representative of the student's language background. The evaluation team must select tests whose results reflect the student's aptitude or achievement levels rather than reflecting the student's level of language acquisition. The use of norm referenced tests in the student's native language may be appropriate and useful in certain cases such as when the student has received formal education in the native language. Non-verbal tests can provide useful information as well.
- Assessment data must be collected using a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent. The services of translators may be appropriate and useful in collecting these data.
- The instruction related to English language acquisition may vary based upon the accommodations and modifications recommended by the IEP team. While this instruction may not always involve direct services from an ESOL teacher, the instruction may take the form of collaboration among the ESOL teacher, the special education teacher, and the general education teacher. In cases involving LEP students, the IEP team should include a

member with knowledge and expertise in the acquisition of English as a second language.

The following information should be helpful in coding LEP students who also have a disability:

- Once a LEP student has been identified as needing special education services, the student will continue to be coded as ESL based on the same definitional/language proficiency categories, as are all other ELL students without disabilities.
- If a LEP student with a disability who is identified on the Home Language Survey as coming from a family who speaks a language other than English, but who, due to disability, cannot be tested for an English proficiency level on the diagnostic tests used for this purpose, the student will be coded as an ESL 1 (Pre-functional) in the state data collection system(s). This student and all other ESOL/Special Education students will continue to be coded as ESL AND Special Education as appropriate in the state data collection system(s). In addition to the documentation required for Special Education, the Parent Notification Letter will continue to be used as required by Title III law. Checking the “Other” box in the services section and referring to the student’s IEP will be sufficient when no direct ESOL services are provided to the student.
- LEP students with disabilities must also take the SC English proficiency test, ELDA, every year. This test may not be waived by the student’s IEP team; rather, students who have severe disabilities should have the speaking portion of the test attempted. A score of “no response” in this section of the test will indicate that the test was attempted for these students. If students with disabilities can take other parts of ELDA, they should do so. This test is available in Braille and large print formats; signing of the listening and speaking parts of this test is also allowed by the ELDA Test Administration Manual.
 - LEP/Special education students will not be coded “ESL Mainstream,” “Exited,” or “English Speaker I” until they meet the same criteria for these codes as all other LEP students. These criteria are as follows: ESL Mainstream—one year fully English proficient (FEP) on the English language development assessment in grades K through 2; Exited— scoring FEP on the English language development assessment once in grades 3 through 12; and English Speaker I—two years in exited status then moves to this designation. In no case will such students be coded English Speaker II, the designation for students whose first language is English.

For further information on these issues, please contact Beckie Davis, Office of Exceptional Children, at 803-734-8342 or bcdavis@ed.sc.gov or Catherine Neff, Title III/ESOL, 803-734-2880 or cneff@ed.sc.gov.

Appendix F: Accommodation Form

English
Proficiency
Level: _____

Spartanburg School District Four
English for Speakers of Other Languages (ESOL) Program
Individualized Modifications/Accommodations Plan
Academic Year: 2017-2018

IEP _____
504 _____

School: _____ Grade: _____

_____ will receive the following classroom accommodations/modifications.

Writing & Vocabulary Accommodations/Modifications

- ___ Limit or modify note taking; prioritize information; use graphic organizers; copy teacher's notes, etc.
- ___ Allow student vocabulary translations, illustrations
- ___ Completion activities with graphs, charts, and maps
- ___ Vocabulary matching/fill-in-the-blank exercises with word list
- ___ Questions with short answers-clues given (written exercises)
- ___ Working with partner/cooperative learning group
- ___ Definitions of vocabulary before a topic is discussed
- ___ Scaffold lengthy writing assignments
- ___ Permit student errors in spelling and grammar, except when explicitly taught

Reading Accommodations/Modifications

- ___ Use a buddy for partner reading
- ___ Allot more time for reading assignments
- ___ Shorten reading selections
- ___ Use stories, read aloud, and use gestures, objects, drama, and/or video clips
- ___ Use pictures; Provide real experience
- ___ Teach vocabulary ahead of topic to be read
- ___ Divide longer stories into shorter segments
- ___ Use if high interest, low vocabulary reading materials
- ___ Choose alternate reading selections
- ___ Use leveled texts

Instructional and Test Taking Accommodations/Modifications

- ___ Reduce number of questions to be answered; reduce choices on multiple-choice tests; reduce the number of matching options on matching test
- ___ Rephrase or translate questions and directions
- ___ Use fill-in-the-blank tests/worksheets with vocabulary list provided
- ___ Give open-book tests (indicate page numbers as appropriate)
- ___ Answer questions on test; avoid use of Scantrons (they may need to write translations)
- ___ Give test over several days or in sections
- ___ Present test questions in same phrasing as used in learning/review
- ___ Simplify language, articulate clearly, pause often
- ___ Oral administration
- ___ Model expected student outcomes; provide visible criteria for assignments and projects (rubrics, checklists)
- ___ Provide preferential seating
- ___ Allow use of bilingual or word-to-word dictionary
- ___ Allow student to work with a partner or small group
- ___ Allow student to complete/retake test with ESOL teacher (as needed)

Standardized Testing

SC Ready (3rd-8th Graders)

- ___ Word-to-Word dictionary
- ___ Reword/translate directions
- ___ Individual testing
- ___ Small group testing
- ___ Frequent breaks
- ___ Multiple testing sessions
- ___ Oral administration
- ___ 1st Year Exempt (ELA and Writing)
- ___ No accommodations needed

SC PASS (4th-8th Graders)

- ___ Word-to-Word dictionary
- ___ Reword/translate directions
- ___ Individual testing
- ___ Small group testing
- ___ Frequent breaks
- ___ Multiple testing sessions
- ___ Oral administration
- ___ 1st Year Exempt (ELA and Writing)
- ___ No accommodations needed

WorkKeys (11th Graders Only)

- ___ Word-to-Word dictionary
- ___ Reword/translate directions
- ___ No accommodations needed

EOC Testing

- ___ Bilingual dictionary
- ___ Reword/translate directions
- ___ Individual or small group testing
- ___ Oral administration (except English 1)
- ___ No accommodations needed

These accommodations/modifications are based on the student's current proficiency level. Since language learning is a dynamic process, accommodations will change in relation to language development. This list can be expanded or condensed based on the student's needs and/or classroom and ESOL teacher observations.

ESOL Teacher's Signature: _____

Teacher's Signature: _____

Teacher's Signature: _____

Teacher's Signature: _____

Teacher's Signature: _____

Teacher's Signature: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

Date: _____

	Accommodations	Modifications
Classroom Instruction	Accommodations can help students learn the same material and meet the same expectations as their classmates. If a student has reading issues, for example, he/she might listen to an audio recording of a text. There are different types of classroom accommodations, including presentation (like listening to an audio recording of a text) and setting (like where a student sits).	Students who are far behind their peers may need changes, or modifications , to the curriculum. For example, a student could be assigned shorter or easier reading assignments. Students who receive modifications are <i>not</i> expected to learn the same material as their classmates.
Classroom Tests	Testing accommodations can be different from those used for instruction. For example, using a spell-checker might help a student with writing difficulties take notes during class but wouldn't be appropriate during a weekly spelling test. However, this student might benefit from having extra time to complete the spelling test or using typing technology if the physical act of writing is difficult.	Modifications in testing often involve requiring a student to cover less material or material that is less complex. For example, in the case of the spelling test, if the class was given 20 words to study, the student with modifications might only have to study 10 of them. Or he/she might have a completely different list of words.
Standardized Testing	Statewide assessments allow certain accommodations like extra time or taking a computerized exam. Ideally these are the same accommodations a child uses to take class tests.	Some students take an "alternate assessment" of their statewide test, which includes modifications to the regular test. The questions in this type of alternate assessment might not cover the same materials as the standard exams. Also, the results would be interpreted differently. Before you agree to an alternate assessment, find out how the results will be interpreted and what (if any) implications there will be for your child.
Special Classes	Accommodations for "special" classes like gym, music and art can be helpful. These are similar to accommodations for classroom instruction. Students might get extra time to complete assignments or be allowed to complete them in a different format.	If the school believes that an assignment within a class like gym, music or art is unreasonable for your child, modifications to that assignment are made. The gym teacher might modify the number of laps a student needs to run; the music teacher might not require a child to participate in the final performance. In some cases, students are even excused from certain classes in order to make time for one-on-one time with a specialist.

Appendix G: Parent Notification Letter



118 McEdco Road
Woodruff, SC 29388

DR. W. RALLIE LISTON
SUPERINTENDENT

TELEPHONE (864) 476-3186
FAX (864) 476-8616

PARENTAL NOTIFICATION OF

Student Placement in the English to Speakers of Other Languages (ESOL) Program

To the Parent or Guardian of: _____

Date: _____ **School:** _____ **Grade:** _____ **ESOL Teacher:** Angie Gilbert

Your child's English proficiency has been measured using the WIDA ACCESS for ELLs 2.0, the WIDA-ACCESS Placement Test (W-APT), or the WIDA Screener. Results show that your child is eligible to receive assistance from the English to Speakers of Other Languages (ESOL) program. Your child's fluency in English is currently at the level checked below:

- ☐ Pre-functional/Non-English Speaker
- ☐ Beginner
- ☐ Intermediate
- ☐ Advanced
- ☐ Fluent English

Your child will receive English instruction in reading, writing, listening, and speaking with assistance from an ESOL teacher in the following type of class:

- ☐ ESOL Pull-out small group assistance
- ☐ ESOL High School Credit
- ☐ Monitored in mainstream classroom
- ☐ Inclusion/Push-in with ESOL assistance

ESOL classes provide instruction appropriate to the student's needs and abilities. Most students exit the ESOL program within three to five years, and are expected to graduate from high school at the same rate as mainstream students. Students who qualify for special education or other special services receive those services in addition to ESOL. ESOL teachers will coordinate with special education instructors to fully implement Individual Education Plans (IEPs).

When your child's test results on the WIDA ACCESS for ELLs 2.0 are "fluent," he or she is able to achieve academically without direct ESOL support, your child will be fully mainstreamed. Years in ESOL depend on the initial level of proficiency, motivation, and other factors.

You, as parent(s), have the right to immediately refuse ESOL services. You may request an ESOL Waiver from your child's ESOL teacher; the form must be signed at the beginning of each school year. While mainstream teachers will strive to meet the needs of your child, they may not be able to fully meet his or her academic needs without ESOL support. While some ESOL teachers may speak another language, bilingual instruction is not available.

Parents have the right to express opinions and voice concerns about any educational services your child is receiving. Please contact Angie Gilbert at (864) 476-3174.

Appendix H: AMAO Parent

118 McEdco
Road
Woodruff, SC

November 21, 2014

Dear Parent or Guardian:

Spartanburg School District Four receives Title III funding from the federal government to help English language learners learn to speak, read, listen, comprehend, and write in English and to achieve in core academic content areas such as English language arts, mathematics, science, and social studies. School districts and other agencies that receive Title III funds are reviewed each year, as required under the No Child Left Behind (NCLB) Act of 2001, to see if they meet the three Annual Measurable Achievement Objectives (AMAO) for their English language learners:

- Progress in learning English
- Progress in the percentage of students who become proficient in English
- Meeting Adequate Yearly Progress (AYP) targets in English-language arts and mathematics

For the 2013–14 school year, Spartanburg District Four's English language learners at Woodruff Elementary and Woodruff Middle scored below the Adequate Yearly Progress targets in English language arts. Woodruff Elementary English language learners scored 635.7 with a goal of 640. Woodruff Middle English language learners scored 622.1 with a goal of 632.

If you would like more information about how your child is performing on these targets, please contact your child's principal. Please contact me at 864-476-3186 for more information on the English Speakers of Other Languages (ESOL) program to help English learners become English proficient and meet academic goals.

Sincerely,

Kimberly W. McAbee
Curriculum Specialist/Title III Coordinator
Spartanburg School District Four

Appendix I: Exit Letter



SPARTANBURG
SCHOOL DISTRICT 4

118 McEDCO ROAD
WOODRUFF, SC 29388

DR. W. RALLIE LISTON
SUPERINTENDENT

TELEPHONE (864) 476-3186
FAX (864) 476-8616

Spartanburg School District 4 English Language Development Program Exit Letter

Name of Student: _____

School: _____ Grade: _____ Date: _____

Dear Parent,

A recent assessment, ACCESS for ELLs 2.0, has shown that your child has made significant improvement in his/her ability to read, write, speak, and listen in English. As a result of your child's improved English language skills, he/she no longer qualifies for services provided by the district's English Language Development Program.

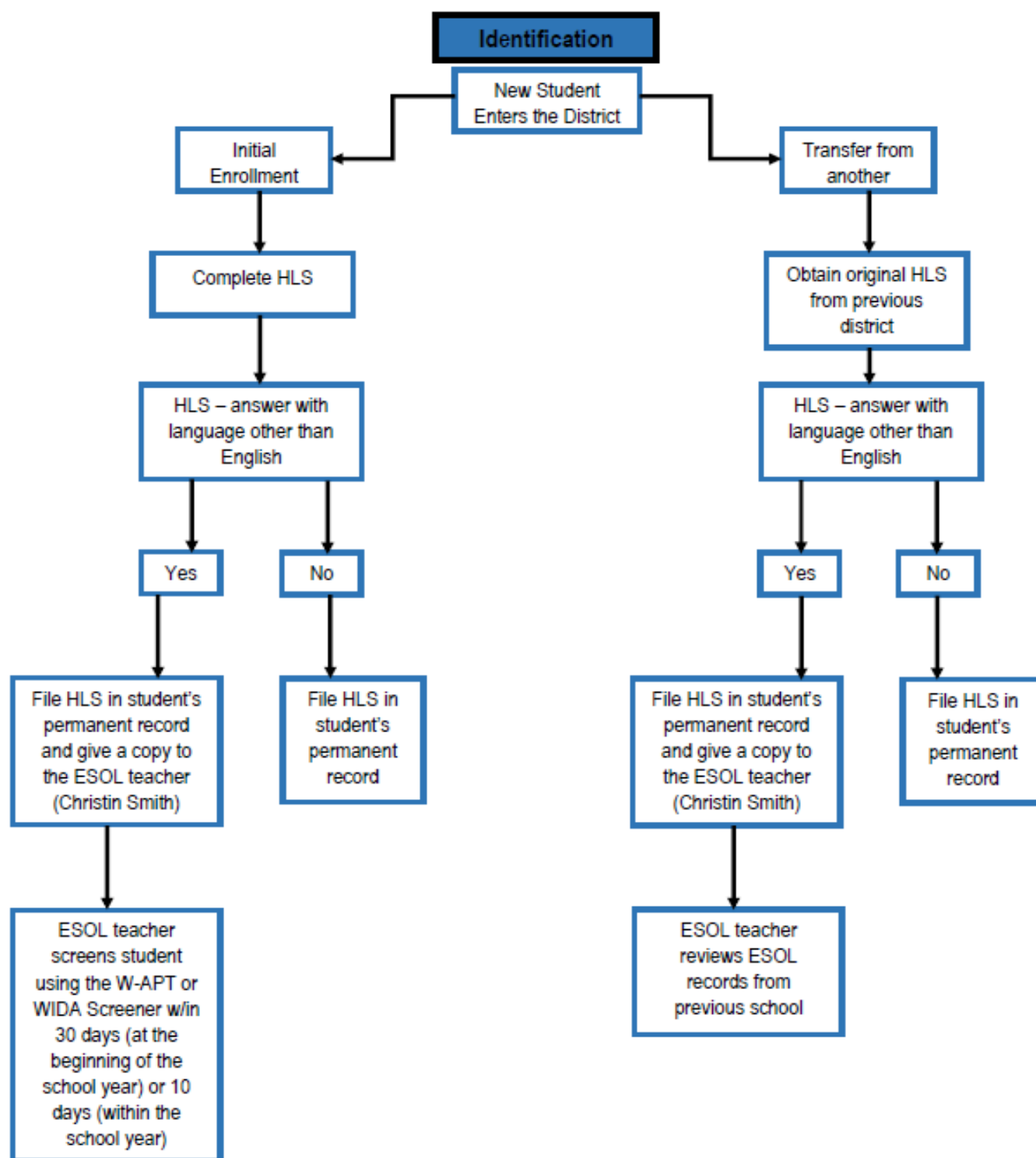
Thank you for your assistance in helping make your child's exit from the English Language Development Program a success. If you have any questions or concerns, please call your child's school or teacher.

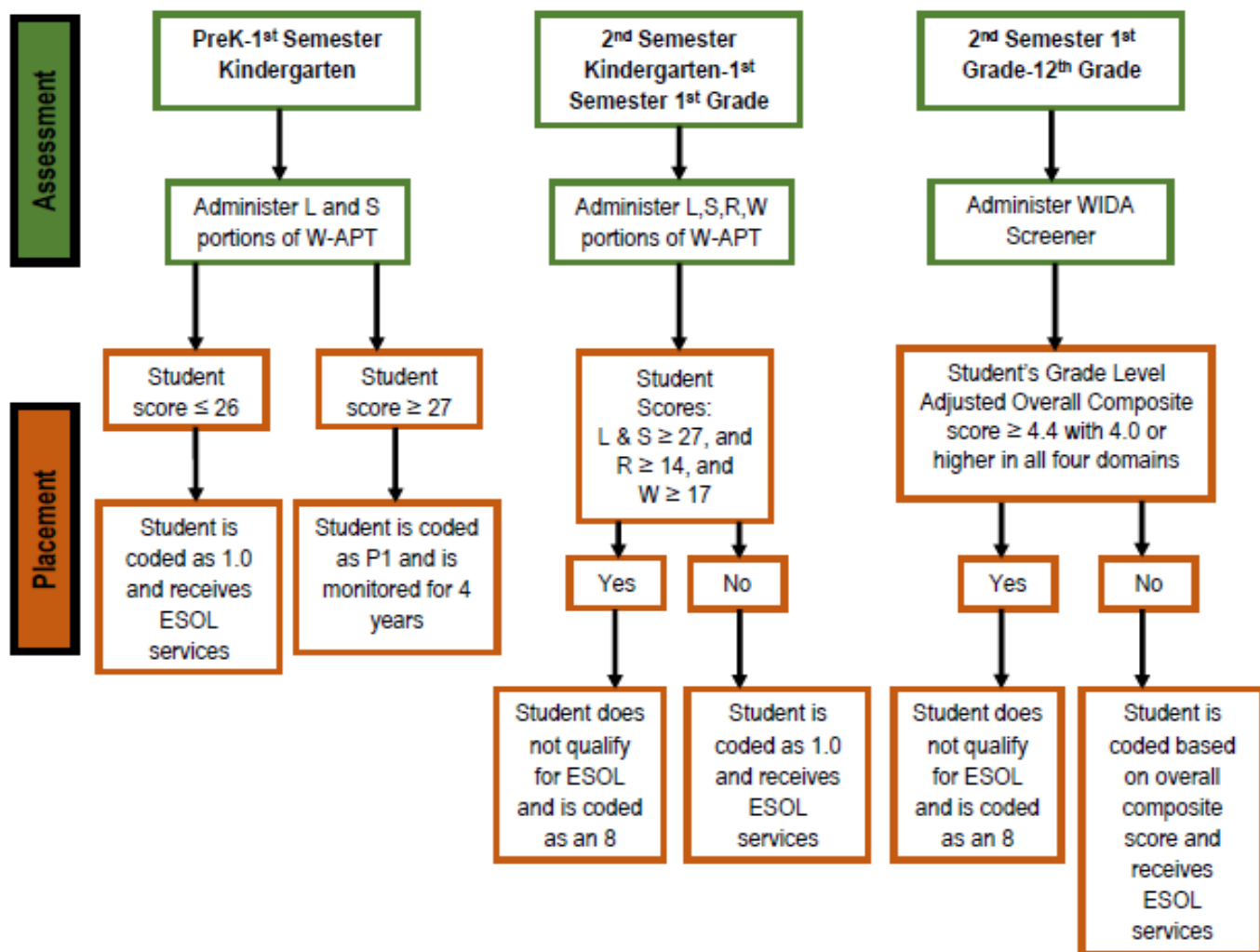
_____	_____
Name	ESOL Teacher
	Title

Appendix J: ESOL Program Flow Chart

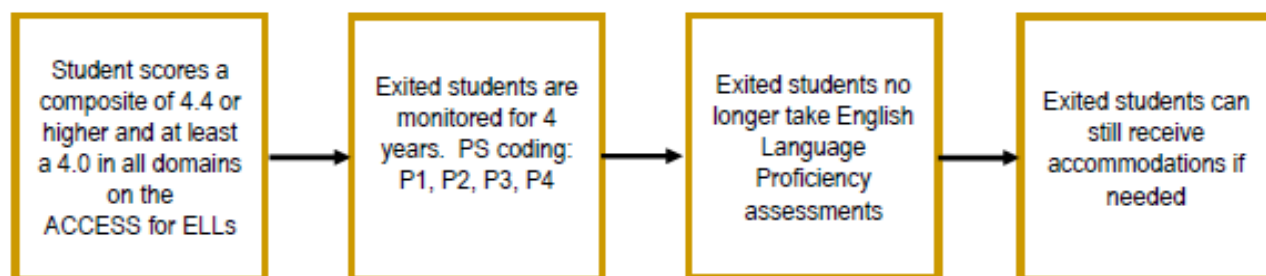
ESOL Program Flow Chart

Identification → Assessment → Placement → Exit Procedures





Exit Procedures



Appendix K: Interpreting PowerSchool Codes

PowerSchool ESL Codes

All **ESL Codes 1.0 – 6.0** are assigned to match the English Language Proficiency (ELP) Level based on the results from the W-APT, the WIDA Screener, or WIDA ACCESS 2.0.

ESL Codes P1 – P4 are for exited students who are being monitored for 4 years.

ESL Code 8 – Former ESOL student who is completely exited and is fully bilingual

ESL Code W – Waiver

ESL Code X – Student has been identified as an EL through another assessment or there is no score from the previous school year or state.

(See table for additional information.)

2017-2018 English Proficiency Codes for ELs

SC English Language Proficiency	Full Description	Dropdown List Description	LEP Test Required
1.0 – 1.9	Student scored “Pre-functional” on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s). Only 1.0 should be used for all 4K or younger students with a language other than English on the Home Language Survey	Pre-functional	Yes
2.0 – 2.9	Student scored “Beginner” on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Beginner	Yes
3.0 – 3.9	Student scored “Intermediate” on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Intermediate	Yes
4.0 – 4.9	Student scored “Advanced” on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Advanced	Yes
5.0 – 5.9	Student scored “Fluent” on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s). While the composite score is higher than 4.8, the student did not make a 4.0 or greater in all domains.	Initially Proficient	Yes
6.0	Student scored a composite score of 6 but did not scores 4.0 in all domains.	Initially Proficient	Yes
P1	Student scored proficient (4.8 or higher composite score and 4.0 in each domain), and is no longer funded by Title III – monitored and can receive accommodations on assessments.	1 st Year Exited	No
P2	Student is in second year of exited status – monitored and can receive accommodations on assessments.	2 nd Year Exited	No
P3	Student is in third year of exited status – monitored and can receive accommodations on assessments.	3 rd Year Exited	No
P4	Student is in fourth year of exited status – monitored and can receive accommodations on assessments.	4 th Year Exited	No
8	Student was screened with an ELP screener and is fully bilingual.	English Speaker I	No
9	Student is a native English Speaker.	English Speaker II	No
W	Student has taken an ELP assessment and is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Waiver	Yes
X	Student has been identified as an EL through another assessment or there is no score from the previous school year or state.		Yes

PowerSchool ESOL Codes

These codes range from 1 – 13, and they indicate the number of years a student has been in an ESOL program.

PowerSchool ELLI Codes (Instructional Models)

1 – ESOL Pull-Out Class*

2 – ESOL Class Period*

3 – ESOL Push-in*

4 – ESOL Newcomer Program

5 – Sheltered Content-Based Program

6 – Structured Immersion

7 – Mainstream with Accommodations*

8 – Mainstream without Accommodations*

9 – Monitored*

*These are the only codes that are used in Spartanburg District 4

