



Department of World Languages & ESOL Programs  
Adult Education Building – International Welcome Center

To: Principals of Non-ESOL Schools

From: Ernesto Bernal, Coordinator *E.B*  
World Languages and ESOL Programs

Through: Sandra Brossard, Chief of Teaching and Learning *SB*  
Chovan Jennings, Executive Director, Curriculum and Instruction *CJ*  
Mariah Schwallier, Director of Secondary Education *MS*

Date: September 4 , 2018

Re: Policy and Support Procedures for ESOL Services

To support your efforts in providing excellent services to our ESOL students and ensure compliance the Office of Civil Rights (OCR) and Title III laws, the attached is provided for your reference. Please review this information and share it with your staff. More detail information will be found in the District ESOL Program Manual. A copy of this manual will be available on the district webpage as soon as the updating process is finished.

**Principals of non-ESOL Schools must appoint a certified faculty member to serve as the ESOL contact person. Please notify the ESOL Program staff at the International Welcome Center, (803) 212-1475, if your ESOL contact person has changed for the 2018-2019 school year.**

**Functions of Richland One's ESOL Program**

Identification of English Learners (ELs) through the enrollment process  
Assessment of ELs  
Serving ELs in mainstream and ESOL classrooms  
Monitoring Academic and English Progress of ELs  
Supporting EL Families  
Annual Program Evaluation and Data Reporting

**Enrollment and Identification of English Learners (ELs)**

**\*\* English learners must be identified within 30 days of enrolling in school at the beginning of a school year and within 10 days if enrolling during the year. \*\***

- Assist families with InfoSnap registration at the school.



- Accept any one of the following documents to secure student name and date of birth: passport, birth certificate, national ID card or other official document.
- Provide 30 days for students to submit required immunization documentation.
- Issue student ID number when Social Security numbers are not provided.
- **Avoid duplication of the Home Language Survey.**

**If the child is transferring into Richland One from another U.S. school district-**

- School personnel should make every attempt to procure the following documents from the previous school:
  - the Home Language Survey (HLS)
  - any ESOL placement assessment/English proficiency screener
  - if applicable, a letter indicating English proficiency/exit from ESOL services
- Any school requesting a transfer of files from previous U.S. school should **wait 10 days** (30 at the beginning of the school year) before generating new versions of these documents.
- Families of transfer students will need to be interviewed briefly in order to determine their likely eligibility for ESOL services before waiting for possible ESOL documents to be transferred. This will determine whether they should be referred to the IWC before being enrolled in classes at a non-ESOL school. *Further training on this interview process will take place with registrars and database specialists at the beginning of the school year.*

**If the child is being enrolled for the first time in U.S. Schools:**

- School personnel should assist with the completion of the Home Language Survey and then determine whether the student(s) need English proficiency testing. Refer to the International Welcome Center.

**For all students:**

- Once the Home Language Survey answers have been determined to include any language other than English, provide parents with the Notification of Enrollment Procedures and Services (ESOL Form B - attached) in the most appropriate, available language. Procure a signature on this form and file a copy in the student's new blue folder. If done at the school, scan or fax a copy to the International Welcome Center (803) 252-2951.

**The International Welcome Center**

- The International Welcome Center (IWC) will administer the English proficiency tests for students whose zoned school is not an ESOL center school and who are enrolling in U.S. schools for the first time or who are transferring without a 2018 ACCESS score.
- Staff at the IWC will process the ESOL paperwork and provide copies and blue folders to the non-ESOL school if the family waives services or the student is exited.
- Staff at the IWC are available to assist with contacting schools or school districts to procure transfer/EL-identification documents within the 10-day period.
- Students who enroll at the IWC will be referred to the appropriate ESOL center school if they qualify to receive ESOL services. (See attached ESOL Centers by Zones)





### **Scheduling Services for ELs**

- All ELs can be registered and receive schedules while a school is waiting for transfer records.
- All ELs enrolling in elementary or middle school must be placed in age-appropriate grade levels regardless of English proficiency or educational background. At the high schools, students should be placed on track to graduate based on careful examination of any transcripts.
- Mainstream academic services for ELs must meet the federal and state requirements outlined for all South Carolina students at each grade level.
- Non-ESOL schools do not offer ESOL services which are of great benefit to ELs. As a result, non-ESOL schools should make every attempt to refer families of qualifying ELs to the corresponding ESOL center school or to the IWC for consultation (appointments required).
- Regardless of the school they attend, ELs should be placed with mainstream teachers trained to provide modifications and accommodations that are proven to drive successful instruction of ELs.
- Grades for ELs should reflect the accommodations and modifications outlined in each EL's Individual Modification and Accommodation Plan (IMAP).
- ELs cannot be retained due to language proficiency. Any attempt to retain or fail an EL should be carefully documented with examples of specific accommodations and modifications referenced in the IMAP.
- See the attached memo from Roy Stehle for further guidance.

### **Waiving ESOL Services**

- If parents or guardians do not want their child to receive ESOL services, they have the right to waive such services. To do so, they will need to complete and sign the Waiver Form (ESOL Form W-attached). Signed waivers will be filed in the student's blue folder.
- Scan or fax a copy of each signed waiver to the International Welcome Center (803) 252-2951 within the applicable 10 or 30 day window.
- Parents of ELs who qualify for ESOL services must complete a waiver within the applicable 10 or 30 day window in order for the student to attend a non-ESOL center school.

### **Assessment of English Proficiency, Parent Notification and PowerSchool Coding**

- The WIDA Screener or Kindergarten WIDA-ACCESS Placement Test (K W-APT) will be administered to all students who do not have a 2018 ACCESS score. These will be students newly enrolling in U.S. schools, transferring from non-WIDA states or who missed the 2018 ACCESS administration.
- These forms must also be sent to parents within the applicable 10 or 30 day identification window and filed in student's blue folder along with copies of the actual document.
- The English Proficiency (Eng\_Prof) code in PowerSchool must reflect that a student's parents have waived ESOL services (W).
- School personnel are responsible for submitting, to the IWC, Eng\_Prof codes for students in PowerSchool based on state PowerSchool coding guidelines (ESOL Coding Tables attached) within the applicable 10 or 30 day identification window.



### Exited/ Monitored ELs

- The District level ESOL Program actively monitors the academic performance and progress of all ELs whether they receive, waive or have exited services.
- A student will exit the ESOL program's services when they meet the South Carolina Department of Education's (SCDE) criteria for English proficiency which are-
  - an ACCESS composite score of 4.4 or higher and
  - all four domain scores of 4.0 or higher (speaking, listening, reading and writing).
- Exited (proficient) students are assigned Eng\_Prof codes P1, P2, P3 and P4 which correspond to the number of years a student has been exited.
- Exited students will continue to be monitored for these four years.

### ELs in Multi-Tiered Support Services

- Some ELs come from challenging environments or with special needs and may require additional services and additional time in order to improve their English abilities. Newcomers, students with limited or interrupted formal schooling (SLIFE), Long Term ELs (LTELs) and students with Individualize Education Programs (IEPs) or plans based on Section 504 of the Rehabilitation Act of 1973 (504s) all require special consideration.
- ELs must go through the same Response to Intervention (RTI) processes as their English-only peers. The ESOL teacher must be included in year-long monitoring, discussions and interventions.
- When an EL is considered by the RTI Team, the district ESOL program will provide the RTI Team with the following data:
  - ESOL Status – served, exited, waived, newcomer, SLIFE, LTEL
  - Levels of ESOL service
  - Years in ESOL (and specific on-time proficiency expectations)
  - WIDA Screener and ACCESS scores
- RTI discussions should initially focus on an EL's Individual Modification and Accommodation Plan (IMAP).
- ELs should not have to wait any longer than their Non-EL peers to be considered for Tier 2 interventions or SPED evaluation.
- Depending on the extent of the student's disability, it is appropriate for **the general education teacher, ESOL program, and the special education teacher to work collaboratively** in order to meet the needs of the student.
- The fact that an EL has a disability does not replace the need for language assistance. It is important to ensure that ELs are dually served through both ESOL and Special Education.
- For further guidelines see attached SCDE letter from John Payne.

### Evaluating Foreign Transcripts

- Foreign transcripts for high school students should be analyzed by the counselors at the school to decide how credits should be awarded. In a number of these cases, the transcript will need to be translated by a certified translation company prior to being evaluated by the counselor. Schools





should maintain a budget for this process and use only a certified translation company. In instances where a counselor will need to contact a foreign school by phone, interpretation services should be used following the same guidelines.

- As with any transferring of credits, the process of evaluating foreign transcripts should be as completed as possible to avoid enrolling students into classes for which they have not met pre-requisites or for which they may later receive transfer credit.
- For further guidance from the SCDE, there is a memo which outlines awarding foreign language vs. English credit, evaluating math credit when courses content is integrated, and assigning probationary placement and retroactive credit for pre-requisites. Seat time requirements do not apply. See attachment – Letter from Catherine Neff.

#### **Translation and Interpretation Services**

- The fourth question of the Home Language Survey asks the parent or guardian to identify in which language they wish to receive communication from the school.
- Each school is responsible for providing parents and families of non-English speaking backgrounds with access to any necessary and appropriate translation/interpretation services.
- Schools should maintain a list of families which require these services.

##### **Formal Situations:**

- For official meetings or written communications, the services of a certified interpreter/translator must be used.
- Please refrain from asking your foreign language teachers to interpret or translate documents for parents.
- Interpreters/translators may be arranged by the International Welcome Center to assist ESOL staff in conveying messages to non-English proficient parents or guardians on matters dealing with academic performance.
- If you require the services of a certified interpreter, please complete the attached Request for Interpreter or Translation Form and scan to the ESOL Coordinator two weeks in advance.
- Refer to the World Language and ESOL Program website for further guidance in using translators/interpreters and scenarios in which these services should be used.  
<https://www.richlandone.org/Page/4882>

##### **Informal Situations:**

- For school/ community events and general messages, schools should develop their own internal protocols for translation and interpretation.
- It is recommended for state auditing purposes that the school maintain a file of translated documents as evidence of serving non-English families.

#### **End-of-Year Data Collection**

- As part of the federally mandated program evaluation process, every Spring the ESOL Program will collect data from each school to outline EL participation in the following areas: Gifted/ Honors/ Advanced Academic Programs (AAP), Special Education, Multi-Tiered Support Services (including



RTI and retention processes), Career and Technology Education (CATE), athletics and other extra-curricular activities.

- It is recommended for state auditing purposes that the school maintain a file to demonstrate that EL participation in other programs is being routinely monitored. Please consider using the attached EL Data – Data Notebook Page Template.

A copy of the current and state approved **Primary/Home Language Survey form, Parent Notification and Consent Letters, ESOL Placement, Monitoring and Exiting form** and **Waiver form** are enclosed for your convenience. These are available in; Arabic, Burmese, Chinese, Hindi, Somali, Spanish and Vietnamese. For a copy of the translated forms, please call the International Welcome Center at 212-1475 or visit <https://sc02209149.schoolwires.net/Page/638>

For additional information or support to help you meet the unique needs of language minority students, please call Ernesto Bernal at 212-1475 at the International Welcome Center.

Again, thank you for your cooperation with regards to the referral, enrollment, assessment and placement of ESOL students.

Enclosures

CC: Dr. Craig Witherspoon, Superintendent  
Executive Directors of Schools  
ESOL Teachers  
ESOL Contact Persons  
Database Specialists/School Registrars

**List of Documents Enclosed:**

- Primary/Home Language Survey (ESOL Form A)
- Notification of Enrollment Procedures and Services (ESOL Form B)
- Parent Notification Letters (ESOL Forms C1, C2, E1, E2)
- Waiver Form (ESOL Form W)
- ESOL Coding Tables
- Services to ESOL Students
- Services at the International Welcome Center
- ESOL Centers by Zones
- Request for Interpreter of Translation Form



- Letter from Roy Stehle, State Department of Education re: Enrollment and Services for Limited English Proficient (LEP) students
- Letter from Catherine Neff, State Department of Education re: Transferring Credits
- Letter from John Payne, State Department of Education re: Children Who Are Both LEP and Special Education Students
- Letter from U.S. Department of Justice and U.S. Department of Education re: Student Rights (English) (May 8, 2014)
- Letter from U.S. Department of Justice and U.S. Department of Education re: Student Rights (Spanish) (May 8, 2014)
- EL Data – Data Notebook Page Template