



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

**To: Principals of ESOL Middle Schools**

**From: Ernesto Bernal, Coordinator** *EB*  
**World Languages and ESOL Programs**

**Through: Sandra Brossard, Chief of Teaching and Learning** *SB*  
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**Date: September 4<sup>th</sup>, 2018**

**Re: Placement into ESOL Program Services**

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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.

Once a student's proficiency level is known, the English to Speakers of Other Languages (ESOL) teacher must determine the appropriate ESOL services and make arrangements for the student to begin receiving these services. Students should receive ESOL services according to the attached guidelines.

Thank you for your assistance and please contact me if you have questions.



Richland One uses the following guidelines based on ACCESS scores and English proficiency to begin developing appropriate schedules for each ESOL student-

<u>English Proficiency</u>	<u>Frequency of ESOL Services</u>	<u>Mainstream Classroom Accommodations and Modifications</u>
1.0 – 1.9 Entering	Daily, multiple periods if possible	Extensive
2.0 – 2.9 Emerging	Daily	Extensive
3.0 – 3.9 Developing	Daily or customized based on other data points	Moderate
4.0 – 4.4 Expanding	Customized based on other data points	Minimal
4.4-6.0 Bridging	Not served on a regular basis, consultative services between mainstream teachers and ESOL	As needed based on ESOL teacher and mainstream teacher recommendation.
P1 - First year exited	Monitored Only	
P2 - Second year exited		
P3 - Third year exited		
P4 - Fourth year exited		

- ELs learn both English and academic content best in the least restrictive (non-segregated) environment with direct, structured and unstructured interaction with English fluent peers and teachers (in addition to the ESOL teacher). As ELs progress in their English language development, less direct services should be required. Students should move from receiving daily services to less frequent services, and eventually consultative services.
- Principals, guidance counselors, and other administrators at ESOL center schools must carefully consider the needs of their ESOL program when developing the master schedule and assigning duties to teachers.
- ELs should be placed with mainstream teachers trained to provide modifications and accommodations as outlined in the Individualized Modification and Accommodation Plan (IMAP) document. Schools should prioritize placing ELs with teachers who have experience working with them if possible.
- Content teachers working with ELs should understand their roles in meeting state accountability growth/proficiency measures. They should understand on which domains (listening, reading, writing, speaking) instruction should focus in order for each student to exit services.

#### ESOL and Content Certification

- Dually certified ESOL teachers can serve students in ESOL core area blocks. Teachers in this capacity should plan lessons using state standards for that content, assign grades and participate in district benchmarks and training; however, ELs will benefit from a greater focus on ESOL strategies.



- ESOL certification is K-12; most ESOL teachers will only be able to serve students outside of core content classes. The following guidelines cover ESOL scheduling at the middle school level.

#### **Middle School Programs**

- Principals and counselors should work closely with the ESOL teacher to identify specific scheduling needs of the ESOL program and individual students.
- ESOL students should receive scheduling priority similar to honors students. This is a disaggregated subgroup which directly affects the school's performance indicators.
- Utilize the PowerSchool scheduling function that allows for scheduling students in clusters. This allows for more efficient instructional support.
- Scheduling students based on proficiency level will allow for an ESOL teacher to target specific skills and provide maximum support to various groups of students.
- Students at beginning levels of proficiency may be served in multiple ESOL classes to support the demands of academic standards.
- ESOL teachers need collaborative planning time to work with core area teachers whom the school has designated as "trained" to serve ELs either in collaborative or concentrated classes.
- It is vital that the ESOL teacher and all school faculty work together at all phases of service-planning, lesson delivery, small group pull-out or push-in, assessment modifications, classroom accommodations, implementation of intervention, etc.

#### **Elective ESOL Courses**

- The Richland One [Middle School Course Catalog](#) provides for 6 "Special Areas" ESOL elective courses for each of the three grade levels (page 12). ESOL students may be enrolled in one or more of these courses to fulfill ESOL service requirements.
- Within these secondary ESOL elective course offerings, ESOL teachers will reinforce content-based, core content instruction particularly in language intensive subject areas like ELA and Social Studies.

The following options are available for elective courses:

1. At each grade level, elective courses can be divided between two distinct groups of ELs (ex. High/low proficiency) corresponding to the two elective periods,  
or
  2. Most ELs in the grade can be served in one elective; this will allow for an ESOL teacher to push-in to a different grade level content class during the second elective period.
    - During push-ins, the teacher of record will be the content teacher.
    - During push-in, ESOL teachers may serve low proficiency, newcomer or Students with Limited or Interrupted Education (SLIFE) (see attachment – ESOL Special Situations) students as additional minutes.or
  3. ESOL teachers may serve higher proficiency or Long-Term English Learners (LTELs) (attachment – ESOL Special Situations) for their primary service minutes.
- Push-ins may happen on alternating schedules determined by the ESOL and mainstream teachers and based on student schedules/need.





- Schedule high proficiency ELs (>4.0) only into push-in classes for ESOL service. These students could also benefit from periodic consultation with the ESOL teacher- homeroom or school-specific remediation times. Communication between core area teacher and ESOL is essential.

#### **Core Content/ESOL Courses**

- ESOL teachers certified in English Language Arts (or other core content areas) may serve ESOL students as the teacher of a scheduled content class rather than an ESOL elective.
- ESOL teachers may be scheduled to push-in or collaborate with core content teachers who have significant populations of ELs scheduled into specific periods. In these instances, the teacher of record will be the content teacher. The ESOL teacher may have empty (on the master schedule) spaces in his/her schedule.
- Consider scheduling content courses with specially-trained mainstream teachers in which up to 50% of the students scheduled will be ELs. These courses will not count as ESOL service minutes unless the teacher is additionally certified in ESOL. These courses will implement strategies that benefit all students in the area of language and literacy development.

#### **Overlapping Services**

- ESOL students must be appropriately identified for Gifted and Talented and Special Education. ESOL students must not be excluded from programs due to language levels.
- ESOL instruction should be scheduled in conjunction with special education services and content interventions. **Neither of these services should supplant the other.** Individualized Education Programs (IEPs) for English learners should take into consideration ESOL service timing and IMAPs when they are written.
- Newcomer ELs should receive careful consideration during the Response to Intervention (RTI) process due to the fact that the process has only applied to them since their recent arrival to U.S. schools.

#### **ESOL Instructional Assistants**

- Instructional assistants (IAs) being supervised by an ESOL or core content teacher may serve ESOL students for minutes that count towards ESOL services. Specific objectives and tasks should be included on a lesson plan written by the ESOL teacher.
- As the ESOL IA minutes count towards a student's service minutes, it is important to minimize disruptions to the IA's schedule that may be caused by temporary administrative duties, assisting with school programs or covering for absences.

**If you have questions or would benefit from assistance with these procedures, please contact the ESOL Department to schedule a consultation – (803)-212-1475 ([Ernesto.bernal@richlandone.org](mailto:Ernesto.bernal@richlandone.org); [jonathan.white@richlandone.org](mailto:jonathan.white@richlandone.org)).**

#### **List of Documents Enclosed:**

- ESOL Special Situations