



ENGLISH LANGUAGE LEARNING HANDBOOK

2019-2020

Definitions

Limited English Proficient:

The SC definition of limited English proficient (LEP)/English language learner (ELL) 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 LEP students participate in required statewide assessment with or without accommodations. There are no exemptions from state assessments for LEP students except as provided for within guidance from USED and the SC Accountability Workbook (SCAW).

LEP students will be included in the LEP subgroup for the purpose of accountability, until they score at the “fluent level” on the state English language proficiency test (ACCESS). 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, science, and social studies 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 re-evaluated to receive ELL 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/ELL definition includes students with a wide range of educational needs with respect to learning. 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 in English.

Language Minority Student

A language minority student is one whose first language or home language is other than English and may be limited English proficient.

(Taken from: The SC State Department of Education ELL Handbook)

EQUAL EDUCATION OPPORTUNITY AND NON-DISCRIMINATION STATEMENT

It is the policy of the South Carolina State Board of Education and the South Carolina State Department of Education that no student will be excluded from participation in, be denied the benefit of, or be subject to discrimination in any program or activity on the basis of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability.

A student shall not be admitted to, or excluded from, any federal assisted education program on the basis of a surname or language-minority status. [*No Child Left Behind Act of 2001*, Title III-Language Instruction for Limited English Proficient and Immigrant Students, Part C, Section 3302(f)]

ELL PROGRAM GOALS AND OBJECTIVES

The goal of Greenwood School District 51's English Language Learners (ELL) Program is to provide equal educational opportunities to students who have a primary or home language other than English and who are English Language Learners. The primary focus is to provide an English-rich environment so those students will become proficient in English as soon as possible.

The school system 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 English Language Learner 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 ultimate goal for students who are English language learners is that they be able to achieve the state's academic content and student academic achievement standards, as demonstrated by proficiency on the state's required student assessments, and that they graduate from high school with a regular state issued diploma.

Students will not exit the program until they have become proficient in reading, writing, listening and speaking. In order to exit, a student must **meet all the requirements the SCDE sets.**

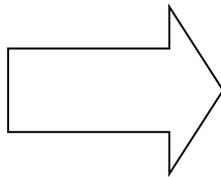
Objectives of the ELL Program

1. To identify all students whose native or home language is one other than English.
2. To assess the language abilities of identified students.
3. To provide appropriate ELL instruction for identified students.
4. To support the curriculum and instruction of the regular classroom as appropriate to the developmental stage of the student, in accordance with state and FSD1 standards.
5. To provide staff development with appropriate instructional and assessment strategies to principals, guidance counselors, and teachers.
6. To assess the academic progress of students within the program.
7. To communicate instructional goals and expectations to parents and to encourage their participation as viable members of their children's team.
8. To exit students from the program when their language abilities are educationally appropriate for the mainstream classroom.
9. To provide follow-up monitoring for students who have exited the program and to re-admit students who demonstrate continued need for ELL support.
10. To provide opportunities for the parents of our students to be able to interact with their children's teachers and administrators.

ENGLISH LANGUAGE LEARNERS PROGRAM OVERVIEW

STEP 1: Identification

Greenwood District 51 will identify all students eligible for ELL services through the *Home Language Survey (see forms).

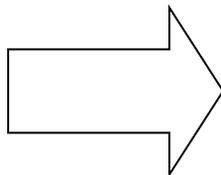


Home Language Survey

If a language other than English is indicated on the survey, student is referred to Assessment Step.

STEP 2: Assessment

Greenwood District 51 will test identified students' English Language Proficiency to determine Initial ELL status through the WIDA screener or *W-APT (when available)



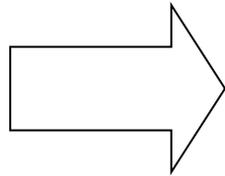
Students scoring below state criteria will be placed in the ELL program. Parents are notified in preferred language.

STEP 3: Placement into ELL Program

Greenwood District 51 will offer an ELL Support Program at the elementary, middle, and high schools for as long as the student continues to qualify for services

STEP 4: Greenwood District 51 will use the following:

- >State identified exit criteria
- >Student academic performance
- >Teacher recommendation
- >Student/Parent input to determine when direct ELL services should be terminated.

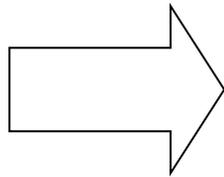


- Students who do not meet Exit qualifications will continue with ELL services. Students who meet Exit qualifications will move to Step Five.

STEP 5: Monitoring

Students who exit the ESOL program will be monitored by the ELL team at each school for a period of four full school years. If the student is proficient, he/she moves to English Speaker I status

*See ELL Program Exit Plan (see Exit form).



STEP 6: Program Evaluation

District 51 will conduct an evaluation to continually assess the effectiveness of the program for English language learners.

REGISTRATION PROCEDURES

Please Note: 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 immunization form is required of all children. A birth certificate, or other proof of age, as determined by the school district, is required for the first-time enrollment for children entering kindergarten or first grade. In addition, a district may require written proof of residency. A district may not deny a student enrollment due to lack of proof of immigrant status, and a district should not request that information of the parent. Affidavits are available for families who live in multi-family dwellings or who do not have a home or electric bill in their names. SC Law states that schools should accept the notarized affidavit, and then may take up to 30 days to establish residency.

Further, schools should avoid asking about a student's immigration status or requesting documentation at any time. In addition, making inquiries of a student or parent that might expose the undocumented status of either, and requiring undocumented students or their parent to apply for Social Security numbers prior to registration, is not allowed.

- 1. Home Language Survey: Important!** A home language survey **MUST** be administered to **ALL NEW** students as they register.
- 2. Student documentation:** If students do not have documentation such as Social Security numbers, green cards, visas, etc. **IT IS AGAINST THE LAW TO DENY REGISTRATION.** (See legal section of handbook, **Plyler v. Doe**, 1982 pp. 8&9). It is illegal to make inquiries about students' legal status or to require students or their parents to produce documents as a condition for enrollment.
- 3. Residency/Guardianship:** Asking for evidence of residency, or of guardianship if students are living with someone other than parents is appropriate.
- 4. Proof of Birth:** A birth certificate or *other proof of birth is also required.* Make a copy for the permanent record and **return the original immediately and in person to the parent or guardian.**

IDENTIFICATION OF ENGLISH LANGUAGE LEARNERS

A home language survey is completed at the time of enrollment for every student who enters Greenwood School District 51 to determine if there is an influence of a language other than English. The school secretary, guidance counselor, or other designee as determined by the building principal will administer the survey. A bilingual translator is provided, if necessary. The survey identifies any languages other than English that are

- first learned or acquired by the student;
used by the student in the home; or
- used by parents in the home.

Any student whose registration or Home Language Survey indicates a student's first language is anything other than English is a language minority student. If any response on the Home Language Survey indicates the use of a language other than English by the student or an individual in the home, then further information must be obtained to determine the student's English-language proficiency. Based on identification of a potential ELL through the Home Language Survey, ***new ELL students must be tested within thirty days of enrollment at the beginning of the school year, and within two weeks thereafter within the school year.*** However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English. Some students may actually prove to be bilingual after consultation with the parents while others might have a parent who speaks another language while the student speaks only English. It is important to use the Home Language Survey as a springboard for further discussion with the parents of anyone who has atypical answers on the survey even before an English placement test is administered.

Each school principal is responsible for ensuring that, ***within ten school days of enrollment, a copy of the Home Language Survey is filed in the permanent record of the student at the local school and one copy is distributed to the EL Coordinator.***

If a language other than English is identified in any of the Home Language Survey responses, the student will be identified as a potential ELL. The principal's designee will review school records to see if the child has English Proficiency scores from his/her previous schools. If these scores cannot be obtained, ***a language assessment will be conducted within 10 school days to determine language dominance and proficiency (or 30 days from the beginning of school year).***

Placement: Students should be placed in grade levels appropriate to their age regardless of language level. Special circumstances will be reviewed as necessary by the EL teacher, District EL Coordinator and school administration.

ASSESSMENT OF ENGLISH LANGUAGE LEARNERS

Assessments of English language proficiency must be conducted to accomplish two purposes:

1. To determine the student's level of English proficiency.
2. To make appropriate instructional and program placement decisions.

Annual English proficiency test (ACCESS) scores are used at the beginning of each school year to determine placement and services for returning students and can be used during the 30 day window at the beginning of school for new students to the district if their ACCESS scores from the previous Spring administration can be obtained in time from their previous district.

In addition, students will receive ongoing informal assessments of their progress. Each student's English proficiency will be assessed annually through the state assessment program (ACCESS).

PROGRAM PLACEMENT

The ultimate goal for students who are English language learners is that they be able to achieve the state's academic content and student academic achievement standards, as demonstrated by proficiency on the state's required student assessments, and that they graduate from high school with a regular state issued diploma. **They should, therefore, be placed in the grade that is age appropriate. Retaining or placing an LEP student in a lower grade is not in compliance with state guidelines.**

Prior to placing a student in an English language instruction educational program, the LEA must ensure that the school notifies parents of their rights, responsibilities, and opportunities for participation in the program.

Parent notifications must be communicated in a language and/or manner that the parents can understand. Parents are not required to respond affirmatively to the notification in order for the student to participate in the LEA's English language instruction educational program. However, upon receipt of written instructions from the parent declining participation (waiver), an LEA must withdraw the student from a formal English language instruction educational program. The LEA is still obligated to provide appropriate, informal strategies to ensure that the student's English language and academic needs are met. Additionally, waived students are required to be assessed annually for English proficiency using the ACCESS.

The following factors should be considered when placing students in appropriate ELL programs:

- the extent and continuity of previous education,
- the level and degree of English-language proficiency,
- the level and degree of proficiency of the student in his/her home language; and
- the degree of home support for second-language learning.

Once a student has been placed in the EL program, an ELL Accommodation Plan for Students that specifies ELL services and modifications must be developed and should be discussed with the parent/guardian during a school conference.

ELL Program Methods

Teachers in Greenwood District 51 will incorporate into the ELL program curriculum; the ELL standards (WIDA) for listening, speaking, reading, and writing; and the cultural concepts students need to succeed in regular classrooms. Curricula and instructional materials used in the English language instruction educational program must be aligned with the South Carolina Academic Standards and must be based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [NCLB, Title III, Part A, Subpart 1, Section 3115(c)]

Teachers of ELL students will facilitate the development of English-language skills by using a variety of approaches in organizing the classroom, designing a curriculum, and presenting engaging lessons. The instruction provided will include the basic elements underlying all good language instruction:

- Versatility and flexibility
- Interactive lessons with hands-on activities and cooperative learning,
- Encouragement and support of the mainstream or regular curriculum,
- Opportunities for all students to feel successful by providing appropriate modifications and accommodations for the needs of student's different levels of ability, and
- Integration of language skills, thinking skills, and content knowledge.

EL students are required to show progress in content knowledge as well as language proficiency. Therefore, EL students are mainstreamed in the regular classroom with accommodations and receive additional support in a push-in (Inclusion) or pull-out program as needed. Schools with ELLs are served by an EL teacher and/or by an EL assistant who works under the direction and supervision of a certified teacher.

The South Carolina State Department of Education recommends that EL students remain with their age appropriate groups regardless of their EL status.

ACCOMMODATIONS FOR ELL STUDENTS IN REGULAR EDUCATION

The EL teacher and the regular classroom teacher along with other members of the ELL committee collaborate to determine appropriate instructional objectives and needed accommodations for ELLs in the classroom. A variety of classroom modifications are permitted for ELLs. Accommodations, such as the following, may be included for students and are noted on the district's Student Accommodations Plan for ELL Students.

- modification of regular classroom assignments and tests (e.g., allowing extra time for completing assignments or tests; allowing use of textbook during tests; modifying amount of information for which student is held accountable)
- adaptation of lessons to the levels of the students;
- use of graphs, charts, and/or other visuals;
- individual or small-group tutoring by an EL teacher;
- alternative promotion/retention requirements;
- appropriate technology activities/other instructional activities;
- peer tutoring;
- after-school and summer programs;
- parental involvement;
- other special programs/supplemental services which would be beneficial to the student; and
- alternative grading procedures;
- appropriate manipulative, hands-on, and real life activities;
- working with partners or in cooperative learning groups

The amount of time a student spends in the ELL alternative setting is directly correlated with the language needs of the student and shall be determined by the ELL committee.

Office of Civil Rights Regulations: Evaluation, Grading, Promotion, and Retention of EL Students

Query: Can a teacher fail an English language learner?

Classroom teachers should make accommodations in instruction and assignments based on student fluency level, and assessments should be based on these accommodations. Grades should reflect student's participation, effort, and progress.

The teacher may *only* assign a failing grade when the teacher provides **documentation of:**

- accommodation on all types of instruction and work, including but not limited to: textbooks, trade books, bilingual supplements, multi-media materials, graphic organizers, pictures, study guides, homework, and general class requirements.
- accommodations made to all assessments (reflecting the level at which students could succeed).
- student failing to do assigned tasks.

Teachers are encouraged to confer with EL teachers about specific students. Decisions such as grade retention or failure in classes should be made in conference with EL teachers, the building principal, guidance counselor, and other professionals. Whenever possible, students should be promoted along with age-level peers.

ELL students may not master content objectives due to their limited English language proficiency; however, with accommodations, they are able to progress in both content knowledge and English language acquisition.

According to the OCR, “equal outcomes are not required for these children”. It is, therefore, against the OCR regulation for teachers to fail students simply by saying they have not met the objectives of the course. **Failing grades for English language learners cannot be based in any way on language difficulties.** The key issue for a teacher who fails an English language learner is to maintain careful documentation of accommodations made for students. *Without documentation of appropriate accommodations, students cannot receive failing grades.*

TYPES OF ENGLISH FLUENCY:

Basic Interpersonal Communication Skills (BICS) & Cognitive Academic Language Proficiency (CALP)

A common misconception is that students are “fluent” in English because they can “speak English okay”. **Failure to refer students to EL teachers for testing is a violation of students’ civil rights. Students must be tested.** The following is a brief description of two types of language proficiency with descriptors of proficiency level in listening, speaking, reading, and writing.

Basic Interpersonal Communication Skills (BICS) is a conversational or social language typically acquired within the first two years of initial exposure to a new language. Mastery of this type of language varies with individuals but usually takes between six months and two years.

Cognitive Academic Language Proficiency (CALP) is the mastery of academic language needed to be successful in mainstream classrooms. According to research, the average time needed to acquire CALP is five to ten years. It should be remembered that many factors influence the speed at which a student advances.

STAGES OF LANGUAGE PRODUCTION

The theoretical basis of English Language Development is based in research that demonstrates that the acquisition of a second language is a developmental process in which students move through distinct stages of proficiency much like stages that children go through when learning a first language. There are usually five stages identified in the process of English Language Acquisition. These stages are based on the work of Krashen and Terrel (1996). The five stages are:

Entering/Pre-production:

- This refers to the “silent period” of language acquisition in which students respond non-verbally. The responses may be limited to gestures and actions.
- The students are often just trying to make sense of their surroundings in order to meet their basic needs.
- Students at this level will have limited comprehension of English and can comprehend much more than they can produce.
- Older students may be able to write in their own language.
- Students at this level rely heavily on pictures and shared reading. They should be able to communicate through pictures.

Emerging/Early Production:

- At this level, the student begins to respond with brief answers and use basic words and simple phrases. He/she can probably label a few words but will still rely heavily on pictures for comprehension.
- This student will make frequent errors in grammar and pronunciation. It is important that he/she be able to experiment with the new language in a low anxiety setting.
- At this stage the teacher can begin lessons that expand receptive vocabulary and classroom activities. The student should be encouraged to produce vocabulary he/she already understands when participating in language experience situations.
- The student may have reached the emergent or early level of literacy and will begin to comprehend shared reading, songs, chants, and storytelling.
- A student at this level may be beginning to communicate in English with his/her friends. These Basic Interpersonal Communicative Skill (BICS) should not be mistaken for Cognitive Academic Language Proficiency (CALP).

Speech Emergence:

- At this level, a student is able to use language to communicate more freely and is beginning to use English for academic purposes.
- Class activities for this student are designed to encourage higher, more complex levels of language use; the student may be able to write phrases or simple sentences, and can participate in heavily scaffolded guided writing with strong teacher support.
- At this stage, the student may begin to read independently.

Intermediate Fluency:

- A student at this stage begins to converse in English that approaches native fluency and he/she may be able to engage in conversations with more complex sentences and phrases. It is important to remember that the student is still developing cognitive academic competence, especially in the areas of reading and writing.
- The student is able to engage in conversation and produce connected narrative. As the student's vocabulary increases, class activities should be structured to develop higher levels of language use in the content areas, while reading and writing are incorporated into the class lessons.
- The student should be near grade level literacy in reading and writing.
- The student is usually enrolled in a mainstream English Language Arts class with modifications to address his/her developing English literacy needs.

Advanced Fluency:

- At this level the student will demonstrate native-like oral fluency but may be having difficulty in acquiring a higher level of literacy.
- A student at this level may be able to write complete sentences with few errors.
- The student should be at grade level literacy in reading and writing.

CLASSROOM TEACHER'S RESPONSIBILITY

Most students receive special instruction in English through “pull-out” instruction. However, the majority of the EL student’s days are spent in regular classrooms. In grades K-5 this is often a self-contained classroom, with elementary teachers carrying the major responsibility of the EL student’s instruction. A student in middle and high school usually has numerous classroom teachers.

Collaboration between the EL teacher and the regular classroom teacher is recommended; however, it is often very difficult for teachers to find time to schedule an appointment with the EL teacher. Therefore, it is extremely important that the regular classroom teachers develop their own expertise to assure that the learning environment they provide in their classrooms work well for all students. Instructional accommodations made to help English language learners be more successful usually benefit the other students in the classroom as well. Also, when English language learners and their English-speaking peers work together in collaborative groups on the same learning objectives, they can learn from each other.

Sample ideas for teaching the LEP student

Most LEP students speak another language in their homes. If you ever studied a foreign language, you surely remember what a painstaking discovery process it was. A key point to keep in mind is that it generally takes from 5 to 7 years for a second language learner to perform like a native speaker academically. Usually, the younger the student, the sooner he/she will “catch on” and “catch up”. Be patient with yourself and your students. Maintain high, yet realistic expectations, and remind yourself frequently that limited English proficient is NOT limited thinking proficient. The following activities are suggested for the regular classroom. Teachers are encouraged to choose whichever ones seem most appropriate for the Limited English Proficiency (LEP) students in their classroom. Here are some basic hints for working effectively with your LEP students:

1. Make sure the new child feels welcome and accepted.
2. Be warm and welcoming. Speak clearly and simply; it is not necessary to speak louder.
3. Learn to pronounce the child’s name correctly.
4. Assign buddies and peer tutors to your LEP student (bilingual ones if possible).
5. Use contextual clues to clarify meaning; pictures, media, props, blackboard sketches, manipulatives, and facial expressions.
6. Monitor your vocabulary and use of idioms when speaking with new students in class.
7. Model correct, natural language; but focus on communication and meaning rather than grammatical form.
8. Use props, gestures, and facial expressions to communicate. Body language can be very eloquent. Pantomime is a universal language. Set aside regular time when the whole class communicates on an even footing non-verbally.

9. Encourage participation by asking questions that can be answered at the student's level of English, such as yes/no and one-word answers.
10. When a student begins contributing to class discussions, accept errors in grammar and pronunciation and continue to model appropriate language.
11. Include the child in all class activities. Give the LEP student assignments and duties he/she can complete successfully.
12. Encourage your student to share his/her language and culture with you and your class.
13. Focus attention on key vocabulary. Use pictures, charts, graphs, and stories to teach vocabulary in context.
14. Keep talking to your student. It is normal for him/her to experience a "silent period" that can last days, weeks, or even months. If a child is reluctant to speak in English, do not force production.
15. Have the class make a list of the classroom instructions their LEP students will need to know in order to function as part of the class. Have the class act out the appropriate response, or have the "buddy" teach the instructions.
16. LABEL EVERYTHING POSSIBLE in the room in English and the LEP student's native language. This will help the LEP student feel at home in the classroom and will help the other students appreciate another language.
17. Use a grading system which shows progress, but does not unfairly compare your LEP student to his/her peer's performance. Standardized tests are generally not a valid measure of the LEP student's performance; however, if your student knows quite a bit of English, he/she can benefit from learning how to take a standardized test.
18. Have the students start a picture dictionary (every EL student should have one) or index card file using magazine, newspaper and catalog pictures as well as the student's own drawings. Use this picture resource as a base for vocabulary and sentence building exercises.
19. Label the pictures with words and then form descriptive sentences.
 - a. Alphabetize all labels or group them by subject
 - b. Classify objects pictured by size, color, shape, etc.
 - c. Create main categories and subdivisions within them (e.g., likes and dislikes, groups, common in the U.S., common in native country, cooked, raw, served at what meals, source etc.)
20. Listening practice is important. Read aloud to students prose, poetry and rhymes. Use colorfully illustrated books, records and tapes
21. Use peer tutors to work with students. A student who can handle being excused from routine assignments or an older student will benefit from "teaching" the LEP student. Have students trace an

outline of a friend on a large sheet of paper. Orally or in writing, name the various body parts. Clothing can be colored in and labeled.

22. Use a calendar to teach days of the week, months, numbers, seasons and holidays. The calendar can be used to introduce the past, future tense and place (e.g., "Monday is after Tuesday." "The five is above the twelve.") Ask questions in sentences.
23. Provide students with opportunities to teach the class portions of their native language. They could start with numbers, alphabet and body parts and graduate to sentences and songs.
24. Introduce students to school and staff and tour the building. Follow up the tour by having students name staff people and identify the job they do. Use photos of the staff for identification exercises.
25. Ask the students to draw a family picture or bring a photo to class. Use it to teach the names of family relationships (father, son, sister, brother), pronouns and as a basis for discussing life roles.

PARENT NOTIFICATION AND INVOLVEMENT

Greenwood District 51 realizes the importance of parental involvement in the lives of all children. The district will provide meaningful opportunities for parents of EL children to participate in the education of their children. Effective communication between the parents of EL students and the school will be facilitated by translating important information into a language that can be understood and by providing translators for conferences to the extent feasible and possible. Parent representatives will also be included on the District 51 ELL Advisory Committee.

When a student is identified for the ELL program, parents/Guardians are notified of the ELL program services to be received by the student within 30 days after the beginning of the school year. This notification will include 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
- the method of program instruction
- 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
- if applicable, how the program meets objectives of the student's individualized education plan (IEP)

Specifically, the following information pertaining to parental rights will also 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
- 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

STUDENT WAIVERS

If a parent/guardian does not want to take advantage of services provided by the ELL program, the parent/guardian must sign a form in order to document that the ELL program services were offered and refused. This waiver means that students do not have to be pulled for services. However, the child should still have an ELL plan, his/her progress should be monitored, and additional help must be offered if the child is not making adequate progress. This form will be kept in the student's permanent record. If a parent chooses to withdraw his or her child from the ELL program, additional documentation must be signed and kept in the student's permanent file.

STUDENT EVALUATION SYSTEM

On an annual basis, the LEA must ensure that each school evaluates and documents the progress of each LEP student's acquisition of English and their academic progress. 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 LEP and native English speaking peers in mainstream programs. School systems should systematically maintain the following information in individual student records for all students identified as LEP:

- assessment data (standardized tests taken, scores, and dates)
- academic data (courses taken, grades, attendance, promotion/retention)
- Powerschool components for ELLs
- educational history
- results of sight and hearing tests
- physical conditions that may affect learning
- classroom observations and anecdotal records by teachers
- enrollment history and criteria used for placement in special services (ELL services, speech therapy, special education, gifted, other)

GRADES AND GRADING SYSTEMS

Teachers are encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that ELLs can progress. However, a student may not be assigned a failing grade in a content area on the basis of lack of English language proficiency. Appropriate grading should be based upon appropriate instructional accommodations. If the student has more than one teacher, each subject area teacher must complete an accommodation plan. This is not the EL teacher's responsibility.

It may be more appropriate for beginning ELLs to receive alternate progress monitoring grades such as S for Satisfactory, I for Improving, or N for Needs Improvement. Alternative assessment is a preferred option for LEP students. Implementation of alternative assessments includes, but is not limited to, asking students to prepare portfolios, present projects or oral reports, make lists or rubrics and other products that express what students have learned. Students in grades 9-12 must be given the opportunity to earn credits toward graduation. Students should be given grades on work done with modifications and accommodations. Teachers are often concerned about their responsibility for the state course of study. They must keep in mind that LEP students work under a dual burden: learning a new language and learning new content in a language they have not yet mastered.

Teachers must follow these guidelines:

- ELLs must receive accommodations of content work when needed
- Grading is based on accommodated work
- ELLs must not be failed on the basis of lack of English language proficiency
- Grades placed in a student's cumulative folder must reflect the student's academic achievement on grade level academic content and student academic achievement standards.
- When assigning a grade on the report card, the teacher should designate that the student is not fully proficient in English by adding this comment to the report card "This grade is based upon ELL accommodated work."

PROMOTION/RETENTION

Promotion/Retention decisions regarding ELLs are subject to the mandates of the United States Department of Education, the South Carolina General Assembly, the South Carolina Department of Education, and the Board of Trustees of Greenwood School District 51. When these mandates overlap or are found to be conflicting, those standards that affirm equal educational access for National Origin Minority students whose primary language is other than English will prevail.

English language learners should be expected to meet the same educational requirements as other students; however, students who struggle with both language and content simultaneously need more time than is traditionally given to native English speakers.

ELLs should not be retained in a grade based solely on lack of proficiency in the English language. This means that standardized test scores or grades from the classroom, if measured on the same scale as their English-speaking peers, are not an accurate reflection of the students' ability and therefore should not be the major determiner in holding these students back in a grade. As a general rule, a student whose first language is other than English, should be promoted along with age-level peers. S/He should not be graded on the same scale as peers for at least the first two years of school in the United States

The use of the traditional grading system is often inappropriate for ELLs. In classes where an alternative evaluation is more realistic, such as modified objectives, authentic assessment, and delayed grading, the promotion/retention policy of Greenwood School District 51 can be modified. In some instances, an ELL's academic problems may not be related to second language deficiencies; however, all decisions on promotion/retention will be made collaboratively by the building principal, guidance counselor, classroom teacher, and the EL teacher.

If an EL student is being considered for retention, the teacher must provide sufficient documentation to show that an accommodation plan has been in place and followed for the entire time the student was in class. The lesson plans must show appropriate accommodations.

PROGRAMS FOR EXCEPTIONAL STUDENTS

Greenwood School District 51 provides all EL students access to instructional programs and related services as well as student support programs on the same basis that they are available to other students in the district. This also includes services covered under Title I, Part A (Basic Programs), Title I, Part C (Migrant Education Program), Title X (Education of Homeless Children and Youth) and IDEA and Section 514 regulations. All students have equal access to programs for which they qualify. These programs include, but are not limited to, pre-school programs, career/technical programs, special education programs, gifted and talented programs, and extracurricular activities.

Special Education

If after consistent language accommodations and instructional modifications have been attempted for a reasonable amount of time, an ELL continues to have difficulty mastering specific skills, the student should be referred to the Response to Intervention Team (RTI). This team consists of the principal or assistant principal, guidance counselor or instructional specialist, special education teacher, regular education teacher, and referring teacher (if different from regular education teacher). The EL teacher or assistant should be a member of the RTI Team when discussing the needs of ELLs. After the team reviews all available information pertaining to the student, one of two things may happen:

- The team 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 team can then make a referral for special education testing.
- The team 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 ELL 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 will be administered. Information gleaned from a parent interview regarding the student's development will also be considered. Every effort will be made to ensure that no child is placed in special education because of language difficulties, rather than due to disability.

Eligible students who score in the applicable categories will have a placement meeting before they enter the special education program. Appropriate personnel, such as classroom teachers, the EL teacher or assistant, the resource teacher, the school psychologist, the guidance counselor, the instructional specialist, the principal, and the parents should attend the meeting. If needed, an interpreter will be provided for the parents.

Students who qualify for special education services will also continue to receive ELL services. They will be monitored for language acquisition. Their language needs will be addressed in IEP.

PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF CHILDREN WITH DISABILITIES

Please refer to the "Parent Handbook" for Greenwood 51 Special Education Services.

Gifted and Talented

Referral

Parents, a classroom teacher, or an EL teacher or assistant may nominate an ELL student for the Gifted and Talented Program.

Evaluation

A nonverbal aptitude test is administered by the Gifted and Talented Program. Multiple levels are available to accommodate the students. Achievement Level Tests are administered to students in the fall and spring and are reviewed by school level and district level staff to identify qualifying students. Assessment scores are also reviewed. The Gifted and Talented staff will also consult with the classroom and EL teachers concerning the student's grades and behavior.

Eligibility

The identification of gifted and talented students is a multi-step process which consists of screening and referral, assessment of eligibility, and placement. The objective of the grade 2 testing program is to evaluate each student for the purpose of placement into a district gifted and talented program.

Dimension A. In accordance with State Board Regulation 43-220, students must meet the criteria for two out of the three dimensions outlined in this law. Dimension A (Reasoning Abilities) requires students to demonstrate high aptitude (93rd national age percentile) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three. Scores on the CogAT may be used for this purpose.

Dimension B. Dimension B (High Achievement in Reading and/or Mathematical Areas) of the regulation requires that students demonstrate high achievement in reading and/or mathematical areas (94th national percentile and above) as measured by a nationally normed or statewide assessment. Scores on the Iowa Assessments (IA) may be used for this purpose.

The results from the administration of the aptitude (CogAT) and achievement (IA) tests are entered into the Gifted Identification Forms and Tasks (GIFT) software program, which identifies students who automatically qualify for a gifted and talented program. GIFT also identifies those students who may benefit from a secondary screening using the Performance Task Assessments (Dimension C).

Dimension C. Dimension C (Intellectual/Academic Performance) requires students to demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative productive thinking. One of the methods by which these characteristics may be demonstrated is with a score of sixteen on either the verbal or nonverbal component of the Performance Task Assessments for grade 3 placement.

Students who qualify for the Gifted and Talented Program will also continue to receive EL services and will be monitored for language acquisition by the EL teachers.

EXITING STUDENTS FROM ELL SUPPORT SERVICES

School systems must follow objective exit criteria to ensure that EL students are meeting high standards in comparison to their non-EL peers before exiting from the English language instruction educational program. Students must be assessed to determine if they have developed sufficient English language proficiency in listening, speaking, reading, and writing to be classified as proficient. Exit criteria must be followed to ensure that former EL students are not placed into an academic setting where they cannot function successfully.

In addition, when students exit from the English language instruction educational program, the school system must monitor the progress of those students for a period of at least four years to determine their success in the regular school program. Students who experience difficulty in content classes during the monitoring period due to lack of prior knowledge or lack of information in the knowledge scaffold should be provided with academic support through methods that may include temporary reentry into an English language instruction educational program.

A student is ready to exit from the EL program when s/he scores fluent English-proficient in all language domains based on ACCESS testing.

The decision to exit a student from an English language instruction educational program should be made through the English Language Learner (ELL) Committee and should insure that SDE exited criteria are met. The student should have skills necessary to perform in the regular classroom. In some cases, the student may still be eligible for and be in need of other special instruction, such as supplemental reading. Recommendations for other needed services should be made when the student exits the English language instruction educational program.

MONITORING SUCCESS OF FORMER ELL STUDENTS

It is important for regular classroom teachers to note the progress of each exited student. **The full process of follow-up and post-exit monitoring is a school responsibility.**

After a student is exited from the English language instruction education program, a follow-up review should be made and documented within the first two weeks. The purpose of the review is to verify that the student can function academically and socially in the new setting. Periodic monitoring should continue for four years. At the end of each progress-reporting period, a designated staff person should contact teachers in the student's regular classes to:

- Determine if the student is adjusting and succeeding academically
- Verify that the student is sustaining the criteria used to exit from the English language instruction educational program
- Identify any academic or other needs

Progress monitoring may include:

- Review of grades
- Review of formal and informal student assessment results
- Review of student work samples

- Interviews with the student
- Interviews with the student's parent(s) or guardian(s)

STUDENT PLACEMENT AND STATEWIDE TESTING

The South Carolina State Department of Education is currently developing a policy that will provide local school districts with clear guidelines for the awarding of Carnegie Units to ELLs. Until such a policy is adopted, Greenwood School District 51 will take the following interim steps:

- All students identified as eligible for ELL services will be given Screener (W-APT test). NonEnglish speaking students will be given the formal language assessment. If the student is unable to perform, it will be documented that an "attempt" was made.
- The guidance counselor assigned to ELLs will place the student according to the following guidelines:
 - students should be placed in classrooms with their age peers
 - the student's transcript, if available, should be evaluated by guidance and ELL personnel to determine credits that may be transferred
 - in the absence of an official transcript, students who wish to earn credits for the South Carolina diploma should be placed in English I
 - courses should be selected to give the student maximum probability of passing based on his/her ability level. Courses other than English which require a high level of reading and writing may be delayed until a subsequent year
 - students should be assigned to teachers who instruct through hands-on and interactive strategies, such as cooperative learning and visual aids, and who use alternative assessment strategies
 - after the student's schedule is set, the classroom teacher(s) will meet with the EL teacher to determine realistic core objectives the student will be expected to master.
- English objectives may be demonstrated over several years. A student may continue to work on English I objectives during English II, III, and IV. S/He may receive credit for English I and be placed in English II after mastering stipulated objectives for English I with the expectation that all objectives will be mastered before s/he receives credit for English IV. The student will compile a portfolio demonstrating his progress toward mastery of language arts objectives.
- If students transfer to other schools, a summary of the student's portfolio and a list of Greenwood School District 51's promotion criteria will be prepared by the EL teacher and sent to the receiving school.
- A student who masters course objectives as stipulated will receive a Carnegie Unit, even though these objectives are not as comprehensive as those required of native speakers and even though his/her mastery has been demonstrated through alternative assessment.
- The principal or other school personnel will clearly communicate the school's expectations to the parents.

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 LEP student 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 ELLs 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).

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 LEP student. Students must achieve annual measurable achievement objective targets for their English language acquisition based on the state-adopted English language development assessment.

All LEP students participate in required statewide assessment with or without accommodations. There are no exemptions from state assessments for LEP students except as provided for within guidance from the SC Accountability Manual.

LEP students will be included in the LEP subgroup for the purpose of accountability, as defined in the SC Accountability Manual, until they score at the "fluent level" on the state English language proficiency test in grades 3-12.

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

STAFF QUALIFICATIONS AND RESPONSIBILITIES

Greenwood School District 51 is committed to meeting the needs of a growing ELL population and will employ and maintain sufficient staff to provide students with an equal educational opportunity. Teachers have appropriate certification in their field and have ESOL endorsement or are enrolled in required courses leading to endorsement. The district will provide documentation to show that the certified teachers have the add-on ESOL certificate or are working towards certification in ESOL. The school system has in place a process to ensure that it employs the number of staff required to maintain an effective ESOL program.

ESOL teacher certification is at the fifth-year level. Initial certification in another area is required. Requirements for admission to the program of studies include at least baccalaureate-level certification in a teaching field. The South Carolina State Board of Education has standards for the approval of ESOL teacher education programs at the graduate level, and persons who complete approved ESOL programs earn the ESOL Add-On Certificate.

ESOL teachers of Kindergarten through twelfth grades are appropriately certified with

- a. Regular Elementary, Middle, or High School Certification
- b. ESOL Certification or working toward certification using a completion schedule developed by the LEA

All non-certified personnel working in an ESOL program must work under the supervision of a certified teacher.

RESPONSIBILITIES FOR PROGRAM IMPLEMENTATION

The ELL Coordinator – District Level

The ELL Coordinator of the District:

- 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 English proficiency testing, including ordering of testing materials, dissemination, development, and maintenance of test records
- coordinates ELL services with all other departments of the school system
- plans staff development activities
- meets regularly with program staff and other school system administrators
- oversees the preparation and dissemination of program communications such as brochures, videotapes and newsletters
- coordinates and disseminates project reports.

The Principal

The principal ensures that:

- an ELL coordinator is designated at the school level to oversee ELL initiatives and student concerns
- EL personnel with appropriate qualifications are recommended for hire

- a home language survey form that includes language background information is completed for each student enrolling in the District and maintained in the cumulative folder
- faculty and staff are informed of ELL initiatives and services in the school and understand the nature of OCR (Office for Civil Rights) regulations for accommodating ELL students
- an in-service on classroom teacher responsibilities for working with ESL and ELL students is conducted for the entire faculty
- appropriate information is entered on the system database and transferred electronically to the appropriate field for retrieval later
- the EL teacher serving the school is informed of new arrivals
- appropriate space is provided for instruction
- students are served and provided with equal educational opportunities
- students have schedules that allow them to attend EL classes
- students who have exited the ELL program are monitored for four school years following their removal from ELL services
- necessary records are maintained
- a process is in place for identifying potential social or academic problems that may affect student performance
- guidance counseling is available to students to promote their proper educational and personal development
- teachers have Accommodations Plans as well as Academic Plans (see ELL Conference Record/Notes) for all ELL students and parents and students have participated in the development of the plans, as appropriate.

The ELL Coordinator – School Level:

- serves as the formal liaison between the family and the school
- oversees the administration of Screener (W-APT test), ACCESS, state testing, if applicable
- assists in the development of Academic Plans for ELL students with accommodations for the student as needed
- assists the EL teacher or assistant as a member of the support team for each ELL student
- oversees the reporting of all data requested by the district ELL Coordinator.

The EL 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 ELLs using appropriate assessment instruments
- plans and implements EL instruction based on diagnosed needs of each individual student
- evaluates student performance in the EL class and provides mainstream teachers with input regarding progress
- maintains individual student folders on each student attending the EL class (work samples, tests, grade, etc.)
- attends scheduled staff development programs that teach EL strategies and methodology
- assists in providing computer input of all national origin minority students
- provides information on ELL students to ELL school coordinator when requested

- works to assist students in understanding American culture and encourages mainstream students to understand other cultures
- functions as a resource member of the local school staff
- conducts in-service training for staff on EL intervention and instructional strategies
- assists regular classroom teachers in the design of an Accommodations Plan for each ELL student.

The EL Assistant:

- works under the direction and supervision of an EL teacher
- enforces policies and regulations as established by the Board of Education
- creates and maintains an instructional climate that is conducive to learning
- implements EL instruction based on diagnosed needs of each individual student
- provides EL teacher with input regarding progress of EL students
- maintains individual student folders on each student attending the EL class (work samples, tests, grade, etc.)
- attends scheduled staff development programs that teach EL strategies and methodology
- provides information on ELL students to ELL school coordinator when requested
- works to assist students in understanding American culture and encourages mainstream students to understand other cultures
- functions as a resource member of the local school staff
- assists EL teacher in the design of an Accommodations Plan as well as an Academic Plan for each ELL student.

The Regular Education Teacher

The regular education teacher:

- communicates closely with the EL teacher regarding the student's progress and class assignments
- provides required information to the EL teacher or assistant for completing reports to state and federal agencies
- takes advantage of district-sponsored staff development opportunities to increase understanding of students' needs and learns effective EL strategies
- modifies tests and assignments as needed and appropriate • includes EL accommodations within yearly long range plans
- designs Academic Plans for all ELL students.
- confers with parents/guardians twice during school year (or more often) to share academic progress

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. High standards for the education of LEP students cannot exist without high standards for professional development. 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 LEP students
- designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP students
- 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
- 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 LEP students:

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

Greenwood School District 51 is committed to providing appropriate resources/materials and staff development opportunities for all teachers and staff to increase their knowledge of appropriate strategies to help our ELL students be successful. EL teachers, EL assistants, as well as regular and special education teachers, are surveyed periodically to identify areas of training needs. In addition, the ELL Program Specialist at the South Carolina Department of Education is available to consult with the school system and to provide technical assistance as needed.

PROGRAM EVALUATION

The goal of Greenwood School District 51 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 NonEnglish Proficient. The school system is committed to conducting an ongoing evaluation of the ELL program to ensure that this goal is met. The English Learner Program Assessment (ELPA) along with data from ACCESS, SAT/ACT, READY/PASS, MAP, and other assessments will be used. Both formal and informal evaluations of the program will be utilized to determine progress in meeting this goal. In addition, ongoing formative and summative assessment will be conducted by EL and mainstream teachers to better tailor EL and regular education programming to the individual needs of the ELLs.

Data will be compiled throughout the year and evaluated at the end of each school year to determine program strengths and weaknesses. Additional information will be obtained from the Greenwood 51 ELL Advisory Committee as well as from parent and student surveys. Data will be compiled into a system report. The EL teacher/coordinator, principals, and central 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 EL and regular staff
- purchasing updated and/or new materials and teaching supplies
- employing additional staff
- research on specific areas that need to be addressed.

Data to be collected each year will include the following:

- assurance that Home Language Surveys are on file for all students
- number of students placed into ELL program
- teacher, student, and parent feedback
- number of ELLs enrolled in Gifted/Talented Program
- number of ELLs enrolled in special education
- number of ELLs enrolled in vocational programs
- number of ELLs enrolled in summer school
- number of ELLs to exit ELL program including:

name of student by school;	grade level at entry;
date EL services began;	entry level W-APT score;
age at entry;	date of exit;
date EL services began;	grade level at exit;
English Proficiency Score	ALT or READY/PASS scores at exit
- number of students graduating from high school
- number of students dropping out
- description of staff development training activities in teaching strategies for working with ELLs, copies of sign-in sheets, and evaluations of training.

After a student is exited from the English language instruction educational program, a follow-up review should be made and documented within the first ten days of school. The purpose of the review is to verify that the student can function academically and socially in the new setting. Periodic monitoring should continue for four years. At the end of each progress-reporting period, a designated staff person should contact teachers in the student's regular classes to:

- find out if the student is adjusting and succeeding academically
- verify that the student is sustaining the criteria used to exit from the English language instruction educational program
- identify academic or other needs.

Progress monitoring may include:

- review of grades
- review of formal and informal student assessment results
- review of student work samples
- interviews with the student
- interviews with the student's parent(s) or guardian(s).

LEAs should also evaluate longitudinal data that compares the academic progress of those who have exited the English language instruction educational program, with that of other English-proficient students.

English Language Learner Court Rulings

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.

Regarding Abbreviations...

In discussions regarding English Language Learners (ELLs), one may hear or notice the use of several abbreviations that serve to describe these students. The first and most common abbreviation is "ESL," as in "He is an ESL student." The "ESL" abbreviation stands for "English as a Second Language" and should not be used to describe students for two very important reasons: 1) many students are learning English not as a second language, but as a third or possibly fourth language and 2) "ESL" denotes a particular kind of program and NOT a particular kind of student.

The abbreviation "LEP," indicating "Limited English Proficient," is also used to describe students, particularly by standardized test writers. While it is true that some of our non-native English-speaking students are limited in their use of English, this is not true for all of these students. Furthermore, the word "limited" is negative, emphasizing what a student cannot do rather than what s/he can do.

For these reasons, this document uses the abbreviation “ELL” to describe an “English Language Learner” unless direct quotes from other materials are cited. Greenwood School District 51 feels that this description includes all non-native English speaking children while at the same time provides a positive way to identify these students; therefore, the abbreviation “ELL” is used throughout this document when applicable.

EQUAL EDUCATION OPPORTUNITY AND NON-DISCRIMINATION STATEMENT

It is the policy of the South Carolina State Board of Education and the South Carolina State Department of Education that no student will be excluded from participation in, be denied the benefit of, or be subject to discrimination in any program or activity on the basis of sex, race, color, creed religion, belief, national origin, ethnic group, immigrant status, limited English proficiency, or disability.

- **Federal Regulations**

The Civil Rights Act of 1964 – “No person in the United States shall, on the ground of race, color, or national origin...be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Equal Education Opportunities Act of 1974 – “No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by...the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in its instructional programs.”

- **Supreme Court Decision**

Lau vs. Nichols – The Supreme Court ruled that equality of education opportunity is not achieved by merely providing all students with the “same facilities, textbooks, teachers, and curriculum; for (because) students who do not understand English are effectively foreclosed from any meaningful education.” The Court directed local school districts to take appropriate action to remedy the educational situation of their language minority students.

- **Office for Civil Rights (OCR)**

OCR has the responsibility of enforcing Title VI of the Civil Rights Act of 1964. As such, OCR mandates the following: *Title VI protects students who are so limited in their English language skills that they are unable to participate in or benefit from regular special education instructional programs.*

The following procedures should be in place at each school when serving ELL students effectively:

1. Identify students who need assistance;
2. Develop a program which, in the view of experts in the field, has a reasonable chance for success;
3. Ensure that necessary staff, curricular materials, and facilities are in place and used properly;
4. Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and
5. Assess the success of the program and modify it where needed

ENROLLMENT AND SERVICES FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS LETTER FROM DR. REX

MEMORANDUM

TO: District Superintendents and Principals

FROM: Jim Rex
State Superintendent of Education

DATE: September 30, 2009

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

The organizing principle of public education is that all children have the opportunity to participate and achieve. While demographic changes have presented the educational community with some challenges, the majority response of the educational community within our state has been positive and supportive of opportunity for all children.

Recently, however, public concern has been expressed relative to enrollment policies and procedures that may negatively impact the enrollment and services to children owing to immigrant status or English-speaking status. All districts should reflect, through Board-approved policy, a nondiscrimination policy for enrollment that is in compliance with Plyler v. Doe (1982), Title VI of the Civil Rights Act (1964), and Section 59-63-40 of the South Carolina Code of Laws (please see the attached South Carolina School Board Association memo).

In order to insure that parents and students are treated fairly in our schools, the South Carolina Department of Education (SCDE) has a policy allowing for parents to resolve problems they or their children encounter at school by contacting the SCDE's Ombudsman, Wanda Davis, at wdavis@ed.sc.gov or 803-734-8485. Please make sure that parents of all students, including LEP students, know about this avenue for escalating complaints if they are not satisfied with local remedies regarding their children's access to educational programs or facilities.

To help better serve all children, please review the following information relative to enrollment and service:

District Superintendents and Principals

Page 2

September 30, 2009

- 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 the first-time enrollment for 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 and migrant students to determine needs and provide alternative language program services.
- Initial grade placement should be with same-age classmates. Classroom teachers should modify instruction and assignments to meet the academic and language needs of LEP students. Grades should reflect these modifications.
- An LEP/migrant student should be advanced along with age-level peers. Nonadvancement must be documented with evidence that indicates the determining factors are other than English language proficiency. All LEP and migrant students are eligible to participate in all ageappropriate school programs and to receive all available services.
- Once students have exited alternative language services, they are monitored for at least two academic years. Alternative language program services may be reestablished if necessary.

For additional information on any of these issues, please contact Catherine Neff, Title III, at 803734-2880 or cneff@ed.sc.gov or Betty Black, Migrant Program, at 803-734-8219 or bblack@ed.sc.gov.

JR/cn

cc: Nancy W. Busbee, PhD, Director, Office of Federal and State
Accountabilty

Dr. Paul Krohne
Executive Director

English for Speakers of Other Languages (ESOL) - Policy issues

Executive Committee

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Peggy Tyler
Orangeburg Cons. Four

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color or national origin in programs and activities that receive federal financial assistance. The Office of Civil Rights (OCR) has interpreted this to prohibit denial of equal access to education because of a student's limited-proficiency in English.

Many districts are undergoing a South Carolina Department of Education (SCDE) Title VI audit for compliance in this area that includes questions about board and/or district policy and procedures. In speaking with SCDE for guidance on how to best assist districts with this issue, the department recommends districts do many things for LEP/immigrant students, mainly driven by OCR, and has corresponded with the districts as to these requirements.

SCSBA's interest is to advise districts on the need for board policy action to fulfill any requirements of the SCDE audit.

No specific board policy for ESOL is required. However, there are adjustments that can be made to several existing policies that will satisfy the needs of the audit, both in the modification of policy language as well as additional legal references as follows. The listing of policy codes indicates the model policies reflecting these changes.

Please contact Catherine Neff at the South Carolina Department of Education cneff@ed.sc.gov or (803-734-2880) for any questions concerning the actual Title VI audit. Contact Pat Kinsey at pkinsey@scsba.org or 1-800-326-3679 if you have policy questions.

Local district action required: Any policies regarding students with nondiscrimination/equal opportunity language should be revised to add "immigrant status or English-speaking status" to the race, color, religion, national origin, sex or disability list. Title VI of the Civil Rights Act of 1964 and Plyler vs. Doe, 1982 should be added to the legal references under federal statutes and Supreme court cases.

Policy reference: AC (Nondiscrimination/Equal Opportunity), JB (Equal Educational Opportunity/Nondiscrimination), JFAA (Admission of Resident

Students), JFAB (Admission of Nonresident Students), JFB (School Choice), JI (Student Rights and Responsibilities), JII (Student Concerns, Complaints and Grievances).

FIRST YEAR EXEMPTION LETTER FOR RECENTLY ARRIVED LEP STUDENTS

Memorandum

TO: District Superintendents
Principals
District Test Coordinators
District ESOL Coordinators

FROM: Teri Siskind
Deputy Superintendent for Accountability

DATE: November 29, 2007

RE: First-Year Exemption for Recently Arrived Limited English Proficient (LEP) Students

New guidance from the United States Department of Education in non-regulatory guidance titled "Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students" dated May 2007 as it relates to the allowable testing exemptions for newly arrived LEP students can be accessed using the following Web site: <http://www.ed.gov/policy/elsec/guid/lepguidance.doc>. This memo is a summary of recent changes as follows:

- While previous guidance required the testing of all LEP students in mathematics, even those in their first year in US schools, they are now also required to be tested in science and social studies for PASS. South Carolina will not count first-year students who take these tests for accountability purposes if they are less than initially English proficient (Powerschool 1-4 or AD) based upon their scores on an approved screener test (W-APT test). These students will be counted toward participation in meeting the 95 percent assessment participation requirement. While we encourage the testing with HSAP for all LEP students eligible to take this assessment, students in their first year in U.S. schools will not have their scores counted.
- South Carolina continues to follow the guidance allowing the exemption of the English language arts tests for students who are less than initially proficient (Powerschool 1-4 and A-D) on the screeners in their first year in U.S. schools as spelled out in the S.C. Accountability Workbook which can be accessed using the following link: http://www.ed.sc.gov/agency/offices/fp/Title_I/documents/SCAccountabilityPlanJuly2007. First-Year Exemption

Page 2

November 29, 2007

- The new guidance will now allow the first-year exemption from accountability measures to also apply to students who were born in the United States, but who enter U.S. schools

for the first time in grades 2 or above. Previous guidance restricted this exemption to immigrant children, but this new flexibility will also apply to native born students who returned to their family's home country before entering school here and then returned to the United States at a later date. Students who were born in the U.S., but who enter U.S. schools at a later time (third or sixth grade for example) should be coded in the student atom, page three in SASI, with a date entered U.S. schools, but do not check the emergency immigrant box or put a birth country in the nearby fields.

- Students' test scores can be exempted during only one testing cycle. This exemption also applies to students from Puerto Rico, the outlying areas, or the freely associated states that enter U.S. mainland schools for the first time. Coding for these students will be the same as for other students born in the U.S. as outlined in the previous bullet. The exemption of a student's scores is to be used only for LEP students who have recently arrived in U.S. schools, not for LEP students new to the district or state.

If there are any additional questions about this guidance please contact Catherine Neff, Title III Coordinator, at 803-734-2880 or cneff@ed.sc.gov.

TS/cn

PROCEDURES FOR ESOL STUDENTS WHO ALSO HAVE DISABILITIES

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.

Children Who Are Both LEP and Special Education

Page 2

March 3, 2010

- 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, ACCESS, 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 ACCESS, they should do so.
- 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.

TITLE IX EXCERPT FROM 9101

NO CHILD LEFT BEHIND ACT OF 2001

Section 9101 – Definitions

- (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) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (iii) 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
 - (iv) 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 difficulties 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 1111(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.”

Additionally (specific for South Carolina):

All LEP students participate in the South Carolina State Testing Program with or without accommodations. There are no exemptions from state assessments for LEP students except as allowed by the U.S. Department of Education.

Limited English Proficient students will be included in the LEP subgroup for the purpose of accountability until they exit LEP status per the most recent criteria in the [SCAW](#).

Students who re-enter the program based on poor academic performance are required to receive ELL services. Any student who has re-entered will not be classified as “Former LEP” until they have met the exit criteria for LEP outlined in the SCAW.

The LEP/ELL definition includes students with a wide range of educational needs with respect to learning English as a second language (ESL). Examples include the following types of students:

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

ELL Forms

ELL Services and Responsibilities

Action	Person(s) Responsible	Deadline
File Home Language Surveys for ALL students	Principal Designee	10 days from first day of school AND 10 days from enrollment of any transfer student
Create spreadsheet of ESL students, current score, need for screening, ESL code, Program, Years, Home Language, US Entry, Birthplace, Grade- provide to principals, guidance	Student Services	10 days from first day of school AND add student 10 days from enrollment of any transfer student
Notify Student Services of any new transfer students who are ESL	Guidance	Date Home Language Survey is received and reviewed
Provide principals with ESL Handbook, Grading Practice, ESL Forms, Beginning of Year Reminders	Student Services	Within 30 days of first day of school
Conduct screenings for any student without a current SC score	School Psychologist	20 days from first day of school AND 10 days from enrollment of any transfer student
Set up teacher/student folder and permanent folder with required documents; determine location for ESL student permanent folders	Principal Designee	15 days from first day of school AND 10 days from enrollment of any transfer student
Conference with ELA teacher for all ESL students; Complete Individual Learning Plan including accommodations and modifications; instruct teacher on housing folder for easy reference (Include beginning of year reminders and ESOL Grading Practice info)	Principal Designee	Within 30 days of first day of school; within 10 days from enrollment of any transfer student
Notify ALL teachers of each student of Individual Learning Plan for ESL student(s) on their rosters	Principal Designee	Within 30 days of first day of school; within 10 days from enrollment of any transfer student
Send parent notifications and copies of previous spring's SC Assessment score report	Principal Designee	Within 30 days of first day of school
Schedule ESL services and prepare curriculum materials	Principal Designee	Within 30 days of first day of school; within 10 days from enrollment of any transfer student
Implement ESL student services	Principal Designee	Within 30 days of first day of school; within 10 days from enrollment of any transfer student
Conduct parent conference	ELA Teacher/Guidance	Minimum of twice per year; Document on ESL conference form (October conference day and January)
Plan and conduct progress checks for all ESL students (conduct observations, email teachers with cc to principals)	Principal Designee	Minimum schedule is progress report and report card schedule
Alert principal if student is failing; schedule conference with parent and determine if additional services are needed	Principal Designee	Minimum schedule is progress report and report card schedule
Monitor grades/grading practices for all ESL students	Principal Designee	Minimum schedule is progress report and report card schedule
Update ESOL Handbook	Student Services	Once per year
Collect ESL folders from teachers; verify required documents in folders; print copy of final report card; transfer all info to ESL permanent folder	Principal Designee	May 15 of each school year

South Carolina Department of Education
English Proficiency Codes for English Language Learners (ELLs) 2019–
2020

Codes	Criteria	Dropdown List Description	EL Assessment Required
Blank	N/A	Select a Value	Y/N
1.0-1.9	Student scored Entering on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s).	Entering Pre-functional	Y
	Combined Listening and Speaking score of ≤ 26 on K W-APT 1 st semester.		
	Combined Listening & Speaking score of ≤ 26 , or a reading raw score of ≤ 13 , or a writing score of ≤ 16 on K W-APT 2 nd semester – 1 st semester 1 st grade.		
2.0-2.9	Student scored Emerging on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s).	Emerging Beginner	Y
3.0-3.9	Student scored Developing on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher.	Developing Intermediate	Y
4.0-4.9	Student scored Expanding on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s). Student may not have an overall score ≥ 4.4 or does not have ≥ 4.0 in all domains.	Expanding Advanced	Y
5.0-5.9	Student scored Bridging on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s). While the overall score is ≥ 4.4 , the student does not have ≥ 4.0 in all domains.	Bridging Initially Proficient	Y
6.0	Student scored Reaching on ACCESS for ELLs, WIDA Screener or WIDA MODEL and is receiving ESOL services from mainstream or ESOL teacher(s). While the overall score is ≥ 5.0 , the student does not have ≥ 4.0 in all domains.	Reaching Initially Proficient	Y
P1	Scored ≥ 4.4 overall composite score with a ≥ 4.0 in all domains on	1 st year monitor	N

Updated August 28, 2019

	ACCESS for ELLs. This is the 1st year of monitoring.		
	Combined score of ≥ 27 on Listening and Speaking test on K W-APT 1 st semester or ≥ 4.4 or higher on WIDA MODEL. This is the 1st year of monitoring.		
	P1 or higher on ALT – ACCESS. This is the 1st year of monitoring.		
P2	2 nd year monitor.	2 nd year monitor	N
P3	3 rd year monitor.	3 rd year monitor	N
P4	4 th year monitor.	4 th year monitor	N
8 Former EL	Successfully completed four years of monitoring after meeting State’s exit criteria.	Former EL Never EL Foreign Exchange	N
8 Never EL	Combined score of ≥ 27 or higher on Listening and Speaking test on K W-APT 1 st semester Kindergarten. (Never EL) This coding is only applied after the student has successfully completed four years of monitoring.	English Speaker I	
	Combined score of ≥ 27 on Listening and Speaking test + reading score of ≥ 14 + writing score of ≥ 17 on K W-APT 2 nd semester Kindergarten – 1 st semester 1 st grade. (Never EL)		
	Scored ≥ 4.5 overall composite score with a ≥ 4.0 in all domains on WIDA Screener.		
8 Foreign Exchange	Student is a Foreign exchange student.		
9	Student is a native English speaker.	Native Speaker English Speaker II	N
W	Student has taken an ELD assessment and is eligible for services however, the student is not receiving direct ESOL services. Parent has declined services. Student is served by mainstream teachers only and participates in annual ACCESS testing.	Waiver	N
CM	Student is unable to complete K W-APT, WIDA Screener or WIDA MODEL due to a disability and/or is missing a composite score from ACCESS for ELLs or ALT-ACCESS.	Composite Missing	N

Ware Shoals School District 51

ESL Documentation Checklist

Keeping these records current is the responsibility of the Guidance Counselor. The person who initially compiles these records is

_____ Date: _____.

Part I:

Student's Name: _____

(First) (Middle) (Father's Last) (Mother's Last)

Date of Birth: _____ PowerSchool ID: _____

Native Language: _____ Other Language (Specify Dialect): _____

Country of Origin: _____ State/Providence: _____

(Please verify using student's birth certificate in permanent records. If not birth certificate available, contact parents if student cannot provide information.)

Part II:

U.S. School Entry ____/____/____ (Student's first year in U.S. school system)

Original Enter Date ____/____/____ (Student's enrollment in Greenwood 51 schools)

Enter Date ____/____/____ (Student's enrollment in current school)

Part III:

Children from Latin America typically take two last names: that of the father (comes first) and that of the mother (comes last). Please collect information using what students provide and/or checking birth certificates in permanent records.

Father: _____

(Last Name – the first of the two listed on birth certificate, if applicable) (First Name)

Mother: _____

(Last Name – the last of the two listed on birth certificate, if applicable) (First Name)

Or Legal Guardian: _____ Relationship: _____

Part IV:

The Guidance Counselor initials each space to indicate items are included beneath this sheet and in the order listed on this sheet.

___ Birth Certificate or Proof of Age (documentation: _____)

___ Green EXIT sheet, if applicable (insert if a student has met any of the EXIT criteria)

___ Waiver of Services, if applicable

Part V:

Indicate dates when student first participated in any of the following testing situations:

W-APT ____/____/____ LAS ____/____/____ WIDA ACCESS ____/____/____ MAP ____/____/____ SC Ready ____/____/____

PASS ____/____/____ ACT ____/____/____ Work Keys ____/____/____ End of Course ____/____/____

Teacher: _____

Ware Shoals School District 51

ESL Grade Level Sheet for Grade _____, School Year _____ - _____

ELL Checklist for _____

(First Name)

(Last Name/s)

School: _____ Guidance Counselor: _____

This sheet is printed on BLUE paper. It is the cover sheet for each school year (or grade) that a student is enrolled in Greenwood 51 schools.

I. The following items are included underneath this sheet and in the order given below. Check off each item as included:

(to be completed by guidance counselor)

- a. ___ Copy of Parent Notification (date sent home: _____)
- b. ___ Copy of most current language screening/test results (date sent home: _____)
Is follow-up screening needed in the Spring? ___ Yes ___ No
- c. ___ Student Accommodations/Modifications Form
- d. ___ PowerSchool Demographics Sheet
- e. ___ Home Language Survey

II. Level of Service for Student:

(to be completed by guidance counselor)

Pull Out ___ Inclusion ___ Monitored ___

III. Documents to be added by teacher throughout school year:

(all documents to be verified by guidance counselor at the end of each school year):

- a. ELL Conference Record Notes
 - i. Date of ELL Conference 1: ___/___/___ (attach notes)
 - ii. Date of ELL Conference 2: ___/___/___ (attach notes)
- b. Copy of report card
 - i. ___ First nine weeks
 - ii. ___ Second nine weeks
 - iii. ___ Third nine weeks
 - iv. ___ Fourth Nine weeks
- c. ___ Work samples
- d. ___ Writing sample
- e. ___ Copies of all district and state assessment results completed during this school year
- f. Date Spring W-APT testing completed (if applicable): ___/___/___
- g. Date WIDA ACCESS for ELLs 2.0 completed: ___/___/___
- h. ___ Individualized Learning Plan Form (if applicable)

Individualized Learning Plan

Student: _____

Grade: _____

Date: _____

School: _____

Teacher: _____

Problem/Concern: _____ is using the ESOL accommodation/practice of an adjusted passing grade of 70 as a barrier to his academic success.

Intervention: The ESOL 60 practice will be lifted to encourage _____ to take responsibility for his academic success.

Action Steps	Frequency/Duration	Person Responsible	Comments/Evidence of Change

Signatures/Position:

Specific Strategies and Ideas

General

- Collaborate closely with ELL teacher.[Click here to enter text.](#)
- Establish a safe/relaxed/supportive learning environment.[Click here to enter text.](#)
- Review previously learned concepts regularly and connect to new learning.[Click here to enter text.](#)
- Contextualize all instruction.[Click here to enter text.](#)
- Utilize cooperative learning.[Click here to enter text.](#)
- Teach study, organization, and note taking skills.[Click here to enter text.](#)
- Use manuscript (print) fonts.[Click here to enter text.](#)
- Teach to all modalities.[Click here to enter text.](#)
- Incorporate student culture (as appropriate).[Click here to enter text.](#)
- Activate prior knowledge.[Click here to enter text.](#)
- Allow extended time for completion of assignments and projects.[Click here to enter text.](#)
- Rephrase directions and questions.[Click here to enter text.](#)
- Simplify language. (Ex. Use short sentences, eliminate extraneous information, convert narratives to lists, underline key words/key points, use charts and diagrams, change pronouns to nouns).[Click here to enter text.](#)
- Use physical activity. (Total Physical Response)[Click here to enter text.](#)
- Incorporate students L1 when possible.[Click here to enter text.](#)
- Develop classroom library to include multicultural selections of all reading levels; especially books exemplifying students' cultures.[Click here to enter text.](#)
- Articulate clearly, pause often, limit idiomatic expressions, and slang.[Click here to enter text.](#)
- Permit student errors in spelling and grammar except when explicitly taught. Acknowledge errors as indications of learning.[Click here to enter text.](#)
- Allow frequent breaks.[Click here to enter text.](#)
- Provide preferential seating.[Click here to enter text.](#)
- Model expected student outcomes.[Click here to enter text.](#)
- Prioritize course objectives.[Click here to enter text.](#)

- Pre-teach vocabulary. [Click here to enter text.](#)
 - Teach sight vocabulary for beginning English readers. [Click here to enter text.](#)
 - Allow extended time. [Click here to enter text.](#)
 - Shorten reading selections. [Click here to enter text.](#)
 - Choose alternate reading selections. [Click here to enter text.](#)
 - Allow in-class time for free voluntary and required reading. [Click here to enter text.](#)
 - Use graphic novels/books and illustrated novels. [Click here to enter text.](#)
 - Leveled readers [Click here to enter text.](#)
 - Modified text [Click here to enter text.](#)
 - Use teacher read-alouds. [Click here to enter text.](#)
 - Incorporate gestures/drama. [Click here to enter text.](#)
 - Experiment with choral reading, duet (buddy) reading, and popcorn reading. [Click here to enter text.](#)
 - Use Language Experience Approach, story charts, storyboards, and other methods. [Click here to enter text.](#)
 - Introduce reading selections. [Click here to enter text.](#)
- Allow open note/open book tests (include page numbers as appropriate). [Click here to enter text.](#)
 - Allow short answer for LEP students, avoid essay questions for most limited English speakers. [Click here to enter text.](#)
 - Reduce number of questions/prioritize questions. [Click here to enter text.](#)
 - Reduce cultural bias. [Click here to enter text.](#)
 - Allow students to answer questions on test. [Click here to enter text.](#)
 - Provide oral administration/oral response. [Click here to enter text.](#)
 - Break test into small parts. [Click here to enter text.](#)
 - Present test question using same phrasing as instruction. [Click here to enter text.](#)
 - Correlate instruction and assessment styles. [Click here to enter text.](#)
 - Allow alternate forms of assessment. (Ex. Portfolios, Classroom Observations, Conferencing, Art Forms, Simulations, Drama, Non-verbal Responses) [Click here to enter text.](#)
 - Provide visible criteria for assignments and projects (Ex. Rubrics, Checklists). [Click here to enter text.](#)
 - Provide examples and models of completed projects and papers. [Click here to enter text.](#)
 - Provide quality study guides for assessments. [Click here to enter text.](#)
 - Include word banks, small groups of matching, no more than three distracters in multiple choice. [Click here to enter text.](#)
 - Allow student translations. [Click here to enter text.](#)

- Limit or modify note taking:
 - Cloze Notes [Click here to enter text.](#)
 - Prioritize Information [Click here to enter text.](#)
 - Graphic Organizers [Click here to enter text.](#)
 - Copy of Teacher Notes [Click here to enter text.](#)
 - Visual Notes (Avoid aural note taking.) [Click here to enter text.](#)
- Partners; L1+L1, L1+L2. [Click here to enter text.](#)
- Small Groups. [Click here to enter text.](#)
- Heterogeneous and Homogenous Grouping (depending on the purpose, avoid pairing struggling learners). [Click here to enter text.](#)
- Pair with native English speakers [Click here to enter text.](#)
- Pair with compassionate and mature learners. [Click here to enter text.](#)
- Picture Dictionary [Click here to enter text.](#)
- Bilingual Dictionary [Click here to enter text.](#)
- Textbooks/Novels in home language: when available. [Click here to enter text.](#)
- Recorded text novels; when available. (English and/or L1) [Click here to enter text.](#)
- Simplified/High-Low/Adapted Novels [Click here to enter text.](#)
- Flash cards with pictures and/or words. [Click here to enter text.](#)
- Games supporting language acquisition and cultural knowledge. [Click here to enter text.](#)
- Music with lyrics. [Click here to enter text.](#)
- Illustrations/Videos [Click here to enter text.](#)
- Manipulatives [Click here to enter text.](#)

These modifications are suggestions based on current student level of English proficiency. Since language learning is a dynamic process, modifications/accommodations will change in relation to language development. Although some form of modification is required, teacher and student are not limited to the indicated modifications. The list can be expanded or condensed based on student need and/or classroom and ESOL teacher observations. Signatures indicate that modifications have been discussed and acknowledged by ESOL and classroom teachers.

Signatures:

ELL Teacher: _____

Teacher: _____

Teacher: _____

Teacher: _____

Teacher: _____

Date: [Click here to enter a date.](#)

ESL Grading

In an effort to comply with the Office of Civil Rights (OCR), which considers it to be discriminatory if a student fails based on a language deficiency, please be mindful of our ESL District Grading Practice:

ESOL students may be graded at the teacher's discretion for daily quizzes, homework, etc. No grade on the Progress Report or the Report Card for an ESL student should be below a 60.

When entering grades in Power School for Progress Reports and Report Cards, **please follow these guidelines:**

- for a grade above 60, put the grade the student earns (as performance indicates)
- if the true grade is lower than 60, the 60 is assigned and not the true grade
- under comments, the statement "Grade reflects ESL accommodations" should be inserted
- after Progress Reports are printed, you will need to change the grade (that you adjusted to 60), back to the original grade.
- The Report Card grade, if changed to a 60, should stay that way as the grade of record.

Please refer to the District Accommodations/Modifications Plan for strategies and ideas to use as needed.

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- The Report Card grade, if changed to a 60, should stay that way as the grade of record.

Please refer to the District Accommodations/Modifications Plan for strategies and ideas to use as needed.

ESL Exit

Student:	
ESL Entry Date:	
ESL Entry Grade Level:	
Entry English Proficiency Score:	
ESL Exit Date:	
ESL Exit Grade:	
Exit English Proficiency Score:	
Statewide Assessment Scores at Exit:	



School District of Ware Shoals 51
Parental Notification of Student Placement in the English Learners (EL) Program

To the Parent or Guardian of: First Last

School School Grade Grade Date Parents Issued Updated Placement Letters Power School ID #
Power School ID

Your child's English proficiency has been measured using the WIDA ACCESS for ELLS 2.0 or another approved diagnostic test such as the Language Assessment Survey (LAS) or WIDA-ACCESS Placement Test (W-APT). Results show that your child is eligible to receive assistance from the English Learners (EL) Program. Your child's fluency in English is at the level checked below:

- Pre-functional (1-1.9) Pre-functional (uses only languages other than English)
Beginner (2-2.9) Beginner
Intermediate (3-3.9) Intermediate
Advanced (4-4.9) Advanced
Initially Proficient (5-6) Initially Proficient (not always at grade level; still can receive academic support and accommodations)

Or
Student transferred to WSSD51 from another state's EL program

EL classes provide instruction appropriate to the child's needs and abilities. Most students exit the EL 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 EL. EL teachers will coordinate with special education instructors to fully implement Individual Education Plans (IEP).

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

You, as parent(s), have the right to immediately refuse EL service. Your child will be removed from the EL program upon receipt of the waiver form. 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 EL support. While some EL teachers may speak another language, bilingual instruction is not available in the School District of Ware Shoals 51. Parents have the right to express opinions and voice concerns about any educational services your child is receiving. Please contact your child's Principal, Principal, or your child's English Language Arts (ELA) teacher, Teacher, at Number to do this.

Your child has been placed in the Grade grade, and will receive instruction from regular teacher(s) in regular classes when he or she is not receiving EL instruction. If you would like more information, please contact School Contact at Number to arrange an appointment.



Distrito escolar de Ware Shoals 51
La notificación a los padres de la colocación del estudiante en Programa de Aprendices de Inglés (EL)

Para el padre o tutor de: **First Last**

La escuela **School** Grado **Grade** Fecha **Parents Issued Updated Placement Letters** Power School # ID
Power School ID

Dominio del inglés de su hijo ha sido medido utilizando el WIDA ACCESS para los estudiantes ELL 2.0 u otra prueba de diagnóstico aprobado como Prueba de acceso WIDA (W-APT). Los resultados muestran que su niño es elegible para recibir asistencia del Programa de Aprendices de Inglés (EL). Su hijo mayor fluidez en el Inglés es en el nivel marcado debajo:

Pre-functional (1-1.9) Pre-funcional (sólo utiliza otros idiomas distintos al inglés)

Beginner (2-2.9) Principiante

Intermediate (3-3.9) Intermedio

Advanced (4-4.9) Avanzado

Initially Proficient (5-6) Inicialmente Competente (no siempre a nivel de grado; todavía pueden recibir apoyo académico y alojamientos)

O

_____ Estudiante transferido a WSSD51 del programa de EL de otro estado

Las clases de EL proporcionan instrucciones adecuadas a las necesidades del niño y sus habilidades. La mayoría de los estudiantes salir del programa EL dentro de tres a cinco años, y se espera que se gradúen de la escuela secundaria al mismo ritmo que los alumnos regulares. Los estudiantes que califican para la educación especial u otros servicios especiales recibir esos servicios además de EL. Los maestros de EL coordinará con instructores de educación especial para aplicar plenamente los planes de Educación Individualizada (IEP).

Cuando los resultados de la prueba de su hijo en el WIDA ACCESS 2.0 para los estudiantes ELL tienen fluidez y otros factores tales como las calificaciones escolares y muestras de trabajos indican que él o ella es capaz de lograr académicamente sin apoyo directo de EL, su niño se integrará plenamente. Años en EL dependen del nivel inicial de conocimientos, motivación y otros factores.

Usted, como padre(s), tienen el derecho de rechazar inmediatamente servicios de EL. Su hijo será retirado del programa de EL tras la recepción del formulario de renuncia. Mientras que los profesores generales se esforzará por satisfacer las necesidades de su hijo, pueden no ser capaces de satisfacer plenamente sus necesidades académicas sin apoyo de EL. Aunque algunos maestros de EL puede hablar otro idioma, la instrucción bilingüe no está disponible en el Distrito Escolar de Ware Shoals 51.

Los padres tienen el derecho a expresar opiniones y expresar inquietudes sobre cualquiera de servicios educacionales de su hijo está recibiendo. Póngase en contacto con su hijo, Principal, Principal, ni la de su hijo de Artes del Lenguaje Inglés (ELA) maestro, Teacher, a Number para hacer esto.

Su hijo ha sido colocado en la **Grade** El grado, y recibirán instrucción de maestros regulares(s) en dases regulares cuando él o ella no está recibiendo instrucción de EL. Si desea más información, póngase en contacto con **School Contact** a **Number** para concertar una cita.



English Language Learning Exit Letter

Date _____

Dear Parents or Guardians of _____

When your child enrolled in Ware Shoals School District 51, the registration form indicated that a language other than English is spoken in your home. Your child has received English Learners (EL) instruction and his/her academic progress has been monitored by an ELL team. Results from language proficiency tests, along with performance in academic classes, indicate that your child should be able to perform successfully in classes without additional instruction by the English Learners program. Your child's progress will be monitored by an ELL team member.

If you have any questions, please contact your child's school.

Sincerely,

Principal's Signature

Guidance Counselor's Signature

School Psychologist/EL Test Administrator's Signature

Student Support Services Coordinator's Signature

Teacher's Signature



Aprendizaje del idioma Ingles

Carta de Salida

Date

Estimados Padres o Tutores de _____

Cuando su hijo se matriculó en el Distrito Escolar 51 de Ware Shoals, el formulario de inscripción indicó que en su hogar se habla un idioma distinto al inglés. Su hijo ha recibido instrucción de Aprendices de Inglés (EL) y su progreso académico ha sido monitoreado por un equipo de ELL. Los resultados de las pruebas de competencia lingüística, junto con el rendimiento en las clases académicas, indican que su hijo debe ser capaz de realizar con éxito en las clases sin instrucción adicional por el programa de Aprendices de Inglés. El progreso de su hijo será monitoreado por un miembro del equipo de ELL.

Si tiene alguna pregunta, comuníquese con la escuela de su hijo.

Sinceramente,

Firma del director

Firma del Consejero de Orientación

Firma del Administrador de la Prueba de Psicólogo Escolar / EL

Firma del Coordinador de Servicios de Apoyo Estudiantil

Firma del maestro

Monitoring Form:

Student's Name: _____

(First)

(Middle)

(Father's Last)

(Mother's Last)

Date of Birth: _____ PowerSchool ID: _____

(to be completed by the principal's designee and filed with the green exit form)

School Year _____ (Year 1 Monitoring)			
End of Q1 Monitoring	End of Q2 Monitoring	End of Q3 Monitoring	End of Q4 Monitoring
Report Card	Report Card	Report Card	Report Card
Conference with teacher(s) concerning student's progress Date(s): _____			
MAP: Reading Date: _____ Score: _____			
MAP: Language Date: _____ Score: _____			
MAP: Math Date: _____ Score: _____			
Other Standardized Test(s) Scores: _____ _____ _____			
Excessive Absences or Tardies: _____			
Years in School: _____			
Test for Vision or Hearing: _____			
Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____

School Year _____ (Year 2 Monitoring)			
End of Q1 Monitoring	End of Q2 Monitoring	End of Q3 Monitoring	End of Q4 Monitoring
Report Card	Report Card	Report Card	Report Card
Conference with teacher(s) concerning student's progress Date(s): _____			
MAP: Reading Date: _____ Score: _____			
MAP: Language Date: _____ Score: _____			
MAP: Math Date: _____ Score: _____			
Other Standardized Test(s) Scores: _____ _____ _____			
Excessive Absences or Tardies: _____			
Years in School: _____			
Test for Vision or Hearing: _____			
Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____

Student's Name: _____

(First)

(Middle)

(Father's Last)

(Mother's Last)

Date of Birth: _____ PowerSchool ID: _____

(to be completed by the principal's designee and filed with the green exit form)

School Year _____ (Year 3 Monitoring)			
End of Q1 Monitoring	End of Q2 Monitoring	End of Q3 Monitoring	End of Q4 Monitoring
Report Card	Report Card	Report Card	Report Card
Conference with teacher(s) concerning student's progress Date(s): _____			
MAP: Reading Date: _____ Score: _____			
MAP: Language Date: _____ Score: _____			
MAP: Math Date: _____ Score: _____			
Other Standardized Test(s) Scores: _____ _____ _____			
Excessive Absences or Tardies: _____			
Years in School: _____			
Test for Vision or Hearing: _____			
Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____

School Year _____ (Year 4 Monitoring)			
End of Q1 Monitoring	End of Q2 Monitoring	End of Q3 Monitoring	End of Q4 Monitoring
Report Card	Report Card	Report Card	Report Card
Conference with teacher(s) concerning student's progress Date(s): _____			
MAP: Reading Date: _____ Score: _____			
MAP: Language Date: _____ Score: _____			
MAP: Math Date: _____ Score: _____			
Other Standardized Test(s) Scores: _____ _____ _____			
Excessive Absences or Tardies: _____			
Years in School: _____			
Test for Vision or Hearing: _____			
Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____	Enrollment in Special Services (speech, sped, GT, etc.): _____



Parent Invitation to English Language Learner Committee Meeting

Date _____

Dear Parents or Guardians of _____

An English Language Learner Committee Meeting has been scheduled to discuss information regarding your child's English language proficiency, academic progress, and the appropriate educational program for your child.

It is important that you attend and participate in making the educational decisions for your child. If you are unable to attend you will be notified of the committee's recommendations.

The meeting is scheduled for:

Date: _____

Time: _____

Location: _____

____ Yes, I will attend the scheduled meeting.

____ I request an interpreter for language. ____ I do not request an interpreter for language.

____ No, I do not plan to attend this meeting, but I authorize you to conduct the meeting in my absence.

Should we not hear from you after at least two attempts of notification, the meeting will be held as scheduled.

Parent(s)/Guardian(s) Signature and Date

Student's Name

Paula Taylor
Ware Shoals School District 51
Student Support Services Coordinator/GCDF
ptaylor@gwd51.org
864-456-7496



Invitación a los padres a la Reunion de Comite de aprendices del idioma Ingles

Date

Estimados Padres o Tutores de

Se ha programado una reunión del Comité de Aprendices del Idioma Inglés para discutir información sobre el dominio del idioma inglés de su hijo, el progreso académico y el programa educativo apropiado para su hijo.

Es importante que asista y participe en la toma de decisiones educativas para su hijo. Si no puede asistir, se le notificará de las recomendaciones del comité.

La junta esta programada para:

Fecha:

Hora:

Lugar:

Si, Yo asistire a la junta.

Yo requiero de un interprete para lajunta. Yo no requiero de un interprete para la junta.

No, no puedo asistir a esta junta, pero autorizo a conducir la reunion en mi ausencia.

Si no recibimos noticias de usted después de por lo menos dos intentos de notificación, la reunión se llevará a cabo según lo programado.

Firma del padre (s) / tutor (es) y fecha

El nombre del estudiante

Paula Taylor
Ware Shoals School District 51
Student Support Services Coordinator/GCDF
ptaylor@gwd51.org
864-456-7496

SAMPLE

Individualized Learning Plan

Student: _____

Grade: _____

Date: _____

School: _____

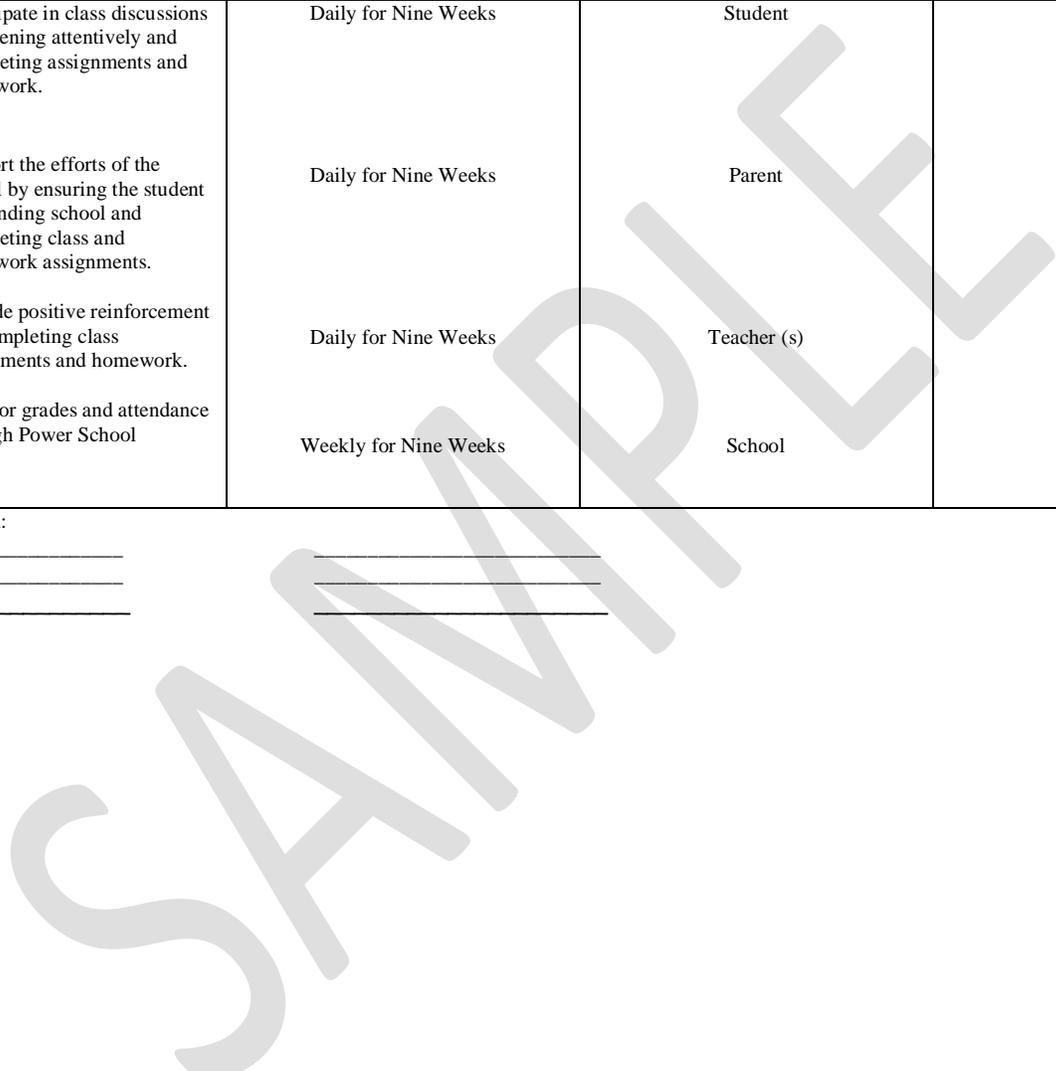
Teacher: _____

Problem/Concern: STUDENT is using the EL accommodation/practice of an adjusted passing grade of 60 as a barrier to his academic success.

Intervention: The EL 60 practice will be lifted to encourage STUDENT to take responsibility for his/her academic success.

Action Steps	Frequency/Duration Comments/Evidence of Change	Person Responsible	
1. Participate in class discussions by listening attentively and completing assignments and homework.	Daily for Nine Weeks	Student	
2. Support the efforts of the school by ensuring the student is attending school and completing class and homework assignments.	Daily for Nine Weeks	Parent	
3. Provide positive reinforcement for completing class assignments and homework.	Daily for Nine Weeks	Teacher (s)	
4. Monitor grades and attendance through Power School	Weekly for Nine Weeks	School	

Signatures/Position:





Parent Waiver of Direct EL Services

In signing this document, I understand that my child, _____, grade _____ has qualified for language support through the school district's English Learners (EL) program. This determination was based on an assessment of his/her English language skills in the areas of reading, writing, listening and speaking on the W-APT or ACCESS for ELLs® test. My child's score indicates that he/she would benefit from additional language support in order to better access the curriculum and perform his/her school work. I understand that by signing this form I am choosing to deny the direct EL support services that the school has recommended for my child and that without EL instruction my child's performance in school may be affected. I understand that the EL program is offered at no charge to parents and that it does not isolate a child from the regular classroom environment. ESOL teachers and classroom teachers work collaboratively to augment the grade level curriculum and provide extra support so that students develop strong English skills and achieve greater success in learning grade level content.

I also understand that Federal law requires my child to be annually assessed in order to determine whether he/she continues to qualify for EL. This assessment is required for all eligible students, even if parents have waived services, to ensure students are making progress in English. I understand that I will receive annual notice of my child's ACCESS for ELLs® test scores and eligibility status for EL until my child reaches English proficiency, as determined by this assessment.

I understand that at any time I may choose to rescind this waiver and request that my child be provided with the language support for which he/she qualifies. I further understand that this waiver is valid for one school year, and should I decide to continue to waive these services in subsequent school years I must complete a new Parent Waiver of Direct EL Services form.

Parent/Guardian Signature _____ Date _____

Guidance Counselor _____ Date _____

Administrator Signature _____ Date _____



Parent Waiver of Direct EL Services

Con la firma de este documento, entiendo que mi hijo _____, que está en el grado _____, Estudiantes de Inglés (EL) del distrito escolar Esta determinación se basó en una evaluación de sus conocimientos del idioma inglés en las áreas de lectura, escritura, capacidad oral y capacidad auditiva en la prueba W APT o ACCESS for ELLs®. La puntuación que recibió mi hijo indica que se beneficiaría de recibir apoyo adicional en el idioma inglés para mejorar su acceso al plan de estudios y realizar sus tareas escolares. Entiendo que al firmar este documento decido rechazar los servicios directos de apoyo de EL que la escuela ha recomendado para mi hijo y que sin una enseñanza EL el desempeño de mi hijo en la escuela podría verse afectado.

Entiendo que el programa EL se ofrece sin costo alguno para los padres y que no aísla al estudiante del entorno de un aula de clases regulares. Los maestros de EL y los de aula trabajan en colaboración para reforzar el plan de estudios de los grados y brindan apoyo adicional para que los estudiantes desarrollen sólidas habilidades en inglés y logren un mayor éxito en el aprendizaje del contenido de su grado.

También entiendo que la ley federal requiere que mi hijo sea evaluado anualmente con el fin de determinar si continúa reuniendo los requisitos de participación en el programa ESOL. Esta evaluación es obligatoria para todos los estudiantes que reúnen los requisitos, incluso si los padres han renunciado a los servicios, para asegurar que sigan avanzando en el aprendizaje del inglés. Entiendo que recibiré un aviso anual de las puntuaciones de la prueba ACCESS for ELLs® y del estado de elegibilidad para el programa EL hasta que mi hijo alcance el nivel de competente en inglés, según lo determinado por esta evaluación.

Entiendo que en cualquier momento puedo tomar la decisión de rescindir esta renuncia y pedir que a mi hijo se le proporcione el apoyo para aprender el idioma inglés para el que reúne los requisitos. También entiendo que esta renuncia es válida por un año escolar y, que en caso de que decida continuar renunciando a estos servicios en años escolares posteriores, debo llenar un nuevo formulario de renuncia de los padres a los servicios de EL directos.

Firma del padre o tutor

Fecha

Firma del Consejero de Orientación

Fecha

Firma del administrador

Fecha

ELL Programs GRIEVANCE PROCEDURE

It is the policy of *Greenwood School District 51* not to discriminate on the basis of disability. **Greenwood School District 51** has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by ESOL Programs of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. ESOL Programs prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of *Paula Taylor* who has been designated to coordinate the efforts of *the district* to comply with ELL Programs.

Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for *Greenwood School District 51* to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

- Grievances must be submitted to the ELL Programs Coordinator within **15 days** of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The ELL Programs Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The ELL Programs Coordinator will maintain the files and records of *Greenwood 51* relating to such grievances.
- The ELL Programs Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing the grievance may appeal the decision of the ELL Programs Coordinator by writing to the *School Board Chair* within **15 days** of receiving the ELL Programs Coordinator's decision. The *School Board Chair* shall issue a written decision in response to the appeal no later than **30 days** after its filing.
- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Health and Human Services, Office for Civil Rights.

Greenwood School District 51 will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The ELL Programs Coordinator will be responsible for such arrangements.

ELL Programs Complaint

Name:

Address:

City/State/Zip:

Telephone number:

Date of Complaint: _____

Problem or Action Alleged to be Discriminatory:

Remedy or Relief Sought:

Signature

Date

Date Received by ELL Programs Coordinator: _____