McCormick County School District's ESOL Handbook

2018-2019

The ESOL Handbook:
MCSD's Guide for Complying with Federal, State, and District Guidelines

WHAT IS ESOL?

ESOL stands for English for Speakers of Other Languages. It is the term used for the program that identifies students who enter our school with limited English proficiency and provides services based on the linguistic and academic needs of those students. These students are identified as Limited English Proficient, or **LEP**. **The Civil Rights Act of 1964 protects our students from being discriminated against in their education.** They cannot be denied equal educational opportunities regardless of their national origin, native language, or immigrant status.

MCSD Personnel with ESOL Responsibilities:

District Level

- ESOL Coordinator
- Coordinator of Federal and Special Projects

School Level

- Administrators
- Guidance Department
- Data Specialists
- Testing Coordinators
- ESOL Teachers
- Classroom teachers
- Secretaries, Nurses, and Cafeteria Staff

District ESOL Coordinator

The **ESOL Coordinator** for McCormick County School District is responsible for making sure schools are meeting legal requirements in regards to ESOL and are providing appropriate services to identified ESOL students. Communication with the State Department of Education is maintained on a regular basis to receive updated information about Title III and ESOL requirements. Professional development is provided to staff, and federal, state and district funds are managed to assist schools in setting up and maintaining ESOL programs.

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Data Specialists

- Must communicate with the Language Placement Team when new ESOL student is enrolled; including appropriately placing ESOL students in classrooms and ensuring all paperwork is shared with ESOL team.
- Document communications with parents in a language they can understand
- Be sure to make families feel welcome and supported
- **Cannot** discriminate against students by asking for social security numbers or other information regarding their citizenship. May not do anything to create "chilling" atmosphere which may discourage parents from registering their children.
- Must register students and give Home Language Surveys to ESOL teacher/ESOL Coordinator to determine if the student will be screened with an English proficiency test.
- Works with the ESOL teacher to share necessary information about all ESOL students including those that do not receive instruction from thatteacher.

Testing Coordinator

- Includes all ESOLs in testing and ensures all ESOLs receive appropriate accommodations based on accommodations marked for testing on the Academic Accommodation Plan.
- Coordinates the annual training and schedules the administration of the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners)
- Makes all testing decisions and fields testing questions

ESOL Teacher (if applicable)

- May be full-time/part-time/itinerant
- May teach just ESOL or combined with another subject (All ESOL teachers must be certified in ESOL, or actively working towards ESOL certification)
- Required to know current SC ESOL standards, WIDA, and able to implement ELD standards in a pull-out or push-in setting.
- Follows and supports grade level content standards.
- Responsible for the English Language Development, ELD, of LEP students, provide high quality instruction, be an advocate for the students, help make educational decisions, and be a source of knowledge and a resource for other colleagues at the school.
- Responsible for completing and maintaining up to date records and forms for student performance and services during student's time in ESOL.
- Assist in testing LEP students, including standardized testing.
- An ESOL team leader should be designated at each school (if multiple teachers work at the location) and is responsible for checking that all data and records are complete, accurate, and up to date.
- Like all certified teachers, ESOL teachers are included in the teachers that must report abuse, neglect, etc.
- Responsible for organizing and running three informative ESOL Family Nights a year.
- Responsible for providing staff with at least one onsite Professional Development, PD, concerning ESOL topics, resources, updates, etc. Send sign- in sheet to ESOL coordinator.

- Ensure that Parent Notification letters are sent home within 15 school days from the from the beginning of the school year **(high school students)** and 30 school days from the beginning of the school year (**middle and elementary student**s) 10 school days once the school year has commenced.
- Plan face-to-face meetings with general education teachers to go over IAAPs within **15 days for high school** and **30 days for middle and elementary** school of the start of the school year.
- Complete the Individual Academic Accommodation plan within 15 days for high school students and 30 days for middle and elementary students from date of enrollment; all ESOL level 1-5, copy sent home, copy in permanent records, all teachers sign. If minutes or services change, new form must be sent home.
- **Power School** check is updated with new LEP codes for current school year.
- **ELLI code in Power School** all codes due before 45th day to Data Specialist.
- **ESOL spreadsheet updated within 30 days of first day of school,** ELLI, years in ESOL (Cohort), date entered in U.S., date entered in MCSD, country of origin, ESOL exit date, LEP Level (W-APT and ACCESS returning students
- **ESOL information shared** within 15 days for high school students and 30 school days for middle and elementary students, give to general education teachers, counselors, administration: ESOL class lists, and students' levels 1-P4
- **ESOL schedule** within 10 days of school starting, ESOL class schedule with students listed to principals and ESOL coordinator with program delivery model
- W-APT or WIDA Screener, HLS, PNL, IAAP, and other important documents
- **HLS for ALL students, not just ESOL**
- **Check records for ESOL Label**
- **International transcripts** evaluated and credits given
- Low level ESOL students placed in **MTSS**
- **3 ESOL Parent Nights-attendance sheets collected for documentation and sent to ESOL coordinator**
- **Student spreadsheet: ESOL teacher keeps it with ESOL students data MAP, PASS, ACT, EOC, F&P, ACCESS**
- **Attend RTI, SPED, GT, Behavior meetings for ALL ESOL students**
- **ESOL Team: reviews student data**
- **Retentions must involve the District's ESOL Coordinator**

REGISTERING STUDENTS WHOSE PARENTS DO NOT SPEAK ENGLISH

Schools are required by federal law to communicate with parents in a language they can understand.

Procedures for Enrolling ESOL Students

1. **The enrollment process for every student in MCSD begins at the neighborhood school**. Parents should come to the school or district office to register their child.

2. If a parent/guardian comes to the school and he/she does not speak English, the person at the front office will contact the ESOL Coordinator.
   He/she will be given a pre-translated letter in the language the parent/guardian understands. This letter contains information pertaining to which documents the parent is required to have in order to register his/her child(ren).

3. The ESOL Coordinator will help the parent/guardian complete the registration form and take the Home Language Survey.

4. A certified teacher administers the English proficiency screener to the student to ensure that the student qualifies for ESOL services and for language placement.

5. If a transcript is provided, then the ESOL Coordinator, parents, and guidance counselor will place student in courses and grade level after reviewing the transcripts. If the transcripts cannot be provided, then a conversation to determine the following is held:
   - courses taken
   - year when taken
   - grade level when taken
   - final grade
   - credit value

   Written documentation of the conversation will be placed in the student's permanent record. All information is forwarded to the receiving school.

English Language Proficiency

• The original copy of the Home Language Survey is placed in the student's permanent record by the guidance counselor or data specialist, and a copy is given to the ESOL Coordinator. It is important to note, that while parents can waive their students out of ESOL services, they cannot waive them out of ESOL testing, and do not need to be notified that their child was tested.

- Only a certified teacher, preferably ESOL certified, can administer the English proficiency screener
- Questions about the HLS can be clarified by parents via phone call. Document the conversation. If it is still not certain whether or not the child should be tested, please contact the ESOL Coordinator who can assist you.
- An example question for clarification would be, "What language was your child learning to speak before he/she came to school? This response should help guide your decision.

Placement Test WIDA Online Screener and KWAPT

• The placement testing instrument used in South Carolina at the moment is the WIDA and the KWAPT language screener. This test is administered to students whose HLS indicated a language other than English.
WIDA/KWAPT Screener test items are written from the model performance indicators based on WIDA's five English Language Proficiency (ELP) standards:
Social & Instructional Language
Language of Language Arts
Language of Mathematics
Language of Science
Language of Social Studies
Please visit the WIDA website for further information.

Test forms are divided into six grade-level clusters:
KWAPT (for student in PK and the first semester Kindergarten) Listening and speaking only
KWAPT (for students in second semester kindergarten to first semester 1st grade) tested in all four domains
Grades 1 (for students in the second semester of 1st grade through first semester of 2nd grade)
Grades 2-3 (for students in second semester of 2nd grade to first semester grade 4)
Grades 4-5 (for students in the second semester of 4th grade through first semester of 6th grade)
Grades 6-8 (for students in the second semester of 6th through first semester of 9th grade)
Grades 9-12 (for students in the second semester of 9th through 12th grade)
This test includes activities from Listening, Speaking, Reading, and Writing.

The WIDA Screener is to be administered in a one-on-one or in a group setting and is not adaptive.

The **Kindergarten W-APT** is meant to be administered to **second semester pre- K, K, and first semester 1st grade students.** It is organized as a single, individually-administered test with a combined Speaking/Listening component. The Reading and Writing tests make up a separate test which is optional, and only for students with some literacy skills. This includes **1st semester 1st graders and second semester Ks**.

P1 (Initially Proficient) 8 (English Speaker)	Not an LEP Student	**Prek-1st Semester Kindergarten -** Students scoring 27 or higher on the W-APT Listening and Speaking. **Kindergarten- 2nd Semester and First Grade-1st Semester:** Students scoring 27 or higher on the W-APT Listening and Speaking, 14 or higher on Reading, and 17 or higher on Writing. The student will be **not** monitored.	9 - Monitored for 4 years No ELLI Code
1.0-1.09 (Pre-functional)	WIDA Screener student score (First Grade – 2nd semester through 12th Grade	Will take ACCESS until an overall composite score of 4.4 or above is scored and 4.0 or above is reached in each domain.	**1- Pull Out** **2- ESOL Class Period** **3- Push In – Inclusion** *5- Sheltered Content Based Program (Teacher has been trained)* *7 – Mainstream with Accommodations*

8- English Speaker 1	Former LEP Student or Bilingual	-Coded as 8 and remains here -Used for any 2nd Semester First Grade Students through 12th Grade Student scored a 4.8 or above overall composite score and scored at least 4.0 or above in each of the four domains of the WIDA screener	**NO ELLI Code** **Student is NOT LEP**
9- English Speaker II	Never coded as LEP Native Language Speaker		

Student must score a 4.4 composite or above and 4.0 or above in each domain in order to be considered fully bilingual and exit and EL program.

*Kindergarten students tested in only the Listening and Speaking domains will be considered not LEP if they score a Listening and Speaking composite of 27 or higher. These students will be coded as a P1 in PowerSchool and monitored for four (4) years. They cannot be screened again at a later date. Kindergarten students who score a 1 - 26 on the W-APT will be coded 1 in PowerSchool and can receive ESOL services. They will take the ACCESS test in the spring and receive a composite score at that time.

Record the Results of English Proficiency Test(s) and Route to the ESOL Teacher

This information will be shared with the Guidance Counselor and/or Data Specialist to enter into PowerSchool.

Appropriate Scheduling of ESOL Students

When the ESOL student's English Proficiency is determined, the ESOL teacher must meet with the ESOL Team to work together to appropriately schedule the student for ESOL services and ensure the services begin. Use the following guidelines to appropriately place ESOL students:

English Proficiency	**Frequency of ESOL Services**	**Mainstream Classroom Accommodations and Modifications**	**Forms**
1 Entering	Daily, multiple periods if possible	Extensive	IAAP, PNF, and ELD Progress Reports/ Content Area Progress Update
2 Emerging	Daily	Extensive	IAAP, PNF, ELD Progress Reports/ Content Area Progress Update
3 Developing	Daily or Limited based on other data points	Moderate	IAAP, PNF, ELD Progress Reports/ Content Area Progress Update
4 Expanding	Limited based on other data points	Minimal	IAAP, PNF, ELD Progress Reports/ Content Area Progress Update
5 Bridging	Directly served on a regular basis, communicate with classroom teacher. Students scored a composite score of 5 or higher but did not score 4.0 in all domains	As needed based on ESOL teacher and mainstream teacher recommendation.	IAAP, PNF, ELD Progress Reports/ Content Area Progress Update
6 Reaching	Directly served on a regular basis, communicate with classroom teacher. Students scored a	As needed based on ESOL teacher and mainstream teacher recommendation.	IAAP, PNF, ELD Progress Reports/ Content Area Progress Update

Retention decisions must not be based on language proficiency, or the need for "more time". Students must go through the same RTI process as peers. Language Placement Team must be included in year-long monitoring and discussions. ESOL Coordinator must be notified of potential ESOL retentions by the end of 3rd quarter. Proper documentation in accordance to the MTSS process must be presented to prove accommodations and services were received and retention is not due to language.

Middle School Students

LEP students should receive intensive language instruction and support from the reading interventionist.

Newcomers at the middle school level may need literacy and extra academic support if they have academic gaps due to limited education or lack of formal education. Support must be given to close the academic/achievement gaps.

High School Students:

LEP students should be placed with SIOP trained teachers. ESOL instruction is offered as an elective credit and is offered each semester as a class or a lab. Students at beginning levels of proficiency may be served in multiple ESOL classes to support the demands of high school curriculum and academic standards. Some high schools may offer sheltered courses whereby students can receive a credit in English 1 which counts towards graduation requirements.

Newcomers at the high school level may need literacy and extra academic support if they have academic gaps due to limited education or lack of formal education. Support must be given to close the academic/achievement gaps.

LEP students should begin receiving services as soon as possible in the elementary school. Current ESOL students in middle and high school will be served on the first day of classes. New students can begin after they have been identified and tested.

Notification of ESOL Eligibility and Placement

After determining a student's proficiency level and eligibility for services, the ESOL Coordinator must notify the following people:

1. PowerSchool and data specialist.

2. Guidance department or person in charge of scheduling. At middle and high schools, the guidance department must be notified of the student's LEP status. Appropriate scheduling of ESOL services is necessary.

3. ESOL/Classroom teachers: All regular classroom teachers, including teachers of electives, co-curricular, and related arts, need to be alerted of the student's LEP status and English

HELPING A STUDENT ACQUIRE ENGLISH (BICS AND CALP) AND GET AN EQUAL EDUCATION

Your LEP student has been assessed and placed in the ESOL program. As the year progresses on, what will be happening?
Each ESOL student increases his or her language proficiency in two ways: BICS and CALP. "BICS" stands for "Basic Interpersonal Communication Proficiency." It is the language of play and social interactions. "CALP" stands for "Cognitive Academic Language Proficiency." It is the language of the classroom and written assignments. To understand the difference between the two, think of a language you studied in high school or college. Could you introduce yourself in that language? Most likely, yes. How easy would it be, however, to explain how to do an algebra problem in that language? That's the difference between BICS and CALP. CALP requires a different set of vocabulary and even sentence structures than everyday communication.
The difference between these two skills explains why LEP students will be proficient orally long before they are fully proficient in the classroom. It takes two to three years to acquire age-appropriate BICS. It takes anywhere from five to twelve years to acquire grade-appropriate CALP, depending on a student's age, educational background, support at home, and the quality of input he or she receives at school.

ESOL Classroom

Your school's ESOL teacher will help his or her LEP students acquire both skills. Through specially designed activities and curriculum, he or she will work with students to build their listening, speaking, reading and writing skills in English. These skills can be found in the WIDA Standards.
Although collaboration with classroom teachers is encouraged whenever possible, the job of the ESOL teacher is **NOT** to tutor students in their content area classes. Rather, ESOL teachers at every level of education have a curriculum designed to meet the needs of the English learner. All ESOL materials are meant to be a foundation, to be supplemented by other materials, novel studies, and projects designed to help the English learner attain academic proficiency in English. The ESOL teacher must ensure that his or her lesson plans meet the ESOL standards as stated by WIDA and should also be guided by the grade-level State Standards for Language Arts as well as ongoing collaboration with classroom teachers. Even sheltered classes (at middle and high school levels) taught in place of a regular content area class must also address WIDA and state content standards.

Regular Classroom

The other avenue for students, however, is the regular classroom. The school is not only required to provide an ESOL class for LEP students. It is also required to accommodate and modify the existing curriculum in both instruction and assessment in such a way that:
a) the content area material is accessible to a student with limited English proficiency; and
b) a student's English proficiency is not a barrier to being able to demonstrate his or her content area knowledge.
ESOL teachers are available as a resource for classroom teachers who need to make accommodations and modifications for ESOL students. ESOL teachers should show content teachers the WIDA Standards and provide assistance to help them improve instruction for

Area Teacher Monitoring Form to help document the concerns for this particular teacher to be used when talking with ESOL Coordinator and administration.

ASSESSING ESOL STUDENTS

All ESOL students are assessed several times a year.
Upon entry, all ESOL students are assessed with an English Language Proficiency Screener.
Throughout the year, ESOL students may be required to take any of the following test: MAP, ACT, ACT Work keys, PASS, EOC and other state tests

ACCESS

Every spring, all LEP and LEP-Mainstream students (English Proficiency codes 1 through 6NE participate in the ACCESS assessment. This assessment is part of the WIDA consortium is which SC is now a part.
Please do not forget that students with SPED accommodations can receive oral accommodations (and perhaps others) on the ACCESS writing test! An Alternate ACCESS is also available to a limited amount of SPED students.
Remember that newly enrolled students who pass WIDA or W-APT screener will NOT take ACCESS in the spring!

State Wide Testing

All students in grades 3-8 participate annually in state standardized testing, with the exception of students meeting state guidelines for exemption. Off-grade-level testing is not permitted, but certain accommodations, including oral administration and the use of bilingual dictionaries, are allowed in accordance with SC regulations. These tests will also be used as monitoring tools in assessing the progress of K-2 students who enter and pass the WIDA or W-APT screener.

Accommodations for Testing

The ESOL Coordinator, ESOL teacher along with the School Testing Coordinator will be receiving information about accommodations that are allowed on MAP, PASS, and other state mandated tests as they approach. The ESOL teacher is also responsible for reading all communication about these accommodations and being an advocate for the ESOL students. It is also the responsibility of the ESOL teacher to give the School Testing Coordinator a list of all the ESOL students and what accommodations those students need. ALL ESOL students who have an English Proficiency level of 1 through P4 may receive testing accommodations. It is imperative for the ESOL teacher to be sure the proper accommodations are being made for ALL ESOL students. ESOL teachers are reminded that sometimes information to prepare for testing accommodations may need to be known months before the testing window. All high stakes testing concerns ultimately fall on the school testing coordinator, who is responsible for making all final decisions regarding testing.

SPECIAL SITUATIONS

Special Services

Students properly identified may receive both ESOL and special education services. An ESOL teacher or teacher who suspects that a child has other educational needs unrelated to his or her

APPENDIX

XVI. MCCORMICK COUNTY SCHOOL DISTRICT'S PARENT INFORMATION PAMPHLET

SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

OFFICE OF FEDERAL AND STATE ACCOUNTABILITY
ESOL MONITORING INSTRUMENT

District: _____ **Date:** _____

District Contact: _____ **Reviewer:** _____

Enrollment	Evidence of Compliance	Compliant
Does the LEA have a policy of admitting students regardless of immigrant status or English speaking status?	☐ LEA-Board approved policy that is in accordance with the USDE and USDJ Letter (2011), Plyler vs. Doe (1982) and title VI of the Civil Rights Act (1964)	☐ Y ☐ N Comments:
Is there evidence that the applicable LEA policy and supporting procedure for ESOL services are communicated systematically to all school and LEA personnel?	☐ Written communications and dated documentation of dissemination o SCDE Enrollment Memo o Social Security Number o Immunizations o HLS for all students o Age appropriate placement o Instruction and assignments modified appropriately o Grades reflect modifications o Advanced with age-level peers o Retentions documented appropriately o Exited students are monitored for two years	☐ Y ☐ N Comments:
Access	**Evidence of Compliance**	**Compliant**
Does the LEA place LEP students in special opportunity programs like academically or artistically gifted and talented and other specialized programs and allow them to participate in all school activities without regard to their English proficiency?	☐ Numbers and percent of LEP students in G/T, CATE. And extracurricular activities compared to the general student population.	☐ Y ☐ N Comments:

PAGE 2 - IHBEA - INSTRUCTIONAL SERVICES FOR LIMITED ENGLISH PROFICIENCY STUDENTS

An LEP student will be advanced along with his/her peers unless there is evidence that the student was held back for factors other than English proficiency.

LEP students are eligible to participate in all age-appropriate school programs and to receive all available services.

Students will be monitored for at least two years after students have exited alternative language services. Such services may be reinstated as necessary.

Parents/Legal guardians may contact the State Department of Education to file a complaint if they believe their children have been denied educational opportunities due to their English-speaking status.

Cf. IHBA, JFAA, JH, JRA

Adopted 8/13/18

Legal references:

A. Federal Law:
   1. No Child Left Behind Act of 2001, Pub. L. No 107-110, 115 Stat. 1425, Section 3101. – Provides for the academic achievement of students with limited English proficiency.
   2. Title IV of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000c *et seq.* - Prohibits discrimination on the basis of race, color or national origin, among other factors, by public elementary and secondary schools.
   3. Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000d - No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

B. S. C. Code, 1976, as amended:
   1. Section 59-63-40 - Discrimination on account of race, creed, color or national origin prohibited.

C. Federal Cases:
   1. *Plyler v. Doe*, 457 U.S. 202 (1982).

Students with Disabilities	Evidence of Compliance	Compliant
What steps are taken to prevent limited English proficient students from being placed in special education classes on criteria that measure or evaluate their English language skills?	☐ Procedure for referring and testing LEP students for SPED services	☐ Y ☐ N Comments:
Affirmative Steps	**Evidence of Compliance**	**Compliant**
Does the LEA implement English language services by a certified teacher who has received appropriate; approved training for working with LEP students?	☐ Documentation of certification with ESOL endorsement	☐ Y ☐ N Comments:
Are paraprofessionals working with ELLs supervised by certified teachers?	☐ Evidence of this supervision to include shared planning time, push-in schedules, etc.	☐ Y ☐ N Comments:
What steps are taken to accommodate LEP students to ensure that instructional content is accessible to all students? Describe how mainstream teachers communicate effectively with students who are limited English proficient.	☐ Accommodation form ☐ Samples of classwork and assessment showing where accommodations were made Elementary Teacher Interview: Middle School Teacher Interview: High School Teacher Interview: Principal Interview:	☐ Y ☐ N Comments:
Counseling	**Evidence of Compliance**	**Compliant**
Describe the procedure(s) used by school counselors to communicate effectively with students who are limited English proficient.	Guidance Counselor Interview:	☐ Y ☐ N Comments:

Appendix C

Home Language Survey (HLS) Amendment Form Guidance

Purpose: The HLS Amendment Form should only be used in very rare cases when a true coding mistake has been made in PowerSchool. The guidance below should be read carefully and all supporting documentation should be provided so that SCDE staff can make an appropriate decision regarding the correct language listed for a specific student. All language minority students must be correctly identified and limited English proficient students must be served in accordance with federal law (*Lau v. Nichols 1974, Castaneda v. Pickard 1981, Plyler v. Doe 1982, and Sec. 111(b)(1) of ESEA 2001)*

- All language code information always depends on the language(s) listed on the original home language survey (HLS) when the student first enrolled in a South Carolina school. LEAs need to reference the original home language survey when making language code change requests. If a non-English language is listed for any of the three required HLS questions, then the non-English language is reported in the PowerSchool System.

- The HLS amendment form is only used when a student's language code of a non-English language is **INCORRECTLY** listed in PowerSchool and needs to be changed to English (code 9). When submitting this form, the following items **must** be included or the form will be denied:

    - Include the original home language survey when the student first enrolled in a South Carolina school
    - Provide all pertinent information requested that is available (i.e. testing data)
    - Obtain the parent's signature
    - Have a district administrator sign the form. If the district does not have an EL coordinator, then another administrator responsible for this student can sign the form

- This form is **NOT** needed when:

A student's language is currently listed as English (code 9) but needs to be changed to non-English code. If the original HLS lists a non-English language, then LEAs can make this change in the PowerSchool system as needed and maintain all pertinent records related to this change in the students EL cumulative file.

South Carolina Voucher Program
Dual Language Learners Child Care Voucher Initiative

Introduction:

The SC Voucher Program's Dual Language Learners (DLL) Voucher Initiative is intended to provide child care vouchers to enable low-income children that are dual language learners to have access to high quality child care services.

To qualify for a DLL child care voucher, in addition to income eligibility requirements, the parent of DLLs (ages 0 – 13 years) must meet one or more of the following eligibility requirements:

Working
In school (ESL classes will count)
In a training program
In an active job search (12 weeks of presumptive care will be given)
Participating in a Drug/Alcohol Treatment program
Participating in a Mental Health Treatment program

Supporting documentation will be required for work, school and training. And verification of the applicant/family being a DLL will be submitted via a verification letter from the referring entities.

Additional Information

Once determined eligible, the child(ren) will received 52 weeks of child care.
Note: Unless in a job search, drug/alcohol/mental health treatment program in which case they will receive 12 weeks of presumptive care. If they become employed, start attending school or a training program within that 12 weeks, the services will be extended to 52 weeks.
No weekly co-pay but still responsible for any difference in what SC Voucher pays and what
the provider charges.
The child in need of services must be a US citizen.
Must choose an enrolled SC Voucher Program provider. The parent may choose a Family, Friend, or Neighbor (FFN) to care for the child but the FFN provider must complete the necessary paperwork to enroll in the system.

Applications and supporting documentation will be sent to the SC Voucher Program coordinator via email, mail, or fax. The information submitted must include:

SC Voucher Program Application (DSS Form 3791).
A copy of the DLL verification letter.
Supporting documentation of work, school, training, job search, etc.

Once all the information is received, SC Voucher Program Staff will determine eligibility, will process the applications and notify you within 1-2 business days.

Cupón:
Dual Language Learner

Para familias quienes hablan un idioma en su hogar distinto al inglés

El cupón brinda la oportunidad para familias quienes desean trabajar, estudiar, aprender inglés y también poder recibir cuidado de alta calidad para su hijo/a 6 semanas-12 años.

SC Child Care
EARLY CARE & EDUCATION

Mas información:

Lydia Carnesale CARNL3@mailbox.sc.edu
803-240-0178

McCormick County School District
English for Speakers of Other Languages (ESOL) Program
Individual Modifications/Accommodations Plan
Elementary Plan – Grades PK-5 Academic Year: _____
School:_____ Grade:_____

Also has:
IEP_____
504_____

_____**will receive the following recommended classroom modifications/accommodations:**

Writing/Vocabulary Modifications

___ Limit or modify note-taking; prioritize information; use graphic organizers; copy teacher's notes....
___ Help with brainstorming; Tap prior knowledge and personal history
___ Give sentence starters
___ Scaffold lengthy writing assignments
___ Hand print and/or use basic computerized fonts (not cursive writing)
___ Permit student errors in spelling and grammar, except when explicitly taught

Reading Modifications

___ Allow extended time
___ Shorten reading selections
___ Choose alternative reading selections: graphic or illustrated books
___ Use high interest/low-level reading books and passages
___ Use pictures, gestures, objects, or drama
___ Use stories, read aloud

Instructional and Test-Taking Modifications

___ Prioritize objectives of the lesson
___ Rephrase or repeat questions and directions to simplify language
___ Use fill-in-the-blank tests/worksheets; provide vocabulary list
___ Adjust rate of speech
___ Work with partner/cooperative learning groups, especially with sympathetic native speakers
___ Present test questions in same phrasing as used in learning
___ Read tests aloud for students
___ Allow use of bilingual dictionary/Pictionary/Word for Word Dictionaries
___ Allow open note/open book tests (include page numbers as appropriate)
___ Use word banks, reduce number of questions/choices, avoid essay questions, use short answer
___ Allow students to write on test printout (they may need to write translations)
___ Allow students to retake tests with teacher (as needed)
___ Allow extended time; scheduling modifications
___ Allow alternate forms of assessment: e.g. portfolios, classroom observations, art forms, non-verbal responses...
___ Additional Modifications/Accommodations_____
_____
_____

These modifications are suggestions based on the student's current proficiency level. 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 the student's needs and or classroom teacher and ESOL teacher observations.

ESOL Coordinator's Signature_____ Teacher's Signature _____
Role/Signature _____ Role/Signature _____
Role/Signature _____ Role/ Signature _____

Please contact the ESOL Coordinator for alternative and adapted materials as well as ideas for modifying work and assessments.

ESOL - 5 Content Area Progress Report

Date _____

Student Information

Last name: _____ First Name: _____ Class Grade: _____ Teacher name: _____ Subject: : _____

Please document your communication with the student's parent/guardian:

☐ I have not attempted to contact the parents so far this year. ☐ I have attempted to contact the parent *without* success. ☐ I have contacted the parent in English (or through an interpreter if necessary). ☐ I would like to know how to contact the parent through an interpreter.	Comments concerning parent contact:

To handle the REGULAR work in my class this student requires (check all that applies)

☐ No extra assistance ☐ Some extra assistance ☐ Constant attention ☐ Extensive modifications; unable to handle the work required of English-fluent students

Modifications and Accommodations Made – Please check the following that you do for the above student.

Instructional Modifications and Accommodations	Assessment Modifications and Accommodations
☐ Prioritize key objectives ☐ Tap prior knowledge and personal history ☐ Preferential seating ☐ Use multisensory input: pictures, flashcards, visuals, videos, music, realia, charts ☐ Buddy student or cooperative learning ☐ Simplified language and vocabulary, rewording and rephrasing ☐ Alternate reading on lower grade level, leveled readers, shorter reading assignments ☐ Provide class notes or partial notes with blanks to be filled in ☐ Meeting with student one on one to check comprehension ☐ Use kinesthetic methods: gestures, drama, TPR, movement ☐ Pre-teach vocabulary and key concepts ☐ Others:	☐ Oral assessments (reading assessments aloud) ☐ Bilingual or picture dictionary ☐ Extended time, scheduling modifications ☐ Allow for non-essential errors (spelling, grammar, items not focus of assessment) ☐ Show models and give examples of acceptable work ☐ Shortened tests, removing answer options on multiple choice ☐ Allow alternate forms of assessment: e.g. portfolios, labeling or drawing, etc. ☐ Rewording or rephrasing directions and questions to simplify language ☐ Allow for retakes, revisions ☐ Study guides given beforehand to guide studying ☐ Open book or open notes, indicating what pages to find answers in book ☐ Others:

Please continue to page 2 to complete this progress report.

McCormick County School District
English for Speakers of Other Languages Program(ESOL)
Individualized Modifications/Accommodations Plan (K-5th grade)

Student currently has IEP____
Student currently has 504_____

Student Name:_____ **Academic Year**_____

School:_____ **Grade:**_____

	Bilingual Dictionary	Oral Admin	Small Group/Individual	Extended Time/Scheduling	Repeat/Reword Directions	Translate Directions	<6 mo. in US Exempt	<1 yr. in US Exempt (once)	Other*
MAP Reading	*N/A*	*N/A*						*N/A*	
MAP Language	*N/A*	*N/A*						*N/A*	
MAP Math								*N/A*	
**SC READY Writing*						*N/A*	*N/A*	*N/A*	
**SC READY English*		*N/A*				*N/A*	*N/A*	*N/A*	
**SC READY Reading*		*N/A*				*N/A*	*N/A*	*N/A*	
**SC READY Math*						*N/A*	*N/A*	*N/A*	
**SC PASS/Science*							*N/A*		
**SC PASS/Social Studies*							*N/A*		
SC Alt Reading	*N/A*	*N/A*					*N/A*		
SC Alt Math, Science							*N/A*		
COGAT/ITBS		*N/A*		*N/A*			*N/A*	*N/A*	

***SC Standardized Assessments are subject to change. Specify other accommodations/modifications:**

ACHIEVEMENT CHECKLIST
Transition to Consultative Services (B3)
McCormick County School District English for Speakers of Other Languages (ESOL)

Last name:_____ **First name:** _____ **School:** _____

Current Grade (must be 4th or higher) _____ **ESOL Teacher:**_____ **Evaluation Date:** _____

Instructions: Please indicate the matrix score for each factor that applies.

Most Current ACCESS Test	Composite Score/Proficiency:_____ R: ____ W: ____ S: ____ L: ____ Grade:_____ Year:_____
SC READY (Writing Component):	Level of performance: _____ Score _____ Grade:_____ Year:_____
SC READY (ELA Component):	Level of performance: _____ Score _____ Grade:_____ Year:_____
SC READY (Reading Component):	Level of performance: _____ Score _____ Grade:_____ Year:_____
SC READY (Math Component):	Level of performance: _____ Score _____ Grade:_____ Year:_____
PASS Science and/or Social Studies	Level of performance: _____ Score _____ Grade:_____ Year:_____ Level of performance: _____ Score _____ Grade:_____ Year:_____
WorkKeys Assessment	Level of performance: _____ Score _____ Grade:_____ Year:_____
ADDITIONAL CONSIDERATIONS:	
Most Current MAP Reading	*Score:* _____ *Percentile:*_____ *Results show ESOL Level:*_____ *Date:* _____
ESOL Teacher Rating	*Average Student* ☐ *Above Average Student* ☐ *Exemplary Student* ☐
Current Content Area Grades from last report card dated: ___/___/____	*ELA:* _____ *Math:* _____ *SS:* _____ *Sci:* _____ *Other:*_____ _____ _____ _____

ESOL Teacher Comments:

Signature:_____

***Please submit to ESOL Coordinator for review to have student moved to consultative services.**

Approved _____**Not** _____

Approved Comments:

_____

Signature, ESOL Coordinator **Date**

McCormick County School District
Parental Notification of Student Placement in the
English for Speakers for Other Languages (ESOL) Program

To the Parent or Guardian of: _____
Last Name First Name Middle Initial

School _____ Grade _____ Date _____

Your child's English proficiency has been measured using the ACCESS for ELL placement screener (W-APT). Based on the results of this test, as well as additional factors such as grades and other test scores, we do **NOT** recommend an English for Speakers of Other Languages (ESOL) class for your student. Your child will be monitored throughout the next two school years to ensure she/he is having success in the regular classroom.

If you would like more information, please contact Dr. Tami Burton at burtont@mccormick.k12.sc.us/ (864) 852-2435.

Sincerely,

Tami Burton,
ESOL Coordinator

Please sign and return this form to the above (ESOL)teacher at your child's school. Thank you very much.

☐ I have read and understand the ESOL policies and procedures outlined above.

_____ _____ _____

Student Name Parent Signature Date

ESOL Retention Committee Request
McCormick County School District
English for Speakers of Other Langugaes (ESOL)

Date: _____ School: _____ ESOL teacher: _____

Name: _____ Current Grade: _____ Date of Birth: _____

Entry date into the US: _____ Current ESOL Level: _____

Is this student from a limited formal schooling background? ☐Yes ☐No

Has this student been retained in the past? ☐Yes ☐No

Did this student return to his/her home country for any length of time? ☐Yes ☐No

If yes, please give some information (how long, when, etc. . .) _____

School administrator to contact about this retention: _____

Person requesting retention:
☐Classroom teacher ☐ESOL teacher ☐Parent ☐Other: _____

Reason for possible retention: _____

_____

Do you the ESOL teacher agree with the idea of retaining this student? ☐Yes ☐No ☐Not sure

Please explain: _____

_____

Is this student being served by the school intervention assistance team or been referred to the team?
☐yes ☐No

If yes, what has been done for interventions thus far? _____

_____

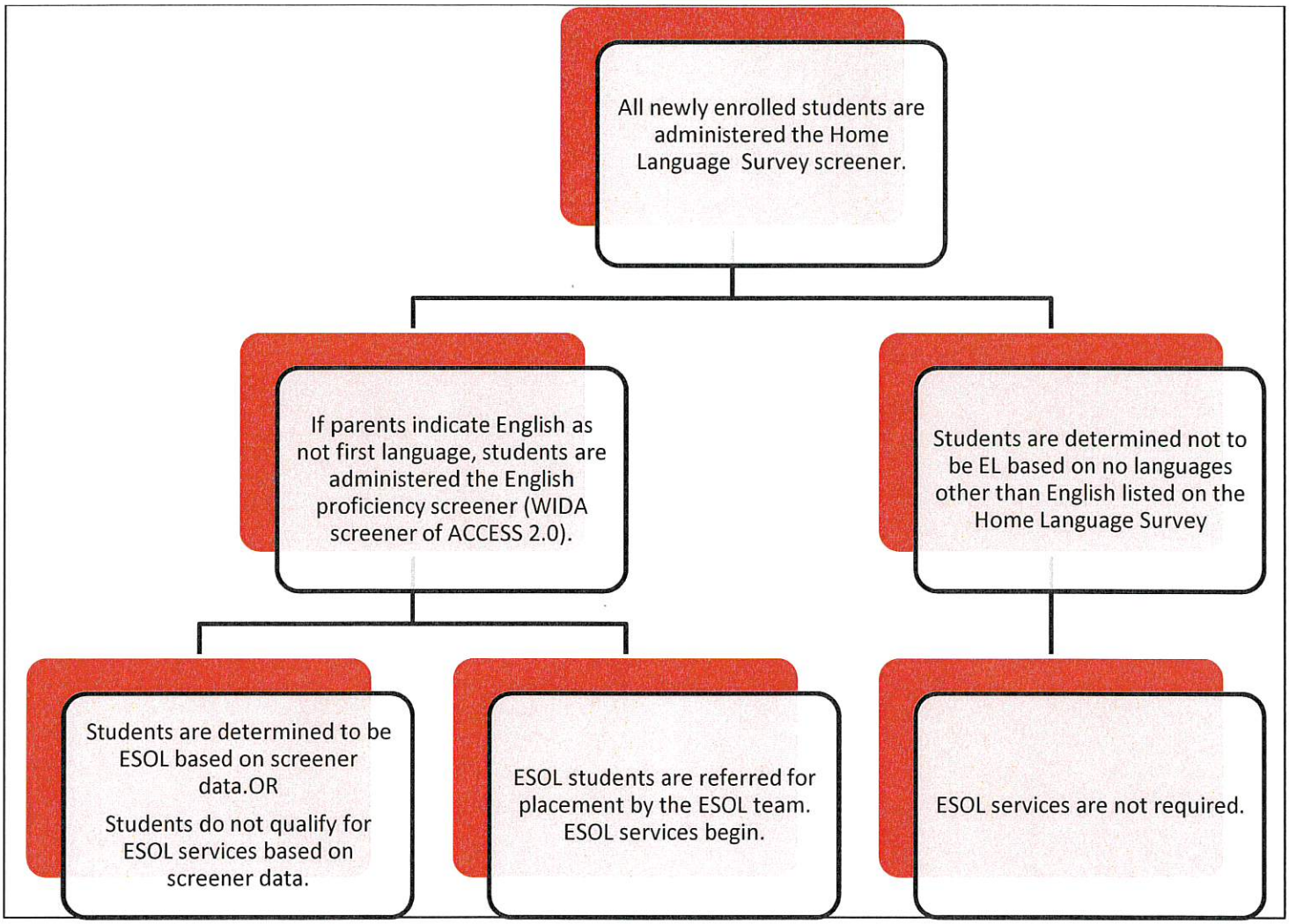
What accommodations have been made in the classroom for this student? _____

_____

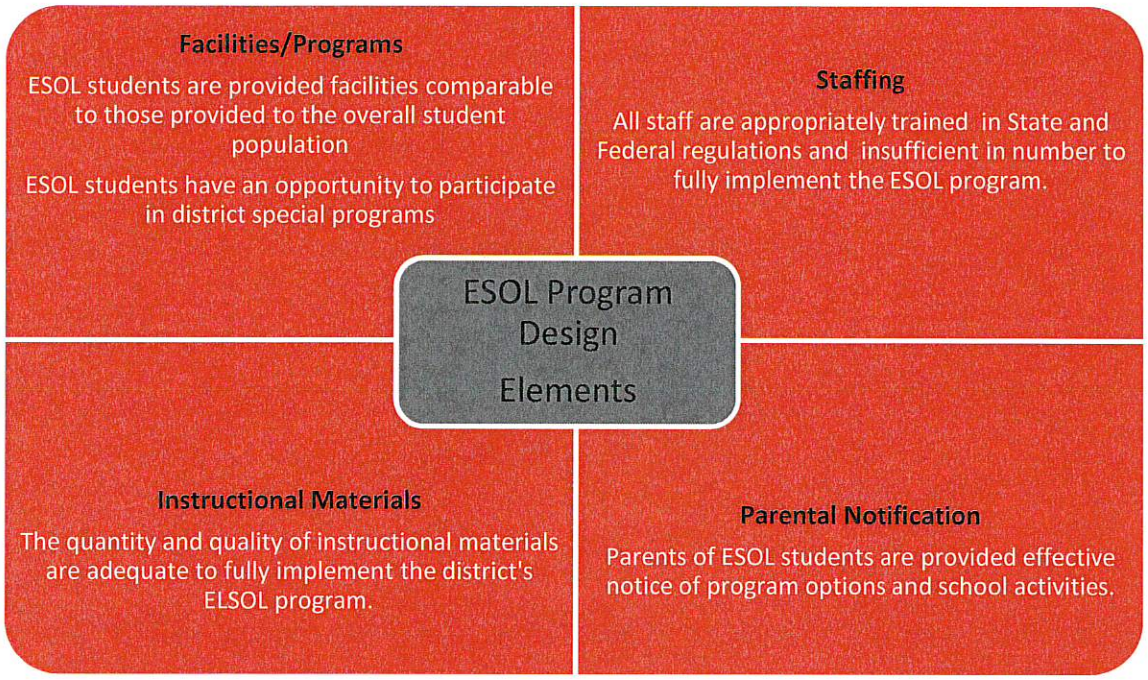
Has the parent been informed about the possible retention in a language he or she can understand?
☐Yes ☐No

Does the parent agree with the idea of retention? ☐Yes ☐No Explain if NO: _____

ESOL ASSESSMENT



ESOL PROGRAM



IDENTIFICATION

PROCESS

1. • Home Language Surveys are given to all students upon enrollment. (A copy must be on file in the permanent record for every student.)

2. • If another language is identified from the Home Language Survey, a certified teacher will administer the English proficiency screener (WIDA screener or ACESS 2.0).

3. • Services are determined by the results of language assessment (WIDA screener or ACCESS 2.0). Other factors as determined by the ESOL team are also considered for direct ESOL services. Parents are notified if their child qualifies for the ESOL services.

MCCORMICK COUNTY SCHOOL DISTRICT

English for Speakers of Other Languages (ESOL)

Title VI of the Civil Rights Act of 1964.
42 U.S.C. Section 2000d states:

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance."

▸Major Court rulings:

LAU vs. NICHOLS –accommodations for ELs must be made to provide access to curriculum
PLYLER vs. DOE – equal access to schools regardless of immigrant status.

Note: Schools cannot inquire about legal status of students or their parents.

Link to Federal regulations:

https://ed.sc.gov/scdoe/assets/File/programs-services/90/documents/TitleIIILaw_000.pdf

Other ESOL Reminders:

*Lesson Plans must include language objectives and accommodations/ WIDA Supports based on student's English proficiency. The same language objective could be used for several lessons.

*Meetings with parents and copies of parent communications must be documented in communication log.

*Have an accommodation plan in a location that you can easily access and use for instructional purposes.

Questions:

1.Who provides English instruction to ESOL students?

*All content area teachers are also language teachers. Language learning happens in every classroom! *Language objectives must become an integral part of every lesson for ELs.*

Students who need additional language help beyond the primary instructor will receive supplemental instructional time

2.How are students identified to participate in the ESOL program?

*Home Language Surveys are given to all students upon enrollment. (A white copy must be on file in the permanent record for every students.)

*Students whose parents indicate English was not the first language the student learned to speak or other languages are spoken in the home will be assessed. Parents are notified if their child qualifies for the ESOL services.

3.How are ESOL services determined?

*Services are determined by the results of language assessment (WIDA screener or ACCESS 2.0). Other factors are also considered for direct ESOL services: performance on the annual assessments of standards, MAP, as well as teacher recommendations.

*At elementary schools, EL students are scheduled for the pull-out services, as well as classroom push-in instruction.

*At middle and high schools, EL students are scheduled for ESOL class with an ESOL teacher. Advanced students are served through push-in model or consultation until they meet exit criteria set by the SDE. Current exit criteria is composite 4.4 English proficiency with 4.0 in each language

qualifies for the ESOL services.

WE DO NOT USE RACE OR ETHNICITY TO IDENTIFY EL STUDENTS.

3. How are ESOL services determined?

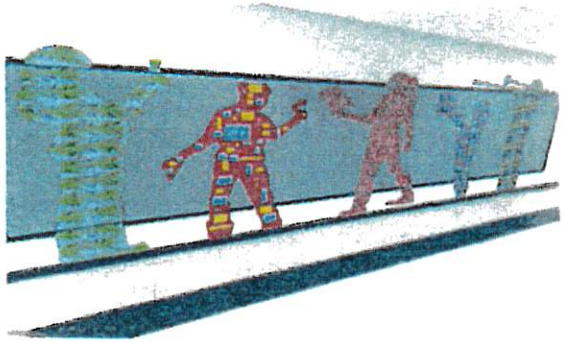
*Services are determined by the results of language assessment (WIDA screener or ACCESS 2.0). Other factors are also considered for direct ESOL services: performance on the annual assessments of standards, MAP, as well as teacher recommendations.

*At elementary schools, EL students are scheduled for the pull-out services, as well as classroom push-in instruction.

*At middle and high schools, EL students are scheduled for ESOL class with an ESOL teacher. Advanced students are served through push-in model or consultation until they meet exit criteria set by the SDE. Current exit criteria is composite 4.4 English proficiency with 4.0 in each language domain.

ESOL Coordinator

The ESOL Coordinator for McCormick County School District is responsible for making sure schools are meeting legal requirements in regards to ESOL and are providing appropriate services to identified ESOL students. Communication with the State Department of Education is maintained on a regular basis to receive updated information about Title III and ESOL requirements. Professional development is provided to staff, and federal, state and district funds are managed to assist schools in setting up and maintaining ESOL programs.



We do not discriminate on the basis of race, color, national origin, sex or handicap in admission to, treatment in or employment in its programs and activities.

Betty Bagley, Ph.D Candidate
Superintendent

Tami Burton, Ed.D
ESOL Coordinator

821 N. Mine Street
McCormick, SC 29835

(864) 465-2435

McCormick School District's

English for Speakers of

Other Languages (ESOL) Program

What is ESOL?

ESOL stands for English for Speakers of Other Languages. It is the term used for the program that identifies students who enter our school with limited English proficiency and provides services based on the linguistic and academic needs of those students. These students are identified as Limited English Proficient, or LEP. The Civil Rights Act of 1964 protects our students from being discriminated against in their education. They cannot be denied equal educational opportunities regardless of their national origin, native language, or immigrant status.

How do we know which students are LEP and/or get ESOL services? Identification of LEP students cannot be made based on surface identifiers which could be construed as discriminatory. The only way for a student to be identified as a possible LEP student that must be tested with the Language proficiency screener is through the Home Language Survey. The HLS MUST be completed at registration for ALL new students to MCSD.

Home Language Survey Administration The Home Language Survey is a document completed by the student's parent. It asks what language is the native language of the child, what language is spoken most often by the student, and what language is spoken by the child at home. If any of these inquiries indicates a language other than English, the child will be screened for Language Proficiency Level and possibly be placed in the ESOL program.

Monitoring

While a student is receiving ESOL services, the ESOL Coordinator and classroom teacher(s) need to keep in contact about the student's progress quarterly! ESOL Coordinators may use form Content area monitoring form to facilitate this communication.

Assessing ESOL Students

All ESOL students are assessed several times a year.

Upon entry, all ESOL students are assessed with an English Language Proficiency Screener. Throughout the year, ESOL students may be required to take any of the following test: MAP, ACT Aspire, ACT Work keys, PASS, EOC and other state tests

State Wide Testing

All students in grades 3-8 participate annually in state standardized testing, with the exception of students meeting state guidelines for exemption. Off-grade-level testing is not permitted, but certain accommodations, including oral administration and the use of bilingual dictionaries, are allowed in accordance with SC regulations. These tests will also be used as monitoring tools in assessing the progress of K-2 students who enter and pass the WIDA or W-APT screener.

Gifted and Talented Programs

McCormick County School District's Gifted Education Program is available to all students identified for placement in accordance with regulations established by the South Carolina State Department of Education regardless of their race, ethnicity, sex, national origin or primary language. The District's Advanced Placement courses are also available to all students regardless of their race, ethnicity, sex, national origin or primary language. Placement in gifted education, AP courses or any other magnet program does not disqualify a student from receiving ESOL services, nor does placement in ESOL exclude a student from participation in any gifted or magnet program.

Special Services

Students properly identified may receive both ESOL and special education services. An ESOL teacher who suspects that a child has other educational needs unrelated to his or her English Language proficiency should bring this to the attention of the school's Response to Intervention Team. Testing for learning or other disabilities must be done in the language most likely to yield accurate results. A Special Education Pre-Referral form should be completed prior to referral to ensure that ESOL students are not referred inappropriately. Communication with parents regarding referrals for testing, testing results, and placement results must be done in a language that parents can understand.

Grading

All grades must reflect the student's accommodated and modified curriculum objectives, presentation and assessment. A regular classroom teacher may not:

1) Require an LEP student to do the same assignments as an English-fluent student, without regard for the LEP student's level of English proficiency or the ability of Limited-English proficient parents to help at home.
2) Penalize an LEP student for work missed while in ESOL class.
3) Assign an LEP student a failing grade if the reason for that failure is his or her limited English proficiency.

Questions:

1. Who provides English instruction to ESOL students?

*All content area teachers are also language teachers. Language learning happens in every classroom! *Language objectives must become an integral part of every lesson for ELs.*

Students who need additional language help beyond the primary instructor will receive supplemental instructional time

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*Home Language Surveys are given to all students upon enrollment. (A copy must be on file in the permanent record for every students.)*Students whose parents indicate English was not the first language the student learned to speak or other languages are spoken in the home will be assessed by the ESOL teacher. Parents are notified if their child