

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 EL 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 copy must be on file in the permanent record for every student.) *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

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.



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McCormick School District's
English for Speakers of
Other Languages (ESOL) Program

