ESOL Program

English for Speakers of Other Languages

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Introduction

The number of families in South Carolina demonstrating limited English proficiency has increased significantly in recent years. These families include immigrants, migratory workers, and others whose children may have limited English proficiency. The children are in SC schools and are working to learn core content taught in English. Their ability to learn this content may be adversely affected by the lack of appropriate accommodations in the classroom or opportunity through programs that provide English language learning. Students with limited English proficiency sometimes experience great difficulty with the dual task of learning the English language and learning academics taught in that language at the same time. These students are at a higher risk of dropping out of school and may consequently have reduced employment opportunity. The South Carolina Department of Education is committed to providing all students equal opportunity to benefit from educational programs and services. Moreover, the SCDE is committed to supporting scientifically research-based programs, effective practices, training, and accountability so that all students can become proficient in English and can achieve the state academic content standards and state student academic achievement standards.

The SCDE has the responsibility for implementing Title III of Language Instruction for Limited English Proficient and Immigrant Students. Title III provides funding to supplement English for Speakers of Other Languages (ESOL) programs and services within OCSD4. *Lau v Nichols* requires that language minority students should receive specific instructional assistance in acquiring English to fully access the entire educational program within the school system.

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. District Four may not:

- Provide services, financial aid, or other benefits that are different or in a different manner.
- Restrict an individual’s enjoyment of an advantage or privilege enjoyed by others.
- Deny an individual the right to participate in federally assisted programs.
- Defeat or substantially impair the objectives of federally assisted programs.

These Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student’s limited proficiency in English. Title VI protects students who are limited in their English language skills and are, thereby, unable to participate in or benefit from regular or special educational instructional programs.
ESOL Program Goals and Objectives

The goal of the Orangeburg Consolidated School District Four English for Speakers of Other Languages (ESOL) Program is to provide equal educational opportunities to students who have a primary or home language other than English and who are English Learners (EL) or Non-English Proficient (NEP). The primary focus is to provide an English-rich environment so those students will become proficient in English as soon as possible.

Orangeburg Consolidated School District Four 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 non-English or limited English speaking child the opportunity to be successful in academic areas and to develop listening, speaking, reading, and writing proficiency in order to be successful in all classes.

The following are learning objectives from which the program has been implemented:

- To identify and assess all students whose native or home language is other than English.
- To provide ESOL instruction to all students who do not understand, speak, read, or write English fluently.
- To assess and monitor the academic progress of language minority students in OCSD4 with an ongoing evaluation process.
- To develop the skills of listening, speaking, reading, and writing through an ESOL intervention.
- To provide an opportunity for multilingual students to function comparably with their English speaking classmates after the appropriate level of assistance.
- To create a learning environment that will provide for cognitive and affective needs.
- To exit students from the program when their language abilities are educationally appropriate for the mainstream classroom.
- To support the curriculum and instruction of the regular classroom as appropriate to the developmental stage of the student.
- To provide staff development on the language and cultural needs of multilingual students, appropriate instructional and assessment strategies for principals, guidance counselors, teachers and other school personnel, as needed.
- To communicate instructional goals and expectations to parents and encourage them to support their children’s progress.
English Learner (EL) Defined

Research suggests that the average EL student will gain Basic Interpersonal Communication Skills (BICS) in one to two years. This includes the language of play and context embedded language. However, BICS does not include the language necessary for EL students to compete academically with their English speaking peers.

Cognitive Academic Language Proficiency (CALP) is the language necessary for learning content and being able to read and comprehend on grade level. The average student will gain this type of language in five to seven years. Since much of the content that students learn in school is cyclical, this process is manageable for these students. For example, the content that a student is exposed to at one grade level will be repeated and studied further the following years. The knowledge gained each year is built on as a student progresses through his/her high school career.

Definitions

**English Learner** - The term, when used with respect to an individual, means an individual –

- Who is aged 3 through 21
- Who is enrolled or preparing to enroll in an elementary school or secondary school
- Who was not born in the United States or whose native language is a language other than English
- 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
- Whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
  - the ability to meet the State’s proficient level of achievement on State assessments
  - the ability to successfully achieve in classrooms where the language of instruction is English
  - the opportunity to participate fully in society

**Language Minority Student** – A student whose first language or home language is other than English and may be limited English proficient

**English for Students of Other Languages Program (ESOL)** – Program(s) used to help ELs become proficient in English.

**Home Language Survey** – Language Survey that must be completed for **ALL** students enrolling in a SC public school. **This survey must remain in their permanent records.**

**ACCESS** - Assessing Comprehension and Communication in English State-to-State for English Language Learners – State Testing Tool
All EL students participate in required statewide assessments with or without accommodations. There are no exemptions from state assessments for EL students except as provided for within guidance from United States Education Department and the South Carolina Accountability Workbook (SCAW). EL students will be included in the EL subgroup for the purpose of accountability, as defined in the SCAW, until they score at the “met” level on the required statewide assessments and have scored at the “fluent level” on the state English language proficiency test. As defined in the SCAW, all EL students are required to take all portions of the statewide testing. Their score, however, 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 (SCAW), 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 required to receive ESOL 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.
Serving English Learner (EL) Students in Orangeburg Consolidated School District 4
LEA Guidance for Serving Limited-English Proficient Students

Orangeburg Consolidated School District Four:

-Reports annually to the SDE information relating to the number of students who are English language learners and services rendered.

-Administers a Home Language Survey to every student at the time of enrollment and ensures that surveys are maintained in each individual student’s permanent record.

-Administers a South Carolina state-approved language proficiency test and/or screener, and provides appropriate and sufficient training for designated staff to administer the test, to any and all students who qualify.

-Evaluates the effectiveness of their ESOL program using Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) and state test scores.

-Ensures that language-minority and English language learners have equal access to instructional, support, and extracurricular programs, services, and activities.

-Has implemented an English language instruction education program that provides ELs genuine and practical opportunities to develop English proficiency, and to learn and to demonstrate achievement of the state academic content standards that is expected of all students. The program should employ curricula, instructional materials, methodologies, and professional development based on scientifically based research on teaching immigrant children and youth who are identified as ELs.

-Utilizes appropriate evaluative procedures for measuring the progress of ELs in school and shall monitor the progress of ELLs in attaining English proficiency and meeting grade-level content standards. Multiple assessment measures, including teacher judgment, should be used to evaluate core content knowledge and skills in English comprehension, listening, speaking, writing, and reading. When an ELL is not making progress in school, OCSD4 shall ensure that appropriate modifications in the English language instruction educational program are made.

-Follows the state program exit criteria so that a student is not maintained in an English language instruction education program longer than is necessary. Documentation should be retained for any eligible student whose parent declines or withdraws participation in the English language instruction education program. These students should be documented as “waiver” and will still be required to take the English proficiency tests until they score “fluent” and reach the criteria for exiting as all other EL students must in accordance with the SCAW. Additionally, waivers should be updated annually and placed in student’s permanent record for accountability. Mainstream teachers of waivered students must still provide appropriate accommodations for these EL students. The progress in learning English and understanding of the core curriculum of waivered students must be monitored. If the student is struggling, a parent conference should be held to include a discussion about the child’s academic difficulties and the possible need to allow the student to receive direct ESOL services in order to assist their child with developing greater English proficiency.
-Monitors the English language and academic progress of each exited student for a minimum of four academic years. Students who demonstrate academic and/or social difficulties while being monitored shall be provided supplemental support and instruction and/or readmitted to an English language instruction education program.

-Ensures that ELs participate in the statewide assessments in accordance with current SCDE and federal policies and procedures.

-Ensures that ELs are not assigned to or excluded from special education programs because of their limited English language proficiency. Evaluation, placement, and notification to parents of students with special needs shall be conducted in accordance with current authorization of the Individuals with Disabilities Education Improvement Act of 2004 and its implementing regulations, and Section 504 of the Rehabilitation Act of 1973, and its implementing regulations.

-Ensures that ELs are not excluded categorically from programs for the academically gifted, from other specialized programs, or from student support services that are available to other students in the school.

-Ensures that ELs are educated in the least restrictive and least segregated manner possible based on the educational needs of the student. Students shall be included, to the extent possible and practicable, in all aspects of the regular school program that are available to other students.

-Makes reasonable, meaningful, and sufficient efforts to involve parents/guardians of students who are ELLs in the student’s overall educational program. Notifications, policies and procedures, school activities, academic and behavioral expectations, support services, and student academic progress shall be made to parents/guardians in a uniform format and in a language that they can understand.

-Has established, implements, and communicates to language minority parents/guardians, community groups, and other interested parties reasonable, meaningful, and sufficient methods for them to express ideas and concerns regarding the provision of services to EL students.

-Reports annually to its constituents the required information for ELs by means of the Annual Report Card.

-Will submit to the SCDE, upon request, certain data and other information to reflect participation and progress in all areas of the English language instruction educational program.
English language learners are held to the same high expectations of learning established for all students. Orangeburg Consolidated School District Four holds the same standards for all students and work in meeting student needs implemented from research which focuses on second language acquisition, and recognizing that the education of an EL student is multi-faceted. OCSD4 works toward not just supporting second language acquisition but all educational subjects and needs. English language learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students. OCSD4 recognizes that language acquisition is multi-faceted and that while the basic interpersonal skills may develop more quickly, the academic use of language can take from five to seven years depending on the individual learning variation of a student. English learners are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.

Therefore, all ELs should be placed in age appropriate grades. Retaining or placing an ELL in a lower grade is not in compliance with South Carolina state guidelines.

Schools with EL students are served by an ESOL teacher. The ESOL teacher is responsible for evaluating student performance in the class. The ESOL teacher will collaborate with academic mainstream teachers assisting with accommodations and modifications for instructional planning and assessments.

Accommodations for EL Students in Mainstream Classes

The EL teacher/paraprofessional will collaborate with the mainstream teacher(s) to determine appropriate instructional objectives as well as accommodations and modifications for EL students in Orangeburg Consolidated School District Four.
Identification of Language-Minority Students

A Home Language Survey is completed by all parents/guardians of students who enter OCSD4 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 site administrator will administer the survey. The survey identifies any language other than English that are:

- First learned or acquired by the student;
- Used by the student in the home; or
- Used by the parents/guardians in the home.

Students who have a registration or Home Language Survey that 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 EL through the Home Language Survey, new ELs must be administered a placement test for possible ESOL placement within thirty (30) 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/guardians while others might have a parent/guardian who speaks another language while the student speaks only English. It is important to use the Home Language Survey as a springboard for further investigation with the parents/guardians of anyone who has atypical answers on the survey even before an English placement test is administered.

Each site administrator is responsible for ensuring that, **within ten (10) school days of enrollment, a copy of the HLS is filed in the permanent record of the student at the school and an additional copy is provided to the ESOL teacher.**
Assessment of Language Proficiency

Assessment of English Language Proficiency

If a language other than English is identified in any of the Home Language Survey responses, the students will be identified as a potential EL. The ESOL teacher will review school transcripts and records to see if the student has ACCESS scores from his/her previous schools. If these scores cannot be obtained, a language proficiency assessment, W-APT for Kindergarten and WIDA Screener for all other grade levels, will be administered within ten (10) days to determine language dominance and proficiency (or 30 days from the beginning of school year).

- Students who are non-English language background will be administered a state-approved language proficiency test to determine their English proficiency
- All students served in an ESOL program shall be administered a state-approved language proficiency assessment, ACCESS, every spring to determine readiness to exit, as well as to measure progress. These scores will be kept on file in the student’s permanent record to document eligibility and provide data for possible future requests regarding program accountability.
- All data related to student eligibility will be maintained in the student’s ESOL purple folder housed in the student’s permanent record. For example, screener test and results to support/deny eligibility, etc.

Assessment of EL Status

OCSD4, using certified teachers, utilizes the W-APT and WIDA Screener for identifying students new to the program and the ACCESS to measure ELs progress.

- Students in grades 1-12 not scoring competent (Level 5) in all four (4) domains of the WIDA Screener are entitled to ESOL services without further assessment.
- Kindergarten students scoring 27 or below on the W-APT are also entitled to ESOL services without further assessment.
- All students will be placed in mainstream classes with accommodations and modifications as determined by the ESOL teacher, guidance counselor and administrator based on their language proficiency skills.
Program Placement

In order to assist in student placement and educational planning, the ESOL teacher collects and reviews information regarding the student’s past educational background. All potential EL students are assessed to determine eligibility for ESOL services. OCSD4’s goal for students who are ELs is to be able to achieve the state’s academic content and student academic achievement standards, as demonstrated by proficiency on the state’s required student assessment, and that they graduate from high school college and career ready with a regular state issued diploma. They should, therefore, be placed in age appropriate grade levels. Retaining or placing an EL student in a lower grade is not in compliance with South Carolina state guidelines.

All language-minority students should be placed in an age appropriate grade level. Students with little or no knowledge of English should be placed immediately in an English language instruction educational program and/or provided appropriate accommodations and assistance in their mainstream classroom. The goal is to integrate the student into regular programs while providing an intense language acquisition program. The student should participate with age group peers in all school activities. The following factors should be considered when placing students in ELs 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 native language; and
- the degree of home support for second-language learning.

K-1 students and students with ACCESS scores of 3, 4, and 5 may not need to be served by ESOL teachers if they are performing well in their regular education classrooms. They should only be pulled out of mainstream classroom instruction if they are receiving more instruction in English than what they would receive in their mainstream classroom. On-going formative assessment in addition to summative assessment should be done in mainstream and ESOL classrooms to better tailor each student’s ESOL and regular education program to their individual educational needs.

It is important to remember that all ELs do not need to be served in the same manner, e.g. volunteers, paraprofessionals, etc. can provide additional support for some ELs.

In order to ensure program effectiveness, maintaining appropriate class size should be taken into consideration when making staffing and placement decisions.

Once a student has been placed in the ESOL program, an EL accommodation/modification document specifying EL accommodations and modifications should be completed by the ESOL teacher and mainstream teacher(s). This plan should be discussed with the parent/guardian during a school conference.
Parental Notification and Involvement

Prior to placing a student in an English language instruction educational program, OCSD4 ensures that the school has notified the parents of their rights, responsibilities, and opportunities for participation in the program.

The following factors that may impact the degree and extent of involvement by parents/guardians:

- Length of residence in the United States;
- Availability of support groups and bilingual staff;
- Prior experiences of parents/guardians;
- Economic needs of parents/guardians;
- 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 native language; and
- The degree of home support for second-language learning.

Parent Notification Letters are communicated in a language and/or manner that the parents can understand. Parents/guardians are not required to respond affirmatively to the notification in order for the student to participate in the English language instructional program. However, upon receipt of written instructions from the parent declining participation (Waiver), OCSD4 will schedule a parent conference to discuss and confirm the denial for ESOL services. Notes from the conference will be noted, signed and placed with the waiver in the student’s permanent ESOL records for accountability. OCSD4 is still obligated to provide appropriate, informal strategies to ensure that the student’s English language and academic needs are met. Additionally, waivered students are required to be assessed annually for English proficiency using the ACCESS until they have attained exited status as determined by South Carolina state guidelines.
Equal Access To English Language Instruction

Educational Programs and Services

The South Carolina Department of Education does not, from a statewide perspective, prescribe specific guidelines for determining the nature of programs designed for English learners. The number of students may vary from only a few in some LEAs to several thousand in others. For this reason, decisions concerning the instructional program model must be made by Orangeburg Consolidated School District 4.

ESOL is an instructional program that assists students in learning English. It addresses listening, speaking, reading, writing, content vocabulary, cultural awareness, and study skills through clearly articulated objectives regarding what is to be accomplished.

The ESOL teachers in Orangeburg Consolidated School District 4 incorporate into the ESOL program the WIDA standards for listening, speaking, reading, and writing and the cultural concepts required for ELs to succeed in regular classrooms. Curricula and instructional materials used in the English language instruction educational program will be aligned with the South Carolina Academic Standards and will be based on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic content.

Teachers in the ESOL program 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 basic elements driving 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.

ELs are required to show progress in content knowledge as well as language proficiency. Therefore, ELs are mainstreamed in the regular classroom with accommodations and receive additional support in a push-in (inclusion), pull-out program, or class period as needed. All ELs receive direct instruction of the English language. Schools with ELs are served by an ESOL certified teacher or by a paraprofessional who works under the supervision of a certified teacher.

If results of the state-approved screener (W-APT/WIDA Screener) indicate a need for ESOL services, the student will be placed in an ESOL support program within thirty (30) school days of his/her enrollment. The student will receive appropriate services by certified teachers or by trained paraprofessionals who work under the supervision of a certified teacher.

*The South Carolina State Department of Education recommends that EL students remain with their age appropriate peers regardless of their ESOL status.*
**Content-Based ESOL Instruction**

This approach to teaching English as a second language uses instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, and cognitive and study skills. English is used as the medium of instruction, and an ESOL certified teacher delivers instruction in content-based ESOL. This approach helps ELs at a beginning and intermediate level to learn academic content while they are learning English.

**ESOL Pullout**

In this approach, a student is pulled out of the mainstream classroom for special instruction in ESOL. This instruction should ideally reinforce the same standards and content that ESOL students are learning in their mainstream classrooms. ESOL certified teachers should provide the pullout instruction.
EQUAL ACCESS TO APPROPRIATE CATEGORICAL AND OTHER PROGRAMS

Orangeburg Consolidated School District 4 cannot, on the basis of national origin, do the following:

- provide services, financial aid, or other benefits that are different or provide them in a different manner;
- restrict an individual’s enjoyment of an advantage or privilege enjoyed by others;
- deny an individual the right to participate in federally assisted programs;
- defeat or substantially impair the objectives of federally assisted programs. These regulatory requirements from Title VI of the Civil Rights Act of 1964 have been interpreted to prohibit denial of equal access to education because of a student’s limited proficiency in English.

These regulatory requirements from Title VI of the Civil Rights Act of 1964 have been interpreted to prohibit denial of equal access to education because of a student’s limited proficiency in English.

**All teachers are language teachers. Everyone is a language learner throughout his/her life. Once a child enters a mainstream or regular class, he/she may need language development and/or other types of temporary instructional modifications or accommodations. As the EL attains fluency in English less supports and/or accommodations in classroom instruction will be necessary.**

**Title I, Part A, Basic Programs**

Orangeburg Consolidated School District 4 is required by federal law to provide appropriate language acquisition services for students who are ELs. The language acquisition services are considered an integral part of a free and appropriate public education for all students. Title I, Part A, funds may be used to supplement state and locally funded services, as well as provide other direct services to EL students who are failing or are at risk of failing to meet the state’s academic standards. EL students are eligible for programs and services provided by Title I, Part A, on the same basis as non-EL students. In schools operating Title I school wide programs, all children, including ELs, are intended to benefit from the program, and the needs of all students are to be taken into account in the program design. In Title I targeted assistance schools, ELs are eligible and may be selected for services on the same basis as other children. The LEA is not required to demonstrate that the needs of EL students stem from educational deprivation or solely from their limited English proficiency.

**Title I, Part C, Migrant Education Program**

A student may be eligible for services under Title I, Part C, the Migrant Education Program (MEP), if he/she has traveled with a parent or guardian across school district boundaries to obtain temporary or seasonal work in agriculture or fishing. Migrant funds may be used to support and supplement ESOL services, as well as provide direct services to migrant students who are ELs. Migrant education services do not replace the need or requirement for an English language instruction educational program, and Title I, Part C, will not be the only source of funds used to provide the English language instruction educational programs and/or services.
The Migrant Education Program is supplemental to the basic, regular education program and addresses needs that may be attributed to the migratory status of the student’s family. All migrant students are not language minority, nor are all language minority students migrant.

**Education of Homeless Children and Youth**

Title X, the Program for the Education of Homeless Children and Youth, promotes access to public schools for homeless children and youth. Local education agencies must ensure that barriers to enrollment and in-school success for homeless students are eliminated. Barriers may include requirements for residency, guardianship, school records, immunization records, and transportation, among others. A student who is an EL and also meets the federal definition of “homeless” is eligible to receive services provided through the Homeless Education Program as are other children who meet the federal definition.

**Special Education**

If after consistent language accommodations and instructional modifications have been attempted for a reasonable amount of time, an EL student continues to have difficulty mastering specific skills, the student should be referred to the Student Support Team (SST). The SST will consist of the ESOL teacher, the mainstream teacher(s), the guidance counselor and/or administrative designee. The ESOL teacher must be a member of the SST when discussing the needs of EL students. After the SST reviews all available information pertaining to the student, one of two things may transpire:

1. The SST may recommend additional interventions for the classroom. If these interventions are successful, the student may be served successfully in the general education classroom with the recommended modifications in place. If the interventions are not successful, the SST can then make a referral for special education testing, or
2. The SST 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 EL student 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 the parent interview regarding the student’s development will also be considered. Every effort will be made to ensure that no EL student is placed in special education because of language difficulties, rather than due to disability.

EL students who qualify for special education services may also continue to receive ESOL services.

**Gifted and Talented Education**

The SDE and the U.S. Department of Education, Office of Civil Rights (OCR), signed the Title VI Resolution Agreement #04-96-5021 on August 29, 1997, focusing on underrepresented populations in gifted programs in South Carolina.
In the agreement, the SDE committed to a variety of actions related to screening/referral criteria and procedures, evaluation processes and eligibility criteria, program oversight, and technical assistance. The SDE also agreed to provide monitoring/progress reports to OCR regarding implementation of the agreement. The first monitoring report was made on December 1, 1998. In an on-going effort to ensure that ELs are considered equally with all other children for this program, the Resolution Agreement encourages the use of alternative, valid test instruments in determining eligibility of minority (underserved population) students who exhibit characteristics of giftedness.
PROGRAM CURRICULUM

Orangeburg Consolidated School District 4 incorporates into the ESOL program curriculum the WIDA/ESOL standards 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.

Teachers in the ESOL program 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 basic elements driving 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.

Grades and Grading Systems

Traditional procedures for assigning grades to students may not be appropriate for English language learners. The same methods and criteria applied to their English-speaking age and grade peers cannot always be used to assess students who lack English language proficiency. Teachers should be encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that ELs can progress.

Likewise, assessments should be modified so that students can demonstrate their knowledge and skills. LEAs should describe their grading policies and procedures in local EL plans and should provide training for appropriate personnel so that the policies and procedures are implemented consistently and fairly.

A student may not be assigned a failing grade in a content area or be retained at grade level on the basis of lack of English language proficiency. The key to appropriate grading of ELLs is appropriate instructional accommodations. Even non-English proficient students can learn content while acquiring English. Students in grades nine through twelve must be given the opportunity to earn credits toward graduation. Students should be given grades on work done with modifications and accommodations.

Teachers must follow these guidelines:

- ELs must receive accommodations of content work when needed.
- Student grades are based on accommodated work.
- ELs 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 EL accommodated work.”
If a student can demonstrate knowledge and skills in a particular subject, i.e., math, he/she should be assigned an achievement grade.

**Promotion and Retention**

Promotion and retention decisions regarding ELs are subject to the mandates of the U.S. Department of Education, the South Carolina General Assembly, and the South Carolina Department of Education. When these mandates overlap or are found to be conflicting, those standards that affirm equal educational access for National Origin Minority student whose primary language is other than English will prevail.

English 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 that is traditionally allowed to native English speakers. ELs should not be retained in a grade based solely on lack of proficiency in English language. 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 student’s ability and therefore should not be the major determiner in retention. As a general rule, a student whose first language is other than English, should be promoted along with age-level peers. He/she should not be graded on the same scale as peers for at least the first two years of school in the United States.

If a teacher is considering retaining an EL, sufficient documentation to show accommodations and modifications should be provided for the time the student was in class. These documents and parental conference notes should be attached to the ESOL Retention Form for district use for review and approval prior to retention.

**State-Mandated Assessments**

The South Carolina Education Accountability Act has set high standards for all students and holds Orangeburg Consolidated School District 4 accountable for reaching those standards. The SCDE requires participation of all students in the South Carolina Student Assessment Program. 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. Orangeburg Consolidated School District 4 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 or Orangeburg Consolidated School District 4 as provided for within the SCAW or the most recent correspondence from the SCDE.
English for Speakers of Other Languages (ESOL) Personnel

ESOL Teacher:

ESOL teachers should be certified to teach ESOL or be willing to obtain the certification. A sincere interest in and willingness to work with EL students and help them achieve success is crucial. Knowledge of how students learn to read, how to diagnose reading difficulties, and appropriate interventions for struggling readers is essential.

Additionally, ESOL instructional personnel should have the following qualifications:

- Full English Proficiency (reading, writing, listening, speaking, and comprehension);
- A thorough knowledge of the theory and practice of English as a Second Language;
- A genuine concern for the education of students from different linguistic and cultural backgrounds;
- Awareness of the various cultures of EL students;
- An understanding of the basic concepts regarding the nature of language and the theories of first and second language acquisition;
- The ability to teach students how to interact successfully in a cross-cultural setting and how to maintain pride in their native culture;
- An understanding of different cultures and the effect that those cultures have on students’ learning styles and on their general level of development and socialization;
- The ability to use various teaching techniques chosen according to the needs of the students and demands of the subject matter; and
- The ability to facilitate contacts and interaction between the students’ home and the school.
- The willingness to work closely with mainstream teachers of ELs so that regular education teachers receive the English proficiency information they must have for the ELs in their classrooms, are aware of appropriate accommodations, and learn about the best teaching methodologies to use with their ELs. The ESOL teacher should support the academic standards being taught in mainstream classrooms.

Principal ensures that:

- A student enrollment form, which includes the language background, is completed for each student enrolling in Orangeburg Consolidated School District 4 and will be maintained in the cumulative folder.
- Appropriate information is entered on the system database and transferred electrically to the appropriate field for retrieval later.
- The ESOL teacher serving the school is informed of new arrivals.
- Appropriate space is provided for instruction.
- EL students will be served and provided with equal educational opportunities.
- EL students have schedules that allow them to attend ESOL classes.
- 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 EL students to promote their proper educational and personal development.
Translators:

Translators and interpreters should be certified and should clearly understand their role. Translators of official documents and interpreters for conferences should be carefully selected and used judiciously. This is important, particularly when a highly technical level of language may be needed and confidential information may be shared. Other students should not be used for translation or interpreting except to provide a general welcome, for example. Matters of confidentiality and the difficulty and stress of translation preclude students from handling this important responsibility. School districts should have a plan in place to handle emergency needs for translation.
APPENDIX A

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.

EQUAL EDUCATION OPPORTUNITY FOR ENGLISH LANGUAGE LEARNERS

- **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.