



EL PLAN

2017-2018

Our school motto "Every child should taste success" is the driving force behind our ESOL program. This plan was created in response to the students' needs reflected in the ACCESS 2017, ACT ASPIRE 2017, and Spring 2017-MAP assessments. The WIDA and SC Ready Standards will direct lessons conducted by a dedicated team of ESOL teachers and paraprofessionals.

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2017-2018 PowerSchool Coding

The new coding eligibility criteria for Kindergarten exit criteria new services directions for monitoring students was communicated by our Title III State Coordinator and is shown below as communicated in August 2017 during the ESOL Boot Camp. The information below was copied directly from the PPT notes provided by the State Coordinator.

PowerSchool Coding Sheet

- Changes and Updates
- New Codes: W, P1, P2, P3, P4.
- Code of X
- Coding for students who took Alternative Access for ELLs

ELIGIBILITY CRITERIA FOR KINDERGARTEN W-APT

Consistent with WIDA test administration guidelines, the procedures from **2nd semester pre- kindergarten through 1st semester kindergarten** are as follows:

1. Administer the Listening and Speaking portions of the Kindergarten W-APT and note the combined **Listening and Speaking Raw Score**.
2. If the student's combined **Listening and Speaking Raw Score** is ≥ 27 , the student meets the minimum criteria for English language proficiency and is not eligible for language support services.
3. If the combined **Listening and Speaking Raw Score** is ≤ 26 , then the student qualifies for language assistance services.

Consistent with WIDA test administration guidelines, the procedures from **2nd semester kindergarten through 1st semester first grade** are as follows: administer all four components of the Kindergarten W-APT.

If the following is true:

1. Listening and Speaking raw score is ≥ 27 , and,
2. the Reading score is ≥ 14 , and,
3. the Writing score is ≥ 17 , then

The student does not qualify for language support services.

If not all three criteria are met, the student requires language support services.

“Monitored” students EXPLAINED

- All students who are advanced in English Proficiency are not “monitored”- they are served through push-in, pull-out focus groups, collaborations/consultations with teacher (Keep a log of communications)
- Monitored for PS- exited students- for 4 years under new ESSA

Required Post-Exit Monitoring

- Under ESSA, districts/schools are required to **monitor ELs academic performance for FOUR calendar years following exit** from language assistance services
- The school must maintain documented evidence that the student was monitored

EXIT CRITERIA

New SC Exit Criteria:

- Student scores a composite of 4.8 or higher and at least 4.0 in all domains.
- Exited Students must be monitored for 4 years.
- PS coding: P1, P2, P3, P4
- Exited students no longer take ELP assessment
- These student can receive accommodations

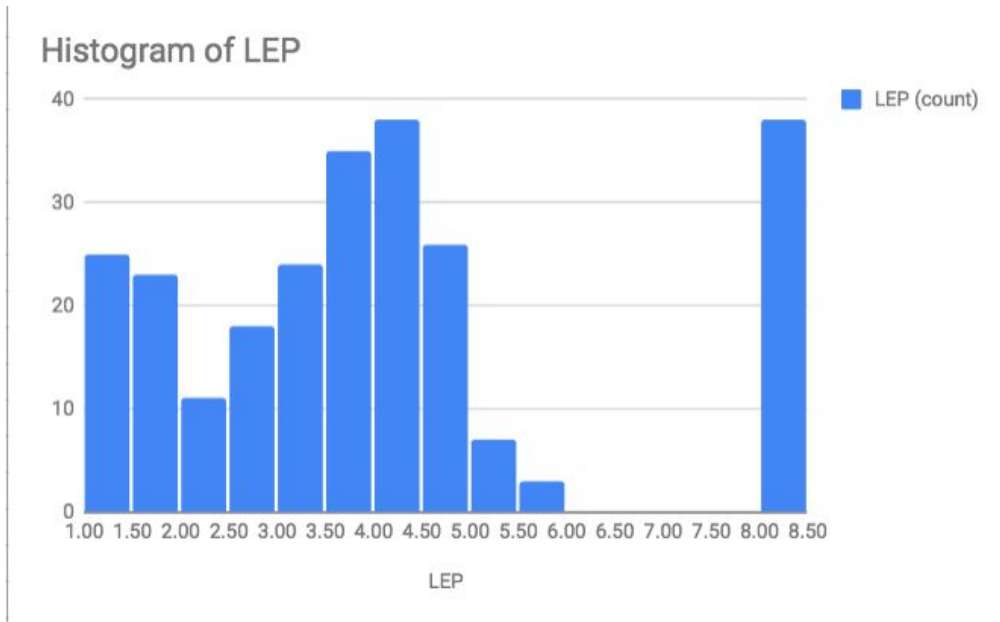
New- Amendment Form

- The HLS amendment form – used in rare cases for coding mistakes in PowerSchool.
- The form is used when a student’s language code of a non-English language is INCORRECTLY listed in PS and needs to be changed to English (code 9)

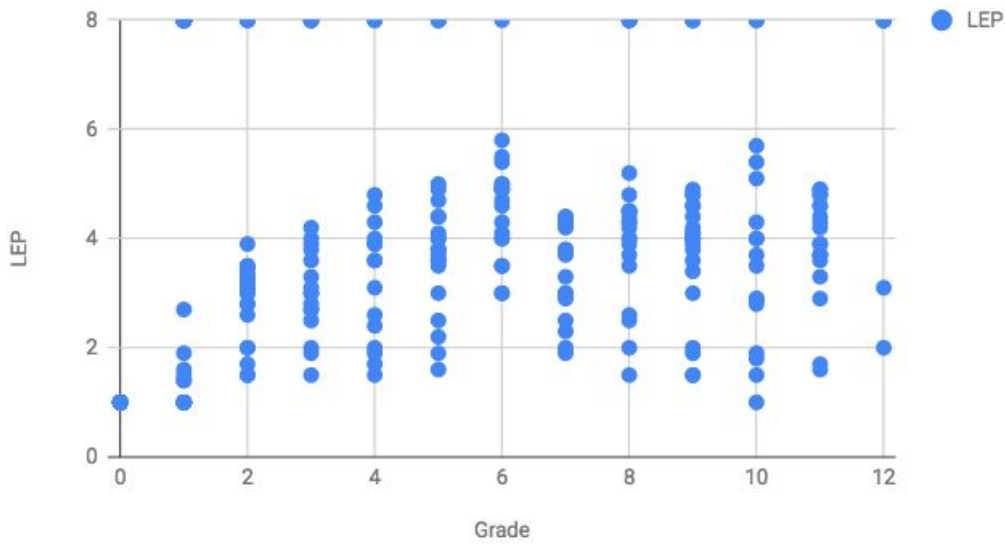
How to Use the HLS Amendment Form

- Complete the form
- 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

WIDA 2017 Levels



LEP vs. Grade



SCHEDULES

Time	Grade
7:40-8:30	8H-8A
8:30-9:00	6A-7A
8:30-9:30	6-B
9-10	8B
10-10:30	4A-4B
9:30-10:00	7B
10-11	HIGH SCHOOL/7H
11:30-12:30	1-7A
12-1	
1:25-2:20	HS Newcomers
1:30-2:20	2-3
2:30-3:20	4-5
3-4	High School Writing
3:20-4:00	2-3

INSTRUCTIONAL PLAN AND RESOURCES

PULL OUT SERVICES

Pull out services are offered for 30 to 60 minutes, Monday through Friday during Related Arts periods to LEP students in grades 1-12 on Levels below to P1. In the ESOL class, our program offers four areas of intervention: Reading, Writing, Vocabulary and Math. Lesson templates for each group are prepared by the ESOL Coordinator and reviewed with the team in advance. WIDA and State Standards are used for ESOL planning and instruction.

Reading and Vocabulary Centers

Hard copies of A-Z Books ®and Raz-Kids ebooks are used according to students' reading levels. Six vocabulary lessons are taught in the vocabulary center as students read and completed 6 guided reading lessons in the reading center. Students learn social and academic vocabulary from the book using the different strategies. Reading comprehension will be assessed through the reading quizzes provided by Raz-Kids®, A-Z Reading, MAP testing and ACCESS in the Spring 2018. Rigorous NWEA-MAP monitoring of reading comprehension is done three times a year. First grade students and newcomers utilize Starfall in addition to A-Z Learning at least once a week.

Writing Center

Our Writing Centers include students who utilize the Writing A-Z program 4 days a week and High School students who attend this center only at least once a week. Differentiation in intensity of this instruction is related to the ACCESS scores in the area of writing. The A-Z Writing rubric is used to target writing skills and assess students' writing in this center as well as the revising, editing and peer-editing resources.

Process Writing Lessons teach students the five steps of the writing process through the four main writing genres:

- informative/explanatory
- narrative
- opinion/argument
- transactional

Each genre is divided into several text-type lessons at four developmental writing levels (beginning, early developing, developing, and fluent), which ensures that writing instruction matches the range of skills and abilities of writers and the writing process:

- Prewrite
- Draft
- Revise
- Edit
- Publish

Students receive support and feedback and they make progress by utilizing the traits of good writing:

- Organization
- Ideas
- Voice
- Word Choice
- Sentence Fluency
- Conventions
- Presentation

Final drafts are posted on EDMODO accounts for peer and teacher feedback and assessment. Parents are also invited to read their children publications.

Math Center

The math lessons are driven by Grade-Level Math Standards. A curriculum map has been provided to the math instructor as well as booklets for kids that have been designed with appropriate practice to target each standard along the school year. Our math teacher is using the NWEA Learning Continuum where it can be seen what students performing at a given RIT (Rasch Unit) level and are typically ready to learn. This information is being used to help with differentiate instruction for both individual students and skill-based small groups. IXL Math and Star Fall items are incorporated as needed. Our main goals are that students will master multiplication facts expected for each grade level, will solve word problems by demonstrating reading comprehension, and master of the four basic algorithms and work organization habits. Students' progress will be assessed by using NWEA reports on MAP Winter 2015 and Spring 2016.

Resources

Reading Resources	Writing Resources	Math
A-Z Reading Subscription Raz-Kids Subscription A Chrome Books per student Reading Booklets Vocabulary Booklets <i>Time for Kids</i> magazines K-6 subscription Starfall <i>Upfront Magazine</i> Grades 7-11	Writing Journals Support materials from Writing A-Z as Writing samples and graphic organizers, editing checklists. Transitional words Dictionaries, thesaurus, and Word for Word Dictionaries Chromebooks for final drafts and research as needed EDMODO accounts for final drafts publication	Khan Academy Curriculum Map for the teacher Math booklets based on grade level math standards Grid Notebooks Manipulatives ChromeBooks

Push-in Services

High School are assisted in the Algebra classroom for 90 minutes a week. Students with an IEP receive push-in services by our ESOL/Sped Certified Teacher once a week. Kindergarten students receive push-in services for language support of classroom instruction.

WIDA Standards and Language of Instruction

Our State has adopted the WIDA Standards: The social and instructional language and the language of Language Arts, Mathematics, Science and Social Studies. English is the language of instruction in the ESOL Centers. Occasional bilingual input may be used to help students comprehend material if an ESOL teacher speaks that language and if the student is a newcomer; however, since there are multiple languages spoken in the Charter School District, English for Speakers of Other Languages (ESOL) is the official model used by the ESOL Program. The use of Google Images, graphs, illustrations, TPR, guided practice, realia, and visuals is highly recommended during instruction to convey meaning.

Monitoring instruments

- *WIDA Descriptors Checklist*: Use “close, ready or need support”. Avoid the use of N/O on the checklist. When indicator is not observed in class, meet with the teacher and obtain feedback in order to enter a descriptor. To be hand out to the Title III Coordinator at the end of the quarter for review. When in doubt of performance quality in a descriptor not observed in class, meet with classroom teacher to complete the checklist.
- *Teacher-ESOL teacher Communication Form* to be hand out to teachers in the 4th week of each quarter. Both instruments are provided in Appendix H.
- MAP Scores

Review and Follow Up

If indicators are not satisfactory, the ESOL Team will meet to consider the following actions: Planning collaboration with mainstream teacher, push-in services, Saturday School for extra time and support, or temporary pull-out services.

DATES TO REMEMBER:

45 minutes a week: Checklist

Once a quarter on Communication Day: Meet with teacher to complete checklist when in doubt of performance descriptor

4th week of quarter: Teacher-ESOL Teacher Communication Form

Last Day of Quarter: ALL FORMS ARE DUE TO THE TITLE III COORDINATOR.

FOLLOW UP:

- If the teacher requests other kind of services, see Title III Coordinator.
- If the teacher requests a parent-teacher conference, see parent bilingual parent liaison to set up a team meeting with parents, mainstream teacher, ESOL teacher and the student.
- Provide the teacher with a copy of Parent-Teacher Conference form. Clarify any questions about this form. This form should be filled out by the teacher and a copy provided to the ESOL Teacher and the parent. Place a copy in the ESOL student’s file and submit a copy to the Title III Coordinator immediately after the meeting.

Saturday School procedures

“Allowing for more time in the classroom has proven to translate into higher pupil achievement. In an effort to **increase learning opportunities for students**, RLOA employs an extended instructional day and the option of half-day *Saturday School* in order to provide more time on task for our students. Students with special needs and exceptionalities will have the opportunity for extra support and coaching during the extended times. High-achieving students will have the opportunity for more challenging projects that stretch their thinking and abilities” (RLOA Improvement Plan 2015-2016).

Two members of the ESOL instructional staff are dedicated to provide Saturday School opportunities to ESOL students. Our procedure to determine students who will be prioritized for this opportunity follows:

- A Saturday school referral form is shared in the drive with all teachers. A maximum of 25 students will be accepted each Saturday.
- Teachers will specify the assignment required.
- The parent liaison call the parent no later than Friday at 11 a.m. Referrals will not be accepted after this time.
- Saturday School Teachers pick up the assigned work
- Completed work will be handed out to mainstream teachers on Monday

RTI 2

RTI for ESOL Students is explained by WIDA in the RTI2 publication.

“If a culturally and linguistically responsive Tier 1 learning environment has been created for all students, including ELLs, only a small percentage of students would need to receive Tier 2 support in any given area or for any given need.” Page 7

Four key features of Tier 2 intervention, stated on page 7, include:

- (1) supplementary resources to implement high-quality instructional strategies,
- (2) targeted intervention at high levels of intensity,
- (3) ongoing formative/ classroom assessment to monitor students’ responses to intervention (often referred to as progress monitoring), and
- (4) team decision-making and collaboration.

In Tier 3 the strategies may be the same as in Tier 2 but they are more intensive and individualized.

The School RTI Coordinator and the ESOL Coordinator will collaborate and exchange perspectives to develop an understanding of factors below as well as the ELLs strengths.

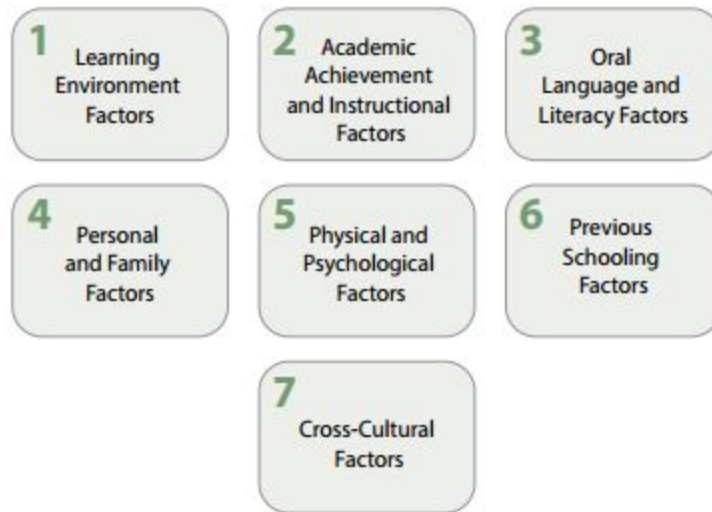


Figure 2. Adapted from: Hamayan, Marler, Sanchez-Lopez, & Damico (2013)

Figure with 7 Factors from WIDA RTI2. page 16

Then, “they will design and implement systemic (e.g., district, school, grade level) and specific (e.g., classroom, small group, individual) interventions based on the information gathered about the seven integral factors for these students. The team monitors progress of the students’ responses to these interventions, and the process begins again in an effort to support students in an authentic, contextualized, and responsive way.” RTI 2Page 29

Collaborative solution-seeking process used in all three tiers of RtI² for ELLs

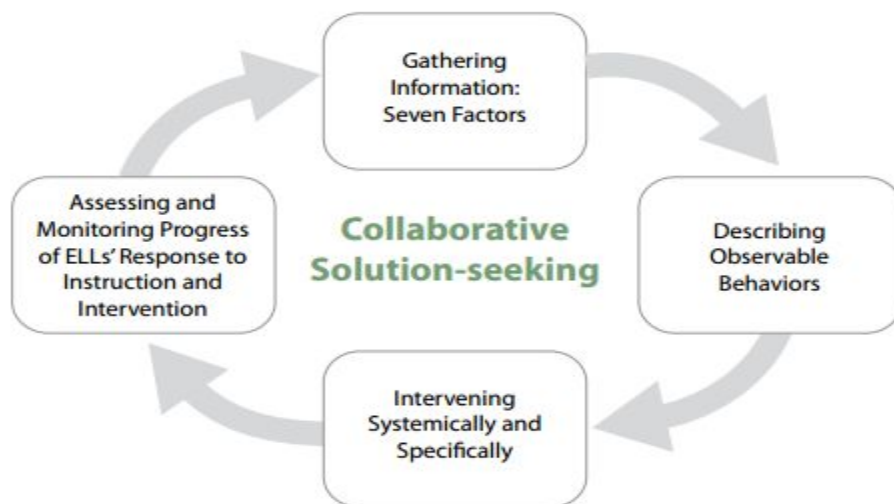


Figure from WIDA RTI2, page 29.

PROGRAM HIGHLIGHTS

Instructional Staff

We count this year on two full-time ESOL paraprofessionals, a full-time reading teacher and a full time math teacher, and ESOL Interventionist and two part-time Newcomers teachers. Our team is using their skills and best of their knowledge to support ESOL students in the push-in modality, monitoring centers and centers as well as with our paperwork process, Saturday School and family-reading enrichment.. Our bilingual parent liaison is also helping us toward a quick and smooth transition from one class to another in order to maximize our instructional time with each class. Our instructional lesson plan templates have been prepared by the ESOL-certified Title III Coordinator. Lessons are accompanied by the A-Z reading materials and rubrics necessary for a successful ESOL Class. Mainstream Teachers' lesson plans are used to ensure reading, writing and math vocabulary are being considered in our lesson.

Family Reading Enrichment

Reading is essential to ELLs' success. Our department has created an Informational Text Reading system beneficial to the whole family. We provide each student in the pull-out modality with a *Time For Kids* and the *Upfront New York Magazine* for high school. Parents sign an attached reading log and folders are returned on Friday. Our team works on our Friday-half-day to make sure every child receives a new magazine. Our bilingual parent liaison contacts parents who need to be reminded of home reading supervision. We make sure children have access to informational text reading material at home and that reading constitutes a habit reinforced at home.

We are targeting the areas in Literature, Informational Text, Foundational Skills and Writing in the pull-out groups.

Resources

Raz-Kidz accounts have been distributed among RLOA students. These audio books facilitate reading assessment and progress monitoring on levels A-Z. The audio books on Raz-Kidz are also a resource for differentiated reading instruction that ESOL students need

to improve their vocabulary and pronunciation of the English language. We will have 5 computers in the classroom and a Chromebook for every child to read according to the individualized reading plan. ESOL Resources for mainstream teachers have been added to our school Drive with supporting materials for each language domain and WIDA information. Power Points presented in staff development sessions are available there as well. Webinars specially designed for RLOA-mainstream teachers' as part of the ELD training are being shared this year through youtube.com.

WIDA Profiles

Our ESOL teacher has administered the initial assessment screener to new students. WIDA profiles for new students, K, and 1st grade are being created, and profiles for grades 2-11 are being updated with ACT Aspire and ACCESS 2016 scores. At RLOACS, our ESOL program has created virtual ESOL profiles than can be updated easily year after year, and shared in a snap with new teachers and the guidance department.

Our dedicated ESOL teachers and resourceful paraprofessionals, who serve students around the clock, will ensure appropriate intervention and growth.

A-Z Learning Effectiveness

“In 2000, the National Reading Panel published its research-based findings on the reading strategies and instructional practices that demonstrated the best results for reading achievement in developing readers. The panel reviewed more than 100,000 reading studies, and from those, analyzed several hundred key studies that met its criteria for sound scientific research. The results are organized around five key areas of reading instruction--phonemic awareness, phonics, fluency, vocabulary, and comprehension. “

Excerpt from: <https://www.readinga-z.com/helpful-tools/research/>

A-Z ELL Reading Solution

“Learning A-Z's Enhanced ELL Reading Solution supports ELLs with tools, resources, and research based strategies designed to achieve success with social and academic English. Reading, listening, speaking, and writing resources integrated with grammar and vocabulary support are organized in content area topics at varying grade and language proficiency levels. Learning A-Z's Enhanced ELL Reading Solution provides access to:

- Differentiated resources and instructional strategies to teach reading, writing, listening, and speaking to students at all levels of English language acquisition

- Grade-level-appropriate content, including a wide variety of content-area-related leveled readers, both narrative and informational, to promote academic success
- Vocabulary-based resources to develop students' social and academic language
- Formative assessments to enable instructors to monitor progress and determine the instruction needed to increase language proficiency
- Motivating technology, including interactive texts and projectables, and engaging Student Incentives and Awards”

Excerpt from: <https://www.learningaz.com/special/shared/pdf/EfficacyBrochure.pdf>



The Learning A-Z Solution

Learning A-Z has designed a suite of online reading resources delivered by its various websites. Its comprehensive collection of Web-based learning resources helps teachers differentiate instruction, thus improving student reading performance. These website resources are created to mirror best practices as defined by years of classroom research and as described in the National Reading Panel's 2000 report. The websites are as follows:

					
Phonological Awareness	✓	✓	✓		
Phonics	✓		✓		
Fluency	✓	✓	✓	✓	
Comprehension	✓	✓	✓	✓	
General Vocabulary	✓	✓	✓	✓	
Content Area Vocabulary	✓	✓	✓	✓	
High-Frequency Words	✓	✓	✓		
Alphabet	✓		✓		
Process Writing					✓
Writing Skills					✓

https://www.readinga-z.com/updates/reading_az_white_paper.pdf. p.9

Reading A-Z Resources			
Alphabet	Phonological Awareness	Phonics	
Frieze Cards	Lessons	Lessons	
Flash Cards	Flash Cards	Flash Cards	
Chants	Poetry Books	Decodable Books	
Letter Formation Sheets	Read-Aloud Books	Read-Aloud Books	
Letter Books	Sound/Symbol Books	Sound/Symbol Books	
Assessments	Worksheets	Worksheets	
	Assessments	Assessments	
High-Frequency Words	Fluency	Vocabulary	Comprehension
Flash Cards	Leveled Fluency Passages	Vocabulary Books	Leveled Books
Rhebus (High-Frequency Word) Books	Reader's Theater Scripts	Word Sorting Activities	Guided Reading Lessons
Vocabulary Books	Leveled Books	High-Frequency Word Books	Comprehension Quizzes
	Guided Reading Lessons	Flash Cards	Worksheets
	High-Frequency Word Books	Wordless Books	Retelling Rubrics
	Vocabulary Books	Humor Books	Graphic Organizers
	Graphic Organizers	Graphic Organizers	Benchmark Books and Running Records

<https://www.readinga-z.com/updates/reading-az-white-paper.pdf>. Page 11

HOME LANGUAGE SURVEY -HLS

Starting Monday, January 04, 2016, all schools in the South Carolina Public Charter School District are required to avoid the collection of a new home language survey by requesting the items below as part of their request for records process:

- Home Language Survey
- English Language Learner (ELL) Initial Placement Screener
- Most Recent State Language Proficiency Test Scores
- ELL Accommodation Plan

The school should only require parents/students to complete the home language survey for those students who will be attending school in the United States for the first time. This will include the pre K and Kindergarten students.

Within 8 school days after registration, the Registrar/Guidance secretary will document up to three attempts of requesting records from the new student's former school. If the form is not obtained, a new home language survey must be completed by the parent by the 20th day after registration in the beginning of the year and no later than the 5th school day after the beginning of the year.

A copy of a language survey and the registration form will be provided to the Title III Coordinator by the Registrar/Guidance secretary when a different language than English is indicated in any of the answers. Register will ensure that first-time language surveys are complete, signed and dated by the parent before filing them or sharing a copy with the Title III Coordinator.

The school needs to have a copy of the HLS for ALL students in their permanent folder and DO NOT PURGE should be indicated.

Our district will conduct desk audits during the second semester to verify compliance for home language surveys

See Appendix A for the Enrollment Process, Appendix B for approved Home Language Survey, Appendix C for the Records-Request Form and Appendix J Guidance from U.S. Department of Justice (Civil Rights Division) and Appendix M for Enrollment Flow Chart.

PLACEMENT ASSESSMENT

If the parent or guardian responded to one or more of the three questions with a language other than English, the student should be screened to identify if potential ELL students are in fact English Language Learners.

W-APT is used to screen potential ELL students in Kindergarten through first semester of first grade. The WIDA screener is the placement assessment for grades 1st (second semester) to 12 grade when:

Transfer students: When HLS from former school indicates that parents answered to one or more of the three questions with a language other than English, the student should be screened to identify the English language proficiency. If the former school sends a current ACCESS score, that score will be used to determine services. A new screening is not required in this case.

Students attending school for the first time in the United States: If the parent or guardian responded to one or more of the three questions with a language other than English, the student should be screened to identify the English language proficiency.

Our teachers must assess students' English language proficiency within 30 days of enrollment at the beginning of the year and within ten days after the beginning of the year. For that reason, Register will ensure that a HLS is handed out in a timely manner to the Title III Coordinator.

Our district will conduct desk audits during the second semester to determine if screenings are conducted as required.

South Carolina Public Charter School District Parents do not have a right to refuse a screener and/or state English language proficiency test. These tests are required for compliance with the basic requirements under federal Law.

TITLE III DOCUMENTATION

Permanent Records

The ESOL department creates a red folder for each new ESOL student joining the program. Each folder contains the following:

- Home Language Survey
- Written/Spoken Language Request for School Communication
- Parental Notification
- ESOL Accommodation Plan and ACCESS
- W-APT scores or most recent State Language Proficiency Test Scores.

This folder will be filed along with the permanent record by the Registrar. A checklist on each folder cover will ensure every document has been filed. The Registrar is responsible for keeping this folder complete and available for the Title III audit after receiving it from the ESOL Team as well as for filing the new test report and accommodations plan provided by the ESOL Team every new school year. Guidance/Registrar will hand out the copy of the new ACCESS or Language Proficiency Test mailed by SCDE State to the Title III Coordinator for the ESOL files. It is highly recommended that the Registrar makes sure every permanent record has a HLS and that red folders contain the current assessment report and the accommodations plan.

ESOL Files

A copy of the red folder for new students will be filed in the ESOL file cabinet and will be kept locked at all times when not in use. All current students' ESOL folder will be checked by the Title III Coordinator in the beginning of the year and at the end of the year. The checklist on the folder's cover helps make sure documentation has been updated and kept during the year. In addition to the documents above, we keep in the ESOL files:

- NWEA report for each school year
- Student Sample writing for the year

Folders' Responsibilities

Guidance/Registrar is responsible for collecting and revising that the Home Language Survey, the Written/Spoken Language Request for School Communication and the State

Language Proficiency Test is handed out to the Title III Coordinator in a timely manner as explained on pages 9 and 10.

The Parent Liaison/Title III Assistant will create the red folder for the permanent record for Guidance and will keep the ESOL file cabinet organized and complete. She will keep a checklist to ensure all documents are added for new students in a timely manner.

Parental Notification

The Title III Coordinator will create parental notifications for all parents of ESOL students to be aware of the program their children enrolled. This notification must take place:

- (1) no later than 30 calendar days after the beginning of the school term or
- (2) for pupils who enroll mid-term, within two weeks of being placed in a program.

The Parent Liaison/Title III Assistant will mail the letters to every home in the language required by parents for school written communication.

An Exit Letter will be mailed for those students who complete their two years of monitoring. See Appendix N.

Waiver Request

If a parent wishes to decline or withdraw a student from the ESOL program:

1. The Title III Coordinator will provide the parent with the South Carolina Public Charter School District Waiver of ESOL Services Form.
2. Guidance/Registrar will place a copy of the signed form in the student's permanent record and the Parent Liaison/Title III Coordinator will place a copy in the ESOL student's folder. "Do not purge" should be indicated in this document.
3. The Title III Coordinator will ensure that students who are waived from services are entered in Power School's ESL field as A to E.
4. The Parent Liaison/Title III Assistant will disseminate and collect the waiver form each year if the parent/guardian wishes to waive English language instruction educational services. A new waiver must be completed and signed each year until the student achieves full proficiency on the state English language proficiency test.
5. A designated ESOL teacher will monitor waived students and will make sure those students are receiving appropriate accommodations provided in the ESOL Individualized

Plan. The progress in learning English and understanding of the core curriculum of waived students must be monitored. If the student is struggling, a parent conference will 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.6. The student MUST take the state English language proficiency test until the make full proficient on the state English language proficiency test.

ESOL Individualized Learning Plan

Accommodations may be included for students and are noted on the district's Student Accommodations Plan for ESOL students. It includes appropriate instructional objectives and needed accommodations for ESOL students' instruction and assessments. In the summer, the Title III Coordinator will recommend accommodations based on the Language Development and other state assessments from the spring. The ESOL teacher and the regular classroom teacher along with other members of the ELL committee will collaborate to recommend modifications and/or to approve the plan. The ESOL committee or work group includes an administrator, teachers (both English language instruction educational program teachers and regular classroom teachers), instructional assistants, school counselors, and others who work with the ELL population. A variety of classroom modifications are permitted for ELLs in the ESOL Individualized Learning Plan according to the ELP Level and individualized educational needs. See ESOL Learning Plan template in Appendix I.

Documentation for the Title III Audit

Other documentation for the Title III audit will be gathered by the corresponding school department as follows:

IDENTIFICATION AND ASSESSMENT	EVIDENCE	RESPONSIBLE
1.Share English Language Program with staff	August PD Webinars 1,2,3 Webinar Attendance Follow-up	Title III Coordinator APs
2.Share legal requirements for identification and placement of ELs with school administration	Emails sent to RET and Register staff	Title III Coordinator
3. Everyone should have a HLS on file	Permanent Records	Guidance Secretary
4. All EL students have been assessed with LAS or WIDA	Individualized ACCESS and LAS scores	Title III Coordinator, Guidance and ESOL Team
5. Administrators are aware of needs and requirements to help EL students	Emails sent to RET, Webinar, RET meetings Agenda	Title III Coordinator and RET attendance to webinars

6. EL students have Individualized Accommodation Plans	Accommodations Plan in Permanent Records	Title III Coordinator (handing out each plan) ESOL Team (getting signatures from teachers) Guidance Secretary and Title III Assistant (Permanent Records)
7. The school is using formative and summative data to guide instruction	Data Notebooks	Mainstream teachers ESOL, RTI, SPED
PROGRAMMING AND EDUCATIONAL APPROACHES	EVIDENCE	RESPONSIBLE
1. The program is addressing needs within each content area	Lesson Plans	ESOL Staff
2. The entire faculty and administration is aware of EL students and their needs.	Webinars Webinars Attendance PD Attendance	Title III Coordinator
3. All teachers are using WIDA standards as a tool and entry point in teaching EL Students	Lesson Plans	K-11 Teachers ESOL, RTI, SPED teachers
4. ESOL students are placed in pull out ESOL classes and learning content area vocabulary and skill	ESOL Lesson Plans	ESOL Team
5. EL students are being served within the regular classroom if they are not being pulled out?	ESOL Schedule	Title III Coordinator
6. EL students are learning content knowledge and skills and making progress in English	Lesson Plans	Mainstream Teachers ESOL Team
7. The curriculum for EL students is challenging and academically based	Lesson Plans	K-11 Teachers ESOL Team
8. There is a plan for content instruction for EL students and EL students learn throughout their content classes.	ESOL Plan Lesson Plans	ESOL Coordinator ESOL Team Mainstream Teachers
9. There is a before/after summer school program	Saturday School is provided as needed.	Summer School Coordinator ESOL Saturday-School Instructors
10. Funding allocation to serve EL students is a priority	Budget	School Accountant
STAFFING AND PROFESSIONAL DEVELOPMENT	EVIDENCE	RESPONSIBLE

1. Classroom teachers and ESOL teachers have the resources, skills and knowledge to address the needs of EL students in their classroom	Staff qualifications Instructional Resources	Human Resources Officer School Accountant
2. Content teachers are trained in specific methodologies to target EL students.	Webinars PD Power Points ESOL Resources in Google Drive Attendance sheets Webinar attendance record	Title III Coordinators Mainstream Teachers
3. ESOL teachers have certification in the specific content area and ESOL certification.	ESOL Teacher qualifications	Human Resources Officer
4. Middle and High School EL students are receiving specific attention in each class.	Lesson plans with accommodations and modifications Monitoring Instruments Paraprofessionals and Interventionists schedules	Middle and High School teachers ESOL Team RTI Coordinator
5. There is an accountability plan in place for all teachers to take ownership of the EL students in their classroom and serve them with effective instructional practices.	Accountability plan TO BE SHARED WITH TITLE III Coordinator	APs
6. The administration of the school is encouraging all teachers to implement effective teaching practices for EL students	Grade Level Meeting Agendas	APs Instructional Couches
7. Mainly certified personnel is serving EL students	ESOL Staff qualifications	Human Resources Officer
PARENTAL INVOLVEMENT	EVIDENCE	RESPONSIBLE
1. Parents of EL students are given notifications in their home language.	Translation folder	Parent Liaison
2. Parents of EL students are included in decisions within the school.	PTO Attendance SIC Attendance	PTO and SIC secretaries
3. Parents are informed and given educational information regarding the school system and how to help their children at home.	Parent Nights Attendance MAP Meeting Attendance Orientation Meeting Attendance	APs Guidance Counselor
4. Parental involvement activities are conducted by the school	Parent Nights Attendance MAP Meeting Attendance Orientation Meeting Attendance	APs Guidance Counselor

PROGRAM EVALUATION AND REVIEW	EVIDENCE	RESPONSIBLE
1. The school is keeping data for each student in order to calculate growth in language proficiency year to year.	ESOL Data Book	ESOL Team
2. The school is evaluating the programs	Teacher Observations Paraprofessional Observations ESOL Data Book	Dr. Wicks Title III Coordinator
3. The district is evaluating the services and making changes	Assessment Data Coordinator Position created last year ESOL Program Description 2015-2015	District Title III Coordinator
DESCRIPTION OF PROGRESS MADE BY ELLS	EVIDENCE	RESPONSIBLE
EL students are making enough progress in learning English and meeting academic standards	ACCESS 2015 ACT ASPIRE 2015 MAP 2015-2015 PASS 2015	Title III Coordinator
Are exited students making adequate progress for each of the two years?	ACCESS 2015 ACT ASPIRE 2015 MAP 2015-2015 PASS 2015	Title III Coordinator
SECOND MONITORING DOCUMENT:		
MATERIALS	EVIDENCE	RESPONSIBLE
Provide inventory of materials and monitoring of its implementation.	ESOL Lesson Plans	ESOL Teachers
ESOL PROGRAM	EVIDENCE	RESPONSIBLE
Provide scientifically based research activities provided for the LEP subgroup and effective implementation. Each activity is measure effectively.	ESOL PROGRAM 2015-2016	Title III Coordinator and ESOL Team
ESOL AND SPED Students	EVIDENCE	RESPONSIBLE
ELs with disabilities needs are met. Who is involved in writing Linguistically appropriate goals and objectives? If determined by the IEP Team, how are English language Special Education Services provided?	ESOL/SPED Meetings Attendance copies ESOL Schedule ESOL Lesson Plans	Special Education Coordinator Title III Coordinator Mrs. Adesso

PROFESSIONAL DEVELOPMENT	EVIDENCE	RESPONSIBLE
What professional development have classroom teachers, principals, administrators, paraprofessionals and other support staff received in curricula, assessment measures, instructional strategies and method of instruction to address the needs of ESOL students?	Webinar Attendance	Classroom teachers, principals, administrators, paraprofessionals and interventionists completing webinars. Title III Coordinator shared the webinars.
OUTREACH	EVIDENCE	RESPONSIBLE
Involvement and outreach activities have been offered to parents/guardians to help them actively support the education of their children	ESOL Parents Night School Literacy Night Parent Knight Academy	ESOL Team APs Title I-Title III Coordinator

SCHOOL-PARENTS COMMUNICATION

Parents can be limited English proficient even if their child is proficient in English. *Global Interpreting* has been hired by our district to provide oral and written communication in the home language of preference when it is other than English. Our school has sponsored Interpreting Certifications for staff members who act as in-house authorized translators. Our parent liaison is one of them. When a limited English proficiency hinders communication at the moment of registration, our parent liaison assists the office staff and the parents..

The registration form requests parents information regarding their language preference for school-home communication. will be provided to the parent or guardian with the registration package (See appendix K) .

The Guidance secretary will share a copy of this form with the Title III Coordinator . The information on the form will be added by the Title III Coordinator to the ESOL spreadsheet for Power School. This information will be added in PowerSchool by the PowerSchool Administrator and a hard copy will be filed in each ESOL folder by the Parent Liason/Title III Assistant.

Our school communicates information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:

- Registration and enrollment in school and school programs

- Grievance procedures and notices of nondiscrimination
- Language assistance programs
- Parent handbooks
- Report cards
- Gifted and talented programs
- Student discipline policies and procedures
- Special education and related services, and meetings to discuss special education
- Parent-teacher conferences
- Requests for parent permission for student participation in school activities

At RLOA, we understand that schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

JOB DESCRIPTIONS

ESOL Teachers:

- Reports to the Academy Executive Director and the Title III/ESOL Coordinator.
- Holds a South Carolina teaching certificate and an ESOL endorsement.
- Follows professional practices consistent with school policies in working with students, students' records, parents, and colleagues.
- Demonstrates communication and interpersonal skills as they relate to interaction with students, parents, other teachers, administrators, and other school personnel.
- Checks and respond emails sent by the school administrators daily.
- Is available to students and parents for conferences according to school policies.
- Ensures that instruction is aligned with ESOL Curriculum Plan under the supervision of the Title III Coordinator
- Facilitates home-school communication by such means as holding conferences, telephoning, sending written communications, and providing updates for web postings as directed, following all communications policies as set forth by the administration.
- Maintains confidentiality of students and students' records.
- Works cooperatively with school administrators, colleagues, and parents.
- Complies with rules, regulations, and policies of governing agencies and supervisory personnel.
- Complies with state administrative regulations and RLOACS Board policies.
- Adheres to school procedures and rules.
- Conducts assigned classes at the times scheduled.
- Enforces regulations concerning student conduct and discipline.
- Demonstrates timeliness and attendance for assigned responsibilities.
- Keeps ESOL lesson plans for instruction and submits them quarterly for Title III purposes.
- Maintains accurate, complete, and appropriate attendance and monitoring records and submits reports promptly.
- Attends and participates in assigned meetings and activities as directed by the Title III Coordinator.
- Complies with conditions as stated in the Employee Handbook.
- Demonstrates professional practices in teaching.
- Models correct use of language, oral and written.

- Demonstrates accurate and up-to-date knowledge of content.
- Participates in professional development opportunities and applies the concepts to classroom and school activities.
- Acts in a professional manner and assumes responsibility for the total school program, its safety and good order.
- Takes precautions to protect records, equipment, materials, and facilities.
- Assumes responsibility for supervising students in out-of-class settings.
- Demonstrates appropriate personal contact while in performance of school duties.
- Assumes a role in meeting the school's student achievement goals, including academic gains of students determined in SLOs.
- Maintains a positive attitude about, and complies with, school policy regarding observations by administrators or consultants.
- Other duties and responsibilities prescribed by the administration such as, but not limited to: lunchroom, homeroom, sidewalk, hall, playground, and other advisory duties.

ESOL Para-Professionals:

- Reports to Title III/ESOL Coordinator for Instruction for assigned students and the Executive Director.
- Has 60 college credits or a passing score on the ETS Paraprofessional Test.
- Has the aptitude for the work to be performed and displays an interest in children and education.
- Has a desire to assist students with special needs in a learning environment.
- Has the emotional maturity and stability necessary for the specialized work involved.
- Assists, supports, and works closely with teachers, administrators, and other team members in providing educational benefit for students.
- Serves and protects the confidentiality of student records and school matters.
- Works with assigned individual students or small groups of students to reinforce learning of materials or skills initially introduced and outlined by certified staff.
- Assists the certified staff in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.
- Serves as the chief source of information and help to any guest teacher assigned in the absence of the regular certified staff.
- Performs classroom maintenance, and instructional duties as assigned by the certified staff.
- Alerts the certified staff to any problem or special information about an individual

student.

- Performs assigned supervision of students during transitions and testing .
- Performs assigned monitoring classroom duties.
- When requested, serves as a resource person to the Title 1.
- Maintains a professional image of the school.
- Follows professional practices consistent with school policies in working with students, students' documents, parents, and colleagues.
- Demonstrates communication and interpersonal skills as they relate to interaction with students, parents, and colleagues.
- Works cooperatively with school administrators, colleagues, and parents.
- Helps enforce the rules and regulations outlined in the Student Handbook.
- Other duties and responsibilities prescribed by the Title III Coordinator and/or Executive Director.

Parent Liaison/Title III Assistant:

- Reports to Title I-III Coordinator/Assistant Director and the Executive Director of the Academy.
- Holds a high school diploma and is working on 60 college credits
- Has previous experience working with school age children.
- Possesses effective communication skills.
- Is bilingual - Spanish preferred
- Acts as a liaison between school and home.
- Is responsible for the management of community involvement and a comprehensive school and community relations program as it relates to Title I parents and Title I schools.
- Establishes and maintains a good rapport with students, employees, and the community.
- Supports classroom teachers with the translation for parental communication as needed.
- Strengthens Title I families and their involvement in the education of Title I students by encouraging these parents to form a strong school-family partnership to support student learning.
- Keeps a written log of hourly activities to share with the Title I-III Coordinator on a weekly basis. This documentation must be kept on file and submitted to district office with end of year packet.

- Contacts Title I parents to remind them about conferences and parent night activities. If necessary, provides Spanish translations for both meetings and paperwork to parents.
- Organizes and helps distribute any Title I-III parent/student learning materials to be sent home. This includes photocopying of the parent newsletters provided by district office.
- Organizes and distributes any letters to Title I-III parents.
- Distributes the yearly Title I parent survey.
- Reviews and evaluates Title I Parent Involvement Policy.
- Informs parents about after school, summer school, and extended-day programs.
- May assist with program evaluation procedures.
- May assist with Parent-Teacher conferences and PTO Meetings.
- Prepares and implements parenting activities for parent education.
- Translates documents to Spanish.
- Must be proficient in the English language.
- Maintains a professional image of school and smooth operating procedures at the Front Desk.
- Follows professional practices consistent with school policies in working with students, students' records, parents, and colleagues.
- Demonstrates communication and interpersonal skills as they relate to interaction with students, parents, and colleagues.
- Works cooperatively with school administrators, colleagues, and parents.
- Helps enforce the rules and regulations outlined in the Student Handbook.
- Other duties and responsibilities prescribed by the Title I-III/Executive Director.

ESOL Coordinator

- Reports to the Executive Director of the Academy
- Serves and protects the Executive Director's confidentiality
- Serves and protects the confidentiality of student records, employee records, and school matters.
- Coordinates the work of the ESOL Department and staff.
- Maintains accurate a complete records in accordance with customary practices, under the supervision of the Executive Director.
- Gathers and maintains Title III records, the reporting of Title III information to the SCPCSD and the SCDE, and the implementation of the Title III Plan.
- Serves as liaison with parent organizations such as PTO , under the supervision of the Executive Director.

- Serves as coordinator of special projects, under the supervision of the Executive Director of the Academy.
- Follows professional practices consistent with school policies in working with students, students' records, parents and colleagues.
- Demonstrates communication and interpersonal skills as they relate to interaction with students, parents and colleagues.
- Works cooperatively with school administrators, colleagues and parents.
- Helps enforce the rules and regulations outlined in the Student Handbook.
- Provides training and/or in-service for staff in meeting the needs of ELL students.
- Other duties and responsibilities prescribed by the Executive Director.

POWER SCHOOL CODING

As new students are registered or are transferred during the year, the spreadsheet will be updated and changes will be shared with the PowerSchool Administrator. The PowerSchool Administrator will inform the Title III Coordinator when an ESOL student transfers. Queries will be run per request of the Title III Coordinator for cross-checking.

ESOL/SPECIAL EDUCATION

Under Section SEC. 3102 and Title VI, ELLs enrolled in public schools, including charter schools, are entitled to a Free Appropriate Public Education (FAPE).

When a parent or school personnel has reason to suspect that an LEP student may have a disability, the team must plan and carry out an evaluation within the guidelines and timelines specified in the State Board of Education regulation 43-243. The evaluation team must keep in mind that there must also be evidence of the disability in the student's native language and not only in the English language. It is crucial that the evaluation team make the distinction between a language difference and a disability.

ESOL Department Participation

ESEA: Section 9101 (25) defines the term LEP. Sec. 300.324 regarding development, review and revision of IEP states:

(ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

At RLOA, the Special Education Coordinator and the Title III Coordinator will exchange information to ensure that a student who has an LEP level 1-7 is timely identified before the evaluation team meets at any stage of the referral revision process, developing, review or revision of IEP in order to ensure that a member of the ESOL Department becomes part of the evaluation team.

Parent Participation and Translation Services

IDEA Sec. 300.322, section requires the use of interpreters or other action, as appropriate:

The public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

See section on Parental Communication on page 14 for details on how to ensure translation services.

PowerSchool indicates parents preferred language for school-home communication for written or oral means. Both considerations will be effective for before, during or post IEP meetings information including but not limited to: Invitation, during meeting, any paperwork that results from meeting, and Parental Rights as applicable.

Standard Practices

At RLOA, an Individualized Education Program (IEP) will be developed in accordance with standard practices for each ESOL student with disabilities by team including:

- parent or guardian;
- the student, where appropriate;
- the ESOL teacher
- at least one of the student's general education teachers;
- a school psychologist if evaluation results are discussed or if a re-evaluation plan is developed by RLOA; and
- Other individuals who have knowledge or special expertise regarding the student, including related or specialized services personnel as appropriate.
- A translator as indicated in Power School by parental request in registration forms.

The ESOL/IEP team will be responsible for the development of Individualized Education Plans. Further, the ESOL/IEP team will determine appropriate services to be provided for students to include transition services, assistive technology services, and related supports.

Implementation of Special Education Requirements

The student's IEP will reflect all the elements required by the Title III Act. The services will include intense elements:

- Student's present levels of functioning and academic performance;

- Measurable annual goals and, where appropriate, short-term objectives;
- Title III related services;
- A statement of program modifications and/or supports to be provided for the student (accommodations page);
- The extent (if any) to which the student must participate with mainstreamed students in all and extracurricular, GT, and or special education activities;
- Any individual accommodations in the administration of state or other required assessments of student achievement needed for the student to participate in the assessments;
- Projected date for the beginning of services and accommodations and anticipated frequency, location, and duration of services and accommodations;
- How progress toward annual goals will be measured;
- Documentation that the student has been informed of his/her rights that will be transferred to the student upon reaching the age of majority;
- Documentation of the parents' right to waive services.

Evaluation procedures will be administered in accordance with federal regulations to determine whether a student is an ELL and the nature and extent of the ELL services that the student needs. The use of this term means procedures are used selectively with an individual student and does not include basic tests administered to or procedures used with all students in a school, grade, or class.

Prior to conducting any school-initiated evaluation for Special Education, RLOA will provide parental/guardian the proposed action through written notification, which will include the following information:

- reasons for the requested evaluation and the name of the person who initiated the process;
- proposed evaluation procedures;
- statement that guardian's permission for evaluation, the evaluation will be completed and that the parent/guardian will be informed of the evaluation schedule;
- description of the areas that are being assessed;
- description of how the findings of the evaluation will be used;
- statement that the parent/guardian will be informed of the results of the evaluation;
- description of all procedural safeguards available;
- explanation of other rights pertaining to the evaluation process;
- declaration that the student will not be placed in the ESOL program without the knowledge and written approval of the parent/guardian; and
- Statement of any other factors relevant to the proposed action.

After obtaining parent/guardian permission for evaluation or following a decision through the official hearing (subject only to State Educational Agency appeal), the evaluation must be completed.

Following the evaluation, RLOA will notify the parent/guardian that the evaluation has been completed. The notice shall include the following, with the exception of the items specified which are pertinent to both permission for evaluation and placement;

- Results of the evaluation and the educational implications;
- Statement of the parent's/guardian's rights to attend a meeting of the IEP team;
- A statement of the parent's/guardian's right of refusal of permission for placement;
- An explanation of other rights pertaining to the placement process;
- A full description of all procedural safeguards available;
- A declaration that the student will not be placed in ESOL without the knowledge and written approval of the parent/guardian;
- A statement of any other factors relevant to the proposed action.

RLOA will comply with all federal and state laws regarding accommodations for ELL students with/without impairments and will not discriminate against individuals who are believed to be undocumented/handicapped or who were handicapped at one time. The school will adhere to the criteria for eligibility, reporting, and official records for accommodations. RLOA staff will receive professional development on an on-going basis to assure that students who may qualify are identified in a timely manner and instructional delivery as well as other interactions is conducted appropriately and effectively.

See Appendix K for State Memo to Directors of Special Education and ESOL Coordinators for further directions.

Kattia Chaves Herrera
ESOL and Title III Coordinator
ROYAL LIVE OAKS ACADEMY
PO Box 528 | Hardeeville SC 29927
Tel PO Box 528 | Hardeeville SC 29927 | 843-784-2630 (Phone) |
Fax 843-784-2623 (Fax)
<http://www.rloacs.org>

ESOL-TEAM Contact Information

**Mrs. Kattia Chaves-Herrera,
Title III Coordinator**
kattia.chaves@rloacs.org

Mrs. Roxane Adesso
ESOL Math and ESOL-Sped
Teacher
Roxane.adesso@rloacs.org,

Mr. Brian Barry
ESOL Reading and Writing
Teacher
Brian.barry@rloacs.org

Ms. Rita Ana Couch
RitaAna.couch@rloacs.org
ESOL Paraprofessional

Ms. Trish Fallon
trish.fallon@rloacs.org
ESOL Paraprofessional

Ms. Jordan Harvey
jordan.harvey@rloacs.org
Newcomers Teacher

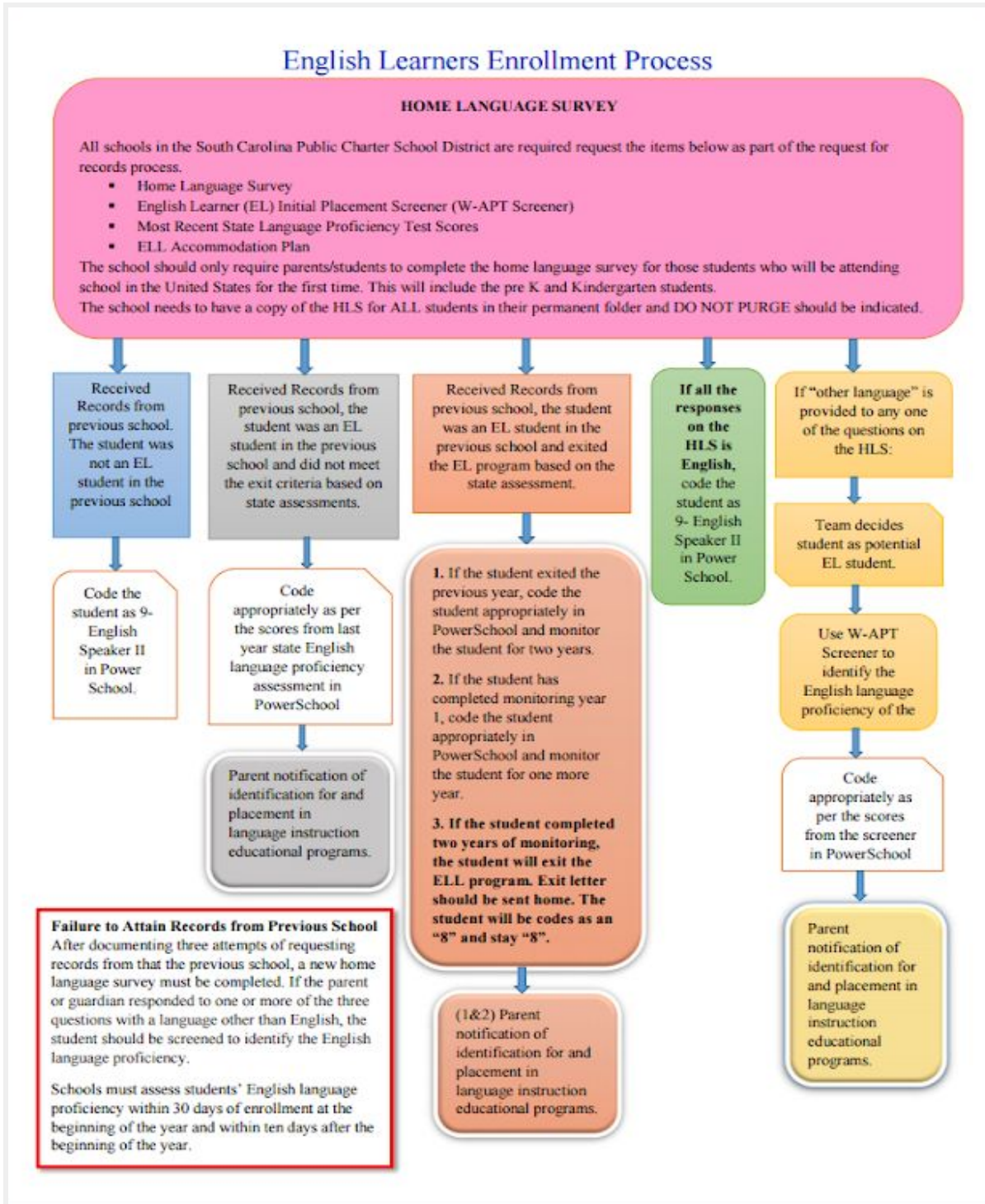
Ms. Joyce Dalton
joyce.dalton@rloacs.org
Interventionist

Origaima Padilla
origaima.padilla@rloacs.org
ESOL Newcomers and HS Teacher

Luisa Rivera
Luisa.Rivera@rloacs.org
Bilingual Parent Liasion

P.O. Box 528, 1398 Church Road, Hardeeville, SC 29927-0525
Ph.: 843-784-26630 · Fax: 843-784-2623. www.rloacs.org

APPENDIX A: Enrollment Process



APPENDIX B: Home Language Survey

South Carolina Public Charter School District

Home Language Survey

The home language survey must be completed for all students at initial enrollment in school. This form must be signed and dated by the parent or guardian. It must be kept in the student's permanent file. This form will be used only for determining whether the student needs English Learner services and will not be used for immigration matters or reported to immigration authorities. The purpose of collecting home language survey is to make sure that all students receive the education services they need, the law requires us to ask questions about student's language backgrounds.

School Name: _____

Students Name (Last, First, Middle): _____

Date of Birth: _____ Grade Level: _____

ENGLISH

1. Is a language other than English spoken in your home? No Yes

_____ (specify language)

2. Does your child communicate in a language other than English? No Yes

_____ (specify language)

3. Which language did your child learn first? _____ (specify language)

ESPAÑOL (SPANISH)

1. ¿Se habla otro idioma que no sea el inglés en su casa? No Sí

_____ (especifique idioma)

2. ¿Habla el estudiante un idioma que no sea el inglés? No Sí

_____ (especifique idioma)

3. ¿Cuál fué el primer idioma que aprendió su hijo/a?

_____ (especifique idioma)

Signature of the Parent/Guardian: _____ Date: _____

APPENDIX C: Records Request

Request for School Records/Transcript
ABC Charter School
215 Records Street
Compliance, SC 29620
Phone: (864) 418-0000
Fax: (864) 418-0000
www.records.org

Principal: ABC
Assistant Principal/Guidance Counselor: DEF

Does this student have an IEP, 504, or ESOL plan or in the process of being evaluated? ___ Yes ___ No

Date: _____
School Withdrawing From: _____
School Address: _____
School Telephone Number: _____

Please forward a copy of the official record for the following student:

Name: _____
Grade: _____ Date of Birth: _____ SS#: _____
Parent/Guardian Signature: _____

According to the final regulations of the Buckley Amendment, written parental consent to release student records between schools is no longer required. The Buckley Amendment states that school officials and officials in school systems in which a student may intend to enroll may receive a student's record without a written consent for the release.

Please release the following records:

___ Cumulative School Records	___ English Language Learner (ELL) Initial Placement Screener
___ Withdrawal Grades to Date	___ Home Language Survey
___ State/National Standardized Test Scores	___ ELL State Language Proficiency Test Scores
___ Attendance Information	___ ELL Accommodation Plan
___ Discipline Information	
___ Birth Certificate & Social Security Card	
___ Health/Immunization Records	
___ Gifted and Talented Profile Sheet (if applicable)	
___ Psychological Records (if applicable)	
___ Special Education Records (if applicable)	

Thanks for your assistance,
Name _____
Assistant Principal/Guidance Counselor _____
Email: _____
Phone: _____

1st Request _____
2nd Request _____
Records Rec'd _____

APPENDIX D: Parental Notification

South Carolina Public Charter School District
Parental Notification Form
 Student Placement in the English for Speakers of Other Languages Program
 Year: 2016-17

Student Name: Click or tap here to enter text. Date: Click or tap to enter a date.

School districts must have procedures in place to accurately and timely identify potential EL students. Most school districts use a home language survey at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.

School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing.

Current W-APT/ACCESS Results	W-APT Score/State	ACCESS State
Listening Level	Choose an item.	Choose an item.
Speaking Level	Choose an item.	Choose an item.
Reading Level	Choose an item.	Choose an item.
Writing Level	Choose an item.	Choose an item.
Composite	Choose an item.	Choose an item.

Proficiency Level Description

- 1.0-1.9 Entering Knows and uses minimal social language and minimal academic language with visual and graphic support.
- 2.0-2.9 Emerging Knows and uses some social English and general academic language with visual and graphic support.
- 3.0-3.9 Developing Knows and uses social English and some specific academic language with visual and graphic support.
- 4.0-4.9 Expanding Knows and uses social English and some technical academic language.
- 5.0-5.9 Bridging Knows and uses social and academic language working with grade level material.
- 6.0 Reaching Knows and uses social and academic language at the highest level measured by this test.

English for Speakers of Other Languages (ESOL) Program Instructional Models

Your child will receive the type of instruction checked below:

<input type="checkbox"/>	ESOL Pull-Out	Students are grouped according to language fluency level and grades are pulled-out from mainstream (regular) classrooms. ESOL teachers collaborate with mainstream teachers to teach language and skills so that they succeed in their regular classes. Students are not penalized for work missed in their regular classes.
<input type="checkbox"/>	ESOL Push-In	Students receive ESOL services in the regular classroom. Push-In is designed to teach English to LEP students as well as provide academic content support without pulling students out of the mainstream classroom.
<input type="checkbox"/>	ESOL Elective Course for Credit	Students attend an ESOL Elective class period. They are not pulled out of any other classes. At high school they receive Elective credit which count towards graduation.
<input type="checkbox"/>	ESOL Academic Support	ESOL students receive academic support to assist with core academic needs.
<input type="checkbox"/>	Monitored	Students do not receive direct services but are monitored by ESOL teacher.
<input type="checkbox"/>	Other	Description: Click or tap here to enter text.

ESOL classes provide instruction appropriate to the child's needs and abilities. ESOL classes integrate language skills

**South Carolina Public Charter School District
Parental Notification Form**

Student Placement in the English for Speakers of Other Languages Program
Year: **2016-17**

with content-based learning so that students learn academic information proficiency level, English skills, and learning strategies that will enable them to be successful in mainstream classes. Most students exit the ESOL program within three to five years, and are expected to graduate from high school at the same rate as mainstream students. Students who qualify for special education or other special services receive those services in addition to ESOL as appropriate. ESOL teachers will coordinate with special education instructors to fully implement Individual Education Plans (IEPs).

When your child's test results on the Assessing Comprehension and Communication in English State-to-State for English Language Learners (State English Proficiency Test) are "fluent," and other factors such as school grades and work samples indicate that he or she is able to achieve academically without ESOL support, your child will be fully mainstreamed and monitored by the ESOL program for two years before being exited. Your child's English proficiency will be assessed every year. Multiple criteria are used to determine when your child is ready to exit the ESOL Program. The following measures will be used: State English Proficiency Test, MAPS Testing, State test scores, teacher recommendations, and classroom performance.

You, as parent(s) have the right to immediately waive ESOL service. Your child will be removed from the ESOL program upon receipt of the waiver form. Please note that waiving Services does not waive students from participating in State English Proficiency testing in the spring. While mainstream teachers will strive to meet the needs of your child, they may not be able to fully meet his or her academic needs without ESOL support.

If you would like more information, please contact [*place your name contact information here](#) to arrange an appointment.

If you have questions or concerns about your child's placement in ESOL, please contact the building principal or the District ESOL contact, Vamshi Rudrapati at 803-734-1105.

APPENDIX E: Learning Plan



South Carolina Public Charter School District English Language Learners Educational and Accommodation Plan

General Information Section- I

Student Name: [Click here to enter text.](#) Grade: [Click here to enter text.](#)
 School: [Click here to enter text.](#)

Program Placement Section- II

Date Student enrolled: [Click here to enter a date.](#)
 Cohort Group (ESOL) [Guidance:](#) Choose an item.
 ESOL Instructional Models (ELL) [Guidance:](#) (Multiple options can be selected)
 Choose an item. Choose an item. Choose an item.

Waiver Section- III

Not Applicable
 Date parent elected to withdraw the student from English Language Learners Services: [Choose an item.](#)
Note: A new waiver must be completed and signed each year until the student achieves an full English proficiency on the state ELP test.

Exit Section- IV

Date Student Exited: [Click here to enter a date.](#)
 The student will be monitored: Monthly 45 days 90 days

Individual Education Plan/504 Section- V

IEP status: Yes No or 504 Status: Yes No

IEP Accommodations:	Click here to enter text.
IEP Modifications:	Click here to enter text.
504 Accommodations:	Click here to enter text.

Customize Material:
 Sign language Braille Large-print, loose-leaf versions

Note: Any accommodations for an individual must be specified before the student takes the assessment and must be documented in the student's IEP or 504 Plan.

Classroom Accommodations Section- VI

<p>Classroom Instruction Accommodations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preferential seating in the middle, but towards the front is usually best <input type="checkbox"/> Allow use of bilingual dictionary for assignments and tests <input type="checkbox"/> Reinforce instruction with pictures, maps, charts, graphs, videos, demonstrations, and other visual aids <input type="checkbox"/> Give instructions or complex explanations in small segments; Repeat and rephrase key questions <input type="checkbox"/> Prioritize class objectives-reduce the amount of material to be assessed
--

- Teach formats that are unique to content area (lab reports for science, bibliographies, etc.)
- Other: [Click here to enter text.](#)

- Classroom Reading Accommodations**
- Reduce amount of reading required; Allot extra time for completing reading assignments; Divide long reading selections into shortened segments
 - Use high-interest, lower level reading materials; Use pictures, stories, read aloud, gestures, drama
 - Teach key vocabulary ahead of topic to be read; Introduce text selections through key vocabulary and discussion
 - Use story maps, outlines, and graphic organizers to assist text comprehension
 - Other: [Click here to enter text.](#)

- Classroom Writing Accommodations**
- Focus on sight word vocabulary; Free Writes
 - Reduced note-taking; Student receives a copy of teacher's notes ahead of time
 - Use charts, diagrams, outlines, and graphic organizers to guide note-taking
 - Vocabulary matching: Fill-in-the-blank exercises with word list; Questions with short answers
 - Other: [Click here to enter text.](#)

- Classroom Testing, Evaluation and Grading**
- Reduced number of test questions; Fill-in the blank test with vocabulary list provided; Reduced choices on multiple-choice tests
 - Use project based assessments as appropriate
 - Extended time for tests
 - Verbal response in place of/in addition to written tests; Open book
 - Allow corrections on tests and assignments for partial credit
 - Comment on Report card *Grades reflect ability level (if needed)
 - Other: [Click here to enter text.](#)

State Testing Exempt

Section- VII

State Testing Exempt: Yes No This only applies for PASS ELA and Writing test and HSAP ELA.

If yes, check one section below:

- Students enrolled in U.S. schools for less than one year and the student scored less than "Initially Proficient" (PowerSchool English Prof 1- 4 and A-D) based upon their scores on an English proficiency test.
- or
- Students who were born in the United States or its territories, but who enter U.S. schools for the first time and who have less than one year in U.S. schools and scored less than "Initially Proficient" (PowerSchool English Prof 1- 4 and A-D) based upon their scores on an English proficiency test.

Note: If these students take the ELA and/or writing tests in their first year, their scores will not be counted for federal or state calculations as long as they have taken an English proficiency test in place of the ELA sub-test.

English Language Learners Team Members

Section- VIII

Name	Title	Signature
Click here to enter text.	Click here to enter text.	
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APPENDIX F: Waiver Form



South Carolina Public Charter School District

Waiver of Services

To: Parents or Guardians of Limited English Proficiency Students

Date: _____

Student's Name: _____

The English for Speakers of Other Languages Program is recommended for students who have been identified as Limited English Proficient and whose first language is not English. The program helps students develop listening, speaking, reading, and writing skills in English. The ultimate goal of the program is to enable students to become fully functional in English and to perform successfully at school.

By signing this form, you are removing your child from the program, and your child will not receive English language instruction from an ESOL teacher. **I also understand that my child must still participate in the annual state ESOL assessment in the spring. A waiver of services does not exempt a child from testing until s/he is successfully exited from the program.**

If you would like for your child to receive services in the future, please call

I have been informed of the English for Speakers of Other Languages Program services offered by South Carolina Public Charter School District. I realize that without these services my child may have academic difficulties in school. I do not want my child to participate in the ESOL Program at this time and hereby release the South Carolina Public Charter School District from providing said service.

Signature: _____
Parent or Guardian

Date: _____

APPENDIX G: ESOL/SPED MEMO



Mick Zais
Superintendent

STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

1429 Senate Street
Columbia, South Carolina 29201

MEMORANDUM

TO: Directors of Special Education
ESOL Coordinators

FROM: John Payne, Interim Director
Office of Exceptional Children

Crystal Fields
Title III, ESOL

DATE: January 15, 2014

RE: Children Who Are Both LEP and Special Education Students

The number of limited English proficient (LEP) students continues to increase in South Carolina. Some of these students may also be identified as a student with a disability. In an effort to provide information concerning the referral, evaluation, and identification process, please review the following:

- When a parent or school personnel has reason to suspect that an LEP student may have a disability, the team must plan and carry out an evaluation within the guidelines and timelines specified in the State Board of Education regulation 43-243. The evaluation team must keep in mind that there must also be evidence of the disability in the student's native language and not only in the English language. It is crucial that the evaluation team make the distinction between a language difference and a disability.
- The use of translated tests is generally discouraged because test item difficulty often changes with translation, and because many tests may have been normed using small student samples that may not be representative of the student's language background. However, the use of norm-referenced tests in the student's native language may be appropriate and useful in certain cases such as when the student has received formal education in the native language. Non-verbal tests can provide useful information as well.

- Assessment data must be collected using a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent. The services of translators may be appropriate and useful in collecting these data.
- The instruction related to English language acquisition may vary based upon the accommodations and modifications recommended by the IEP team. While this instruction may not always involve direct services from an ESOL teacher, the instruction may take the form of collaboration among the ESOL teacher, the special education teacher, and the general education teacher. In cases involving LEP students, the IEP team should include a member with knowledge and expertise in the acquisition of English as a second language.

The following information should be helpful in coding LEP students who also have a disability:

- Once an LEP student has been identified as needing special education services, the student will continue to be coded as ESL based on the same definitional/language proficiency categories, as are all other ELL students without disabilities.
- If an LEP student with a disability who is identified on the Home Language Survey as coming from a family who speaks a language other than English, but who, due to a disability, cannot be tested for an English proficiency level on the diagnostic tests used for this purpose, the student will be coded as an ESL 1 (Pre-functional) in the state data collection system(s). This student and all other ESOL/Special Education students will continue to be coded as ESL AND Special Education as appropriate in the state data collection system(s). In addition to the documentation required for Special Education, the Parent Notification Letter will continue to be used as required by Title III law. Checking the "Other" box in the services section and referring to the student's IEP will be sufficient when no direct ESOL services are provided to the student.
- LEP students with disabilities must also take the SC English proficiency test, ELDA, every year. This test may not be waived by the student's IEP team. At the very least, the school must attempt to administer the speaking test to those students. The test is also available in loose-leaf format and the ELDA writing test may be administered orally. A score of "no response" in this section of the test will indicate that the test was attempted for these students. If students with disabilities can take other parts of ELDA, they should do so. This test is available in Braille and large print formats; signing of the listening and speaking parts of this test is also allowed by the ELDA Test Administration Manual.

Children Who Are Both LEP and Special Education

Page 3

January 15, 2014

- LEP/Special education students will not be coded “ESL Mainstream,” “Exited,” or “English Speaker I” until they meet the same criteria for these codes as all other LEP students. These criteria are as follows: ESL Mainstream—one year fully English proficient (FEP) on the English language development assessment in grades K through 2; Exited—scoring FEP on the English language development assessment once in grades 3 through 12; and English Speaker I—two years in exited status then moves to this designation. In no case will such students be coded English Speaker II, the designation for students whose first language is English.

For further information on these issues, please contact Bill Rynn, School Psychology, Office of Exceptional Children, at 803-734-8212, or Wcrynn@ed.sc.gov, or Crystal Fields, Title III/ESOL, at 803-734-8306, or CFields@ed.sc.gov.

JP/CF

APPENDIX H: Monitoring Form

Kindergarten Form		DATE	COMMENTS	OBSERVER INITIALS
LISTENING	Order pictures of events			
	according to sequential			
	language			
	• Arrange objects or pictures			
	according to descriptive			
	oral discourse			
	• Identify pictures/realia			
	associated with grade-level			
	academic concepts from			
	oral descriptions			
	• Make patterns from real			
	objects or pictures based on			
	detailed oral descriptions			
SPEAKING	• Tell original stories with			
	emerging detail			
	• Explain situations (e.g.,			
	involving feelings)			
	• Offer personal opinions			
	• Express likes, dislikes, or			
	preferences with reasons			
READING	• Find school-related			
	vocabulary items			
	• Differentiate between			
	letters, words, and			
	sentences			
	• String words together to			
	make short sentences			
	• Indicate features of words,			
	phrases, or sentences that			
	are the same and different			
WRITING	Create content-based			
	representations through			
	pictures and words			
	• Make "story books" with			
	drawings and words			
	• Produce words/phrases			
	independently			
	• Relate everyday experiences			
	using phrases/short			
	sentence			
Other Comments:				

STUDENT:				
FIRST-SECOND GRADES	MONITORING FORM	DATE	COMMENTS	OBSERVER INITIALS
LISTENING	• Use context clues to gain meaning from grade-level text read orally			
	• Apply ideas from oral discussions to new situations			
	• Interpret information from oral reading of narrative or expository text			
	• Identify ideas/concepts expressed with grade-level content-specific language			
SPEAKING	Use academic vocabulary in class discussions			
	• Express and support ideas with examples			
	• Give oral presentations on content-based topics approaching grade level			
	• Initiate conversation with peers and teachers			
READING	Begin using features of non-fiction text to aid comprehension			
	• Use learning strategies (e.g., context clues)			
	• Identify main ideas			
	• Match figurative language to illustrations (e.g., "as big as a house")			
WRITING	Create a related series of sentences in response to prompts			
	• Produce content-related sentences			
	• Compose stories			
	• Explain processes or procedures using connected sentences			
Other Comments:				

THIRD-FIFTH GRADE-MONITORING FORM		DATE	COMMENTS	OBSERVER INITIALS
SPEAKING	Justify/defend opinions or explanations with evidence			
	•Give content-based presentations using technical vocabulary			
	• Sequence steps in grade-level problem-solving			
	•Explain in details results of inquiry (e.g., scientific experiments)			
LISTENING	. Carry out oral instructions containing grade-level-content based language.			
	. Construct models or use manipulatives to problem-solved based on oral discourse.			
	Distinguish between literal and figurative language in oral discourse.			
	Form opinions of people, places, or ideas from oral scenarios.			
READING	Summarize information from multiple related sources			
	• Answer analytical questions about grade-level text			
	• Identify, explain and give examples of figures of speech			
	•Draw conclusions from explicit and implicit text at or near grade level			
WRITING	Produce extended responses of original text approaching grade level			
	•Apply content-based information to new contexts			
	•Connect or integrate personal experiences with literature/content			
	•Create grade-level stories or reports			
Other Comments:				

MONITORING FORM 6-8 for _____		COMMENTS	OBSERVER/CLASS PERIOD DATE
LISTENING	Use oral information to accomplish grade-level tasks		
	Evaluate intent of speech and act accordingly		
	Make inferences from grade-level text read aloud		
	Discriminate among multiple genres read orally		
SPEAKING	• Defend a point of view and give reasons		
	Negotiate meaning in group discussions		
	Use and explain metaphors and similes		
	Communicate with fluency in social and academic contexts		
	• Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)		
READING	Differentiate and apply multiple meanings of words/ phrases		
	Apply strategies to new situations		
	Infer meaning from modified grade-level text		
	Critique material and support argument		
	Sort grade-level text by genre		
WRITING	Create expository text to explain graphs/charts		
	Produce research reports using multiple sources/ citations		
	Begin using analogies		
	Critique literary essays or articles		
Other Comments:			

9-12 Monitoring Form	Student:	DATE	COMMENTS	OBSERVER INITIALS
LISTENING	Interpret cause and effect scenarios from oral discourse			
	• Make inferences from oral discourse containing satire, sarcasm, or humor			
	• Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)			
	• Evaluate intent of speech and act accordingly			
SPEAKING	Give multimedia oral presentations on grade-level material			
	• Engage in debates on content-related issues using technical language			
	• Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.")			
	• Negotiate meaning in pairs or group discussions			
READING	• Interpret grade-level literature			
	• Synthesize grade-level expository text			
	• Draw conclusions from different sources of informational text			
	• Infer significance of data or information in grade-level material			
	• Identify evidence of bias and credibility of source			
WRITING	• Produce research reports from multiple sources			
	• Create original pieces that represent the use of a variety of genres and discourses			
	• Critique, peer-edit and make recommendations on others' writing from rubrics			
	• Explain, with details, phenomena, processes, procedures			
Other Comments:				

Appendix I. Lesson Plan Templates

RLOACS-ESOL Department
6-12 Vocabulary LESSON PLAN

Start Date _____ Finish Date: _____

Grade Level _____ Passage Title: _____

ELD Standard: _____

STEPS	PRESENTATION (Teacher)	PRACTICE (Students and Teacher)	PRODUCTION (Student with no help)
1. PICTURE IT!	Vocabulary is pronounced, read, and illustrated using Google Images.	Vocabulary is pronounced, read, and searched on Google Images.	Words are matched to pictures.
2. WORDS IN CONTEXT	Guided reading of sentences.*(see steps below)	Students create their own sentence orally.	Students write a sentence per word on their journal. Students write corrected sentences as indicated by the teacher
3. WORD SMART	Vocabulary review. Meaning of synonym, antonym and definition. Dictionary usage.	Students determine alphabetical order of the words and then write each word using writing strategies.	Students illustrate two words, find a synonym, antonym and the definition of these two words using a thesaurus and a dictionary. Students rewrite corrections indicated by the teacher.
4. WORD-DEFINITION MATCHING (Cards must be cut out by teacher in advance)	Guided reading of definitions and words.	Word-Definition matching in pairs.	Word-Definition matching individually in journal. Students rewrite corrections indicated by the teacher.

RLOACS-ESOL Department 2014-2015
 VOCABULARY A-Z LESSON PLAN

STEPS	PRESENTATION (Teacher)	PRACTICE (Students and Teacher)	PRODUCTION (Student with no help)
5. ANALOGIES	Concept of analogies. Samples discussion.	The relationship of each pair is determined students with teachers' support.	Students complete individually their analogy-worksheet Students make corrections as indicated by the teacher.
6. Cloze sentences	Guided reading of vocabulary words and sentences.*(see steps below) Concept of "Cloze sentences" is	Guided reading of cloze sentences and group discussion of answers.	Students complete individually their cloze sentences. Students make corrections as indicated by the teacher.
7. Exploration	Presented. Guided reading and clarification of Exploration choices. Teacher keeps record of activity chosen by student to procure variety.	Students choose an activity and write the date next to it on the Exploration handout. A different activity must be chosen per each book.	Students complete their project and make corrections as indicated by the teacher.
8. Concept completion	Guided reading of vocabulary words and sentences.*(see steps below)	Students complete the sentences orally with teacher's help.	Students write the words to complete Correctly the sentences. Students write corrections as indicated by the teacher.
9. Vocabulary Quiz	Teacher makes sure students respond independently.		Students will correct their Mistakes on their journal If results are F or below, students will repeat the steps above.

RLOACS-ESOL Department
1-5_Vocabulary LESSON PLAN

Start Date _____ Finish Date: _____

Grade Level _____ Passage Title: _____

ELD Standard: _____

STEPS	PRESENTATION (Teacher)	PRACTICE (Students and Teacher)	PRODUCTION (Student with no help)
1. PICTURE IT!	Vocabulary is pronounced, read, and illustrated using Google Images.	Vocabulary is pronounced, read, and searched on Google Images.	Words are matched to pictures.
2. WORDS IN CONTEXT	Guided reading of sentences.*(see steps below)	Students create their own sentence orally.	Students write a sentence per word on their journal. Students write corrected sentences as indicated by the teacher
3. WORD SMART	Vocabulary review. Meaning of synonym, antonym and definition. Dictionary usage.	Students determine alphabetical order of the words and then write each word using writing strategies.	Students illustrate two words, find a synonym, antonym and the definition of these two words using a thesaurus and a dictionary. Students rewrite corrections indicated by the teacher.
4. WORD-DEFINITION MATCHING (Cards must be cut out by teacher in advance)	Guided reading of definitions and words.	Word-Definition matching in pairs.	Word-Definition matching individually in journal. Students rewrite corrections indicated by the teacher.

RLOACS-ESOL Department 2014-2015
VOCABULARY A-Z LESSON PLAN

STEPS	PRESENTATION (Teacher)	PRACTICE (Students and Teacher)	PRODUCTION (Student with no help)
5. ANALOGIES	Concept of analogies. Samples discussion.	The relationship of each pair is determined students with teachers' support.	Students complete individually their analogy-worksheet Students make corrections as indicated by the teacher.
6. Cloze sentences	Guided reading of vocabulary words and sentences.*(see steps below) Concept of "Cloze sentences" is	Guided reading of cloze sentences and group discussion of answers.	Students complete individually their cloze sentences. Students make corrections as indicated by the teacher.
7. Exploration	Presented. Guided reading and clarification of Exploration choices. Teacher keeps record of activity chosen by student to procure variety.	Students choose an activity and write the date next to it on the Exploration handout. A different activity must be chosen per each book.	Students complete their project and make corrections as indicated by the teacher.
8. Concept completion	Guided reading of vocabulary words and sentences.*(see steps below)	Students complete the sentences orally with teacher's help.	Students write the words to complete Correctly the sentences. Students write corrections as indicated by the teacher.
9. Vocabulary Quiz	Teacher makes sure students respond independently.		Students will correct their Mistakes on their journal If results are F or below, students will repeat the steps above.

Guided Reading Lesson Plan (Levels A-L)

Title: _____ Level: _____ ISBN: _____ Publisher: _____

Teaching Point: _____

WIDA Standard: _____

Absent: _____

Familiar Read: (3 min.)	
Familiar Writing: (3 min.)	Word Building: (3 min.)
1. 2. 3.	
Before Reading: (5-7 min.)	
<ul style="list-style-type: none">• Book Introduction: (include meaning, structure, visual)	
<ul style="list-style-type: none">• Difficult Words/Vocabulary• Intentional Teaching Point: (refer to flip chart)	
During Reading: (5-10 min.) Listen in to students while they read. Reinforce the teaching point, help with decoding, check for understanding and provide specific feedback.	
After Reading: (5-7 min.)	
<ul style="list-style-type: none">• Return to Teaching Point• Discussion Questions	
Writing Connection: (5 min.)	

1

ESOL-Guided Reading Lesson Plan (Levels M-Z)

Title: _____ Level: _____
Teaching Point: _____
WIDA Standards _____
Week of _____ Teacher: _____

Before Reading: (5-7 min.)

- *Summarize plot (M)
- *Unfamiliar book language/ character names (S)
- *Discuss pictures (M)
- *Draw upon students' experiences (M)

Words/Text Layout:

- New or important words (V)
- Unusual aspect of text layout (V)

Intentional Teaching Point (refer to flip chart):

During Reading: (10-15 min.)

Listen in to students while they read. Reinforce the teaching point, help with decoding, check for understanding and provide specific feedback.

After Reading: (8-10 min.)

- Connect discussion to the teaching point and/or a comprehension strategy (see above)
- Discussion Questions

Writing Connection:

ESOL DEPARTMENT
 WRITING-ONLY LESSON PLAN
 GRADES _____ FROM _____ TO _____
 TEACHER: _____

Date and list student who need to make up the class	Presentation	Practice (with peer help or teacher's assistance)	Production (Independently)
<p>Day 1: PRE-WRITING</p> <p>Present and finish:</p> <p>Need to finish:</p> <p>Need to make-up time:</p>	<p>If Free topic: Find Your Idea Ideas are all around you. You might draw inspiration from a routine, an everyday situation or a childhood memory. Alternatively, keep a notebook specifically devoted to catching your ideas as they come to you. Your own imagination is the only limit to finding your source of inspiration. - See more at: http://www.liferichpublishing.com/AuthorResources/General/5-Step-Writing-Process.aspx#sthash.ojTa9m2k.dpuf</p> <p>For Assigned prompt: (See list of prompts by grade level)</p> <p>1) What are the main points I am trying to make in this piece of writing?</p> <p>2) What background information will my readers need to understand each point? What will novice readers vs. experienced readers need to know?</p> <p>3) In what order do I want to present my ideas? Most important to least important, or least important to most important? Chronologically? Most complex to least complex? Another order?</p> <p>Do not stop to edit your mistakes, just let the ideas flow. - See more at: http://www.liferichpublishing.com/AuthorResources/General/5-Step-Writing-Process.</p>	<p>Students should choose a different strategy a month in order to experience which one is more effective.</p> <p>Brainstorm: List all the ideas that you want to include in your paper.</p> <p>Organize: Group related ideas together.</p> <p>Order: Arrange material in subsections from general to specific or from abstract to concrete.</p> <p>Label: Create main and sub headings.</p> <p>Freewriting: A time limit is also useful in this exercise. Using a blank piece of paper or your word-processing program, summarize your topic in a sentence and keep writing. Write anything that comes to your mind and don't stop. Don't worry about grammar or spelling, and if you get stuck, just write whatever comes to mind. Continue until your time limit is up, and when it's time to stop, read over what you've written and start underlining the most important or relevant ideas. This will help you to identify your most important ideas, and you'll often be surprised by what you come up with.</p> <p>Listing: In this exercise, you'll simply list all of your ideas. This will help you when you are mapping or outlining your ideas.</p>	<p>Checklist:</p> <p>1) Are the main points I am trying to make in this piece of writing stated in my pre-writing?</p> <p>3) In what order do I want to present my ideas? Most important to least important, or least important to most important? Chronologically? Most complex to least complex? Another order?</p>

ESOL DEPARTMENT

WRITING-ONLY LESSON PLAN

GRADES _____ FROM _____ TO _____

TEACHER: _____

	<p>g.com/AuthorResources/General/5-Step-Writing-Process.aspx#thash.orgTabm2k.dpu f</p>	<p>Listing: In this exercise, you'll simply list all of your ideas. This will help you when you are mapping or outlining your ideas, because as you use an idea, you can cross it off your list.</p> <p>Clustering: This is another way to record your thoughts and observations for a paragraph or essay after you have chosen a topic. First draw a circle near the center of a blank piece of paper, and in that circle, write the subject of your essay or paragraph. Then in a ring around the main circle, write down the main parts or subtopics within the main topic. Circle each of these, and then draw a line connecting them to the main circle in the middle. Then think of other ideas, facts, or issues that relate to each of the main parts/subtopics, circle these, and draw lines connecting them to the relevant part/subtopic. Repeat this process with each new circle until you run out of ideas. This is a great way of identifying the parts within your topic, which will provide content for the paper, and it also helps you discover how these parts relate to each other.</p>	
<p>Day 2: WRITE</p>	<p>Now you have your plan and you're ready to start writing. Remember, this is your first rough draft. Forget about word count and grammar. Don't worry if you stray off topic in places; even the greatest writers produce multiple drafts before they</p>	<p>Student write the amount a quality expected for their grade level.</p> <p>1: 3 sentences 2-3: 1 paragraph (5 sentences)</p>	<p>Provide the editing lists below for self-assessment.</p>

ESOL DEPARTMENT
 WRITING-ONLY LESSON PLAN

GRADES _____ FROM _____ TO _____

TEACHER: _____

	<p>produce their finished manuscript. Think of this stage as a free writing exercise, just with more direction. Identify the best time and location to write and eliminate potential distractions. Make writing a regular part of your day. - See more at: http://www.liferichpublishing.com/AuthorResources/General/5-Step-Writing-Process.aspx#sthash.c9LaBm2k.dpuf</p>	<p>4: 3 paragraphs (Introduction, supporting ideas, conclusion) 5-11: 1 essay (5 paragraphs: 3 SI)</p>	
<p>DAY 3: REVISION</p>	<p>ARRR APPROACH:</p> <p>Add: The average novel has between 60,000 and 100,000 words. Does your book have enough words to be considered a novel? Have you given your readers all the information they need to make sense of your story? If not, go back to your notebook that you kept for additional scenes and any additional details.</p> <p>Rearrange: Consider the flow, pacing and sequencing of your story. Would the plot be better served if some of the events occur in a different order?</p> <p>Remove: After making additions to your story, how is your word count now? Are your readers experiencing information overload? You may need to eliminate passages that don't quite fit.</p> <p>Replace: The most effective way to revise your work is to ask for a second opinion. Do you need more vivid details to help clarify your work? Is one scene contradicting</p>	<p>Students use linking words and transitional phrases during the ARRR Approach.</p> <p>Students ask for a second opinion (peer reading)</p> <p>Student add, remove or replace according to peer input and self reflection.</p>	<p>Use checklist below.</p>

ESOL DEPARTMENT

WRITING-ONLY LESSON PLAN

GRADES _____ FROM _____ TO _____

TEACHER: _____

	<p>another? Ask friends or fellow writers to take a look and give you feedback, and if something isn't working rewrite it and replace it. - See more at: http://www.liferichpublishing.com/AuthorResources/General-5-Step-Writing-Process.aspx#sthash.qgTaBm2k.dpuf</p> <p>INTRODUCTION: The introduction should be designed to attract the reader's attention and give her an idea of the essay's focus.</p> <ol style="list-style-type: none"> 1. Begin with an attention grabber 2. The attention grabber you use is up to you, but here are some ideas: <p>Starting Information This information must be true and verifiable, and it doesn't need to be totally new to your readers. It could simply be a pertinent fact that explicitly illustrates the point you wish to make.</p> <p>If you use a piece of startling information, follow it with a sentence or two of elaboration.</p> <p>Anecdote An anecdote is a story that illustrates a point. Be sure your anecdote is short, to the point, and relevant to your topic. This can be a very effective opener for your essay, but use it carefully.</p> <p>Dialogue An appropriate dialogue does not have to identify the speakers, but the reader must understand the point you are trying to convey. Use only two or three exchanges between speakers to make your point. Follow dialogue with a sentence or two of elaboration.</p> <p>Summary Information A few sentences explaining your topic in general terms can lead the reader gently to your thesis. Each sentence should become gradually more specific, until you reach your thesis.</p>		
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ESOL DEPARTMENT
 WRITING-ONLY LESSON PLAN
 GRADES _____ FROM _____ TO _____
 TEACHER: _____

	<p>1. If the attention grabber was only a sentence or two, add one or two more sentences that will lead the reader from your opening to your thesis statement. 2. Finish the paragraph with your thesis statement.</p> <hr/> <p>Conclusion The conclusion brings closure to the reader, summing up your points or providing a final perspective on your topic. All the conclusion needs is three or four strong sentences which do not need to follow any set formula. Simply review the main points (being careful not to restate them exactly) or briefly describe your feelings about the topic. Even an <i>anecdote</i> can end your essay in a useful way.</p> <p>http://klivingston.tripod.com/essay/intro.html</p>		
<p>DAY 4: Editing</p>	<p>Review the editing marks below and provide examples for each.</p> <p>Promote peer editing.</p> <p>Step 1. Complement: Students should find something positive and begin with a compliment. Model this step. Ask students to brainstorm compliments.</p> <p>Examples at: http://www.writeexpress.com/compl07.html http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html?tab=4</p>	<p>Students will overhaul their story. It's time to fine tune their manuscript line by line. Direct them to check for repetition, clarity, grammar, spelling and punctuation. - See more at: http://www.iferichpublishing.com/Author/Resources/General/5-Step-Writing-Process.aspx#sthash.cgTaBm2k.dpuf</p>	<p>An editing conference takes place with the teacher.</p>

ESOL DEPARTMENT

WRITING-ONLY LESSON PLAN

GRADES _____ FROM _____ TO _____

TEACHER: _____

	<p>Step 2: ask students to think of suggestions they would make to the author. Students should remember that "put-downs" are not allowed. Remind students that they need to be specific when giving suggestions. For example, "The second sentence in the third paragraph is confusing to me. Maybe you could break it up into two separate sentences." Record students' suggestions on the board.</p> <p>Step 3: Lastly, have students make corrections on the sample by checking for spelling, grammar, and punctuation errors.</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html?tab=4</p>		
Day 5: Publishing	Demonstrate the creation of an EDMODO Account.	Students will upload their work on Word Office.	Students will share their publication with their classmates, parents, teachers or friends. Invite Mrs. Chaves to your Edmodo Group.

ESOL DEPARTMENT
 WRITING-ONLY LESSON PLAN
 GRADES _____ FROM _____ TO _____
 TEACHER: _____

EDITING MARKS	
^	Insert a word, letter, or phrase
✂	Delete
≡	Capitalize
/	Change to lower case
⊙	Insert period
^	Insert comma
∨	Insert an apostrophe
∨	Insert quotation marks
#	Insert space
⌋	Close up space
∩	Transpose letters or words
¶	Start a new paragraph
SP	Check spelling
⌋	Move right
⌈	Move left

PROOFREADING MARKS		
Marks & Meanings	Examples	
≡	capitalize	They fished in lake tahoe.
/	make it lowercase	Five \$tudents missed the \$tut.
sp.	spelling mistake	The day was clowdy and cold.
⊙	add a period	Tomorrow is a holiday ⊙
✂	delete (remove)	Kim knew the his answer.
^	add a word	Six ^{peas} were in the litter.
^	add a comma	He ate peas, corn, and squash.
∩	reverse words or letters	An otter swam in the bed ^{colp} .
∨	add an apostrophe	The child's bike was red.
∨	add quotation marks	Why can't I go? she cried.
#	make a space	He read twobooks.
⌋	close the space	Her favorite game is soft ball.
¶	begin a new paragraph	We had fun. Next we went to

Editing and Revising Checklist- Expository

Editing

- 1. I remembered to indent all of my paragraphs.
- 2. All of my sentences start with a capital letter.
- 3. I used capital letters on proper nouns.
- 4. I have punctuation at the end of each sentence. (. ! ?)
- 5. I checked my words for correct spelling.



Revising

- 1. Who will read my work? Will they find it interesting?
- 2. Did I start my story with an interesting introduction that will make the reader want to read more?
- 3. Did I use transition words on my body paragraphs and my conclusion paragraph?
- 4. Will my sentences "paint a picture" in the reader's mind so that they can visualize what I have written about?
- 5. Did my sentences stay focused on the topic?
- 6. Do all of my sentences make sense?
- 7. Have I used interesting words that the reader will enjoy?
- 8. Have I overused any words or phrases?
- 9. Is my conclusion effective? Does it end the story?

ESOL DEPARTMENT
 WRITING-ONLY LESSON PLAN
 GRADES _____ FROM _____ TO _____
 TEACHER: _____

Questions to Consider:	Yes	No
1) Does my essay respond to the specific prompt?		
2) Does my response and language show regard for audience? Did I use only formal language?		
3) Have I captured the reader's attention in the introductory paragraph with enough information that he/she can tell the assignment's purpose?		
4) Have I included my thesis?		
5) Have I used specific examples to support the thesis logically?		
6) Have I created topic sentences to support each main idea?		
7) Have I thoroughly developed each main idea by a sufficient number of well elaborated supporting details? Have I used details in the proper order to support each main idea logically?		
8) Have I included any unnecessary details, which I should delete now?		
9) Have I consistently used either first or third person point of view?		
10) Have I included appropriate and purposeful vocabulary? Have I listed words or phrases with accurate facts or sensory details?		
11) Have I used transitional phrases to connect my ideas coherently?		
12) Have I drawn a reasonable conclusion as a summation of the details I have used?		
13) Have I used a variety of sentence patterns, i.e. simple, compound, complex, or compound-complex?		
14) Have I used correct spelling, grammar, and punctuation?		
15) Have I written at least five distinct paragraphs, with a clear beginning, middle, and end?		

APPENDIX J: Guidance from U.S. Department of Justice (Civil Rights Division)



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights
Office of the General Counsel



Fact Sheet: Information on the Rights of All Children to Enroll in School

All children in the United States are entitled to equal access to a basic public elementary and secondary education regardless of their actual or perceived race, color, national origin, citizenship, immigration status, or the status of their parents/guardians. School districts that either prohibit or discourage, or maintain policies that have the effect of prohibiting or discouraging, children from enrolling in schools because they or their parents/guardians are not U.S. citizens or are undocumented may be in violation of Federal law.

Below are some examples of acceptable enrollment policies, such as requesting proof of residency in the school district, as well as policies that may not be used by schools to deny enrollment to your child.

Proof of Residency in the School District.

- School officials may request proof that you live within the boundaries of the school district. School districts typically accept a variety of documents for this purpose, such as copies of phone and water bills, lease agreements, affidavits, or other documents. A school district's requirements to establish residency must be applied in the same way for all children.
- A school district may not ask about your or your child's citizenship or immigration status to establish residency within the district, nor may a school district deny a homeless child (including a homeless child who is undocumented) enrollment because he or she cannot provide the required documents to establish residency.
- While a school district may choose to include a parent's state-issued identification or driver's license among the documents that can be used to establish residency, a school district may not require such documentation to establish residency or for other purposes where such a requirement would unlawfully bar a student whose parents are undocumented from enrolling in school.

Proof of Age.

- School officials may request documentation to show that a student falls within the school district's minimum and maximum age requirements. School districts typically accept a variety of documents for this purpose, such as a religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; a birth certificate; or previously verified school records.
- Although a school district might request documents such as those listed above to verify your child's age, a school district may not prevent or discourage your child from enrolling in or attending school because he or she lacks a birth certificate or has records that indicate a foreign place of birth, such as a foreign birth certificate.



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights
Office of the General Counsel



Social Security Numbers.

- Some school districts request a student's social security number during enrollment to use as a student identification number. If a school district requests a student's social security number, it must: (1) inform you and your child that providing it is voluntary and that refusing to provide it will not bar your child from enrolling in or attending school, and (2) explain for what purpose the number will be used.
- A school district may not prevent your child from enrolling in or attending school if you choose not to provide your child's social security number.
- A school district may not require you to provide your own social security number in order for your child to enroll in or attend school.

Race or Ethnicity Data.

- School districts have some Federal and state obligations to report race and ethnicity data about the students in their schools. A school district may request that you provide your child's race or ethnicity for this purpose.
- However, a school district may not bar your child from enrolling if you choose not to provide your child's race or ethnicity.

If you want to learn more about your rights and the rights of your child when enrolling in public school, or if you believe that a school district is violating Federal law, you may contact the following government agencies:

- Department of Justice, Civil Rights Division, Educational Opportunities Section
Telephone: (877) 292-3804 (toll-free)
Fax: (202) 514-8337
Email: education@usdoj.gov
- Department of Education, Office for Civil Rights
Telephone: (800) 421-3481 (toll-free)
Email: ocr@ed.gov
If you wish to fill out a complaint form online with the Department of Education, you may do so at <http://www.ed.gov/ocr/complaintintro.html>
- Department of Education, Office of the General Counsel
Telephone: (202) 401-6000
Fax: (202) 205-2689

K. School-Home Communication Form



ESOL Language and Birth Information

Student's Name per Birth Certificate: _____
Last Name *First Name* *Middle Name*

Student's Birth Country _____ (Ex: Mexico; Puerto Rico)

Student's Birth Place _____ (Ex: Guadalajara, Mexico)

Student's U.S. School Entry Date _____ (Ex: August 17, 2015)

Student's First Language Spoken _____ (Ex: English; Spanish; Thai)

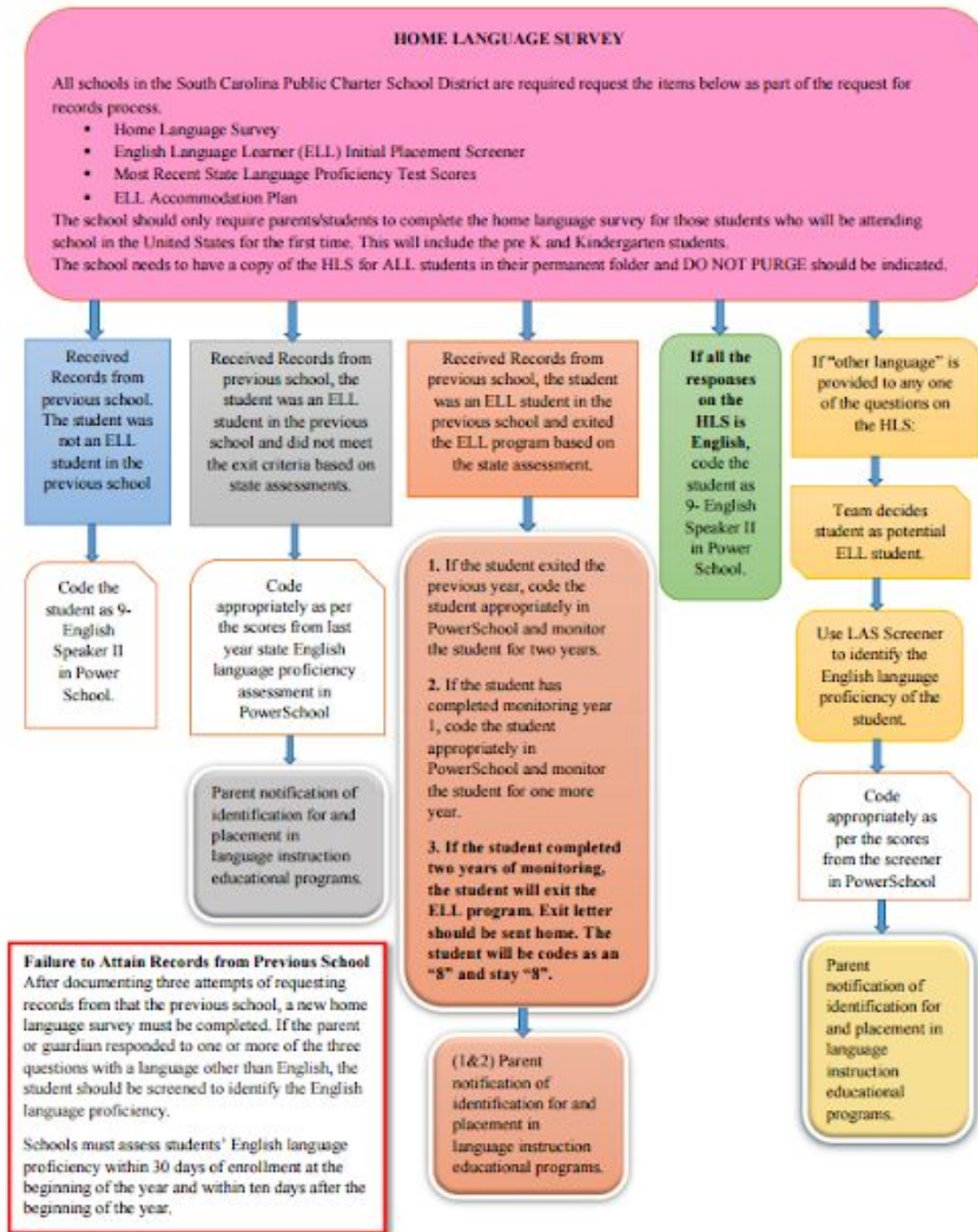
Student's Primary Language _____ (Ex: English, Spanish, Thai)

Parent Language for Oral Communication _____ (Ex: English, Spanish, Thai)

Parent Language for Written Communication _____ (Ex: English, Spanish, Thai)

L. Enrollment Flow Chart

English Language Learners Enrollment Process



M.. Exit Letter



South Carolina Public Charter School District
Exit Letter

Date: _____

Dear Parents or Guardians of _____

When your child enrolled in the **South Carolina Public Charter School District**, the registration form indicated that a language other than English is spoken in your home. Your child has received English for Speakers of Other Languages (ESOL) instruction and his/her academic progress has been monitored by an ESOL teacher for at least one year. Results from language proficiency tests, along with his/her performance in his/her academic classes, indicate that your child should be able to perform successfully in his/her classes without additional monitoring by the English for Speakers of Other Languages program.

We have enjoyed watching your child progress in his/her English language proficiency and are very pleased that he/she has the language ability to progress at the same rate as his/her English-speaking peers.

If you have any questions, please call me _____.

Sincerely,

ESOL Teacher

Principal's Signature

Curriculum Coordinator/Instructional Lead

Teacher's Signature

Teacher's Signature

Teacher's Signature

Teacher's Signature

Teacher's Signature

Teacher's Signature

N. Retention Memo

SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT ESOL Student Retention and/or Failure of Course

To:

Date:

School:

Re: ESOL Student Retention and/or Failure of Course

Please complete the following information:

Student Name:

Grade Level:

School:

Previous Retentions:

SIT/RTI Referral Conference-Dates and Notes:

Parent/Teacher/ESOL Teacher Conferences-Dates and Notes:

Notification to Parents of Possible Retention and/or Failure of Course:

Please list all interventions and accommodations used with the above named student:

Determining factors in retention/failure:

Verification/Authorization

Signature of Teacher and Date Signature of Principal and Date Signature of ESOL
Teacher and Date

Send a copy of this form to Vamshi Rudrapati, Direct of Federal Programs, at the District Office.
A copy of this information will be shared with the Director of Academic Programs.

State Guidance—"An LEP/migrant student should be advanced along with age-level peers. No advancement must be documented with evidence that indicates the determining factors are other than English language proficiency. All LEP and migrant students are eligible to participate in all age-appropriate school programs and to receive all available services."