



South Carolina Public Charter School District

Checklist for Title III Monitoring Visit

2016-2017

Forty years ago, the Supreme Court of the United States determined that in order for public schools to comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), they must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services. That same year, Congress enacted the Equal Educational Opportunities Act (EEOA), which confirmed that public schools and State educational agencies (SEAs) must act to overcome language barriers that impede equal participation by students in their instructional programs.

Title III, Part A funds must be used to supplement other Federal, State, and local public funds that would have been expended absent such funds. Because the civil rights laws require SEAs and school districts to take appropriate action to overcome language barriers for EL students, Title III, Part A funds may not be used to fund the activities chosen to implement an SEA’s or school district’s civil rights obligations. Thus, SEAs and school districts can use these funds only for activities beyond those activities necessary to comply with Federal civil rights obligations.

Title III also contains its own non-discrimination provision, which provides that a student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

[Guidance](#)

**Not required for schools with no English language learner’s student population*

Date	Compliance Item	Submissions to district	Notes	Resources
First week of School	Enrollment Guidelines	Copy of evidence that shows that the enrollment guidelines has been sent to Title III Coordinator, ESOL Teachers, general ed teachers, Staff, Registrars/Attendance Clerks and PowerSchool System Administrators	Federal Law requires that districts ensure that enrollment procedures and policies do not negatively impact students based on their immigrant or English-speaking status.	Memorandum Combined Guidance from: U.S. Department of Justice U.S. Department of Education Office of Civil Rights
At all times	Equal Education Opportunity and Non-Discrimination Statement	Equal Education Opportunity and Non-Discrimination Statement is available on the website and	The non-discrimination statement must be on your website before you will receive any federal money for the 2015-16 school year. It is a federal requirement.	Example: The South Carolina Public Charter School District does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, or immigrant status in



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		other related material.		its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person have been designated to handle the nondiscrimination policies. For questions pertaining to Section 504 and Title IX, contact the Executive Director of Academic Programs, at 3710 Landmark Drive, Suite 201, Columbia, SC 29204, 803/734-8322.
Year-round	Age appropriate classrooms	34 C.F.R. § 100.1-.2; 20 U.S.C. § 1703(f). Schools should provide full access to the grade-appropriate core curriculum from the start of the EL program while using appropriate language assistance strategies in the core instruction so that EL students can participate meaningfully as they acquire English. In adapting instruction for EL students, however, schools should ensure that their specialized instruction (<i>e.g.</i> , bilingual or sheltered content classes) does not use a watered-down curriculum that could leave EL students with academic deficits when they transition from EL programs into general education classrooms. Such specialized instruction should be designed such that EL students can meet grade-level standards within a reasonable period of time. School districts also should place EL students in age-appropriate grade levels so that they can have meaningful access to their grade-appropriate curricula and an equal opportunity to graduate.		Combined Guidance from (Page 2): U.S. Department of Justice U.S. Department of Education Office of Civil Rights
Year-round	Teacher student ratio	Guidance Please contact Director of Federal Programs for any questions.		
Year-round	Translations	Schools must communicate 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. Schools must respond to a parent’s request for language assistance and remember that parents can be limited English proficient even if their child is proficient in English.		SCPCSD Translations Guidance Translation Memo Translation Instructions Parent Communication Questions Combined Guidance from:



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		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.		U.S. Department of Justice U.S. Department of Education Office of Civil Rights
During the enrollment process throughout the year	Home language Survey	Review letsworksmart portal for desk audit requirements.	<p>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.</p> <p>DO NOT PURGE should be on the home language survey</p>	SCPCSD HLS ELL Enrollment Process Enrollment Poster Memorandum Sample Request for Records Student Enrollment Process
As needed	Enrollment Interview	Review letsworksmart portal for desk audit requirements.	Not no circumstances a school will conduct an enrollment interview. District will monitor enrollment procedures and look for patterns.	Memorandum Student Enrollment Process
During the enrollment process throughout the year	Request records	Review letsworksmart portal for desk audit requirements.	<p>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.</p> <ul style="list-style-type: none"> ▪ Home Language Survey ▪ English Language Learner (ELL) Initial Placement Screener ▪ Most Recent State Language Proficiency Test Scores ▪ ELL Accommodation Plan 	Student Enrollment Process Sample Request for Records



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<p>As Needed/required</p>	<p style="text-align: center;">W-APT Screener</p>	<p>Review letsworksmart portal for desk audit requirements.</p>	<p>W-APT Screener will be used to screen potential ELL students when: There should be “other language” indicated on the HLS. Previous school has not sent the educational records.</p> <p><i>Schools 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.</i></p> <p><i>Parents do not have a right to refuse a screener and/or state English language proficient test. These tests are required for compliance with the basic requirements under federal Law.</i></p>	<p>Student Enrollment Process</p> <p>W-APT Guidance</p> <p>*Refer to powerschool coding here. There is one error on the W-APT guidance.</p> <p>All training for W-APT is available on the WIDA website.</p> <p>Link to the WIDA: https://www.wida.us/index.aspx</p>
<p>During the enrollment process throughout the year</p>	<p style="text-align: center;">Parent Notification</p> <p style="text-align: center;">Notification of identification for and placement in language instruction educational programs.</p>	<p>Review letsworksmart portal for desk audit requirements.</p>	<p>All local educational agencies (LEAs) that are recipients of Title III funds are required, pursuant to Section 3302, to notify annually the parents or guardians of each Limited-English proficient (LEP) student enrolled in a language education program. The 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. Title III notification elements may be integrated with state-required parental notification procedures to reduce the number of communications sent to parents.</p> <p>Notification of identification for and placement in language instruction educational programs.</p> <p><u>AND</u> Notification of LEA failure to meet Title III annual measurable achievement objectives (AMAO’s) if applicable</p>	<p>English Parent Notification Letter</p> <p>Spanish Parent Notification Letter</p>



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<p>During the enrollment process throughout the year</p>	<p style="text-align: center;">Parent Notification</p> <p style="text-align: center;">Notification of LEA failure to meet Title III annual measurable achievement objectives (AMAO's) if applicable</p>	<p>Review letsworksmart portal for desk audit requirements.</p>	<p>According to the No Child Left Behind Act of 2001 (NCLB), the SC Department of Education (SCDE) must hold LEAs that receive Title III funds accountable for meeting the Annual Measurable Achievement Objectives (AMAO) developed for English Language Learners (ELLs). The SCDE determines the AMAO status for LEAs based on three target criteria.</p>	<p style="text-align: center;">AMAO Guidance</p>
<p>During the enrollment process throughout the year</p>	<p style="text-align: center;">Accommodations</p>	<p>Review letsworksmart portal for desk audit requirements.</p>	<p>The ESOL teacher and the regular classroom teacher along with other members of the ELL committee collaborate to determine appropriate instructional objectives and needed accommodations for ELLs in the classroom. A variety of classroom modifications are permitted for ELLs. Accommodations, such as the following, may be included for students and are noted on the district's Student Accommodations Plan for ELL Students.</p>	<p style="text-align: center;">SCPCSD Student Accommodation Plan</p> <p style="text-align: center;">Spanish Version</p>
<p>As needed/required</p>	<p style="text-align: center;">Student Waivers</p>	<p>Review letsworksmart portal for desk audit requirements.</p>	<p>If a parent/guardian does not want to take advantage of services provided by the ESOL program, the parent/guardian must sign a form in order to document that the ESOL program services were offered and refused. This waiver means that students do not have to be pulled for services. However, the child should still have an ELL plan, his/her progress should be monitored, and additional help must be offered if the child is not making adequate progress. This form will be kept in the student's permanent record. If a parent chooses to withdraw his or her child from the ESOL program, additional documentation must be signed and kept in the student's permanent file.</p>	<p style="text-align: center;">Guidance</p> <p style="text-align: center;">SCPCSD Student Waiver form</p> <p style="text-align: center;">Spanish version</p>



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			<p>Disseminate and collect the waiver form each year</p> <p>The student MUST take the state English language proficiency test until the make full proficient on the state English language proficiency test.</p>	
As needed/required	Student Exit	Review letsworksmart portal for desk audit requirements.	<p>The student is considered EXIT, after the student has been monitored for two years and is successful in the current educational program.</p> <p>After a student is exited from the English language instruction education program, a follow-up review should be made and documented within the first two weeks. The purpose of the review is to verify that the student can function academically and socially in the new setting. Periodic monitoring should continue for <u>two</u> years. At the end of each progress-reporting period, a designated staff person should contact teachers in the student’s regular classes to: Determine if the student is adjusting and succeeding academically</p> <p>Verify that the student is sustaining the criteria used to exit from the English language instruction educational program Identify any academic or other needs Documentation for exiting students should be available in student permanent folders.</p>	<p>Guidance</p> <p>SCPCSD Student Exit Letter</p> <p>Spanish version</p>
As needed/required	Monitoring Exited Students	Review letsworksmart portal for desk audit requirements.	<p>When students exit from the English language instruction educational program, the school system must monitor the progress of those students for a period of at least two years to determine their success in the regular school program. Students who experience difficulty in content classes during the monitoring period due to lack of prior knowledge or lack of</p>	<p>Sample 1</p> <p>Sample 2</p> <p>Sample 3</p> <p>Sample 4</p> <p>Sample 5</p> <p><i>Courtesy of Rock Hill and Fort Mill</i></p>



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			information in the knowledge scaffold should be provided with academic support through methods that may include temporary reentry into an English language instruction educational program.	<i>School District</i>
As needed/required	Programs for Exceptional Education Students	Review letsworksmart portal for desk audit requirements.	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.	Guidance
As needed/required	Retention Letter	Review letsworksmart portal for desk audit requirements.	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.”	
Year Round	WIDA Standards	Review letsworksmart portal for desk audit requirements.	WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school. These multiple theories and approaches form a theoretical foundation that supports the WIDA standards framework.	Title III Guiding Principles of Language Development Title III WIDA Activity Title III WIDA Presentation Title III WIDA Resource Packet
April 2016	Annual Evaluation		As each school begins to assess its programming for English language learners, it is important to remember	Survey Link



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			<p>3 main points:</p> <p>It takes the whole school, including administrators to address English language learners. <i>English language learners are within the school and school system, not just in a “program”</i>.</p> <p>It takes educators willing and able to give differentiated instruction to meet the needs of English language learners. <i>English language learners are required to have content area instruction and are in regular classrooms in most districts.</i></p> <p>All students will succeed if kept to high expectations. <i>English language learners are not necessarily limited in education.</i></p>	
ACCESS Testing Window	ACCESS Testing Window	Any student who was an EL student and took ACCESS in the previous year and did not meet the state Exit criteria, should take ACCESS. Parent cannot refuse the test.	<p>The state sends a “student not tested” report for any student who did not meet the exit criteria and was not tested by the school.</p> <p>An EL student can only exit the EL program by passing the state English language proficiency test. (ACCESS).</p>	
May-June 2016	Title III PD Survey	Required survey for the state to the FEDS.		Survey Link
April 2016	Administrator Survey	To evaluate school ELL program	This survey will be used to evaluate schools ELL program	Survey
April 2016	Teacher Survey	To evaluate school ELL program	This survey will be used to evaluate schools ELL program	Survey
April 2016	Parent Survey	To evaluate school ELL program	This survey will be used to evaluate schools ELL program	Survey- English Spanish



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Year-round Submit at the end of the year	High Quality Professional Development	Review letsworksmart portal for desk audit requirements.	Agendas and Registration from conferences Agendas and Sign in sheets from In house trainings	Any meetings/conferences that's will assist the school in student achievement specifically English Language Learners.
Year-round Submit at the end of the year	Parent Involvement	Review letsworksmart portal for desk audit requirements.	Provide Agendas, Sign in sheets for parental involvement activities.	Any parent meetings/conferences that will assist the school in parental involvement and student achievement.
PowerSchool Guidance				
2016-2017 ACCESS PowerSchool Guidance 2016-2017 W-APT PowerSchool Guidance Alternate English Proficiency Levels for Alternate Assess				
COHORT GROUP AND ESOL INSTURCTIONAL MODEL				
Year-round	Parent Communication fields in PowerSchool	Data entered in PowerSchool will be monitored by district desk audits.	LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents. Two questions that are required to be entered to capture parent communication: Language for oral communication Language for written communication	Sample
9GR	<p style="text-align: center;">Coding the 9GR field for immigrant students whose date entered the US is after the age of 15.</p> <ol style="list-style-type: none"> 1. The primary determination is based on the number of verified high school credits earned. 2. If no high school credits can be verified the 9GR becomes the year the student enters a US high school regardless of age. <p style="text-align: right;"><i>Updated: 08/21/2013</i></p>			



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Bilingual	<p>New PowerSchool Coding of Bilingual Students</p> <p>Students in grades K-2 who score FEP on the WIDA screener will be coded a “6” in PowerSchool. Those students will not take the ACCESS but will be monitored for four years (6,7, 8 and remain 8). This applies only to students in K-2 who have NEVER taken ACCESS.</p> <p>Students in grades 3-12 who score FEP on the WIDA screener may be coded an “8” in PowerSchool. Those students will not take the ACCESS.</p> <p>Students needing to re-enter the program, based on poor academic performance or a reading score on a state assessment that does not meet the standard, are required to receive ELL services. Any students who have re-entered will not be classified as an “8” until they have again met state requirements for English Language Proficiency in accordance with the S.C. Accountability Workbook.</p> <p><i>Source: South Carolina Department of Education New Policy for Identification of Bilingual Students, updated 2-5-13</i></p> <p><i>Guidance will be updated to reflect the new screener.</i></p>
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