



SOUTH CAROLINA STATE DEPARTMENT OF EDUCATION

OFFICE OF FEDERAL AND STATE ACCOUNTABILITY ESOL MONITORING INSTRUMENT

District: _____

Date: _____

District Contact: _____

Reviewer: _____

Enrollment	Evidence of Compliance	Compliant
Does the LEA have a policy of admitting students regardless of immigrant status or English speaking status?	<input type="checkbox"/> LEA-Board approved policy that is in accordance with the USDE and USDJ Letter (2011), Plyler vs. Doe (1982) and title VI of the Civil Rights Act (1964)	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:
Is there evidence that the applicable LEA policy and supporting procedure for ESOL services are communicated systematically to all school and LEA personnel?	<input type="checkbox"/> Written communications and dated documentation of dissemination <ul style="list-style-type: none"> ○ SCDE Enrollment Memo ○ Social Security Number ○ Immunizations ○ HLS for all students ○ Age appropriate placement ○ Instruction and assignments modified appropriately ○ Grades reflect modifications ○ Advanced with age-level peers ○ Retentions documented appropriately ○ Exited students are monitored for two years 	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:
Access	Evidence of Compliance	Compliant
Does the LEA place LEP students in special opportunity programs like academically or artistically gifted and talented and other specialized programs and allow them to participate in all school activities without regard to their English proficiency?	<input type="checkbox"/> Numbers and percent of LEP students in G/T, CATE. And extracurricular activities compared to the general student population.	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:

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

Public Notification	Evidence of Compliance	Compliant
What process is in place to disseminate major public notifications to each limited English proficient community:	<input type="checkbox"/> Sample of Nondiscrimination Notice <input type="checkbox"/> Sample of Annual Public Notification <input type="checkbox"/> Sample of Grievance Procedure	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:
Communication with Limited English Parents	Evidence of Compliance	Compliant
Does the LEA provide information in a language(s) that parents understand?	<input type="checkbox"/> Documentation of parent communications	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:
Does the LEA provide qualified interpreter/translation services? If so, is there a cost to parents?	<input type="checkbox"/> Translation and Interpreter information	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:
Communities	Evidence of Compliance	Compliant
What are the major communities of students who are limited English proficient in the LEA?	<input type="checkbox"/> Data analysis on student populations	<input type="checkbox"/> Y <input type="checkbox"/> N Comments:
What process is in place to distribute educational materials to each major community in their native language?	<input type="checkbox"/> Documentation of communication	<input type="checkbox"/> Y <input type="checkbox"/> N Comments: