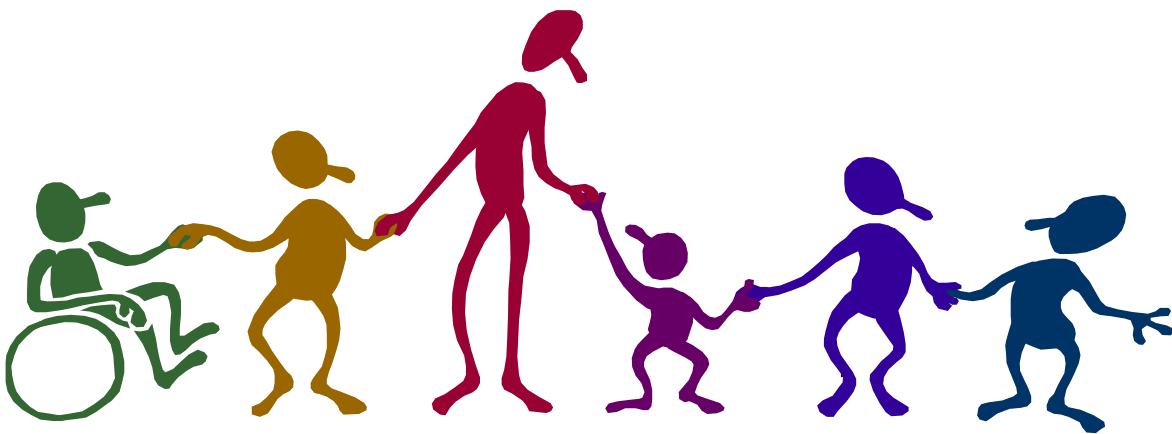




Chester County School District



English for Speakers of Other Languages Handbook



Table of Contents

A. ESOL Program Goals & Objectives.....	3
B. Who is a Limited English Proficient (LEP) Student?	3
C. Identification of LEP Students	4
D. Assessment of LEP Students	5
E. Alternative Program of Services for LEP Students	7
F. Staff Qualifications and Responsibilities	8
G. Training and Resources	10
H. Exiting LEP Students from Alternative Services	11
I. Monitoring Success of Former LEP Students	12
J. ESOL Mainstreaming	12
K. Programs for Exceptional Students	12
L. Program Evaluation	15
M. Parental Involvement and Notification	17
N. ESOL Forms	17

The Chester County School District does not discriminate on the basis of race, color, national origin, religion, sex or handicap in educational programs or in employment.

ESOL PROGRAM GOALS & OBJECTIVES

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

The Chester County School District strives to create a learning environment that encourages student pride in their cultural heritage and provides the cognitive and affective support to help students become contributing members of society.

This program, to include students in kindergarten through high school, will provide each non-English or limited English speaking child the opportunity to be successful in academic areas and to develop listening, speaking, reading and writing proficiency in order to be successfully mainstreamed into all classes:

The following are learning objectives from which the program will be implemented:

- To identify and assess all students whose native or home language is other than English.
- To provide instruction to all students, who do not understand, speak, read, or write English through both the ESOL program and regular classroom program.
- To assess and monitor the academic progress of language minority students in the Chester County School District with an ongoing evaluation process, The English Language Development Assessment or ELDA.
- To develop the skills of listening, speaking, reading, and writing through an ESOL intervention curriculum.
- To provide an opportunity for multilingual students to function comparably with their English speaking classmates after the appropriate level of assistance.
- To create a learning environment that will provide for cognitive and affective needs.
- To exit students from the program when their language abilities are educationally appropriate.
- To support the curriculum and instruction in the regular classroom as appropriate to the developmental stage of the student.
- To provide staff development in appropriate instructional and assessment strategies for principals, guidance counselors, teachers and other school personnel, as needed, on the language and cultural needs of multilingual students.
- To communicate instructional goals and expectations to parents of LEP/NEP students and encourage them to support their children's progress.
- To hire, train and maintain sufficient staff to provide LEP students with an equal educational opportunity.
- To monitor progress of all LEP students and reconvene services for any monitored student who shows a need for increased ESOL support.

WHO IS A LIMITED ENGLISH PROFICIENT (LEP) STUDENT?

Research suggests that the average LEP student will gain Basic Interpersonal Communication Skill (BICS) in one to two years. This includes the language of play and context embedded language. However, BICS does not include the language necessary for ESOL students to compete academically with their peers. Because of this research, the South Carolina Department of Education encourages that children in kindergarten and first grade should remain immersed in their mainstream language-rich classroom where they will be constantly exposed to formal and informal language. They will be monitored for severe deficiencies by the district's ESOL instructor.

LIMITED ENGLISH PROFICIENT: The term 'limited English proficient', when used with respect to an individual, means an individual –

- ❖ Who is aged three through 21
- ❖ Who is enrolled or preparing to enroll in an elementary school or secondary school:
 - Who was not born in the United States or whose native language is a language other than English;
 - Who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- ❖ Whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
 - The ability to meet the required level of proficient achievement on State assessments described in Section III (b)(3);
 - The ability to successfully achieve in classrooms where the language of instruction is English; or
 - The opportunity to participate fully in society.

IDENTIFICATION OF LEP STUDENTS

A home language survey form is completed by every student who enters the Chester County School District to determine if there is the influence of a language other than English. This will identify any languages other than English that are:

- First learned or acquired by the student;
- Used by the student in the home;
- Used by the student with friends outside the home; or
- Used primarily in the home by parents and other extended family members.

Upon enrollment, all schools in the Chester County School District conduct the Home Language Survey. The school designee administers the Home Language Survey. Beginning in 2000, thereafter, when a parent is non-English or

limited English speaking, a bilingual translator can be provided, if requested. The Home Language Survey will be placed in each student's permanent record.

Each school principal, or his/her designee, is responsible for ensuring that within two days of enrollment, copies of the survey are filed in the permanent record folder of the student at the local school and one copy is distributed to the ESOL Teacher/Coordinator.

If a language other than English is identified in any of the Primary/Home Language Survey responses, the student is identified as a potential LEP student. A language assessment is conducted by the ESOL teacher or trained school personnel to determine language dominance and proficiency. When a student qualifies for ESOL services, the district provides special instruction designed to improve the LEP student's English language proficiency.

ASSESSMENT OF LEP STUDENTS

Within ten days of completion of the Home Language Survey, the W-APT (2014-2015)/TELPA (2015-2016) screening test and appropriate placement tests (if necessary) are administered to identified students by the ESOL teacher or trained testing personnel. Students are eligible for services in accordance with the state ESOL guidelines.

Assessment of English Language Proficiency

- Within the first ten (10) days of enrollment, students who are non-English language background will be administered the W-APT (2014-2015)/TELPA (2015-2016) screening test to determine their English language skills.
- All students categorized as LEP/NEP shall be administered the ACCESS test every spring to determine readiness to exit, as well as to measure progress. These scores will be kept on file to document eligibility and provide data for possible future requests regarding program accountability.
- Eligibility decisions for new students will be based on results of the W-APT/TELPA test administered by the ESOL instructor or previous ACCESS or screening scores transferred from the student's sending district.
- All data related to student eligibility will be maintained in the student's permanent record.

Assessment of LEP Status

The Chester County School District will administer the ACCESS test using trained staff.

- Students who score below fluent on the ACCESS are eligible for ESOL service and are placed in the ESOL Program.
- Identified students are mainstreamed into classes and provided additional ESOL service to insure their development of language skill sufficient for academic success.

Placement of Students

In order to assist with appropriate placement and educational planning, the ESOL teacher/coordinator collects and reviews information regarding the student's past educational background to determine whether or not the student should be tested for English language proficiency. If the child is achieving at grade level, the child may be placed in the mainstream program and progress is monitored quarterly. If educational records and testing indicate the student is not achieving at grade level, the ESOL teacher and administration will determine appropriate grade placement and remediation/intervention plan.

A profile sheet on each student who is assessed with the TELPA (W-APT) is placed in the permanent record and also a copy is kept with the ESOL teacher. Current and/or past grades, if applicable, will be considered in the placement process. These are modifications/services, which may be adopted:

- Modification of regular classroom assignments and tests
- Pull out individual or small group tutoring by an ESOL teacher
- Alternative grading procedures
- Promotion/retention requirements
- Appropriate technology activities/other instructional activities
- Peer tutoring
- After-school and summer programs
- Parent involvement
- Other special programs/supplemental services which would be beneficial to the student
- Exemption or deferment from, or modifications for, state mandated testing according to the South Carolina testing procedures
- Monitoring academic progress of LEP students

ESOL Services

LEP students are placed in an ESOL Alternative Program and receive appropriate ESOL services by certified teachers within thirty days of enrollment. An *Individual Academic Plan* is developed by a team of teachers that specifies ESOL services and modifications. Parents/guardians may decline services if they do not wish to have the student served by the ESOL program. It is necessary to have the parent/guardian indicate on the Individual Academic Plan that the services were waived in order to have documentation that the ESOL program services were offered and refused. This form will be kept in the student's permanent record. If a parent chooses to withdraw a LEP student from the ESOL program, additional documentation must be signed and kept in the student's permanent file.

ALTERNATIVE PROGRAM OF SERVICES FOR LEP STUDENTS

The ESOL program is designed to meet the educational needs of all second language students. The ESOL curriculum provides for the development of communication skills in listening, speaking, reading and writing. Primarily, the ESOL curriculum emphasizes the development of competency in speaking and understanding English. When pupils have a reasonable command of basic functional vocabulary and grammatical structure, they will begin to read and write what they have learned. The emphasis on grammatical patterns is one of the major differences between a regular English/language arts program and English for Speakers of Other Languages program. ESOL students work for many years to correctly use the structures and grammatical patterns that English speaking students acquire intuitively.

Schools with LEP students are served by an ESOL teacher. The following suggested guidelines are used in determining the amount of instruction provided:

“NEP” – Non-English Proficient students in grades k-12 should receive at least 5 periods of daily instruction during a school week.

“LEP” – Limited English Proficient students in grades k-12 should receive at least 1 or 2 periods of instruction at least three days a week.

The intensity of ESOL services is determined by the needs of the LEP student, within the parameters of the state funded program. In accordance with state guidelines, K-3 Limited English Proficient students may receive one segment of language services per day; grades 4-8, up to 2 segments per day; grades 9-12, up to 5 segments per day. Non-English proficient students generally receive greater intensity of services until they are able to benefit more from regular classroom instruction.

Progress in speaking, listening, reading and writing is measured by ACCESS.

Elementary and Middle Schools

Elementary and middle school students are served by an ESOL teacher using either a pullout or an inclusion model. The teachers meet with ESOL students in small groups or individually depending upon the needs of the student or may work within the regular classroom. Length of instruction depends on grade level and local school scheduling.

Sessions vary in length from 30-45 minutes and ideally should occur approximately three times per week.

Scheduling of instructional sessions is done collaboratively among the ESOL teacher, regular classroom teachers and administrators.

In elementary and middle schools the ESOL teacher serves LEP students during the time that is instructionally optimal for them. This means that if possible, non-English speaking and beginning level students are scheduled for services during their language arts times. The more advanced students are scheduled for services during

exploratory (non-core subject time). This type of scheduling allows students to receive core content instruction as soon as possible. Levels of English proficiency determine the amount of English support services.

High School

Non-English Proficient students ideally work with the ESOL teacher for one or two periods per day. Limited English Proficient students should work with the ESOL teacher for three days a week for one period. Length of instructional time depends on the needs of students. Additional academic assistance may be given by an instructional aide and in after-school programs. The amount of intensive English instruction received is determined by the student's LAS scores, academic progress in school and other data including grade reports, teacher observation, and work samples.

The ESOL teacher will be responsible for evaluation of student performance in the ESOL class if applicable. Additionally, the ESOL teacher will provide the mainstream teachers with input regarding progress and maintain major test results and course grades of all students attending the ESOL class.

*All times and instructional sessions are suggested for optimum success of the LEP student, however, are negotiable based on the number of students the ESOL coordinator must serve and the number of ESOL instructors under contract with the district.

Accommodations for ESOL Students in Regular Education

The ESOL teacher and the regular classroom teacher collaborate to determine appropriate instructional objectives and needed accommodations for LEP students in the Chester County School District. The following classroom modifications are permitted for LEP students:

Limited English Proficient (LEP) students, grades K-8, are entitled to report card modifications under the following conditions:

1. The instruction for the LEP students is based on a curriculum that is different from the standard curriculum
2. The standard curriculum has been significantly modified for the LEP student.
3. Regardless of the curriculum, the achievement criteria (expectations for the LEP student) have been significantly modified from the achievement expectations for non-special students.

STAFF QUALIFICATIONS AND RESPONSIBILITIES

The Chester County School District is committed to meeting the needs of a growing ESOL population and will employ and maintain sufficient staff to provide LEP students with an equal educational opportunity. The school system has in place a process to ensure that it employs the number of certified staff required to maintain an effective ESOL program. The district participates with surrounding districts in providing additional training and

coursework specifically addressing educational needs of ESOL students. The district reports the number of ESOL students being served in each school. Teachers have appropriate certification or are enrolled in required courses leading to certification.

RESPONSIBILITIES FOR PROGRAM IMPLEMENTATION

ESOL Coordinator:

- Recommends, implements and maintains program policies, procedures, schedules and budgets
- Ascertains that the goals and requirements of the program are met
- Supervises, and assists if necessary, annual English proficiency testing, including ordering of testing materials, dissemination, development and maintenance of records
- Coordinates ESOL services with all other departments of the school system
- Plans and attends staff development activities
- Meets regularly with program staff
- Provides training for school level administration
- Oversees the preparation and dissemination of program communications such as brochures, videotapes and newsletters
- Coordinates and disseminates project reports on both state and national level
- Supervises the training, development and work of the ESOL teacher

Principal:

The principal or his/her designee ensures that:

- A student enrollment form, which includes the home language survey, is completed for each student enrolling in the district and will be maintained in the cumulative folder
- Appropriate information is entered on the system database and transferred electronically to the appropriate field for retrieval later
- The ESOL teacher serving the school is informed of new arrivals
- Appropriate space is provided for instruction
- ESOL students will be served and provided with equal educational opportunities
- ESOL students have schedules that allow them to attend ESOL classes
- Necessary records are maintained
- A process is in place for identifying potential social or academic problems that may affect student performance
- Guidance counseling is available to ESOL students to promote their proper educational and personal development
- ESOL students are clustered in classes with like students wherever possible

ESOL Teacher:

- Enforces policies and regulations as established by the Local and State Board of Education and all State and Federal Law
- Creates and maintains an instructional climate that is conducive to learning
- Assists with the identification of LEP students by using appropriate assessment instruments
- Plans and implements ESOL instruction based on diagnosed needs of each individual student
- Evaluates student performance of all ESOL students and provides mainstream teachers with input regarding progress
- Maintains individual student records on each student served by the ESOL program (work samples, tests, grade, etc.)
- Attends scheduled staff development programs that teach ESOL strategies and methodology
- Assists in providing computer input of all national origin minority students
- Provides information on LEP students to ESOL Coordinator to provide to state and federal agencies when requested
- Works to assist students in understanding American culture and encourages mainstream students to understand other cultures
- Functions as a resource member of the local school staff
- Conducts in-service training for mainstream teachers and staff on ESOL intervention and instructional strategies

Regular Education Teacher:

- Communicates closely with the ESOL teacher regarding the LEP student's progress and class assignments
- Provides the ESOL teacher with required information for completing reports to state and federal agencies
- Takes advantage of the district-sponsored staff development opportunities to increase understanding of LEP students' needs and learn effective ESOL strategies
- Modifies tests and assignments as needed and as appropriate
- Follows all accommodations in the student's IAP
- Creates a classroom environment that is inviting and conducive to learning

TRAINING

All ESOL staff members will take advantage of staff development opportunities to upgrade their knowledge. They are also supported in their professional development through support of attendance at professional conferences. The Chester County School District is committed to providing appropriate resources and on-going in-service opportunities for all teachers and staff to increase their knowledge of working with LEP students. ESOL teacher(s), as well as regular and special education teachers, are surveyed periodically to identify areas of training needs. In addition, the ESOL Program Specialist at the South Carolina Department of Education is available to consult with the School System and to provide technical assistance as needed.

RESOURCES

The Chester County School District is committed to acquiring special materials designed to meet the educational needs of the ESOL students. ESOL is an intervention curriculum, and the types of materials may vary from school to school and at varying proficiency levels. ESOL instructors are charged with selecting, evaluating and acquiring instructional materials. Materials may be stored in the office of the ESOL instructor and checked out by the mainstream teacher or may be housed in the home/school's bookroom and may be checked out there.

EXITING LEP STUDENTS FROM ALTERNATIVE SERVICES

The Chester County School District follows state guidelines in exiting students from the ESOL program. Students are evaluated at the end of the year to determine progress and placement for the following year. All LEP students are required by law to take the English Language Development Assessment (ELDA) once a year in the spring semester. If the student scores a composite/total score of 5 one time, the student is eligible for exit from the ESOL program. Even though a student may not have met the exit criteria according to test norms, the ESOL teacher with the assistance of classroom teachers may determine if the student is thought to be proficient enough to discontinue full ESOL services and be monitored rather than pulled for services. The progress of an ESOL student who meets grade level expectations and demonstrates sufficient academic achievement on state achievement test(s), writing samples, teacher observations, progress in regular education classes, etc. is monitored periodically by the ESOL teacher but is not served. In the event an ESOL student goes into monitored status, he/she will be monitored until he/she exits the program. If a student exits the program, progress will also be monitored.

Statewide Student Assessment

All students, including LEP students, are required to meet graduation requirements. The Chester County School District shall offer all students who have been identified as Limited English Proficient (LEP) the opportunity of taking State and district-wide tests in order to have the test information available for diagnostic and instructional planning.

- LEP students shall participate in all state assessments unless the student has been in the country less than one calendar year. The student may not be excluded from state testing for more than one year. Administration of the assessments shall be according to established state guidelines and procedures for testing.
- The school should follow all regulations set forth by the US Department of Education concerning assessment accountability for recently arrived LEP students. LEP guidance requires that students must take all standardized mathematics tests and has now been modified to include SC PASS, even during their first year in US schools. Federal regulations have determined that these students' scores will not be counted for accountability, but will be counted towards participation rate.

- **The LEP student shall earn all Carnegie unit requirements in order to be eligible for a regular high school diploma.**

MONITORING SUCCESS OF FORMER LEP STUDENTS

Grade reports for all students who exit the ESOL program will be monitored quarterly for a minimum of two years by the ESOL and mainstream teacher(s). In determining whether a student's lack of success in a core subject is due to previous LEP status, factors such as attendance, teacher observation and standardized test scores are considered. If it is determined that a student is in need of additional ESOL services, appropriate changes will be made in the student's program. These will include additional language support, extra tutoring in necessary subjects and/or exam preparation. Any student who has exited the program and begins having academic difficulty in a course may receive ESOL support at the request of the parent and/or teacher. If the problem is determined to be language related, an intervention plan will be implemented for that student until the deficiency is corrected.

The school system follows the promotion/retention policy as set forth by the Board of Education.

ESOL MAINSTREAMING

Mainstreaming is defined as placing students in regular classes when they have demonstrated the academic or the social skills to profit from such placement. Such a move should not necessitate major changes in either teaching techniques or preparations for the mainstream teacher; however, modification of assessments and instructional expectations will be expected based on the student's individual academic plan (IAP). The student is immersed into core curriculum areas as well as elective areas.

PROGRAMS FOR EXCEPTIONAL STUDENTS

Placement of LEP Students into Special Programs

The Special Education and Gifted and Talented Programs in the Chester County School District do not discriminate against students on the basis of national origin. All students have equal access to programs for which they qualify.

I. SPECIAL EDUCATION

If after consistent language accommodations and instructional modifications have been attempted for a reasonable amount of time, a LEP student continues to have difficulty mastering specific skills, the student should be referred to the Response to Intervention (RTI) Team. The ESOL teacher must be a member of the team when discussing the needs of LEP students. After the RTI Team reviews all available information pertaining to the student, one of two things may happen:

- The team may recommend additional modifications for the classroom following general district RTI guidelines for Tier 1, 2 or 3 remediation. If these modifications are successful, the student may be served successfully in the general education classroom with the recommended modifications in place. If the additional accommodations are not successful, the team can then make a referral for special education testing. Testing is completed to determine if the student qualifies as a student with a disability under the Individuals with Disabilities Education Act.

When a LEP student is referred to special education, attempts can be made to conduct the assessment in the student's native language. If for some reason this is not possible, or not advisable, a Universal Non-Verbal Intelligence Test or other Non-Verbal Intelligence Tests may be administered. Information gleaned from parent interview regarding the student's development will also be considered. Every effort will be made to ensure that no LEP child is placed in special education because of language difficulties, rather than due to disability. LEP students who qualify for special education services may also continue to receive ESOL services.

PROCEDURAL SAFEGUARDS AVAILABLE TO PARENTS OF CHILDREN WITH DISABILITIES

Prior Notice to Parents

The Chester County School District will provide written notice to the parents of a child with disabilities within a reasonable time proposing or refusing to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child.

The notice will include:

- A full explanation of all of the procedural safeguards available to the parents;
- A description of the action proposed or refused by the school system, an explanation of why the school system proposes or refuses to take the action, a description of any options the school system considered and the reasons why those options were rejected;
- A description of each evaluation procedure, test record or report the school system uses as a basis for the proposal or refusal;
- A statement of the parents' right to request a due process hearing; and a description of any other factors which are relevant to the school system's proposal or refusal.

The notice is written language understandable to the general public, and will be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not reasonable to do so. If the native language or other mode of communication of the parent is not a written language, the local educational agency shall take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; that the parent understands the content of the notice, and that there is written evidence that these requirements have been met.

Notification will be provided to the parent when personally identifiable information is no longer required for the provision of educational services to children and prior to the destruction of such data.

Placement Procedures

Within thirty (30) days after determining a child's need for special education and related services, the child's individualized education plan will be completed. The school system and other agencies will provide an opportunity for parents to participate through a notice which:

- Includes a statement of the parent's right to participate in the development of the individualized education program meeting,
- Indicates the purpose, time, date, location and persons anticipated to be in attendance;
- Provides parents an opportunity to have the meeting rescheduled at a time, date or location reasonably convenient to the parents in the event the time, date or location of the meeting prohibits the parent's attendance. (In cases where parents cannot attend, other methods such as individual or conference calls, home visits, etc. shall be employed to ensure parent participation.);
- States the parent's right to obtain a copy of the individualized education program; and
- States any other factors relevant to the proposed action

In interpreting evaluation data and making placement decisions, the Chester County School System will:

- Draw upon information from a variety of sources, including aptitude and achievements tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior;
- Ensure that information obtained from all of these sources is documented and carefully considered;
- Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data and the placement options; and
- Ensure that the placement decision is made in conformity with the least restrictive environment regulations.

If a determination is made that a child is disabled and needs special education and related services, an individualized education program will be developed for the child in accordance with federal and state regulations.

Re-evaluation

The school system ensures:

- That the individualized education program for each child with disabilities is reviewed in accordance with Federal and State regulations; and

- That an evaluation of the child, based on procedures which meet Federal and state regulations, is conducted every three years if additional information is needed to establish continued eligibility, or more frequently if conditions warrant or if the child's parent or teacher requests an evaluation.

II. GIFTED AND TALENTED

The Chester County School District's Gifted and Talented Education Program is available to all students identified for placement in accordance with regulations established by the South Carolina Department of Education regardless of their race, ethnicity, sex, national origin or primary language.

Gifted and talented students are identified in a multi-step process, which consists of referral, screening and assessment of eligibility by a district evaluation and placement team. The State of South Carolina has established three dimensions of giftedness as criteria for placement in the academically gifted program. A student must meet the eligibility criteria in **two** of the following **three** dimensions:

Dimension A – Reasoning Ability, Dimension B – Achievement and Dimension C – Academic Performance

Please view the district or state gifted and talented website to determine necessary scores in each dimension for qualifications.

Resource room/pull out models are used for gifted students in grades 3-5. Students are removed from their class one day a week to receive differentiated instruction. The curriculum involves advanced problem-based interdisciplinary units of study. In grades 6-11, the gifted and talented model is organized around one or more academic subjects. A special class delivers services to identified students through a rigorous and often accelerated curriculum.

PROGRAM EVALUATION

The goal of the Chester County School District is to provide equal educational opportunities to students who have a primary or home language other than English and who are Limited English Proficient or Non-English Proficient. The school system is committed to conducting an ongoing evaluation of the ESOL program to ensure that this goal is met. Both formal and informal evaluation of program will be utilized to determine progress in meeting this goal. Data will be compiled throughout the year and evaluated at the end of each school year to determine program strengths and weaknesses. The ESOL teacher and the district coordinator will use this information to develop a plan of action for the upcoming school year identifying any deficiencies that need to be addressed. Methods that may be used, but are not limited to, include the following: workshops, in-service for ESOL and regular staff, purchasing updating and/or new materials and teaching supplies, employing additional staff and research on specific areas that need to be addressed.

Data to be collected each year will include the following:

1. Number of students placed into ESOL program for year
2. Number of LEP students enrolled in Gifted and Talented Program
3. Number of LEP students enrolled in special education
4. Number of LEP students to ESOL program
5. List of teaching strategies for working with LEP students and resources provided
6. Suggestions from mainstream teachers and school administration that could be used to better serve ESOL students
7. Amount and name of professional development opportunities for ESOL or mainstream staff

Parent Notification Letter in English

Dear Parent,

In Spring _____(year), your son/daughter was administered the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) test. This test was only administered to students that receive (or once received) ESOL services. The purpose of this test was to give teachers, parents, and students a comprehensive assessment of the student’s knowledge of the English language.

Students were assessed in the areas of Listening, Speaking, Reading and Writing. Students were scored on a scale of 1 to 6. The following is an explanation of each level.

Performance Definitions for the Levels of English Language Proficiency in Grades K-12 at the given level of English language proficiency, English language learners will process, understand, produce, or use:

6. Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5. Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4. Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3. Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2. Beginning	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1. Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Your child's scores:

Listening	Speaking	Reading	Writing	Overall

The results of this test have given to teachers valuable data about your child's English language progress. It indicates your child's strengths and weaknesses, which allows us to more accurately design lessons to meet your child's needs. Any student with a composite (overall) score of 4 or less will continue to be part of the ESOL program. Once a student has scored a 5 on ACCESS and has shown Proficiency on PASS in English Language Arts and Math, then he/she can exit the ESOL program. Until then, students will continue to be given academic support/monitoring within the ESOL program.

If you have any questions, please feel free to contact me through your child's school office.

Sincerely,

Mirela Hanks
ESOL Teacher

Chester County School District
509 District Office Drive
Chester, SC 29706
Phone: (803) 581-9500

Estimados Padres,

En la Primavera del 2011, su hijo/hija le fue administrado el ACCESS (Evaluando Comprensión y Comunicación en Inglés-Estado a Estado para estudiantes del idioma inglés). Esta prueba fue sólo administrada a estudiantes que reciben (o una vez ha recibido) los servicios de ESOL. El propósito de esta prueba le da a maestros, los padres, y los estudiantes una evaluación completa del conocimiento del idioma inglés de los estudiantes.

Los estudiantes fueron evaluados en las áreas de Escuchar, Hablar, Lectura y Escritura. Los estudiantes fueron evaluados en una escala del 1 al 5. Lo siguiente es una explicación de cada nivel:

1. Nivel de entrada

- Una idea general
- Oraciones declarativas o interrogativas
- Estructuras gramaticales simples
- Patrones y formas gramaticales cotidianas y escolares
- Uso de vocabulario general relacionado al tema
- Uso de palabras o expresiones cotidianas y escolares memorizadas

2. Nivel emergente

- Una idea con detalles
- Oraciones simples relacionadas entre sí
- Estructuras gramaticales compuestas
- Variedad de patrones y estructuras gramaticales simples y descriptivas asociadas con el contenido o situaciones sociales
- Vocabulario y expresiones generales relacionados al tema
- Palabras y expresiones cotidianas y escolares relacionadas al tema

3. Nivel de desarrollo

- Ideas relacionadas entre sí Textos con oraciones simples y compuestas
- Estructuras gramaticales compuestas y complejas
- Variedad de patrones y estructuras gramaticales complejas y específicas asociadas con el contenido o situaciones sociales
- Vocabulario y expresiones específicas y complejas concordantes con el contenido
- Colocaciones y expresiones idiomáticas comunes y típicas del tema

4. Nivel de extensión

- Ideas detalladas y relacionadas entre sí
- Textos elaborados con una variedad de oraciones
- Variedad de estructuras gramaticales complejas
- Variedad de patrones y estructuras gramaticales complejas y específicas asociadas con el contenido o situaciones sociales
- Variedad de vocabulario técnico y específico concordante con el contenido
- Palabras y expresiones con significados múltiples relacionadas al tema.

5. Nivel de transformación

- Variedad de expresión de ideas complejas y elaboradas
- Expresión de ideas a través de oraciones coherentes, complejas y concisas
- Estructuras gramaticales compuestas y complejas
- Variedad de patrones y estructuras gramaticales complejas y elaboradas asociadas con el contenido o situaciones
- Variedad de vocabulario técnico y abstracto concordante con el contenido • Palabras y expresiones precisas relacionadas al tema

6. Nivel de trascendencia

- especializada o lenguaje técnico reflexivo de las áreas de contenido a nivel de grado
- una variedad de longitudes de oraciones de diversa complejidad lingüística en el discurso oral o escrita extendida como es requerido por el nivel especificado de grado
- comunicación oral o escrita en Inglés comparable a los compañeros que dominan el Inglés-

Niveles de su estudiante:

Escuchar	Hablar	Lectura	Escritura	Total

Los resultados de esta prueba les han dado a maestros datos valiosos acerca del progreso del idioma inglés del niño(a). Indica sus fuerzas y debilidades, que nos permite diseñar exactamente las lecciones necesarias de niño(a). Los estudiantes con un total (general) de 4 o menos, continuará formar parte del programa de ESOL. Una vez que el estudiante ha logrado un 5 en ACCESS por dos años consecutivos y ha mostrado capacidad en el PASS en inglés y matemáticas, entonces él/ella puede salir del programa de ESOL. Hasta entonces, los estudiantes continuarán recibiendo apoyo académico dentro del programa de ESOL.

Si usted tiene cualquier preguntas, por favor siéntase free contactarse conmigo a través de la oficina de la escuela de su niño.

Sincerely,

**Mirela Hanks
ESOL Teacher**

**Chester County School District
509 District Office Drive
Chester, SC 29706
Phone: (803) 581-9500**

To the parent or guardian of _____,

Your child will be administered the ACCESS test between _____ and _____. This assessment is a part of the State Testing Program. We are required to assess all ESOL (English for Speakers of Other Languages) students with ACCESS. This includes students whose parents have elected not to receive ESOL services.

The purpose of the assessment is to give teachers and parents information of the student's current knowledge of the English language. Students will be assessed in the areas of Listening, Speaking, Reading and Writing. It will take 1 – 2 hours to assess your child in each of these areas.

Results from this test will be shared with you _____. The results give valuable data regarding your child's English language progress. Passing this test is one of the prerequisites to exit the ESOL program.

Also, please know that students who take the ACCESS assessment will also take State Testing in the Spring. The ACCESS assessment does not replace State Testing.

If you have any questions, please contact me.

Sincerely,

Mirela Hanks

ESOL Teacher

Chester County School District

509 District Office Drive

Chester, SC 29706

Phone: (803) 581-9500

Para el padre o tutor de _____,

Su niño estará administrada la prueba de ELDA (evaluación de desarrollo de idioma inglés) entre el 21 de febrero y el 15 de abril. Esta evaluación es parte del programa de pruebas de Estado. Estamos obligados a evaluar a todos los estudiantes ESOL (inglés para hablantes de otros idiomas) con ELDA. Esto incluye los estudiantes cuyos padres han elegido no recibir servicios ESOL.

El propósito de la evaluación es darle a los profesores y la información de los padres del estudiante conocimientos del idioma inglés. Los estudiantes serán evaluados en las áreas de escucha, hablar, leer y escribir. Lleva 1 – 2 horas para evaluar a su hijo en cada una de estas áreas.

Los resultados de esta prueba se compartirá con usted en el otoño de _____. Los resultados dan datos valiosos sobre el progreso de su niño en inglés. Es uno de los requisitos previos para salir del programa ESOL pasar esta prueba.

También, por favor, saber que los alumnos que realicen la evaluación de ELDA tendrá también el examen de pase en marzo y mayo de _____. La evaluación de ELDA no reemplazar el pase. Sólo el estudiante en 3 rd a 8 th pgrados de th tomará el examen _____.

Si tiene alguna pregunta, por favor contactar conmigo.

Atentamente,

Mirela Ionescu

ESOL Teacher

Distrito escolar del Condado de Chester

509 District Office Drive

Chester, SC 29706

Teléfono: (803) 581-9500

Individualized Academic Accommodations for Limited English Proficient (LEP) Students

_____, a Limited English Proficiency (LEP) student will receive the following accommodations for the _____ school year. While there is some flexibility in how they may be applied in the individual classes, **mainstream teachers are required by law to make accommodations and modifications for LEP students. The Office for Civil Rights mandates that teachers may not fail a student because of his/her limited English proficiency.** This student is from _____ and arrived in the U.S. _____.

GRADE _____ POWERSCHOOL CODE _____ NATIVE LANGUAGE _____ DATE OF ESOL SERVICES THIS YEAR _____

Listening level W-APT score/Stage _____ ACCESS Score/Stage _____
Speaking level W-APT score/Stage _____ ACCESS Score/Stage _____
Reading level W-APT score/Stage _____ ACCESS Score/Stage _____
Writing level W-APT score/Stage _____ ACCESS Score/Stage _____
Composite W-APT score/Stage _____ Composite ACCESS Score/Stage _____

*MAP Rdg/Fall _____% Math/Fall _____%
Rdg/Spring _____% Math/Spring _____%

*ACT Aspire ELA: _____ ACT Aspire Math: _____ SC PASS Social Studies: _____ SC PASS Science: _____
*ELA Level: _____/Met Requirement? Yes/No MATH Level: _____/Met Requirement? Yes/No

Reading Accommodations:

- _____ Use appropriate leveled texts/Use literature circles or other cooperative reading approaches
- _____ Reduce amount of reading required/Allot extra time for reading assignments/Divide long reading selections into shortened segments
- _____ Use high-interest, lower level reading materials (such as materials from a lower grade level)
- _____ Use pictures, stories, read aloud, gestures, drama/Create chart stories/ Write key vocabulary on chart or board as it is discussed
- _____ Teach key vocabulary ahead of topic to be read/ introduce text selections through modified vocabulary and discussion
- _____ Use story maps, outlines, and graphic organizers to aid text comprehension/check comprehension verbally or through journals

Writing/Vocabulary Accommodations:

- _____ Focus on sight word vocabulary/Free Writes/journal writing
- _____ Reduced note-taking/student receives a copy of teacher's notes ahead of time/Work with a partner/small groups
- _____ Use charts, diagrams, outlines, and graphic organizers to guide note-taking/ provide models or examples of desired products
- _____ Vocabulary matching/fill-in-the-blank exercises with word list/Questions with short answers-give clues or page numbers

Class Instruction:

- _____ Preferential seating-in the middle, but towards the front is usually best/ Provide a buddy or peer helper _____
- Allow use of bilingual dictionary for assignments and tests
- _____ Utilize group projects and class interaction
- _____ Reinforce instruction with pictures, maps, charts, graphs, videos, demonstrations, and other visual aids
- _____ Give instructions or complex explanations in small segments/ Repeat and rephrase key questions
- _____ Prioritize class objectives-reduce the amount of material to be mastered
- _____ Teach formats that are unique to content area (lab reports for science, bibliographies, etc)

Testing, Evaluation, and Grading:

- _____ Reduced number of test questions to be marked or answered/Use fill-in-the-blank tests with vocabulary list provided
- _____ Use project based assessments whenever possible
- _____ Reduced choices on multiple-choice tests
- _____ Allot more time for tests- see ESOL teacher if help is needed
- _____ Verbal response in place of/in addition to written tests/Open book/open note tests
- _____ Allow corrections on tests and assignments for partial credit/Base student grades on improvement & effort
- _____ Use alternative grading procedure on classroom assignments/ Comment on Report card *Grades reflect ability level (if needed)
- _____ Oral administration of tests (also including state or district standardized tests)
- _____ Take tests in alternative setting (also including state or district standardized tests)

The accommodations checked above are considered appropriate for this student's level of language ability. If you have questions about how these should be implemented in your classroom, please contact the ESOL teacher. **Please remember that you are legally obligated to have an accommodation plan for each LEP student you teach.**

ESOL teacher's signature: _____ Date: _____ Teacher's Signature: _____ Date: _____

Teacher's Signature: _____ Date _____ Teacher's Signature: _____ Date: _____

Teacher Signature: _____ Date: _____ Teacher's Signature: _____ Date: _____

Parent's Signature: _____ Date _____ Student's Signature: _____ Date: _____

Plan Individualizado de Adaptaciones Académicas Para estudiantes de inglés con conocimiento limitado

_____ estudiante con conocimiento de Inglés limitado (LEP) recibirá las siguientes servicios en el año escolar _____. Mientras hay un poco de flexibilidad en como serán aplicados en clases individuales, los maestros están requeridos por la ley hacer lugar y modificaciones para el estudiante LEP. La oficina de Derechos Civiles ha determinado que los maestros no pueden reprobar a un estudiante porque su inglés es limitado. Este estudiante procede de _____ y llegó a los Estados Unidos _____.

Nivel de Escuchar LAS resultado/etapa _____ ELDA resultado/etapa _____ Pre LAS oral _____ Pre LAS Alfabetizmo _____

Nivel del Lenguaje LAS resultado/etapa _____ ELDA resultado/etapa _____

Nivel de Lectura LAS resultado/etapa _____ ELDA resultado/etapa _____

Nivel de Escritura LAS resultado/etapa _____ ELDA resultado/etapa _____

En total LAS resultado/etapa _____ En total ELDA resultado/etapa _____

*MAP lectura/Otoño _____ % Matemáticas/ Otoño _____ %

Lectura/Primavera _____ % Matemáticas/Primavera _____ %

*ACT Aspire ELA: _____ ACT Aspire Matemáticas _____ SC PASS Estudios Sociales _____ SC PASS Ciencia: _____

*ELA Nivel _____ ¿Cumplió los requerimientos? Si / NO Matemáticas Nivel _____ ¿Cumplió los requerimientos? Si / NO

___ Modificaciones de Lectura

___ Reduzca la cantidad de lectura necesaria

___ Permita tiempo extra para completar las tareas de lectura

___ Divida la lectura larga en segmentos cortos

___ Use material de lectura de alto interés, materiales con poco vocabulario (como materiales de un grado mas bajo)

___ Utilice dibujos, historias, lectura en voz alta, gestos, drama

___ Crear cuentos con diagramas, / Escriba el vocabulario clave en grafica o en el pizarrón cuando sea discutido

___ Enseñar el vocabulario que se va a usar antes del tema de lectura / Introduzca selecciones del texto a través de _____ vocabulario modificado y discusión

___ Utilice mapas de la historia, resúmenes, y organizadores gráficos para ayudar la comprensión del texto

___ Verifique la comprensión verbalmente o a través de la lectura de los diarios

___ Utilice los círculos de literatura, lectura con un compañero u otra clase de acercamiento

___ Modificaciones de Escritura/Vocabulario

___ Escritura libre

___ Enfoque en vocabulario visual

- ___ Menos apuntes que tomar/ el estudiante recibe apuntes de la maestra de antemano
- ___ Uso de gráficos, esquemas, resúmenes y organizadores gráficos para guiar los apuntes
- ___ Vocabulario en pares/ llenar en el blanco palabras de la lista
- ___ Preguntas con respuestas cortas dando pistas, o el número de la página
- ___ Trabajo en pares/en grupo de aprendizaje cooperativo al redactar párrafos, síntesis o resumen
- ___ Proporcione modelos o ejemplos como referencia para los estudiantes LEP ___

Instrucción de Clase

- ___ Preferencia sentarse en el centro, pero hacia el frente es mejor/ Proporcione un ayudante o compañero
- ___ Permita el uso de diccionario bilingüe para tareas o exámenes
- ___ Refuerce instrucciones con imágenes, mapas, gráficos, videos, demostraciones y otras ayudas visuales
- ___ Dé instrucciones o explicaciones complejas en pequeños segmentos, repita y reformule la clave de las preguntas
- ___ Priorice los objetivos de la clase, reduzca la cantidad del material dominado
- ___ Utilice proyectos en grupo e interacción en clase.
- ___ Enseñe formatos que son especiales en el contenido (reportes de laboratorio para la ciencia, biografías, etc.) ___

Pruebas, Evaluaciones y Calificaciones

- ___ Reduzca el numero de preguntas que se deben contestar en exámenes
- ___ Utilice proyectos para evaluaciones cuando sea posible
- ___ Reducción de opciones en pruebas de selección múltiple /llenar en blanco vocabulario de la lista
- ___ Permita mas tiempo para exámenes, pida ayuda a la maestra de ESOL cuando sea necesario.
- ___ Respuestas verbales en lugar de/ además de pruebas escritas/ libro abierto/ examen con uso de notas
- ___ Permita correcciones en exámenes y tareas para un crédito parcial
- ___ Calificación de los estudiantes basados en esfuerzo y desempeño.
- ___ Use un procedimiento alternativo para calificar tareas/comentarios en el reporte de notas *Las calificaciones reflejan el nivel de capacidad (si es necesario)
- ___ Administración oral de exámenes (también incluye exámenes estándar del estado o distrito)
- ___ Modificación del ambiente de evaluación (también incluye exámenes estándar del estado o distrito)

Los ajustes que fueron marcados se consideran apropiados para el nivel de capacidad de este estudiante en el idioma. Si usted tiene preguntas acerca de cómo estos deben de implementarse en el salón de clase, por favor comuníquese a la maestra de ESOL. Por favor recuerde que usted es obligado legalmente a tener un plan de ajustes por cada estudiante LEP.

Firma de la maestra de ESOL _____ Fecha _____

Firma del maestro _____ Fecha _____ Firma del maestro _____ Fecha _____

Firma del maestro _____ Fecha _____ Firma del maestro _____ Fecha _____

Firma del padre _____ Fecha _____ Firma del alumno _____ Fecha _____

The School District of Chester County

Home Language Survey

Student Name _____

Date _____

School _____ Grade _____

SS# (if available, not required) _____ - _____ - _____

Please complete this form for all students registering on or after 2-1-2000.

1. What is the first language your child learned to speak? _____
2. Does your child speak a language other than English? YES NO
3. If you answered yes, what other language does your child speak? _____
4. What language is spoken most often in your home? _____
5. What language does your child use most often outside school when he/she speaks with his/her friends? _____
6. What language do you use most often when you talk with your child? _____

Name of Person Completing Form

Date

Parent Signature

Date

Encuesta del Lenguaje del Hogar

Nombre _____ Edad _____ Fecha _____

Escuela _____ Maestro _____ Grado _____

Por favor marque la respuesta apropiada.

1. ¿Qué es la primera lengua que el estudiante aprendió para hablar?

Inglés _____ Español
_____ Otro

2. ¿Qué lengua más a menudo habla el estudiante?

Inglés _____ Español
_____ Otro

3. ¿Qué lengua es más hablado en la casa del estudiante a menudo?

Inglés _____ Español
_____ Otro

Firma de los Padres _____