

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;
- ❖ 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.



How are ESOL students served?

Elementary and Middle School Students are served by an ESOL certified teacher using either a pullout or an inclusion model. The teacher meets with ESOL students in small groups or individually, depending upon the needs of the student, or the ESOL teacher 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.



High School Students who are Non-English Proficient (NEP) ideally work with the ESOL teacher for one or two periods per day. Limited English Proficient (LEP) 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.

English for Speakers of Other Languages (ESOL)



Chester County School District

District ESOL Teacher

Mirela Ionescu

mionescu@chester.k12.sc.us

ESOL/Title III Coordinator
Wanda Frederick
Executive Director of Instruction
509 District Office Drive
Chester, SC 29706
803-581-9500
wfrederick@chester.k12.sc.us

How are LEP students identified?

A **Home Language Survey** 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

- Used primarily in the home by parents and other extended family members



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.

The ESOL 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;
- 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; and
- To monitor progress of all LEP students and

reconvene services for any monitored student who shows a need for increased ESOL support.