

Marion C. Early R-V School District



English Speakers of other Languages Description and Procedures

Adopted by the Board of Education
September 2010

PURPOSE

The purpose of the Marion C. Early R-5 R_V District's English Speakers of Other Languages (ESOL) program is to help students for whom English is not their native language and students who speak a different language in the home become academically and linguistically proficient in the English language.

IDENTIFICATION

The parents of new students enrolling in the Marion C. Early R-V School District will complete a language survey as part of the enrollment process. Students identified as having a primary or home language other than English are referred to the building ESOL teacher, who will then assess the student for placement in the ESOL program.

ASSESSMENT

Students identified as language minority (LM) students are referred to the ESOL teacher so that a determination can be made whether the student is eligible for the ESOL program. The ESOL teacher will conduct a brief interview with the student and administer a language proficiency assessment. The regular classroom teacher along with pertinent others will be consulted and will be a part of the decision making process to determine if a student needs ESOL services.

The state of Missouri is now (school year 2010-11) part of the WIDA consortium. This means that all students for whom English is a second language and have not yet tested proficient on a state language proficiency test will be administered the W-APT screening instrument to determine if they eligible for ESOL services.

The state of Missouri requires that all students who are not proficient in English be assessed annually with the ACCESS for ELLs language proficiency test. They are also required to take the Missouri Assessment Program (MAP).

ELIGIBILITY GUIDELINES FOR PLACEMENT IN THE ESOL PROGRAM

A language minority student will be considered eligible for the ESOL program if:

1. he/she is unable to converse in English during a personal interview
2. he/she is not proficient in English as determined by the W-APT
3. he/she is transferring from another school where he/she was enrolled in a ESOL or ESL program.
4. he/she is performing below grade level expectations based on teacher observations in the regular classroom.

When a student is deemed eligible for ESOL, the student will start receiving services right away. Parents will be notified within one week of testing of their child's eligibility assessment results. The parents will be asked to complete a form indicating whether they wish their child to receive ESOL services. An eligible student can receive ESOL services without a parent signature, but the student must be withdrawn from the program immediately if the parents sign to refuse services. The parents will be notified within 30 days from the start of the school year that their child is

eligible for the ESOL program. If a child enters the program during the school year, parents will be notified within two weeks. If a parent later decides to withdraw their child from the program, the parent must sign a withdrawal form.

Assessments to determine continuing need for ESOL services will be done on an annual basis.

These assessments will determine if the student needs to continue to receive ESOL services or if the student has progressed to the point they can be exited. After they are exited they will be monitored for two years. A letter will be sent out on a yearly basis telling the parent the eligibility status of their child and whether they are being exited.

ESOL INSTRUCTION

The ESOL program will utilize a pull-out or resource classroom. The ESOL teacher will teach the ELL students basic language skills and academic language skills that correlate with core curriculum content subjects. Instruction will focus on speaking, listening comprehension, reading comprehension, and writing skills using content material as much as possible. This instruction will be provided individually or in a small group outside of the regular classroom. The amount of instruction time per week will vary depending on the student's grade and language needs.

EXIT CRITERIA

Various criteria will be used to determine whether a student is ready to exit the ESOL program or requires reclassification to better serve his/her needs.

These criteria may include:

- Scores of fluency/proficiency on the LAS or similar tests
- ESOL consultation with class/subject teachers regarding academic performance
- Review of district tests (may include SRI and Study Island Benchmarks)
- Scores of fluency on the ACCESS for ELLs (Assessing Comprehension and Communication in English State to State)

MONITORING

Exiting students will be monitored for a period of two years, during which time access to ESOL services will still be available if deemed necessary by the LAC (Language Assessment Committee). When a student is being monitored the ESOL coordinator in conjunction with regular classroom teachers will review grades, classroom performance and testing results.

PROGRAM EVALUATION

The Language Assessment Committee (LAC) will be the vehicle to evaluate ESOL services and record keeping procedures. The committee will be comprised of a building administrator, ESOL staff, guidance personnel, and classroom teachers of eligible students. The annual program evaluation will include, but not be limited, to the following: English language acquisition success of enrolled students; parental involvement; degree of collaboration with mainstream teachers; and compliance with district's Lau Plan.

Appropriate members of each building's LAC will meet at the end of the school year to determine classroom placement and services needed for the next school year; at the entry of a new ESOL student; and/or at the request of any member.

SPECIAL EDUCATION SERVICES

Evaluation for possible placement in special education programs follows the District Special Education Compliance Plan.

PARENTAL INVOLVEMENT

- Parent meetings will be held once a year to inform parents about the services of the ESOL program and to provide an opportunity for comments and suggestions.
- Parents are encouraged to ask questions and raise concerns.

WORKING WITH NONPUBLIC SCHOOLS

The district will consult and coordinate with private schools in a timely manner for equitable service delivery for any eligible ELL students.

Marion C. Early R-V SCHOOL DISTRICT

Student Home Language Questionnaire

Our school needs to know the language(s) spoken and heard at home by each child. This information is needed in order for us to provide the best instruction possible for all students. Please answer the following questions and have your child return this form to his/her teacher. Thank you for your help.

Name of child: _____
Last First Middle grade age

1. Which language did your child first learn to speak? _____
2. What language does your child use most often at home? _____
3. What language do you most often use to speak to your child? _____
4. In what country was your child born? _____
5. If your child was not born in the USA, what date did they enter the USA? _____

Signature of Parent or Guardian Date

Note to school staff: This form should be given to all new and enrolling students. Any student that indicates use of a language other than English should be assessed as to English language proficiency. Elaboration on any above answers may be useful before administering detailed tests.

Marion C. Early R-V SCHOOL DISTRICT

Student Home Language Questionnaire (Spanish version)

Preguntas del Lenguaje Hablado en Casa

Nuestra escuela necesita saber el lenguaje y oído en casa por cada niño/a. Esta información es necesaria para proveer la mejor instrucción posible para todos los alumnos. Por favor de contestar las siguientes preguntas y regrese esta forma con su hijo/a al profesor. Gracias por su ayuda.

Nombre del alumno: _____
apellido Primer nombre segundo grado edad

1. ¿Qué idioma comenzó su hijo/a hablar primero? _____
2. ¿Qué idioma usa más su hijo/a en la casa? _____
3. ¿Qué idioma usa usted con mas frecuencia para hablar con su hijo/a? _____
4. ¿En que pais nació su hijo? _____
5. ¿Si no nació en los EEUU en qué fecha entro su hijo/a los EEUU? _____

Firma del Padre o Guardian fecha

Note to school staff: This form should be given to all new and enrolling students. Any student that indicates use of a language other than English should be assessed as to English language proficiency. Elaboration on any above answers may be useful before administering detailed tests.

Marion C. Early R-V SCHOOL DISTRICT

Student Home Language Questionnaire
Middle School / High School

The following questions are written on the Middle School / High School Student Enrollment Form.

1. Which language did your child first learn to speak? _____
2. What language does your child use most often at home? _____
3. What language do you most often use to speak to your child? _____

Note to school staff: This form should be given to all new and enrolling students. Any student that indicates use of a language other than English should be assessed as to English language proficiency. Elaboration on any above answers may be useful before administering detailed tests.

ENGLISH SPEAKERS OF OTHER LANGUAGES

Parent Yearly Update Letter

5309 South Main
Morrisville, MO 65710

Date

Dear Parent/Guardian of _____:

As coordinator of the English Speakers of Other Languages (ESOL) program at Marion C. Early, I am writing to inform you that your child will continue in the ESOL resource program. He will continue to receive extra help in the areas of reading, writing, speaking, and listening throughout the year. Data indicates that children with this language support increase their English skills more rapidly and have greater success in the classroom than those who do not receive language support. Both Patty McCorkendale and I will be teaching the vocabulary and language skills needed for your child to be successful in the regular classroom.

The most recent language proficiency test that your child took shows that your child is still not fluent in the areas of _____.

We will continue to work on these areas in the ESOL program.

If you have any questions please feel free to contact me.

Sincerely,

ESOL Coordinator

Dear Parent:

As you may already know, students can receive additional support in U.S. schools for various reasons. Many students receive an English language proficiency assessment for one or more of the following reasons: the language spoken at home is other than English or in addition to English; student is performing below grade level; student is having difficulty speaking, reading, writing, or comprehending English; there is a parent request; or there is a teacher request.

Marion C. Early provides support to our ELLs (English Language Learners) by administering an English Language Proficiency Assessment. This assessment evaluates the student's level of proficiency in oral language skills, reading skills, and writing skills.

According to the results of this language assessment, your child's level of English proficiency is _____ . English language instruction will aid your child to reach proficiency in English, to achieve academic success, and to meet state content standards. Your child has been selected to receive instruction from the ESOL teacher. Marion C. Early strives to make the instructional materials it offers language proficiency level appropriate, grade/age level appropriate, and culturally appropriate.

Your child's English language proficiency will be assessed again near the end of the school year. When your child exhibits comprehensive fluency in English - oral, reading and writing - he/she will no longer be eligible for additional instructional support in English. Our English language instruction program, based on research, will help your child increase his/her ability to speak, read, understand, and write English. Data indicates that children with language support increase their English skills more rapidly and have greater success in the classroom than those who do not receive language support. We are confident that your child will experience the same results through his/her participation in this program.

I want you to know that you have the right to refuse placement of your child in this program and to remove your child from this program at any time. If you have any question at all, please don't hesitate to contact me.

Sincerely,

ESOL Coordinator

Date

Dear Parent/ Guardian of _____:

Thank you for your continuing support in your child's education and language acquisition process. We are happy to inform your child's English proficiency, classroom performance and standardized assessment performance have met the criteria for ESL Program Exiting. This means that your child will no longer receive additional support, accommodations or English language instruction in coordination with the Marion C. Early ESOL Program.

Your child will continue in his/her education as if he or she were a native speaker of English. However, because content language and content expectations becomingly difficult and de-contextualized with each grade level, your child's academic performance will be monitored for two years. This signifies that if your child's future performance indicates that a current or formal language barrier is impeding his/her optimal performance, he or she will again become eligible to participate in the ESL Program.

We are proud of your child's English language acquisition development. Learning a second language is not always an easy task. If you have any questions regarding this new, exciting stage in your child's education please feel free to call the school and discuss your child's progress with the ESOL Coordinator.

Sincerely,

ESOL Coordinator
Jane Sayers

Date

ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

PARENTAL CONSENT TO WITHDRAW FROM THE PROGRAM

Date: _____

Dear _____:

It has come to my attention that you would like to withdraw your child from the English Speakers of Other Languages (ESOL) program. Please complete this form and return it in the enclosed envelope. If you have any questions please contact me or Mrs. Patty McCorkendale at (417) 376-2216.

Sincerely,

Mrs. Jane Sayers
ESOL Coordinator

I give my consent for _____ to withdraw from the ESOL program at the Marion C. Early R-V School District. I understand that my child can be reevaluated and reenter the ESOL program should his/ her performance decline and he/ she meets the eligibility requirements.

Parent Signature

Date

Parent Name