

CHESTER COUNTY SCHOOL DISTRICT ESL PROGRAM

The English as a Second language (ESL) Program Policy for the Chester County School System is designed to set standards in providing services to Non-English language background (NELB) students who are also limited in English proficient LEP). These students are often referred to as English Language learners (ELLs).

The Chester County School System is required to provide specialized programs for students to comply with Title VI of the Civil Rights Act of 1965 and T.C.A. 4-21-90. This ESL policy has two purposes. First, it establishes the minimum required compliance components for ESL in Tennessee. Second, it provides a framework for implementing effective educational programs for ELL's. This policy includes these components: anti-discriminatory policies and practices, identification of English Language Learners, parental notification and rights, service delivery models, funding, assessments, program implementation, staffing ratios, and program evaluation/modification. The appendix includes the definitions of many of the terms used in this policy.

Anti-discrimination Policies and Practices

To comply with Title VI of the Civil Rights Act of 1965, T.C.A. 4-21-90, and the Equal Educational Opportunities Act of 1974, the Chester County School district must have anti-discriminatory policies which preclude denial of equal education opportunities to individuals based on race, color, or national origin. To comply with anti-discriminatory policies, Chester County School District practices must not result in the inappropriate placement of ELL's in or exclusion from special opportunity programs or activities based on English language proficiency or national origin.

Identification of English Language Learners

To comply with ESL program policy, the Chester County School District must identify ELL's by following these two steps.

STEP 1: The school district shall administer the Home Language Survey to all students in the district. The Home language Survey consists of four questions that will be asked of every parent enrolling his/her child in the school district. These questions are:

1. What is the first language this child learned to speak?
2. What language does this child speak most often outside school?
3. What language do people usually speak in this child's home?
4. If possible, in what language do parents prefer notices sent home?

If the answer to **any** of the above questions is a language other than English, the child will be classified as Non-English Language Background (NELB) and assessed for English proficiency using an approved screening assessment for ESL.

STEP 2: Unless an NELB student has documentation from a previous school district of meeting the definition of Fluent English Proficient (FEP), the school district will assess all NELB students with the state approved English language proficiency test to determine whether they are limited English proficient (LEP). All NELB students who are determined to be LEP must be identified as ELL, and ESL services must be provided through an allowable service delivery model.

Parental Notification Rights

The Chester County School District shall communicate information related to testing, placement and ESL services to all parents of ELL students in the language that the parent can understand, to the extent practicable. Parents of ELLs must be informed of the right to refuse placement if their children in ESL programs. Parents must be advised of studies related to an emergent English language learner.

Service Delivery Model

An alternative language program for ELLs, known as English as a Second Language, is defined in Tennessee Rules and Regulations as; “English instruction especially designed for speakers of other languages” [Rule 0520-1-3-.56. a. 1 and 2 ii.] An ESL program may be provided through various service delivery models. The Chester County School District has selected ESL pull-out programs as its delivery model. Students will be pulled out for a designated class period, five days a week, for intensive instruction.

The Tennessee Department of Education must approve models based on the available evidence of their effectiveness. The model must address how academic deficits that are the result of students’ limited English proficiency will be remediated. No Child Left Behind demands that all ESL service be based on research based educational practices.

Transitional ELL students are considered proficient and may be mainstreamed in the regular classroom with careful monitoring for two years. Their labeling in the ESL program would be T-1 (first year transitional) and T-2 (second year transitional). Should a transition student begin to have difficulty in classes, she/he should receive intervention immediately. If this intervention is not successful, the student may be re-designated ESL.

ESL Funding

The Chester County School District receives funds from the Title III Federal program. These funds are utilized to provide instructional/curriculum needs as well as professional development for the ESL teacher and the regular classroom teacher.

Assessments

In the Chester County School District there are a number of assessments designed to measure progress on the ELL. The TELPA (Tennessee English Placement Assessment) is the assessment administered to all prospective ELL students to measure English proficiency.

All ELL students will take the English Language Development Assessment (ELDA) which is administered in the spring. This assessment measures progress in the areas of writing, reading, speaking, and listening.

Administered in grades 3-8 for ESL students is the English Linguistically Simplified Assessment (ELSA), which is modified version of the Tennessee Comprehensive Assessment Program. This assessment tests students in the areas of Reading/Language Arts, Mathematics, Social Studies, and Science. Students participating in ELSA must take **all** content areas in ELSA. ELL students are permitted to use the ELL accommodations on the ELSA.

In grades 9-12, Gateway and end-of course assessments are conducted. Consult the high school for any exemptions or accommodations on those assessments.

English Language Development Assessment (ELDA) Exit Criteria

An ELL student is considered Fluent English Proficient (FEP) when he/she meets one of the following criteria:

- Upon initial enrollment in a Tennessee public school, scored proficient on the state approved English Language Development Assessment (ELDA)..
- Initially qualified as ELL based on the state approved Tennessee English Language Placement Assessment, received ESL services, and have now scored a composite score of 4 or 5 on the English Language Development assessment (ELDA).

Teacher of ESL Program

The Chester County School System has employed a certified ESL teacher to instruct the ELL classes. The teacher travels to each school that has a qualified ELL population for pull-out classes.

Staffing Ratios

Staffing ratios for Tennessee indicate there must be one ESL teacher for every 45 ESL students. ESL class size cannot exceed class size for other courses at the specific grade level.

Parent Participation

Schools in Chester County offer published school newsletters, printed in Spanish, for its ESL parents. Notices and invitations are also sent in Spanish, which comprises the vast majority of our ESL students. The ESL teacher makes contacts with families of ESL students.

Program Development

The ESL program is designed to meet needs identified in the assessment of LEP students. Alternatives will be chosen to promote timely acquisition of English skills and support academic achievement. The program will be monitored and adjusted as needed.

Program Implementation

Students will be admitted regardless of immigrant status. Staff will be informed on a regular

basis of the necessity of doing this. Staff will also be informed of a procedure to assign a pin number if the student does not have a social security number.

Students will be placed in an age appropriate grade level, and retention based solely on lack of English language skills will be prohibited. LEP students will not be inappropriately placed in or excluded from special opportunity programs or activities based on English language proficiency. Alternative language services will be provided in the least segregative manner as possible with comparable facilities and materials as non-LEP students.

Parents or legal guardians may waive alternative language services for their child. The district will inform the parents of the potential educational implications of waiving these services. The district will keep on file written proof of the parents' waiving participation. The district will make all reasonable efforts to notify parents in a language they can understand about important school information.

Student progress will be monitored by checking the student's report card and test scores and by discussing the student's progress with the classroom teacher. If a student is not progressing appropriately, adjustments will be made.

Staff development sessions will instruct administrators, school counselors, and classroom teachers about modifications, instructional strategies, and assessment strategies appropriate for use with EEP students.

Program Evaluation and Modification

The Chester County School District will keep data necessary for determining the effectiveness of the ESL program. Pertinent data will include TCAP scores, ELDA scores, dropout rate, and retention rate for NELB, LEP, and FEP students. The school district will keep data on the number of and percent of NELB students are identified as special education and evaluate those statistics to determine whether they are comparable to the system's non-NELB students' participation in special education programs. The program will be reviewed at least annually and modified as needed.

Definitions for English as a Second Language Programs:

Beginning/intermediate English Language Learner (ELL) students - non-English language background students who have been administered the English language proficiency assessment and score pre-functional, beginning, or intermediate on the English language proficiency assessment, and are thereby entitled to ESL services.

English Language Learners (ELL) [officially Limited English Proficient (LEP)]- non-English language background students whose level of oral, reading, and written proficiency in English does not allow them to fully benefit from the curriculum and have difficulty in regular classroom curriculum without especially designed modifications. ELL students have not yet met the definition of fluent English proficient (FEP).

English as a Second Language (ESL) - English as a second language courses which meet Tennessee Rules and Regulations [Rule 0520-1-3-.056.(a). 1 and 2 (iii)] as 'English instruction

especially designed for speakers of other languages'. In Tennessee, a teacher providing ESL instruction must have an ESL endorsement.

Fluent English Proficient (FEP) - non-English language background students who meet one of the following criteria:

1. Upon initial enrollment in a Tennessee public school, scored proficient or advanced on the state approved English language proficiency test.
2. Initially qualified as ELL based on the state approved English language proficiency assessment, received ESL services, and have now a composite score of 4 or 5 on the English Language Development Assessment (ELDA).

Home Language Survey - the questions asked of all students within the school district to determine whether or not students are non-English language background. The questions are:

1. What is the first language this child learned to speak?
2. What language does this child speak most often outside of school?
3. What language do people usually speak in this child's home?

Limited English Proficient (LEP) – this is the federal term used for ELL. Please see definition for English language Learner.

Non-English Language Background (NELB) - a student whose answer to any of the questions on the home language survey is a language other than English.

Transitional LEP Students (T1, T2) - Non-English language background students, who were classified as ELL, have taken the English Language Development Assessment (ELDA) and scored a composite of 5 or a composite of 4 with a score of 4 or 5 on the reading subtest, and are being monitored for progress without ESL classes or tutoring.