

SAMPLE ESL PROGRAM DESCRIPTION

Mission Statement

The mission of the English as a Second Language (ESL) Program at the Kennett Consolidated School District (KCSD) is to provide support and intensive instruction in English and American culture to Non- and Limited English Proficient (NEP and LEP) students which will enable them to become successful in the mainstream classroom, the school environment, and the community at large.

Educational Theory and Approach

All students of the KCSD who 1) first acquired a language other than English; or 2) come from a home where a language other than English is spoken; or 3) speak with peers in a language other than English will be eligible for ESL services as described below. Instruction will take place in the ESL classroom, and/or in ESL sheltered content classes for ESL students in grades nine through twelve. Educational practices in the ESL classroom and sheltered classroom mirror approaches used throughout the district in the mainstream classroom.

Plan of Action

1. In the ESL class, English will be presented as the language of instruction in a language-intensive setting. Basic Interpersonal Communication Skills (BICS) as well as Cognitive Academic Language Proficiency (CALP) will be developed. Students will receive quality instruction in: Listening, Speaking, Reading, Writing, and Critical Thinking.
2. ESL students will participate in the regular education content classes to the level of their English proficiency. Adaptations and modifications will be made by the mainstream teacher; the ESL teacher will act as a resource. At the secondary level, ESL sheltered content classes are also available for students in grades nine through twelve.

Educational Goals

The mission of the ESL Program will be met by the following goals:

1. At least 85% of ESL students will make one level gain in their oral skills per year as measured by the IPT (Idea Proficiency Test).
2. By the end of the third year in the ESL Program, 80% of the ESL students will become LEW's (Limited English Writers) as measured by the IPT.
3. By the end of the third year in the ESL Program, 80% of the ESL students will become LER's (Limited English Readers) as measured by the IPT.

Identification and Assessment of PHLOTE Students (PHLOTE – Primary Home Language Other Than English)

Upon entrance into the KCSD, all students will be given a Home Language Survey (HLS) to be completed by a parent or guardian at the time of registration. (See Appendix A: HLS.) The person responsible for registering students will distribute and collect the HLS during the enrollment process. The HLS is presently available in both English and Spanish. When a family who speaks a language other than English or Spanish enrolls, other

community resources will be utilized. Spanish/English translators/interpreters are available in each building to assist with the registration process.

Based on the HLS, if the answers to question numbers 1 or 4 or 10 are any language other than English, the aforementioned individual will forward a copy of the HLS to the ESL teacher in that building. The original HLS will be kept in the student's cumulative folder. This student has been identified as a PHLOTE student. Parents or guardians of the student will then receive written notification that their child will be administered an English language proficiency test. (See Appendix B: Notification of English Language Proficiency Testing.) The IDEA Proficiency Tests, a standardized test published by Ballard & Tighe, will be used to assess the PHLOTE student's proficiency in speaking, understanding, reading, and writing English. The oral, reading, and writing components of the IDEA Proficiency Tests are grade specific. The test will be administered and scored by the building ESL teacher.

According to the results of the IDEA tests, the students will be identified as either Non-English Proficient (NEP), Limited English Proficient (LEP), or Fluent English Proficient (FEP). The ESL teacher will place the student in the ESL program if he/she meets the district's ESL entrance criteria. (See Appendix C: ESL Entrance/Exit Criteria.) Parents or guardians will receive written notification whether their child is eligible or ineligible for ESL services. (See Appendix D: Notification of Enrollment in ESL Program and Appendix E: Notification of Ineligibility for ESL Program.)

Identification and assessment of PHLOTE students will be completed within three days of registration.

Documentation of the language assessment results and placement determination will be maintained in the student's ESL file until the student is exited. The ESL files are maintained by the individual ESL teacher. At that time all records will be placed in the student's cumulative file. Each year documentation of ESL services received by each student will be updated to ensure continuity of and access to this information. (See Appendix F: Support Service Record.) Additionally, a list of all PHLOTE students and their placements will be devised by the ESL teacher and disseminated to all staff in each building. (See Appendix G: PHLOTE Student Status.)

Program Design

Every effort is made to offer daily ESL instruction to each student in the program. Due to scheduling and individual building constraints, ESL instructional time in each building is slightly different. Projected ESL instructional time is as follows:

Kindergarten – 1 to 1½ hours

First & Second Grades – 5 hours

Third through Fifth Grades – 5 to 7½ hours

At the secondary level, students receive a minimum of five periods ESL instruction per week. Additional ESL services are based on students' English proficiency levels.

For the purpose of instruction in ESL, students may be grouped according to language proficiency levels. In other situations they may be grouped across grade levels, never having more than a three-year grade span. Instruction is always age and grade appropriate.

At the beginning of each school year, all staff in each building is informed of PHLOTE students and those who qualify for ESL services. This is accomplished through several means which can include: a written list of students, individual teacher contact, and staff meetings. This is an ongoing process throughout the course of the year.

At the elementary level (grades K-5), all ESL students receive art, music, library, and physical education instruction with their mainstream peers. Each ESL student is placed in a mainstream homeroom. The student also eats lunch and participates in recess with his/her mainstream peers. Additional activities such as after-school sports, chorus, instrumental groups, yearbook committee, etc. are available for participation by all students

including ESL students. ESL students are included in all homeroom activities such as field trips and other special events.

Elementary students receive ESL services through a pull-out program in reading and language arts in the ESL classroom. Instruction in math, science, health, and social studies is received in the mainstream classroom. The ESL teacher and/or aide are available for consultation with the mainstream teacher. Instruction in these content areas is modified and adapted to the English linguistic ability of the ESL student.

In the middle school (grades 6-8), ESL students receive art, music, industrial arts, home economics, foreign language, physical education, and keyboarding with their mainstream peers. Instruction in the content areas such as science, math, social studies, and health is modified and adapted to the English linguistic ability of the ESL student. This is done by the mainstream teacher with the ESL teacher or aide serving as a resource. As with the rest of the district, middle school ESL students are given the opportunity to participate in all school sponsored activities, clubs, after-school sports, etc.

At the high school level (grades 9-12), all ESL students have the opportunity to receive art, music, industrial arts, home economics, foreign languages, physical education, and business courses either as a requirement or an elective with their mainstream peers. Furthermore, ESL sheltered content classes are available as needed to NEP and LEP students in several disciplines. Beginning in tenth grade, all ESL students are given the opportunity to attend the vocational school with their mainstream peers. Additional activities such as after-school sports, chorus, instrumental groups, clubs, etc. are available to ESL students.

Within the school day, ESL students at the high school are assigned specific classes with the ESL teacher based on their language proficiency. Remaining periods are filled with electives with their mainstream peers. Instruction in these electives is modified and adapted to accommodate the English linguistic capabilities of the ESL student. Placement in sheltered content-based ESL classes or mainstream classes is based on the results of the IDEA Language Proficiency Tests. NEP students are served by the ESL teacher through sheltered content-based ESL instruction; LEP students may be served by sheltered content ESL classes or mainstream classes.

The ESL students in KCSD are not denied participation in any school sponsored activity for any reason. The KCSD mandates modifications and adaptations of instruction for all ESL students in the mainstream classroom. All services are provided in the least segregative manner. Students in the ESL program will be integrated with the general education population whenever possible.

In addition, KCSD mandates that instructional materials for ESL students are: age and grade appropriate, sufficient in quality and quantity, and comparable in quality and quantity to those provided to non-ESL students. Materials are ordered for each individual building on a yearly basis. Furthermore, the ESL programs are equipped with technology comparable in quality and quantity to that provided to non-ESL students.

The facilities provided to ESL students are comparable to those provided to non-ESL students. Where space is limited, the district explores options based on current resources.

Staffing

The ESL teachers in the KCSD are highly qualified teachers. At present 80% of the teachers have had training in second language methodology and techniques. Staff development opportunities are provided and encouraged by the district. Moreover, all new teachers to the district receive ESL training as part of the induction process. Staff development for mainstream teachers on ESL issues is addressed through the district's staff development and ESL committees.

The ESL staffing plan is congruent with the district's policy on class size. Each year the district reviews the ESL staffing plan for the subsequent school year to ensure class sizes are in compliance with the district policy. The projected ESL enrollment is also reviewed to ensure adequate staffing. The district also provides translators and

instructional assistants. In cases where a bilingual person is needed, his/her language proficiency is evaluated through oral and written means using authentic, informal assessments.

Communication with Parents

The district makes every attempt to inform language-minority parents of all school matters of which other parents are notified. Written notices are translated by district translators, and interpreters are provided for parent conferences as needed. Each additional building's notices are to be translated as required. Every attempt is made to ensure that communication is carried out in the home language. The district also provides an emergency hotline in Spanish regarding school closings and other emergencies.

At the beginning of each school year and/or at the time of registration, the district sends home a letter to all parents new to the district notifying them of its procedures for communicating with parents in a language other than English. (See Appendix H: Notification of Communication Procedures with Parents.) This letter includes the name of a contact person and a telephone number for each building.

The district maintains a list of all staff or community contacts who are able to act as translators or interpreters. Spanish/English translators/interpreters are available in each building on a daily basis. Materials for translation are asked to be submitted to the translator at least seven days prior to the due date.

At the beginning of each school year all staff will receive a list of PHLOTE students for whom translators/interpreters are needed. When a staff member needs to contact a parent who does not speak English, the translator/interpreter will be contacted, with sufficient notice, to assist in communicating with the parent.

At the beginning of the school year each building holds a meeting for language-minority parents for the purpose of introducing them to the ESL program, their rights and responsibilities, and other pertinent information. In attendance are the ESL staff and other staff with whom they may have contact with during the year.

Exiting ESL Students

The IDEA Language Proficiency Tests are used to assess ESL students for exiting purposes. This instrument is used to assess the following areas: speaking, understanding, reading, and writing in English. Criteria which indicate instruments and results have been developed for the district. These are found in Appendix C: ESL Entrance/Exit Criteria. These tests will be administered and scored by the ESL teacher. Other criteria used in making the exiting decision include a letter grade of C or better in content areas, mainstream teacher recommendation through observation, and parental and administrative agreement. The final exiting decision is made collaboratively with the ESL teacher, the mainstream teacher(s), and administrator, and the student's parents.

An ESL student may exit the program at any time during the course of the year once the criteria are met. Documentation of all exiting decisions and assessment results will be located in the student's cumulative folder.

Monitoring

A student who has exited the ESL program will be monitored formally for at least one full school year. The ESL teacher will be responsible for monitoring the ESL student. Student monitoring will occur formally at the end of each marking period or quarter and informally throughout the school year. Monitoring will consist of the following measures of student progress: grades, test scores, student performance, and teacher observations. (See Appendix I: Mainstream Monitoring Form) If monitoring reveals continued limited English proficiency, non-remediated academic deficits, or other indications that the student was exited too soon, the ESL teacher will meet with the mainstream classroom teacher and/or other teachers to re-evaluate the student's needs. A plan of action will be formulated resulting in the student: a) remaining in the mainstream classroom with additional adaptations

and modifications, or b) receiving additional academic support services, or c) returning to the ESL program. This information will be maintained in the student's cumulative file.

Prior to entering the mainstream classroom the ESL teacher will meet with the mainstream teacher to discuss the student's prior academic history and to establish proper expectations for the student. The ESL teacher will serve as a resource to the mainstream teacher on ways to adapt and modify material and instruction to accommodate the newly exited student. In addition, the ESL teacher will familiarize the mainstream teacher with the instrument used to monitor the exited ESL student and together they will complete the Mainstream Monitoring Form at the end of each semester.

Program Evaluation

At the end of each school year the district will conduct a comprehensive evaluation of its ESL program. The formal evaluation will examine and make recommendations regarding the following:

- a. Program effectiveness with respect to the identification, assessment process, exiting, monitoring, staffing, parental notifications, and adequacy of facilities and instructional materials;
- b. The rate of students' progress towards full proficiency in English;
- c. Whether the students in the ESL program are keeping up with their peers in other curriculum areas;
- d. Whether students in the ESL program are able to participate successfully in the school's full curriculum, as determined by such measures as graduation rates, scholastic achievement, awards, and honors, as well as in sports and other extracurricular activities;
- e. A comparison of the standardized test scores of exited students to the scores of non-LEP students;
- f. Whether students in the ESL program have access to all of the District's programs, including vocational education and special education; and,
- g. Whether students in the ESL program are being retained in grade or are dropping out at rates similar to those of their non-LEP peers.

The review process will be carried out through a document entitled REVIEW OF SCHOOL DISTRICT ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS. This document is funded by a Title VII Bilingual Education SEA Technical Assistance grant from the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs to the Pennsylvania Department of Education. A committee, including but not limited to the ESL teachers, administrators, and other district teachers, will be responsible for evaluating the program. Where the program evaluation shows that the ESL program is not achieving its goals, the District will modify its program accordingly. The District will implement the recommendations made as a result of its program evaluations, within a reasonable amount of time after the evaluation or document the reasons for not implementing the recommendations.

Special Education

KCSD does not place any student in a special education program based on his/her limited English proficiency. The guidelines and time frames for Special Education are the same for both ESL and non-ESL students in accordance with the Individuals with Disabilities Education Act (IDEA). In the fall of 1998, all teaching staff received in-service training regarding IDEA '97 regulations. Additional training was received during the 1999/2000 school year.

In the case of ESL students, a bilingual/bicultural psychologist administers the testing instruments. Additionally, the tests are administered in English and/or the student's native language, depending on the dominant language of the student. Student referrals are made in collaboration with the ESL teacher and the mainstream teacher(s). All special education documents are sent home in the parent's native language.

Parents are notified of the results of the Comprehensive Evaluation Report (CER) in their native language. The CER indicates the student's level of English and native language proficiency. Based on these results, when an ESL student has been determined to need special education instruction, an Individual Educational Plan (IEP) is

written for that student. The services which will address the student's language needs and the language of instruction which is appropriate to meet the student's needs are found in the IEP. The multi-disciplinary team, which develops the IEP, may consist of the following people: an ESL teacher, a special education teacher, parents/guardians, a counselor, mainstream teachers, and a psychologist. At the meeting to develop the IEP, translators are present to assist the parents in understanding the process as well as to enable the parents to have input in the IEP decision process.

ESL students identified as special education students may continue to receive ESL services as determined by the student's IEP. ESL instruction is provided by the ESL teacher, and special education services are given by appropriately qualified special education teachers.

The following is a list of valid and reliable testing instruments for conducting special education evaluations on ESL students:

Woodcock-Muñoz Language Survey
EIWNRPR (Spanish WISC version)
Woodcock-Johnson
Developmental Test of Visual Motor Integration (VMI)

Special Opportunity Programs

ESL students will receive equal access to all district special opportunity programs. These include but are not limited to the following programs: Title I, gifted and talented, AT, and vocational. Furthermore, ESL students will have equal opportunity to participate in all extracurricular and nonacademic activities that are available to other students. The district ensures that the selection and/or application process for special opportunity programs will not rely solely on measures of English language proficiency. All District staff is familiar with procedures to recommend a student for special opportunity programs. The District will inform parents and students about special opportunity programs.

KCSD seeks to provide language assistance necessary for effective participation by the ESL students in these programs. Examples of this type of assistance may include tutoring, adaptations and modifications, and the use of native language materials.

To be admitted into these special opportunity programs, ESL students will follow the District procedures which apply to all students. However, when the instruments used for placement into these programs are inappropriate because of a student's limited English proficiency, other alternative criteria must be used to ensure that an ESL student has an equal opportunity to participate in the program.

**Kennett Consolidated School District
ESL Program
Entrance and Exit Criteria**

Grade K

SKILL	ENTRANCE CRITERIA	EXIT CRITERIA
Oral English Proficiency	Level A or B on IDEA Oral Proficiency Test	Level C or above on the IDEA Oral Proficiency Test
Content Areas		Grades reflect achievement in content areas: satisfactory or above Mainstream teacher recommendation through observation
Other		Parental agreement Principal agreement

**Kennett Consolidated School District
ESL Program
Entrance and Exit Criteria**

Grade 1

SKILL	ENTRANCE CRITERIA	EXIT CRITERIA
Oral English Proficiency	Level A, B or C on IDEA Oral Proficiency Test	Level D or above on the IDEA Oral Proficiency Test
Content Areas		Grades reflect achievement in content areas: satisfactory or above Mainstream teacher recommendation through observation
Other		Parental agreement Principal agreement

**Kennett Consolidated School District
ESL Program
Entrance and Exit Criteria**

Grades 2-6

SKILL	ENTRANCE CRITERIA	EXIT CRITERIA
Oral English Proficiency	Level A, B, C or D on IDEA Oral Proficiency Test	Level E or above on the IDEA Oral Proficiency Test
Reading	Level NER (Non-English Reader) IDEA Reading Test	Level LER (Limited English Reader): 2 nd -30 or more correct 3 rd -35 or more correct 4 th -30 or more correct 5 th -30 or more correct 6 th -35 or more correct on the IDEA Reading Test
Writing	Level NEW (Non-English Writer) IDEA Writing Test (determined by point value)	Level LEW (Limited English Writer) or above on the IDEA Writing Test
Content Areas		Grades reflect achievement in content areas: C or above Mainstream teacher recommendation through observation
Other		Parental agreement Principal agreement

**Kennett Consolidated School District
ESL Program
Entrance and Exit Criteria**

Grades 7 and 8

SKILL	ENTRANCE CRITERIA	EXIT CRITERIA
Oral English Proficiency	Level A, B, C or D on IDEA Oral Proficiency Test	Level E or above on the IDEA Oral Proficiency Test
Reading	Level NER (Non-English Reader) IDEA Reading Test	Level LER (Limited English Reader): 30 or more correct or above on the IDEA Reading Test
Writing	Level NEW (Non-English Writer) (determined by point value)	Level LEW (Limited English Writer) or above on the IDEA Writing Test
Content Areas		Grades reflect achievement in content areas: C or above Mainstream teacher recommendation through observation
Other		Parental agreement Principal agreement

**Kennett Consolidated School District
ESL Program
Entrance and Exit Criteria**

Grades 9-12

SKILL	ENTRANCE CRITERIA	EXIT CRITERIA
Oral English Proficiency	Level A, B, C or D on IDEA Oral Proficiency Test	Level E or above on the IDEA Oral Proficiency Test
Reading	Level Non- or Limited English Reader determined by a score of 36 or less on the IDEA Reading Test	High Limited English Reader/Competent English Reader determined by a score of 37 or better on the IDEA Reading Test
Writing	Level Non- or Limited English Writer on the IDEA Writing Test (determined by point value)	Level Competent: English Writer
Content Areas		Grades reflect achievement in content areas: C or above Mainstream teacher recommendation through observation
Other		Parental agreement Counselor agreement Principal agreement

**KCSD REVIEW OF SCHOOL DISTRICT
ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS
JULY 2002**

I. ADMINISTRATION

ADMINISTRATION: Philosophy

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 1. Is there evidence of administrative respect for diversity of cultures and languages in the District mission statement? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 2. Is there a written description of the ESL program(s)? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 3. Is there a written plan for involving English language learners in the regular education programs? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 4. Does the ESL program provide for English language acquisition? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 5. Does the ESL program provide for academic (content area) instruction? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 6. Are limited English proficient (LEP) students guaranteed access to the full school curriculum (both required and elective courses including vocational education and technology) while they are receiving ESL services? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 7. Is the academic success of LEP students recognized as a responsibility shared by all educators, the family and the community? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 8. Is there evidence of administrative awareness that knowledge of more than one language and culture is advantageous for all students? |

ADMINISTRATION: Policy

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 9. Are LEP students held to the same high expectation of learning established for all students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 10. Is there a written statement regarding principles for administering or developing the ESL program? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 11. Is the program available from Kindergarten through grade twelve? |

- Yes No 12. Is there a program/principal's handbook detailing program policies?
- Yes No 13. Is the ESL program administrator a part of the District administrative team?
- Yes No 14. Is there a statement of commitment to staff development?
- Yes No 15. Are fiscal resources equitably allotted for implementation of this program?

ADMINISTRATION: Procedures

- Yes No 16. Are the District's procedures effective in identifying all students who have a primary or home language other than English? (See **Program Design and Delivery: Identification** section)
- Yes No 17. Is documentation regarding each student's primary or home language maintained in the student's files, including special education files?
- Yes No 18. Is the ESL program included in all District initiatives and/or long-range planning?
- Yes No 19. Is the District timely in identifying and placing LEP students who need special education services?
- Yes No 20. Are job descriptions available for all ESL program staff?

ADMINISTRATION: Staffing

- Yes No 21. Is a qualified person, with supervisory and ESL experience, responsible for the management of the district's ESL program?
- Yes No 22. Are ESL instructors certified teachers?
- Yes No 23. Are ESL teachers trained in ESL methodology?
- Yes No 24. Do instructional assistants/teacher aides always work under the supervision of a certified teacher?
- Yes No 25. Do instructional assistants/teacher aides perform ESL instructional duties?
- Yes No 26. Do instructional assistants/teacher aides provide content area tutorial support?

- Yes No 27. Are support staff (e.g., counselors, secretaries, nurses, bus drivers, etc.) knowledgeable about their roles with regard to LEP students and their families?
- Yes No 28. Are there specific staff designated to identify potential English language learners? (See Program Design and Delivery: Identification)
- Yes No 29. Are there specific staff designated to administer, evaluate and interpret the assessments used with LEP students?
- Yes No 30. Are there specific staff designated to identify and gather community resources?
- Yes No 31. Has the District identified and trained interpreters (oral) and translators (written)?
- Yes No 32. Are District administrative staff (e.g., content supervisors, assistant superintendent, etc.) familiar with programmatic requirements for English as a Second Language instruction?
- Yes No 33. Are District administrative staff (e.g., content supervisors, assistant superintendent, school board members, etc.) familiar with legal and regulatory requirements for English as a Second Language programs?
- Yes No 34. Do all staff participate in in-service training reflective of the language and cultural needs of English language learners?
*(work in progress)

Summary of ESL Program Staffing (Questions 21 – 34)

Responsibilities	Person(s)
ESL program supervision	Dr. Ed Bureau Building Principals
ESL teacher(s)	Jane Cornell Diane Schettone Joyce Young Andrea Smith Traci Frederick Lori Lattanzio Anjanette Fianza Jeri Ramagnano Kecia Crawford
Instructional assistant(s)	Lorena Lopez Lucy Carmona Miriam Gutierrez
Support staff	Home-School Visitor IST Staff Reading Specialists Counselors Crisis-Intervention Team Nurses
Student identification	ESL Teachers
Student assessment	ESL Teachers
Community resource identification	ESL Teachers Administrative Staff Support staff
Interpreter/translator	Come Alive Communications

ADMINISTRATION: Program Monitoring

- Yes No 35. Is the District monitoring the effectiveness of its ESL program(s)?
- Yes No 36. Does the monitoring include gathering and evaluating data to compare LEP students currently in the ESL program with former LEP students exited from the program, and with native speakers of English?
- Yes No 37. Has the ESL program ever been modified as a result of program monitoring?
- Yes No 38. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to grade retention?
- Yes No 39. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to **achievement**?
- Yes No 40. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to **attendance**?
- Yes No 41. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to participation in **extracurricular activities**?
- Yes No 42. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to **dropout rates**?
- Yes No 43. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to **graduation rates**?
- Yes No 44. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to placement in **special education**?
- Yes No 45. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to placement in **gifted programs**?

II. PROGRAM DESIGN AND DELIVERY

PROGRAM DESIGN AND DELIVERY: Standards

- | | | |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 1. Does the ESL program have goals and objectives? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 2. Is the curriculum aligned with ESL standards and with other academic standards?
*(in process of developing curriculum) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 3. Are LEP students expected to meet content standards in all areas, including language arts, mathematics, social studies, science, world languages, the fine arts, health, and physical education, consistent with those for all students? |

Cite how Students make Progress in the objectives of planned instruction.

At elementary level – team and grade level meetings to monitor student progress; informal teacher meetings and faculty meetings

At middle school – team meetings and informal teacher meetings, faculty meetings

At high school – informal teacher meetings and counselor faculty meetings

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 4. Does the faculty develop strategies to address any lack of achievement in academic standards by LEP students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 5. Have members of the language minority community participated in the development of academic standards? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 6. Do members of the language minority community understand and concur with the standards? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 7. Is the staff of the ESL program as professionally prepared for their field as staff of other academic programs in the District? |

PROGRAM DESIGN AND DELIVERY: Curriculum and Instruction

- | | | |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 8. Is planned instruction for ESL written and approved by the School Board?
*In progress – Spring Board Approval |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 9. Is the District mission statement used to guide instruction? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 10. Does the planned instruction address strategies for assisting students to make progress toward academic standards required for high school graduation? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 11. Is the curriculum aligned with instructional goals, texts, instructional practices and assessments? *In Progress – ordering texts now |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 12. Is the ESL program articulated clearly enough that all stakeholders can see the relationship between it and the general education program? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 13. Is planning time provided for ESL teachers to meet with content area teachers of English language learners? |

- Yes No 14. Are assessment results used for program modification?
- Yes No 15. Are there ungraded classrooms (multi-age instruction) in the ESL program?
- Yes No 16. If yes, which subjects and what grade spans are involved?
(Please attach additional pages as needed.)
- 1 & 2 Language Arts and Reading
3 & 4 Language Arts and Reading
5 & 6 Language Arts and Reading
7 & 8 ESL Language Arts and Reading
9 – 12 ESL and ESL Content Courses
- Yes No 17. Are textbooks and other instructional materials adequate to implement the program?
- Yes No 18. Do LEP students develop full productive and receptive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students?
- Yes No 19. Does the ESL program demonstrate the interdependence of listening, speaking, reading and writing?
- Yes No 20. Do LEP students receive instruction that builds on their previous education and cognitive abilities?
- Yes No 21. Do LEP students receive instruction that reflects their language proficiency levels?
- Yes No 22. Does instructional media and library collections reflect the needs of the instructional program for LEP students?
- Yes No 23. Do LEP students have equal access to computers and other technologically advanced instructional assistance?
- Yes No 24. Does the general education curriculum reflect the cultural background(s) of all students?
- Yes No 25. Does the instructional program for LEP students in special education take into account their language needs with respect to the IEP?
- Yes No 26. Does the instructional program for LEP students in migrant education take into account their language needs?

PROGRAM DESIGN AND DELIVERY: Identification

- Yes No 27. Does the district have a procedure for identifying students who have a primary or home language other than English (PHLOTE)?
- Yes No 28. Do the District procedures for initially identifying PHLOTE students determine whether the student speaks a language other than English?
- Yes No 29. Do the District's procedures for initially identifying PHLOTE students determine whether the student **understands** a language other than

English?

- Yes No 30. Do the District's procedures for initially identifying PHLOTE students determine whether the student's skills have been **influenced by a language other than English** spoken by someone else, such as a grandparent, baby-sitter, or another adult? (See **Administration: Procedures** section)
- Yes No 31. Has the District determined a consistent procedure for determining that a student is LEP and eligible for ESL services?

PROGRAM DESIGN AND DELIVERY: Assessment

- Yes No 32. Does the District assess the English language proficiency of all students identified as having a primary or home language other than English?
- Yes No 33. Are PHLOTE students assessed for oral language, reading and writing proficiency and English comprehension?
- Yes No 34. Does a plan exist for accommodations for LEP students in statewide or district-wide assessments?
- Yes No 35. Does a plan exist for alternative assessments to statewide or district-wide assessments for LEP students?
- Yes No 36. If the District conducts proficiency assessments for PHLOTE students, are these assessments formal assessments (e.g., tests)?
- Yes No 37. Are these assessments informal assessments (e.g., teacher interviews, observations, performances)?
- Yes No 38. Do assessments take into account the language acquisition stages?
- Yes No 39. Do assessments take into account the cultural background of the students?
- Yes No 40. Are portfolios used to assess progress of ESL program students?
- Yes No 41. Is the content-area achievement of LEP students measured by curriculum-based assessment?
- Yes No 42. Are English-only classroom tests used to assess LEP and non-LEP students?
- Yes No 43. Are LEP students evaluated with appropriate and valid instruments?
- Yes No 44. Are assessments aligned with local standards?
- Yes No 45. Do the District's procedures for identifying and assessing LEP students for special education take into account language and cultural differences?
- Yes No 46. Do personnel who assess the special needs of LEP students have access to broadly based assessment methods?

PROGRAM DESIGN AND DELIVERY: Placement

- Yes No 47. Are there LEP students who are not receiving ESL services? If “yes” why? Needs are better met through other supports including Title I, Reading Support, Special Education, etc.
- Yes No 48. Are there LEP students on a waiting list for services?
- Yes No 49. Are students placed in ESL programs by English proficiency level?
- Yes No 50. Does the District utilize special procedures for identifying and assessing LEP students who may need special education services?

PROGRAM DESIGN AND DELIVERY: Exit

- Yes No 51. Are multiple criteria used to determine when students are no longer in need of ESL program services? List procedures and criteria. *See Exit Criteria
- Yes No 52. Does the criteria include assessment of English proficiency?
- Yes No 53. Does the criteria include assessment of academic achievement?

PROGRAM DESIGN AND DELIVERY: Coordination with Other Programs

- Yes No 54. Are LEP students provided equal opportunity for participation in **gifted programs**?
- Yes No 55. Are LEP students provided equal opportunity for participation in **vocational/technical programs**?
- Yes No 56. Are LEP students provided equal opportunity for participation in **college preparatory programs**?
- Yes No 57. Are LEP students provided equal opportunity for participation in **advanced placement programs**?
- Yes No 58. Do LEP students have equal access to appropriate early childhood programs?
- Yes No 59. Does the District ensure coordination between the regular and the special education programs in meeting the particular needs of LEP students who are in special education?
- Yes No 60. Does the staff perceive that the District identifies and places all LEP students who need special education services in a timely manner?
- Yes No 61. Do IEPs for LEP students include special consideration of English as a Second Language Instruction?
- Yes No 62. Does the District ensure coordination between the regular and the special education programs in meeting the particular needs of LEP students who are in **migrant education** programs?

III. SUPPORT SERVICES and COMMUNICATION

SUPPORT SERVICES AND COMMUNICATION: Supportive Services

- | | | |
|--|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 1. Are all staff members knowledgeable of their role(s) with regard to LEP students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 2. Does the office of pupil personnel services maintain enrollment information that included the number of ESL program students for each school? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 3. Does data collected regarding achievement include LEP students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 4. Does data collected regarding grade retention include LEP students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 5. Does data collected regarding attendance include LEP students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 6. Does data collected regarding participation in extracurricular activities include LEP students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 7. Does data collected regarding placement in special education include LEP students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 8. Does data collected regarding dropout rates include LEP students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 9. Does instructional media and library collections reflect the multicultural needs of the student population? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 10. Do LEP students participate in special opportunity programs? (e.g., Gifted, Advanced Classes) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 11. Is the assessment for participation in special opportunity programs similar for LEP and non-LEP students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 12. Are migrant students identified and provided appropriate services? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 13. Are migrant students provided appropriate English as a Second Language Instruction? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 14. Is there coordination between the content area and ESL teachers and the migrant education program? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 15. Are Title I funds appropriately utilized for services that are not remedial, but complement English as a Second Language instruction? |
| <input type="checkbox"/> Yes
*but limited | <input type="checkbox"/> No | 16. Are counseling and related services provided in the language best understood by the student? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 17. Are MDEs, when necessary, conducted in the language best understood by the student? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 18. Is transportation available to LEP students? |
| <input type="checkbox"/> Yes
*but limited | <input type="checkbox"/> No | 19. Is career guidance available to LEP students? |

SUPPORT AND COMMUNICATION SERVICES: Communication Systems

- Yes No 20. Are there methods in place to provide school communications to language minority **families** in a language they can understand?
- Yes No 21. Are assessment results explained to the language minority community in a language they can understand?
- Yes No 22. Is a meeting held at the beginning of each year to inform language minority families of ESL program and other District services?
- Yes No 23. Does the District seek input from parents on information and decisions that affect all critical aspects of the education of LEP students?
- Yes No 24. Are there methods in place to provide school communications to **students** who are not proficient in English?
- Yes No 25. Are language minority parents or guardians of special education students notified of procedural safeguards in their native language or preferred mode of communication?
- Yes No 26. Is there a parent advisory committee to the ESL program?
- Yes No 27. Does the school community understand the goal of the ESL Program?
- Yes No 28. Do staff, who work with families in the identification of PHLOTE students, speak and understand the appropriate language(s)?
- Yes No 29. Has the school community been informed of the legal requirements for the ESL program?
- Yes No 30. Does the school community understand the roles of the ESL program staff?
- Yes No 31. Does the community at-large understand the goal of the ESL program?

IV. STAFF DEVELOPMENT

- Yes No 1. Is a needs assessment conducted for staff development?
- Yes No 2. Are goals established?
- Yes No 3. Is a realistic plan developed and implemented?
- Yes No 4. Do ESL staff members participate in the planning of in-service activities?
- Yes No 5. Are there staff development offerings about LEP students available to all staff?
- Yes No 6. Are equitable resources dedicated to staff development of ESL program teachers?
- Yes No 7. Is clinical supervision a part of the staff development plan? If "yes" who is responsible for it? Building Principal
- Yes No 8. Is on-going peer coaching a part of the staff development plan?
- Yes No 9. Are persons who administer special education assessments to LEP students especially trained in the evaluation process?
- Yes No 10. Is there evidence that staff development has met its goals?
- Yes No 11. Have staff who administer the District's LEP student identification procedures received special training on these procedures?
- Yes No 12. Are all school staff knowledgeable of the procedures for identifying students who have a primary language other than English (PHLOTE)? If "no" explain why not?
- Yes No 13. Has the District trained the staff who administer, evaluate and interpret the results of the assessment methods used?
- Yes No 14. Have the needs of the ESL program been considered in the development of the District staff development plan?