



Stafford Township School District

English as a Second Language (ESL) Protocol:

Planning for English Language Learner (ELL) Success

Introduction

The Stafford Township Public Schools strives to create a learning environment that encourages assimilation into the second language and culture while maintaining respect for and pride in their cultural and linguistic heritage. The English as a Second Language (ESL) program delivers comprehensive instruction so that these students can attain the goals and outcomes as set forth by the state. Programs for English language learners (ELL) reflect the state's guiding principles in providing unlimited opportunities to reach high expectations, equal access to quality education based on standards, new and motivating challenges to inspire excellence, and total accountability.

This guide offers guidance to administrators and teachers in addressing the linguistic and educational needs of the English language learner by identifying students and developing programs that recognize their diverse ethnic and cultural backgrounds and experiences. The English as a Second Language (ESL) program supports research-based best practices and is aligned with the state and English language proficiency standards.

English as a Second Language

The Stafford Township Public Schools provides a program for English language learners (ELL) to increase students' English language skills so their academic performance is equivalent to native English-speaking students of the same age and grade level. The focus is to provide the educational opportunities that will enable the ELL to be an independent learner, successful in the classroom, and a productive member of society. The ESL program provides consultation at the pre-kindergarten level and a continuum of services from kindergarten through sixth grade that develops both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

The Home Language Survey, performance on language proficiency assessment, records reviews, and referrals are used to identify potential students eligible for the ESL program. These results, along with the student's academic performance, are used to determine eligibility for program placement and services.

Using a variety of program delivery models and providing a continuum of support services, general education and ESL teachers have a shared responsibility to ensure all ELLs reach full educational parity with their native English-speaking peers, and to provide a language-rich environment that promotes high expectations for academic achievement. ELLs are immersed within the general curriculum and receive instructional services through support in a collaborative classroom.

The ESL program for ELLs encompasses both social and academic needs. ELLs can develop social and academic language at the same time. Emphasis is placed on supporting the student's performance and mastery of English in the content areas. Learning language through the content areas enables the student to acquire age/grade appropriate content standards while developing English language proficiency. While English is the language of instruction, students are encouraged to continue to develop proficiency in their first language as they acquire English. Teachers of ELLs are encouraged to validate the first culture and language by connecting the curriculum with the student's personal experiences while providing a bridge to English proficiency.

Goals of the ESL Program

The overall focus of the English as a Second Language Program is to provide opportunities for ELLs to reach full parity with their native English-speaking peers. The three broad goals set forth in the Teachers of English to Speakers of Other Languages, 1997 (TESOL) *ESL Standards for Pre-K-12 Students* provide the foundation for the design of our English as a Second Language program. Through English language instruction, the ELL works toward attainment of these ESL proficiency standards and goals, achievement and realization of long term personal, social, and economic success in an English speaking society. The goals are to:

1. Use English to communicate effectively in a social setting.
 - a. Use English to participate in social interaction;
 - b. Interact in, through, and with spoken and written English for personal expression and enjoyment; and
 - c. Use learning strategies to extend communicative competence.
2. Use English to achieve academic standards in all content areas.
 - a. Use English to interact in the classroom;
 - b. Use English to obtain, process, construct, and provide subject matter information in spoken and written form; and
 - c. Use appropriate learning strategies to construct and apply academic knowledge.
3. Use English socially and in culturally appropriate ways.
 - a. Choose appropriate language variety, register, and genre according to audience, purpose and setting;
 - b. Vary non-verbal communication according to audience, purpose and setting; and
 - c. Use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Identification and Referral for Assessment/Evaluation

The procedure begins with the completion of the Home Language Survey or with the submission of a referral.

1. Home Language Survey

All parents are asked to complete the Home Language Survey at the time of registration regardless of the student's language, race, or ethnicity. A copy of Home Language Surveys are provided to the ESL teacher by the registrar office whenever the parent has indicated a language other than English is spoken in the home. The ESL teacher reviews the educational records of all potential ELLs identified through the Home Language Survey. Based on this review of the surveys, the ESL teacher reviews the records of students with possible ESL needs, compiles a list of all such students, and, if considered necessary, refers the children for assessment/evaluation.

2. Referral

A student experiencing academic difficulty may be referred for ESL services by the classroom teacher, the parent, or the Child Study team. The referring individual completes an ESL referral form and submits the form to the ESL teacher. The ESL teacher ensures the file contains a Home Language Survey, reviews the educational records and interviews the parents to determine if there is a second language influence. If considered necessary, the ESL teacher refers the child for assessment/evaluation.

Assessment and Evaluation

Stafford Township has established and implemented uniform procedures for the assessment of English proficiency in the areas of listening, speaking, reading, and writing in order to place students in appropriate instructional programs. The ESL teacher(s) or other appropriate personnel will administer the approved language proficiency test and use other performance indicators to screen, place, and exit students from the ESL program.

Eligibility

If the ESL teacher(s) and general education teacher(s) determines that the child's academic problems are influenced by another language, the team may determine the child eligible for ESL services. The ESL teacher notifies the parents of that determination and obtains parental consent to provide services. The ESL teacher screens the child and develops a program based on the student's functional level of language.

Instructional Programs

The ESL program provides the ELL with full access to the curriculum through a continuum of service delivery options. The overall program goal is to increase the student's English language skills so his/her academic performance is equivalent to native English-speakers of the same age and grade level. Placement and the type and level of ESL services may vary since their design depends on the individual student's needs and the recommendation of the team. ESL services may include in-class assistance, a pullout program, consultation, or a combination of different service delivery models.

Annual Report

Information for the Annual ESL Report will be collected electronically through the student information system during the last quarter of the school year. The date for the extraction will be sent to the schools through a memo from the ESL Department. The report will include information such as: the number of students in the ESL program, their level of English proficiency, the amount of time the student receives ESL services, and if the student participates in any other student support program (Gifted & Talented Education, Special Education, etc.).

Annual Program Evaluation

The ESL teacher(s) conducts an annual review to determine if the program is achieving the established goals. Program review includes student identification, assessment, instructional services, and monitoring student progress.

Stafford Township School District Home Language Survey

Dear Parents/Guardians:

In order to improve the plans for your child's educational needs, we are asking you to answer the questions listed below regarding your child's native language*.

Please answer all questions and sign the form.

If you have any problems or need help with answering the questions, please see the principal at the school your child attends.

Thank you for your cooperation.

*Definition of native language from New Jersey Department of Education: the language first used by student, or the language most often spoken at home regardless of the language spoken by the student.

Student's Name: _____ Date: _____

School: _____ Grade: _____

1. What language do you most often use when speaking to your child? _____
2. What language did your child first use for communication? _____
3. What language does your child most often use when speaking to brothers, sisters, and other children in the home? _____
4. What language does your child often use when speaking with you or other adults in the home? (Grandparents, aunts, uncles, etc.) _____
5. What language does your child most often use when speaking with friends or neighbors? _____

In which language do you wish to receive communication?

Parent/Guardian Signature

Date

For School Use Only

Language: _____

Code: _____

Date

Dear Parent or Guardian of _____,

This past spring, English Language Learner (ELL) students in grades kindergarten through twelfth grade participated in the administration of the ACCESS for ELLs® language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for ELL students throughout the state of New Jersey, and in other states. With this information, we will be able to monitor individual ELL student progress on an annual basis.

Enclosed you will find (your child's) results on ACCESS. The Parent/Guardian Report provides information about your child's **English Language Proficiency Level**. This information is for you to review and keep.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact me at 609-978-5700, ext. _____.

Educationally yours,

(Administrator/Director's Name)

Enclosure
mmc (ELL Access Cover)

Date

Dear Parents/Guardians of _____,

Your child, _____ has been selected for participation in the ESL Program based on the results of the entry criteria of the Stafford Township School District.

This determination was made after evaluating the linguistic needs of the student. ESL education offers the non-native English children the same quality education offered in the English program with the added advantage that these children can utilize the native language skills while learning English. The determination was made using: (list factors here, or based on placement in previous district, etc).

Your child will be with _____ (ESL, Interventionist) for _____ per week.

If you need additional information regarding available services or to decline program services, please contact me at 609-978-5700, ext. _____ or email be at _____.

Educationally yours,

(Administrator/Director's Name)

mmc (ELL New)

Date

Dear Parents/Guardians of _____,

Your child, _____ has been selected to continue participation in the ESL Program.

This determination was made after evaluating the linguistic needs of the student. ESL education offers the non-native English children the same quality education offered in the English program with the added advantage that these children can utilize the native language skills while learning English. The determination to continue in the program was made using: (list factors here, or based on placement in previous district, Access Score, etc).

Your child will be with _____ (ESL, Interventionist) for _____ per week.

If you need additional information regarding available services or to decline program services, please contact me at 609-978-5700, ext. _____ or email be at _____.

Educationally yours,

(Administrator/Director's Name)

mmc (ELL Continue)

Date

Dear Parent or Guardian of _____,

This letter is to inform you that your child _____ has met the criteria for leaving the English as Second Language Program.

Beginning in the (enter school year) school year, your child will attend monolingual classes at the grade level assigned by the school principal.

If you have any questions regarding this placement please contact me please contact me at 609-978-5700, ext. _____.

Educationally yours,

(Administrator/Director's Name)

mmc (ELL Exit)