

De Soto School District
ESL Identification and Services
(English as a Second Language)

The De Soto School District will identify and assess the needs of a student whose native or home language is other than English and will provide appropriate programs to address their unique needs. The District will also take steps to ensure to the maximum extent practicable that the interests of ELL students are included in the development and implementation of District programs and services that are offered by the District to and for its student body.

A **Language Minority** student is a student whose native, dominant or home language is a language other than English. They are still considered to be a Language Minority student, even if they are proficient in the English language.

A **Limited English Proficient** student is a Language Minority student whose proficiency in reading, writing, listening or speaking in English is below that of their peers. A Language Minority student, therefore, may or may not be considered to be Limited English Proficient.

English Language Learner- Refers to a Language Minority student with limited English proficiency.

English for Speakers of Other Languages (ESOL) - Refers to instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

1. Structured ESOL immersion involves a bilingual teacher and a self contained teacher.
2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. Pull-out ESOL periodically removes the students from the regular classroom for instruction in English.

Language Instruction Education Program- An instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting state academic achievement standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

IDENTIFICATION: All students will be screened upon enrollment to determine if an ESL situation exists. This will be accomplished by interviewing parents to get a history of the student's language skills. In addition, all students in the district will have in their permanent file a completed Student Home Language Survey.

ASSESSMENT: Any student who is identified as ESL will be informally screened by a building counselor to determine if further assessment is needed. Informal screening will consist of observation of the student's functional use of language and reading skills. If further assessment is required the student will be referred to the District Director of Special Services who will arrange for an assessment of the student's level of English proficiency.

SERVICES: If the results of the Woodcock-Munoz indicate that a student is LEP (Limited English Proficiency) a multidisciplinary team will convene to determine services. Services may include the following:

1. Title I Programs
2. Tutoring by certified teaching staff
3. Pull-out services provided by ESOL (English for Speakers of Other Languages)
4. Interpreter contracted through the International Language Center

Each student will have on file a written ESL student plan, which states services the student will receive for the school year.

EXIT CRITERIA: Students will be reassessed on the Woodcock-Munoz when the multidisciplinary team feels the student has achieved language proficiency in English. Students must score at Level 4 to exit the program.