

Language Support Programs



for Limited English Proficient students

Grades K-4
August 2011

Identification of Students

HCPS identifies students to participate in the Language Support programs based on the federal government definition of (LEP) Limited English Proficient students

An LEP student is classified as one:

- (A) Who is age 3 – 21
- (B) Who is enrolled ... in an elementary school or secondary school
- (C) Who was not born in the United States or whose native language is ...other than English; and who comes from an environment where a language other than English is dominant...AND
- (D) Whose difficulties speaking, reading, writing or understanding English may be sufficient to deny the individual
 - a. The ability to meet the state's proficient level of achievement on State assessment
 - b. The ability to achieve successfully in classrooms where the language of instruction is English; or
 - c. The opportunity to fully participate in society.

[P.L. 107-110, Title IX, Part A, Sec. 9101, (25)]

Language Support Programs

The Language Support Programs of HCPS serve culturally and linguistically diverse students whose native language is not English. The objective of the program is to provide students with the English and academic skills needed to be successful, active participants in the local community.

The Foundation for Our Program

- Long term research by Virginia Collier and Wayne Thomas shows that content-based instruction is a more effective program model than pull-out.
- HCPS is committed to training all teachers in the Sheltered English instruction model, which provides academic instruction in English while focusing on the development of English language skills.

Determining a Student's Level

Students take English Language tests when they enroll and at the end of each school year. These language tests determine a student's English Language Proficiency in the four language domains: listening, speaking, reading, and writing. The results of these assessments determine a student's English Language Proficiency Level.

Description of Instructional Support for each English Proficiency Level

Based on the state ELP (English Language Proficiency) standards, HCPS identifies LEP students as levels 1 through 6.

Level 1 (Entering)

Level 1 students who have recently arrived in the United States are placed in the Newcomer English Program. Some Level 1 students are placed in designated LEAP (Language Enrichment for Academic Progress) classrooms while other Level 1 students receive support from an ESL teacher during the school day.

Level 2 (Beginning)

Most Level 2 students are placed in mainstream classrooms and receive support from an ESL teacher during the school day. Some Level 2 students participate in LEAP.

Level 3 (Developing)

Most Level 3 students participate in mainstream classrooms. They receive reading, content, or math support as needed.

Level 4 (Expanding)

Level 4 students participate in mainstream classrooms. They receive reading, content, or math support as needed.

Level 5 (Bridging)

Level 5 students participate in mainstream classrooms. They receive reading, content, or math support as needed.

Level 6 (Reaching)

Level 6 students have demonstrated English proficiency on the annual English language assessment. They have been exited from the language support program and are no longer considered LEP.

* Services for students with disabilities will be addressed in the students' IEP (Individualized Education Plan).

Length of Time in Language Support Program

Our goal is for each student to advance at least one level each year; however, some students may take longer and others will move more quickly. Research shows that achieving academic proficiency in English may take 7 – 10 years for students who have limited schooling in their first language and 4 – 7 years for students who have a strong education in their first language.

For more information contact:

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Parental Rights & Responsibilities

- You have the right to understand your child's level of English proficiency.
- You have the right to understand the ESL program in your child's school.
- You have the right to remove your child from the recommended support service.
- You have the responsibility to make sure your child attends school regularly.
- You have the responsibility to support your child's education at home by:
 - Reading to your child and encouraging your child to read (either in your first language or in English).
 - Talking with your child about school.
 - Encouraging your child to complete homework assignments.

Research shows that children who are literate in their first language perform much better in school than children who are not literate in their first language. Please continue to interact with your children in your first language and to encourage them to become bilingual.

"Parents are a school's best friend."

- Henderson (1988)