

S.A.S. E.S.O.L. PROGRAM COMMUNICATION



SHANGHAI AMERICAN SCHOOL
E.S.O.L. Department
PROGRAM COMMUNICATION

FOR PARENTS, STUDENTS AND FACULTY

ELEMENTARY SCHOOL

Puxi and Pudong campuses

MIDDLE SCHOOL

Puxi and Pudong campuses

HIGH SCHOOL

Puxi and Pudong campuses

SEARCH.SASCHINA.ORG/ESOL

SAS ELEMENTARY SCHOOL E.S.O.L. PROGRAM COMMUNICATION

Essential communications between Elementary School ESOL teachers and the SAS community throughout the school year.



Beginning of year



COMMENCEMENT: August

ESOL Placement Letter advising you of your child's placement on the ESOL program

Parent Survey asking about your language background

OPEN HOUSE:

Program Information will be shared through a booklet/brochure

Teacher biographies including contact information

Mid/during year



REPORTS AND CONFERENCES:

ESOL Reports are issued at the conclusion of each school quarter.

End of quarter dates:

Quarter 1: October 21

Quarter 2: January 13

Quarter 3: March 24

Quarter 4: June 6

Parent Conferences:

November 3rd & 4th

April 13th & 14th

Reading Lists detailing appropriate books for your child's reading level

Bookmarks: sets of guiding questions that you can ask your child in order to provide you with a tool to help read with your child

Reading, writing, speaking and listening development review with your ESOL teacher or classroom teacher

End of year



SUMMER CARE PROGRAM:

Summer care package:

Selection of study material for the summer vacation.

Dear Parents,

Please feel free to contact your child's ESOL teacher at any time to discuss your child's welfare, your concerns, your dreams, and hopes. Each teacher is available via email.

Your child's teacher will contact you when your child has been notably brilliant, caring, or inspiring to celebrate that success with you. We will of course contact you if we have concerns for your child.

You can find out more about our program at <http://search.saschina.org/esol>



SAS MIDDLE SCHOOL E.S.O.L. PROGRAM COMMUNICATION

Essential communications between Middle School ESOL teachers and the SAS community throughout the school year.

Beginning of year



ORIENTATION PROGRAM:

Letter home from ESOL teacher to students and parents and **Open House** introduction to program, testing, progress, reporting, and exit. Introduction to teachers and their availability both in and out of class time. Review of resources and opportunities such as homework programs and ESOL website.

TESTING & SCREENING:

MacI testing of *all* students who are new to SAS program, including those who are not part of the ESOL program.

Questionnaire/self-evaluation to be run in HomeBase for *all* SAS students. Additional concerns are flagged and followed up.

Student portfolios commence, including verification of transferred internal documentation.

Mid/during year



MacI test is applied for student concerns that are raised by core teachers and/or ESOL teachers.

TRANSFERS: Students transferring between campuses receive a **letter**, which explains the key features and differences between the Puxi & Pudong ESOL programs.

ESOL students are greeted by their grade-level ESOL teacher as a **first point of contact**. The ESOL teacher provides an introduction to the program and expectations.

TESTING & MONITORING:

ESOL teachers monitor core grades and testing such as **E.R.B.** Grade 6 uses **D.R.A.** to monitor progress from elementary to MS levels.

E.S.O.L. Reports issued **quarterly**. Results and issues discussed in **parent-teacher conferences**.

Student portfolios are updated with E.S.O.L. reports, core grade results, work samples and MacI results.

End of year



EXIT, TRANSITION & MAINTENANCE PROGRAMS:

TESTING: **MacI** test applied in March (Grade 8) and May (Grades 6 and 7)

Transition meetings and transfer of documentation between schools

Exiting students receive a letter that states formal exit from program.

Continuing students receive a letter of continuance.

Both letters contain **information and advice for language maintenance over the summer break**, including reading lists, suggested summer programs, and ideas to keep language development alive.

ES-MS & MS-HS TRANSITIONS:

Students receive **formal introduction** to ESOL program in their new school, including a letter outlining program features & differences.

Student portfolios transferred to next year level.



SAS HIGH SCHOOL E.S.O.L. PROGRAM COMMUNICATION

Essential communications between High School ESOL teachers and SAS parents

Beginning of year



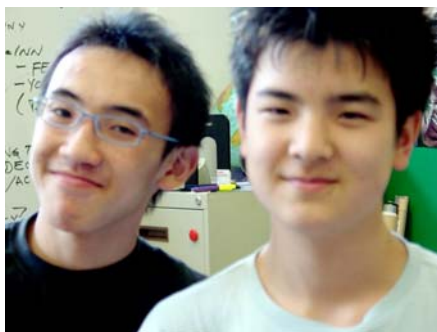
Letter home from ESOL teacher to students and parents on the first week of school, plus **Open House** presentation of ESOL program to parents explaining:

- I. Entry and exit criteria*
- II. Monitor status student expectations and support*
- III. Benefits for students (accommodations policy*, Language Center priority*, sheltered and mainstream support*)
- IV. English proficiency testing procedures in reading, writing, listening, and speaking*
- V. ESOL Report Card*
- VI. How parents can help at home*

Email and telephone exchange between teachers, parents, and students.

** Translations provided to parents in Mandarin and Korean*

Mid/during year



End of September for Monitor students only: mid-quarterly assessments of student progress by ESOL and Core Teachers

October 21: Report Cards and ESOL Report Cards

November: Parent-Teacher Conferences

End of December for Monitor students only: mid-quarterly assessments of student progress by ESOL and Core Teachers

January 13: Report Cards

End of February for Monitor students only: mid-quarterly assessments of student progress by ESOL and Core Teachers

March: Report Cards and ESOL Report Cards

End of April for Monitor students only: mid-quarterly assessments of student progress by ESOL and Core Teachers

Check points



Further communication between SAS ESOL staff and the parent community

April:

Parent-Teacher Conferences

May:

Letter to Parents of Recommended Summer Reading for Students*

June:

Report Cards and ESOL Report Cards

For Monitor status students: one-on-one Student-Teacher Conference; review of mid-quarterly assessments by Core Teachers; final exit from program

Email and telephone exchange between teachers, parents, and students.

SAS HIGH SCHOOL E.S.O.L. PROGRAM COMMUNICATION

Essential communications between High School ESOL teachers and SAS students



Beginning of year



Student Orientation Program: In Weeks One and Two, teachers will explain to students:

ESOL Student Rights and Benefits: homework and test accommodations, teacher schedules and availability, priority in Language Center

ESOL Report Cards: what will be reported to parents, what skills are important and what behaviors are expected*

ESOL Exit Criteria Checklist: how students are assessed for exit; skills that must be demonstrated; schedule of exit interviews

Monitor status: requirements to be satisfied over one semester to retain **Exit status** (including regular one-on-one conference time with ESOL teacher); mid-quarterly assessment by Core teachers.

Individualized



Week One:

English Language Development Assessment (ELDA) given to all ESOL students as beginning-of-year measurement of skills in reading, writing, and listening.

Student Portfolios created to store student work and records throughout the year.

Holistic Writing Sample taken from all HS students at beginning of year to determine current writing skills and set goals for the year.

Weeks One and Two:

Questionnaires on students' Learning Styles, Multiple Intelligences, Interests and Backgrounds

Massachusetts English Language Assessment—Oral (MELA-O) given to all ESOL students at beginning of year to assess speaking proficiency level.

Weeks Three and Four:

Qualitative Reading Inventory-3 (QRI-3) given to all ESOL students at beginning of year to assess reading grade-level and reading strategy skills.

Ongoing/end of year



Support Mid/During Year

One-on-one Student-Teacher Conferences/Support (ongoing)

December: Mid-term conference, evaluation of progress, revision of goals, possible exit interviews. For students in Monitor status: review of mid-quarterly assessment by Core Teachers; final exit from program

End of Year

April/May: ESOL teacher advises Grade 9 students on Grade 10 course selection.

May: **Qualitative Reading Inventory-3 (QRI-3)** given to all ESOL students to assess end-of-year reading grade-level and improvement in reading strategy skills.

English Language Development Assessment (ELDA) given to all ESOL students as end-of-year measurement of skills development in reading, writing, and listening. **Massachusetts English Language Assessment—Oral (MELA-O)** given to all ESOL students at end of year to assess development of spoken English proficiency. **Summer reading/movie list** given to students (based on English, History, and Science curriculum for next year)

Exit interviews/overview of next year

For Monitor status students: review of mid-quarterly assessments by Core Teachers; final exit from program



SAS HIGH SCHOOL E.S.O.L. PROGRAM COMMUNICATION

Essential communications between High School ESOL teachers and SAS faculty

Beginning of year



Before Week One:

New Teacher Orientation: Presentation of ESOL program, practices, and procedures.

Faculty Orientation: Presentation on mainstream and sheltered programs; referral procedures

Scheduling of Monitor status students into classes with mainstream ESOL support as far as possible

Confirmation of ESOL student rosters with prior year's ESOL teacher.

Week One:

ESOL teachers inform all faculty of ESOL/Monitor students by grade level.

Mid/during year



Beginning of each Science Trimester: Inform science teachers of ESOL/ Monitor students in their new classes

Each Mid-Quarter:

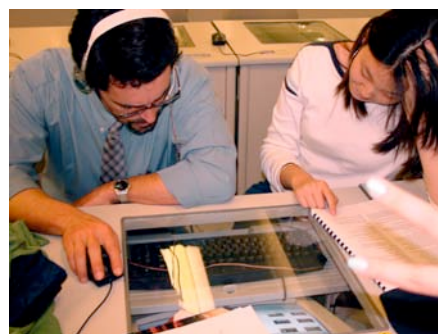
- I. ESOL Teacher meets with Core Teachers to discuss and document student progress in the classroom
- II. ESOL Teachers, Heads of Department in Core Areas request referrals
- III. ESOL Teacher with Core Teachers evaluates progress of students on Monitor list

End of Each Quarter: ESOL Teacher meets with Core Teachers to jointly fill out **ESOL Report Cards**

December: ESOL Teacher meets with core teachers to discuss and document student performance in relation to ESOL Program Exit Criteria. ESOL Teacher, with Core Teachers, evaluates progress of students on Monitor list

February: **Vertical Meeting** with Grade 8 Pudong/Puxi ESOL teachers to discuss placement for next year

End of year



May

ESOL Teacher meets with core teachers to discuss end-of-year **exit** from ESOL program for all students meeting the criteria

ESOL Teacher, with Core Teachers, evaluates **progress** of students on **Monitor list**

Summer reading/movie list given to ESOL Grade 8 Pudong/Puxi ESOL teachers (based on English, History, and Science curriculum for next year)

Portfolio/ESOL Folder hand-offs to next year's ESOL teachers (8-9, 9-10)