

Rogersville City School English as a Second Language Program Procedures (revised 09/25/2023)

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STUDENT IDENTIFICATION

Every student who enters the Rogersville School System completes a Home Language Survey (HLS) to determine if there is the influence of a language other than English. This will identify any languages other than English that are:

- First learned or acquired by the student;
- Used by the student in the home; and/or
- Used by the student with friends outside the home.

The three questions are as follows:

1. What is the first language this child learned to speak?
2. What language does the child speak most often outside of school?
3. What language do people usually speak in this child's home?

If any language other than English is listed on the HLS, the student will be classified as a Non-English Language Background (NELB) student. Copies of the HLS will be maintained in the NELB's cumulative folder and in the ESL Specialist's files.

STUDENT LANGUAGE ASSESSMENT

If a language other than English is identified in any of the responses to the Home Language Survey, the student will be classified as having a Non-English Language Background (NELB). A State approved placement assessment (WIDA Screener) is then administered by the ESL Specialist to determine if the NELB student should be identified as being Limited English Proficient (LEP) in listening, speaking, reading, and/or writing. If the student is identified as LEP, parents are notified that their child is eligible for ESL services that will be provided for their child as an English Learner (EL). Should the parent choose to waive services, ESL services will be provided through the classroom teacher(s). The students will remain EL until he/she has scored at a level to exit based on the state approved proficiency assessment (WIDA ACCESS 2.0; WIDA Alternate).

Annually, in the spring (February/March testing window), all EL students will be reassessed with the WIDA ACCESS 2.0 to re-establish eligibility, assign specific level of proficiency, measure progress, and determine readiness to exit the ESL program.

ESL PROGRAM PARTICIPATION

The ESL program is designed to meet the educational needs of all EL and Transition (T1-T4) students. The ESL curriculum provides for the development of English language acquisition in listening, speaking, reading, and writing. ESL services must be based on the individual EL's needs with the majority of instruction taking place during the EL's regular ELA class.

PERSONNEL RESPONSIBILITY

The ESL Specialist will:

- ❖ ensure the Home Language Survey is completed for all students enrolled.
- ❖ place a copy of the survey in the student's cumulative record and in the student's file located in the ESL classroom filing cabinet.
- ❖ assess the proficiency of NELB students.
- ❖ implement instruction based on Federal and State curriculum guidelines and EL's level of proficiency.
- ❖ maintain logs of EL service and parental contacts.
- ❖ create ILPs (Individual Learning Plans) for each EL on the PULSE platform
- ❖ re-assess each EL in the spring with the WIDA ACCESS 2.0 or WIDA Alternate.
- ❖ communicate with classroom teachers and parents for monitoring progress and/or needed modifications.
- ❖ attend professional development and in-services to maintain current policies, procedures, strategies, and methodology for the ESL program.

ESL Specialist Qualifications and Requirements

All teachers of any language instruction program of English Learners (ELs) must be fluent and competent in the four domains of language as assessed by the English Language Proficiency Assessment: Reading, Writing, Speaking, and Listening. A teacher's fluency in listening and speaking will be documented and evaluated during the interview process.

Reading will be evaluated through the reading and responses that show understanding of the application process. Reading may be satisfied through the college transcript if from an English speaking university. The district may also use a shelf reading comprehension

assessment. Writing fluency can be evaluated within the interview process, requesting a document through an appropriate prompt.

“TEACHER ENGLISH FLUENCY – Each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teacher in any language instruction educational program for limited English proficient child that is, or will be, funded under this are fluent in English and any other language used for instruction, including having written and oral communications skills.” [3116 (c)] No Child Left Behind Act of 2001

Annual Parent Notification

Parents will be notified of their student’s ESL service status each year. Families of continuing ELs will receive a notification that contains their student’s Spring WIDA ACCESS scores, as well as a notice that the student is continuing to receive ESL services from the ESL Specialist. Families of students whose WIDA ACCESS scores meet the exit criteria will receive notification that their child is exiting direct ESL services and will become a Transition 1 or Transition 2 student. Whenever possible, this information will be communicated to families in face to face meetings at the beginning of the school year.

TRANSITION AND EXIT

According to TN ESL Rules, a Transitional LEP Student (T1, T2, T3, or T4) refers to a NELB student who was classified as an EL, has taken the WIDA ACCESS 2.0 or WIDA-ALT and attained a proficiency score of 4.4 Composite/4.2 Literacy. These students will be monitored for four years after meeting these criteria. The ESL Specialist will be responsible for communicating frequently with the T1-T4 student’s regular classroom teachers to monitor and ensure successful transition to the regular classroom. After this four-year period of monitoring, the T4 student will be allowed to exit the ESL program.

Reclassification Procedure

During transition from EL to mainstream student, interventions such as access to Tier 2 and Tier 3 remediation are used as needed. If an intervention will not suffice or does not meet the student's individual academic needs, the student may be re-coded as EL and served through the ESL program. Parents must be notified and should sign permission for this status change. All other avenues of student support should be exhausted before the reclassification procedure is used, including:

- Tier 2 and Tier 3 interventions- If a Transitional EL student demonstrates difficulty in the general education classroom or fails to meet ILP benchmarks, academic interventions should be provided by a general classroom teacher or a teacher with an ESL endorsement.
- Wrap around support from classroom teachers, the ESL Specialist, interventionists, school guidance counselors, and other academic and non-academic personnel
- Revision to goals and expectations- Revising goals to reflect students' rate of progress and capabilities
- Meeting with students and parents to determine any obvious issues contributing to student difficulties and to formulate a plan for success
- Other supports as decided by the ILP team. These may include opportunities for tutoring or small group settings

If all avenues of additional academic and non-academic support are exhausted, the ESL Specialist will notify the school administration, the Federal Projects Director, the District Testing Coordinator, and the student's family that the student is being reclassified as an EL. This reclassification will be evaluated at the end of the fall and spring semesters.