

DUPLIN COUNTY SCHOOLS



**English as a Second Language
(ESL Plan)
Revised
August, 2019**

INTRODUCTION

The procedures in this program for limited English proficient students (LEPs) meet the requirements of Title VI to provide English language for the effective participation of all language minority students in the educational programs of the Duplin County Public School System. (Information in this area is provided in the May 25th Memorandum, 35 Federal Register 11595, 1970, "Identification of Discrimination and Denial of Services on the Basis of National Origin," which was accepted as a valid interpretation of Title VI requirements by the U. S. Supreme Court in *Lau vs. Nichols*.)

These policies apply to language minority students who are learning English as a second language, both those who are new arrivals and those who, though born in the United States, are reared in an environment in which the English language is not used.

The procedures in the following pages are a response to the obligations of the Duplin County Public School System:

- (1) to develop an alternative program to meet the needs of language minority students, and
- (2) to evaluate the results to determine that this program is working as anticipated, and to provide modifications if it does not meet these obligations.

According to the Office for Civil Rights, a district is in compliance with Title VI when it offers an alternative educational program that effectively teaches English to language minority students and moves them into the mainstream educational program within a reasonable length of time.

In order to move these students into the mainstream educational program in a reasonable length of time, Duplin County Public School System has developed appropriate alternative procedures and policies to meet the special needs of limited English proficient students (LEPs).

PROGRAM FOR LIMITED ENGLISH PROFICIENT STUDENTS (LEPs)

The Duplin County School's Limited English Proficient (LEP) Program is designed to provide intensive English language development services to non-English and limited English speaking students using:

- (1) English as Second Language (ESL) teaching methods in ESL, immersion classes, and
- (2) Specially Designed Academic Instruction in English/SDAIE (or "sheltered") SIOP teaching methods in self-contained, core and content classes, as indicated in the PROGRAM DESCRIPTION section that follows.

The program enables students to gain competency in English (listening, speaking, reading, and writing; academic vocabulary) and to progress academically through school to meet all graduation requirements. The overall goals of this program are:

To prepare limited English proficient students (LEPs) to become productive citizens in our schools and communities.

To provide for the effective participation of all LEPs in the educational programs of the Duplin County Public School System.

To enable LEPs to gain competency in English (listening, speaking, reading, writing, and academic vocabulary) and to progress academically through school to meet all graduation requirements.

To effectively teach English to LEP students, as well as content area concepts and language, and to move them successfully into the mainstream educational program within a reasonable length of time.

To provide LEPs in core and in all content areas or self-contained classes effective instructional opportunities for the acquisition of academic concepts and academic vocabulary, as well as academic achievement. To provide opportunities to LEPs for personal, linguistic, academic and emotional growth.

To ensure that LEPs are given the opportunity to compete on an equal footing with their English-speaking peers.

PHILOSOPHY

The Duplin County Public School System believes that all children must have an equal opportunity to develop their potential, regardless of their national origin or their home language.

The student's perception of educators' attitudes toward his/her language and culture is as significant as the cognitive/academic proficiency in English to reaching her/his potential in our schools. It is the responsibility of the Duplin County Public School System to ensure that the limited English proficient (LEP) student in the school system receives an education in an environment that is accepting and respectful to a multilingual, multicultural student population.

PROGRAM GOALS

- To increase each LEP student's proficiency in English (listening, speaking, reading, writing, and academic vocabulary) as quickly as possible so that the student can function successfully in classes where English is the language of instruction.
- To ensure that all LEP students achieve proficiency in the English language adequate for their effective participation in the mainstream education program.
- To increase the LEP student's knowledge of U. S. history, culture, and customs.
- To increase the LEP student's language and social skills necessary for adapting to American society.
- To increase the number of mainstream content area teaching staff trained in the latest methodology.
- To ensure full participation of all LEP students in the ESL program as well as in the mainstream program.
- To increase the training opportunities for LEP parents.

STANDARD OPERATING PROCEDURES FOR PROGRAM ADMINISTRATION

Policy

All language minority students in Duplin County Schools will be provided a comprehensive instructional program that includes ESL. Recognizing that there are several approaches that can be used to meet the needs of students of all levels of ESL proficiency, Duplin County Schools will provide a comprehensive program that provides an appropriate instructional program as a result of an assessment of language proficiency.

Guidelines for Administrators and School Personnel

Duplin County Schools ESL program includes standard operating procedures for program administration that address identification, assessment, and placement of language minority students. The results of ESL student achievement on the State-approved language assessment instrument and on the State annual testing will be reported in an annual evaluation report.

Identification

Duplin County Schools ESL program has established a uniform procedure for the identification of language minority students. The procedure will begin with the completion of the Home Language Survey. All students must complete the Home Language Survey at the time of enrollment regardless of the student's language, race, or ethnicity.

Screening

All students with a language other than English will be given the W-APT, a screening instrument to determine eligibility for ESL services.

Assessment

DCS has established and will implement 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. DCS will administer the approved language assessment instrument.

Instructional Programs

DCS has established instructional programs that are based on sound research and have characteristics of successful programs. The overall program goal is to develop each

student's listening, speaking, reading, and writing proficiency so that the LEP student's performance is equivalent to that of his/her comparable native English-speaking peers before he/she exits the program. The test score distribution of LEP students and native English speakers, initially quite different at the beginning of their school years, should be equivalent by the end of their school years as measured by on-grade-level tests of all school subjects administered in English. (Thomas, 1997)

Annual Language Assessment

The assessment team will assess the language proficiency of all LEP students during the spring testing window each year. The assessment team will report the information to the ESL Director and the testing coordinator.

Annual Reporting, Monitoring, and Program Evaluation

The ESL Lead Teacher will submit an annual report which will include the number of current LEP students with their English language proficiency levels, language assessment results. In addition, the number of LEP students enrolled in special education, compensatory education, gifted programs, etc. will be included. The report will also contain an evaluation of ESL program effectiveness.

Personnel Development

ESL staff will receive training on the State approved language assessment. Additional professional development will be offered to ESL staff in conjunction with the curriculum development/assessment cycle. General education staff will be offered professional development to increase their awareness and skills in providing instruction to linguistically and culturally diverse learners. School administrators will be offered professional development and will be required to certify that they have received and understand the contents and procedures contained in this manual.

Resources to Support the ESL Program

The Director will allocate staff and other resources to schools based on the LEP population identified, assessed, and placed.

ROLES AND RESPONSIBILITIES

Superintendent: Provides leadership and assures that all children's educational needs are being met by the Duplin County Public School System. The Superintendent will assign a designee to direct and coordinate the Limited English Proficient (LEP) Program.

ESL Director: Provides leadership and assures that all students' language needs, including the language needs of limited English proficient students, are being met by the Duplin County Public School System.

- Is aware of Office for Civil Rights (OCR) guidelines.
- Assures that these guidelines are implemented in the district.
- Provides staff development opportunities for Duplin County Public School System personnel and parents to fully understand the requirements implicit in the guidelines.

Principal: Is aware of the OCR guidelines, implements these guidelines in her/his school, and provides training opportunities in the area of second language development and methodologies and cultural awareness. The principal will ensure that each child's culture and language is equally valued in the school.

According to GS 115C-288 the principal has the responsibility for grade placement of all students, including LEP students. The LEP student who has educational records from another country must be placed in a grade level or courses based on those records. The LEP student who does not have documentation or educational records must be placed in a grade level based primarily on her/his chronological age.

LEP students must be placed in a grade level appropriate to their age, within one year. Any variation must be determined by evidence, including a variety of materials relating to educational background and records, and by conferencing with parents and teachers. This process must be documented and maintained as part of the ESL records. On-going training for the teacher(s) in ESL methods for self-contained and content area instruction must be provided as soon as possible.

ESL Lead Teacher: Will support the efforts of the program director. He/she will conduct staff development for classroom and ESL teachers, with a focus on ESL curriculum and classroom modifications. He/she will support ESL teachers in the schools through observation and feedback and as a resource to answer questions. He/she will be available as a resource to schools and teachers wanting to know more about the process students go through in acquiring English and the best strategies to help them.

Teacher [both Mainstream and Specialty]: Works with the ESL teacher to integrate and make the necessary modifications of their instructional plans to meet the needs of the identified limited English proficient (LEP) students.

ESL Teacher: Develops instructional plans that are coordinated and integrated with the mainstream self-contained or content area teacher's instructional plans to meet the needs of the identified limited English proficient (LEP) students. He/she implements effective second language acquisition practices, maintaining the classroom in such a way that an environment conducive to learning is created. The ESL teacher maintains appropriate records on each LEP student, helps provide all students and teachers needed information to understand cultural differences, and assists teachers as they contact and communicate with the parents of LEP students.

- Instructional Responsibilities –
Direct Instruction Model**
1. Plan and deliver instruction for all ESL students in need of specific and intensive ESL classes.
 2. Coordinate instruction with regular education teachers to ensure students are acquiring the language necessary to participate fully in classroom activities.
 3. Incorporate technology in instructional planning and delivery as appropriate.
 4. Assess student progress and adjust instruction accordingly.
 5. Inform students, teachers, and parents about student progress.

- Instructional Responsibilities –
Instructional Support Model**
1. Monitor ESL student progress in the regular curriculum.
 2. Consult with regular classroom teachers regarding appropriate instruction for ESL students.
 3. Support regular classroom teachers by team teaching, modeling, appropriate instructional practices, demonstrating lessons, and evaluating ESL student performance.
 4. Inform student, parents, and teachers about student progress.

- Administrative Responsibilities**
1. Assess English language ability of ESL students using the assessment to identify proficiency level.
 2. Work with administrators, guidance counselors, and classroom teachers to ensure appropriate placement of ESL students.
 3. Maintain records of ESL student progress.
 4. Assist with all ESL testing (February-April)
 5. Monitor progress of mainstreamed ESL students.

- Resource Responsibilities**
1. Provide support to regular education teachers, administrators, and other school support personnel to ensure that ESL students receive appropriate services.
 2. Serve as a member of the IEP team when ESL students are referred for special education placement and/or services.
 3. Provide program and policy information to school personnel, parents, and community members as needed.

Other Professional Responsibilities

1. Encourage parent support and involvement in all aspects of a child's educational program.
2. Promote home-school partnership.
3. Serve as an advocate for ESL students by facilitating positive relationships among ESL students, teachers, counselors, administrators, and parents.
4. Continue professional development. Participate in professional organizations, read professional journals, collaborate with other professionals, both ESL and general education.

ESL Assistant: Works closely with the ESL teacher and the LEPs' mainstream teacher(s). He/she will work with LEP students individually or in small groups under the supervision of the ESL teacher or mainstream teacher while serving as a resource person to help all students and teachers understand cultural differences and helping teachers contact and communicate with the LEP parents.

Guidance Counselor: Will read and evaluate records of LEPs and work with the ESL person in coordinating the registration procedures. She/he will ensure that all LEPs have been identified and are participating in the ESL program, as appropriate. He/she will provide timely and accurate information to the parents of LEP students concerning all promotion and graduation requirements as well as pertinent information about career choices, including college preparation courses and requirements, required examinations, and scholarship opportunities. The counselor will work closely with the testing coordinator and ESL Director in the assessment process.

SPECIFIC ROLES AND RESPONSIBILITIES

A. To Become Familiar with the Legal Aspects of Required Programs for Limited English Proficient (LEP) Students

Responsibility: ESL Director

Level: Central Office

Tools used: Legal documents and required mandates contained within

Timeline: Continuously

Legal Documents:

- Castaneda v. Pickard, 648 F.2d 989 (5th Cir. 1981)
- Title VI of the Civil Rights Act of 1964 (Regulations 34 C.F.R.S 100.3 (a) and (b))
- Lau v. Nichols, 414 U.S. 563, 94 S. Ct. 786 (1974)
- The OCR Title VI Language Minority Compliance Procedures
- Plyler v. Doe. 457 U.S. 202 (1982) Undocumented Children
- OCR's May 25th, 1970 and Subsequent Policy Memorandum
- September 27, 1991, OCR Memorandum: "Policy Update on Schools: Obligations Towards National Origin Minority Students and Limited English Proficiency".

LEGAL CONSIDERATIONS

White House Memorandum

On June 17, 1997, President William J. Clinton signed a memorandum to strengthen Title IX enforcement and address discrimination on the basis of sex, race, color, and national origin in federally conducted education programs and activities. Through the memorandum the President is directing

...agencies to take appropriate action against discrimination in education programs or activities conducted by the Federal Government. Currently, Title VI of the Civil Rights Act of 1964 generally prohibits discrimination on the basis of race, color, or national origin – in education programs or activities that receive Federal financial assistance. However, these laws do not apply to comparable educational programs or activities that are conducted by the Federal Government. I believe it is essential that the Federal Government holds itself to the same principles of nondiscrimination in educational opportunities that now apply to education programs.

Background:

In the later part of the 1960's, the U. S. Office for Civil Rights (OCR) became increasingly aware that many school districts were not providing services for students who were not fully proficient in English. In an attempt to rectify the situation, the former Department of Health, Education and Welfare issued a memorandum to school districts entitled the *Identification of Discrimination and Denial of Services on the Basis of National Origin*. The memorandum, informally known as the May 25th Memorandum, clarified Title VI requirements concerning school district responsibilities for providing equal education opportunity for language minority students.

The May 25th Memorandum stated in part:

Where the ability to speak and understand the English language excludes national origin minority children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

The Memorandum went on to explain that Title VI of the Civil Rights Act of 1964 applies to all school districts. Title VI states that:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

The Memorandum further explained that Title VI of the Civil Rights Act is violated by school districts that are employing the following practices:

Students are excluded from effective participation in school because of the inability to speak and understand the language of instruction. Programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or operate as a dead-end track; or

Parents whose English is limited do not receive notices and other information from the school in a language they can understand.

In 1974, the U. S. Supreme Court upheld the May 25th Memorandum as a valid interpretation of Title VI requirements through a class action suit, *Lau v. Nichols*.

Lau v. Nichols was brought forth on behalf of students of Chinese ancestry that were limited in English proficiency and enrolled in the San Francisco Public School System. The plaintiffs stated that the school district violated the 14th Amendment and Title VI of the Civil Rights Act of 1964. No violation of the students' rights were found in the San Francisco District Court or the Ninth Circuit Court of Appeal, but the U. S. Supreme

Court unanimously rejected the lower Courts' reasoning and overturned the Lau decision. The Supreme Court found that the San Francisco School District had violated the Chinese students' rights under Title VI. Justice William Douglas made the following statement given the provision of the California Code:

Under these state-imposed standards, there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

In December 1985, the Office for Civil Rights outlined its policy regarding the education of language minority students and compliance with Title VI standards. In September 1991, the Office for Civil Rights issued an update to its original document. These two Office for Civil Rights documents, and the May 25th Memorandum outline the relevant legal standards for the Office of Civil Rights' policy regarding discrimination on the basis of national origin in providing educational services to limited English proficient students at the K-12 level.

The Office for Civil Rights has interpreted Title VI to require that school districts take affirmative steps to rectify English language deficiencies, which have the effect of excluding national origin minority children from participation in the educational program offered. Outlined below is a checklist published by the Mid-Atlantic Equity Center to assist districts in evaluating their compliance with the Office for Civil rights standards under Title VI of the Civil Rights Act of 1964. Duplin County Schools' ESL program will use this checklist to conduct annual self-evaluations and prepare accompanying reports.

Identifying ESL Students in Need of Alternative Language Services

Do we have a procedure for identifying ESL students and assessing their language proficiency?

Do our identification and assessment procedures accurately identify and assess all ESL students?

Adequacy of Our Program

Does an expert in the field endorse our language program?

Are there sufficient staffs qualified to teach ESL students in the language program we have chosen?

Do our exit criteria assess listening, speaking, reading, and writing skills? Do our ESL students have access to special education services?

Do our evaluation procedures take into account ESL students' limited English proficiency?

Evaluation

How do we know whether our program is successful?

Have we modified our program when we have found problems with it?

Do ESL students who have exited the program have meaningful access to our school district's curricula?

How do ESL students who have exited the program perform compared to their non-ESL peers?

Is the ESL student dropout rate and in-grade-retention rate comparable to non-ESL peers?

Least Segregative Manner

- Are our ESL students segregated for recess, physical educ., music, or art?
- Are ESL students moved into the mainstream at an appropriate pace?

B. To Investigate Different Approaches to Alternative Language Programs for Students

Responsibility: ESL Director

Level: Central Office

Tools used: Guidelines and legal mandates

Timeline: Continuously

The program chosen by Duplin County Schools, principals, and teachers is considered sound by experts in the field. Duplin County Schools' ESL program is continuously investigating new alternative language programs in order to modify the existing program, if needed.

C. To Develop an Appropriate District Alternative Language Program for LEP Students

Responsibility: ESL Director, Principals, ESL and Content Area Teachers, assisted as needed by other Central Office Staff

Level: Central Office

Tools used: Guidelines and legal mandates
e-Links to other effective and efficient Alternative Language Programs for LEP students

Timeline: Modifications – annually, as a result of program evaluation

The Duplin County Schools are prepared to meet the educational needs of all LEP students in Grades K-12. It is the responsibility of the Central Office personnel to see that this duty is carried out immediately upon the enrollment of LEP students into the district, and throughout their educational experience within the district.

To that effect, the ESL Director, with the full cooperation of school principals, ESL, self-contained and content area teachers and guidance counselors, and other central office staff, as needed, review and revise annually the DCS program for LEP students, making all appropriate and needed modifications. Modifications are made on the basis of the previous academic year's Program Evaluation results, current enrollment figures, and current staff development needs.

D. To Communicate Expectations to Building Personnel

Responsibility: Superintendent
Level: Central Office
Tools used: Communication based on legal documents and on Alternative Language Programs for LEP students, including annual modifications, if any, resulting from Program Evaluation
Timeline: September – Annually

The Duplin County Schools are committed to meeting the needs of limited English proficient students at all grade levels and in all content areas. The Office for Civil Rights (OCR) states (May 25, 1970 and Subsequent Policy Memorandum) that districts are required to take affirmative steps to rectify the language deficiencies of limited English proficient students to help them participate effectively in all aspects of the school curriculum.

In order to meet the requirements of Title VI in serving limited English proficient students, it is imperative that all students who have a primary, native or home language (L1) other than English are identified.

E. To Inform Building Personnel

Responsibility: Principal, ESL Director
Level: School
Tools used: Communication based on legal documents and on Alternative Language Program for LEP students, including annual modifications, if any, resulting from Program Evaluation.
Timeline: September - Annually

Although all staff members at Duplin County Schools sites may not be directly responsible for identifying limited English proficient/LEP students, they must be made aware of the procedures. This will also ensure that any students who have been inadvertently overlooked in the initial identification process may later – as soon as possible and no later than the first site faculty meeting - be identified by any and all staff members.

The ESL Director and/or designee is responsible for ensuring that all building personnel are aware of the Duplin County Schools' Program for LEP Students each school year, and of pertinent modifications made annually, as needed.

F. To Communicate with Parents

Responsibility: ESL Director
Principal
Level: School
Tools used: Guidelines derived from or indicated in legal documents
Appropriate school forms
Communicating with parents about the Alternative Language Program and about special opportunity programs
Timeline: Upon enrollment, PTO meetings or other parent meetings, during scheduled parent conferences, and as needed

The district and schools provide the parents of LEP students with notices containing the same information that is provided to the parents of their non-LEP or English-only peers. To be adequate, such notices are furnished in a language appropriate to the parents, a parent's native language.

The district and schools provide all written information in a timely manner to all parents in each family's preferred language(s), as shown on the Home Language Survey (HLS). The ESL Director is responsible for district communication to the parents; the Principal is responsible for the school communication to the parents in the appropriate language.

The school informs all parents of the purpose of the DCS program for LEP students, and other programs and special opportunity programs offered. This information is communicated in a timely manner in the preferred language of the parent(s) as indicated on the Home Language Survey (HLS) or the enrollment information. Communication occurs upon enrollment via information in the students/parent handbook, and in a cover letter with the Home Language Survey. This information is translated into Spanish and other languages, as needed.

The district and schools maintain a resource list of qualified translators to translate documents for specific language groups. The district and schools utilize these qualified translators instead of utilizing other instructional personnel fluent in English and the language of the parents to avoid instructional disruptions during regular school hours.

G. To Train Staff for Conducting Assessments

Responsibility: ESL Director
Testing Coordinator
Level: Central Office
Tools used: Testing guidelines
Assessment instruments
Attendance roster
Timeline: Annually

The ESL teachers/assistants receive training in the administration of the W-APT (placement) and ACCESS Language Proficiency annually. Guidance counselors will be trained, if needed.

Each fall of a school year, the ESL Director and testing coordinator conduct training for the W-APT test and in January for the ACCESS test. The ESL Director documents annually the training by the attendance rosters.

H. To Provide Staff Development for Teachers of LEP Students

Responsibility: Central Office Personnel
Level: Central Office
Tools used: Best Practices
Attendance roster
Consultants
Timeline: Annually

Staff development must occur to meet various requirements of the districts and the Office for Civil Rights (OCR). In very general terms, this includes training in the following areas:

- Understanding policies/processes for the: identification
- Assessments placement
instructional services
educational progress
documentation parent
notifications,
- Referrals to other programs' services and
monitoring and exiting criteria

This also includes training for all staff members and for mainstream education teachers:

- teachers in all other State/Federal programs, including Special Education
Gifted and Talented Education (GATE, Vocational Education, and all

other educational, curricular and extracurricular programs.

- Training for ESL program teachers and staff in carrying out the ESL program. Training for self-contained and content area teachers on strategies for working with the LEP students.

I. To Meet Staff Development Needs at Schools within the District

Responsibility: ESL Director
ESL Lead Teacher
Level: School
Tools used: Best Practices
Attendance rosters
Timeline: Ongoing

Based on training needs, we concluded that we need assistance from experts in the field of Second Language Acquisition. Since teachers become concerned about how to serve LEP students once they have them in their classrooms, the amount of training, for the past five years, was tied to the number of students at each school. The higher the population of LEP students, the more likely it is that the teachers have regular contact with LEP students in their classroom. Therefore, the teachers at schools with lower numbers did not have as many hours of training. If these teachers wanted more training, it was provided. The teachers at the schools with the most LEP students have had the most comprehensive training.

All schools (administrator and teachers) that have 10% or less identified LEP students will complete 6 hours (.6 CEU) of training each school year that includes cultural diversity. Paraprofessional-instructional assistants/tutors – will complete 3 hours (.3 hours) of training.

All schools (administrator and teachers) that have 11% or more identified LEP students will complete 10 hours (1CEU) of training each school year which includes culturally diversity. Paraprofessional – instructional assistants/tutors – will complete 3 hours (.3 hours) of training.

J. RECRUITMENT PLAN

Responsibility: Superintendent
Director of Human Resource
Level: Central Office
Tools Used: Newspaper, publication, Internet, placement services, etc.
Timeline: Continuously

Duplin County Schools is continuously seeking ESL teachers. The recruitment will include:

advertisements in professional publications and newspapers

Teacher recruitment/job fairs
Phone calls to district
administrators internet, and
Word-of-mouth, etc.

Based on the number of identified LEP students in the preceding school year, DCS projects how many teachers are needed for each school for the next school year. Whenever possible, the ESL teacher and/or assistant should schedule no more than ten (10) children of one language category together because the student's mastery of language is most improved through instruction in small groups. Additional students may be in the class working in content areas with the assistant or working on independent activities. Like other rural counties, DCS has a "serious" problem attracting ESL certified teachers to the area. DCS has trained several ESL teachers, only to lose them to sign-on bonuses in other counties. The district intent for ensuring equal educational opportunities for LEP students at the elementary and secondary levels includes the addition of at least twenty-five (25) additional ESL teachers by 2015.

REGISTRATION PROCEDURES FOR LANGUAGE MINORITY STUDENTS

As language minority students continue to enroll in schools throughout Duplin County, it is essential to follow the procedures that help families feel welcome and expedite the registration process.

These procedures do not apply to the following students:

F-1 Visa: Students in grades 9-12 who come to the U. S. to study for one year.

J-1 Visa: Exchange students usually sponsored by a church or organization.

B-2 Visa: Visiting students

ALL STUDENTS MUST COMPLETE A HOME LANGUAGE SURVEY AND IT MUST BE FILED IN THE STUDENT'S PERMANENT CUMULATIVE FOLDER.

Under no circumstances should you ever ask for a social security card, green card, passport, or other proof of legal U. S. residency (not to be confused with residency in the school's district). As a school employee you are also under no obligation, and are actually forbidden, to make public any information about a student's status as an undocumented resident.

The following procedures are recommended when enrolling a language minority student:

Determine whether or not the family is able to communicate in English. Many families will bring an English-speaking relative or friend if they are unable to speak English.

Keep a list on file of central service staff, school-level staff or members of the community who are bilingual and who are willing to assist the school in situations where the family is unable to communicate in English.

Documents necessary to register:

- a. Parent ID
- b. Legal custody document (if student does not live with parents)
- c. Proof of address (one of the following):

A deed to a home or a lease of an apartment with a Duplin County address and evidence that you are residing in it, such as an utility bill in your name

A voter registration card with an address in Duplin County

Listing of Duplin County address with an employer

Documentation of receiving public assistance at a Duplin County address

- d. Birth certificate
- e. Immunization records

Other helpful information:

Transcripts or report cards

IEP- if the student has been identified as a child with disabilities

INFORMATION CONCERNING WAIVER OF ESL SERVICES

When a parent decides not to enroll a child in the ESL program, or when a parent decides to discontinue ESL instruction before English fluency has been achieved:

Parent must sign a waiver of services.

The ESL teacher at the school will be responsible for monitoring the instruction and testing of the student.

- The student must participate in the annual assessment (until fluency is achieved).
- The student may have modifications in the classroom instruction and on state tests, according to testing guidelines for LEP students.

As long as the student is LEP (according to performances on the ACCESS Test), parents have the right to change their minds and request that their child be placed in an ESL program.

IDENTIFICATION OF LIMITED ENGLISH PROFICIENT STUDENTS

A limited English proficient (LEP) student is one whose home language is other than English, i.e., Spanish, Chinese, Vietnamese, Russian, Albanian, and etc. LEP students are Language Minority Students since they have not fully mastered the language of the majority population, English.

Step 1: Federal Law/Translator/Interpreter's Role

Responsibility: Principal
Level: School
Tools Used: Federal Law
Translator/Interpreter, if applicable
Timeline: At the time of enrollment

The principal is responsible for ensuring that all LEP students are identified. The district has chosen the Home Language Survey (HLS) to identify the LEP students. The principal is responsible for ensuring that translators/interpreters' services are available.

Step 2: Administer the Home Language Survey (HLS)

Responsibility: Guidance Counselor or ESL teacher
Level: School
Tools used: Home Language Survey
Timeline: At the time of enrollment or within five (5) days of first visit to school for enrollment.

The Home Language Survey (HLS) is used to identify limited English proficient (LEP) students. It is only necessary for this survey to be completed once. It should be answered by the parent or guardian of each student upon enrolling or within five days in the school district for the first time.

The principal must guarantee that written documentation regarding each student's primary or home language is maintained in his/her cumulative permanent record file.

Step 3: Conduct Parent Interview

Responsibility: Guidance Counselor
Level: School
Tool used: Parent Interview form
Timeline: At the time of enrollment or within five (5) days of first visit to school.

To gather more information, and/or if previous transcripts and test scores are unavailable, the parents or guardians are interviewed regarding the student's prior educational and social experience. (They are asked questions regarding the number of years of schooling the student has had, what subjects he/she has studied, how well the student has done and

whether the student can read his/her native language.) Written recommendation and observation by current and previous instructional and supportive staff are also consulted when available and appropriate.

ASSESSMENT OF LIMITED ENGLISH PROFICIENT STUDENTS

The purpose for the assessment of identified students who have a primary language other than English (whether these students are National Origin Minority Students (NOMS or not) is to diagnose these students' strengths and weaknesses in the areas of English language proficiency and academic achievement. These procedures should assist in properly assessing each LEP student's level and scope of academic skills and concepts in a linguistic environment that is most advantageous to the student's performance.

Materials, technical assistance, and training for the W-APT/ACCESS tests are provided through the North Carolina Department of Public Instruction and Duplin County Schools Federal Programs. The ESL Director and the testing coordinator are responsible for maintaining these materials.

Every student who answers with a language other than English on the Home Language Survey (HLS) must be administered the W-APT (placement).

Step 4: Assess Student for Placement

Responsibility: Principal

Trained English as Second Language and/or ESL Tutor

Level: School

Tools used: K-12 W-APT Test (Listening, Speaking, Reading, Writing)

Timeline: Within fifteen (15) days of enrollment

All new students identified as having a primary language (L1) other than English are assessed to determine whether or not they are LEP using the W-APT test). Such measures, at a minimum, assess a student's ability to listen, speak, read, write, and understand the English language.

Step 5: Eligibility of student

Responsibility: Duplin County Schools Accountability Department

Level: District

Tools used: W-APT

Timeline: Within five (5) days after completion of W-APT.

Guidance Counselor and/or ESL Staff will forward to the ESL Director the student's W-APT test for completion. Upon completion, the W-APT results will be entered into the W-APT federal database. Eligibility or non-eligibility will be determined at this time. Once eligibility or non-eligibility is determined, the information will be forwarded to the guidance counselor and/or ESL Staff for placement or non-placement.

Step 6: Notification of Placement to Parent/Guardian

Responsibility: Guidance Counselor and/or ESL Teacher
Level: School
Tools used: Notification of English Language Proficiency Test Result and ESL Program Eligibility
Timeline: Within five (5) days after results returned

Following administration of the W-APT, parents must be informed of test results and qualifications for ESL services. Parents are notified of eligibility and placement.

Step 7: Refusal of ESL Services

Responsibility: Guidance Counselor and/or ESL Teacher
Level: School
Tools used: Notification of English Language Proficiency Test Results and ESL Program Eligibility
Timeline: Within five (5) days after results

Parents/guardians have the right to refuse ESL services, and must be notified of the ramifications of this decision. Parent/guardian must understand that if they change their mind about placement of their child in the program, they must notify the guidance counselor and then placement can take place. The student may have modifications in classroom instruction and on state tests, according to testing guidelines for LEP students. These should be documented on the Modifications/Accommodations form.

Nevertheless, the district/school will still be obligated to use appropriate informal means to ensure that the student's English language and academic needs are met.

The ESL teacher and the mainstream education teacher, after conferring to determine the services that can be provided, will develop a Personal Education Plan (Also known as LEP Plan). The services will include daily oral language development with support in the core academic curriculum. A copy of the plan will be kept in the student's profile record and shared with appropriate staff. This plan will be developed annually.

As long as the student is LEP (according to performance on the ACCESS), parents have the right to change their minds and request that their child be placed in an ESL program/site.

ANNUAL ASSESSMENT

Students who have been identified will be assessed annually during the spring testing window to determine program placement or exit from the ESL program.

Procedures for the ESL Student Annual Assessment

- 1: The ESL Testing team coordinates and conducts the annual ESL assessments for all students identified.
- 2: The ESL Testing team creates a testing schedule for each school.
- 3: The ESL team works closely with the ESL Director and testing coordinator.

Parents/guardians must be notified of annual ACCESS test scores. If the annual test results indicate a change in status (i.e., from direct service to consultative, or from consultative to direct service), parents must be notified with an opportunity to refuse services or ask questions. Permission must be given for self-contained classes only. If the test results do not require a change of status, parents must be provided results.

INSTRUCTIONAL PROGRAM PLACEMENT

Step 8: Ensure LEP Students Have Access to Federal/State Programs

Responsibility: Principal

Level: School

Tool used: Federal/State Program Guidelines

Timeline: At the time of enrollment or according to guidelines established by particular programs.

The North Carolina Department of Public Instruction suggests that the following questions be considered when assessing a student's educational background.

- How many years of schooling have the student had outside the United States? How many years of schooling have the student had in the United States? When was the student last enrolled in school?
- What school did the student last attend? In what grade was the student enrolled? Are there any school records?
- What is the educational background of the parents?

Title I Program Part A: Legislation authorizes full participation of eligible limited English proficient students in Title I programs for economically disadvantaged children. It states that "...limited English proficient children are eligible for services on the same basis as other children selected to receive services".

Title I School wide Program: Provides opportunities for all children to meet the State's proficient and advanced levels of student performance.

Title I Targeted Assistance Program: Eligible children are children who are failing, or most at risk of failing, to meet the State's challenging student performance standards.

Migrant Education: The Migrant Education Program (MEP) is authorized by Part D, Subpart 1 of Title I. The program is designed to improve the educational opportunities of migratory children by helping them succeed in the mainstream program, attain grade-level proficiency, and improve achievement in basic and more advanced skills that all children are expected to master.

Vocational Programs: LEP students may benefit from instructional programs, services,

and activities directly related to preparation for and placement in employment, for advanced technical education, or for the making of informed and meaningful occupational choices.

Exceptional Children Program: All students who are determined as qualifying for Exceptional Children programs will receive specific services based upon the Individual Education Program (IEP).

THE DUPLIN COUNTY PUBLIC SCHOOL SYSTEM PROGRAM FOR LIMITED ENGLISH PROFICIENT STUDENTS

Alternative Language Assistance Program

1. Transitional Developmental Spanish Program: The aim of Developmental Maintenance Bilingual Education is to develop and maintain both students' primary language as well as English. Students are provided primary language instruction for a minimum of fifty percent or more of the instructional day as they simultaneously acquire proficiency in English.
2. Self-contained ESL Program: This is a teaching approach in which limited English proficient/LEP students receive instruction in English for the majority of the day with mainstreaming into resource classes (physical education, art, and music/band) with English speaking peers. The self-contained ESL program cannot serve LEP students more than two (2) years unless it is an extreme situation. Extreme situations must be documented by the ESL teacher and reviewed by the School Assistance Team before third year placement. LEP students can continue to receive language services through ESL pullout, inclusion, multi-grade classrooms and team teaching arrangements, etc. Students are also moved into the mainstream education program when they achieve at or above proficiency level on assessment. These assessments include formal testing; observations, anecdotal notes, etc.
3. Mainstream Education Program with ESL pullout: Students spend part of the school day in a mainstream classroom, but are pulled out to receive instruction in English as second language.
4. Inclusion (Mainstream Education teacher and ESL teacher): Inclusion is a planned philosophy of instruction for ESL students in which the regular classroom teacher and ESL teacher work together in one of three distinct ways: **co-teaching, consultation, or classroom support.**

Inclusion should not be confused with submersion; the dated practice of placing students in mainstream classes without a planned program of instruction designed by an ESL teacher. Submersion is not a program model as it is not in compliance with U. S. federal standards as described in the Supreme Court decision, *Lau v. Nicholas* (Thomas and Collier, 1997). Several planned instructional programs can offer practical ways for implementing the philosophy of inclusion. These programs require time for planning and are described in more detail below:

Co-Teaching

The ESL teacher and mainstream education teacher share the responsibility for planning and teaching both the LEP students and the students in the regular curriculum. Co-teaching can be accomplished in many different ways. One way of co-teaching is called a duet in which the teachers take turns teaching. The regular education teacher generally takes responsibility for instructional strategies. Another co-teaching method is called parallel teaching in which the

ESL teacher and the general education teacher divide the class into two groups. A third method of co-teaching called shadow teaching involves the ESL teacher re-teaching the concepts taught by the general education teacher to the ESL students. A final approach to co-teaching involves dividing the students into skill groups; the ESL teacher and the general education teacher work with various groups according to skill level.

Collaboration between ESL teachers and Classroom teachers

The ESL teacher consults with the general education teacher on a regular basis to assist the general education teacher in planning instruction for the ESL students in his/her classroom. The ESL teacher models strategies, presents demonstration lessons, provides resources, and monitors ESL student achievement.

Classroom Support

A paraprofessional works under the supervision of the ESL teacher and the general education teacher to provide assistance to identified ESL students.

1. Scheduled ESL Classes: ESL students are placed into ESL classes as part of their instructional day. The ESL teacher is responsible for developing the ESL students' academic, cognitive, and linguistic abilities simultaneously.

The ESL program is provided through various delivery models based on the student's proficiency level. Instructional placement minutes per day will be as follows according to the proficiency level as recommended by the ESL teacher and reviewed by the principal or his/her designee. Each school will strive for the instructional minutes per day as outlined below.

	Kindergarten	Grade 1	Grade 2	Grades 3-6	Grades 6-8	Grades 9-12
Level 1	30	60-80	45-60	45-60	120-180	120-180
Level 2	*	45-60	45-60	45-60	45-60	90-120
Level 3	*	*	*	*	*	*
Level 4	*	*	*	*	*	*

* These students' needs might be better met by using a different type of program such as co-teaching or consultation in addition to or instead of scheduled ESL classes.

Consultations, Exiting and Monitoring

To exit the program, the student must meet the Comprehensive Objective Composite (COC) as set by the state. The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on the ACCESS for ELLs for kindergarten students and Tier B or Tier C for grades 1-12.

A requirement of NCLB Title III is to monitor transitional (exited) students' academic achievement and program for a period of two years after exit from our program. The primary purpose is to monitor a former ELL's academic achievement after exit and to ensure that he/she is continuing to progress and be successful with encountering difficulty as result of English language skills. Monitoring of student progress shall begin as soon as the student exits our program. Grades, local and state assessments, work samples, and other relevant academic achievement records are to be viewed. During the two year monitoring period, any student encountering academic difficulty that is determined as a result of English language skills may be reclassified and placed back in our program if needed. Content and ESL teachers' input is critical in the process.

The Exit Documentation form must be completed and signed. A copy must be sent home and a copy kept in the cumulative folder. These students will not be served in the ESL classroom, **but will be monitored for two years after exiting.** Each quarter the mainstream teacher(s) will complete the Monitor Student Progress Sheet, reporting the student's difficulties and successes to the ESL teacher. At any time, if both teachers agree that there is a second language acquisition problem, the student may re-enter the ESL program and remain until he/she is able to perform successfully in the mainstream classroom. This student will not be considered LEP and will not count toward allotments.

An important element that must be considered is communication with parents. Parents must be notified of the student's progress and any evaluation to reclassify the student into the program if monitoring of the student's academic achievement progress identified the need for continued program instruction.

It is important for schools to note that exiting ESL does not ensure grade-level competency. Students who have exited have shown that they have the language skills needed to succeed in the mainstream classroom. All aspects of classroom performance (attendance, participation, behavior, obligations outside the classroom) should be considered before a student re-enters the ESL program.

Students who are performing well in the classroom but have not yet met exit criteria may be put on consultative status. The student is still LEP and must be

monitored by the ESL teacher. He/she continues to be assessed on the ACCESS until meeting the exit criteria.

Students who have a certified exceptionality may be exempt from the normal ESL exiting guidelines. The members of the IEP team must agree that second language acquisition is not interfering with the student's learning. If all IEP team members agree, the team should compose a letter detailing their decision to remove a student from LEP status. All members should sign the letter and place it in the student's cumulative folder. Once the child is no longer classified LEP he/she will no longer be tested using the ACCESS. (Entrance/Exit Criteria – Exit Documentation Form).

SCHOOL-BASED COMMITTEE

Each school is to have an ESL school-based committee. This committee should be comprised of the principal or assistant principal, the testing coordinator, the ESL teacher, the guidance counselor and a classroom teacher. The ESL school-based committee convenes when decisions are to be made about the instructional program of the LEP:

Decisions about statewide assessments (NCEXTEND 1 or EOG/EOC tests, K-2 assessment)

Movement from directly served to monitored status
Grade placement

Promotion decisions

LEP Testing Accommodation Chart

ESL Teachers shall complete a LEP Testing Accommodation Chart for each LEP student in their class. The chart should be completed in consultation with classroom teachers and other school members involved with students' instruction. This modification chart may be changed as necessary throughout the year to meet a student's needs. A chart must be completed within 30 days of placement in ESL services for newly enrolled students and completed within 30 days of beginning of the school year for currently identified students.

This information from the completed LEP Testing Accommodation Chart must then be transferred to the *Review of Accommodation Used During Testing* form. (State mandate) Please note students who are dual-identified as EC and LEP should have all applicable accommodations documented on the DEC 4 (6 of 10) contained within the official IEP. EC staff will be responsible for transferring the information from the DEC 4 to the *Review of Accommodation Used During Testing* form for these dual-identified students.

ESL Learning PLAN

All LEP students must have an individual ESL Learning Plan. Procedures for the development of a plan are consistent with the PEP procedures for non-LEPs. Mainstream teachers are responsible for the administration of plan; however ESL teachers are encouraged to collaborate and participate in conferences.

GRADING ALTERNATIVES

- Develop a contract with the student
“To get an A (B, C, etc.) you must ...”
- Personalize goals to demonstrate achievement
“I want the student to know/be able to ...”
 - Provide grades based on mastery of concepts
 - Give students extended time for assignments.
 - Develop a portfolio to track individual progress
 - Lower weights of tests and assignments

TESTING ALTERNATIVES

- Simplify test formats for students: Essays vs. fill-in-blank vs. multiple choice, etc.
- No word problems for lower levels in math
- Read exams to students and allow oral answers
- Give students extended time for tests
- Allow students to take open book/notes tests
- Scribe for students
- Small group testing

HIGH SCHOOL GRADUATION REQUIREMENTS

Limited English proficient students shall meet the same standards as all students for high school graduation. ESL class is considered an elective for high school and middle school students.

INTERVENTIONS FOR LEPs NOT MEETING PROMOTION STANDARDS

A focused intervention is provided for LEPs. Interventions can include after school tutorials and summer school. Their PEPs will continue and contain the following components: diagnostic evaluation, intervention strategies, and monitoring strategies.

LEPs not meeting promotion standards in non-gateway years may be may not be retained due to limited English proficiency. The school-based ESL committee may determine that a student should be promoted based on an examination of the student's ESL folder. School principals have the final decision.

THE WIDA ENGLISH LANGUAGE PROFICIENCY STANDARDS

There are five WIDA English Language Proficiency (ELP) Standards, which appear in two frameworks: Summative and Formative. The two frameworks can be used for planning curriculum, instruction and assessment of English language learners (ELLs). The common elements of the two frameworks are the 1) ELP standards, 2) language domains, 3) grade level clusters and 4) language proficiency levels.

The English Language Proficiency Standards and their Abbreviations

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .	The language of Language Arts.
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

The Language Domains

Each of the five English language proficiency standards encompasses four language domains that define how ELLs process and use language:

Listening – process, understand, interpret, and evaluate spoken language in a variety of situations

Speaking – engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency

Writing – engage in written communication in a variety of situations for a variety of purposes and audiences

ESL FOLDER

ESL teachers are responsible for maintaining an ESL folder for each LEP student, whether directly served, consultative or monitored. ESL folders will be stored with the school's cumulative folders. If the student leaves Duplin County Schools, the folder will be stored for three years. Folders must include the following items:

A completed LEP Testing Accommodation Chart

Copies of LEP Waiver Request

ACCESS/WAPT data

ESL Learning Plan

A copy of the Review of Accommodations Used During Testing Form

Samples of Student's Work should be kept separate in a student portfolio

PROFESSIONAL DEVELOPMENT FOR ESL TEACHERS

Teachers are provided with the opportunity to attend local, state, and national conferences and training, including TESOL (Teaching English to Speakers of Other Languages) and Carolina TESOL. Ongoing staff development takes place at ESL meetings: materials utilized, guest speakers, videos, and other items of importance.

Best Practices

The six guiding principles and the strategies that follow are excerpts from *Promoting Excellence – Ensuring Academic Success for Limited English Proficient Students*, publishing by the Evaluation Center East, 1996. The principles represent the ideal that Duplin County Schools strives for in providing the highest quality ESL program recognized for its ability to provide ESL students with the knowledge and high level skills required for success in a global community. The principles have been designed to support the vision that all students can achieve high academic standards. School success for limited English proficient students is neither automatic nor easy. Learning another language is a highly complex process. A complicating factor for ESL students within DCS is that they must learn the English language and challenging content in English simultaneously. ESL students cannot afford to wait to learn English first and content knowledge subsequently. They must tackle the challenge of both at the same time. The principles and strategies listed below can guide administrators, ESL teachers, and general education teachers in designing instruction to serve ESL students.

Guiding Principles

Principle #1

Limited English proficient students are held to the same high expectations of learning established for all students.

Principle #2

Limited English proficient students develop full receptive and productive proficiencies in English, in the domains of listening, speaking, reading, and writing consistent with expectations for all students.

Principle #3

Limited English proficient students are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education consistent with those for all students.

Principle #4

Limited English proficient students receive instruction that builds on their previous education and cognitive abilities and reflects their language proficiency levels.

Principle #5

Limited English proficient students are evaluated with appropriate and valid assessments that are aligned with national standards and take into account the language acquisition stages and cultural backgrounds of the students.

Principle #6

The academic success of limited English proficient students is a responsibility shared by all educators, the family, and the community.

Strategies for Teaching Diverse Learners

The strategies listed below are designed for all educators working with ESL students. The strategies focus on taking students' language learning needs into consideration in all assignments, activities, and assessments by providing options that allow the use of a variety of modes of communication (listening, speaking, reading and writing) and by providing appropriate feedback that clearly addresses both issues and content attainment and language proficiency development.

1. Maintain High Standards and Expectations:

Teachers maintain high standards and demonstrate high achievement expectations for all ethnically, culturally, and linguistically diverse students to include challenging curricula.

2. Incorporate the Home Culture:

Teachers learn about their students' home-community culture to better comprehend students' behavior in and out of the classroom.

3. Encourage Active Participation of Parents or Guardians:

Teachers inform parents of the importance of talking with their children (in the home language or English), taking the time to read to them (in their home language or English), sharing oral histories and traditional folktales, labeling objects and events around the home.

4. Capitalize on Students' Backgrounds:

Teachers recognize that learning is strongly influenced by students' cultural backgrounds. Although students differ in their knowledge of oral and written language, research demonstrates that all children come to school with background experience that teachers can capitalize on during the learning process.

5. Use Culturally Relevant Curriculum Materials:

Teachers use culturally relevant curriculum and instructional materials that recognize, incorporate, and accurately reflect students' racial heritage(s) and the contributions of various ethnic groups.

6. Identify and Dispel Stereotypes:

Teachers use language and instructional resources that are non-sexist, non-racist, and non-ethnocentric. When stereotypes are present in lectures, books, or texts, teachers help students to evaluate the materials and be aware of the stereotypes present.

7. Create Culturally Compatible Learning Environments:

Teachers recognize the influence of students' learning styles, culture and native language in the ways they learn and use language.

8. Use Cooperative Learning:

Teachers use cooperative learning approaches that increase the likelihood of positive attitudes and behaviors toward classmates of different backgrounds. Methods that include group goals and individual accountability are the most effective.

9. Capitalize on Students' Cultures, Languages and Experiences:

Teachers construct lessons in ways consistent with students' home-community culture(s) and language to take advantage of students' cognitive experiences and to allow students opportunities to engage in behaviors conducive to achievement.

10. Use Integrated, Holistic Approaches:

Teachers use integrated, holistic approaches to language experiences for second language learners instead of rote drill and practice. Students practice English in oral and written forms in ways that are non-threatening, have a real purpose and are enjoyable.

11. Use Subject Matter to Teach Language:

Teachers use subject matter, rather than specific linguistic skill exercises to teach English to students with limited proficiency in English.

12. Practice English by Solving Problems in Cooperative Groups:

Teachers organize classrooms into flexible, heterogeneous, cooperative learning groups composed of native and non-native speakers of English in order to give language-minority and limited English proficient students' opportunities to practice English in problem-solving situations.

13. Use Cross-Age and Peer Tutoring:

Teachers use peer tutoring, including cross-age, to engage English-speaking and limited English proficient students in conversations that lead to enhanced literacy and language acquisition.

14. Respect Community Language Norms:

Teachers demonstrate respect for each student's language and do not prevent bilingual students from alternating between English and their native language when they work together.

15. Use Thematic, Interdisciplinary Teaching:

Teachers integrate the learning of subject matter and the learning of a second language by providing learning opportunities related to a theme.

16. Use Technology to Enhance Language Learning:

Teachers use technology as appropriate to enhance instruction and as a springboard for discussion and development of academic language skills as well as basic interpersonal communication skills.

**RETENTION GUIDELINES
FOR LIMITED ENGLISH PROFICIENT STUDENTS**

Retention of LEP students shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of an LEP student, the following points should be addressed in consultation with the ESL staff or designated district language minority contact person.

Has the student's level of English language proficiency been assessed using the State approved instrument? (W-APT and ACCESS)

Has the student been enrolled in the school system for more than one full academic year?

To ensure meaningful participation are classroom modifications being made in the areas of:

- . Teacher lesson delivery
- . Assignments
- . Homework
- . Formal assessments (quizzes and tests)

Has an Individual Education Plan (IEP) been implemented to document classroom modifications and student progress?

How much individual English language development instruction is the student receiving via pullout, inclusion, etc.? (A minimum of 1 hour daily is recommended)

If the above points have not occurred in a sufficient manner, retention is not appropriate. Retention of LEP students will not facilitate English language acquisition. The process of language acquisition should occur at all grade levels. The Division of Language Minority and Migrant Programs are always available for technical assistance at (317) 232-0555 or (800) 382-9962. (Retention Guideline Chart for Limited English Proficient Students)

WHEN ARE SPECIAL EDUCATION REFERRALS APPROPRIATE?

First, there is a “pre-referral process” including screening and intervention to identify problems experienced by students in the regular classroom, identifying the source of the problems (student, teacher, curriculum, etc.) and taking steps to resolve the problems in the context of the regular classroom. This process seeks to clarify unnecessary and inappropriate referrals to special education. (“Referral and Evaluation of Language Minority Students for Special Education Services)

A referral to special education should only happen after all other avenues have been explored, and you can conclude that the regular education program cannot meet the child’s needs.

It is recommended that the child be in the school system for more than a full academic year before a referral to special education is justified, but extreme cases can be dealt with more expeditiously when proper documentation is available.

Often times, special education identification has already happened in another state and the student will customarily have to be retested in order to be identified for services in Duplin County Schools.

All referral of LEP students to special education should include the results of tests in the child’s native language (if available) and in English to provide evidence that the difficulties are present in both languages.

In searching for a bilingual evaluator or interpreter for assessment purposes, the candidate must be a non-biased party who is fluent in the native language of the student. Ideally, the interpreter/translator should be from the same language, country, and cultural background of the student to avoid linguistic and cultural miscues, if available.

In order to be served by speech and hearing, there must be a process of evaluation in order to determine if this service is appropriate.

PROGRAM EVALUATION

The following data shall be compiled and analyzed to determine the effectiveness of the ESL program:

Demographic information:

- Number of students in district who speak a language other than English
- Number of students in district enrolled in the ESL program, both directly served and monitored

Identification information:

- Number of National Origin Minority Students (NOMs)
- Number of LEPs identified and assessed

Assessment data:

- Number of LEPs who participate in EOGs
- Number of LEPs who participate in EOCs
- Number of LEPs who participate in NCEXTEND 1
- Percentage of LEPs at each achievement level
- Annual ACCESS scores and percentage of improvement

LEPs program of study data:

- Percentage of LEPs enrolled in the exceptional children's program compared to non-LEPs
- Percentage of LEPs enrolled in the gifted program compared to non-LEPs
- Percentage of LEPs enrolled in AP courses compared to non-LEPs
- Percentage of LEPs enrolled in extracurricular activities compared to non-LEPs
- Promotion data - LEPs compared to non-LEPs
- Percentage of LEPs retained compared to non-LEPs
- Percentage of LEPs who drop out compared to non-LEPs
- Percentage of LEPs who exited the program

Staff information:

- Number of certified teachers
- Number of provisional teachers
- Number of classroom teachers working with LEP students

The coordinator will periodically audit ESL folders and Home Language Surveys (HLSs) to ensure compliance. The coordinator will inspect a 10% sampling of cumulative folders and will complete an ESL Checklist at the end of the school year for compliance. Reports of audits and checklist will be provided to the school principal.

The implementation of No Child Left Behind (NCLB) brought increased accountability for LEP students. One aspect unique to LEP students is Annual Measurable Achievement Objectives (AMAOs). There are three areas of accountability:

AMAO I: Progress on ACCESS

Students identified as limited English proficient shall demonstrate progress by achieving one or more of the following in terms of the overall composite proficiency score on the annual English language proficiency test: 1) increase to the next English language proficiency level, 2) increase the previous score by 0.5, or 3) reach the Comprehensive Objective Composite (COC). The 2010-11 target is 55.1%.

AMAO II: Proficiency on ACCESS

All students identified as LEP in North Carolina shall participate in the annual English language proficiency assessment in order to determine the annual increase of student English language proficiency attainment. Students must meet the Comprehensive Objective Composite (COC) as set by the state to meet proficiency. The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on the state's annual English language proficiency test for kindergarten and Tiers B or C in grades 1-12.

A target percentage of LEP students reaching this criterion was set for Title III subgrantees to meet. If subgrantees meet or exceed that target percentage, AMAO 2 is "Met". The 2010-11 target is 12.4%.

AMAO III: AYP

Per federal regulations, AYP for the LEP subgroup for each subgrantee was determined for Title III based upon the same decision rules used for AYP at the LEA level for Title I.

A Title III subgrantee's status on AMAO 3 is based on the performance of the LEP subgroup on four sub-targets (two subject areas at two grade spans). Performance on each subtarget is shown by functioning on two goals: Proficiency and 95% Participation.

The percentage expected to meet these requirements increases each year. If an LEA does not meet them the State may invoke Title III sanctions against the school system (much like the Title I sanctions). A copy of the NC State Board of Education Title III Policy is included in the Appendices.

EFFECTIVE PRACTICES FOR THE MAINSTREAM CLASSROOM

Goal for students: to develop academic competence while also developing English proficiency

Most of the following recommended strategies are promoted as good teaching strategies for all students. This is an important point because teachers usually don't have time to prepare a separate lesson for the LEP students and/or to work with them regularly on an individual basis.

A. Total Physical Response (TPR)

TPR activities greatly multiply the amount of language input that can be handled by beginner learners. These activities tie comprehension with performance using low-anxiety, whole-body responses. It is recommended that TPR be utilized for 5-10 minutes at the beginning or end of each class. This approach helps to develop listening skills, increase vocabulary, and model proper English word order.

STEPS:

1. The teacher develops scripts that provide students with the vocabulary related to learning situations, such as using a pay phone, getting ready for school, shopping, preparing a meal, conducting an experiment, etc. (Note that situations may vary according to level).
2. Students follow the teacher's set of commands to act out an event.
3. The teacher and students make a written copy of the instructions.
4. Students play the roles of the teacher/reader of the series and performer of the actions.

B. Cooperative Learning (CL)

The CL approach uses student-centered learning activities completed by students in heterogeneous groups of two to six. CL assigns roles to each member of the group, so that students of different proficiency levels can work together on a common task. Through shared learning activities, LEP students gain knowledge by observing learning strategies used by their peers. LEP students further benefit from face-to-face verbal instruction, which promote communication that is natural and meaningful. Small group learning also enhances LEP students' language acquisition. CL is proven to be effective for both academically advanced and lower achieving students.

C. Language Experience Approach

Implementation:

1. The student is asked to share his/her “experience” (a drawing, something brought from home, a group experience, an experience with the topic in discussion, etc.)
2. The student then dictates his/her story to the teacher or to another student. The writer copies down the story.
3. The teacher reads the story back and students read along.
4. As their language development progresses, students can rewrite their stories and illustrate them.

D. Dialogue Journals

A dialogue journal is a written conversation that a student and teacher carry on regularly (daily, weekly, etc.). Students write as much as they choose and the teacher writes back, responding to students’ questions and comments, introducing new topics or asking questions, and promoting language development. **The teacher never corrects students’ entries. The teacher must assure that journals won’t be graded and that nobody else will read them.**

E. Games

Games are especially helpful when the repetition of words or concepts is necessary to increase students’ knowledge of vocabulary and concepts that require memorization. **It is recommended that competition be downplayed for most games, that the rules are few, and that they be clearly explained and demonstrated before the game begins.**

F. Content-Centered Language Learning

Content-Centered Language Learning is a method **that integrates English as a Second Language instruction with subject matter instruction.** This technique focuses not only on learning a second language, but also on using that language as a medium to learn mathematics, science, social studies, or other academic subjects. The theory behind Content-Centered Language Learning is that language acquisition is based on input that is meaningful and understandable to the learner (Krashen, 1981). Research shows that language is effectively learned when it is a vehicle of instruction, not the object. Students reach a high level of second language development while mastering subject matter.

A content area teacher, or a combination of a content area teacher and an ESL teacher, can implement the Content-Centered Language Learning method in their current instructional practices. **By using modified curricula and appropriate teaching strategies,** Content-Centered Language Learning can be used wherever and whenever LEP students receive academic instruction in English. Input is made comprehensible

through a variety of means, such as **demonstrations, visual aids, graphic organizers, hands-on materials, and manipulations of the content.**

TIPS FOR TEACHING ENGLISH TO LEP STUDENTS THROUGH CONTENT AREAS:

Write the lesson’s objectives and activities legibly on the board.

Develop and maintain routines.

List instructions step by step.

Present information in a variety of ways. Put information in a content that is more comprehensible to the students.

Emphasize key words and phrases through intonation, repetition, and summarizing on the chalkboard. Give concrete examples. Use pictures and charts. Clarify new concepts (e.g., “The government’s funds were diminished. That means the government was almost out of money.”).

Try to answer all the questions that your students ask, but avoid overly detailed explanations. Point to objects and pictures, or demonstrate actions to help get the meaning across.

Use a variety of questioning techniques. Check for understanding often (e.g., “In Arizona, rainfall is minimal during most of the year.” To check for understanding, you might ask, “Does it rain much in Arizona?”).

G. Multi-Sensory Approach

This approach makes use of the multi-sensory abilities of the human brain and body; auditory, kinesthetic, and visual. All these senses need to be “activated” for better comprehension.

TIPS FOR USING THE MULTI-SENSORY APPROACH WHILE TEACHING ENGLISH IN THE CONTENT AREAS:

- Increase “doing” or hands-on activities
- Use as many different kinds of media as possible
- Encourage small group and paired projects
- Increase use of demonstrations

PROFESSIONAL RESOURCES

Listed below are professional resources both in the ESL field and related content areas. Using these resources, ESL teachers can develop their expertise in ESL and related content areas to provide the content and linguistic support required for addressing ESL students' content and language needs simultaneously.

Web Sites

1. <http://www.tesol.edu> – the web site for the International Teachers of English to Speakers of Other Languages (TESOL) organization. The site is dedicated to developing expertise of its members and others involved in the teaching of English to speakers of other languages. The site represents the state of the art thinking in ESL.
2. <http://www.ncbe.gwu.edu> – the web site for the National Clearinghouse on Bilingual Education (NCBE). The site contains a wealth of resources including hundreds of full text articles and other research documents for education as well as hundreds of links to national, regional, state, and other language/education related web sites and e-mail discussion groups about language issues.
3. <http://www.nabe.org> – the web site for the National Association of Bilingual Education (NABE). The site contains information about initiatives, conferences, and legislation/policy related issues for bilingual education and ESL.
4. <http://www.aera.net> – the web site for the American Educational Research Association. The web site contains information related to improving the educational process by encouraging scholarly inquiry related to education and by promoting the dissemination and practical application of research results.
5. <http://www.uce.ucon.edu/wwwgt> – the web site for the National Research Center for the Gifted and Talented. The site contains excerpts of articles from their quarterly newsletter, upcoming conferences and seminars as well as programs for gifted and talented students.
6. <http://www.naeyc.org/> - the web site for the National Association of Education for Young Children. The site contains information about initiatives, conferences, research, publications, and other items of interest in the field of early childhood education.
7. <http://www.reading.org> – the web site for the International Reading Association. The site contains publications, standards, research, advocacy, conference information, and international projects in the area of reading.
8. <http://www.nctm.org> – the web site for the National Council of Teachers of Mathematics. The site contains standards information, research, publications, math challenging problems, and conference information in the area of mathematics education.
9. <http://www.nsta.org> – the web site for the National Science Teachers Association. The site contains standards information, research, publications, conferences, and initiatives in the area of science education.

10. <http://www.ncss.org> – the web site for the National Council of Social Studies. The site contains standards information, research, publications, conferences information and on-line discussion groups in the area of social studies education.

SOURCES

Help: They Don't Speak English Starter Kit for Primary Teachers
<http://www.escort.org/products/helpkit/html>

Help: They Don't Speak English Starter Kit for Secondary Teachers <http://www.escort.org/products/helpkit.html>

Strategies and Resources for Mainstream Teachers of English Language Learners, NW Reg. Ed Laboratory, May 2005
<http://www.nwrel.org/request/2003may/textonly.html>

Frequently Asked Questions about Teaching ESL Students in the Mainstream Classroom
<http://esl.fis.edu/teachers/support/f-fag1.htm>