

GILMER COUNTY SCHOOLS
POLICY 6300

Title: **Limited English Proficiency**

Purpose and Goal

English as a Second Language (ESL) programs shall be taught to enable limited English proficient (LEP) students to become competent in the comprehension, speaking, reading, and composition of the English language. Programs shall emphasize mastery of English language skills as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable LEP students to participate equitably in school. Bilingual education and ESL programs shall be essential parts of the total school program. These programs shall use instructional approaches designed to meet the special needs of LEP students and the basic curriculum content of the programs shall be based on the state instructional goals and objectives.

Definition of LEP

Limited English Proficiency when used with reference to individuals means (a) individuals who were born in the United States or whose native language is a language other than English; and/or (c) individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English.

Required Program

Gilmer County Schools shall offer LEP students instruction in English as a Second Language (ESL), or other transitional instruction approved by Gilmer County Schools in elementary grades through grade twelve.

The school-designed program shall address the affective, linguistic, and cognitive needs of the LEP students.

Eligibility

Students with limited English proficiency will be eligible to receive ESL services. English as a Second Language service will not be provided to students participating in a foreign exchange program. These students, as a prerequisite of placement, have indicated a proficiency in English. Foreign exchange students may participate in such a program, however, if ESL services are being offered for resident student(s).

Entrance Procedures

1. The student is identified as having a primary or home language other than English (PHLOTE) based on the school enrollment form.
2. The school administrator refers the student to the county ESL contact person.
3. The school ESL designee interviews the family to determine proficiency of English spoken in the home.
4. A formal assessment of language is given to the student by the ESL designee.
5. Based on assessment results, the student is determined to be eligible or ineligible for services.
6. A standard score of 75 or below on the Woodcock-Munoz Language Survey will render the student eligible for two hours of direct services per week.
7. A standard score between 76 and 90 will allow the student to receive ESL services on a consultative basis.

Home Language Survey

A home language survey shall be administered only one time to each student. Administration shall be to students new to the District, via Gilmer County WVEIS Student Information Form, and to students previously enrolled who were not surveyed in the past. The original copy of the survey will be kept in the student's permanent record file. If the survey indicates a primary or home language other than English, a standardized test of language proficiency shall be administered in accordance with this policy.

Exit Procedures

At the end of each school year all identified LEP students shall be administered a standardized test of Language proficiency. When a student's score fall into the "average range" (a standard score of 91 or higher), and upon recommendation of his/her teachers, a student may be exited from a LEP program. However, support services shall always be available to these students.

Administering Standardized Test of Language Proficiency

Upon receipt of a home language survey, which indicates a language other than English, is spoken in the home, an individually administered test of language proficiency (e.i. Woodcock Language Proficiency Battery-Revised) shall be given.

Determining LEP Students' Participation in the SAT-9

Decisions about how an LEP student will be tested on the norm-referenced tests, which comprise the SAT-9, shall be made on an individual basis for each student for each subtest. It is recommended that a school committee be formed which will determine how the LEP student will participate in the SAT-9 and which, if any, accommodations or modifications are required. For each student the committee must decide which of the following are appropriate for each subtest:

- Testing with no accommodations
- Testing with accommodations which maintain standard conditions
- Testing with modifications which are permissible but do not maintain standard conditions
- Exemption from testing

Students may take one or more subtests depending on the decision of the committee. Considerations should be given to:

- The student's level of English proficiency
- The level of previous schooling in the home language
- The amount of schooling the student has received in the United States

In some cases, when the student has been in an English-speaking school for less than three years, the committee may decide that participating in the SAT-9, even with accommodations, is inappropriate for the student. Given these circumstances it is feasible for the committee to grant the student an exemption from participating in the SAT-9. In this situation, the student's limited English proficiency level should be documented through standard language assessment data.

Instructional Program

Upon determination of ESL eligibility, the ESL teacher and classroom teacher will establish an appropriate program of study. The program of study can range from where a student needs extensive classroom modifications and English instruction, to where little or no modifications are necessary.

The amounts and types of modifications will vary based upon the level of language proficiency possessed by the student.

ESL Teacher

The ESL instructor is the teacher who teaches English directly to the student and provides assistance to the classroom teacher in modifying the curriculum. An ESL instructor may be an English teacher, Reading teacher, Foreign Language teacher, or other teacher as designated by the school administration.

Grade Placement

When an LEP student is assigned to a specific grade, the following factors will be considered:

- Educational history
- Student's age
- English language experience
- Parental/guardian input

The student will be placed no more than one year below his/her age appropriate level unless indicated otherwise by previous educational history.

If, after initial placement is made and staff members agree that the placement needs modified, placement may then be changed with parent/guardian permission.

Grading

High academic standards should be maintained for the ESL student. Nevertheless, the ESL student may have difficulty in performing academically with their classmates who are not limited in their proficiency of the English language, especially in content classes. ESL students should not be penalized for the difficulty they may experience in their academic classes due to their limited language proficiency.

It may be necessary to implement an alternative grading scale for LEP students. This should be on as needed basis. The grading scale, if appropriate, could consist of awarding a "S" (satisfactory) or a "U" (unsatisfactory).

APPROVED: June 14, 1999