

Marshall Public Schools
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**English as a Second Language
(ESL)**

Lau Plan,
Teacher Handbook
&
District Procedures

2012 – 2013

Marshall School District ESL Policy

MARSHALL SCHOOL DISTRICT ENGLISH as a SECOND LANGUAGE (ESL) PROGRAM Procedures

The Marshall School District has developed an English as a Second Language Program which seeks to provide instructional programs appropriate for each student according to specific background, capabilities, learning styles, interests and aspirations. The English as a Second Language Program has these goals:

- To assist students in acquiring skills to communicate needs, interests, and ideas in English (communicative competency in listening, speaking, reading, and writing).
- To assist students in understanding the social and cultural patterns of English-speaking people.
- To assist students in attaining a level of academic English proficiency that will enable them to be successful in school.
- To meet the needs of teachers and staff working with ELL students.
- To meet the English Language Proficiency Standards.

The district has developed procedures in the areas of:

- A. Student Identification
- B. Student Assessment
- C. Program Description
- D. Program Staff
- E. Program Exit Criteria
- F. Program Evaluation
- G. Parent Notification
- H. Segregation of Facilities
- I. Special Opportunity Programs
- J. Special Education Programs

PROCEDURES

Rationale:

Marshall Public School District is obligated to follow all federal and state guidelines in providing equal educational opportunities to all students, therefore, it has established an English as a Second Language (ESL) program to support students whose primary language is not English. ESL programs properly implemented by qualified personnel with adequate resources can meet the educational needs of language minority students. The Missouri Department of Elementary and Secondary Education (DESE) endorse ESL programs as an acceptable instructional curriculum that meets Federal guidelines for educating English Language Learners (ELL). DESE does not endorse all ESL Programs (for a list of programs that DESE does endorse see Federal Administration Manual Sec. 8 Title III p. 63. Funds for Marshall's ESL program are provided by the Marshall School District. Refer to School Board Policy IGBH.

English is used by trained ESL teachers as the language of instruction in the ESL program. Students' English language proficiency is developed to a level that permits the student to participate

and learn in an academic setting conducted entirely in English. Students' Language and cultural background are considered when planning instructional activities. Students participate in regular classroom and receive ESL instructional support from both the regular classroom teacher and the ESL teacher until the English skills necessary to succeed adequately in all subject areas are developed. The regular classroom and ESL staff collaborates to facilitate English language learning.

A variety of scientifically based ESL programs are offered at various grade levels due to the differentiated needs of kindergarten students and those of the high school students. At the elementary level, students are scheduled into small group "pull-out" classes or the ESL staff "push-into" their regular education classrooms from ½ - 5 hours a week depending upon their language acquisition level and the ELL student's needed. ELL students also receive Title I services, if they qualify.

Middle School and High School students identified as ELL are placed in one or more ESL classes depending upon their English proficiency level. ESL classes are required for all ELL students. See attached note from DESE. Each successfully completed ESL class receives full credit toward graduation requirements in High School, only if instructed by an ELL certified teacher.

If available, International high school transcripts are evaluated by qualified counselors with the aid of translators. Students are placed in appropriate grade levels based on transcript evaluations. ELL students entering school with no previous school records are placed in age appropriate grade levels to work toward completion of requirements for a high school diploma.

Parents/guardians are notified when their child is placed in the ESL program. Notification includes an explanation that an annual English Language Proficiency Assessment, the ACCESS will be administered until English proficiency requirements are met. Once met an ELL student is placed on a 2 year monitor. Reentry into the ESL program remains as an option for ELL students.

Procedures

A. *Student Identification*

1. All parents enrolling a student/s in the Marshall School District will complete a Home Language Survey. The Home Language Survey is included on the school enrollment forms. All students are eligible to enroll in Marshall Public Schools regardless of immigrant status.
2. School personnel responsible for enrolling students ensure that the Home Language form is completed.
3. Completed forms are sent to the District's ESL instructors if any question on the Home Language Survey indicated that a language other than English is spoken at home or by the student, time is scheduled by an ESL instructor to administer the WIDA ACCESS Placement Test (W-APT) to the student/s.
4. An annual review of the identification process is conducted and adjustments are made to ensure that all Language Minority students are identified.
5. The district contracts/employs translators and interpreters when a student and/or parent has difficulty communicating in English and there is no school staff member available who speaks the student's native language. The translators and interpreters are provided professional development with regard to their responsibilities as interpreters.
6. Completed Home Language Survey forms are placed in student's files.

B. *Language Minority Student Assessment*

1. Student identified as Language Minority on the Home Language Survey will be administered a English Language Proficiency screening by the ESL staff within the first 30 days of the first day of school or within two weeks of the student enrolling in the district. Students are screened by the ESL staff in the four modalities of language: listening, speaking, reading and writing with comprehension using the WIDA ACCESS Placement Test (W-APT).
2. Assessments include, but are not limited to:
 - a. Informal assessments which may include student writing samples, portfolios, exhibitions, demonstrations, oral interviews, and other assessment formats solicited from teachers.
3. Assessments are administered, evaluated, and interpreted by school personnel trained in ESL assessment techniques.

Language Minority students are not considered English Language Learners (ELL):

- a. If they have a composite score 5.0 or higher on the W-APT for grades 1st grade 2nd semester through 12th grade.
- b. For a kindergarten student or 1st grade 1st semester a composite score of 29 or higher
- c. ACCESS Testing for kindergarten through 3rd grade a score of 6
- d. ACCESS Testing for 4th grade through 8th grade a score of 5

Language Minority students are considered English Language Learners if:

- e. If a kindergarten student scores at 28 or lower on the W-APT or a 1-12 grade student scores at a level below 5.0 on the W-APT will be placed in an ESL program.
 - f. Students that score higher than the selection criteria may be placed into the program if the ELL staff, classroom teachers, parents, and/ or administrators believe a student is not proficient in English and needs additional support.
4. Standardized assessment instruments such as: MAP and EOC are administered to LEP students following the modification guidelines set by DESE.

C. *ESL Program Description*

1. Language Minority students identified as ELL are offered appropriate ESL services as determined by ESL staff, classroom teachers, counselors, parents,

and school administration. Students are placed in the ESL program as soon as possible after receiving the screening resulting or receive a W-APT composite score from a consortium school or state.

- a. Language Minority students identified as ELL are eligible for placement in the K-12 ESL program including Title I services
 - b. Placing students with age appropriate peers is the most important factor to consider in ESL and regular education classes
 - c. Educational history, informal and formal assessment results may also be considered in classroom placement
 - d. Parents will receive written notification, in a language they understand, as soon as child is placed in the ESL program.
 - e. The ESL staff collaborate with regular education programs to:
 - i. Align curriculum goals
 - ii. Provide ESL curriculum and grading modification
 - iii. WIDA Standards
 - iv. Provide interpreting services when necessary for parent/teacher conferences. (Even though the district advertises for interpreting services; interpreting services can be limited based upon availability of interpreters.)
 - v. Provide translations of communication with parents when possible.
 - f. Each satisfactorily completed ESL Language Arts class at the high school level is given full credit.
 - g. ELL students must take the statewide annual ACCESS test in the winter to determine language acquisition growth in the four modalities: listening, speaking, reading and writing with comprehension. If a student scores a 5.0 or higher on the overall composite on the ACCESS they will no longer be classified as ELL.
2. The District provides the materials necessary to adequately meet the language and academic needs of ELL students.
 3. The District will provide necessary training to assist teachers in identifying and meeting the needs of ELL students.

D. *ESL Program Staff*

1. ESL teachers meet state requirements for teaching certificates and endorsements in English for Speakers of Other Languages (ESOL) endorsement.

- a. The District provides funding to allow, sufficient qualified staff to ensure the success of its English as a Second language program.
- b. The District makes every effort to employ ESOL endorsed teachers. Certified teachers who are currently receiving training in ESOL methodology may be recruited when ESOL endorsed teachers are not available.
- c. Paraprofessional personnel do not have primary responsibility for instruction of ELL students. Paraprofessional personnel may help with instruction when supervised by a qualified ESOL teacher.

E. *ESL Program Exit Criteria*

1. The District has established criteria to determine when students will exit the English as a Second language program. Students remain in the ESL program only as long as their English language proficiency requires assistance in the four language modalities. Students who are able to participate meaningfully and successfully in the District's regular education program are exited from the ESL program and placed on a two year monitored.
 - a. Informal assessments by the ESL and / or classroom teachers are reviewed every grading period (these may be done more often) in order to monitor student's language proficiency.
 - b. Annually the ESL teacher gathers information from appropriate sources (i.e. teachers, counselors, parents, etc.) and evaluates students' progress
 - c. A formal language proficiency assessment instrument the ACCESS will be administered every school year until the student scores as a proficient English speaker and is placed on monitor.
 - d. All students are required, as of the 2011-2012 school year, to complete the mandatory EOCs before graduation.
2. All of the following criteria must met to exit a student from the ESL program:
 - a. A team composed of an ELL teacher, administrator, classroom teacher and any teacher working with the ESL students will compile documentation and statements to determine if they feel that the student is ready to exit the program.
 - b. Score a 5.0 or higher overall composite on the ACCESS
 - c. Student performances in the classroom, MAP and EOC test scores and any types of documents to help the team determine if the student will be successful in a class with his peers.

- d. Informal assessment results indicating that the student is proficient in the use of the English language and has the potential to be academically successful.
3. A written letter will be sent to the parent.
4. Students will be monitored every quarter for two academic years after being placed on monitor. The ESL staff will meet with classroom teachers quarterly to discuss the student's progress (such as grades, classroom observation, counselor information, etc.).

Monitored means: These are considered transitional years to ensure grade level success. This is noted on the district's SIS data system. If indications arise that the student is not being successful, then support services are again offered, based on the individual student needs.

5. Exiting is successful when the former ELL student demonstrates the same classroom progress with no modifications or accommodations as his/her non-ELL peers.
6. An evaluation of the student's difficulties will be conducted if he/she is not experiencing success.
 - a. Reentry into the ESL program may be recommended if evidence suggests that the problems are related to language skills.
 - b. Parents will receive written notification in a language they understand when major changes are made in their child's instructional program.
7. Former ELL students have access to the same curricular opportunities as non-ELL peers.
8. Former ELL students have access to the same honors, awards, and other recognition as non-ELL peers.

F. *Program Evaluation*

1. Annually, the effectiveness of the ESL program will be reviewed by the District's administration.
 - a. AYP, MAP, and EOC statistics including graduation, attendance, drop-out rates and grade retention of ELL and will be compared to their peers.
 - b. Student progress, length of time in the ESL program, and successful exit into regular education classes will also be reviewed.
 - c. Surveys and opinions from staff, parents, and students will be part of the evaluation.

- d. Program evaluation will identify areas that need modifications in order to continue achieving the district's goals for ELL students.
2. An ELL advisory committee will assist with the implementation of this program. The advisory committee will include, but not be limited to, an administrator, an academic content teacher, an ESL teacher and a counselor. The advisory committee will make recommendations for modifying program effectiveness based on the program evaluation.

G. Parent Notification

1. The ESL staff identifies and informs school personnel of the existence of non-English proficient parents/guardians of students in the district.
 - a. The district communicates with parents of Language Minority students in a language understood by the parents through bilingual/ multilingual school personnel and/ or qualified interpreters and translators contracted by the school.
2. The district maintains and makes available to school personnel an annually updated list of qualified interpreters or translators to assist in communication with parents.
3. Parents will be made aware of parental involvement opportunities available in the district.

H. Equity

1. The district ensures the quality of services and facilities available to ELL students are comparable to those of non-ELL students, to the extent that facility space allows.
2. The district ensures that the quality and quantity of instructional materials in the ESL program are comparable to the instructional materials provided to non-ELL students. Annual budget provisions for the ESL program are comparable to budget provisions for the district's non-ELL programs and students.
3. Students enrolled in the ESL program participate in classes, activities, and assemblies with non-ELL peers.
4. Students enrolled in the ESL program have access to the full school curriculum, both required and elective courses, including vocational education.
5. Students enrolled in the ESL program have access to the same counseling services as non-ELL students. Translators/ interpreters are utilized as needed for these services.

I. Special Opportunities Programs

1. The district ensures that access and full participation in special opportunity programs is available to students enrolled in the English as a Second language program.
2. The district ensures that the assessment for participation in special opportunity programs is comparable for ELL and non-ELL students.

J. Special Education Programs

1. Special Education Services are provided for ELL students for whom a need of such services is established. Identification and assessment will follow the district's established guidelines for Special Education Services for non-ELL students. No student is placed in Special Education based solely on criteria which only measures English Language Proficiency.
2. The team for assessing and identifying ELL students for special education services includes the ESL teacher and / or coordinator who will ensure that the student's unique language and cultural needs are addressed.
3. Special Education tests for ELL students are administered by qualified personnel trained in assessment procedures.
4. ELL students are placed in special services programs in ways comparable to non-ELL students with similar needs.
5. The district provides, in a language they understand (if possible.), the same documents and communications to parents of special needs ELL students as it provides to non-ELL students' parents. When translations are unavailable, interpreters/ translators are used to ensure that parents are informed of all rights and privileges
6. The district ensures that students who need Special Education receive services in a timely manner. Identification, assessment, evaluation, and services are provided on a timetable comparable to non-ELL students.