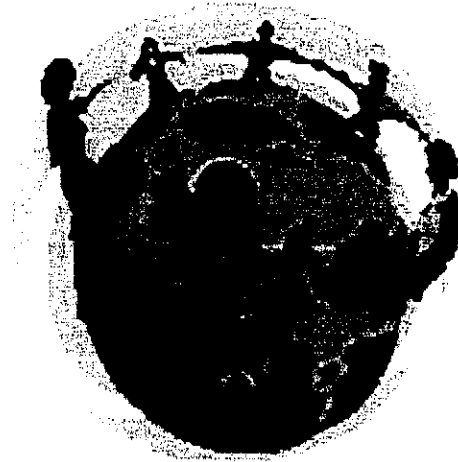


Bonjou (Haitian Creole) - Dzień dobry (Polish)- Namaste (Hindi)- Dobry den (Czech)-Konnichi wa (Japanese)-Bom-dia

Buenos dias (Spanish) - Guten tag (German) - Salaam (Arab) - Ni hao (Chinese) - Sunchhen (Bengali) - Shalom (Hebrew)

**Fayette County Schools
ESL Procedures for
Services to English Language Learners**



Mary Ann Freeman, Director of Federal Programs

(Portuguese)-Ciao (Italian) Goedendag (Dutch)-Jambo (Swahili)-Amakuru (Rwandan)-She:kon (Mohawk)- 좋은 날 - Korean-dydd da-
Welch

Bonjou (Haitian Creole)-Dzien dobry (Polish) - Namaste (Hindi) - Dobry den (Czech)-Konnichi wa (Japanese)-Bom-dia(-Portuguese)-Ciao (Italian)

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FAYETTE COUNTY BOARD OF EDUCATION

Federal Programs

Mary Ann Freeman, Director
Mildred Shelton, Supervisor
304.574.1176.2131

111 Fayette Avenue
Fayetteville, WV 25840
Fax: 304.574.2980

ESL Procedures for Services to English Language Learners (ELL)

West Virginia State Board of Education Policy 2417

STUDENT IDENTIFICATION

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

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

When a parent is non-English or limited English speaking, a bilingual translator is provided, if necessary.

Each school principal is responsible for immediately contacting the Title III Director if the home language survey indicates a language other than English is identified in any of the Home Language Survey responses. The student will be identified as a potential ELL student. A language assessment is conducted by the ESL teacher to determine language proficiency, based on the Woodcock Munoz Language Survey Test.

An LEP student is classified as one:

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. who was not born in the United States or whose native language is a language other than English; or
 1. who is a Native American or Alaska Native, or a native resident of outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 2. who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
- D. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 1. the ability to meet the West Virginia Department of Education (hereinafter referred to as the "WVDE") proficiency level of achievement on State assessments;
 2. the ability to achieve successfully in classrooms where the language of instruction is English;
 3. the opportunity to participate fully in society

All instruction and assessment must be in English. Alternative language instructional programs, such as ESL, designed to increase the English language proficiency must be based on sound educational research, theory, and practices.

SCHOOL ENROLLMENT

The following guidelines will assist in this process:

- A. The LEP student should be placed in a grade according to age (no more than one grade level below).

Proof of Residency in the School District

- School officials may request proof that you live within the boundaries of the school district. School districts typically accept a variety of documents for this purpose, such as copies of phone and water bills, lease agreements, affidavits, or other documents. A school district's requirements to establish residency must be applied in the same way for all children.
- A school district may not ask about your or your child's citizenship or immigration status to establish residency within the district, nor may a school district deny a homeless child (including a homeless child who is undocumented) enrollment because he or she cannot provide the required documents to establish residency.
- While a school district may choose to include a parent's state-issued identification or driver's license among the documents that can be used to establish residency, a school district may not require such documentation to establish residency or for other purposes where such a requirement would unlawfully bar a student whose parents are undocumented from enrolling in school.

Proof of Age

- School officials may request documentation to show that a student falls within the school district's minimum and maximum age requirements. School districts typically accept a variety of documents for this purpose, such as a religious, hospital, or physician's certificate showing date of birth; an entry in a family bible; an adoption record; an affidavit from a parent; a birth certificate; or previously verified school records.
- Although a school district might request documents such as those listed above to verify your child's age, a school district may not prevent or discourage your child from enrolling in or attending school because he or she lacks a birth certificate or has records that indicate a foreign place of birth, such as a foreign birth certificate.

Social Security Numbers

- Some school districts request a student's social security number during enrollment to use as a student identification number. If a school district requests a student's social security number, it must: (1) inform you and your child that providing it is voluntary and that refusing to provide it will not bar your child from enrolling in or attending school, and (2) explain for what purpose the number will be used.
- A school district may not prevent your child from enrolling in or attending school if you choose not to provide your child's social security number.
- A school district may not require you to provide your own social security number in order for your child to enroll in or attend school.

Race or Ethnicity Data

- School districts have some Federal and state obligations to report race and ethnicity data about the students in their schools. A school district may request that you provide your child's race or ethnicity for this purpose.

- However, a school district may not bar your child from enrolling if you choose not to provide your child's race or ethnicity.

Immunizations for School Entry:

- Tuberculosis (TB) test prior to attending public school
- Required all children entering school for the first time in West Virginia to be immunized against diphtheria, polio, rubeola, rubella, tetanus and whooping cough.

STUDENT LANGUAGE ASSESSMENT

If entering at the beginning of the school year, within four weeks of enrollment and completion of the Home Language Survey, the ESL teacher administers the Woodcock Munoz Language Survey Test to identify students, and communicates the results and support services available to parents. Parents are given the option to waive services. Students are eligible for services in accordance with the state ESL guidelines. If entering after the school year has begun, the assessment and notification to parents must occur within 2 weeks.

Assessment of English Language Proficiency

- Students who are non-English language background will be administered the Woodcock Munoz Language Survey to determine their English language skills. Students who score less than proficient on any subtest of the survey are classified as ELL and provided services in the ESL program. Students are exited from ESL services when a proficient score is attained on all subtests: oral, reading, and writing.
- All students served in the ESL program shall be administered the English Language Proficiency Assessment (ELPA21) annually to re-establish eligibility or to determine readiness to exit, as well as to measure progress. These scores will be kept on file to document eligibility and provide data for submission to the State Department of Education regarding program accountability and adequate Yearly Progress (AYP).
- All data related to student eligibility will be maintained in the student's yellow permanent folder and the central office.

ESL PROGRAM PARTICIPATION

The ESL program is designed to meet the educational needs of ELL students. The ESL curriculum provides for the development of English language proficiency skills in listening, speaking, reading, and writing. Primarily, the ESL curriculum guide emphasizes the development of competency in language acquisition. ESL services must be based on the student's needs. The following guidelines are used in determining instructional services:

ESL Services:

- Must be delivered by a certified teacher with English as a Second Language (ESL) endorsement, or a certified teacher pursuing the additional endorsement.
- Must be delivered during the regular school day, although supplemental support may include tutorials after school or summer school programs.
- Level¹ 60 minutes 3 times per week
- Level² 45-60 minutes 2 times per week
- Level³ 45 minutes 1 time per week

- Level⁴ 30 minutes 1 time per week
- Level⁵ monitor

Grades and classroom success must be monitored by the Title III director/principal and ESL/classroom teacher. ELL students are entitled to modifications in content and grading to the extent that they can be successful. If failing grades are given, documentation should be provided to determine that the language proficiency is not the cause. Students cannot be failed based solely on language proficiency. Staffing and resources must be sufficient for adequate and effective implementation.

Parents of ELL students are provided communication in a language they understand, to the extent practicable.

STUDENT PLACEMENT AND SERVICES

ESL student identification and services should be based on the guidance provided in the WV Toolkit. As an initial step in placement the ESL teacher and designated school personnel conduct a review of prior educational records.

The results of this assessment may also be used to:

- determine eligibility for ESL Program
- determine level of ESL services
- determine areas of student's strengths and weaknesses in English for effective instructional planning
- track adequate yearly progress
- modification of regular classroom assignments and tests
- pull out individual or small group instruction by an ESL teacher
- appropriate technology activities/other instructional activities
- peer tutoring
- after-school and summer programs, if offered
- parent involvement
- other special programs/supplemental services for which the student qualifies
- monitoring academic progress of ELL students

LEP students should not be retained based on their English language ability. Students who are documented as ELL are also entitled to other services, as appropriate. Language proficiency cannot be criteria for exclusion. Other possible services include Title I, Special Education, Gifted, or Vocational Education programs.

RESPONSIBILITIES OF SCHOOL PERSONNEL

Title III Director:

- Recommends, implements, and maintains program policies, procedures, schedules, and budgets.
- Ascertain that the goals and requirements of the program are met.
- Supervises annual system-wide Home Language Survey of national origin minority students.
- Supervises annual English proficiency testing, including ordering of testing materials, dissemination, development, and maintenance of records.
- Monitors the progress of exited students.
- Coordinates ESL services with all other departments of the school system.

- Plans staff development activities in conjunction with the Associate Superintendent.
- Meets regularly with program staff and other school system administrators.
- Oversees the preparation and dissemination of program communications such as brochures, videotapes and newsletters.
- Coordinates and disseminates project reports.

Principal:

- Ensures student enrollment forms, including the Home Language Survey, are completed for each student enrolling in the School and will be maintained in the permanent folder. (yellow folder)
- Immediately informs the Title III director serving the school of new arrivals.
- Provides appropriate/comparable space for ESL instruction
- Ensures that ELL students are provided appropriate ESL services.

ESL Teacher:

- Assists with enforcing policies and regulations as established by the Board of Education.
- Creates and maintains and an instructional climate that is conducive to learning.
- Assists with the identification of ELL students using appropriate assessment instruments.
- Plans and implements ESL instruction based on diagnosed needs of each individual student.
- Evaluates student performance in the ESL class and provides classroom teachers with input regarding progress.
- Maintains records on each student attending the ESL class.
- Attends professional development for increasing knowledge of ESL strategies and methodology.
- Assists with providing information on ELL students to state and federal agencies when requested.
- Assists ELL students in understanding American culture and encourages all students to understand other cultures.
- Functions as a resource member of the local school staff.
- Conducts in-service training for staff on ESL intervention and instructional strategies.
- College and Careers Readiness Standard (CCRS) signifies that students should follow the content standards and objectives for Reading and English Language Arts as a guideline, implementing the ELP standard when appropriate for their grade level.
- Implements the LEP standards

Regular Education Teacher:

- Communicates closely with the ESL teacher regarding the ELL student's progress and class assignments.
- Provides to the ESL teacher required information for completing reports to state and federal agencies.
- Takes advantage of staff development opportunities to increase understanding of ELL students' needs and to learn effective ESL strategies.
- Modifies tests and assignments when needed and appropriate.
- Implements the ELP standards within the classroom

TRANSITION AND EXIT

Transitional ELL Students

Support services for transitional ELL students can take many forms, depending on the individual needs of the student. The Title III Director/Principal and the ESL teacher should monitor the student's performance in the classroom by checking the student's report card and test scores and by discussing each student's progress with the classroom teacher. Students are offered other services as appropriate.

EXIT CRITERIA

ELL students are monitored for 2 years after meeting exit criteria. These are considered transitional years to ensure grade level success. Two additional years allow for the student to be counted as ELL for district reporting. If indications arise that the student is not being successful, then support services are again offered, based on student needs. Services could be limited to a specific content area, or the student could be offered ESL Program services again, if necessary.

The criteria for English Language Proficiency (ELP) (exit LEP status) are:

- A. student no longer meets the definition of LEP;
- B. student no longer participates in alternative language programs nor receives monitoring services;
- C. student scores at a level five on the English Language Proficiency Assessment (ELPA21) for two(2) consecutive years or tests proficient for two (2) consecutive years on the Alternate Assessment;
- D. Student scores at mastery level or above on the General Summative Assessment (GSA), Reading Language Arts Assessment;
- E. Student scores at mastery level or above on the Alternate Assessment.

PROGRAM MONITORING

- All students are eligible to enroll regardless of immigrant status.
- If a student does not have a social security number, a number is assigned.
- Our district has effective procedures to identify and assess students who have a primary or home language other than English.
- An annual needs assessment is conducted with all appropriate personnel and support staff providing input to aid in determining program effectiveness and to identify areas of need.
- Our district maintains a database containing information on students who have a primary or home language other than English which includes:
 - Date of Entry
 - Date of birth
 - Grade level
 - Home Language
 - Current School
 - Achievement test data
 - Proficiency Level
 - Supplemental Programs participation

SUMMARY

Fayette County enters into WVEIS the number of ELL students being served by each school. This information is used to determine the staffing necessary to meet the needs of ESL students for each school year.

Fayette County communicates important school information to ELL parents in a language that they can understand, to the extent practicable.

Fayette County has a procedure whereby the parents or legal guardians may waive alternative language services for their child. Our district informs the parents of the potential educational implications of waiving these services.

Students who are no longer eligible because of proficiency in English, or those who never qualified for ELL status, must be reported into WVEIS. Grades, academic progress in English and content areas, retention rates, drop-out rates, participation in other programs, graduation rates, and performance on state assessments are all monitored and/or reported.

Any deficiencies found in providing adequate language support services will be corrected.

<p>FAYETTE COUNTY SCHOOLS 111 Fayette Avenue Fayetteville, WV 25840-1219 Phone: 304.574.1176</p>
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FAYETTE COUNTY SCHOOLS does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in admission to or access to, or treatment or employment in, its programs and activities. The system will be in compliance with the regulations implementing Title VI of the Civil Rights Act of 1994, Title IX of the Educational Amendments of 1972, The Americans with Disabilities Act (ADA) of 1990, and Section 504 of the Rehabilitation Act of 1973. Any person having inquiries concerning the system's compliance with the regulations implementing Title VI, Title IX, or the American with Disabilities Act (ADA) is directed to contact the Fayette County Schools Compliance officer by calling 304.574.1176.

Guidelines for the Identification of LEP Students

In order to assure that all students with limited English proficiency (LEP) are equitably and appropriately identified, each school's enrollment form must include pertinent Home Language Survey questions that initiate the identification process. When a student with a native language, home language, or primary language other than English enrolls in school, the following steps should be followed.

1. Each county's ESL teacher (or designee) will administer an initial screening using the Woodcock Munoz Language Survey to determine the student's level of English language proficiency.
2. Based on the results of the screening, the student will be determined to be:
 - a. Fully proficient in English (level 5)
 - b. Limited English Proficient (levels 1-4)
3. Students with Limited English Proficiency are eligible for ESL services.
4. The amount/frequency of ESL services will be based on the student's proficiency level and county guidelines. (See Policy 2417 for descriptions of each proficiency level)
5. Within 30 days of the student's enrollment, the school will notify the parent in writing of the student's eligibility to participate, the type, and amount of ESL services.
6. Parental consent is not required to receive program services. However, parents may refuse ESL services for their child. (*Documented on Parent Waiver form*)
7. In addition to ESL services, the school will "Shelter" instruction in the regular classroom. The ESL teacher (or designee) can provide technical assistance to classroom teachers to ensure that effective Sheltered Instruction strategies and modifications are in place.

LEP Committee

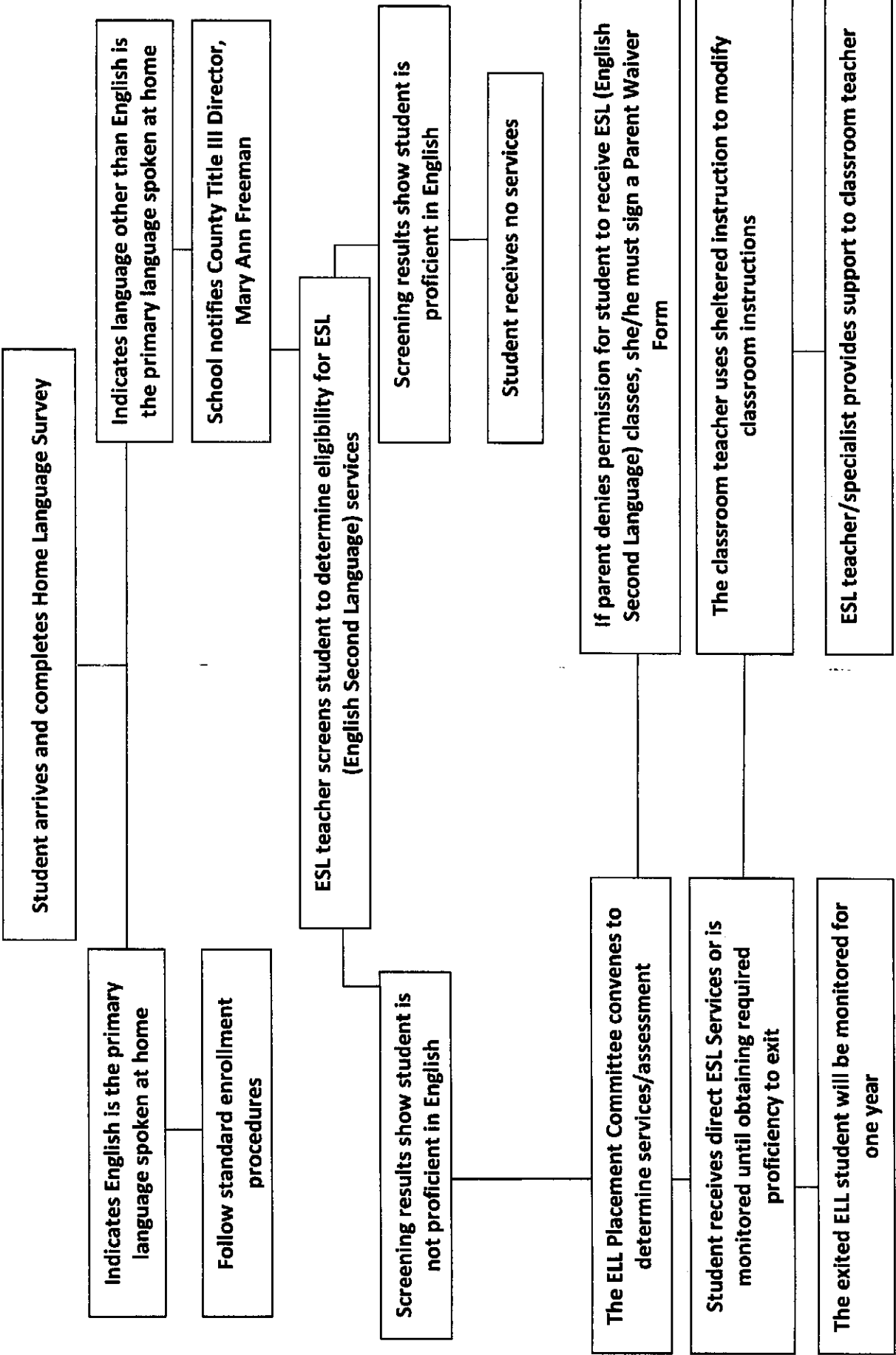
For each student that is eligible for ESL services, schools will assemble an LEP Committee (sometimes called the LEP SAT Team), which includes the ESL teacher, one or more of the student's classroom teachers, the parents, and administrator.

(*Documentation on Notice of Parent Meeting*) The LEP Committee will address the following issues:

1. Student's English Language Development through:
 - a. ESL services
 - b. Classroom modifications (Documented on the "LEP Classroom Modifications Form")
2. Student Assessment through:
 - a. ELPA21
 - b. Content assessments (Documented on the "LEP Classroom Modifications Form")
 - c. Statewide assessments (Documented on the "LEP Assessment Participation Form" AND accommodations entered into WVEIS)
3. Academic opportunities for the LEP student
4. Resources for the LEP student
5. Social or cultural Concerns

FAYETTE COUNTY SCHOOLS

Procedures for PHLOTE (Primary Home language other than English) Students



FAYETTE COUNTY BOARD OF EDUCATION
Federal Programs

Mary Ann Freeman, Director
Mildred Shelton, Supervisor
304.574.1176.2131

111 Fayette Avenue
Fayetteville, WV 25840-1219
Fax: 304.574.2980

Implementing Programs for Limited English Proficiency (LEP) Students

	<u>Activity</u>	<u>Timeline</u>	<u>Person(s) Responsible</u>	<u>Date Completed</u>
1)	Train principals, guidance counselors, secretaries, Pre-K, and private schools on LEP identification and timelines Home Language Survey	August - May	Title III Director ESL Teacher	
2)	Train principals/teachers/guidance counselors on identification and instructional strategies for LEP students	August - May	Title III Director ESL Teacher	
3)	Communication to parents	August - June	Title III Director Principal ESL Teacher	
4)	Kindergarten/Pre-K Registration Home Language Survey; screening (as needed)	March	Title III Director Principal ESL Teacher	
5)	School Visit - monitoring	September - May	Title III Director	
6)	State Title III Conference and Webinars	August - May	Title III Director ESL Teacher	
7)	WVEIS - data entered correctly	End of each school month	Title III Director Principal	
8)	Monitor students taking ELPA21	January - May	Title III Director Principal ESL Teacher	
9)	Monitor timelines of screening and serving LEP students	August - June	Title III Director Principal ESL Teacher	
10)	Enrollment Packet at the school level to include Home Language Survey, collect survey, act within timeline	July - June	Title III Director Principal	
11)	Monitor active LEP files	Ongoing	Title III Director Principal ESL Teacher	
12)	Monitor LEP Program	Ongoing	Title III Director Principal	

(Revised 7-1-2016)

Fayette County School District

Home Language Survey

Student Name: _____ Birthdate: _____ Age: _____

School: _____ Grade: _____ Gender: Male Female

Birth Country: _____ Birth State: _____ Birth Place: _____
(If in USA)

Date entered US (Month/Year): _____ Has the student previously attended school in the USA? Yes No

Please provide the school name(s), state(s), primary language of instruction, and dates of schools attended in the USA.

Name of School	State	Dates Attended	Language of Instruction

Student's Languages Questions: What is/was the student's...

Child's First Spoken Language?	Language Spoken Most Often in the Home?	Child's Primary Language?	Other Language?

Student's Language Development

Age student began to speak	Did the student learn first language well prior to English?	Adult's opinion on Student's PRIMARY language reading/writing skills	Adult's opinion on Student's ENGLISH language reading/writing skills
		none very little some very well	none very little some very well

Parent/Guardian Information

Parent/Guardian Name			
Address			
Telephone	Home:	Work:	
Preferred Written Language			
Preferred Oral Language			

Brothers and sisters:

Name	Birth Date	Age	Birth Country	Current Residence

Parent/Guardian's Signature

Date

SCHOOLS MUST COMPLETE THIS SECTION:

_____ **SCHOOL CODE**

_____ **STUDENT NAME: Last, First**

_____ **WVEIS ID#**

We are collecting information regarding the language background of each student. This information will determine if English as a Second Language (ESL) services will be provided to the student. Please provide the following information:

1.) Is there a language **other than English** listed on the reverse side of this form under **"Student's Languages Questions"**?

YES NO

2.) If yes, please identify the student's race below, and provide a copy of this completed survey to the office of Title III Director, Mary Ann Freeman, Fayette County Board of Education.

	Race	Code
	American Ind/Alaskan	I
	Asian/Pacific IS	A
	Black	B
	Hispanic	H
	White	W

OFFICE USE ONLY

Student ID#	Date Distributed	Date Received	
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