

**Radford City Public Schools
Second Language Instruction**

ESL PROGRAM GUIDE

**Radford City Public
Schools**

2007-08

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ABOUT THE REFERENCE GUIDE

This guide provides a comprehensive document addressing the many issues and circumstances regarding the education of children with diverse cultural and linguistic backgrounds. Specifically, the information in this document will help you better service students in your schools who are English Language Learners (ELLs). Radford City School's personnel has developed this guide as a means of communicating Radford City Public School's philosophy, programs, and procedures concerning students who speak a language other than English and may require additional assistance in developing English language proficiency. With an equitable curriculum, strong pedagogical skills, and effective assessment, educators will have what they need to create individualized plans for every student and effective interventions for those students who need additional assistance. As every student receives the specific support they need, whether through tutoring and community mentoring programs or specialized attention and support in the school, closing achievement gaps will be the result in an equitable school.

Implementing equity is not "one more thing" to add to your heavy workload. Instead, it is a requirement if we are to ensure that every child receives the education they deserve and that they need to thrive in our society. Establishing equity as a guiding principle depends on the commitment of educators in every school and classroom who believe that achievement gaps can be closed and are willing to work to make success a reality for every student, regardless of language, race, disability and economics.

This guide contains two sections:

Part One: "Program Overview and Organization" provides an introduction to the ESL program in Radford City, a statement of mission and philosophy, program goals and objectives and a summary of the program models and service recommendations for English Language Learners (ELL)*.

Part Two: "ESL Program Procedures" outlines the process of providing language assistance services to Limited English Proficient (LEP)* students. This part presents all of the components necessary to deliver effective services to your LEP population. In addition, you will be given answers to –What are the ESL teacher's responsibilities? How do we identify, register, assess and serve an English Language Learner?

*English Language Learner (ELL) and Limited English Proficient (LEP) are used to talk about students who require English as a Second Language (ESL) Services. More definitions can be found in the Appendix.

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CONTENTS

Part 1: Program Overview and Procedures

INTRODUCTION

Radford City Public Schools offers robust English as a Second Language program designed to meet the needs of the English Language Learners who live in our district. The program began in 1992 with 4 students and a half time teacher. We will start the 2007-08 school year with an estimated 8 English Language Learners. At this time our student population have native languages which include Arabic, Chinese (Mandarin) and Mongolian.

Federal law states that public schools must provide free and equal education to meet the needs of all students, including those who have limited proficiency in the English language (Pyle vs. Doe, 1982; Lau vs. Nichols, 1974; Equal Education Opportunity Act, 1974). To meet federal regulations, the school division continues to expand its English support programs. We currently have ESL students at all of our schools: McHarg Elementary, Belle Heth Elementary, John Dalton Intermediate School and Radford High School.

MISSION STATEMENT

Radford City Public School's mission is to ensure that each English Language Learner develops high levels of English proficiency, while mastering challenging content area standards of learning. Our school system and community of learners are committed to providing high quality education for all students.

EDUCATIONAL PHILOSOPHY

Radford City Public Schools (RCPS) recognizes the importance of providing meaningful educational programs for English language learners. Our educational philosophy is based on the belief that each English language learner can develop high levels of English proficiency, and master challenging academic content with success equal to fluent English speakers. Our programs offer comprehensive instruction for all students while recognizing the possible discrepancies in the

educational expectations of home cultures. We respect and acknowledge the importance of the different languages and cultures represented in our community.

GOALS

The program's goals and objectives are aligned with the Virginia English Language Proficiency Standards of Learning, which were adopted by the Virginia Department of Education in November 2002. In addition, No Child Left Behind performance goals are instrumental in our ESL program. They include:

- All English Language Learners will become proficient in English and reach high academic standards attaining proficiency in all subjects.
- All English Language Learners will have the opportunity to graduate from high school.
- All English Language Learners will make Adequate Yearly Progress (AYP) as required by state mandates, resulting in closing the achievement gap.
- All English Language Learners will receive high quality instruction that meets their specific needs.
- All English language learners will be provided with equal educational opportunities to ensure their participation in a general education classroom.
- All teachers, principals, administrators, school staff and community members will have professional development opportunities to enhance the division's ability to provide high-quality instructional programs and services for our English language learners.

PROGRAM OBJECTIVES

- To accurately identify and assess all students who qualify for English language services.
- To provide educational services to ELLs in accordance with state and federal regulations.
- To advance ELLs in language proficiency towards the required level for exit from services.
- To ensure that English language learners actively participate in their own educational experience.
- To monitor student progress and report student achievements to parents/guardians and classroom teachers.
- To facilitate communication between the school and non-English speaking parents.
- To accurately maintain ESL student and division records.
- To assist classroom teachers and other school personnel with appropriate materials, strategies and training to address the individual needs of their English language learners.
- To monitor the effectiveness of ESL program services using appropriate evaluative measures.

PROGRAM MODELS

CONTENT- BASED ESL INSTRUCTION

RCPS English as a Second Language instruction is content-based. ESL students will be mainstreamed and have access to all programs available to all students. The type of program model and delivery of instruction depends on the proficiency levels of the students. ESL staff will provide assistance to classroom teachers and other school personnel with appropriate materials, strategies and training to address the individual needs of their English language learners. ESL teacher collaborates with mainstream teacher on a regular basis to assist teacher in planning instruction for the ESL students in classroom. The ESL teacher models strategies, presents demonstration lessons, provides resources, and monitors ESL student achievement.

PROGRAM MODEL

ELEMENTARY LEVEL GUIDELINES FOR ESL SERVICES (K-5)

- Combining grade and/or skill levels may be necessary for ESL in class instruction.
- In class instructional models are the main instructional models. Whenever possible, in class instruction using ESL strategies and support is the preferred model.

All students must be mainstreamed throughout the day and should participate in specials (PE, art, music, etc.), recess and lunch with their mainstream class where they can have social interactions with their English speaking peers.

SECONDARY LEVEL SCHEDULING SUGGESTIONS FOR ESL SERVICES (6-12)

- Each ESL student is identified by one of 4 levels and that generally determines the consultation and accommodations for instruction; however, each student's case should be dealt with individually and the best services provided to meet the student's overall needs..

PROCEDURE AND GUIDELINES

1. GENERALLY

- 1.1. The Radford City School Board shall provide programs to improve the education of limited English proficient children by assisting the children to learn English and meet Virginia's challenging academic content and student academic achievement standards.

2. ASSESSMENTS

- 2.1. The School Board will annually assess the English proficiency of all students with limited English proficiency.

3. NOTIFICATION

- 3.1. Radford City Schools will, not later than thirty (30) days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, a program for limited English proficient students of the following:
 - 3.1.1. The reasons for the identification of their child as limited English proficient and in need of placement in a language instruction education program;
 - 3.1.2. The child's level of English proficiency, how that level was assessed, and the status of the child's academic achievement;
 - 3.1.3. The method of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
 - 3.1.4. How the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
 - 3.1.5. How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 - 3.1.6. The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited_english proficient children, and the expected rate of graduation from secondary school for such program;
 - 3.1.7. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
 - 3.1.8. Information pertaining to parental rights that includes written guidance detailing the following:
 - 3.1.8.1. The right that parents have to have their child immediately removed from such program upon their request and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available,
 - 3.1.8.2. And assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the school division.
- 3.2. For a child who has not been identified for participation in a language instruction education program prior to the beginning of the school year, the School Board shall provide the notice detailed above within two (2) weeks of the child being placed in the program.

- 3.3. The information described above will be provided to parents in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand, upon request.

4. ELIGIBILITY

- 4.1. Radford City Schools will establish a process to ensure that students who are eligible to receive English as a second language services are appropriately identified and offered those services.
- 4.1.1 Upon entry, all students will complete a home language survey as part of the enrollment form to determine if a language other than English is spoken at home.
- 4.1.2 Students who are identified as language minority students will be assessed to determine their level of English language proficiency.
- 4.1.3 Parents will be notified of their child's eligibility for participation in a program for limited English proficient students and students will be placed in an appropriate support program.
- 4.2. Students who have not reached age 22 on or before August 1 of the school year may be accepted and provided English as a second language services. No tuition shall be charged such students, if state funding is provided for such programs.

Part II: ESL Program Procedures

ESL TEACHER TIMELINE

*****Changes in activities and dates may occur at any time due to federal, state, or local mandates.**

AUGUST

- Attend ESL Staff Development Meeting.
- ESL Teacher will work closely with the Guidance Departments to ensure that ESL students are properly scheduled.
- Distribute LEP student summary to content area teachers.
- Screen all new LEP students or refer to intake center for assessment. - See Identification Procedures.
- Review and update LEP folders.
- Collect student schedules.

SEPTEMBER

- Coordinate overview of emergency procedures in ESL consultation.
- Participate in the ESL Consortium Meetings
- Administer a writing sample to all ESL students. Administer a native writing sample to new arrivals.
- Send NCLB letter and LEP Notification by September 15 for new and returning students.
- Provide building principal with final ESL count as submitted for Sept. 30th report and ESL class schedule details.
- Report all roster additions/deletions to the ESL Teacher

OCTOBER

- Follow up on students on Monitor status.
- Attend County wide ESL meeting.
- TESOL Conference.
- Schedule/hold LEP Review Committee meetings in preparation for fall standardized testing.
- Record accommodations on Participation and Accommodations form and send home parent copy.
- Coordinate and hold ESL Parent Outreach.
- File NCLB Letter and LEP Notification letter in ELS folder.
- Send any roster changes to ESL Teacher as they occur.

NOVEMBER

- Assist in coordinating Parent/teacher conferences with teachers and translators.
- Send any roster changes to ESL Teacher as they occur.

DECEMBER

- Send any roster changes to ESL Teacher as they occur.
- ESL Meeting

JANUARY

- Coordinate initial projections of students' ESL level for the next year and contact feeder schools to discuss.
- Meet with guidance and/or administrative staff about scheduling issues for next year.
- Send any roster changes to ESL Intake Office as they occur.
- VESA Conference

FEBRUARY

- Schedule/hold LEP Review Committee meetings in preparation for spring standardized testing.
- Record accommodations on Participation and Accommodations form and send home parent copy.
- Middle School teachers - Provide HS ESL teachers at receiving schools the names and LEP levels of upcoming 9th grade students.
- Coordinate middle and high school orientations for ESL students in 6th and 8th grade with guidance.
- Send any roster changes to ESL Teacher as they occur.
- Participate in ESL Reading Training Wytheville.
- Attend testing training meeting.

MARCH

- Schedule/hold LEP Review Committee meetings in preparation for spring standardized testing.
- Record accommodations on Participation and Accommodation form and send home parent copy.
- Help administer SOL Writing Test.
- Schedule end of year state language proficiency testing according to state testing schedule.
- Attend testing training meeting.
- Send any roster changes to ESL Teacher as they occur.
- SELP administration begins

APRIL

- Schedule/hold LEP Review Committee meetings in preparation for spring standardized testing for new students.
- Record accommodations on Participation and Accommodation form and send home parent copy.
- Schedule and administer ELP Testing according to state testing schedule.
- Send any roster changes to ESL Teacher as they occur.
- Help in preparation and administration for SOL exams.
- WIDA administration ends

MAY

- Complete appropriate summer school forms and send to ESL Office.
- Administer SOL exams.
- Continue to discuss master schedule with guidance and administration.
- Conduct an inventory of materials and supplies.
- Attend grade level meetings at your school to determine class rosters for upcoming school year.
- Send any roster changes to ESL Teacher as they occur.
- Submit WIDA materials to Harcourt Brace

JUNE

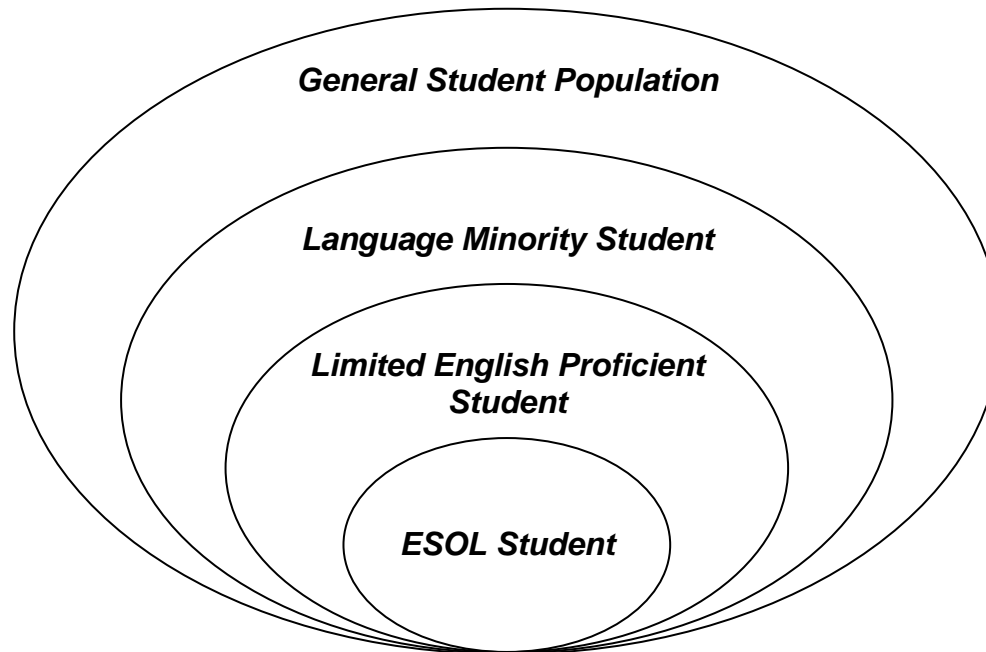
- BEFORE END OF SCHOOL YEAR: Coordinate completion of ESL folders and ensure that they are in the cumulative file.
- Consider possible exit students for the following year.
- Place all Participation and Accommodation on Standardized Testing forms in ESL Folder.
- Send an ESL Roster to the ESL Teacher, noting projected LEP level for the fall and recommended hours of ESL service.

AS NEEDED

- Work with guidance/office staff to place new students.
- Attend child study/Eligibility/IEP meetings.
- Work with content teachers to ensure that appropriate accommodations and assessments are being used.
- Coordinate with translator.

Registration Guidelines

FEDERAL DEFINITION OF AN LEP STUDENT



An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*. 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 or secondary school;

- (C) (i) who was not born in the United States or whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
- OR (ii) (I) who is a Native American or Alaska native, or native resident of outlying areas; and
- (ii) (II) 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 (iii) 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;

AND

- (D) whose difficulties speaking, reading, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

IDENTIFYING POTENTIAL LEP STUDENTS

Potential LEP students are identified by information provided the two following form:

Home Language Survey Form

The *Home Language Survey Form* is used to identify potential English Language Learners. **If the parent gives any response other than English on one or more of questions, then the student must be screened for eligibility.** In this case, inform the parent that the student must be screened for ESL services. Upon notification that a potential ESL student is registering for enrollment the school should contact the ESL teacher who will obtain the necessary information to assess and determine services.

The ESL teacher can assist with the registration process and is assist in the registration of ESL students.

(NOTE: If the parent does not give permission for the child to be screened, the student IS NOT eligible for ESL services, regardless of English proficiency, and should not be flagged in SASI as an LEP student. The family should still be referred to the school principal to ensure that all registration requirements are met and that they clearly understand the decision to refuse services.

DETERMINING ELIGIBILITY

Eligibility for the ESL program will be determined by the ESL teacher through an assessment process based on standardized language proficiency testing. The complete battery of tests to determine language proficiency and program eligibility is only available through the ESL teacher. Parents have the right to refuse ESL services at any time regardless of eligibility by signing a refusal of services form (Parental Notification of Placement).

SUBSEQUENT SCREENING PROCEDURES FOR PROGRAM ELIGIBILITY

A student may be referred for subsequent screening for ESL Program services after having previously been found ineligible. This referral may be made by a parent or school staff member if the student is having difficulty learning. A [Referral for ESL Screening Grades K-12](#) form must be completed and returned to the ESL teacher. The ESL teacher should confer with the person submitting the referral and send a *Permission for ESL Screening* ([English](#) or language used in the home) to the parent if it has been more than one year since previous permission to screen had been granted. If permission had been secured in the same academic year, then no additional form need be sent. When permission to screen is obtained, the ESL teacher will make arrangements to test the child. This should be done within ten days of the referral, if possible. The assessment and placement procedures are the same as for initial screening, and the same documentation is required.

KINDERGARTEN REGISTRATION

- Kindergarten registration requires the school division to register large numbers of new students simultaneously. The ESL teacher will be available to process all kindergarten registrations and schools are asked to contact the ESL teacher to help register kindergarten students when possible. The ELS teacher will follow up with appropriate screening for ESL services in a timely manner.

If the parents are unable to communicate with you in English, if you encounter difficulties with the registration process due to foreign birth certificates or unusual residency issues, or if your principal chooses to proceed in this manner; refer all students who have a home language other than English to the ESL teacher to assist in the registration process.

- Families can call to make an appointment.
- If possible, try to obtain a name and phone number so that we can try to follow up with the family if they do not call us.
- If you have begun the registration process but decide that you can't finish, please send all incomplete forms to the ESL teacher

GRADE PLACEMENT FOR ELEMENTARY AND MIDDLE

School systems in other countries may follow different age/grade level placement guidelines from those used in U.S. schools. School systems in other countries may also follow a different academic calendar, some ending as early as February. Content covered at a particular grade level may also vary widely. This is particularly true in math. Placement concerns should be addressed on an individual basis. The student's age, maturity, physical size, and parent recommendation or consent should be considered.

- Students who reach age 5 by September 30 should be placed in kindergarten.
- Students who reach age 6 by September 30 should be placed in first grade unless there is a strong reason to assign to kindergarten, such as lack of any school experience or marked immaturity. This should be determined by the classroom teacher, the ESL teacher and the principal.
- Students who reach age 12 by September 30 should be enrolled in middle school, regardless of previous schooling or English language proficiency.
- Students who reach age 15 by September 30 should be enrolled in high school, regardless of previous schooling or English language proficiency.

A student who speaks no English or lacks the skills necessary to meet grade level requirements may be considered for placement in a lower grade. This should be discussed among the classroom teacher, the ESL teacher, the parents and the principal after a period of observation.

GRADE PLACEMENT FOR HIGH SCHOOL

Grade placement is made at the time of registration by the school principal. Evidence of earned credits will govern the grade placement of a high school level student.

Students without Transcripts

Students who arrive with no transcripts are placed in 9th grade. This placement is reviewed if transcripts are subsequently received and evaluated.

Students with Transcripts

The Principal and the Guidance Department will review all transcripts and place the student according to the number of credits earned. Information about foreign transcripts will be obtained from the Metropolitan Area Foreign Student Association (MAFSA) *Comparison Chart of Primary and Secondary Foreign School Systems and Comparison Chart of National Grading Scales*.

Attention should be given to the following section in the *Virginia School Entrance Laws §22.1-5(7D)*:

School boards may accept and provide programs for students for whom English is a second language who entered school in Virginia for the first time after reaching their twelfth birthday, and who have not reached twenty-two years of age on or before August 1 of the school year. No tuition shall be charged such students, if state funding is provided for such programs.

In Radford City only students who are within completing diploma requirements may be considered for this provision that extends their eligibility in high school. Decisions will be made on an individual case basis.

ESL ADMINISTRATIVE FORMS AND RECORDS

Note: All ESL forms are provided to each school, contact guidance departments. All ESL forms were revised in February 2008.

ESL FOLDER

This file contains all of the compliance documents recommended by the Office of Civil Rights. The ESL teacher creates and assists in maintaining the contents of the ESL Folder, which is stored in the student's Permanent Cumulative File. **The ESL Folder must be diligently and consistently maintained throughout the year.**

Required components:

- **ESL folder** - This folder is created at the time of registration. Important information is located on the outside of the folder including information for flagging students in SASI.

File contents:

1. **ESL Folder Contents Checklist** – This checklist contains a list of the compliance documents recommended by the Office of Civil Rights. Place this checklist in the ESL Folder on top of all other documents.
2. **Home Language Survey Form** – Given by the registrar to the parent/guardian to complete at the time of registration. The main/guidance office places the original in the student's Permanent Cumulative File. When a language other than English has been indicated, a copy is immediately sent to the ESL teacher.
3. **Yearly ELP results** – Summary of annual ELP test results for AYP
4. **Referral for ESL Screening** – Used to request an ESL screening after initial registration. A referral may be made by a parent, teacher, administrator or school staff member and is required to initiate screening.

5. **Permission for ESL Screening** – Used when a *Referral for Screening Form* has been received and when the parent has refused permission for screening on the *Home Language Registration Form*.
6. **Parental Notification/NCLB Letter** – A parent/guardian or student over 18 must sign this permission form before a student receives ESL services. This letter notifies parents of the current English language proficiency level of their child and meets federal guidelines for informing parents about available services. This letter must be sent to parents within two weeks of initial registration and is completed at the Intake Center. Each year, this form must be sent to parents by September 30th. Parents may refuse ESL services on this form.
7. **Adjustment of ELP score** – Used to document a formal change in proficiency level.
8. **ESL Monitor Form/Parent Letter** – Use this form to place a student on monitor status; letter should be sent to inform parents of program change.
9. **Classroom Progress Report** – Use this form to document progress of students on monitor status. This form may also be used to request information from a classroom teacher on any ESL student. (required for monitored students)
10. **Final Program Exit Form/Parent Letter** – Completed when an ESL student is exited from the program, letter should be sent to inform parents of program change.
11. **Participation and Accommodation on Standardized Testing** – Documents the ESL student's participation and accommodation(s) on standardized tests.

GUIDELINES FOR GRADING ESL STUDENTS

Identified LEP students should not be failed based on work they are not able to do because of their limited English skills.

ACCOMMODATIONS/MODIFICATIONS FOR INSTRUCTION

Classroom instruction should be delivered using “comprehensible input,” or instruction that is meaningful to the English language learner. Teachers should use a variety of techniques and strategies to present new material such as using visual support (picture, realia, diagrams, charts, and graphic organizers), cooperative learning, drama, and hands-on activities. In addition, accommodations such as shorter assignments, simplified vocabulary, additional time, adapted rubrics, and use of bilingual dictionaries should be provided.

If needed, curriculum may be modified to meet the student's needs. Modified curriculum presents objectives that are above or below the student's current grade level objectives.

All teachers should consider accommodations and modifications when grading ESL students.

FAILURE

If academic work is appropriately adapted and supported based on the student's proficiency level in English, a student may be failed for the following reasons:

- Not doing the work (homework/class work) required for the class
- Lack of effort or preparation
- Not meeting the make-up requirements for absenteeism
- Excessive absenteeism

GRADING IN THE ELEMENTARY SCHOOLS

Responsibility for Grades

The teacher responsible for grading ESL students in the elementary level depends upon many factors such as proficiency level and the program model (whether pull-out or in class instruction or a combination of both). In most cases, the classroom teacher carries the major responsibility for a student's instruction and grades. However, most ESL and classroom teachers collaborate to deliver instruction and then combine grades. In some cases, the ESL teacher is responsible for the language arts grades alone or for the subject areas that students miss due to the ESL resource time. As a result of all of the above, grading responsibility may be negotiated and can differ from school to school.

Recording Grades

ESL teachers are responsible for maintaining grades for instruction that takes place during their students' ESL time, if the pull-out model is used. These grades can be combined with those kept by the classroom teacher who then inputs the grades on the report card.

GRADING IN THE MIDDLE/HIGH SCHOOLS

Because ESL students in the middle and high schools have scheduled content and ESL classes, they are graded by the teacher of that particular class. Teachers should use a variety of techniques and strategies to accommodate the language needs of the ESL students.

RETENTION

According to the law (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols), LEP students cannot be retained solely because of their low English language proficiency. If a teacher recommends retention because a student appears to have made little or no progress, schools should determine that the student has been enrolled in the school for an adequate period of time to ensure that the following conditions have been met:

- ESL students have received English Language development instruction commensurate with their proficiency level.
- Mainstream teachers have made appropriate accommodations and modifications in lessons, assignments, and assessments.

When making retention decisions, schools should also consider the following:

- Students **MAY NOT** be retained as a strategy to “catch up” academically.
- Retention for kindergarten or grade 1 students should be based upon developmental issues such as immaturity.
- Retention may be considered for students with excessive absences or students who do not complete the work that is modified according to their English proficiency level.
- If students have received appropriate modifications and accommodations in mainstream classes but have **NOT** shown progress in their language and content skills, the mainstream teacher and the ESL teacher should consider a referral to the Child Study committee before considering retention.
- Notification of the possibility of retention should be communicated in a language parents understand. Schools are required to provide an interpreter for a parent/teacher conference, if necessary. Maintain documentation in the Student Permanent Cumulative file of all parent communications.

GRADUATION REQUIREMENTS AND TRANSCRIPT EVALUATION SERVICES

Transfer Credits

Students who have transcripts should receive some transfer credit toward graduation. Transcripts need to be evaluated by the Principal

Graduation Credits

First-time ninth grade ESL students enrolled in the fall of 2000 and beyond follow the same graduation requirements as all high school students in RCPS. For specific courses required and information on verified credits, consult the High School Program of Studies.

ASSESSMENTS

This section provides information regarding the participation of limited English proficient (LEP) students in the assessments required by the Commonwealth of Virginia.

Guidelines for participation, including possible exemption and accommodation may change during the year. Always check with your administrator or School Test Coordinator (STC) prior to the administration of any tests contained in this section.

Included in this section are guidelines for the LEP Review Committee, whose duty is to determine and document the participation of LEP students on standardized assessments. Individual Virginia assessments are discussed, and participation requirements and accommodations are noted.

In general, LEP students must be included in the Virginia assessments as soon as they are required or as early as their proficiency level allows. There are three major reasons for this in addition to meeting compliance requirements for the *No Child Left Behind Act of 2001*. They are: (1) to provide diagnostic information to assist in instructional decisions; (2) to monitor progress of these students while they are in the ESL program; and (3) to monitor progress when they are assigned to grade-level classrooms. Information from assessment is essential to improve services for LEP students in both the ESL program and in mainstream classrooms. This type of assessment information is needed to ensure that appropriate staff, instructional materials, and facilities are in place and used properly.

LEP REVIEW COMMITTEE

PURPOSE

The purpose of the LEP Review Committee is to decide each LEP student's participation in Virginia standardized assessments and to determine if accommodations should be given, if allowed by state and division guidelines.

MEMBERS

Recommended:

- Administrator
- ESL Teacher
- Grade-level teacher (elementary) or content area teacher/guidance counselor (middle/high school)
- A parent/legal guardian or LEP student (if 18 years of age or older) may be invited to participate.

DUTIES

The ESL teacher convenes the LEP Review Committee prior to the administration of Virginia assessments in order to review the most meaningful testing options for each individual LEP student, including monitor students and refusals. The meeting should take place early enough to allow for the Committee's recommendation to be communicated to the parent/guardian/student, as appropriate, and to allow at least one week for a possible appeal before the scheduled testing begins. Accommodations for testing should reflect classroom accommodations used throughout the school year.

The ESL teacher should reconvene the Committee as necessary when LEP students enroll during the year.

Schools that are not ESL centers are required to convene an LEP Review Committee as necessary to determine the participation of any LEP students in attendance, including monitor and refusals.

DETERMINING TEST ACCOMMODATIONS

NOTE: *The guidelines for accommodation and exemption contained in this procedural manual are the guidelines which were in effect on 08/01/2006. These guidelines may change. Any changes will be communicated to all ESL teachers and School Test Coordinators (STCs) by the RCPS Testing Office and the ESL Coordinator's Office.*

Note: A refusal student who is at proficiency levels 1- 4 is entitled to consideration for exemption and accommodation.

Special Note: SOL TESTING – Exemption for Grades 3-8

*Currently, in order to meet the requirements of NCLB, **no LEP student may be exempted from the SOL reading or math assessment**, if given at their grade level, unless required by an IEP. However, students at proficiency levels 1 and 2 or in the first year of enrollment in U.S. schools may take the reading portion of the Stanford English Language Proficiency Test and the Plain English Math Test instead of the regular SOL tests. Students at proficiency levels 1 or 2 may use these substitute tests for up to three years. Students at proficiency levels 1 and 2 may be exempted one time from taking the SOL assessments in writing and history/social science.*

When exempting a student, the LEP Review Committee must ensure that the current state requirements regarding the one-time exemption are met. This means that once a student in grades 3 - 8 has been exempted from any part of the SOL Test, he must then take that part whenever it is again administered at his grade level. If a student is retained in grades 3 - 8 and has already been exempted from any part of the SOL Test, he must take that part in his "repeat" year.

Accommodation

Some tests allow certain accommodations for LEP students. These accommodations are designed to allow LEP students a more equitable opportunity to demonstrate what they know. In determining if an LEP student should be tested with accommodations, the Committee should consider the accommodations that the student typically receives during instruction or during classroom assessments. These same accommodations would be appropriate, if allowed.

All students are eligible for accommodated testing as permitted by the assessment. Students should receive testing accommodations that reflect the types of accommodations that are typically used in their classroom/ESL instruction and assessment. The most frequently used testing accommodations (when allowed) for LEP students are read aloud, untimed testing on a timed test and the use of a bilingual dictionary.

Current lists of accommodations are available on the [Virginia Department of Education – Division of Assessment and Reporting website](#) and through your School Test Coordinator (STC).

Standard Administration

Monitor students and/or students at proficiency levels 3 and 4 can be tested under standard conditions if they are mainstreamed for that particular content area and receive minimal or no ESL support in that area.

OVERVIEW OF TESTING REQUIREMENTS

Assessment	Grades 3 - 8	End-of-Course Grades 9 - 12
Reading/Language Arts	ELP Substitute option Levels 1 & 2* or first year of enrollment in U.S. schools <hr/> Regular SOL Levels 3 & 4	Must take end-of-course SOL
Writing	One-time exemption	
Mathematics	Plain English Math option Levels 1 & 2* or first year of enrollment in U.S. schools <hr/> Regular Math SOL Levels 3 & 4	
Science	Must take one time in elementary, middle and EOC	
History/Social Science	One-time exemption	
English Language Proficiency (ELP) Assessment	SELP Next Year	

* Students at proficiency levels 1 or 2 may use the substitute reading/math for up to three years.

DETERMINING RESPONSIBILITY FOR ADMINISTERING TESTS

When the Committee has determined the testing participation of the LEP students, the Committee should then decide which personnel will be responsible for any accommodated testing that has been recommended.

DOCUMENTING THE COMMITTEE'S RECOMMENDATION

After the Committee determines the testing conditions or exemptions for each LEP student, including refusal students, its recommendations are recorded on the Testing Recommendations for Participation and Accommodations for Students with Limited English Proficiency (SOL Tests Grades 3,4,5,6,7 & 8 and SOL End of Course).

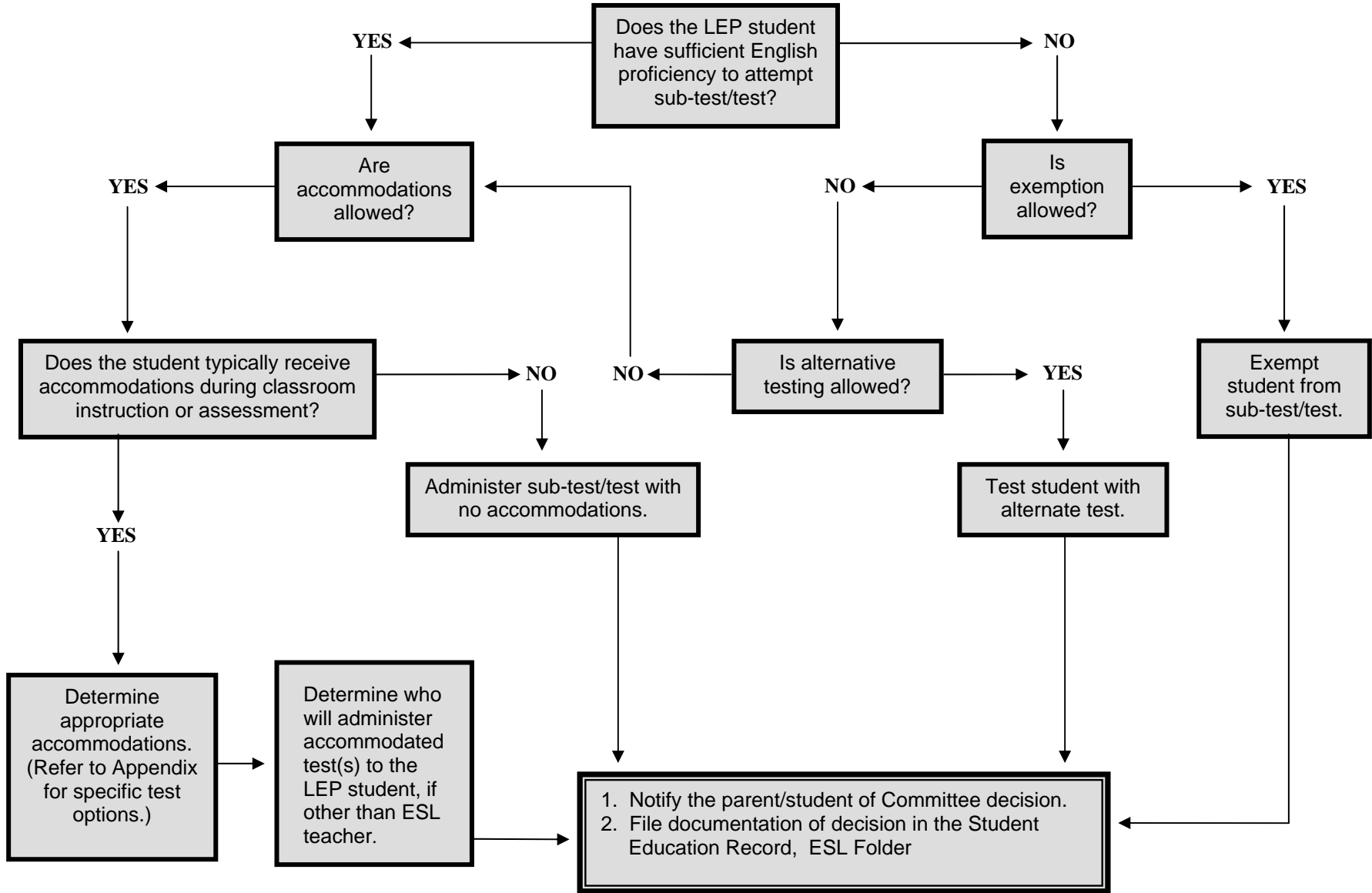
APPEALING THE COMMITTEE'S RECOMMENDATION

The parent/guardian or student, if over 18, may appeal the recommendation made by the LEP Review Committee. Such appeals will be heard by the LEP Review Committee. If there is an appeal made to remove an exemption or accommodation, the Committee may do so. The Committee may not grant an appeal for an exemption or accommodation that is not allowed for that student under the existing testing guidelines. If for any reason, the LEP Committee decides to amend its testing recommendations for an LEP student, changes should be made and initialed on the original form.

EXEMPTIONS FOR RADFORD CITY ASSESSMENTS

Some RCPS assessments allow exemption for LEP students. The Committee may decide that participating in an assessment, even with accommodations, would be inappropriate for a particular LEP student. If the test allows, the Committee may choose to exempt the student from the entire test or certain sub-sections of the test.

LEP Student Decision Process for Testing



PHONOLOGICAL AWARENESS AND LITERACY SCREENING (PALS) GRADES K-3

Requirements for Participation of LEP Students

Students in grades K-3 are expected to take the PALS test until they meet the passing standard.

Determining the Participation of LEP Students

- **Exempting**
According to the State, LEP students at proficiency level 1 should not take the PALS. LEP students at proficiency level 2 may take the PALS with the recommendation of the LEP Review Committee. Once a student has passed the PALS assessment, no future PALS tests must be taken.
- **Testing Accommodations**
None.
- **Considerations**
The PALS test is used as a diagnostic reading test and is a state assessment.

STANDARDS OF LEARNING (SOL) GRADES 3 – 8 AND END-OF-COURSE GRADES 9 – 12

Requirements for Participation of LEP Students

Always confirm current testing guidelines with your School Test Coordinator prior to test administration in the event that there have been changes made to the guidelines presented in this section.

All students in grades 3 – 8 and in specific high school courses will participate in the SOL assessments. This expectation includes LEP students, unless exemption from the testing is an option.

Currently, all LEP students must take the reading and math SOL, if administered at their grade level. LEP students, including refusals, at English language proficiency levels 1 and 2 may take a proxy for the reading SOL and the Plain English Math SOL in place of the regular math SOL for up to three years. LEP students in their first year of enrollment in U.S. schools, regardless of English language proficiency level, may also use the State determined proxy reading test in place of the regular reading SOL and the Plain English Math SOL in place of the regular math SOL.

State guidelines permit a one-time exemption from the history/social science SOL in grades 3 - 8. A one-time exemption from the writing SOL in grades 5 and 8 is also permitted. Once a student has been exempted from any part of the SOL test he must then take that part the next time it is administered at his grade level. If a student is retained in grades 3 - 8 and has already been exempted from any part of the SOL test, he must take that part in his “repeat” year.

Refusals are eligible to receive exemption or accommodation, as allowed, according to their most recent proficiency level.

Determining the Participation of LEP Students

If it is determined that an LEP student is also a student with disabilities, the IEP will dictate the participation of that student in all assessments.

- **Exempting**

NO LEP STUDENT IN GRADES 3 - 8 MAY BE EXEMPTED FROM THE READING OR MATH SOL. Level 1 and Level 2 LEP students may be eligible to take a substitute for the reading SOL. The Plain English Math SOL may be taken in place of the regular math SOL by Level 1 and Level 2 LEP students.

No exemptions are permitted for the end-of-course SOL tests.

The LEP Review Committee may recommend a one-time exemption from the writing SOL test in grades 5 and 8 and from the history/social science SOL tests in grades 3 – 8 for an LEP student. Students in grades 9 – 12 may not be exempted. The reason for the exemption should be documented on the Participation and Accommodation on Standardized Testing for LEP Students Form. The consequences of such exemptions should be clearly stated and conveyed to the parent or guardian

- **Considerations**

Currently, individual school accreditation will not take into account the scores of LEP students who have been enrolled in Virginia schools for fewer than eleven semesters. The semesters do not have to be continuous. Membership of over 50% of the semester is necessary for that semester to be counted.

- **Accommodations**

Testing with standard and nonstandard accommodations is permitted. Current accommodations may be accessed on the [VDOE website, Division of Assessment and Reporting - SOL Administration Manuals](#).

An LEP student who passes an SOL assessment using any accommodation, including a nonstandard accommodation, has passed for all purposes.

All LEP students are eligible to receive standard and nonstandard accommodations, as determined necessary by the LEP Review Committee.

PARENT INVOLVEMENT

The Parent Resource Center will be trained to provide resources and information to parents and families of ESL students within our consortium. It is anticipated that PRC staff and ESL teacher will participate in the Parents as Educational Partners (PEP) training provided by DOE.

The PEP program is a parent outreach program designed to educate and empower ESOL parents to become decision makers and advocates for their children's education.

PEP is for parents of ESOL students K-12 of any language or cultural background.

PEP meetings are free to ESOL parents.

The Major units of study shall include:

The United States School System

School Personnel and the School Day

School Procedures

Parent Teacher Conferences

Report Cards and Curriculum

Study Skills and Homework

School Health Procedures.

Radford City Schools anticipates implementing PEP in the Fall of the 2008-09 school year through the Parent Resource Center

SCHOOL BOARD POLICY

NONDISCRIMINATION

The School Board is committed to a policy of nondiscrimination with regard to race, color, sex, age, religion, disability, national origin, sexual orientation or status as a parent. This attitude will prevail in all of its policies concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

Visit Radford City Schools Culture Diversity Plan at:

<http://www.rcps.org/RCPS/policies/Five%20Year%20Diversity%20Plan.pdf>

Visit Radford City Schools Student Code of Conduct at:

http://www.rcps.org/RCPS/policies/Student%20Code%20of%20Conduct%20Handbook%20Revised%207-3-07_1.pdf

OPPORTUNITIES

- ESL teacher and/or translators are available, upon request, to attend school functions and parent meetings. This translation service is available to all LEP students with emphasis put on newcomers.
- Bilingual letters to parents upon request will be sent to explain office hours and program activities as well as to notify parents about contact persons and ESL services that the children are eligible to receive.
- Translation of forms, letters, progress reports and report cards are provided when requested and feasible, in other languages. Progress reports correlated with the mastery of the LEP Standards of Learning are used to assist parents in understanding the goals and objectives of the school, while empowering the parents to take an active role in their child's education.
- Working with community organizations to welcome families of various cultures into our community. GED programs are available.
- The ESL teacher meets with all parents. Parents can ask questions and learn ways to take a more active role in their child's education. If requested parents will be provided bilingual materials in related to the academic needs of their children. Parents are encouraged to establish communication networks among themselves to increase their support system regarding school issues.
- Parents are encouraged to share their language and culture within the schools through volunteer activities and multicultural events.

SPECIAL OPPORTUNITY PROGRAMS

LEP students must be eligible for consideration for all special opportunity programs and may not be precluded from participating in any activity or course solely because of lack of English skills. These opportunities include, but are not limited to talented and gifted programs, specialty programs and extracurricular activities and sports.

Appendices

I. DEFINITION OF TERMS

Language Minority Students

Language Minority Students are from homes where a language other than English is actively used. A language minority student may be Limited English Proficient, Bilingual, or primarily a Monolingual English speaker.

Limited English Proficient (LEP)

LEP Students are from the language minority population and also have limited proficiency in English. An LEP student's difficulties speaking, reading, or understanding the English language may be sufficient to deny the individual the ability to achieve successfully in classrooms where the language of instruction is English.

(Public Law 107-110, NCLB 2001)

English Language Learner (ELL)

This term may be used synonymously with Limited English Proficient (LEP).

English as a Second Language (ESL)

English as a Second Language (ESL) is an educational approach in which limited-English proficient students are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the day, students are placed in mainstream classrooms.

Content-based ESL Instruction

This approach to teaching ESL makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is the language of instruction

(Crandall, 1992).

In class Instruction (ICI)

In class instruction (ICI) includes 2 models of ESL instruction including:

-
- **Co-teaching** – Mainstream teacher and ESL teacher share the responsibility for planning and teaching both the ESL and non-ESL students in the mainstream classroom.
 - **Collaboration** – ESL teacher collaborates with mainstream teacher on a regular basis to assist teacher in planning instruction for the ESL students in classroom. The ESL teacher models strategies, presents demonstration lessons, provides resources, and monitors ESL student achievement.

II. LEGAL BACKGROUND

The following summary provides the legal context for services provided to Limited English Proficient students and their families.

Federal Law

- 1964 Title VI of the **Civil Rights Act**, “ No person in the United States shall, on the ground of race, color of national origin ... be denied the benefits of, or be subjected to discrimination ...”
- 1974 Civil Rights Act was expanded to the **Equal Educational Opportunity Act (EEOA)**, “No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by ... failure of educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.”

Supreme Court Rulings

- 1974 ***Lau v. Nichols***
- Equality of educational opportunity is not achieved by merely providing students with “the same facilities, textbooks, teachers and curriculum; [because] students who do not understand English are effectively foreclosed from any meaningful education.”
- 1982 ***Pylar v. Doe***
- Cannot deny a free public education to undocumented immigrant children regardless of their immigrant status.

III. FORMS

Forms for the ESL Folder

1. **ESL Folder Contents Checklist** – This checklist contains a list of the compliance documents recommended by the Office of Civil Rights. Place this checklist in the ESL Folder on top of all other documents.
2. **Home Language Survey Form** – Given by the registrar to the parent/guardian to complete at the time of registration. The main/guidance office places the original in the student's Permanent Cumulative File. When a language other than English has been indicated, a copy is immediately sent to the ESL teacher.
3. **Yearly ELP results** – Summary of annual ELP test results for AYP
4. **Referral for ESL Screening** – Used to request an ESL screening after initial registration. A referral may be made by a parent, teacher, administrator or school staff member and is required to initiate screening.
5. **Permission for ESL Screening** – Used when a *Referral for Screening Form* has been received and when the parent has refused permission for screening on the *Home Language Registration Form*.
6. **Parental Notification/NCLB Letter** – A parent/guardian or student over 18 must sign this permission form before a student receives ESL services. This letter notifies parents of the current English language proficiency level of their child and meets federal guidelines for informing parents about available services. This letter must be sent to parents within two weeks of initial registration and is completed at the Intake Center. Each year, this form must be sent to parents by September 30th. Parents may refuse ESL services on this form.
7. **Adjustment of ELP score** – Used to document a formal change in proficiency level.
8. **a. ESL Monitor Form/b. Parent Letter** – Use this form to place a student on monitor status; letter should be sent to inform parents of program change.
9. **Classroom Progress Report** – Use this form to document progress of students on monitor status. This form may also be used to request information from a classroom teacher on any ESL student. (required for monitored students)
10. **Final Program Exit Form/Parent Letter** – Completed when an ESL student is exited from the program, letter should be sent to inform parents of program change.
11. **Participation and Accommodation on Standardized Testing** – Documents the ESL student's participation and accommodation(s) on standardized tests. (*High School, Middle School and Elementary School editions*)