

P6250 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

BOARD POLICY:

The Board of Education will provide an English for Speakers of Other Languages (ESOL) program designed to assist students who, because of limited ability to speak, read, write and/or understand English, are unable to effectively participate in the educational programs offered by the district.

Administrative Implemental Procedures:

1. The principal is responsible for monitoring the ESOL program to ensure that program objectives are being met and that the guidelines for program implementation are being followed. District personnel and ESOL site staff will direct, assist and/or monitor in this function.
2. Systematic Student Identification and Assessment
Students will be assessed for language proficiency using valid and reliable assessment procedures.
 - a. Upon initial enrollment, a home language survey (HLS) will be completed for all district students. A HLS will be on file in each student's individual cumulative folder.
 - b. Students identified through the HLS as having a primary/home language other than English or whose exposure to English is limited will be assessed with appropriate instruments at their school or at the Multilingual Educational Services Intake Center upon arrival to the district (to measure their English proficiency).
 - c. Program Placement and Individual Limited English Proficient (LEP) Outcome Plan will be determined by assessment results.
 - d. Native language proficiency may be assessed, provided native language assessment instruments and qualified personnel are available.
3. Entry into the ESOL program:
 - a. The student is identified through the home language survey as having a primary or home language other than English.
 - b. Appropriate listening, speaking, reading, and writing skills have been assessed in English and, whenever qualified personnel are available, in their native language.
 - c. Assessment scores, information on the student's native language ability and past school performance will be used to set a goal for the LEP student.
 - d. Assessment scores and Individual LEP Outcome Plan will be on file and readily available to staff at the school in which the student is receiving Bilingual/ESL services.
 - e. The principal at the ESOL program site will arrange transportation for qualifying students. The ESOL site will be determined by the current ESOL elementary/secondary feeder school pattern.
 - f. Lawful custodians will be informed in their native language, provided qualified personnel are available, of their children's language proficiency and program assignment. They also will be informed of the nature and goals of the program, their rights to visit the program, and to waive/withdraw their children from the program. Should lawful custodians decide to waive/withdraw their children, they will sign a waiver form before the student is placed in a grade appropriate program. The original of such form will be filed in the Multilingual

Education Services Office and a copy will be placed in the student's cumulative folder at the building site.

4. Students in ESOL programs will develop proficiencies in the language skills required to participate meaningfully in an English-only academic environment. The student will be able to read, write, speak, and comprehend English relative to the standard expected of native speakers of English.
5. Exit procedures
 - a. Student proficiency in the four areas (listening, speaking, reading, and writing) based on standardized instruments is sufficient for the student to participate meaningfully in an English-only academic environment. The student will be able to read, write, speak, and comprehend English relative to the standard expected of native speakers of English.
 - b. Student demonstrates adequate grade level academic performance in every class.
 - c. Consultation with the regular classroom teachers, ESOL teachers, and administrator or designee shall take place regarding the final decision to exit the program.
6. Monitoring Procedures
District ESOL staff and site staff will actively monitor LEP students for approximately two years after exit from the ESOL program.
7. Staff Development
Personnel, both certified and classified, will become knowledgeable of the needs of LEP students, and will be able to implement district-approved program(s) to meet those needs.
8. Cultural Enrichment
All staff and all students will have opportunities to participate in multicultural enrichment activities.
9. Parental Involvement
 - a. All staff will encourage parental and community involvement in the educational process.
 - b. Whenever qualified personnel are available, the district will provide interpreters/translators to facilitate effective school/parent communication in the language best understood by the parent.
10. Special Education
 - a. LEP students will have access to special education programs including the gifted and talented components.
 - b. The district will establish procedures to facilitate special education evaluation of LEP students. Every effort must be made to identify and utilize appropriate assessment instruments and qualified personnel.

Administrative Responsibility: Learning Services

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