



Northampton County Schools Limited English Proficiency Handbook

PURPOSE

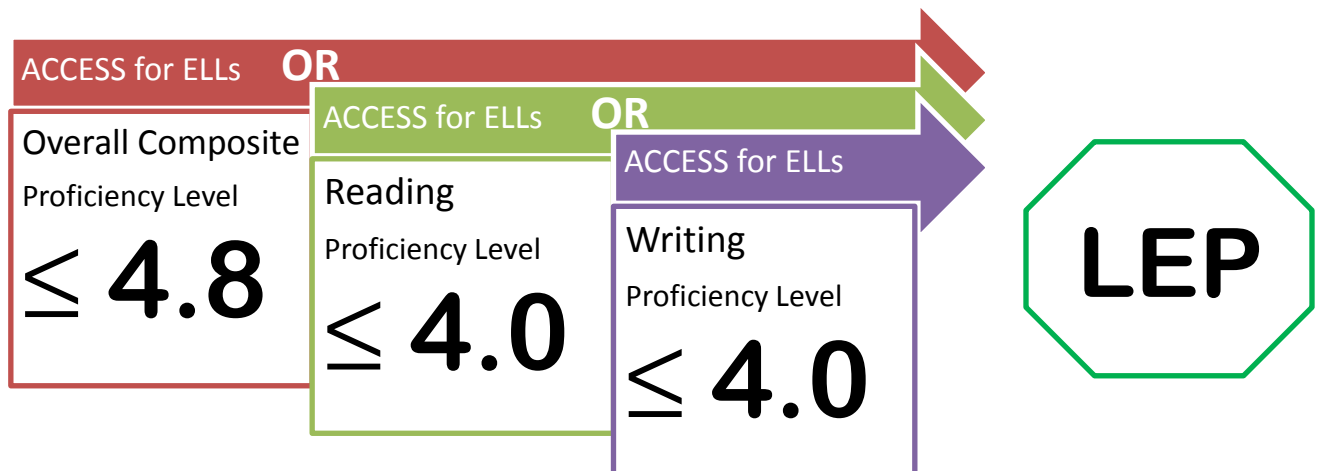
The purpose of the Limited English Proficiency Handbook is to provide answers to questions that teachers, office staff, administrators, or school officials may have concerning Limited English Proficient students. Currently, Northampton County Schools serves students who represent several different languages such as Spanish, Arabic and Chinese.

What is Limited English Proficiency?

Students who are classified as Limited English Proficient (LEP) have documented limitations concerning their abilities to read, speak, write in English and understand. Those students primary language is not English and they are insufficiently proficient in English to receive instruction exclusively from regular education programs. English as a Second Language (ESL) is the program model Northampton County Schools uses to address the needs of students identified as LEP. ESL is a program of techniques, methodology and special curriculum designed to teach LEP students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, curriculum support and cultural orientation. Students enrolled in English as a Second Language are known as English Language Learners (ELL). Parents have the right to accept or decline this service. If a parent declines service, the child remains classified as LEP.

LEP Determination

The first document that may lead to an LEP classification is the Home Language Survey that can be found in the cumulative folder. If another language other than English is listed, then the child will be given the W-APT test or may have scores included from a W-APT test previously given. The scores are then entered into a federal database that determines if the child will be a current LEP student. Once a child places into the LEP category, he/she must make passing scores on the ACCESS assessment in order to exit out of the program.





Northampton County Schools Limited English Proficiency Handbook

District LEP Staff

LEP Director

Catina Jackson-Hoggard is the LEP Coordinator. She is responsible for helping schools understand the legal and fiscal requirements for our LEP program and how to provide appropriate services to LEP students. She communicates with the NC State Department of Instruction on a regular basis to receive updated information about LEP requirements and to maintain compliance with federal Title III legislation. She arranges professional development sessions for ESL teachers and LEP school teams, and also manages the Title III funds and budgets available to assist schools in setting up and maintaining ESL programs. Catina's office is in the Curriculum and Instruction Suite of the Central Services building. She can be contacted via email at hoggardc@northampton.k12.nc.us or phone at 534-1371 x2238.

ESL Teacher/Tutor

Pamela Romero and Elizabeth Pablo are our ESL teacher and tutor respectively. ESL teachers are certified teachers. These individuals are responsible for teaching English language learners to communicate for social and instructional purposes; and, the academic language necessary to communicate information, ideas and concepts for academic success in language arts, mathematics, science and social studies. The WIDA English Language Proficiency Standards are the North Carolina English language development standards (www.wida.us). These standards are resources for other school staff members. They are also responsible for maintaining records of LEP student performance in the ESL classroom. ESL teachers and tutors are expected to attend county-wide ESL staff meetings. ***These individuals are not to be used to cover classes or the office when a staff member is out or in a meeting. It is against the guidelines and could result in revocation of Title III funding.*** Pamela is based at Gaston Elementary School. He can be contacted via email at romerop@northampton.k12.nc.us. Beth is based at Willis Hare Elementary School. She can be contacted via email at pabloe@northampton.k12.nc.us or phone at 578-7551. Ms. Romero serves students at Central Elementary, Squire Elementary, Gaston Elementary, Gaston Middle, and Willis Hare. Ms. Pablo serves students at Willis Hare Elementary, Northampton County High School, and Conway Middle School.

LEP Assessor

Diane Vaughan is responsible for testing students who may qualify for LEP services. She receives yearly training to administer the WIDA-ACCESS Placement Test (W-APT) that screens students in listening, speaking, reading and writing. She also gives the ACCESS assessment in the spring for all LEP students. Diane is based at Conway Middle School. She can be contacted via email at vaughand@northampton.k12.nc.us or phone at 585-0312 x2356.

LEP Committee Chair

Every school should have an LEP Committee and a chair for that committee. LEP committees should be determined by the school principal. The LEP Committee form



Northampton County Schools Limited English Proficiency Handbook

should be completed by the principal and forwarded to the LEP Director by September 21. The LEP Chair is also designated by the principal at the school. The LEP Chair is responsible for setting up meetings to create plans for students identified as LEP. **The LEP Chair is not the ESL teacher assigned to the school.** The LEP chair will work closely with the ESL teacher to ensure that proper identification and assessment of LEP students occurs. The LEP chair will also receive training to support the LEP team and staff.



Northampton County Schools Limited English Proficiency Handbook

ESL Classroom Best Practices

Instructional Planning

- ❑ content objective from grade level content common core
- ❑ choose Common Core standards aligned with LEP students' IPT levels
- ❑ plan instruction from guided to independent practice
- ❑ choose skills and strategies to teach and practice

Making Content Comprehensible

- ❑ scaffold: use graphic organizers , visuals, model processes and skills, illustrate sequences and vocabulary
- ❑ chunk the lesson (teach a component then do distributed practice and distributed summarizing)
- ❑ simplify language - direct instruction with few asides, use active voice, eliminate idioms

Strategies for ESL Classrooms

- ❑ vocabulary and grammar taught in context
- ❑ limited vocabulary posted, used repeatedly by teacher and students, teacher develops nuances and multiple meanings of words, teaches morphology, student created dictionaries and flash cards
- ❑ use sentence frames to scaffold writing and speaking
- ❑ use simulations, demonstrations, role playing, manipulatives
- ❑ teach learning strategies , HOTS

Student Interaction in ESL Classrooms

- ❑ cooperative learning, pairs, small groups
- ❑ choral reading, readers theater, reciprocal reading groups
- ❑ less teacher talk, more student talk
- ❑ students engaged with material 90-100% of the time

Interaction Between ESL Teacher and Classroom Teacher

- ❑ recognize each other's professional status (mutual professional respect and develop a partnership to positively affect the academic achievement of LEP students).
- ❑ inform teachers about the IPT results and what they mean
- ❑ ESL teacher needs to know IEP goals (if any), and guided reading levels
- ❑ ESL teacher is part of the conversation between the teacher and testing coordinator to set classroom and testing modifications
- ❑ help classroom teacher modify assignments, exams and quizzes

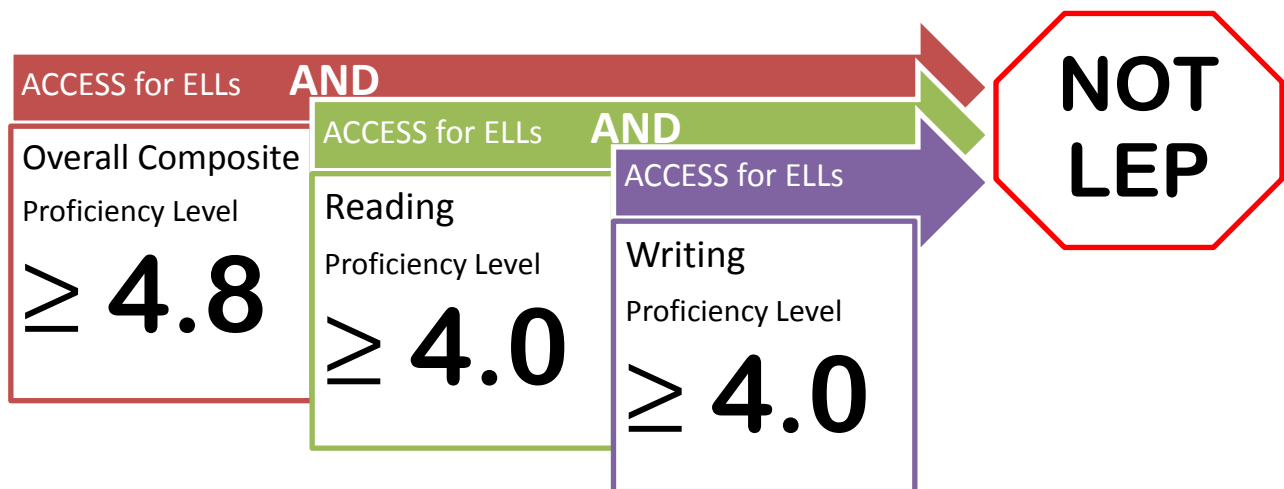


Northampton County Schools Limited English Proficiency Handbook

ESL Exiting and Monitoring

EXITING

Exiting means that the student has exited LEP status. There is only one way to exit LEP status. An LEP student must meet the North Carolina LEP exit criteria on the ACCESS assessment. The North Carolina LEP exit criteria are below. It is important for schools to note that exiting LEP status does not ensure grade-level competency. Exiting LEP status only indicates that students possess the necessary English language ability to potentially be successful. Students who have exited LEP status have shown that they have the language skills needed to succeed in the mainstream classroom. All aspects of classroom performance (attendance, participation, behavior, obligations outside the classroom) should be considered before a student re-enters the ESL program.



Parent Notification of Entering and Exiting Students

When a student enters or exits LEP status, the Entrance and Exit Documentation form must be shared with the student's parents. A copy of this documentation must remain in the student's LEP records in the cumulative folder. Exited students will not be served in the ESL classroom, but will be monitored for two years after exiting.

Title III. Accountability and Administration Sec. 3121 (a) (4)

A description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the two years after such children are no longer receiving services under this part.



Northampton County Schools Limited English Proficiency Handbook

Monitoring

Students in our district who are not academically proficient receive a Personal Education Plan (PEP). The PEP is updated at regular intervals throughout the school year. A school's LEP committee should periodically review the PEPs and academic progress of former LEP students to determine if additional academic assistance is needed from the ESL department. ESL staff is required to keep monitoring documentation in ESL Reps. A copy of this form is provided in the appendix. At any time, if all parties agree that there is a second language acquisition problem, the student may re-enter the ESL program and remain until he is able to perform successfully in the mainstream classroom. This student will not be considered LEP and will not count toward allotments.

ESL Service Delivery

ESL Pull Out

The majority of our elementary programs are ESL pull-out programs. The student leaves the classroom (is "pulled out") for ESL services, working in small groups with the ESL teacher. The specific aspects of program delivery (amount of time, group size, number of days in a week for services) vary between schools due to schedule restrictions, number of students, and specific areas of proficiency needing improvement. Guidelines suggest the following:

- Group sizes be no larger than ten students
- Students be grouped by proficiency levels
- Students be grouped by grade level to the extent possible
- Non-English speakers receive 2 periods per day
- Non-English readers and writers receive 1 period per day

Reading Proficiency Level	K-1	2-5	6-8	9-12
Entering/beginning	30 min/day	45 min/day	45 min/day	45 min/day
Developing/expanding	15 min/day	180 min/wk	180 min/wk	180 min/wk
Bridging	100 min/wk	100 min/wk	60 min/wk	60 min/wk

Services may vary from school to school depending on the number of students served and time allotted by school executive. Each ESL teacher will document time of services per school.

Co-teaching

In some instances, ESL teachers may choose to offer services to LEP students by "including" the LEP student in the mainstream classroom and working with the mainstream classroom teacher to provide appropriate instruction to the LEP student. Co-teaching is NOT inclusion and inclusion is not an approved language instructional model. To have a successful co-teaching model, mainstream and ESL teachers need to have time to plan cooperatively. Co-teaching is a model in which both the ESL teacher and regular classroom teacher share equal responsibility or co-ownership of the



Northampton County Schools Limited English Proficiency Handbook

classroom. The ESL teacher teaches whole class as does the regular classroom teacher at regular intervals.

Practices that ARE NOT Co-Teaching

- ESL teacher helping small groups of LEP students in the back of the classroom
- ESL teacher works more as a classroom assistant
- ESL teacher works in more than four mainstream classrooms
- Little to no time for ESL and mainstream teacher to plan together to facilitate joint lesson delivery

Classroom Teaching

Regular classroom teachers will receive professional development for working with LEP students. A listing of appropriate classroom modifications is provided for teachers and LEP teams as they create the LEP plans for students.

Retention Guidelines for LEP Students

Research shows that LEP children who have been retained have a 45 to 50% greater chance of dropping out of high school. This percentage increases with the number of retentions. Students are not to be retained on the basis of their language proficiency or lack thereof. Retention of LEP students does not facilitate English Language acquisition. Prior to considering retention of an LEP student, the following criteria should be addressed:

- a) Has the student's English language proficiency been assessed with an assessment?*
- b) Has the student been enrolled in the district for more than one full academic year?*
- c) Have classroom modifications been made in the areas of lesson delivery, assignments, homework and assessments to ensure meaningful curricular participation?*
- d) Has a LEP Plan and/or PEP been implemented to document classroom modifications and student progress?*
- e) How much direct ESL instruction is the student receiving during the school day?*
- f) Has an alternate grading strategy been implemented such as portfolio or rubric assessment?*
- g) Has the ESL staff at the school been consulted?*

If you answered "no" to any of the above questions, retention may not be an appropriate option for the student. If you are considering retention of any LEP student, please get the names to the LEP committee and they will complete the Retention of Limited English Proficient Students Recommendation Form and get to the LEP Director who will then forward to the school executive.

Grading

"Traditional grading does not work for assessing the academic learning of Limited English Proficient students. The solution is alternative assessments converted into grades. The collection of data from alternative assessments, rated with a rubric, can be the source of assignment of grades for LEP students. In such a case the grades the LEP students receive would reflect the content/learning standards they represent." Dr. Adela Solis, Ph.D., "Grading LEP Students: Developing Sound Practice"

Classroom assessment of LEP students should be a combination of modified traditional and alternative assessments. The focus should be on documenting individual



Northampton County Schools Limited English Proficiency Handbook

student growth over time, instead of comparing LEP students with their native English speaking peers. Grading of LEP students should be based on the content objectives and methods for which they have been exposed. Grades should also reflect effort and participation in assignments to the extent of the student's English language proficiency ability. Therefore, the most effective method of grading LEP students is grading them on improvement and progress.

Lau vs Nichols:

Equity of Educational Opportunity is not achieved by merely providing all students with "the same facilities, textbooks, teachers and curriculum; (because) students who do not understand English are effectively foreclosed from any meaningful education". All English Language Learners (ELLs) are entitled to equal access to the core curriculum and the curriculum must be made comprehensible to ELLs.

1983 Office of Civil Rights

"It is our policy to find a violation of the Civil Rights Act of 1964 if Limited English Proficient (LEP) students are retained in grade for failure to demonstrate basic skills in English."



Northampton County Schools Limited English Proficiency Handbook

North Carolina State Board of Education Policies Related to LEP Students

The following list includes State Board of Education (SBE) policies related to students identified as limited English proficient as referenced on the SBE web site.

GCS-A-007

Title: Policy delineating the guidelines for the testing of students with limited English proficiency

<http://sbepolicy.dpi.state.nc.us/policies/GCS-A-007.asp?pri=01&cat=A&pol=007&acr=GCS>

GCS-A-009

Title: Policy regarding rules, guidelines, and procedures governing the NC testing program

<http://sbepolicy.dpi.state.nc.us/policies/GCS-A-009.asp?pri=01&cat=A&pol=009&acr=GCS>

GCS-A-011

Title: Policy outlining the use of limited English proficient testing accommodations and eligibility for participation in the state-designated assessment

<http://sbepolicy.dpi.state.nc.us/policies/GCS-A-011.asp?pri=01&cat=A&pol=011&acr=GCS>

GCS-A-012

Title: Annual Measurable Achievement Objectives for NCLB Title III

<http://sbepolicy.dpi.state.nc.us/policies/GCS-A-012.asp?pri=01&cat=A&pol=012&acr=GCS>

GCS-C-021:

Title: 16NCAC 6G.0312 Policy providing annual performance standards under the ABCs Model

<http://sbepolicy.dpi.state.nc.us/policies/GCS-C-021.asp?pri=01&cat=C&pol=021&acr=GCS>

GCS-K-000

Title: 16 NCAC 6D.0106 Policy establishing guidelines for Limited English Proficient Programs

<http://sbepolicy.dpi.state.nc.us/policies/GCS-K-000.asp?pri=01&cat=K&pol=000&acr=GCS>

GCS-C-031

End-of-Grade and End-of-Course Retests and Review Procedures

<http://sbepolicy.dpi.state.nc.us/policies/GCS-C-031.asp?pri=01&cat=C&pol=031&acr=GCS>



Northampton County Schools Limited English Proficiency Handbook

DATA MANAGEMENT AND DOCUMENTATION RESPONSIBILITIES

Northampton County Schools uses a web-based data management system called ESL Reps to maintain data on all language minority students. This system assists educators with the management of important student information and reduces the amount of clerical work done. It houses many required forms to help LEP teams, classroom teachers, parents and ESL teachers. It is crucial that ESL teachers in Northampton County understand and use ESL Reps with a high level of proficiency. Training is provided yearly for ESL staff.

The following actions are steps that will help ensure that the information in the database is a current and accurate as it can be:

BEGINNING OF THE SCHOOL YEAR

- LEP Director uploads ACCESS data from CFDC
- Enter LEP service description
- Print notification of English Language Proficiency Test Results & Program Eligibility in English and home language
- LEP Team schedules meeting with parent
- Complete LEP Student Plan (all forms are available in ESL Reps and should be completed at the time of the meeting and printed)

OCTOBER 1 HEADCOUNT

In North Carolina we take an annual "LEP headcount" every October. Each district and charter school completes an electronic survey online, and those data are given to the NC General Assembly on December 1 to determine State funding. Those numbers are also shared with the US Dept. of Education. It is imperative that information regarding students who enroll and list a language other than English as their primary language be given to the ESL teacher/tutor or LEP Director when they complete their enrollment package.



Northampton County Schools Limited English Proficiency Handbook

The LEP Committee

Each school develops an LEP committee to make LEP testing accommodation decisions regarding the LEP population your school serves.

Who: The LEP committee shall include an LEP Chair, an administrator, a counselor, an EC teacher, an ESL teacher/tutor, child's regular teacher and parent. *(Note: This is not an IEP meeting and will not follow the IEP meeting format).*

What: The LEP Committee will meet to discuss and determine ongoing LEP accommodations and ESL service for LEP students at your school. Sign-in sheets, agendas, etc. should be maintained for documentation purposes.

When: At the very least, the LEP committee should meet twice during the Fall semester and twice in the Spring semester prior to End-of-Grade and End-of-Course assessments. At the beginning of the year, the LEP school team should meet on every LEP student the school serves to notify parents of ACCESS results, eligibility, develop a plan, set testing accommodations and set classroom modifications. Schools may meet more often if necessary.

Where: The LEP committee meets in each individual school. The LEP committee is a school based committee.

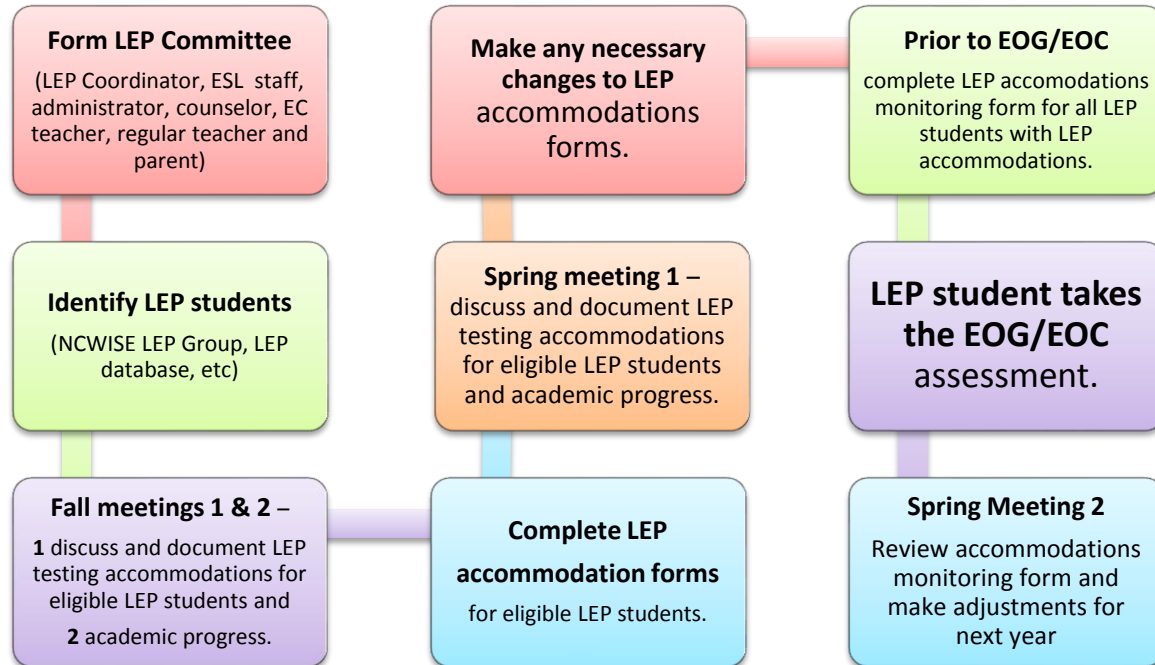
Why: "Accommodations allow eligible [LEP] students to demonstrate their true abilities; however, students must not receive unnecessary or inappropriate accommodations. Testing accommodations are provided to eligible students to assure that individual student needs are met, and, at the same time, maintain sufficient uniformity of the test administration. Accommodations must be assigned selectively and thoughtfully, according to individual student needs and LEP Team/Committee input. For example, it is NOT appropriate to assign all available accommodations for all LEP students. Each student's individual needs must be considered when making accommodations decisions. When accommodations are provided in accordance with proper procedures as outlined by the state, results from these tests are deemed valid and fulfill the requirements for accountability" (Limited English Proficiency Testing Accommodations Descriptions and Procedures -NCDPI - Nov. 2009).

How: Since we have great diversity from school to school regarding the size and diversity of our LEP population, each school has the flexibility to decide how best to meet this requirement. As mentioned previously, the LEP committee must meet at least four times yearly (2x Fall and 2x Spring) to determine appropriate LEP modifications..



Northampton County Schools Limited English Proficiency Handbook

Flowchart of LEP Yearly Process



Documentation

The LEP committee will need to keep the following meeting documentation and records. Schools might consider keeping all of this information in a large three ring binder that would be easily accessible if a school were audited.

- LEP committee meeting sign-in sheets/agendas
- List of current LEP students
- LEP accommodations forms for each eligible LEP student
- LEP monitoring forms for each eligible LEP student

LEP accommodations and LEP accommodations monitoring forms are available in the appendix of this handbook.



Northampton County Schools Limited English Proficiency Handbook

LEP STUDENT PLAN PROCESS

NC Department of Public Instruction requires that schools document appropriate language instructional program goals, instructional modifications and testing accommodations for each student identified as limited English proficient. This documentation provides the evidence that the needs of LEP students are being served. Below outlines the process for completing such documentation.

LEP Student Plan Process

1. ESL teacher prints Can Do Descriptors for each LEP student to discuss proficiency levels and instructional modifications.
2. Discuss eligibility with the team providing rationale. Provide parent with letter for placement or exiting.
3. Use data from WIDA ACCESS standards report to assign goals and instructional modifications for each LEP student using ESL Reps.
4. Recommend accommodations for state testing for qualifying students. *Students scoring below Level 5.0 Bridging on the reading subtests of the W-APT/ACCESS for ELLs eligible to receive state-approved LEP accommodations on state tests.* Record accommodations in ESL Reps and on Limited English Proficiency Documentation of Accommodations form.
5. Recommend instructional modifications using ESL Reps.
6. Print student's LEP Plan from ESL Reps which will include the student's ACCESS scores, academic language goals and instructional modifications.
7. LEP Committee members sign completed plan.
8. Make copies of the plan: one for ELL cumulative folder, one for ESL teacher, one for classroom teacher and one for the parent.
9. Submit signed Limited English Proficiency Documentation of Accommodations form to LEP Director for approval. A copy of this form should accompany the student LEP plan in cumulative folder.

English Language Learner Folder Maintenance

The ESL teacher at each school should maintain the English Language Learner records for all identified LEP students and first and second year exited students. The following information should be kept current and in the order by date (descending) in the students English Language Learner Cumulative Record Folder until the student begins his/her third year of exited LEP status.

1. The student's initial W-APT results if available.
2. The *Notification of English Language Proficiency Test results and ESL Program Eligibility* indicating LEP service.
3. The *LEP Student Plan*, which includes ACCESS scores, instructional goals and modifications and test accommodations as printed from ESL Reps with LEP team signatures.
4. Completed ESL Program monitoring forms for 1st and 2nd year exited students with accompanying work sample(s) if applicable.
5. ACCESS for ELLs Teacher report
6. Notification of Exiting LEP Status Letter
7. Other pertinent documentation/information (i.e. parent refusal of services, ESL progress reports, benchmark results, Parent invitation letter, etc.)