

G 5R: ENGLISH AS A SECOND LANGUAGE PROCEDURES

The procedures for ensuring ESL student access to a quality educational program are stated as follows:

I. Identification

The following procedure will be used to identify all students whose primary or home language is other than English.

- A. The *State of Vermont Home Language Survey* completed during the registration of all incoming students; every student will have a survey on file.
- B. If a language other than English is listed on the *Home Language Survey*, the form is sent to the ESL teacher.
- C. If incoming students or parents are non-English or have limited proficiency in English, the *Home Language Survey* and other registration forms are filled out by the ESL teacher, translator or home-school liaison and parent(s) or guardian(s).
- D. Completed *Surveys* listing a language other than English are sent to the Vermont Department of Education.

II. Initial Screening and Registration of Students

The district ESL teachers when initially screening students who have been identified as having a primary or home language other than English follow the following procedure:

- A. The ESL Teacher, Principal and mainstream teacher evaluate school records, ESL records, test results, teacher comments from previous schools.
- B. Meet with parents (and interpreter if necessary) to complete screening form, discuss health and special needs if appropriate.
- C. Upon registration, give written introduction of the ESL services provided with the district. If necessary, the letter will be translated into parents' native language.
- D. Student handbooks in our two major languages (Vietnamese and Serbo-Croatian) will be provided to all new students when they register.

III. Initial Assessment of Students

The following procedure of assessing the English language proficiency of identified Students will be followed to determine eligibility for ESL services. Both formal and informal assessment measures will be used to determine a student's proficiency in the English language.

- A. **Formal:** The ESL teacher will administer initial assessment to determine appropriate services for the student such as the IPT 1 (the IDEA Proficiency Test), the pre-LAS (for K-1), the LAS (grades 2-5), the IPT Reading and Writing (determines English language proficiency levels when appropriate). Young or low literacy students will receive the oral portion only and older students will also take the reading and writing assessments.
- B. **District:** District literacy assessments such as the POS (Primary Observation Survey), as well as additional District assessments are given to determine literacy skills in English.
- C. **Informal:** The initial multi-criteria assessment includes interviews with the parent(s) and student, and classroom teacher. The student's perceived strengths, weaknesses, other areas of immediate concern, and activities performed in class will be discussed with the classroom teacher within two weeks of placement.
- D. **Results of assessments:** Student performance will determine eligibility for ESL services. Formal tests give an approximate proficiency level in English, which will determine amount of services a student is provided. Other indicators affecting eligibility include performing below grade level in subject areas, and classroom teacher concern.
- E. **Grade-level placement:** Grade-level placement is according to students' chronological ages. Any student who achieves below grade level in any of the proficiency areas will receive ESL services. Interrupted schooling is given consideration in placement
- F. **Students on or above grade level:** Students who achieve at or above grade level in all proficiency areas but whose first language is not English will be monitored for at least one year.
- G. **Parent Notification.** The parents will be notified in their native language that the student will receive ESL services. The district will ensure that parental rights and procedural safeguards are communicated in a language that the parents can understand.

IV. Placement into Special Language Services Program

The Burlington School District ESL Program uses best practice in the field of second language education. Efforts are made to serve students in an in-class model, with the exception of services for newcomers who speak no or very limited English, or unless scheduling or other restraints do not allow in-class service. In those instances, a pull out model is used. Services are provided with the intent of not disturbing the students' class schedule. Most often, the ESL teachers access the students during their literacy block in order maintain the literacy focus.

- A. The student may be temporarily placed in ESL services prior to initial assessment if the student appears to have limited or non-English proficient skills.

- B. **Procedure for students who must be served in the pullout mode:** From initial screening paperwork and assessment, work with classroom teachers on blocks of time to remove students during the day. Decide which ESL students might be paired or which require individual instruction. Give the tentative schedule for teacher and principal to review. Then make final schedule, which is then submitted to the ESL supervisor and building principal.
- C. Time will be divided so that more limited English speakers receive more instructional time.
- D. Begin ESL schedule and modify groupings as necessary.
- E. **In-class procedures;** work with classroom teacher, specialists and principal to identify which group the ESL student will be worked with during literacy blocks. Groups may include English only students.

V. Provide Qualified Teachers and Appropriate Services:

- A. The students are provided with a qualified ESL endorsed teacher, who meets regularly or teams with students' classroom teacher.
- B. The student is provided with an appropriate time allotment, based on a weighting system, which is determined by the number of students and their proficiency levels at each site.
- C. Students are provided with comparable instructional materials. These include visual aids, manipulatives, wordlists, cards, worksheets, listening, speaking, reading and writing activities and computer assisted learning.
- D. Instruction is based on sound education practices and ESL theory.
- E. Instruction is provided during school hours – not during non-curricular classes such as art and music.

VI. Language of Instruction

The Burlington School District ESL Program uses an instructional method given in English only. The District has a diverse language population of ESL students and a bilingual approach is not feasible. However, home liaisons are provided for Vietnamese, Tibetan, and Bosnian students, which constitute the largest student population groups. Some academic content is explained using the students' native languages. In addition, some informal literacy assessments are given in the native language.

VII. Assess Progress of ESL Students Trimester

- A. A yearly formal English language Assessment is given.
- B. There are periodic informal assessments, including district literacy assessments in reading, listening, speaking, and writing given which age and grade appropriate.
- C. Trimester ESL progress reports are sent out to parents. Trimester ESL progress reports are sent out to parents to show progression in language and literacy proficiency.
- D. Parent conferences are held at least once a year. Home visits are made when necessary.
- E. Standardized state and district assessments are taken, with appropriate accommodations if proficiency and academic achievement allow. A team made up of the classroom teacher, ESL teacher, and other personnel, in order to determine if state or district assessment should be given. This team follows a decision tree. An appropriate alternative assessment is given if state and district assessments are inappropriate. ESL student, Parents and district notified of all assessment results.

VIII. Reclassification/Exit Criteria

The following criteria will be used when determining if a student is eligible to be exited from ESL services. (See **Appendix 1 – Flowchart of ESL Services in the Burlington Elementary ESL Program.**) Students must perform well in all areas.

- A. Reclassification/Exit Multi-criteria assessment. Multi-criteria assessment includes such tests at the IPT 1 (the IDEA Proficiency Test), the pre-LAS (for K-1), the IPT Reading and Writing, as well as additional District assessments. At this time, services will be modified as necessary. A student who achieves at or above grade level in all proficiency areas but whose first language is not English will be exited, upon consultation with said student, his/her guardian, the mainstream teacher and any other specialists familiar with this student. The student will be monitored for at least one year to determine if this student's needs are being met in the mainstream.
- B. The above criteria are consistent throughout the district elementary ESL program.
- C. Parents are notified of the exit decision in a language they can understand.
- D. Parents are notified of their right to appeal.

IX. Monitoring Exited ESL Students

When a student has been exited from ESL services using the Exit IX Criteria, the student will be monitored for one year to ensure they are successful in the regular classroom. Data on the

student will continue to be collected during this period. The following procedures will be followed:

- A. Classroom teacher and parents will be informed in writing of exit from ESL services and the reasons why.
- B. As the student goes into a new grade the ESL teacher will inform the new classroom teacher in writing of the student's status of being exited from ESL and what this means.
- C. This process continues for a minimum of one year following the student's exit from ESL. If student begins to fall behind academically or the classroom teacher has concerns, student will again receive ESL services until they meet (VIII) Criteria.

X. Maintaining ESL Records

The Burlington School District will document progress of each ESL student identified as in need of language and academic support programs. They will be made available to appropriate staff members and parents. Every effort is made to ensure efficient record keeping. All assessment data is tracked on assessment forms. Each student has an ESL file, which contain all relevant data.

The following is an outline of how records will be maintained:

- A. Each student's ESL activities are documented and filed in a student ESL file kept by ESL teacher.
- B. Classroom teacher and appropriate special services personnel receive copies of activities to keep them informed. Vermont State Home Language Survey in permanent file in school office.
- C. Vermont State Home Language Survey forwarded to the Vermont Department of Education.
- D. ESL teacher will have the following in their file:
 - 1. Copies of written communication to parents, teacher, special services personnel, administrators, etc.
 - 2. ESL progress reports,
 - 3. Results of direct literacy assessments.
 - 4. ESL Student Year-End Report
 - 5. Original of formal English proficiency assessments.
 - 6. Other paperwork as needed.
- E. ESL Teachers at each building will keep updated caseload lists that are sent to the Special Services Office and the administrative assistant at each building at a minimum of each trimester. Central Office will keep detailed student data files and building administrative

assistants will make sure ESL fields and properly entered in the district data collection program.

XI. Special Needs Placement

- A. When the student experiences continued, serious academic/social behavioral difficulty, the following should be examined to identify the source of difficulty:
1. Curriculum: continuity of exposure; scope and sequence; student's entry level skills; cognitive demands; mastery criteria; amount of practice.
 2. Instruction: sequencing of content; language use; effective teaching behaviors; coordination with other teachers.
 3. Teacher: qualifications; experience; "track record"; teaching style; expectations; perceptions; instructional management; behavior management
 4. Student: experiential background; language proficiency; cultural characteristics; cognitive learning style; focus of control/attribution; self-concept; motivation.
 5. Assessment: learning standards, data collection procedures; modifications.
- B. In addition, the student's individual and group behavior, parental perceptions, work samples and teacher perceptions should be examined through completion of the Pre-referral Intervention Checklist.
1. Cultural differences: country of origin; length of residence in US; age at arrival.
 2. Language differences: first language characteristics; rate of progress in English; opportunities to use English outside of school; literacy skill in first language.
 3. Environmental factors: background factors; attitudes on schooling; interruptions/traumas; frequency of school moves; family separation; family support for schooling; home environment factors.
 4. Medical/physical factors: history; present conditions.
 5. Achievement/performance factors: listening comprehension; oral expression; basic reading skills; reading comprehension; written expression.
 6. Learning/behavior factors: visual discrimination; auditory discrimination; visual memory; auditory memory; visual motor coordination; attention/coordination; asocial perception; problem solving; activity level; speech.
- C. District procedure and policy will be followed in recommending a student for special services other than or in addition to ESL. ESL teachers will be included in the initial IST

meeting and the IEP team for referred student(s). As student can be referred to special education services for continued diagnosis and testing if: (a) systematic efforts to identify the source of difficulty are unsuccessful and/or (b) the Intervention Checklist identifies behavioral patterns deemed necessary for continued assessment. Bilingual testing is done if necessary and resources are available.

XII. Evaluate District ESL Programs

The Burlington District ESL Program will be periodically evaluated for effectiveness of curriculum, teacher training, performance outcomes and ways to improve services provided. The following are documented services, which can be used to help evaluate the program.

- A. Recorded ESL activities
- B. ESL schedule given to teachers and principals
- C. End of year summary of services and student progress
- D. Assessment results and other formal and informal assessments, evaluations and other pertinent information as recorded in students' files
- E. ESL district shall will meet to revise or add to the district's Lau Plan as deemed necessary.