

JOHNSON COUNTY ESL / OCR COMPLIANCE REPORT

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STUDENT IDENTIFICATION

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

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

Upon enrollment, all schools in the Johnson County School System conduct the Home Language Survey. The school secretary will administer this survey within 10 days of the initial enrolment in the district. When a parent is non-English or limited English speaking, a bilingual translator is provided, if necessary.

Each school principal is responsible for ensuring that within two weeks of enrollment copies of the survey are filed in the permanent record folder of the student at the local school and one copy is distributed to the ESL Teacher/Coordinator.

If a language other than English is identified in any of the Primary/Home Language Survey responses, the student will be identified as a potential LEP student. A language assessment is conducted by the ESL teacher to determine language proficiency.

STUDENT LANGUAGE ASSESSMENT

Within three weeks of completion of the Home Language Survey, the ESL teacher administers the Woodcock-Munoz to identified students. Students are eligible for services in accordance with the state ESL guidelines.

Assessment of English Language Proficiency

- Students who are non-English language background will be administered the Woodcock-Munoz Language Survey to determine their English language skills. Students who score at levels 1, 2, or 3 on the Woodcock-Munoz are classified as LEP and provided services in the ESL program. Students who score at level 4 are provided an individualized plan for assistance. Students are exited from ESL services when a level 5 score is attained.
- All students served in the ESL program shall be administered the Woodcock-Munoz every spring to re-establish eligibility or to determine readiness to exit, as well as to measure progress. These scores will be kept on file to document eligibility and provide data for possible future requests regarding program accountability.
- All data related to student eligibility will be maintained in the student's permanent folder and the ESL department.

STUDENT PLACEMENT AND SERVICES

As an initial step in placement the ESL teacher and Guidance Counselor conduct a review of prior educational records. If the student is achieving at grade level and / or has a score at or above the 35th percentile on the total reading section of a standardized test such as the TCAP, they are classified as FEP (fluent English proficient), English proficiency testing is not required and the student is placed on grade level in the mainstream program. If educational records and testing indicate the student is not achieving on grade level, the ESL teacher and administration will determine appropriate grade placement and remediation/intervention plans.

A Cumulative Profile sheet on each student who is assessed with the Woodcock-Munoz is placed in the permanent record and also a copy is kept with the ESL teacher. Current and/or past grades, if applicable, will be considered in the placement process. These services are offered as needed:

- ❑ Modification of regular classroom assignments and tests
- ❑ Pull out individual or small group tutoring by an ESL teacher
- ❑ Appropriate technology activities / other instructional activities
- ❑ Peer tutoring
- ❑ After-school and summer programs, if offered
- ❑ Parent involvement
- ❑ Other special programs / supplemental services which would be beneficial to the student
- ❑ Monitoring academic progress of LEP students

The district has a policy that ensures age appropriate grade level placement and prohibits retention based solely on lack of English language skills.

PROGRAM ALTERNATIVES

The ESL program is designed to meet the educational needs of all students. ESL services are provided in the student's home school. The ESL curriculum provides for the development of communication skills in listening, speaking, reading, and writing. Primarily, the ESL curriculum emphasizes the development of competency in language acquisition.

An endorsed ESL teacher serves schools with LEP students. The following guidelines are used in determining instructional services.

ESL Services:

- Must be delivered by an endorsed English as a Second Language teacher.
- Must be delivered during the regular school day, although supplemental support may include tutorials or summer school programs.
- Frequency of delivery is dependent upon the individual student's needs with a preference of at least 4 class periods weekly.

TRANSITIONAL LEP STUDENTS

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

This Special School District is a K-8 system, which does not serve high school students.

PROGRAM DEVELOPMENT AND IMPLEMENTATION

Our district annually completes the state LEP survey, which reports the number of ELL students being served by each school. This information, in addition to the ESL State Guidelines, is used to determine the number of staff needed to meet the needs of ESL students for each school year.

Our district communicates important school information to LEP parents in a language that they can understand.

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

RESPONSIBILITIES OF PERSONNEL

ESL COORDINATOR:

- Recommends, implements, and maintains program policies, procedures, schedules, and budgets.
- Ascertains that the goals and requirements of the program are met.
- Supervises annual system-wide Home Language Survey of national origin minority students.
- Supervises annual English proficiency testing, including ordering of testing materials, dissemination, development, and maintenance of records.
- Monitors the progress of exited students.
- Coordinates ESL services with all other departments of the school system.
- Plans staff development activities in conjunction with the Supervisor of Instruction.
- Meets regularly with program staff and other school system administrators.
- Oversees the preparation and dissemination of program communications such as brochures, videotapes and newsletters.
- Coordinates and disseminates project reports.

PRINCIPAL:

- A student enrollment form, which includes the Home Language Survey, is completed for each student enrolling in the School and will be maintained in the cumulative folder.
- The ESL teacher serving the school is informed of new arrivals.
- Appropriate / comparable space is provided for ESL instruction.
- ELL students have schedules that allow them to attend ESL classes.

ESL TEACHER:

- Enforces policies and regulations as established by the Board of Education.
- Creates and maintains an instructional climate that is conducive to learning.
- Assists with the identification of LEP students using appropriate assessment instruments.
- Plans and implements ESL instruction based on diagnosed needs of each individual student.
- Evaluates student performance in the ESL class and provides mainstream teachers with input regarding progress.
- Maintains individual student folders on each student attending the ESL class.
- Attends staff development programs that teach ESL strategies and methodology.
- Provides information on ELL students to state and federal agencies when requested.
- Works to assist students in understanding American culture and encourages mainstream students to understand other cultures.
- Functions as a resource member of the local school staff.
- Conducts in-service training for staff on ESL intervention and instructional strategies.

REGULAR EDUCATION TEACHER:

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

PROGRAM EVALUATION

- All students are eligible to enroll regardless of immigrant status.
- If a student does not have a social security number, a pin number is assigned.
- Our district has effective procedures to identify and assess non-English language background (NELB) students who have a primary or home language other than English and who are limited English proficient (LEP).
- Our district maintains a database containing information on NELB and LEP students which includes:

Date of Entry

Date of birth

Grade level

Home Language

Current School

Achievement test data

Proficiency Level

Supplemental Programs

- An annual ESL program survey is administered to all appropriate personnel and support staff to aid in determining program effectiveness and to identify areas of need.