

PRESTON COUNTY BOARD OF EDUCATION
FILE: 3 – CURRICULUM AND INSTRUCTION
File: 3-21 Limited English Proficiency Students

Last Reviewed: 8-9-10
Next Review: 7-1-12

English as a second language (ESL) programs shall be provided to enable limited English proficient (LEP) students to become competent in the comprehension, speaking, reading, and composition of the English language. Programs shall emphasize mastery of English language skills as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable LEP students to participate equitably in school. ESL programs shall be essential parts of the school program and shall use educational approaches designed to meet the special needs of the LEP students. The basic curriculum content of the programs shall be based on the state instructional goals and objective.

A limited English proficient (LEP) student in the State of West 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:

- ❖ who is aged 3 through 21; and
- ❖ who is enrolled or preparing to enroll in an elementary school or secondary school; and
- ❖ who was not born in the United States or whose native language is a language other than English; or
 - who is a Native American or Alaska Native, or a native resident of outlying areas; and 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
 - 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
- ❖ whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual;
 - the ability to meet the West Virginia Department of Education (hereinafter referred to as the "WVDE") proficiency level of achievement on state assessments;
 - the ability to achieve successfully in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

Limited English Proficiency students shall be identified within 30 days of enrollment based on criteria established by the WVDE and available through the Office of English as a Second Language (ESL)/West Virginia International Schools.

The school system shall use the ELP standards as a framework for providing a scientifically research-based alternative language program. The purpose of the program is to facilitate the student's achievement of English proficiency and the academic content standards as set forth in W.Va. 126CSR44A through 440, SBP 2520.1 through 15, Content Standards and Objectives for West Virginia Schools.

The Board shall seek highly qualified teachers to deliver the alternative language program and shall provide on-going, sustained, annual opportunities for professional development.

Appropriate school personnel shall annually address classroom and assessment accommodations through an LEP committee for each LEP student participating in the alternative language program.

All students identified as LEP shall participate in the West Virginia Measures of Academic Progress (WVMAP) as set forth in W.Va. 126CSR14, SBP 2340 entitled West Virginia Measures Of Academic Progress (hereinafter referred to as Policy 2340), as determined by the LEP committee. Using the LEP Assessment Participation Form, the committee will annually determine the appropriate accommodations.

Appropriate school personnel also shall conduct an annual assessment of LEP students' English language proficiency using the WESTELL during the testing window established by the WVDE.

The county Title III director shall be responsible for the collection and maintenance of LEP student data using the West Virginia Education Information System (WVEIS).

When the LEP student is a student with an exceptionality, as identified under W.Va. 126CSR16, SBP 2419, Regulations for the Education of Exceptional Students and/or Section 504 of The rehabilitation Act of 1973, Public Law 93-112, the respective IEP Team/LEP committee or Section 504 committee/LEP committee shall determine the student's appropriate WVMAP assessment participation as set forth in Policy 2340.

School personnel shall promote the involvement of parents of LEP students in the educational program of their children.

Students shall exit from the alternative language program based on criteria established by the WVDE and available through the Office of ESL/West Virginia International Schools. English Language Proficiency (ELP). The criteria for ELP (exit LEP status) are:

- ❖ student no longer meets the definition of LEP; and
- ❖ student no longer participates in alternative language programs nor receives monitoring services; and
- ❖ student scores above level five on the West Virginia Test of English Language Learning (WESTELL) for two consecutive years or tests proficient for two consecutive years on the Alternate Assessment; and
- ❖ student scores at mastery level or above on the West Virginia Educational Standards Test (WESTEST), Reading Language Arts Assessment (grades 3-8 and 10) or Reading Language Arts end of course exams (grades 9 and 11); or
- ❖ student scores at mastery level or above on the Alternate Assessment.

English as a second language services will not be provided to students participating in a foreign exchange program. These students, as a prerequisite of placement, have indicated a proficiency in English. Foreign exchange students may participate in such a program, however, if ESL services are being offered for resident student(s).

The procedures to follow in determining eligibility for LEP are as follows:

- ❖ The student is identified as having a primary or home language other than English (PHLOTE) based on the school enrollment form;
- ❖ The school administrator refers the student to the county ESL contact person;
- ❖ A formal screening of language is administered to the student by appropriate personnel; and
- ❖ Based on assessment results, the student is determined to be eligible or ineligible for services.
- ❖ ESL consultative services will be made available to students who receive a standard score below 90 on the assessment instrument. Amount of consultative services will be determined by the score received.

A home language survey shall be conducted only one time to each student. Students new to the district shall be surveyed at the time of enrollment. The original copy of the survey will be kept in the student's permanent record file. If the survey indicates a primary or home language other than English, a standardized test of language proficiency shall be administered in accordance with this policy.

The ESL instructor is the consultant teacher who works with the student on an as-needed basis, and provided assistance to the classroom teacher in modifying the curriculum. An ESL instructor may be an English teacher, Reading teacher, Foreign Language teacher, or other teacher as designated by the school administration.

When an LEP student is assigned to a specific grade, the student's age is the primary factor for consideration. The student will be placed no more than one year below his/her age appropriate level.

High academic standards should be maintained for ESL students. Nevertheless, the ESL student may have difficulty in performing academically with their classmates who are not limited in their proficiency of the English language, especially in content classes. ESL students should not be penalized for the difficulty they may experience in their academic classes due to their limited language proficiency.

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