



**English as a Second Language (ESL) Program
for
English Learners (ELs)**

HANDBOOK

PERQUIMANS COUNTY SCHOOLS
English as a Second Language (ESL) Program
For English Learners (ELs)

Services for English Learners (ELs) in Perquimans County Schools are compliant with Title VI of the Civil Rights Act of 1964, The Equal Education Opportunity Act, The Bilingual Education Act (as amended in 1988), Elementary and Secondary Education Act, and 16 NCAC Subchapter 6D.0106. The School system's education approach shall consist of the co-teaching and the ESL pullout models.

Introduction

The procedures in the program for English Learners (ELs) meet the requirements of Title III to provide English language instruction for the effective participation of all language minority students in the educational programs of Perquimans County Schools. These procedures apply to language minority students who are learning English as a second language, those who are both new arrivals and those who, though born in the United States, are reared in an environment, according to the Home Language Survey, in which the English language is not the only (primary) language.

The procedures in the following pages are a response to the obligations of Perquimans County Schools:

- to develop an alternative program to meet the needs of language minority students, and
- to evaluate the results to determine that this program is working as anticipated, and to provide modifications if it does not meet these obligations.

According to the Office for Civil Rights (OCR), a district is compliant with Title III when it offers an alternative educational program that effectively teaches English to language minority students and moves them into the mainstream educational program within a reasonable length of time.

In order to move these students into the mainstream educational program in a reasonable length of time, Perquimans County Schools has developed appropriate alternative procedures to meet the special needs of ELs.

Perquimans County Schools believes that all children must have an equal opportunity to develop their potential regardless of their national origin or their home language. The student's perception of educator attitudes toward his/her language and culture is as significant as the cognitive/academic proficiency in English in order to reach his/her potential in our schools. It is the responsibility of Perquimans County Schools to ensure the ELs in the school system receive an education in an environment that is accepting and respectful to a multilingual, multicultural student population.

Program for English Learners (ELs)

Perquimans County Schools' English as a Second Language Program is designed to provide intensive English language development services to ELs using English as a second language (ESL) teaching methods.

The program enables students to gain competency in English (listening, speaking, reading, and writing; comprehension and academic vocabulary) and to progress academically through school to meet all graduation requirements. The goals of this program are:

1. To ensure that ELs are able to compete on an equal footing with their English-speaking peers.
2. To provide opportunities to ELs for personal, linguistic, academic and emotional growth.
3. To effectively teach English to ELs, as well as content area concepts and language and to move them successfully into the mainstream educational program within a reasonable length of time
4. To prepare ELs to become productive citizens in our schools and communities.
5. To enable ELs to gain competency in English (listening, speaking, reading, writing and academic vocabulary) as quickly as possible so that the students can function successfully in classes where English is the language of instruction and to progress academically through school to meet all graduation requirements.
6. To increase the ELs' knowledge of U.S. history, culture and customs.
7. To increase ELs' language and social skills necessary for adapting to American society.
8. To increase the training opportunities for ELs' parents and community.

North Carolina Procedures for the Identification of Limited English Proficient Students

The North Carolina State Board of Education policy GCS-K-000 (16 NCAC 6D.0106) requires a Home Language Survey (HLS) be administered to all students upon initial enrollment. The HLS is used to help determine if the student is a language minority student.

Home Language Survey Administration

Upon initial enrollment in a local education agency (LEA), all students are guided through the HLS process and have a completed HLS on file. The state has suggested the type of questions to be asked, such as:

1. What is the first language the student learned to speak?
2. What language does the student speak most often?
3. What language is most often spoke in the home?

If review of the survey shows no language other than English, the student is not a language minority student. The completed HLS is filed in the student's cumulative folder. Responses to any of the questions on the HLS indicating languages other than English should prompt the school to investigate and determine the student's actual home language.

Home Language Survey Investigation

The school district Limited English Proficiency (ELL) coordinator/designee should interview the student and his/her parent/guardian to clarify the home language of the student. Some sample probing questions are:

1. When the child was young and language was developing, what language(s) was/were spoken to the child?
2. How is the language (other than English) used in the home?
3. Are there other student issues (e.g., significant health issues, academic gaps, grade retentions, special services, etc.)?

Student's Dominant Language is English

If the process shows the student's dominant language is English, then the student is not a language minority student. The completed HLS is filed in the student's cumulative folder.

Student's Dominant Language is a Language Other Than English

If the investigation reveals that the dominant home language is a language other than English, that language is confirmed on the HLS. The survey is filed in the student's cumulative folder, and the student is scheduled for administration of the WIDA Access Placement Test (W-APT)[™]

according to one of the procedures described in the *Considerations for W-APT™ Administration* section of this handbook.

Home Language Survey Completed in Another School District

If an HLS was completed in another North Carolina public school prior to enrolling at the school, then staff should compare the responses on the two forms for consistency. If inconsistencies are found, the staff will investigate and determine the home language and eligibility of the student for ESL services, as documented by the investigation. Keep in mind that during the investigation, the LEA retains the responsibility to ensure the student has and equal opportunity to have his/her English language and academic needs met. If the investigation documentation indicates the student in a language minority student, and if no W-APT™ administration, according to one of the three procedures described below.

Home language is the language normally used by the individual or normally used by the parents of the child or youth. Trained school personnel must research this information to determine and document the student's actual home language at the time of entry into U.S. schools.

Identification

All students enrolled in Perquimans County Schools complete a home language survey. It is the responsibility of the principal or his/her designee to make sure that the home language survey is completed for each new student as part of the registration packet. In addition, an interview with the parent or guardian (of language minority students) is conducted at the time of registration by personnel designated by the principal.

The HLS is filed in the child's cumulative and EL folders. If the answer to any one of the questions on the home language survey is a language other than English, the student is considered to be a language minority student and is assessed to determine if the student is limited English proficient. The principal (or designee) then sends a notice to the parent/guardian(s) indicating that the student's English language proficiency level will be assessed. (This screening notice may be given to the parent/guardian(s) at the time of student enrollment.)

In a language that they understand, parents will be informed of the state English language proficiency test, program options and their rights.

Considerations for W-APT™ Administration

IEP Exists (Other Student Issues Documented)

If the student is identified as a language minority student and the investigation reveals that the student has an existing Individualized Education Program (IEP), then the IEP team, including ESL staff, review the IEP. The W-APT™ is administered with any testing accommodations documented in the student's current IEP. The Composite Score is calculated with the lowest score(s) from any inaccessible subtests(s).

If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then ESL staff must obtain test results from that school to determine the student's EL status. ESL staff must confirm the student's EL status in the state EL Consolidated Federal Data Collection (CFDC).

W-APT™ results are reported to the IEP team. If the student is not EL, then the IEP team indicates this under the "Consideration of Special Factors" in the IEP. If the student is identified as EL, the IEP team determines language needs as related to the IEP (e.g., collaboration, training, materials, and native language support). The EL identification and eligibility for testing accommodations are noted in both the IEP and EL plan/documentation.

Once identified as limited English language proficient, the student is required by state and federal law to be annually assessed on the state-identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners or the ACCESS for ELLs®. Appropriate testing accommodations for the ACCESS administration are noted in both the IEP and EL plan/documentation.

Regular Procedure (No other Student Issues Documented)

If the student is identified as a language minority, he/she is administered the state-identified English language proficiency screener/test to determine potential EL identification. According to State Board of Education policy GCS-A-011, to be identified as limited English proficient, students must be assessed using the W-APT™. If a language minority student enrolls at the beginning of the school year, he or she must be administered all four subtests (listening, speaking, reading and writing) of the W-APT™, and the parent/guardian must be notified within 30 calendar days of enrollment of the student's eligibility for ESL services. If a language minority student enrolls after the beginning of the school year, he or she must be administered all four subtests of the W-APT™, and the parent/guardian must be notified within 14 calendar days of enrollment. (Note: Kindergarten students enrolling at or during the first semester will only be administered the listening and speaking portion.)

If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then ESL staff must obtain test results from that school to determine the student's EL status. ESL staff must confirm the student's EL status in the state EL

Consolidated Federal Data Collection (CFDC). If the student is identified as EL based on the performance on the W-APT™, then ESL staff documents the identification and the appropriate language instructional program goals in EL plan/documentation. The EL plan/documentation will also indicate appropriate instructional and testing accommodations for which the student is eligible.

Once identified as limited English language proficient, the student is required by state and federal law to be annually assessed on the state-identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners or the ACCESS for ELLs®.

No IEP Exists and Other Student Issues Documented

If the student is identified as a language minority student and the investigation reveals other student issues (e.g., a history of special services, grade retention, significant health issues, etc.), the W-APT™ is administered. Any accessibility issues are documented in the student's cumulative folder along with the results. The Composite Score is calculated with the lowest score(s) from any inaccessible subtest(s).

If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then ESL staff must obtain test results from that school to determine the student's EL status. ESL staff must confirm the student's EL status in the state EL Consolidated Federal Data Collection (CFDC).

If the student is not identified as EL based on the W-APT™ results, staff will record this in the student's cumulative folder. If the student is identified as EL, ESL staff will review information and make recommendations concerning appropriate interventions. ESL staff will also document the identification and the eligibility for appropriate testing accommodations. The EL plan/documentation will also indicate the appropriate language instructional program. This team will monitor the student's progress. If the student is subsequently referred and identified as eligible for special education under the IDEA, the IEP team, including ESL staff, will determine the language needs as related to the student's IEP and document in the IEP and the EL plan/documentation.

Once identified as limited English language proficient, the student is required by state and federal law to be annually assessed on the state-identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners or the ACCESS for ELLs®. If the student is referred and identified as eligible for special education under the IDEA, then appropriate testing accommodations for the ACCESS for ELLs® administration are noted in the IEP and ELL plan/documentation.

Placement Within ESL Program Services

The program design for EL students is regular class placement, ESL pullout model, with special assistance and materials as needed. An ESL certified teacher will serve schools on a regular basis. Small group ESL instruction will be based on the WIDA Standards. EL students will have equal access to content and curriculum. Student progress in English and other subjects is monitored per nine weeks by ESL staff.

Grade placement of EL students should be based primarily on chronological age. Students are not assigned to or excluded from special education programs, academically gifted programs, counseling services nor nonacademic and extracurricular activities because of their limited English language proficiency. All students in grades pre-kindergarten through fifth grade are eligible for Title I services through the school-wide project.

Parent/guardian(s) of newly enrolled students are notified (in a language that they understand) of the availability and type of ESL program model and other program options.

Language appropriate notices are provided to the parent/guardian(s) of EL students regarding school activities.

The parent/guardian(s) may decline ESL services once the child has been determined to be eligible or discontinue ESL services before the child tests out of the ESL program. This decision should be properly documented and parent/guardian(s) made aware that the extent of this decision will only reach the child's participation in the ESL program throughout the school years, but not the obligation to be assessed with the language assessment instrument each year until he/she exits the program based on these results. This child will still receive classroom modifications and testing accommodations if they meet the eligibility requirements. The parent/guardian(s) may change their mind about declining services for as long as the child is considered an EL.

The Home Language Survey process, identification and subsequent placement of English Learners in English as a Second Language services are guided at the state level by the NCDPI Curriculum and Instruction Division.

Professional Development

Perquimans County Schools is part of the Northeast ELL Consortium that provides ESL staff development.

The ESL Director allocates staff to schools based on population identified, assessed and placed. Funds to develop and enhance the ESL Program in each school will come from State PRC 54 & Title III grants and the Northeast ELL Consortium.

When relevant to their developmental/content area Perquimans County Schools staff will be given the opportunity to attend webinars discussing English Learners.

The school system provides training opportunities for teachers to gain an understanding of and to develop strategies for addressing the educational needs of English Learners. The EL coordinator assesses system needs and recommends training.

Staff development is provided for administration that addresses legal issues and Office of Civil Rights requirements.

When funding is available, the ESL teacher(s) are provided the opportunity to attend local, state and national conferences and training, including TESOL (Teaching English to Speakers of Other Languages) and Carolina TESOL.

Parent Involvement

Parents/guardians of newly enrolled students are notified in a language that the parents understand, of the availability and type of ESL program model and other program options.

Provisions are made for language appropriate notice to the parents/guardians of EL Students regarding school activities that are communicated to other parents/guardians.

Activities to promote ELS parent/guardian participation are held annually.

Building Principals/ESL Teacher annually report activities promoting parent/student involvement.

Transition from ESL Services

The language proficiency level of EL students is evaluated each year that the student receives services. Assessments used include those used for program entry. Annual assessment results will be shared with parents/guardians in a conference held in the first 30 school days of the next school year.

An exit criterion for services provided to an SEL student is based upon performance on the state English language proficiency test. State Board of Education policy GCS-A-012 states that students must meet the Comprehensive Objective Composite (COC) as set by the state of North Carolina. The COC defines attainment of English language proficiency by the student reaching overall composite score of 4.8, with at least a 4.0 on the reading subtest and at least 4.0 on the writing subtest on the state's annual English language proficiency test (ACCESS). These scores must be attained on Tier B or Tier C only (ELs may never exit the ESL program if taking a Tier A test), within the same administration of the ACCESS for ELs. Parents/guardians should be made aware of this review, and proper documentation should be kept on file.

Monitoring

Once the student is exited, it is the responsibility of the EL building support staff to monitor the exited student for two years by:

1. meeting with the core teachers of the exited student once each semester
2. checking school performance through issued report cards, EOG/EOC, and other standardized tests

Program Evaluation

The system plan for providing services to EL students is reviewed annually. The program evaluation is ongoing with modifications or changes made as needed to the program of service delivery. The program evaluation will include a review of state test results, grade retentions, grade-point averages, dropout rates, and transition from high school.

The EL Coordinator will oversee all aspects of this plan. This includes, but is not limited to, maintaining a list of all EL students and a list of resource persons for translating documents and/or attending conferences with parents/guardians.

Roles and Responsibilities

Superintendent: Provides leadership and assures that all childrens' educational needs are being met by Perquimans County Schools. The Superintendent will identify a person to direct and coordinate the English as a Second Language (ESL) Program.

ESL Coordinator: Provides leadership and assures that all students' language needs, including the language needs of ELs, are being met by Perquimans County Schools.

He/she also:

- Is aware of the Office for Civil Rights (OCR) guidelines
- Assures that the guidelines are implemented in the district
- Provides staff development opportunities for Perquimans County Schools personnel and parents/guardians to fully understand the requirements implicit in the guidelines.
- Is responsible for training all interpreters (if other than ESL staff) whom the principals recommend.
- Is in charge of overseeing the supporting ESL staff.
- Is in charge of collecting data necessary to submit reports to the North Carolina Department of Public Instruction or the Federal Government as needed.
- Is the representative for Perquimans County schools in the Northeast EL Consortium and for the North Carolina Department of Public Instruction. The ESL Coordinator will keep ESL staff updated with information or initiatives sponsored by both organizations.

Principal: Is aware of the OCR guidelines, implements these guidelines in his/her school, and provides training opportunities in the area of second language development and methodologies and cultural awareness. The principal will assure that each child's culture and language, receives full recognition and that teachers are providing an inviting, respectful, supportive, inclusive and flexible environment.

According GS 115C-288, the principal has the responsibility for grade placement of all students including potential ELs. The potential EL who has educational records from another country must be placed in a grade level with courses based on those records. The potential EL who does not have documentation or educational records must be placed in a grade level based primarily on his/her chronological age.

ELs must be placed in a grade level appropriate to their age; within one year. Any variation must be determined by evidence, including a variety of materials relating to educational background and records, and by conferencing with parent and teachers. This process must be documented and maintained as part of the ESL records. The skills of the mainstream classroom teacher in providing instruction to meet the academic needs of the EL should be considered, and training for the teacher(s) in appropriate ESL, SIOP, and content area instruction must be provided as soon as possible.

Teacher (Regular Education and Specialty): Collaborates with ESL teacher to integrate and make the necessary modifications of their instructional plans to meet the needs of identified ELs.

Teachers encourage a classroom environment that is inviting, respectful, supportive, inclusive, and flexible in order to meet the needs of their ELs.

Teachers actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

ESL Teacher: Support the efforts of the ESL Coordinator. He/she may conduct staff development (as needed) for classrooms, with a focus on ESL curriculum and classroom modifications. He/she will support teachers in the schools through observation and feedback and as a resource to answer questions. He/she will be available as a resource to schools and teachers wanting to know more about the process students go through in acquiring English and the best strategies to help them.

The ESL Teacher develops instructional plans that are coordinated and integrated with the classroom teacher's instructional plans to meet the needs of English Learners (ELs). He/she implements effective second language acquisition practices, maintains the classroom in such a way that an environment conducive to learning is created. The ESL teacher maintains the appropriate records on each EL, helps provide all students and teachers with information needed to understand cultural differences, and assists teachers as the contact and communicate with the parents/guardians of ELs.

Instructional Responsibilities

Direct Instructional Model

1. Collaborate with the regular education teacher and parent to develop an EL plan.
2. Plan and deliver instruction for all ELs.
3. Coordinate instruction with regular education teachers to ensure students are acquiring the language necessary to participate fully in classroom activities.
4. Incorporate technology in instructional planning and delivery as appropriate.
5. Assess student progress and adjust instruction accordingly.
6. Inform students, teachers, and parents/guardians about student progress.

Instructional Responsibilities

Instructional Support Model (Exited Students)

1. Monitor exited LEP students' progress in regular curriculum.
2. Consult with regular classroom teachers by team teaching, modeling appropriate instructional practices, demonstrating lessons, and evaluating EL's performance.
3. Provide program and policy information to school personnel, parents/guardians, and community members as needed.

Other Professional Responsibilities

1. Encourage parent support and involvement in all aspects of a child's educational program.
2. Promote home-school partnership.
3. Serve as an advocate for ELs by facilitating positive relationships among ELs, teachers, counselors, administrators, and parents.
4. Continue professional development. Participate in professional organizations, read professional journals, collaborate with other professionals, both ESL and general education.
5. Participate in other community related activities such as health advocacy program, adult education programs, etc. as time permits.
6. Work with administrators, guidance counselors, and classroom teachers to ensure appropriate placement of ELs.
7. Maintain and update EL plans as needed.
8. Verify Perquimans County Accommodation Monitoring Form (PCAM), submitted by teachers at each school.
9. Maintain/Audit records of ELs' information, testing and progress.

ESL Assistant (If designated): Works closely with the ESL teacher and the ELs' regular education teachers. He/she will work with ELs individually or in small groups under the supervision of the ESL teacher or regular education teacher while serving as a resource person to help all students and teachers understand cultural differences and helping teachers contact and communicate with ELs' parents/guardians.

Principal Designee:

1. Review every Home Language Survey and send out screening notice as required.
2. Assess the language minority student using the state English Language Proficiency Test (W-APT™) within the first thirty (30) school days of enrollment to determine the student's language proficiency levels in the skills of listening, speaking, reading, and writing.
3. Assess English language ability of ELs using the State Approved English Language Assessment Instrument (ACCESS) to identify proficiency level.

ESL Folder

1. Home Language Survey
2. Parent Information
3. Screening Notice- W-APT™
4. English Language Proficiency Test Results and ESL Program Eligibility
5. An English Language Learner Plan with classroom and state accommodations
6. Exit and Monitoring Form as needed
7. A checklist of all the documents mentioned above for record keeping purposes

Perquimans County Program Options for English Language Learners

1. **Regular Education Program with Content Based Instruction through ESL Pullout:** Students spend the majority of the school day in a regular classroom, but are pulled out to receive instruction in English as a Second Language, integrated with relevant content objectives.
2. **Co-Teaching:** A model in which both the ESL teacher and regular classroom teacher share equal responsibility or co-ownership of the classroom. The ESL teacher teaches whole class as does the regular classroom teacher at regular intervals.

Elements of Co-Teaching

- The ESL teacher co-teaches (with equal responsibility) with the mainstream teacher to ensure the ELs receive appropriate instruction (utilizing WIDA standards and State Standards) in the regular classroom.
- ELs are thoughtfully and purposefully placed with teachers who agree to the co-teaching model.
- Co-teaching class times are purposefully scheduled so that ESL teachers are scheduled for the same time.
- Planning time is purposefully scheduled for classroom and ESL teachers to prepare for co-teaching delivery.
- Co-teaching is most appropriate for intermediate level ELs. If Tier A or Tier B ELs are placed in the co-teaching classroom, they will also need pull-out ESL instruction.

Resources must be maximized so that ELs receive the best possible services. Co-teaching requires a significant commitment for planning and teaching. Given current resources, it is impossible to provide all ELs instructional services in this manner. Tier A and Tier B ELs require intensive language instruction in a focused ESL class. ESL teaching shall utilize the WIDA NC ELP Standards and selected objectives from local content area scope and sequence guides in order to better prepare students for classroom activities.

Practices that are NOT Co-Teaching:

- ELs are randomly placed into various classes with little thought as to language ability or teacher preparedness for the co-teaching model.
- The ESL teacher visits the ELs in these classes on a regular basis but has no responsibility for co-teaching or co-planning. The ESL teacher helps individual language students or small groups of ELs in the back of the classroom (Tutoring is not a language instructional program type. However, it is an activity that may be used to enhance- not replace- ESL instruction).
- The ESL teacher works in more than four mainstream classrooms.
- There is little or no time for ESL and mainstream teacher to plan together to facilitate joint lesson delivery, so the ESL teacher works more as a classroom assistant than an ESL teacher.

- All ELs receive only co-teaching ESL services, regardless of language proficiency levels.
- Tier A and Tier B ELs do not receive the necessary pull-out instruction.

3. Scheduled ESL Classes: ELs may be pulled out of the general education environment to receive individual and/or small group instruction as part of their instructional day. The ESL teacher is responsible for developing the ELs' academic, cognitive, and linguistic abilities. Based on the level of proficiency of each EL, the frequency of ESL classes in a week may vary.

Exiting and Monitoring: Students who attain English language proficiency with an overall composite score of 4.8, with at least a 4.0 on reading subtest and at least a 4.0 on the writing subtest on the state's annual English language proficient test (ACCESS) will exit the ESL Program. The Parent Notification form will reflect the status change and must be signed by the parent/guardian. One copy of this letter should be sent home, one filed in the student's school cumulative folder, and the original filed in the ESL folder. The students may or may not be supported by the ESL program based on the ESL team recommendations, *but will definitely be monitored for two school years after exiting*. Each semester the ESL teacher will complete the **Monitor of Exited Student** form reporting the student's difficulties and successes. At any time, if both teachers agree that there is a second language acquisition problem and the ESL team supports this recommendation, the student may re-enter the ESL program and remain until he/she is able to perform successfully in the mainstream classroom. This student, however, will not be considered an EL, will not have to take the State-Approved English Language test, and will not count toward allotments.

It is important for schools to note that exiting the ESL program does not ensure grade-level competency. Students who have exited have shown that they have language skills needed to succeed in the classroom. All aspects of the classroom performance (attendance, participation, behavior, obligations outside the classroom) should be considered before a student re-enters the ESL program.

Retention Guidelines for English Learners

Retention for ELs shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v Nichols). Prior to considering retention of an EL, the following points should **all** be addressed in consultation with the ESL teacher or designated district language minority contact person.

1. **State-Approved Language Proficiency Assessment (W-APT™ or ACCESS Test):** Verify whether the student in question has been assessed with the State-Approved English Language test.
2. **Length of Enrollment:** Verify if he/she has been enrolled in Perquimans County Schools for *more than one (1) full academic year*. If the student whose retention case is being evaluated is a kindergartener (K students could never comply with this guideline), then

retention may take place if all the rest of the guidelines are met, and his/her academic performance is below an appropriate developmental level. Sufficient documentation proving this must be filed as well.

3. **Classroom Modifications:** Verify if modifications in the classroom were constantly in place for the child throughout the school year.
4. **English Language Learning Plan:** Verify the plan for the student was in place and had been implemented throughout the school year.
5. **ESL Services:** Check if the student was served during the school year.
6. **Grading Alternatives:** Check if they were in place during the school year.
7. **Previous Retentions:** Verify if student in question has not been retained within three academic years
8. **Student's Academic Performance:** Classroom/content teacher's perspective on grade level proficiency of the student in question (provide data).

If the above guidelines have *not* occurred in a sufficient manner, retention is not appropriate. Retention of ELs will not facilitate English language acquisition. The process of language acquisition should occur at all grade levels

It is the goal of Perquimans County Schools to meet the needs of all students. The procedures identified in this plan serve to ensure that the needs of our English Learners are being met.

**Policy TEST-011: Identification of English Learners
Participation in the Statewide Testing Program, Eligibility
for Testing Accommodations and Exit Criteria**

NC State Board of Education

Original Adopted Date: 04/09/2020 | Last Reviewed Date: 04/09/2020

Status: ADOPTED

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Item	Description
Policy Title	Identification of English Learners Participation in the Statewide Testing Program, Eligibility for Testing Accommodations and Exit Criteria
Policy Category	Testing (TEST)
Policy ID	TEST-011
Policy Date	4/9/2020
Previous Policy Dates	11/01/2001, 08/25/2003, 03/04/2004, 06/30/2005, 08/03/2006, 09/11/2008, 10/01/2009, 10/04/2012, 08/06/2015, 12/01/2016, 12/07/2017, 3/5/2020
Statutory Reference	GS 115C-12(9)c.; GS 115C-81(b)(4); NC Constitution Article IX, Every Student Succeeds Act of 2015, Title VI, 42 U.S.C. § 2000d et seq, 1964 Civil Rights Act

Effective April 9, 2020

Due to the extraordinary circumstances created by the COVID-19 pandemic resulting in school closures an emergency addition to the State Board of Education Policy, TEST-011, Identification of English Learners Participation in the Statewide Testing Program, Eligibility for Testing Accommodations and Exit Criteria has been approved by the State Board of Education on April 9, 2020.

The requirement that "Initial assessment of both the W-APT™ and the WIDA™ Screener is required within thirty (30) calendar days of enrollment" as stated in TEST-011 is waived for the remainder of the 2019–20 school year only due to COVID-19. Public school units who enroll potential English learners as determined by the Home Language Survey will not be able to administer the required screener within 30 days due to closed school and social distancing requirements.

I. Identification of English Learners

A. To be identified as English Learners (ELs), students indicating a language other than English on the Home Language Survey (HLS) must be assessed using the state EL identification test at initial enrollment. Thereafter, all students identified as ELs must be annually assessed using the state EL proficiency test.

1. The W-APT™ is the state-identified EL proficiency identification assessment given to students in kindergarten and in first semester of grade 1. The WIDA™ Screener Online is the state-identified EL proficiency identification assessment given to students in second semester grade 1 through grade 12.

a. Initial assessment of both the W-APT™ and the WIDA™ Screener is required within thirty (30) calendar days of enrollment.

2. The ACCESS for ELLs® is the state-designated EL proficiency assessment administered annually to kindergarten through twelfth-grade students who have been identified as ELs.

II. Participation in Statewide Testing Program

A. Students identified as ELs shall participate in the statewide testing program using either the standard test administration or the standard test administration with accommodations.

1. Consistent with State Board policies TEST-003 and TEST-016, EL students in their first year in a U.S. school shall take required end-of-course (EOC) and North Carolina Final Exams (NCFEs), but the test scores shall not be included as at least 20% of the student's final grade for the course. This applies to Reading, Mathematics, Science, and Social Studies EOC and NCFE assessments.

III. English Learner Eligibility for Testing Accommodations

A. Students who score below Level 5.0 Bridging on the reading domain of the WIDA Screener / ACCESS for ELLs®, are eligible to receive state-approved EL testing accommodations on all state tests.

B. Students who score Level 5.0 Bridging or above on the reading domain of the WIDA Screener / ACCESS for ELLs® or exit EL status must participate in all state tests without accommodations.

Subtest	1	2	3	4	5	6
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Reading	Eligible to Receive State-Approved EL Testing Accommodations for All State Tests				Must Participate in the General State Test Administration without EL Testing Accommodations	

IV. English Learner Exit Criteria

A. Results from the annual ACCESS for ELLs® test are used in determining whether a student has exited EL identification. Students must meet the Comprehensive Objective Composite (COC) set by the state to exit EL status.

1. The COC defines the attainment of English language proficiency by a student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading domain and at least a 4.0 on the writing domain for kindergarten and

tiers B and C in grades 1–12 for the paper version.

2. The exit criteria for the adaptive online version of the ACCESS for ELLs[®] 2.0 has the same exit criteria as the paper/pencil version, but without tiers.

B. Students who exit EL identification are no longer assessed on the English language proficiency test nor are they eligible to receive EL accommodations on state tests.

C. Students who have exited EL status by obtaining the COC can be retested on the WIDA[™] Screener Online for “Re-Identification” as an EL if observation and data collection indicates that a student was exited from the language assistance program prematurely.

V. ACCESS for ELLs[®] Proficiency Levels and Performance Definitions

- A. Student performance on the ACCESS for ELLs[®] is reported for each grade level as shown on the following tables. Performance definitions for each level at each grade level are reported and are accessible at <https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf>. The WIDA Performance Definitions are on pages 5–7: Figure D shows performance definitions for receptive language domains (Listening and Reading) and Figure E shows performance definitions for expressive language domains (Speaking and Writing).

Table 1. Cut Scores for Speaking across Grades (Final Recommended Cuts)

Grade	WIDA ACCESS for ELLs [®] Proficiency Levels					
	2.0	3.0	4.0	Phase 1 cut	5.0	6.0
1	205	261	311	348	361	403
2	220	273	322	360	374	415
3	234	283	332	370	386	425
4	246	293	342	379	397	435
5	258	302	350	387	407	443
6	268	310	360	394	417	451
7	277	317	369	400	425	457
8	284	323	377	405	433	463
9	290	328	385	410	440	468
10	295	333	393	414	446	471
11	299	337	400	418	451	474
12	302	340	406	421	455	476

Table 2. Cut Scores for Writing across Grades (Final Recommended Cuts)

Grade	WIDA ACCESS for ELLs [®] Proficiency Levels					
	2.0	3.0	4.0	Phase 1 cut	5.0	6.0
1	238	275	337	348	382	405
2	242	279	341	367	388	411

3	247	283	346	379	394	418
4	266	288	351	387	401	425
5	267	293	356	393	407	433
6	268	298	361	398	413	441
7	273	305	367	402	419	450
8	281	311	372	406	424	459
9	289	319	378	410	430	469
10	298	326	385	412	436	479
11	308	335	391	415	441	490
12	318	344	398	418	447	501

Table 3. Cut Scores for Reading across Grades (Final Recommended Cuts)

Grade	WIDA ACCESS for ELLs® Proficiency Levels						
	2.0	3.0	4.0	5.0	Phase 1 cut	5.5	6.0
1	264	286	304	315	328	325	334
2	283	307	326	337	345	346	355
3	297	323	342	352	359	361	370
4	307	335	354	364	371	373	382
5	316	345	364	373	381	382	391
6	323	353	373	382	390	391	399
7	329	360	380	389	397	398	406
8	335	366	386	395	403	404	412
9	340	372	392	401	408	410	418
10	344	377	397	406	412	415	423
11	348	382	402	410	415	419	427
12	352	386	407	414	418	423	432

Table 4. Cut Scores for Listening across Grades (Final Recommended Cuts)

Grade	WIDA ACCESS for ELLs® Proficiency Levels						
	2.0	3.0	4.0	5.0	Phase 1 cut	5.5	6.0
1	236	259	291	303	310	315	327
2	245	283	314	330	339	342	354
3	262	300	331	349	361	362	374
4	275	313	343	363	378	376	388
5	285	323	354	375	391	388	401
6	294	332	363	385	401	398	411
7	302	340	370	394	409	407	420
8	308	347	377	402	415	415	427
9	314	353	383	409	419	422	434
10	325	358	389	415	423	428	441

11	335	364	394	420	425	434	447
12	342	368	398	426	427	439	452

Table 5. Final Cuts Scores: Overall Composite

Grade	WIDA ACCESSfor ELLs® Pro ciency Levels				
	2.0	3.0	4.0	5.0	6.0
1	242	274	315	344	368
2	254	289	329	359	383
3	265	300	340	371	396
4	279	309	350	382	406
5	286	317	358	390	415
6	291	324	365	399	423
7	298	331	372	406	431
8	304	337	378	412	438
9	311	344	385	418	446
10	318	350	391	424	453
11	325	356	397	429	459
12	331	362	402	434	466

Table 6. Final Cut Scores: Literacy

Grade	WIDA ACCESSfor ELLs® Pro ciency Levels				
	2.0	3.0	4.0	5.0	6.0
1	251	281	321	349	370
2	263	293	334	363	383
3	272	303	344	373	394
4	287	312	353	383	404
5	292	319	360	390	412
6	296	326	367	398	420
7	301	333	374	404	428
8	308	339	379	410	436
9	315	346	385	416	444
10	321	352	391	421	451
11	328	359	397	426	459
12	335	365	403	431	467

Table 7. Final Cut Scores: Comprehension

Grade	WIDA ACCESSfor ELLs® Pro ciency Levels				
	2.0	3.0	4.0	5.0	6.0

1	256	278	300	311	332
2	272	300	322	335	355
3	287	316	339	351	371
4	297	328	351	364	384
5	307	338	361	374	394
6	314	347	370	383	403
7	321	354	377	391	410
8	327	360	383	397	417
9	332	366	389	403	423
10	338	371	395	409	428
11	344	377	400	413	433
12	349	381	404	418	438

Table 8. Final Cut Scores: Oral

Grade	WIDA ACCESS [®] for ELLs [®] Proficiency Levels				
	2.0	3.0	4.0	5.0	6.0
1	221	260	301	332	365
2	233	278	318	352	385
3	248	292	332	368	400
4	261	303	343	380	412
5	272	313	352	391	422
6	281	321	362	401	431
7	290	329	370	410	439
8	296	335	377	418	445
9	302	341	384	425	451
10	310	346	391	431	456
11	317	351	397	436	461
12	322	354	402	441	464

VI. Alternate ACCESS Language Proficiency Level Scores

A. Alternate ACCESS Scores and Reports are accessible at <https://wida.wisc.edu/assess/alt-access/scores-reports>.

Table 9. Cut Scores by Domain and Composite

Domain	WIDA Alternate ACCESS			
	A1/A2	A2/A3	A3/P1	P1/P2
Listening	925	932	937	942
Reading	924	932	937	942
Speaking	925	930	939	945
Writing	923	931	938	947
Oral Composite	925	931	938	944
Literacy Composite	924	932	938	945
Comprehension Composite	924	932	937	942
Overall Composite	924	931	938	944

Policy NCAC-045: 16 NCAC 6D .0106 Limited English Proficiency Programs

NC State Board of Education

Original Adopted Date: 06/01/1996

Status: ADOPTED

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Item	Description
Policy Title	16 NCAC 6D .0106 Limited English Proficiency Programs
Policy Category	North Carolina Administrative Code (NCAC)
Policy ID	NCAC
Policy Date	06/01/1996
Previous Policy Dates	
Statutory Reference	G.S. 115C-12(9)c.; N.C. Constitution, Article IX, Sec. 5; 20 U.S.C. 1703
Administrative Procedures Act (APA)	16 NCAC 6D .0106

16 NCAC 06D .0106 LIMITED ENGLISH PROFICIENCY PROGRAMS

(a) Each superintendent or his delegate shall:

- (1) identify resources available to serve limited English proficient students;
- (2) coordinate programs and services to these students and their parents in the local school administrative unit;
- (3) report to the SBE information concerning the identification, placement, and educational progress of these students; and
- (4) report funding needs for the provision of services to these students to the SBE.

(b) LEAs shall report annually to the SBE information including but not limited to the number of students whose primary home language is other than English, the number of limited English proficient students identified and receiving services, the nature of the services, the number of limited English proficient students receiving special education services and services for the academically gifted, and data required to be reported to the U.S. Department of Education.

(c) A home language survey shall be administered to every student at the time of enrollment and maintained in the student's permanent record. LEAs shall then identify and assess every limited English proficient student who needs assistance in order to have access to the unit's instructional programs. Each LEA which identifies limited English proficient students who need assistance shall adopt an effective method of determining the students' current level of English proficiency in order to determine what types of assistance are needed. The method used may be a combination of the following, unless some other method can be

effectively substituted:

- (1) teacher observations;
- (2) teacher interview;
- (3) achievement tests;
- (4) review of student records;
- (5) parent information;
- (6) proficiency tests;
- (7) English as a second language teacher referral;
- (8) student course grades;
- (9) teacher referral or recommendation;
- (10) criterion-referenced tests;
- (11) grade retention or deficiency report;
- (12) informal assessment or screening;
- (13) portfolio-based assessment; and
- (14) alternative assessments such as cloze and dictation.

(d) LEAs shall adopt a program or programs for limited English proficient students who need assistance which have a reasonable chance of allowing students to progress in school. The program may be one of the following unless some other method or process can be effectively substituted:

- (1) English as a second language (ESL);
- (2) bilingual education;
- (3) programs which provide neither instruction in the native language nor direct instruction in ESL but which adapt instruction to meet the needs of these students.

Program entry criteria shall be developed which take into account the student's educational background, English language proficiency, native language proficiency, and content area knowledge. LEAs shall conduct a program evaluation annually.

(e) LEAs shall adopt appropriate evaluative standards for measuring the progress of limited English proficient students in school. In order to determine when students no longer need assistance, the LEA shall determine the content knowledge and language skills necessary for successful functioning in the regular classroom. Then, multiple instruments as well as teacher judgment may be used to evaluate English listening and speaking skills, English literacy skills, and content area knowledge. The students shall not be maintained in alternative language programs longer than necessary based on program exit criteria but shall be monitored after exiting such programs for a minimum of six months and additional academic and English language support shall be provided if the students begin to have difficulty.

(f) LEAs shall monitor the progress of limited English proficient students in English proficiency and in the BEP. When a limited English proficient student is not making progress in school, the LEA shall conduct an evaluation of the student's program and make modification as needed.

(g) Limited English proficient students shall participate in the statewide testing programs in accordance with 16 NCAC 6D .0301.

(h) LEAs shall promote the involvement of parents of students of limited English proficiency in the educational program of their children. LEAs shall notify national origin minority group parents of school activities which are called to the attention of other parents and these notices shall be provided in the home language if feasible.

(i) LEAs shall ensure that limited English proficient students are not assigned to or excluded from special education programs because of their limited English language proficiency. Evaluation, placement, and

notification to parents of students with special needs shall be conducted in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. ' 1401 et seq. and its implementing regulations at 34 C.F.R. Part 300.

(j) LEAs shall ensure that limited English proficient students are not categorically excluded from programs for the academically gifted and other specialized programs or support services such as guidance and counseling due to limited English proficiency.

(k) LEAs shall ensure that limited English proficient students are educated in the least segregative manner based on the educational needs of the student and these students shall be included in all aspects of the regular school program in which they can perform satisfactorily.

(l) The Department shall monitor the progress of LEAs in providing programs to all limited English proficient students using the same procedures and standards as provided in Title I - Helping Disadvantaged Children Meet High Standards, 20 U.S.C. ' 6301 et seq.

(m) The Department shall make available a list to all LEAs of teachers licensed in English as a Second Language (ESL). ESL training and add-on ESL licensure for teachers currently licensed in areas other than ESL is an appropriate strategy to obtain qualified staff.

(n) Each LEA may consider joint agreements with other LEAs to provide programs to limited English proficient students.

(o) Each LEA may coordinate services with those available at local community colleges in order to maximize efficient delivery of services to limited English proficient students and their parents.

(p) The Department shall administer the Teacher Education Program Approval process so as to ensure that all participants have an opportunity to gain an understanding of and develop strategies for addressing the educational needs of limited English proficient students. The Department shall work with IHEs to expand English as a Second Language teacher training programs.

History Note: Authority G.S. 115C-12(9)c.; N.C. Constitution, Article IX, Sec. 5; 20 U.S.C. 1703; Eff. June 1, 1996.

This document contains guidance on the identification and placement process for newly arrived English language learners in your state. WIDA and your state education agency have worked together to provide this outline of policies, procedures, assessment options, test administrator training requirements, and criteria for placement in ELL services. This document is updated each spring and throughout the year per SEA request.

For questions related to state policy, please contact:

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For questions related to WIDA's website, resources, or assessments, please contact the WIDA Client Services Center at help@wida.us or (866) 276-7735.

Initial Assessment and Identification

Questions/Topic	State-specific Guidance
Process Overview	<p>The North Carolina State Board of Education requires a Home Language Survey (HLS) be administered to all students upon initial enrollment. The HLS is used to help determine if the student is a language minority student.</p> <p>The W-APT or WIDA Screener Online is used as the identification screener at the appropriate grade levels. Detailed information can be found on NC DPI's EL Data site.</p>

Initial Assessment and Identification

Timelines	<p>All students who may be considered English Learners are assessed within 30 days of enrollment in the state. When a language minority student enrolls, he or she must be administered all four domains (Listening, Speaking, Reading, and Writing) of the WIDA Screener.</p> <p>Kindergarten students enrolling at or during the 1st semester will be administered the Listening and Speaking domains of the Kindergarten W-APT. Kindergarten students enrolling in their 2nd semester will be administered all four domains of the Kindergarten W-APT. First grade students in their 1st semester will take all four domains of Kindergarten W-APT. First grade students in their 2nd semester will take the online WIDA screener.</p> <p>For students enrolling at the beginning of the school year, the parent or guardian of any student who takes the WIDA Screener or W-APT must be notified within 30 calendar days of the student's eligibility for ESL services. After the beginning of the school year, the parent or guardian must be notified within 14 calendar days of the student's eligibility for ESL services.</p>
Home Language Survey	<p>Home Language Survey (HLS) Administration: Upon initial enrollment in a local education agency (LEA), all students are guided through the HLS process and have a completed HLS placed on file. The state has provided a Sample Home Language Survey, which has recommended questions to include on the HLS, such as:</p> <ul style="list-style-type: none"> • What is the first language the student learned to speak? • What language does the student speak most often? • What language is most often spoken in the home? • Which language do you use when talking with your child? <p>Responses to any of the questions on the HLS indicating languages other than English should prompt the school to investigate and determine the student's actual home language.</p>

Initial Assessment and Identification

<p>State Approved Assessments</p>	<p>Kindergarten and Grade 1/First Semester Kindergarten W-APT - Kindergarten students enrolling at or during the 1st semester will be administered only the listening and speaking domains of the Kindergarten W-APT. Kindergarten students in 2nd semester and first grade students in 1st semester will take all four domains of the Kindergarten W-APT.</p> <p>Grades 1/2nd Semester through 12th grade: WIDA Screener Online WIDA Screener Paper - SEA approval required and only for students that have a documented need in 504 or IEP</p> <p>The WIDA W-APT/Screener are the only approved identification/placement assessments used in NC.</p>
<p>Paper Based Screener Costs</p>	<p>The NC Department of Public Instruction will provide WIDA Screener Paper materials for students with a documented need in a current IEP or 504 Plan. Testing Coordinators place the order via the state warehouse. Orders must be approved by RACs.</p>
<p>Identification/Placement Criteria</p>	<p>Exit Criteria: Composite Reading and Writing on ACCESS for ELLs</p> <p>Identification Criteria:</p> <p>If the district investigation reveals that the dominant home language is a language other than English, that language is administered through the WIDA Screener or Kindergarten W-APT assessment to determine potential EL identification.</p> <p>An explanation of the W-APT/Screener identification Criteria is available on the ESL web site.</p>

Initial Assessment and Identification

Other Useful Resources or Information	<p>Student Transfers: If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then staff must obtain test results from the other school to determine the student's EL status. For out-of-state students, test results should be submitted to NCDPI via the RCR process to be entered in PowerSchool. For in-state students, registrar should click the Transfer Student Record link in PowerSchool.</p> <p>If an HLS was completed in another North Carolina public school prior to enrolling at the current school, then staff should compare the responses on the two forms for consistency. If inconsistencies are found, the staff will investigate and determine the home language and eligibility of the student for ESL services, as documented by the investigation. During any investigation, the LEA retains the responsibility to ensure the student has an equal opportunity to have his/her English language and academic needs met. If the investigation indicates the student is a language minority student, and if no WIDA W-APT/ Screener has been previously administered, then the student is scheduled for WIDA W-APT/ Screener administration.</p> <p>If a student is identified as EL based on performance on the WIDA W-APT/ Screener, then ESL staff documents the identification and the appropriate language instructional program goals in the EL plan/ documentation. The EL plan/ documentation will also indicate appropriate instructional and testing accommodations for which the student is eligible.</p> <p>WIDA W-APT/ Screener and ACCESS for ELLs scores are entered in the state approved data collection system, currently PowerSchool.</p>
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Test Administrator Training and Certification

Question/Topic	State-specific Guidance
Test Administrator Qualifications	<p>Only persons who are employed by the school system, either permanently or contractually, and have professional training in education (preferably a North Carolina educator's license) and the state testing program are permitted to administer secure state tests.</p> <p>If a school contracts with a third party for the provision of instructional services (e.g., special education teachers/tutors for blind or hearing-impaired students), the contracted employee can administer secure state tests only if the employee meets the following criteria:</p> <ul style="list-style-type: none"> • Holds a valid North Carolina educator's license, • Passes a criminal history check as defined in G.S. §115C332(a)(1) performed at the school, • Is trained on test administration in accordance with the North Carolina Testing Program, and, • Signs a test security agreement and understands the sanctions for testing violations. The signed test security agreement must be kept on file at the school.
Test Administrator Training Requirements	<p>To be qualified to score the WIDA Screener, Test Administrators must complete the required Screener Training in the WIDA portal and pass the required certification quizzes for the grade levels to be administered with a passing score of 80% or above.</p> <ul style="list-style-type: none"> • Speaking Quiz Grades 1-5 • Speaking Quiz Grades 6-12 • Screener Writing Quiz Grades 1-5 • Screener Writing Quiz Grades 6-12 <p>Recertification is required every-other year.</p> <p>Kindergarten W-APT: WIDA recommends that educators view the Kindergarten W-APT training webinar and view the Kindergarten W-APT Test Administration Manual prior to administering the test.</p>

Test Administrator Training and Certification

Website Permissions	<p>WIDA Secure Portal (portal.wida.us) WIDA Screener & Kindergarten W-APT: Test Administrators should contact their District Test Coordinator for permissions.</p> <p>WIDA AMS (DRC) (wida-ams.us) Educator Scoring for WIDA Screener: Test Administrators should contact their District Test Coordinator for permission.</p>
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ELL Program Requirements – Services & Support

Question/Topic	State-specific Guidance
ELL Services or Program Requirements	<p>Each LEA/Charter who has at least 1 identified EL per the annual October 1 headcount is required to complete a Language Instruction Educational Program (LIEP) service chart and submit to ESL/Title III at NCDPI. Title III subgrantees submit this chart as part of the Title III application. Non-Title III subgrantees submit the chart in November. The LIEP Template and LIEP Guidance are available on the ESL website.</p> <p>Parent letters are sent after initial EL identification and after annual language acquisition testing.</p>
Declining Services	<p>Parents can decline a particular type of EL services per the district approved procedures which typically include a written and signed declaration of parental choice. Annual EL testing cannot be declined by parents. Linguistic needs of identified ELs who have declined services must be addressed within the general educational program.</p>