

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: IOD, IKA, IKA-RA

Responsible Office: Office of Curriculum and Instructional Programs

English for Speakers of Other Languages

I. PURPOSE

To establish procedures to identify English language learners eligible for English for Speakers of Other Languages (ESOL) services, and to guide their assessment, placement, instruction, and completion of ESOL program requirements

II. DEFINITIONS

- A. *ESOL* is a specialized English language development program for students who are learning English as a new language that emphasizes the development of interpersonal and academic English in the four language skills of listening, speaking, reading, and writing.
- B. *ESOL instructional pathways* list ESOL and non-ESOL content classes recommended for ESOL students to ensure access to core content areas, regardless of English language proficiency levels.

III. BACKGROUND

The purpose of the ESOL program is to ensure that ESOL students develop sufficient proficiency in interpersonal and academic English to function in the regular school program instructionally and culturally.

IV. PROCEDURES

A. Identification Process

Before a student may be enrolled in an ESOL program, the student must be referred for English language proficiency testing to determine eligibility for services.

1. Students who speak a language other than American English who begin the enrollment process at the Residency and International Admissions office are referred to the Division of ESOL/Bilingual Programs to take the state-

mandated English language proficiency placement test to determine eligibility for the ESOL program.

2. Students who speak a language other than American English who begin the initial enrollment process in a school are referred to the ESOL teacher to take the state-mandated English language proficiency placement test to determine eligibility for the ESOL program.
3. If the results of the state-mandated English language proficiency placement test determine that the student is eligible for ESOL services, the ESOL teacher arranges for the appropriate placement in the ESOL instructional program, using the ESOL instructional pathways as a guide to ensure that the student has access to ESOL instruction and the general education curriculum. The ESOL teacher also notifies the parents of the student of placement in the ESOL program in writing, in accordance with state and federal guidelines.

B. Evaluating and Reporting Student Progress

1. Student Progress

- a) An ESOL student is evaluated and graded in ESOL classes, as well as in non-ESOL classes, in accordance with Montgomery County Board of Education (Board) Policy IKA, *Grading and Reporting*, and Montgomery County Public Schools (MCPS) Regulation IKA-RA, *Grading and Reporting*.
- b) When it is determined that more time is needed to evaluate the mastery of content in non-ESOL courses for Level 1 and Level 2 students, a grade of “Not English Proficient” (NEP) may be assigned for a period not to exceed two consecutive quarters (1 semester).

2. Accommodations

- a) In accordance with Board Policy IED, *Framework and Structure of High School Education*, ESOL students should receive identified accommodations in their English language learner accommodations documentation during non-ESOL instruction and when taking non-ESOL content area assessments.
- b) Students in high school ESOL 1, ESOL 2, and ESOL 3 courses may receive all identified accommodations on final examinations in all non-ESOL content areas. These students may have the option of

taking a centrally developed, linguistically modified content assessment, if it is available.

- c) Students in high school ESOL 4 and ESOL 5 courses take the regular final examinations while receiving the identified accommodations.

3. Awarding Credit

- a) In secondary ESOL courses, credits are awarded for English under the following conditions:
 - (1) The credits necessary to fulfill the English requirement for high school graduation in Montgomery County Public Schools (MCPS) may be earned by taking ESOL Level 1-5 courses in the ESOL program. All other courses offered in the ESOL program are taken for elective credit only.
 - (2) A student enrolled in ESOL Levels 1-5 for one semester earns one-half English credit.
 - (3) Original credit for ESOL 1 and 2 courses may be earned in summer school. Replacement credit for ESOL students repeating ESOL Level 3-5 courses may be earned in summer school, with the approval of the ESOL resource teacher and pending availability of the courses in summer.
 - (4) An ESOL student may be dually enrolled in ESOL and English classes for credit during the same semester during the school year. If the student meets the objectives of both courses, the student gets credit for both courses.
- b) Grades for ESOL students in both ESOL and non-ESOL courses are reported on the regular MCPS report card in accordance with Board Policy IKA, *Grading and Reporting*.
- c) ESOL students who are in danger of failing or of dropping more than one letter grade in an ESOL course or in a non-ESOL course, should receive an *Interim Progress Report* (MCPS Form 355-24) in accordance with Board Policy IKA, *Grading and Reporting*.

C. Completion of ESOL Program Requirements

In accordance with state requirements, ESOL students qualify to exit the ESOL program when they are proficient in English, as evidenced by meeting Annual Measurable Achievement Objective II.

D. Placement in Non-ESOL English Classes

When an ESOL student exits the ESOL program, the student is considered a Reclassified English Language Learner (R-ELL) for a period of two years. The English learner committee, consisting of ESOL and non-ESOL staff members, develop an R-ELL plan for each R-ELL and may identify accommodations that may be needed to support ongoing language needs during that two-year period. ESOL staff members will coordinate with the counselor in placing the student in an appropriate English class.

- V. Additional information regarding the ESOL program identification, placement, and completion requirements, as well as the use of specific forms, may be found in the ESOL Testing and Accountability Handbook, available through the Division of ESOL/Bilingual Programs. General information about the ESOL instructional program may be obtained from the Division of ESOL/Bilingual Programs or on the MCPS website.

Regulation History: Formerly Regulation 310-11, revised November 1982, (directory information updated, October 1986.); revised August 22, 2012.