



# ADMINISTRATIVE PROCEDURE

## LANGUAGE MINORITY STUDENTS

5111.3

Procedure No.

March 20, 1997

Date

- I. **PURPOSE:** To provide guidelines for the identification, assessment, and instruction of non- and limited-English proficient language minority students.
- II. **POLICY:** Consistent with requirements of both Federal and State regulations all students who were born outside of the United States or who come from a home in which the language spoken is other than English must be identified upon enrollment in Prince George's County Public Schools (PGCPS) and must have their English language skills assessed. Those students evaluated as non- or limited-English proficient must be offered English for Speakers of Other Languages (ESOL) instruction and their English language skills must be assessed annually by ESOL professionals.
- III. **DEFINITIONS:**
  - A. **Non- or Limited-English Proficient (NEP/LEP):**

A student who:

    - \* was born outside of the United States or whose native language is not English;
    - \* comes from an environment where a language other than English is dominant; or
    - \* is an American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and
    - \* has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny the student the opportunity to learn successfully in classrooms where the language of instruction is English.
  - B. **Language Minority:** A student who meets one or more of the first three criteria stated above. When evaluated in listening, speaking, reading, and writing in English, the student may or may not demonstrate a need for instructional assistance in English.
  - C. **Home Language Survey:** Written questions for parents, guardians, or students that are included on registration forms to determine the language(s) spoken in the home and by the student.
  - D. **Interrupted Schooling:** A situation in which a language minority student enrolls in PGCPS having missed six or more months of school during the course of his/her school career.



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- E. **Illiterate in Native Language:** A student who has not learned to read or write his/her native languages.
- F. **ESOL-LMP:** English for Speakers of Other Languages-Language Minority Program, PGCPS.
- G. **ISGO:** International Student Guidance Office, PGCPS.

Definitions A, C, D, and E are consistent with federal and/or state definitions.

#### IV. **PROCEDURES:**

- A. All language minority students, whether United States citizens or not, must begin the registration process in PGCPS at the ISGO. No individual school may register a language minority student, grades Pre-K through 12, without prior registration at ISGO.
- B. At ISGO, the parents/guardians of all language minority students complete the Student Registration Form (PA-14). This includes the home language survey questions which all the parents/guardians to specify both the primary language in the home and the primary language of the student. Students who have experienced interrupted schooling or who are non-literate will be identified at this time, as required by Maryland State Department of Education (MSDE). County registration forms will be initiated by ISGO staff, including Part I of the PS-88 (Language Minority Student's Initial Instructional Assessment). This must be completed by school staff and filed as per instructions on the form. A packet of all required registration forms will be given to the parents/guardians to bring to each student's school.
- C. During the registration process, ISGO will request English language proficiency testing by an ESOL-LMP professional. The test results will be used by the ESOL-LMP tester to make a recommendation of appropriate ESOL or English class placement. ISGO and ESOL teacher forms will reflect the testing results and will be included in the registration packet taken to the schools by the parents/guardians.
- D. Students will be assigned to a school based on their address and English language proficiency. If a boundary school does not house an ESOL program, a student needing ESOL will be assigned to a school that does. Transportation will be provided to the assigned school. Parents have the right to refuse the assigned, but must do so in writing.



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- E. High School students should take the County mathematics placement test for international students upon registration at their school. Results of this test should be used to determine the appropriate mathematics class placement and should be filed in the student's cumulative folder.
- F. High School ESOL students earn English and/or elective credit toward graduation from their ESOL-LMP classes. A maximum of three English credits may be earned from ESOL English classes.
- G. All ESOL students must meet the same credit, service learning, and functional test requirements for graduation as non-ESOL students. ESOL students do not necessarily take all tests at the first opportunity, however. To determine whether an ESOL student is eligible for waiver from a specific test, refer to the current county policy for testing of ESOL students. The policy may be obtained from the WSOL-LMP Office or the Test Development and Administration Office. If a student is eligible for a waiver, a written permission, signed by the parents/guardians, must be on file in the student's cumulative folder in order for the waiver to occur.
- H. Direct ESOL instruction is provided to identified students by ESOL teachers on a daily or other regularly scheduled basis. Cancellation of such instruction for non-instructional purposes should be kept to an absolute minimum, i.e., substitution in classrooms, supervision of non-ESOL student activities, translation at unscheduled IEP and/or other parent conferences.
- I. NEP/LEP students receive instruction through the ESOL-LMP until they demonstrate through the program's test battery, and through their success in the mainstream classroom, that they have sufficient listening, speaking, reading, and writing skills in English to function in grade level classes. ESOL, mainstream classroom teachers and specialists, such as reading teachers, share the responsibility of educating NEP/LMP students to function successfully.
- J. NEP/LMP students should not receive failing grades nor be retained solely on the basis of their lack of proficiency in English. In grades K-6, ESOL students receive an ESOL report card which provides supplemental grades that reflect their progress and aid classroom teachers in evaluating student learning. Secondary level ESOL students receive English grades from their ESOL teachers. Content teachers are encouraged to communicate with ESOL teachers throughout the semester and prior to assigning grades.



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- V. **RELATED PROCEDURES:** Administrative Procedure 5111, Registration and Withdrawal of Students and the International Student Guidance Office Handbook.
- VI. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Division of Instruction which is responsible for procedural review and update.
- VII. **CANCELLATIONS AND SUPERSEDURES:** This procedure supersedes Administrative Procedures 5111.3, dated September 12, 1977.
- VIII. **EFFECTIVE DATE:** March 20, 1997.

Approved by:  
Jerome Clark  
Superintendent of Schools