

MONTGOMERY COUNTY BOARD OF EDUCATION
Rockville, Maryland

March 8, 2011

MEMORANDUM

To: Members of the Board of Education

From: Patricia O'Neill, Chair, Board of Education Policy Committee

Subject: Tentative Action, Policy IOD, *Education of English Language Learners*

The Montgomery County Board of Education Policy Committee, in consultation with staff members, identified Policy IOD, *Education of English Language Learners*, for updating. The policy reaffirms the education of English language learners as a high priority for Montgomery County Public Schools (MCPS). The policy also ensures compliance with federal and state mandates regarding the education of English language learners.

The updated draft identifies English for Speakers of Other Languages (ESOL) as the specific program to be provided to eligible English language learners and identifies specific skill areas to be developed: listening, speaking, reading, and writing academic and interpersonal standard American English. The updated draft further specifies that the ESOL curriculum is aligned with the English language proficiency standards in the Maryland State Department of Education English language proficiency state curriculum. In addition, the updated draft clarifies that the academic progress of ESOL program participants will be reported to the Montgomery County Board of Education through the annual report, and MCPS will fulfill all federal and state reporting requirements for current and past ESOL program participants.

Members of the ESOL/Bilingual Advisory Committee reviewed Policy IOD, *Education of English Language Learners* and agreed with the updates.

Members of the Montgomery County Board of Education Policy Committee discussed a draft Policy IOD, *Education of English Language Learners*, on November 16, 2010. Updated Policy IOD, *Education of English Language Learners*, is attached.

The following resolution is provided for your consideration:

WHEREAS, Policy IOD, *Education of English Language Learners*, reaffirms the education of English language learners as a high priority for MCPS and also ensures compliance with federal and state mandates regarding the education of English language learners; and

WHEREAS, The Montgomery County Board of Education Policy Committee has considered and recommended revisions to update Policy IOD, *Education of English Language Learners*; and

WHEREAS, The Montgomery County Board of Education has received the Policy Committee's recommendation; now therefore be it

Resolved, That the Montgomery County Board of Education take tentative action on Policy IOD, *Education of English Language Learners*; and be it further

Resolved, That Policy IOD, *Education of English Language Learners* be sent out for public comment.

Present at the Board table for the discussion are Ms. Sylvia K. Morrison, director, Department of Instructional Programs; Dr. Karen C. Woodson, director, Division of ESOL/Bilingual Programs; and Mrs. Stephanie P. Williams, director, Department of Policy, Records, and Reporting.

PO:hp

Attachment

1 Related Entries: IOD-RA
2 Responsible Office: Deputy Superintendent of Schools
3 **Curriculum and Instruction—and Programs**
4 ~~Development~~

5
6
7 Education of English Language Learners
8
9

10 A. PURPOSE

11
12 To reaffirm the education of English language learners as a
13 high priority for **Montgomery County Public Schools (MCPS)**
14

15 To ensure compliance with federal and state mandates regarding
16 the education of English language learners
17

18 B. ISSUE

19
20 Success for ~~Every~~ ~~Student~~ student is based on the premise that
21 quality education is a fundamental right of every child.
22 Language should not be a barrier that impedes English language
23 learners in their effort to secure equal educational
24 opportunities in ~~MCPS~~ ~~the Montgomery County Public Schools~~.
25 English language learners have become an increasingly diverse
26 group of students, representing many countries and languages,
27 coming from all socioeconomic levels, and having varied
28 educational and experiential backgrounds. There must be
29 special instructional and support programs to meet the

30 challenges faced by ~~these students~~ **English language learners**,
31 including services such as counseling, parent outreach, and
32 bilingual assessments that will help eliminate barriers that
33 might prevent students from participating fully in educational
34 programs. Instruction should enable students to learn English
35 as quickly as possible while at the same time ensuring that
36 they do not fall behind their grade-level peers in content
37 areas.

38
39 C. POSITION

40
41 1. It is the intent of the **Montgomery County** Board of
42 Education ~~of the Montgomery County Public Schools~~ to:

43
44 a) Hold English language learners to the same high
45 expectations of learning established for all
46 students;

47
48 b) Assure that English language learners develop full
49 proficiencies in **academic and interpersonal** English
50 in the domains of listening, speaking, reading, and
51 writing, consistent with expectations for all
52 students;

53
54 c) Assure that English language learners reach
55 challenging content and performance standards in
56 all content areas, including reading and language
57 arts, mathematics, social studies, science, **career**
58 **and technology education**, the fine arts, health,

59 and physical education, consistent with those for
60 all students;

61
62 d) Provide instruction to English language learners
63 that builds on their previous education and
64 cognitive abilities and that reflects their English
65 language proficiency levels;

66
67 e) Evaluate English language learners with appropriate
68 and valid assessments that are aligned with
69 **federal, state, and local standards** and that take
70 into account the ~~language acquisition stages~~**English**
71 **language proficiency levels** and cultural
72 backgrounds of the students; **and**

73
74 ~~2.f)~~ Recognize that the academic success of English
75 language learners is a responsibility shared by the
76 students, all educators, the family, and the
77 community.

78
79 ~~2.~~ Definitions

80
81 ~~a)~~ ~~English for Speakers of Other Languages (ESOL) is a~~
82 ~~specialized English language instructional program~~
83 ~~for non native speakers of English that emphasizes~~
84 ~~the four language skills, listening, speaking,~~
85 ~~reading, and writing.~~

86

87 ~~b) English Language Learners (ELL) is the term~~
88 ~~preferred by professionals in the field of second~~
89 ~~language teaching to describe students whose native~~
90 ~~language is not English and who have sufficient~~
91 ~~difficulty speaking, reading, writing, or~~
92 ~~understanding the English language and whose~~
93 ~~difficulties may deny such individuals the~~
94 ~~opportunity to learn successfully in classrooms~~
95 ~~where the language of instruction is English.~~

96 _____
97 ~~c) Transition students are those who have been exited~~
98 ~~from the ESOL program for less than one year.~~

99
100 ~~d) Limited English Proficient (LEP) is the official~~
101 ~~term found in federal and state legislation to~~
102 ~~describe English language learners.~~

103
104 **32. Curriculum The English for Speakers of Other Languages**
105 **(ESOL) Program**

106
107 a) Each school, in collaboration with the Office of
108 ~~Instruction and Program Development~~ **Curriculum and**
109 **Instructional Programs** and the Office of School
110 Performance, will provide an **ESOL** ~~appropriate,~~
111 ~~clearly defined and articulated~~ program to respond
112 to the range of needs of **eligible** English language
113 learners. **ESOL is a specialized English language**
114 **development instructional program for eligible**
115 **English language learners who need to develop**

116 proficiency in the four language skills of
117 listening, speaking, reading, and writing academic
118 and interpersonal standard American English.

119
120 b) The ESOL curriculum:

121
122 a) (1) Is research based;

123
124 ~~b) Incorporates the principles and guidelines set~~
125 ~~forth in the *ESL Standards for Students PreK-12*~~

126
127 e) (2) Is based on age-appropriate levels of English
128 language proficiency;

129
130 (3) Is aligned with the English language
131 proficiency standards in the Maryland State
132 Department of Education English language
133 proficiency state curriculum;

134
135 d) (4) Is aligned with the reading and writing
136 purposes of the MCPS English/Reading/Language
137 Arts curriculum;

138
139 e) (5) Is reflective of the many cultural and
140 linguistic backgrounds represented by
141 ~~ELL~~English language learners—students; and

142
143 f) (6) Is taught using the content, strategies, and

144 thinking processes that students encounter as
145 they pursue an education in MCPS.

146

147 ~~6.~~ c) **Related** ESOL Services

148

149 (1) Schools will employ appropriate, relevant, and
150 culturally sensitive approaches to ensure that
151 parents of English language learners are
152 informed about and become involved in their
153 children's education.

154

155 a) (2) MCPS will provide ESOL counseling to assist
156 ~~English language learners~~ **ESOL program**
157 **participants** in their new school and community
158 environment.

159

160 b) (3) MCPS will provide assessments that minimize
161 cultural and linguistic biases for English
162 language learners who are suspected of having
163 a disability.

164

165 ~~4. Program~~

166

167 b)d) Staff development **in the instructional needs of**
168 **English language learners** is an integral component
169 of a quality **ESOL** program. Staff development
170 opportunities will be ~~offered~~ **made available** to all
171 staff.

172

173 53. Identification and Completion

174

175 a) An English language proficiency assessment will be
176 administered by qualified and trained assessors to
177 all students whose ~~native or primary~~home language
178 is not **standard American** English at the time they
179 initially enroll in MCPS to identify English
180 language learners **eligible for the ESOL program** and
181 determine their level of English proficiency.

182

183 b) ~~English language learners~~**Students participating in**
184 **the ESOL program** will be considered English
185 proficient and designated as ~~"transition"~~**Re-**
186 **classified English language learners** ~~students~~ upon
187 meeting the criteria established by Maryland State
188 Guidelines.

189

190 c) Performance of **students who have exited from the**
191 **ESOL program** ~~transition students~~ will be monitored
192 by ~~ESOL staff~~**the English language learner team in**
193 **each school** and appropriate accommodations will be
194 provided for a period of ~~one~~**two** years.

195

196 d) Identification and program completion procedures
197 will be evaluated periodically and revised as
198 necessary.

199

200 D. DESIRED OUTCOMES

201
202 1. Services of the ESOL program will be offered to all
203 **eligible** English language learners and will be designed
204 to accommodate diversity in student backgrounds and
205 levels of English language proficiency.

206
207 2. The expectation for success for students ~~receiving~~
208 **participating in the ESOL program** ~~services of the ESOL~~
209 ~~program~~ will be the same as for all students in MCPS.

210
211 E. IMPLEMENTATION STRATEGIES

212
213 The superintendent **of schools** will:

214
215 1. Issue administrative procedures for the development,
216 maintenance, and evaluation of appropriate programs for
217 English language learners in ~~MCPS—Montgomery County~~
218 ~~Public Schools~~;

219
220 2. Allocate staff and material resources annually, based on
221 documented needs and within existing budgetary
222 constraints;

223
224 3. Apply for appropriate federal financial assistance, where
225 available, to implement this policy; **and**

226
227 4. Work collaboratively with other county agencies and
228 community organizations to access resources and help meet

229 the needs of English language learners and their
230 families.

231

232 F. REVIEW AND REPORTING

233

234 ~~1. Annually report to the Board of Education the number of~~
235 ~~English language learners being served, by program and by~~
236 ~~native language spoken, within the total Montgomery~~
237 ~~County Public Schools.~~

238

239 **21. Each year, the academic progress of ESOL program**
240 **participants will be reported to the Montgomery County**
241 **Board of Education through the annual report. Annually**
242 ~~report to the Board of Education the results of English~~
243 ~~language learners' academic progress with the same~~
244 ~~measures used by all students, including comparisons with~~
245 ~~other Montgomery County students.~~

246

247 **2. MCPS will fulfill all federal and state reporting**
248 **requirements for current and past ESOL program**
249 **participants.**

250

251 3. This policy will be reviewed on an ongoing basis in
252 accordance with the Board of Education policy review
253 process.

254

255

256 *Policy History:* Resolution No. 77-80, January 21, 1980, amended by
257 Resolution No. 333-86, June 12, 1986; amended by Resolution No.

258 599-99, October 14, 1999; updated office titles June 1, 2000;
259 amended.