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ABSTRACT

The Maryland program guidelines for non-English-proficient (NEP) and limited-English-proficient (LEP) elementary and secondary school students are designed to help administrators and teachers plan instructional programs that will ensure appropriate educational experiences for these populations. The guide begins with an overview of the characteristics of NEP and LEP students in the state. The second section outlines program philosophy and goals, policy and procedures for student identification and placement, personnel roles, broad guidelines for selection of instructional materials, facilities requirements, considerations in program organization, aspects of successful parent and community involvement, and program evaluation needs. The third section describes recommended local support services, including available community resources, gifted and talented programs, guidance and counseling and health and psychological services, and special education and vocational education programs. The role and responsibilities of the Maryland State Department of Education (MSDE) are briefly noted in the fourth section. The final section enumerates the rights of NEP and LEP students under federal law. Appended materials include an annotated list of resource organizations, a checklist for instructional program assessment, a membership list for the state task force on NEP/LEP concerns, and a statement of the governing principles of MSDE programs for NEP and LEP students. (MSE)

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PROGRAMMATIC GUIDELINES FOR NON-AND LIMITED-ENGLISH PROFICIENT STUDENTS

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October 1990

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FOREWORD

Programmatic Guidelines for Non- and Limited-English Proficient Students is designed to help K-12 educators make decisions leading to carefully planned instructional programs that will ensure appropriate educational experiences for non- and limited-English proficient students.

We trust educators in Maryland will find this document of value in planning, operating, and evaluating programs that will provide these K-12 students the kinds of services that will enable them to participate and achieve in Maryland's educational system.

Joseph L. Shilling

State Superintendent of Schools

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OVERVIEW OF GUIDELINES

The Maryland State Department of Education has developed *Programmatic Guidelines* to respond to the needs of local school systems in providing appropriate educational programs for non- and limited-English proficient (NEP/LEP) students and to assist local school systems in complying with federal statutes in this area. *Programmatic Guidelines* contains the components of a successful educational program for NEP/LEP students. Each component includes a brief description and characteristics that provide further definition for that component. *Programmatic Guidelines* presents the basic tenets of successful language programs and suggested strategies for program improvement. Successful practices are drawn from experience, research, and legal statutes.

Programmatic Guidelines for Non- and Limited-English Proficient Students contains the following information:

- Characteristics of Maryland's NEP/LEP population
- Quality instructional programs for NEP/LEP students
- Support services available to NEP/LEP students
- MSDE role and responsibilities
- Summary of the legal rights of NEP/LEP students
- Guide to educational resources
- Checklist for program improvement

CHARACTERISTICS OF MARYLAND'S NEP/LEP POPULATION

The general characteristics and needs of the non-English proficient and limited-English proficient (NEP/LEP) population in Maryland have changed over the past 20 years. In 1968 for instance, a few school systems in the metropolitan areas of the state were serving a small, linguistically and culturally homogeneous group of students.

With the passage of time, this population has grown steadily and, in recent years, has included as many as one hundred different countries of origin, ranging from Afghanistan through Zaire. Most NEP/LEP students are concentrated in the metropolitan areas, but all 24 school systems in Maryland have at one time or another provided services to NEP/LEP students.

At present, over 10,000 NEP/LEP students are enrolled in Maryland schools. They have a broad range of educational backgrounds, come from all socio-economic levels, and have had a variety of social and emotional experiences before arriving in our schools.

The educational background of the NEP/LEP student is often difficult or impossible to determine. School records may have been lost, destroyed, or be otherwise unattainable, and therefore, must be reconstructed with assistance from parents, the students themselves, or members of the ethnic community. In addition, it is not uncommon for NEP/LEP students to enter the Maryland school system at age 14 or 16, never having attended school even in their native countries. They may have been able to attend classes only sporadically over a three- or four-year period due to political or economic instability in their home countries. There are family situations in which parents and children alike may be struggling to provide the basics. The ability of Maryland educators to provide the unique services needed by NEP/LEP students is challenged by these three variables: difficulty with reconstructing student's educational background, students entering Maryland schools with no prior schooling, and families struggling to survive.

Linguistic and cultural diversity, high mobility, and the lack of previous schooling require flexibility in designing programs and in providing appropriate services. These programs and services will vary from school system to school system depending on the number of children to be served, the number of languages represented, the geographic concentration of the NEP/LEP population, and the availability of resources, including funding.

INSTRUCTIONAL PROGRAM FOR NEP/LEP STUDENTS

Philosophy

Non-English proficient and limited-English proficient (NEP/LEP) students enter our schools with varied linguistic, cultural, and academic backgrounds and with unique educational needs. These students are an important and integral part of our schools and communities.

A comprehensive educational program that incorporates language instruction and enables NEP/LEP students to learn English and continue their growth in cognitive development must be offered by each local school system.

The role of the Maryland State Department of Education is to provide leadership, assistance, and coordination to local school systems in order to ensure equal educational opportunities for NEP/LEP students through comprehensive educational and language programs.

Goals

To meet the learning needs of the NEP/LEP student population, the following goals must be met:

- Identify students who need to be served through the use of an appropriate language assessment procedure
- Improve students' English language proficiency by developing the skills of listening, speaking, reading, and writing to enable them to function academically in English at the appropriate age/grade level
- Ensure students' progress in cognitive development
- Help students adjust linguistically and culturally to school and community
- Ensure that access to other educational programs and services is not precluded by enrollment in programs for NEP/LEP students
- Establish and maintain a data system to keep records on NEP/LEP students
- Evaluate program effectiveness

Student Identification

After establishing goals for an ESOL or bilingual program, it is necessary to identify those students who will participate in the program. It is essential that all students born in a foreign country and/or whose home language is other than English be identified and assessed for English proficiency. It does not follow that all students identified will then be assessed as limited-English proficient or non-English proficient.

Identifying the non-English speaker or limited-English speaker may be fairly easy. Inability to respond orally to simple questions will be evident. However, a more thorough investigation of proficiency in the four skill areas of listening, speaking, reading, and writing is necessary to identify all limited-English proficient students. Any student who is not proficient in all four skills in English should be identified for an educational assistance program.

LEP students may be referred for English assessment by any of the following sources: international student admissions offices, school principal/assistant principal, school counselor, student's classroom teacher, ESOL teacher, student's parent or guardian, and/or the student.

From the moment the student is enrolled in school, if he/she is foreign born and/or speaks another language at home, the ESOL coordinator or designated person at the central office must be notified. It is the ESOL coordinator's responsibility to see that the student's English proficiency and academic background are assessed to determine specific educational needs.

Initial Assessment. The procedure used to assess a student for language proficiency should be uniform throughout the local school system. A qualified person should be identified to administer the assessment instruments. The following considerations will ensure a thorough student assessment:

- Use a variety of instruments and techniques — including teacher recommendations and classroom observations — to avoid inappropriate placement. (Evaluate assessment instruments and techniques for possible bias.)
- Include a validated instrument of English language proficiency covering the four skills of listening, speaking, reading, and writing. A combination of validated instruments may be used to measure English proficiency in the four skill areas.
- Include, where appropriate, separate measures of the student's reading proficiency, academic achievement, and possible special needs.
- Use caution with regard to standardized tests of achievement and aptitude that require linguistic competence and are often culturally biased since they may seriously understate a NEP/LEP student's abilities.
- Administer native-language achievement tests when appropriate and available.
- Establish cut-off scores for placement.

- Distribute relevant identification and placement information to the appropriate teachers and administrators involved in the educational program.

Student Placement

A series of planned courses of instruction that has well-articulated entry/exit criteria can be the best assurance of a successful program for NEP/LEP students. Establishing entry/exit criteria for placement in an ESOL and/or bilingual program requires that the local school system:

- Specify objectives of the program.
- Establish a developmental sequence of communication skills.
- Outline expected levels of achievement.
- Establish evaluation procedures.
- Make age/grade level placement decisions.

Entry Criteria. Entry tests are of two types: language dominance and proficiency in English. Depending on the results of testing in English and other academic skills upon entry into a school system, students may be placed in beginning, intermediate, or advanced levels of English instruction until they meet program exit criteria.

An educational plan based on entry tests, prior school records, and interviews with parents and students should be prepared for each student. The plan should include grade level placement and assignments to regular classes. A non-English proficient student in middle school, for example, may be assigned at the outset to regular mathematics, art, music and/or physical education classes, as well as, an appropriate level and intensity of English instruction — basic or beginning, intermediate, or advanced. In all instances, parents should be informed of ways they can support their children's academic efforts.

Interim Assessment. After placement, a regular review of student progress is necessary. Such a review measures the student's accomplishments in relation to program objectives and can offer some diagnostic information to assure that the student progresses. Just as multiple measures are desirable for placement, they are equally important in interim assessment.

The English language proficiency of students should be assessed periodically to determine student progress and to guide further instruction. Academic achievement also should be monitored through the state norm-referenced testing program, the Maryland Functional Tests, and the criterion referenced testing program and/or similar measures.

Exit Criteria. NEP/LEP students should receive English instruction until they meet program exit criteria; on the average, this requires two years, although students who are classified as "non-English proficient" or enter with no oral proficiency in English may require more time. It is important to know whether a student actually meets a program's exit criteria as established. The accumulation of such information may sometimes be difficult, particularly if the student frequently changes schools or school systems. As part of their legal responsibilities to NEP/LEP students, however,

school systems are urged to document in detail the services provided on cumulative records. In addition, many school systems have developed handbooks or guidelines describing programs and services for students and parents.

In summary, when placing students, the local school systems should attempt to:

- Establish multiple objective criteria, including minimum expectations for entry into the mainstream classroom, which might include:
 - cutoff score(s) on the English language proficiency assessment(s),
 - evidence of ability to function in academic work in English (e.g., report card grades),
 - standardized test scores in English, reading, and math performance,
 - teacher recommendations based on classroom work,
 - demonstrated success in part-time release to mainstream classes, and
 - mastery of selected DCI (Declared Competencies Index) competencies.
- Coordinate, whenever possible, transition to mainstream classes with the end of an academic term.
- Notify parents in advance of the transition plans.
- Monitor pupil progress for six months to a year after students leave the program to help ensure a smooth transition into the mainstream.
- Devise a plan for monitoring student progress after exiting the program to detect adjustment problems or the need for further intervention.

Some parents will insist that their children be withdrawn from the program to spend more time on academic subjects and on "regular" English, in particular. Such a move, before exit criteria are met, is not in the best interest of the student who has not yet mastered the language skills needed for success in the regular classroom. In the case of a mainstreamed LEP student experiencing learning or language difficulties, it is important to verify the possibility of a premature exit from the program.

Personnel

All educational programs depend on the skills and dedication of the people implementing them. In order to ensure quality instruction for NEP/LEP students, the school system should:

- Designate a person to be responsible for ESOL/bilingual education programs system-wide.
- Form collaborative teams to facilitate communication among and between educational programs.
- Employ qualified teachers.
- Provide pre-service and in-service training programs for all staff persons who work with NEP/LEP students, to acquaint them with the language(s) and culture(s) of the target population as well as socio-economic factors that influence classroom performance.

- Provide training for all general program, special education, and vocational education staff to help them identify the needs of LEP students, the goals and objectives of the ESOL program, and methods of working more effectively with these students.
- Find people within the community who can help in the successful operation of programs. (Qualified professionals and paraprofessionals who may be bilingual and/or have rich background in cross-cultural communication often reside in the community and can help.)
- Foster the development of special expertise on the part of counselors, special education personnel, health professionals, and psychologists to improve the diagnosis of NEP/LEP students' special needs.
- Develop a plan for involving and communicating with parents of NEP/LEP students in all aspects of the school program.
- Create an atmosphere conducive to communication and cooperation among ESOL and mainstream administrators and teachers.

Materials

In selecting materials, local school systems should:

- Evaluate and select ESOL materials appropriate for the different levels of instruction.
- Provide students a variety of print and non-print materials designed to teach the four skills of listening, speaking, reading, and writing.
- Use materials from content areas to teach ESOL but modify and adapt them to meet the specific needs of NEP/LEP students.

Facilities

Facilities for instruction of NEP/LEP students should:

- Ensure adequate classroom space for instruction.
- Ensure an adequate listening/speaking environment.
- Accommodate student movement.
- Include standard classroom equipment and storage facilities.
- Contain furniture appropriate for the size of the children.

Program Organization

Instructional programs for NEP/LEP students will differ depending on the number of students to be served and their geographical distribution. If the numbers warrant it, school-based teachers of English as a second language may be provided. This is the ideal situation, particularly if it provides time for the teacher to serve as a resource to other teachers in the school and to counsel NEP/LEP students and their parents. ESOL teachers are more likely, however, to serve several schools on an itinerant basis.

At the senior high school level in particular, students may be transported to a center for intensive English instruction. The remainder of the day is spent at the home school in regular classes selected with consideration for the student's level of functioning in English. This option allows for the concentration of staff, materials, and resources.

In situations where there are only one or two NEP/LEP students, particularly in elementary schools, English instruction may become the responsibility of the regular classroom teacher, assisted sometimes by a trained tutor, aide, or volunteer.

The amount of instructional time per week will vary according to the student's proficiency level upon entry. A child who knows little or no English may need a minimum of two periods a day of intensive instruction. An advanced student, close to exiting the program, may need only one period a day with emphasis on reading and writing skills.

In summary, there are three major considerations in designing the most appropriate type of instructional delivery system for a particular school system or even for different schools within the same system:

- *Student Population:* students geographically concentrated or scattered; languages, dialects, and cultures involved; range of English language proficiency of the students; grade levels involved; other issues such as illiteracy, health problems, psychological trauma.
- *Facilities:* space for small group or individualized instruction; availability and use of educational technology; transportation to a center.
- *Staffing:* availability of qualified ESOL teachers; regular school staff trained to work with NEP/LEP students; bilingual staff or community representatives to serve as interpreters and translators.

Parent and Community Involvement

In Maryland, education is considered a cooperative venture among parents, community, and school personnel. Many NEP/LEP students come from schools where including parents in their children's schooling is not standard practice. Therefore, special efforts must be made to let parents know that they are welcome in the school. The school also must be sensitive to the fact that in some cases special outreach efforts are necessary to stimulate parental involvement because parents may be intimidated by their lack of English proficiency and/or schooling.

Successful parent and community involvement programs —

- Sensitize school staff to the community it is serving.
- Recognize that often the educational system is new or unfamiliar to parents. In some cultural groups, teachers are revered; in others, they are seen as authority figures. Parents with these attitudes may be reluctant to offer suggestions or express opinions for fear of showing disrespect for the school.
- Provide opportunities for community orientation and interaction with local schools. For example, schools should schedule visits for family members, informational meetings, parental training activities on child development and parent surveys of student needs.

- Find language resource persons to interpret in the native language of parents with limited-English proficiency. Oral communications between teacher and parent are often more effective than written communications.
- Translate school documents and other pertinent information into the home language.
- Acknowledge the learning and experiences that the child brings to school. Increased parent and community involvement allows for the curriculum to be developed more closely around meaningful experiences of the students and the needs of the home community. Some areas for consideration include culture and language, length of time in the community, roles of children in the family, role of family in education, and the ages and work schedules of parents.

Program Evaluation

A comprehensive method of evaluation should be devised to ensure effectiveness of the program and to provide for its improvement. In planning an ongoing program evaluation, local school systems should:

- Select an appropriate evaluation model and qualified evaluator.
- Design data management and analysis procedures.
- Document program implementation.
- Analyze and disseminate evaluation results.

Suggestions for effective evaluation procedures are as follows:

- Evaluate the program according to its stated goals, both in language development and in academic achievement.
- Use former LEP students (now mainstreamed) as a norming group for other pupils currently in the program.
- Use "language-free" measures such as student time-on-task.
- Monitor in-school retention rates to verify that the program is meeting the educational needs of the learners.
- Measure student self-concept.
- Use class averages on standardized tests to identify areas of program strength and weakness.

SUPPORT SERVICES

The following support programs should be fostered and utilized by the local school system:

Community Resources

Liaison with community agencies and referral sources should be established to support student needs which exceed the function or capacity of the school. Responsibility should be assigned to a member of the school staff or NEP/LEP instructional program to identify agencies and services that are able to serve the unique needs of NEP/LEP students and to make referrals as necessary. A list of interpreters should be maintained to assist the schools in communicating more effectively with students and parents. Training should be provided for interpreters.

Gifted and Talented Programs

There are few NEP/LEP students in programs for students identified as gifted and talented. Most tests used to identify eligible students rely on oral or written English language skills. However, in the case of NEP/LEP students, these tests should be used with caution. To accommodate linguistic and cultural differences, a local school system might consider the use of multiple assessment measures to identify students who would qualify for special services. For example, teachers can help identify students since they work closely with them and can observe them in both academic and social situations. Native language assessment instruments might be used as well as autobiographies, case studies, interviews, nominations, and/or behavioral checklists or inventories in any combination. In order to meet the educational needs of gifted NEP/LEP students, some adjustment may be necessary in the identification process.

Guidance and Counseling Services

Each local school system should devise a plan for orientation of NEP/LEP students and parents to the school or community. Whenever possible, the native language of the target group should be used. The plan should include: school system overview; school expectations of parents/students; teacher expectations of parents/students; responsibilities of school and parents; review of state graduation requirements; review of school forms, parent handbook; school hours, activities, facilities; and, supportive services available to parents and students.

Provide counseling to students as necessary. Make every effort to provide counseling in the language the client understands. Use a translator. If possible, train counselors in the cultural values of ethnic minority students.

Health Services

Tell families and students about available health services. Follow-up visits to the home should be made to offer further explanation. Use bilingual school staff or the services of a translator when necessary.

Psychological Services

Psychological services should be provided as needed for NEP/LEP students upon the recommendation of the school team. In cases where psychologists lack expertise in working with these students, information and assistance should be requested from organizations and agencies outside the local system.

Special Education Programs

Some NEP/LEP students may have special learning needs that cannot be met in the regular program for NEP/LEP students. It is essential for each local school system to follow policy and procedures concerning referrals, screening, assessment, and placement of such students in appropriate educational programs. Placement of NEP/LEP students in special education classes must be done with extreme caution and only after a thorough assessment has taken place. A language handicap alone does not qualify an NEP/LEP student for assignment to a special education program. In placing NEP/LEP students in special education classes, local school systems should:

- Ascertain that standards for assessment of NEP/LEP students are comparable to standards for other students in the system.
- Conduct evaluation in a non-biased manner and preferably use the dominant language of the student.
- Include on each Admission Review Dismissal team a bilingual member who is culturally sensitive.
- Differentiate between problems stemming from linguistic and cultural differences and those reflecting an actual handicapping condition.
- Consider the language needs as well as the academic needs of the student.
- Communicate with parents in their native language.
- Review and update the prescribed program on a regular basis.

Vocational Education Programs

The Maryland State Department of Education provides funding to local school systems and community colleges for support services for disadvantaged and handicapped students enrolled in vocational programs. These support services can help students with limited English proficiency to succeed in their vocational programs. Several local school systems currently offer supplemental instruction, tutoring, and additional materials for these students.

MSDE ROLE AND RESPONSIBILITIES

The role of the Maryland State Department of Education (MSDE) is to provide leadership, assistance, and coordination to local school systems to ensure equal educational opportunities for NEP/LEP students through comprehensive educational and language programs.

Policy Development

MSDE, working with local school systems and through the authority of the State Board of Education, collects data on the status of the education of NEP/LEP students and adopts policies and procedures for the operation of state and local programs.

Inservice/Technical Assistance

The MSDE staff provides leadership for program improvement activities by conducting state and local inservice on improved curricular and instructional practices. This inservice is followed by on-site technical assistance to build the capacity of local school systems to develop and operate their own successful programs.

Program Monitoring

The state agency's technical assistance includes data gathering to assist in organizing activities for program improvement. Program monitoring conducted in an informal manner works well.

RIGHTS OF NEP/LEP STUDENTS UNDER FEDERAL LAW

Equality of educational opportunity is the cornerstone of all programs for national origin minority students who are limited in English language proficiency.

Federal civil rights laws conclude that state and local school systems have a legal responsibility for designing and implementing — with the necessary and adequate resources — programs that will enable such students to surmount language and academic barriers. In short, **student academic performance** is the ultimate criterion used by the courts in judging whether an education agency is fulfilling its legal responsibilities for language-minority students.

NEP/LEP students are protected by two federal statutes: (1) Title VI of the Civil Rights Act of 1964 and (2) the Equal Educational Opportunities Act of 1974.

Title VI of the Civil Rights Act of 1964

Federal protection of the educational rights of language minority students began with the enactment of Title VI of the Civil Rights Act of 1964 and efforts of the Department of Health, Education, and Welfare (HEW). This milestone legislation banned discrimination on the basis of "race, color, or national origin" in all federally assisted programs.

On May 25, 1970, the Director of the Office of Civil Rights (OCR) in HEW sent a memorandum on the responsibilities of school districts to provide equal educational opportunities under Title VI. The memorandum, entitled "Identification of Discrimination and Denial of Services on the Basis of National Origin," set forth four basic tenets:

1. *Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.*
2. *Students may not be designated as mentally retarded or academically deficient merely because of language deficiency.*
3. *Ability grouping of students must be done as soon as possible, but it must not work to lock students into a particular curriculum.*
4. *Schools must notify parents of school activities in a language they can understand.*

This statute was further enforced in 1974 by the unanimous decision of the U.S. Supreme Court in *Lau v. Nichols*. The court's decision established two very significant points:

1. *Equality of educational opportunity is not achieved by merely providing all students with the same facilities, textbooks, teachers, and curriculum.*
2. *The Office of Civil Rights has the authority to establish regulations for enforcing Title VI, which, among other things, prohibits discrimination.*

Equal Educational Opportunity Act of 1974

This law reaffirmed the right of language-minority students to equal educational opportunities and imposed on state and local school systems an affirmative obligation to take "**appropriate action** to overcome language barriers" confronting language-minority students.

The Fifth Circuit Court of Appeals in *Castaneda v. Pickard* (1981) set forth the following three-part test for determining whether a school district has taken the **appropriate action** to overcome language barriers:

- *Theory*: the school system must pursue a program based on an educational theory recognized as sound by some experts in the field or, at least, deemed a legitimate experimental strategy.
- *Practice*: the programs and practices actually used by the school system — including instructional practices, resources, and personnel — must be calculated to implement effectively the educational theory adopted by the school.
 - Procedures must be in place for the identification and classification of NEP/LEP students.
 - Regular evaluation and assessment of a student's program must take place to ensure that the student is not locked into a remedial program but is mainstreamed when adequate English proficiency is reached.
 - Teachers and aides must be trained in the specialized skills related to the program theory and practice.
- *Results*: the school's program, after a legitimate trial, must produce results indicating that the language barriers confronting the students are actually being overcome. In other words, school systems should attempt to develop a program with built-in checks and balances to ensure the program is actually helping those students with language deficiencies.

This three-part test is the only set of legally specified requirements that a local school system's program for NEP/LEP students must meet. Other components and characteristics contained in the *Guidelines* are suggested successful practices — not legal requirements of the federal or state government.

The preceding points were emphasized in a July 9, 1984 letter and reiterated in a February 1990 memo from the Maryland Attorney General's Office. Both specified the responsibility of the state and local school systems regarding the education of national origin minority students. The State and local school systems have the duty to develop programs to overcome the language barriers of students. The State has the additional obligation of ensuring compliance with the federal mandate.

There have been numerous court cases which have further defined the rights of national origin children lacking proficiency in English. Among them is *Plyler v. Doe* (1981), which protects these students from being denied access to an education because of undocumented status.

The Office of Civil Rights has recently found violations of Section 504 of the Rehabilitation Act, 29 USC§794, for failure to provide services to students with limited-English proficiency:

- A school district discriminated against Spanish-speaking handicapped students when it permitted untrained monolingual speech pathologists to conduct speech and language therapy sessions. Chicago (IL) Public Schools, District #299, 3 EHLR 353:227 (1989).
- A school district violated Section 504 when it failed to consider the language background of limited-English proficient Apache students in using English language scores of I.Q. tests for special education evaluation. Whiteriver (AZ) Unified School District No. 20, 3 EHLR 353:232 (1989).
- A school district violated Section 504 because it did not have formal procedures for the bilingual evaluation of limited-English proficiency students. Moreno Valley (CA) Unified School District, 3 EHLR 353:255 (1989).

The ultimate sanction for a violation of Section 504 is the withholding of federal funds.

Source: Lyons, J. (1988) *Legal Responsibilities of Education Agencies Serving National Origin Language Minority Students*. Washington, D.C.: Mid-Atlantic Equity Center.

Appendix A

Guide to Organizational Resources

National

COMSIS Mid-Atlantic Multifunctional Resource Center
8737 Colesville Road
Suite 900
Silver Spring, MD 20910
FAX: (301) 588-5922
Phone: (301) 588-0584

A Title VII multifunctional resource center, federally funded to provide training and technical assistance to individuals and institutions involved in the education of limited English proficient students.

Georgetown University Evaluation Assistance Center (East)
Suite 301
1916 Wilson Boulevard
Arlington, VA 22201
Phone: (800) 626-5443 or (703) 875-0900

Center provides technical assistance on the evaluation of educational programs for limited English proficient students in the eastern half of the United States.

National Clearinghouse for Bilingual Education
1118 22nd Street, N.W.
Washington, D.C. 20037
FAX: (202) 429-9766
Phone: (202) 467-0867 or (800) 321-NCBE

Administered by George Washington University in cooperation with the Center for Applied Linguistics. Information specialists will answer inquiries immediately or send information by mail. Request brochure on services.

Mid-Atlantic Equity Center
American University
5010 Wisconsin Avenue, NW
Washington, DC 20016
Phone: (202) 885-8536

Provides services to schools to help them prepare an increasingly diverse student population for a rapidly changing society. Funded by the U.S. Department of Education under the Civil Rights Act of 1964, the center serves districts in the Mid-Atlantic region.

State

Bilingual/ESL/FL/CC Resource Center
University of Maryland Baltimore County
Department of Education
5401 Wilkens Avenue
Baltimore, MD 21228
Phone: (301) 455-3694 or 455-2325 (to leave message)

Lending library of instructional and resource materials for ESOL and bilingual education programs, foreign language, and/or cross cultural instruction; inservice training; technical assistance.

Maryland State Department of Education
Office of Equal Opportunity: National Origin Specialist
200 West Baltimore Street
Baltimore, MD 21201
Phone: (301) 333-2640

Technical assistance on opportunities for language minority children.

Maryland State Department of Education
Language Development and Early Learning Branch
Division of Instruction
200 West Baltimore Street
Baltimore, MD 21201
Phone: (301) 333-2315

Contact the Specialist in Foreign and Second Language Learning for technical assistance on curriculum development, program planning, implementation and evaluation, and inservice training.

Appendix B

Checklist for an Instructional Program for NEP/LEP Students

	Yes	Needs Improvement
PHILOSOPHY		
The ESOL program is based on a legitimate educational theory.		
Culture of students is respected and used in the program.		
Equal educational opportunities are provided NEP/LEP students.		
An operational definition of non- and limited-English proficiency exists.		
GOALS		
Performance expectations are established for students.		
Goals guide the operation of the program.		
STUDENT IDENTIFICATION		
A system of referring new student enrollees is in operation.		
Assessment instruments are valid.		
Assessment instruments are related to the curriculum.		
All NEP/LEP students are screened with common educational and language assessment instruments.		
STUDENT PLACEMENT		
NEP/LEP students are placed in appropriate content and language programs.		
An educational plan with goals is specified for each student.		
Regular and systematic assessment is provided each student.		
Assessment instruments have clear performance levels identified.		

	Yes	Needs Improvement
Program exit criteria are specified.		
Post exit monitoring of performance is provided each student.		
CURRICULUM AND INSTRUCTION		
Curriculum is a sequenced study of language basics and a series of planned experiences designed to improve English language proficiency.		
Language curriculum and instruction have practical applications.		
Curriculum provides for cognitive and content growth while learning English.		
Instruction integrates the language arts.		
Instructional support services are continually available to NEP/LEP students.		
PERSONNEL		
ESOL staff are qualified.		
NEP/LEP programs are supervised at the central office level.		
Training exists for NEP/LEP program staff.		
Community members from the language backgrounds are hired for staff support.		
MATERIALS		
Materials are available which support the curricular and instructional theory of the program.		
Materials are reviewed for bias.		
FACILITIES		
Adequate facilities are available for the operation of the NEP/LEP instructional program.		
Facilities accommodate the various instructional techniques of language learning.		

	Yes	Needs Improvement
PROGRAM ORGANIZATION		
Organization supports the program's curricular and instructional goals.		
Organization is based upon the instructional needs of NEP/LEP students.		
Organizational patterns provide for the large group, small group, and individualized instruction for students.		
Organizational patterns allow for distributed practice of language skills on a daily basis.		
PARENT AND COMMUNITY INVOLVEMENT		
A planned program of information and involvement is operated.		
An outreach program is operated for parents of NEP/LEP students.		
Communication, both written and oral, is in the native language of the parents.		
NEP/LEP student performance data are reported regularly to parents.		
PROGRAM EVALUATION		
Data are collected as part of the program evaluation.		
Program shows positive results with students over time.		
Reports of student and program performance are produced.		
Program evaluations are based on the program goals.		
Programs are evaluated using multiple outcomes.		

	Yes	Needs Improvement
SUPPORT SERVICES		
A wide range of support services is provided for NEP/LEP students including:		
Community Resources		
Gifted and Talented Educational Programs		
Guidance and Counseling Services		
Health Services		
Psychological Services		
Special Education Programs		
Vocational Education Programs		
NEP/LEP students are encouraged to take advantage of these services.		

Appendix C

MSDE Task Force on NEP/LEP Concerns (1986-1989)

Martha Fields, Chair
Assistant Deputy State Superintendent

Glen Cutlip
Chief, Language Development and Early Learning Branch

Ellen Gonzales
Assistant State Superintendent

Sadie Grannison
Specialist, Migrant Education

Nicholas Hobar
Assistant State Superintendent

Dorothy Huss
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Katherine Oliver
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Ron Peiffer
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Edward Roebuck, Jr.
Specialist for Handicapped and Disadvantaged Programs

Marjorie Shulbank
Specialist, Statewide Information for the Handicapped

Richard Steinke
Assistant State Superintendent

Philip Thorn
Assistant State Superintendent

Maria Torres
Educational Equity Specialist

J. Maurice Travillian
Assistant State Superintendent

Appendix D

Maryland State Department of Education Governing Principles on Programs for Non-English/Limited-English Proficient Students

A. PURPOSE

The purpose of these governing principles is to provide programmatic direction for educational programs and services to non-English proficient and limited-English proficient (NEP/LEP) students. This statement represents the commitment of the Maryland State Department of Education (MSDE) to this unique group of students. The governing principles provide a vehicle for collaborating in the delivery of educational programs and services within MSDE for NEP/LEP students.

B. PHILOSOPHICAL STATEMENT

Non-English proficient and limited-English proficient (NEP/LEP) students enter our schools with varied linguistic, cultural, and academic backgrounds and with unique educational needs. These students are an important and integral part of our schools and communities.

A comprehensive educational program that incorporates language instruction and enables NEP/LEP students to learn English and continue their growth in cognitive development must be offered by each local school system.

The role of the Maryland State Department of Education is to provide leadership, assistance, and coordination to local school systems to ensure equal educational opportunities for NEP/LEP students through comprehensive educational and language programs.

C. DEPARTMENTAL COMMITMENT

The State Department of Education will collaborate with local school systems to ensure:

- An educationally sound instructional program for all identified non- and limited-English proficient students.
- The existence of appropriate procedures for identification and placement of NEP/LEP students.
- The regular evaluation and assessment of the progress of NEP/LEP students to determine appropriate placement in programs.
- The adequate training of teachers, aides and other educational personnel working with NEP/LEP students.

- The coordination of NEP/LEP programs with regular programs as well as with programs such as special education, vocational education, and guidance.
- An annual statewide data survey of NEP/LEP students.
- Communication among individuals and groups involved with NEP/LEP students.

D. PROCESS

The Maryland State Department of Education provides leadership, assistance, and coordination for the development, implementation, maintenance, and evaluation of programs for NEP/LEP students in the following areas:

- Yearly statewide data survey
- Program philosophy and goals
- Procedures for the identification of NEP/LEP students
- Suggestions for individual student assessment
- Suggestions for program evaluations
- Organizational alternatives for these programs
- Issues relevant to personnel, materials, and facilities vital to program implementation
- Parental and community involvement
- Considerations for providing support services to NEP/LEP students
- MSDE technical assistance for local school systems
- Responsibility and organization for program development
- Administration and supervision assistance
- Evaluation and budget management

E. MSDE INTERNAL ROLES AND RESPONSIBILITIES

The Maryland State Department of Education Task Force on NEP/LEP Concerns shall be responsible for providing leadership, assistance, and coordination in programs for NEP/LEP students throughout the state.

The MSDE Task Force on NEP/LEP Concerns currently consists of members from the:

- Division of Instruction
- Division of Compensatory Education and Support Services
- Division of Special Education
- Division of Career and Technology Education
- Office of Communications and Special Projects
- Division of Library Development and Services
- Office of Management Information Systems

The Division of Instruction has lead responsibility for activities of the MSDE Departmental Task Force on NEP/LEP Concerns. The work of this committee will be reflected in the Agency Performance Plan of each division.

Adopted 10/17/89 by the MSDE Task Force on NEP/LEP Concerns