



## **CITY SCHOOL DISTRICT OF ALBANY LIMITED ENGLISH PROFICIENCY**

The annual English language assessment will be completed from May 1 – 15 using the tests indicated above in addition to locally prepared content area tests which will be given in June. On the standardized tests, LEP students will be expected to show a mean NCE gain as indicated by the Bureau. All LEP students will have access to appropriate instructional and support services and equal opportunities to participate in all school programs and extracurricular activities. Indeed, participation in programs and activities in which these students have a particular interest or talent will be encouraged in order that they may interact with the school population on an informal, out-of-class basis.

Upon entrance into school, if there is evidence of a possible handicapping condition, the student is referred to the district's Committee on Special Education, which would request an assessment of the student by one of the district's school psychologists. If it is determined that the student has a handicapping condition, the student is placed in appropriate classes while retaining ESL instruction. LEP students with possible handicapping conditions are afforded the same assessment procedures as non-handicapped students and area assigned, as indicated above, to ESL programs as with any other student. At present no LEP students in the district are considered to have a handicapping condition.

To ensue LEP students have access to all programs and services, translators from such organizations as the International Center, are used whenever possible or needed to keep both parents and students fully informed. Translators and teachers who may know the language are also used when needed to screen new entrants in their native language.

All provisions of CR Part 154 are followed in the identification, placement, education and evaluation of LEP students in this district. Please see attached Statement of Assurances.

In the City School District of Albany, goals of the ESL program are to help the student with limited English proficiency to understand and use English in a communicative way. The student, as a result of ESL instruction, will be able to use English actively in speaking and writing and to comprehend English that is spoken and written. The program will center around the student's immediate needs and abilities to communicate. Along with the development of these four skills is the orientation of the student toward the cultural understanding of native speakers of English while retaining pride in and sharing with his classmates his own native culture and customs. The student will also develop an understanding and appreciation of the culture of the other foreign students with whom he or she has contact.

At the student's initial enrollment in the school district, the Home Language Questionnaire is completed by parents or guardians in the language they understand and placed in the student's permanent record folder. Students enrolling in September or during the school year and thought to be of limited English proficiency will be identified within one week following the provisions and procedures of CR Part 117 and CR Part 154 for the identification of eligible LEP students. To assess listening and speaking, if an internal interview indicates limited English knowledge, the Language Assessment Battery is used in Grades 1 – 12. The Iowa Test of Basic Skills is used in Grades 1 – 8 and the Test of Achievement and Proficiency in Grades 9 – 12 to assess reading skills. Please refer to Appendix F for the test forms and levels used. The test results are recorded by the teacher or the guidance counselor in the student's permanent record folder and stored in the school district's Data Processing Center.