

1 Related Entries: ABC, ABC-RA, IOD-RA  
2 Responsible Office: Deputy Superintendent of Schools;  
3 Office of Curriculum and Instructional  
4 Programs  
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7 Education of Emergent Multilingual Learners  
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10 A. PURPOSE  
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12 To affirm an asset-based framework for the education of  
13 Emergent Multilingual Learners in Montgomery County Public  
14 Schools (MCPS)  
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16 To ensure compliance with federal and state mandates  
17 regarding the education of Emergent Multilingual Learners  
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19 B. ISSUE  
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21 Children who are developing a language other than English in  
22 their homes have the opportunity to become bilingual or  
23 multilingual in school. The Maryland State Department of  
24 Education (MSDE) refers to these students as Emergent  
25 Multilingual Learners in recognition that they are  
26 simultaneously learning at least one other language, in  
27 addition to the English they are learning at MCPS. MSDE

28 recognizes multilingualism as an asset, and promotes an  
29 asset-based perspective that focuses on the strengths of  
30 Emergent Multilingual Learners and views diversity in  
31 thought, culture, and traits as positive assets for schools  
32 in Maryland.

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34 Federal and state law require instructional programs and  
35 supports to meet the challenges faced by Emergent  
36 Multilingual Learners and help eliminate barriers that could  
37 otherwise prevent such students from participating fully in  
38 the educational program. Such programs and services include  
39 bilingual assessments, counseling, and parent/guardian  
40 outreach to assist parents/guardians to advocate effectively  
41 on their behalf.

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44 MCPS Emergent Multilingual Learners are a diverse group of  
45 students, representing many countries and languages, coming  
46 from all socioeconomic levels, and having varied educational  
47 and experiential backgrounds. Montgomery Board of Education  
48 Policy ABC, *Family-School Partnerships*, affirms that MCPS  
49 school communities are enriched by the diverse traditions,  
50 identities, and experiences of all MCPS families.

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52 C. POSITION

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- 54           1. The Montgomery County Board of Education affirms its  
55           commitment to Emergent Multilingual Learners as follows:  
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- 57           a) Hold Emergent Multilingual Learners to the same  
58           high expectations of learning established for all  
59           students;
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- 61           b) Provide effective opportunities for Emergent  
62           Multilingual Learners to develop full  
63           proficiencies in academic and interpersonal English  
64           in the domains of listening, speaking, reading, and  
65           writing, consistent with high expectations for all  
66           students;
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- 68           c) meet or exceed challenging MSDE content and  
69           performance standards in all content areas,  
70           including reading and language arts, mathematics,  
71           social studies, science, career and technology  
72           education, the fine arts, health, and physical  
73           education, consistent with those for all students;
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- 75           d) Provide appropriate instruction to Emergent  
76           Multilingual Learners, ~~regardless~~ **being mindful** of  
77           their previous education, cognitive abilities, or  
78           special needs and that reflects their English  
79           language proficiency levels;
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81 e) Evaluate Emergent Multilingual Learners with  
82 appropriate and valid assessments that are aligned  
83 with federal, state, and local standards and take  
84 into account the English language proficiency  
85 levels and cultural backgrounds of the students;  
86 and

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88 f) Recognize that the academic success of Emergent  
89 Multilingual Learners is a responsibility shared by  
90 the students, all educators, the family, and the  
91 community.

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93 2. The English Language Development (ELD) Program

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95 a) Each school, in collaboration with the Office of  
96 School Support and Well-Being/Office of Curriculum  
97 and Instructional Programs, will provide an ELD  
98 program responsive to the range of needs of  
99 eligible Emergent Multilingual Learners. ELD is a  
100 specialized instructional program for eligible  
101 Emergent Multilingual Learners who need to develop  
102 proficiency in the four language domains of  
103 listening, speaking, reading, and writing academic  
104 and social language in English.

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106 b) The ELD curriculum is -

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- 108 (1) research based;  
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110 (2) designed for age-appropriate levels of English  
111 language proficiency;  
112 (3) aligned with the proficiency standards in the  
113 MSDE English language curriculum;  
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115 (4) aligned with the reading and writing purposes  
116 of the MCPS Reading/English/Language Arts  
117 curriculum;  
118  
119 (5) reflective of the many cultural and linguistic  
120 backgrounds represented by Emergent  
121 Multilingual Learners; and  
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123 (6) taught using pedagogy that prepares the  
124 students for the instructional strategies and  
125 content they will encounter as they pursue an  
126 education in MCPS.

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128 c) Related ELD Services  
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- 130 (1) Consistent with Montgomery County Board Policy  
131 ABC, *Family-School Partnerships*, MCPS will  
132 engage in regular, meaningful two-way  
133 communication about student learning and  
134 development through multiple, strategically

135 implemented mechanisms and tools so that  
136 parents/guardians of Emergent Multilingual  
137 Learners are provided opportunities to learn  
138 about the critical educational benchmarks,  
139 course sequences, service learning  
140 requirements and opportunities, timelines,  
141 and applications processes required for their  
142 students to access rigorous instruction and  
143 educational opportunities.

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145 (2) Emergent Language therapeutic counselors will  
146 provide counseling services to students, as  
147 appropriate, to assist students enrolled in  
148 the ELD program in their new school and  
149 community environment.

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151 (3) MCPS will provide assessments that minimize  
152 cultural and linguistic biases, including  
153 native-language assessments, when needed, for  
154 Emergent Multilingual Learners who are  
155 suspected of having a disability.

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157 d) Staff development in the instructional needs of  
158 Emergent Multilingual Learners is an integral  
159 component of a quality ELD program. Professional  
160 Learning opportunities will be made available to  
161 all MCPS staff who work with Emergent Multilingual

162 Learners in the classroom, and the school  
163 community.

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165 3. Identification and Reclassification

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167 a) A language assessment identifies Emergent  
168 Multilingual Learners eligible for the ELD program  
169 and determines their level of English language  
170 proficiency, as follows:

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172 (1) An English language proficiency assessment  
173 will be administered by qualified and trained  
174 assessors.

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176 (2) The assessment is administered to all students  
177 who answer two out of three questions on the  
178 Maryland Home Language Survey (HLS) with an  
179 answer that is a language other than English  
180 at the time they initially enroll in MCPS.

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182 b) Students participating in the ELD program will be  
183 considered English proficient and designated as  
184 Reclassified Emergent Multilingual Learners upon  
185 meeting the criteria established by MSDE  
186 guidelines.

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188 c) Performance of students who have exited from the

189 ELD program will be monitored by the English  
190 language development team for each school, and  
191 appropriate support will be provided for a period  
192 of two years.

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194 d) Identification and program completion procedures  
195 will be evaluated periodically and revised as  
196 necessary in accordance with MSDE guidelines.

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198 D. DESIRED OUTCOMES

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200 1. Services of the ELD program will be offered to all  
201 eligible Emergent Multilingual Learners and will be  
202 designed to accommodate diversity in student backgrounds  
203 and levels of English language proficiency.

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205 2. The expectation for success for students participating  
206 in the ELD program will be consistent with expectations  
207 for all students in MCPS.

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209 3. Language shall not impede Emergent Multilingual Learners  
210 from accessing the same high-quality educational  
211 opportunities available to all MCPS students.

212  
213 4. Instruction shall enable students to learn English as  
214 quickly as possible, while at the same time ensuring  
215 that they do not fall behind their grade-level peers in



216 content areas.

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218 5. MCPS shall value Emergent Multilingual Learners'  
219 multilingualism and literacy in other languages, as well  
220 as the linguistic and cultural assets that Emergent  
221 Multilingual Learners bring to the classroom and school  
222 community.

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225 E. IMPLEMENTATION STRATEGIES

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227 The superintendent of schools will -

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229 1. Develop administrative procedures for the development,  
230 maintenance, and evaluation of appropriate programs for  
231 Emergent Multilingual Learners in MCPS;

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233 2. Allocate staff and material resources annually, based on  
234 documented needs and within existing budgetary  
235 constraints;

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237 3. Apply for appropriate federal financial assistance, where  
238 available, to implement this policy; and

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240 4. Collaborate with county agencies and community  
241 organizations to facilitate access to resources needed  
242 by Emergent Multilingual Learners and their families.

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F. REVIEW AND REPORTING

1. Each year, the academic progress of ELD program participants will be reported to the Montgomery County Board of Education through the annual report.
2. MCPS will fulfill all federal and state reporting requirements for current and past ELD program participants.
3. This policy will be reviewed in accordance with the Board of Education policy review process.

Policy History: Resolution No. 77-80, January 21, 1980, amended by Resolution No. 333-86, June 12, 1986; amended by Resolution No. 599-99, October 14, 1999; updated office titles June 1, 2000; amended by Resolution No. 450-11, September 13, 2011; amended by Resolution No. .