**ESOL Program**

**Handbook**

**Pea Ridge**

**Schools**

**POLICIES & PROCEDURES**

**FOR**

**TEACHING ENGLISH LANGUAGE LEARNERS**

**Philosophy and Goals**

Our GOAL is to create a safe learning environment where ALL students learn and achieve mastery of essential skills so that they may use all of their knowledge, skills, and abilities to become lifelong learners and productive members of society.

We believe that students with more than one language possess cultural and linguistic diversity which provides unique opportunities for them:

 In their futures, they will be able to step into unique job opportunities that are needed in this ever-diversifying world;

In their relationships, they are able to be a bridge between people where connections would otherwise not be possible due to the language barrier;

In their minds, they are able to develop a mindset of respect and acceptance of different cultures and people.



The ESOL Program is here to provide them with the support they need to be successful in all of their endeavors:

 Literacy and Academic Achievement

 Social Acculturation

 Family/School Link

**Overview**

|  |  |
| --- | --- |
| **ELL CIVIL RIGHTS & LAWS**Under civil rights laws, schools are obliged to ensure that ELLS have equal access to education.  | 5-6 |
| **Identification**Home Language Survey Teacher observation & recommendation | 7 |
| **Assessment** Mac II Screening Test– upon registration/identification  English Language Development Assessment (ELDA) – Spring semester  | 8-9 |
| **Placement**Language Placement and Assessment Committee (LPAC) will review students’ test scores, grades and teacher observations to determine appropriate placement and services. | 10-14 |
| **Curriculum & Instruction**ESL students will participate in mainstream classes with classroom and testing accommodations when necessary (K-12).  ESL Pull-out or Push-in(K-12)  | 15 |
| **Documentation & Monitoring**ESL Accommodation Folders  ESL Progress Updates  Quarterly Grades  Test Score | 17-18 |
| **Staff**Staff assigned to provide ESL pull-out services are teacher certified and ESL Endorsed.  Certified and classified instructional staff will receive ESL training. | 18 |
| **Special Programs**Special Education /GT/Advanced Placement/Extracurricular/Non-Academic Activities | 18 |
| **Reclassifying Students**Students who meet the exit criteria will be exited and reclassified as Fully English Proficient (FEP) upon the LPAC decision.  Students who have exited the program will be monitored for 2 years.  | 19-20 |
| **Parent Involvement**Parents will be provided with information in a language they can understand and in a mode that is most convenient for them to the extent practicable.  | 21 |

|  |  |
| --- | --- |
| **Maintaining Records**Originals/Copies/Electronic Database | 21 |
| **Evaluation of Program**The ESL program will be evaluated annually to determine effectiveness.  Adjustments will be made to the program as needed.  | 21 |
| **ESOL Coordinator****Contact Information**Crystal Marquez- cmarquez@prs.k12.ar.us(479)-451-8182 |  |

**ACRONYMS**

ESL: English as a Second Language

ELL: English Language Learner

ESOL: English for Speakers of Other Languages

LEP: Limited English Proficient -- student is identified as having limited English skills

FEP: Fully English Proficient -- student met the exit criteria and has native-like fluency in English

LMS: Language Minority Student -- includes both LEP and FEP students

LPAC: Language Placement and Assessment Committee

ELDA: English Language Development Assessment

**ELL CIVIL RIGHTS & LAWS**

**Q: What legal obligations do schools have to English language learners (ELLs)?**

 A: Under civil rights law, schools are obligated to ensure that ELLs have equal access to education.

It is the responsibility of schools to ensure that all students, including these English language-learning (ELL) students, have equal access to a quality education that enables them to progress academically while learning English. The specific services to be provided are not specified by federal or state law; however, legislation provides the following broad outlines.

In 1970, the federal Office for Civil Rights (OCR) issued a memo regarding school districts' responsibilities under civil rights law to provide an equal educational opportunity to ELLs. This memorandum stated:

Where the 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.

Although the memo requires school districts to take affirmative steps, it does not prescribe the content of these steps. It does, however, explain that federal law is violated if: Students are excluded from effective participation in school because of their inability to speak and understand the language of instruction; National origin minority students are inappropriately assigned to special education classes because of their lack of English skills; Programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead end track; or Parents whose English is limited do not receive school notices or other information in a language they can understand.

In its 1974 decision in Lau v. Nichols, the United States Supreme Court upheld OCR's 1970 memo. The basis for the case was the claim that the students could not understand the language in which they were being taught; therefore, they were not being provided with an equal education. The Supreme Court agreed, saying that: There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

The case reaffirmed that all students in the United States, regardless of native language, have the right to receive a quality education. It also clarified that equality of opportunity does not necessarily mean the same education for every student, but rather the same opportunity to receive an education. An equal education is only possible if students can understand the language of instruction.

Within weeks of the Lau v. Nichols ruling, Congress passed the Equal Educational Opportunity Act (EEOA) mandating that no state shall deny equal education opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program." This was an important piece of legislation because it defined what constituted the denial of education opportunities.

The following guidelines have been outlined for school districts to ensure that their programs are serving ELLs effectively.

Districts should:

* Identify students as potential ELLs;
* Assess student's need for ELL services;
* Develop a program which, in the view of experts in the field, has a reasonable chance for success;
* Ensure that necessary staff, curricular materials, and facilities are in place and used properly;
* Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and
* Assess the success of the program and modify it where needed.

**IDENTIFICATION**

**Home Language Survey (HLS)**

* Upon registration and enrollment, parents fill out the HLS
* If the HLS indicates that a language other than English is spoken at home,
	+ A copy is made and kept in the students’ permanent file
	+ The original is sent to the ESOL Coordinator.
	+ The ESL Coordinator will then start the identification process.
* Identification paperwork will also be accepted if transferred from another educational institution.

**Teacher Recommendation**

* If a teacher notices that a student’s social behavior or academic achievement indicates

a potential language barrier issue, he/she must email the ESOL Coordinator at **cmarquez@prs.k12.ar.us** identifying the child and providing documentation for their concern.

* The ESOL Coordinator will then start the identification/screening process.

**ASSESSMENT**

**MACII Screening Test**

* The MACII provides an initial assessment of the student’s English skills.
* The MACII is administered:
	+ when a new student arrives whose Home Language Survey indicates that a

language other than English is spoken at home

* + when a student is recommended for language testing by a teacher.
* Students who score below proficient on the MACII are identified as Limited English

Proficient (LEP) students.

* Parents will be notified about their child’s placement in the ESOL program.
	+ Parents maintain the right to waive ESOL services if they wish.
	+ The ESOL Program is responsible for providing ESOL services to all students

identified as being Limited English Proficient (LEP); moreover, student’s whose ESOL services have been waived cannot receive direct ESOL services , but may receive indirect ESOL services (in-class and testing accommodations) as needed.

**English Language Development Assessment (ELDA)**

* The ELDA is a comprehensive assessment of the ESOL students’ English skills.
* It accesses the students’ academic language skills; it does not assess their

content knowledge.

o The ELDA is administered in the spring semester of each year.

o All LEP students take the ELDA. This includes students whose parents have waived ESL services.

*The Arkansas Department of Education is required to report annually on the number of language minority and limited English proficient students enrolled in Arkansas public schools to the United States Department of Education. Your help in collecting this data is appreciated.*

**Home Language Survey**

**Inicio encuesta sobre el idioma**

Circle one/Marque uno:

 Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Sex: M F

 Nombre del estudiante Sexto

 Date of birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_\_\_\_

 Fecha de Nacimiento Edad

 School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Escuela

 Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_

 Maestro(a) Grado

 What language is spoken in your home most of the time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿Qué idioma se habla en su hogar la mayor parte del tiempo?

 What language does the student speak most of the time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿Qué idioma habla el estudiante la mayor parte del tiempo?

 What language do parents speak to the student most of the time? \_\_\_\_\_\_\_\_\_\_\_\_

¿Qué idioma habla los padres con el estudiante la mayor parte del tiempo?

 In what written language would you prefer to receive school communications?

 ¿En qué idioma prefiere recibir información escrito de la escuela?

 \_\_\_English/ Ingles \_\_\_Spanish/ Español

 Date \_\_\_\_\_\_\_\_\_\_\_

Fecha

 Signature of parent/guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 La firma del padre/tutor

**Placement**

PLACEMENT

The Language Placement and Assessment Committee (LPAC) reviews the

students’ test scores, grades and teacher observations to determine appropriate

placement and services.

LPAC Members:

* + School Administrator
	+ Counselor
	+ ESOL Teacher/Coordinator
	+ Mainstream Teacher
	+ Support Personnel – as needed (G/T Teacher, Special Education Teacher)

LPAC Forms:

* Initial Placement Form – pg. 10 & 11
	+ For new ESOL students
* Annual Review Form – pg. 12 & 13
	+ For returning ESOL students
* In-Class & Testing Accommodations – pg. 12
	+ For ESOL students in need of in-class and/or testing accommodations
	+ Copies to be placed in the ESOL Accommodation Folders for teacher reference
	+ and documentation purposes.

**INITIAL ESOL PLACEMENT FORM**

STUDENT'S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

BUILDING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GRADE: \_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ GENDER: \_\_\_\_\_\_

PRIMARY LANGUAGE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ YEARS IN US SCHOOLS: \_\_\_\_\_\_ YEARS IN ESL: \_\_\_\_\_

Test Scores: (Record available test scores)

|  |  |  |  |
| --- | --- | --- | --- |
| **MACII** | **Score & Level** | **ELDA**  | **Score** |
| Overall Score |  | Composite (Overall) |  |
| Listening |  | Comprehension (R&L) |  |
| Speaking |  | Listening |  |
| Reading |  | Speaking |  |
| Writing |  | Reading |  |
|  |  | Writing |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Benchmark** | **Score** | **Accommodations** | **EOC** | **Score** | **ITBS** | **Score** |
| Literacy |  |  | Alg I |  | Vocab |  |
| Math |  |  | Bio |  | Words/Reading |  |
|  |  |  | Geo |  | Language |  |
|  |  |  | Lit |  | Math |  |

**ESOL Placement Level:**

LEP 1: \_\_\_\_\_ The student is either a non-English speaker or can speak some English, but his/her reading/writing abilities are very limited in English. This level focuses on oral language development with reading and writing. We will provide direct ESL services, ensure appropriate classroom accommodations, and monitor progress throughout the year.

LEP 2: \_\_\_\_\_ The student can speak some English, but his/her reading and/or writing abilities in English are still limited. This level focuses on reading and writing development with some oral language development. We will provide direct ESL services, ensure appropriate classroom accommodations, and monitor progress throughout the year.

LEP 3: \_\_\_\_\_ The student speaks English, but still needs extra help in developing his/her reading and writing abilities in English. This level focuses on reading and writing development. We will provide direct ESL services as needed, ensure appropriate classroom accommodations, and monitor progress throughout the year.

LEP 4: \_\_\_\_\_ The student can speak, read, and write in English more or less at an age appropriate level. He/She still needs to be monitored until it is determined that their non-English background is no longer interfering with their academics.

FEP 5 M1 or M2 (circle one): \_\_\_\_\_ Exit ESL Program. Continue to monitor progress for 2 years after exiting the program.

**Initial Placement Form (Continued)**

**ESOL Services:**

\_\_\_\_\_Pull-Out (consistent /as needed) \_\_\_\_\_\_\_Inclusion (Monitored)

\_\_\_\_\_Push-In (consistent /as needed) Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classroom Accommodations: (May be changed during the year in response to student need & teacher observation)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Slow down speech and simplify language |  | Cooperative learning and small group work |
|  | Extended time on assignments |  | Native language resources |
|  | Shortened assignments |  | Preferential language resources |
|  | Use of Charts, Models, Pictures, Diagrams, Graphic Organizers, etc |  | Step-by-step directions/instructions provided orally and in writing.  |
|  | Other |  | Other:  |

Testing Accommodations: (Must be used ***regularly*** in the classroom to in order to apply to standardized tests)

|  |  |  |  |
| --- | --- | --- | --- |
|  | WTWD-Word to word Dictionary |  | SMGT-Small group testing |
|  | PREF-Preferential Seating (study carrel) |  | INT-Individual testing |
|  | Extended time and/or breaks between sessions |  | RM/RS/RT – Teacher reads the math, science and/or writing portions to student |
|  | NB-Noise buffers |  | IS - Individualized Schedule |

\* If a student has an IEP, Special Education services will be provided in addition to ESOL Services.

Student has an IEP (briefly describe and/or attach copy of IEP)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LPAC Signatures Position**

|  |  |
| --- | --- |
|  | Administrator  |
| 2. | Counselor  |
| 3. | ESL Coordinator |
| 4.  | Mainstream Teacher |
| 5.  | Other |

**Annual Review Form**

**STUDENT'S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**BUILDING: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ GRADE: \_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ GENDER: \_\_\_\_\_\_**

**PRIMARY LANGUAGE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ YEARS IN US SCHOOLS: \_\_\_\_\_\_ YEARS IN ESL: \_\_\_\_\_**

**Test Scores: (Record available test scores)**

|  |  |
| --- | --- |
| **ELDA** | **Score** |
| Composite (Overall) |  |
| Comprehension (R&L) |  |
| Listening |  |
| Speaking |  |
| Reading |  |
| Writing |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Benchmark** | **Score** | **Accommodations** | **EOC** | **Score** | **ITBS** | **Score** |
| Literacy |  |  | Alg I |  | Vocabulary |  |
| Math |  |  | Bio |  | Words/Reading |  |
|  |  |  | Geo |  | Language |  |
|  |  |  | Lit |  | Math |  |

**Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ESOL Placement Level:**

LEP 1: \_\_\_\_\_ The student is either a non-English speaker or can speak some English, but his/her reading/writing abilities are very limited in English. This level focuses on oral language development with reading and writing. We will provide direct ESL services, ensure appropriate classroom accommodations, and monitor progress throughout the year.

LEP 2: \_\_\_\_\_ The student can speak some English, but his/her reading and/or writing abilities in English are still limited. This level focuses on reading and writing development with some oral language development. We will provide direct ESL services, ensure appropriate classroom accommodations, and monitor progress throughout the year.

LEP 3: \_\_\_\_\_ The student speaks English, but still needs extra help in developing his/her reading and writing abilities in English. This level focuses on reading and writing development. We will provide direct ESL services as needed, ensure appropriate classroom accommodations, and monitor progress throughout the year.

LEP 4: \_\_\_\_\_ The student can speak, read, and write in English more or less at an age appropriate level. He/She still needs to be monitored until it is determined that their non-English background is no longer interfering with their academic work.

**Annual Review Form (Continued)**

**ESOL Services:**

\_\_\_\_\_Pull-Out (consistent /as needed) \_\_\_\_\_\_\_Inclusion (Monitored)

\_\_\_\_\_Push-In (consistent /as needed) Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classroom Accommodations: (May be changed during the year in response to student need & teacher observation)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Slow down speech and simplify language |  | Cooperative learning and small group work |
|  | Extended time on assignments |  | Native language resources |
|  | Shortened assignments |  | Preferential language resources |
|  | Use of Charts, Models, Pictures, Diagrams, Graphic Organizers, etc |  | Step-by-step directions/instructions provided orally and in writing.  |
|  | Other |  | Other:  |

Testing Accommodations: (Must be used ***regularly*** in the classroom to in order to apply to standardized tests)

|  |  |  |  |
| --- | --- | --- | --- |
|  | WTWD-Word to word Dictionary |  | SMGT-Small group testing |
|  | PREF-Preferential Seating (study carrel) |  | INT-Individual testing |
|  | Extended time and/or breaks between sessions |  | RM/RS/RT – Teacher reads the math, science and/or writing portions to student |
|  | NB-Noise buffers |  | IS - Individualized Schedule |

\* If a student has an IEP, Special Education services will be provided in addition to ESOL Services.

Student has an IEP (briefly describe and/or attach copy of IEP)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LPAC Signatures Position**

|  |  |
| --- | --- |
|  | Administrator  |
| 2. | Counselor  |
| 3. | ESL Coordinator |
| 4.  | Mainstream Teacher |
| 5.  | Other |

**CURRICULUM & INSTRUCTION**

The ESOL services provided at each school will focus on developing the ELL’s social, cultural and academic language skills and they will utilize services and materials that are developmentally appropriate and research based.

**Goals for English Language Learners:**

o To use English in socially and culturally appropriate ways.

o To use English to achieve academically in all content areas.

**Mainstream classrooms (K-12)**

o Students will receive in-class and testing accommodations as determined by the LPAC.

o ESL Accommodation Folders containing the ESOL students’ placement level and accommodations will be provided for the teachers for reference and documentation purposes.

o Mainstream teachers will receive ESOL training for making the content accessible and providing appropriate accommodations.

**ESL Pull-out (K-8)**

o Students needing extra support will be pulled out of their mainstream classroom to work with an ESOL teacher.

o Pull-out schedules will be coordinated with the student’s teacher(s).

**DOCUMENTATION & MONITORING**

**ESOL Files**

* ESOL Forms, Progress Updates and Test Scores will be maintained in the ESL Files .
* Copies of the ESL forms will be maintained in the student’s permanent file at their respective school.

**ESOL Accommodation Folders**

* The ESOL Folders will contain the following:
* List of the ESOL students in the respective grade level or building
* Initial/Annual Placement Forms
* In-Class & Testing Accommodations Forms
* The teacher’s documentation of in-class and testing accommodations in event of an audit.

**ESOL Progress Updates**

* ESOL Progress Updates completed by core content teachers quarterly for all ESOL students and those being monitored.
* ESOL Progress Updates may be completed at any time for extra monitoring purposes.

**Semester Grades**

Quarterly grades will be attained by the school-based ESL teacher from the school’s secretary or registrar.

**Test Scores**

* Accessible and relevant test scores will be attained from the Building Test Coordinator.
* ELDA
* ITBS
* Benchmark
* EOC

**ESOL Progress Update**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level: \_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Quarter: \_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Current Grade (%):\_\_\_\_\_\_\_\_\_\_

**Teacher Scaffolding You Are Currently Providing (check all that apply)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Slow Down Speech and Simplify Language  |  | Cooperative Learning and Small Group Work |
|  | Extended Time On Assignments |  | Native Language Resources |
|  | Shortened Assignments |  | Bilingual Buddy/ Preferential Seating |
|  | Use of Charts, Models, Pictures, Diagrams, Graphic Organizers, etc. (circle all that apply) |  | Step-by-step directions/instructions provided orally and in writing |
|  | Other (Explain) |  |  |

**Assessment Accommodations You Are Currently Providing (check all that apply)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Word to Word Dictionary  |  | Individual or Small Group (check box and circle) |
|  | Preferential Seating (study carrel)  |  | Individual Testing |
|  | Extended Time  |  | Read test to student |

**Behaviors That You Have Observed (check all that apply)**

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_Pays attention in class | \_\_\_\_\_\_\_Missing assignments |
| \_\_\_\_\_\_\_Attempts Every Assignment | \_\_\_\_\_\_\_Poor Test Scores |
| \_\_\_\_\_\_\_Listens To Directions | \_\_\_\_\_\_\_Does Not Turn In Homework |
| \_\_\_\_\_\_\_Asks Questions  | \_\_\_\_\_\_Does Not Bring Supplies To Class |
| \_\_\_\_\_\_Work Is Carefully Done | \_\_\_\_\_\_Appears Sad Or Depressed |
| \_\_\_\_\_\_Reads During Silent Sustained Reading  | \_\_\_\_\_\_Fails To Listen To Directions |
| \_\_\_\_\_\_Follows Classroom Rules  | \_\_\_\_\_ Grade Is Declining |
| \_\_\_\_\_ Participates In Activities | \_\_\_\_\_ Excessive Tardiness |
| \_\_\_\_\_ Works Well With Others | \_\_\_\_ Excessive Absences |
| \_\_\_\_\_ Behavior Is Appropriate | \_\_\_\_\_ Does Not Interact With Others |
| Behavior Has Changed Recently: (Please explain in detail) | Additional Comments: (continue on back if needed) |

**STAFFING**

Staff assigned to provide ESOL pull-out services are trained and ESOL Endorsed.

Staff assigned to teach ESOL classes are teacher certified and ESOL Endorsed.

o Endorsement in Arkansas requires 12 hours in ESL courses which are: 3 hours in ESL

Methods, 3 hours in Second Language Acquisition, 3 hours in Assessment of ELLs and 3 hours in Culture.

o Endorsements can be obtained in Arkansas currently through the ESL Academies in June, several universities who offer the 12 hours, and through special initiatives offered each year through grants and special monies.

o In addition to taking classes, attending the ESL Academies, a teacher must also take and pass the Praxis II Principles of Learning and Teaching to add the ESL Endorsement to their teaching certificates.

Certified and classified instructional staff will receive ESL training.

o Trainings may include:

* Policies and procedures
* Integrating language acquisition and content instruction
* Authentic assessment for English Language Learners
* Cultural awareness

**SPECIAL PROGRAMS**

* ELL students may receive Special Education and ESOL services according to the IEP and LPAC decisions.
* All assessments administered to ELLs will be in a form or language that will yield the most valid results.
* All ELL students will have equal access to “Gifted and Talented” and “Advanced Placement” programs.
* All ELL students will have equal opportunity to participate in extracurricular and non-academic activities.

**RECLASSIFYING STUDENTS**

Students who meet the exit criteria will be exited and reclassified as Fully English Proficient (FEP) upon the LPAC decision.

Exit Criteria – LPAC form pg. 19

o A score of 5 on each section of the ELDA (speaking, listening, reading & writing)

o Score of Proficient in Literacy and Math on the Arkansas Benchmark or End of Course Assessments without accommodations (or score in the 40th percentile on the NRT in Total Reading)

o Make a grade of “C” or better in all core content classes (English, math, science, social studies) without accommodations

o Two teacher recommendations

Students who have exited the program will be monitored for 2 years.

o Students are monitored for 2 years to make sure that they are making academic progress.

o If it is clear that they need more language support, they will be reclassified into the ESOL Program.

o Monitored students do not take the ELDA.

**Exit & Reclassification of ELLs**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_ Building: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Entrance to ESL Program: \_\_\_\_\_\_\_\_\_\_ Years in ESL: \_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELDA Scores**: Did the student have an overall score of 5 on the ELDA? YES \_\_\_\_ NO \_\_\_\_\_

|  |  |
| --- | --- |
| **Date** |  |
| **Composite Score** |  |
| **Speaking** |  |
| **Listening** |  |
| **Reading** |  |
| **Writing** |  |

 | **Standardized Achievement Scores:** Did the student score Proficient or Advanced on the CRT (AR Benchmark or End of Course Exams) in Literacy and Math or score at or above the 40th percentile on the NRT? YES \_\_\_\_ NO \_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Benchmark** | **Score** | **EOC** | **Score** |
| Literacy |  | Alg |  |
| Math |  | Geo |  |
|  |  | Lit |  |
| NRT |  | Science |  |

 |
| **Previous Year’s Grade:** Did the student make a grade of “C” or better in all core content classes?YES \_\_\_\_ NO \_\_\_\_\_

|  |  |
| --- | --- |
| **Classes** | **Grade** |
| English |  |
| Math |  |
| Social Studies |  |
| Science |  |

 | **Recommendations**: Did the student receive at least 2 recent teacher recommendations for exiting the program? Attach written recommendations.YES \_\_\_\_ NO \_\_\_\_\_Teachers: 1.
 |

The following LPAC members have reviewed this student’s grades, test scores, and current teacher recommendations.

\_\_\_\_\_ We recommend that this student exit the ESOL program and be monitored for two years to ensure progress. The student will be reclassified into the ESOL program if language poses to be a barrier in his/her academic success.

\_\_\_\_\_ We recommend that this student does not exit the ESOL program at this time.

**LPAC Signatures Position**

|  |  |
| --- | --- |
| 1. | Administrator  |
| 2. | Counselor  |
| 3. | ESL Coordinator |
| 4.  | Mainstream Teacher |
| 5.  | Other |

**PARENT INVOLVEMENT**

Parents will be given equal opportunity and encouragement to participate in the education of their children by providing information in a language they can understand and in a mode that is most convenient for them to the extent practicable.

o Forms and letters home will be translated when possible.

o Interpreters will be provided for Parent-Teacher Conferences or necessary meeting when possible.

o Parents will be informed about upcoming events through various modes as is necessary:

* Notes home (translated if necessary)
* Phone calls
* Emails
* Home visits
* Scheduled meetings

**MAINTAINING RECORDS**

Original records will be kept in the ESOL Files in the ESOL Coordinator’s office.

Copies will be maintained in each student’s permanent file at the respective schools.

**EVALUATION OF PROGRAM**

The ESOL program will be evaluated annually to determine effectiveness

o The ELDA results will be used to measure the Annual Measurable Achievement Objectives (AMAO’s) for the school district. These are required by Title III of NCLB (No Child Left Behind). The AMAOs are three-pronged and are tied to Title I and AYP (Adequate Yearly Progress.)

o The three prongs are:

* AYP
* % of students making expected gains on the ELDA
* % of students exited/reclassified from ELL to FEP

Adjustments will be made to the program as needed