ESOL Program Handbook

Gravette Public Schools

POLICIES & PROCEDURES

FOR

TEACHING ENGLISH LEARNERS
Philosophy and Goals

Our English Speakers of Other Languages (ESOL) students are incredibly blessed to grow up speaking two or more languages! Their cultural and linguistic diversity opens up several doors for these students:

- 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 students who have a language other than English spoken within the home environment with an equitable educational experience so they can be successful in the K-12th grade school system.

We will support our ESOL students in several areas by:

- Providing effective academic support, English Language Development and supplemental services.
- Helping them adjust to the social culture of school and the nuances of American culture
- Developing relationships with their families.

Whatever the need, we are here to support our ESOL students so they can thrive in school and use their valuable cultural and linguistic resources to contribute to our society.

Ways to Appreciate Cultural Diversity

1. Foster your own understanding of other cultures.
2. Treat others the way that you would like to be treated.
3. Respect other people’s opinions and rights.
4. Celebrate our differences instead of criticizing them.
5. Include others in your activities.
6. Keep an open mind and peaceful heart.
7. Focus on how people are similar instead of different.
8. Remember stereotyping others can be hurtful.
9. Put yourself in another person’s shoes and try to understand their position.
10. Remember we are all unique and special in different ways.
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ACRONYMS

EL or ELL .......... English Learner or English Language Learner

ESOL............... English for Speakers of Other Languages

ESL ................. English as a Second Language

ELPA21.......... English Language Proficiency Assessment for the 21st Century

FEL ................. Former English Learner -- student met the exit criteria and has native-like fluency in English

FEP ................. Fluent English Proficient -- student met the exit criteria and has native-like fluency in English

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

LMS ................. Language Minority Student -- includes both EL or LEP and FEP or FEL students

LPAC .............. Language Placement and Assessment Committee

LIEP ............... Language Instructional Educational Plan

PHLOTE .......... Primary Home Language Other Than English -- includes both EL or LEP and FEP or FEL students
ESOL CIVIL RIGHTS & LAWS

Q: What legal obligations do schools have to English learners (ELs)?

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

It is the responsibility of schools to ensure that all students, including these English learners (ELs), 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 ELs. 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 U.S Department of Education's OCR oversees school districts broad discretion concerning how to ensure equal educational opportunity for ELs. OCR does not prescribe a specific intervention strategy or program model that a school district must adopt to serve ELs.

The following guidelines have been outlined for school districts to ensure that their programs are serving ELs effectively. Districts should:

- Identify students as potential ELs;
- Assess student's need for ESOL 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;
- Assess the success of the program and modify it where needed.

PROCESS FOR DETERMINING IF A STUDENT QUALIFIES FOR ESOL SERVICES

1) IDENTIFICATION: Using one of the two procedures described below.

1. Home Language Usage Survey (HLUS)  
   a. Upon registration and enrollment, parents fill out the HLUS
   b. If the HLS indicates that a language other than English is spoken at home,
      i. Make a copy and keep this in the students’ permanent file
      ii. Send original to the ESOL Coordinator.
   c. The ESOL Coordinator will then start the screening process.
   d. Language Minority Students (LMS) are children who truly have a language other than English present from birth to an extent that potentially impacts a student’s English language development. Occasionally, responses on a student’s Home Language Usage Survey may result in a “false positive” identification as a Language Minority Student.
      i. If an answer to a question on the HULS is unclear, (i.e. English/Spanish on one question) then ask clarifying questions of parent/guardian regarding responses other than English on the HLUS such as “Can you tell me more about when this language was learned or is used?”
      ii. Document reasons for other language on the Home Language Usage Verification Form and attach this verification to the HLUS
2. Other Verifiable Recommendation Method
   a. If a teacher or staff member notices that a student’s social behavior or academic achievement indicates a potential language barrier issue or hears another language other than English being spoken by the student or parent, the staff member should email the ESOL Coordinator identifying the child and reasons for concern.
   b. Staff member will complete the Home Language Usage Verification Form
   c. The ESOL Coordinator will then start the identification/screening process.

2) ASSESSMENT: Using one of the procedures below.

1. ELPA Screener (Administered by Certified Teacher or under the guidance of a certified teacher)
   a. The ELPA21 Screener provides an initial assessment of the student’s English skills.
   b. The ELPA21 Screener is administered:
      i. When a new student arrives whose Home Language Usage Survey indicates that a language other than English is spoken at home or
      ii. When a student is recommended for language testing by a teacher or staff member.
   c. Students who score below proficient on the ELPA21 Screener are identified as an English Learner.
   d. Students scoring “proficient” on the ELPA21 screener must also meet the common ADE Exit Criteria to be exited from ESOL Programing. Exited students will be monitored for four years.
   e. Parents will be notified about their child’s placement in the ESOL program.
      i. Parents maintain the right to waive ESOL services if they wish.
      ii. The ESOL Program is responsible for providing ESOL direct or indirect services to all students identified as being English Learner (EL).
      iii. Student’s whose ESOL services have been waived cannot receive direct ESOL services (pull-out or ESOL class), but may receive indirect ESOL services (i.e. monitoring, classroom and testing accommodations, etc.) as needed.
2. English Language Proficiency Assessment (ELPA21) (Administered by Certified Teacher)
   a. ELPA21 is a comprehensive assessment of the ESOL students’ English skills. The ELPA21 assesses the students’ academic language skills; it does not assess their content knowledge.
   b. ELPA21 is administered in the spring semester of each year.
   c. All students identified as English Learners must take the ELPA21.
3) PLACEMENT: ESOL Services are determined using the following guidelines.

1. The Language Placement and Assessment Committee (LPAC) reviews students’ ELPA21 test scores, NRT or CRT test scores, transfer data (if applicable), teacher observations, etc. to determine placement and services.
   a) LPAC/LIEP Members may include three or more of the following:
      - School Administrator
      - Counselor
      - ESOL Teacher/Coordinator
      - Mainstream Teacher and/or
      - Support Personnel – as needed (G/T Teacher, Special Education Teacher)
   
   b) LPAC/LIEP Forms for Placement Include:
      - Initial Placement Form for new ESOL students (see Initial Placement form pages 14-15)
      - Annual Review Form for returning ESOL students. (see Annual Review form pages 16-17)

CURRICULUM & INSTRUCTION

- Goals for English Learners:
  - To use English that meets the English Language Proficiency Standards
  - To use English in socially and culturally appropriate ways.
  - To use English to achieve academically in all content areas.

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

- The school district has the following Access to Core Content program:
  - Content Classes with integrated EL support: This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

- The school district has the following English language development (ELD) program(s):
  - ELD Embedded: ELs receive their ELD instruction during a mainstream content class by teachers embedding instruction in English language development.
  - ELD Class Period: ELs receive their ELD instruction during a regular class period and also receive course credit for the class. This approach is used in middle schools and high schools (7th-12th).
  - ELD Pull-out: ELs spend part of the day in a mainstream classroom, and are “pulled out” for a portion of the day to receive ELD instruction. Instruction provided by EL teachers or EL Instructional Assistants working under the direct supervision of a certified teacher. The program targets specific English skills that are preventing students from fully participating in the mainstream classroom. EL students of similar proficiency and/or similar grade level are grouped for instruction. This approach is used in the elementary school settings (K-6th).

- Mainstream Classrooms (K-12th)
  - Teachers will ensure that students receive ESOL classroom and testing accommodations in each of their classes as determined by the student’s LPAC/LIEP.
  - English Language Development (ELD) levels and classroom & testing accommodations will be provided by the ESOL Department to teachers. This information will help teachers plan instruction based on the EL’s proficiency levels in the 4 language domains (Speaking, Listening, Reading and Writing –S/L/R/W).
  - Teacher will use the "ELPA21 Achievement Level Descriptors" to ensure their instruction is designed in to meet the instructional needs of their individual ELs based on the ELs proficiency levels in S/L/R/W.
Teachers will be offered ESOL training and reference materials to help them integrate strategies for making their content accessible to ELs.

Training materials may include: Stages of 2nd Language Acquisition, ELPA21 Overall Proficiency Determination & ELPA21 Performance Descriptions overview, ESOL Quick Reference Guide for K-12th Students, ELs Classroom Scaffolding & Assessment Accommodations, Accommodation for ELs in Content Area Classes, Modify Test Questions for ELs, Simplify Language – Not the Content, Challenges for ELs in Content Area Learning, Quick Tips to Help ELs, Classroom Teacher’s ESL Survival Packet, etc.

**DOCUMENTATION & MONITORING**

- **ESOL Accommodation Folders**
  - The ESOL Folders will contain the following:
    - ESOL student list with their ELP level by grade level or building
    - ELPA standardized test results
    - LPAC/LIEP recommendations for classroom and testing accommodations.
    - ELPA21 Achievement Level Descriptors handout
    - Copies of any ESOL Progress Updates submitted on behalf of an EL in their classroom
    - Teacher’s documentation of classroom and testing accommodations in event of an audit.

- **ESOL Progress Updates** *(see ESOL Progress Update forms pages 18-20)*
  - ESOL Progress Updates completed quarterly by core content teachers for ELs making below a “C”
  - ESOL Progress Updates may be completed at any time for extra monitoring purposes.

- **Semester Grades**
  - Grades for English Learners will be attained from the school’s secretary or registrar.
  - Grades will be reviewed by the ESOL PLC, teacher and/or paraprofessional.

- **Test Scores**
  - Relevant test scores will be attained from the Building or District Test Coordinator.
    - (i.e. ELPA21, ASPIRE, MAP, ACT, STAR, etc.)
  - Data will be reviewed by the ESOL LPAC/LIEP and ESOL PLC as needed throughout the year.

**STAFF**

- Staff assigned to provide ESOL pull-out or push-in services, at minimum, are either a trained paraprofessional or have experience working with English Learners and preferably hold an ESOL Endorsement.

- Staff assigned to teach ESOL classes are teacher certified and have an ESOL Endorsement.
  - Endorsement in Arkansas requires 12 hours in ESOL courses which are: 3 hours in ESOL Methods, 3 hours in Second Language Acquisition, 3 hours in Assessment of ELs and 3 hours in Culture.
  - ESL Endorsements can be obtained at several Arkansas universities who offer the 12 hours of Endorsement Classes or through special initiatives offered each year through grant programs.
  - In addition to taking classes to meet ESL Endorsement requirements, a teacher must also take and pass the Praxis ESOL test to add the ESL Endorsement to their teaching credentials.

- Certified and classified instructional staff will receive ESOL training.
  - Trainings may include: ESOL policies and procedures, Administration of the ELPA21 assessment; Understanding the ELP Standards and ELP Levels and Descriptors; Integrating language acquisition and content instruction; Strategies for helping English Learners in core content classrooms; Working with CLD families; Cultural awareness; and other related topics.

**SPECIAL PROGRAMS**

- EL students may receive Special Education services according to their IEP decisions.
• All assessments administered to ELs for Special Programs will be in a form or language that will yield the most valid results.
• EL students will have equal access to “Gifted and Talented” and “Advanced Placement” programs.
• EL students will have equal opportunity to participate in extracurricular and nonacademic activities.

RECLASSIFYING STUDENTS

Beginning in 2018-19 school year and all years thereafter, the Language Proficiency and Assessment Committee (LPAC/LIEP) must verify that there are three pieces of evidence supporting the decision to exit the student from the ESOL program.

In order for an EL to exit the ESOL Program, they must meet the following ADE Common Professional Judgment Exit Rubric Criteria (see Exit/Monitor form on page 21):

1. Composite score of Proficient on ELPA21 obtained by student scoring 4’s and 5’s in the 4-language domains [S/L/R/W]
2. Sufficient evidence exists which provides two additional pieces of local data (ASPIRE, NWEA MAP, ACT, STAR Reading, etc.) that demonstrates literacy success through English Language Arts, Science, Social Studies and/or Math as comparable to non-EL/Native English speaking peers.

Examples of evidence (This list is not necessarily exhaustive)

- ACT Aspire-Reading (Scoring Ready or Exceeding or 50th percentile or higher)
- ACT Aspire-Writing (Scoring Ready or Exceeding or 50th percentile or higher)
- ACT Aspire-(Scoring Ready or Exceeding or 50th percentile or higher)
- ACT Aspire ELA Readiness = Yes
- ACT English (Cut for the academic challenge scholarship)
- ACT Reading (Cut for the academic challenge scholarship)
- ACT Math (Cut for the academic challenge scholarship)
- ACT Science (Cut for the academic challenge scholarship)
- NWEA Map–Grade Level OR the predicted proficiency alignment report
- District Formative Assessments
- STAR Reading scores
- Reading Inventory
- Writing Samples scored with rubric aligned to AR English Language Arts Standards
  - K-2 Data points: iStation, Renaissance, NWEA MAP, or AIMS Webb

• Students who have exited the program will be monitored for 4 years.
  - To ensure that they are making academic progress.
  - If it is clear that they need more language support based on the LPAC/LIEP review, they will be reclassified back into the ESOL Program.
  - Monitored students do not take the ELPA21.
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.
  - ESOL forms and letters sent home will be translated whenever possible.
  - Interpreter services or trained contracted professional will be provided for special conferences or meetings whenever possible.
  - Parents will be informed about upcoming events through various modes as is necessary:
    - Notes home (translated if necessary)
    - Scheduled meetings
    - Phone calls
    - Emails
    - Home visits
    - School marquee (sign)

MAINTAINING RECORDS

ESOL Files
- LPAC/LIEP forms, grades, and standardized test scores will be maintained in the master copy of the ESOL folder and kept secure in filing cabinets in the ESOL Coordinator's office
- An ESOL Access database will be maintained by the ESOL Office.
- Copies of the ELPA21 data and LPAC/LIEP forms will be maintained in the student’s permanent file at their respective schools.

EVALUATION OF PROGRAM

The ESOL program will be evaluated annually to determine effectiveness
- The ELPA results will be used to measure:
  - % of students making expected gains on the ELPA21
  - % of students exited/reclassified from EL to FEL
- Adjustments will be made to the program as needed.

CONTACT INFORMATION

Feel free to contact Ruth Kennedy, Gravette’s ESOL Coordinator, if you have any questions, concerns or feedback: ruth.kennedy@gravetteschools.net

If you have questions regarding a specific student, contact the building ESOL tutor or teacher:

Middle School: Ruth Kennedy
- ruth.kennedy@gravetteschools.net
- (479) 787-2160

High School: Mariana Blessing
- mariana.blessing@gravetteschool.net
- (479) 787-3186

Glenn Duffy: Ivony Pianalto
- TBD
- (479) 787-2120

TBD

Gravette Upper Elementary: Ivony Pianalto
- TBD
- (479) 787-2140
ESOL LPAC/LIEP Forms

Gravette Public Schools
Arkansas Department of Education (ADE)
Home Language Usage Survey

The Home Language Usage Survey is completed by all students initially enrolling in Arkansas schools.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Student State ID #:</td>
<td>Gender:</td>
</tr>
</tbody>
</table>

| Parent/Guardian Name: | Parent/Guardian Signature: |

**Right to Translation and Interpretation Services**
Indicate your language preference so we can provide an interpreter or translated documents, free of charge, when you need them.

All parents have the right to information about their child’s education in a language they understand.

1. a) In what language do you prefer to receive written communication from the school?
   ____________________________

   b) In what language would you prefer to communicate with school staff when speaking?
   ____________________________

**Eligibility for Language Development Support**
Information about the student’s language usage helps us identify students who may qualify for extended support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.

2. What language(s) is (are) spoken in your home?
   ____________________________

3. What language did your child learn first?
   ____________________________

4. What language does your child use most often at home?
   ____________________________

5. What language does your family speak most often at home?
   ____________________________

6. What language do adults speak most often with each other at home?
   ____________________________

**Prior Education**
Your responses about your child’s birth country and previous education give us information about the knowledge and skills your child is bringing to school. 
*This form is not used to identify students’ immigration status.*

7. Where was your child born? ____________________________

8. When did your child first attend a school in the United States (this includes all US territories)? (Kindergarten – 12th grade)
   ____________________
   Month            Day           Year

Thank you for providing the information needed on the Home Language Survey. Contact your child’s school if you have further questions about this form or about services available at your child’s school. 

**Note to district:** This form is available in multiple languages on [http://www.arkansased.gov/divisions/learning-services/english-learners](http://www.arkansased.gov/divisions/learning-services/english-learners). A response that includes a language other than English to questions #1-6 indicates English language proficiency screening is needed. 

This work, “Arkansas Department of Education (ADE), Home Language Survey”, is a derivative of "OSPI Home Language Survey" by OSPI, used under CC BY. "Arkansas Department of Education (ADE),"
Indicate reason for completing this form:

1. _____ To refer a student with ALL English on his/her HLUS for English Language Proficiency screening (complete Section 1 and 2 below)
2. _____ To document why a student with a response other than English on his/her HLUS is NOT a Language Minority Student (complete Section 1 and 3 below)

Section 1:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Student State ID #:</td>
<td>Gender:</td>
</tr>
</tbody>
</table>

Section 2: Identification of Student for ELP screening who have all English on Home Language Usage Survey

Teachers, school counselors, and other school personnel who suspect that a student may be an English Learner and in need of language assessment should use this form to identify those students for the district’s ESOL Coordinator. To refer a student for English Language Proficiency screening, the school personnel member must have observed a language besides English being used by a member of the student’s household (i.e., parent, sibling, student, etc.), either orally or in print.

a. Please indicate the reason(s) this student is being referred for English Language Proficiency assessment:

_______ Staff Observations
_______ Parental Contact

b. Please give a more detailed explanation below (include date of observation/contact):

Section 3: Verification of responses other than English on a student’s HLUS to indicate student is NOT a Language Minority Student

Language Minority Students are those who truly have a language other than English present from birth to an extent that potentially impacts a student’s English language development. Occasionally, responses on a student’s Home Language Usage Survey may result in a “false positive” identification as a Language Minority Student.

a. Ask clarifying questions of parent/guardian regarding responses other than English on the HLUS such as “Can you tell me more about when this language was learned or is used?” Document reason other language is indicated below:

b. Verification of Language Minority Student status (check ONE):

[ ] Student IS a Language Minority Student (usage of language other than English present from birth to an extent that potentially impacts a student’ English language development)

OR

[ ] Student is NOT a Language Minority Student (usage of language other than English added later in life)

______________________________ (Signature/position of person completing form)

______________________________ (Signature of ESOL personnel, if not the same)

Please attach a copy of this form to the student’s Home Language Usage Survey.
ESOL LIEP: INITIAL PLACEMENT
Gravette Public Schools

Student Name:                      Student ID #: 

School:                          Grade:          DOB:           Gender:          IEP: 

Language/Ethnicity:              RETAINED:       EL Entry Date: 

ELPA21 Test or Screener: (Record available scores)

<table>
<thead>
<tr>
<th>Current ELPA21</th>
<th>Performance Status</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking (Productive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing (Productive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening (Receptive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading (Receptive)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ELPA21 Overall Performance Definition

- **EMERGING** Level 1 & 2 – not attained a level of English skills necessary to produce, interpret, and collaborate on grade-level content related academic tasks. On ELPA21 attained Levels 1 & 2 scores in all 4 domains (S/L/R/W). Eligible for ESOL program support and accommodations.

- **PROGRESSING** Level 3-5 – with support, attained a level of English skills needed to produce, interpret, and collaborate on grade-level content-related academic tasks. On ELPA21 attained on one or more of the four domains (S/L/R/W) scores above Level 2 but not considered Proficient. Student for ESOL program support, LPAC accommodations, etc. as needed and determined by LPAC.

- **PROFICIENT**: Level 4 & 5 – attained a level of English skills necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks. On ELPA21 attained Level 4 or 5 in all four domains (S/L/R/W). LPAC can consider reclassifying and exiting student from ESOL Program based on exit criteria.

**CURRENT ELP Level:**

- ☐ ELP 1: Beginner (Level 1)
  *Displays low grade-level English language skills and will benefit from ESOL Program support.* Student is either a non-English speaker or can speak some English, but his/her reading/writing abilities are very limited in English. Focus: oral language, reading and writing development. Provide ESOL services, monitor progress and appropriate classroom and testing accommodations.

- ☐ ELP 2: Early Intermediate (Level 2)
  *Presents evidence of developing grade-level English language skills and will benefit from ESOL Program support.* Speaks some English but reading and/or writing abilities are still limited. Focus: some oral skills and reading and writing development. Provide ESOL services, monitor progress and appropriate classroom and testing accommodations.

- ☐ ELP 3: Intermediate (Level 3)
  *Applies various grade-level English language skills and will benefit from ESOL Program support as needed.* Speaks and understands English, but still needs extra help in developing his/her reading and writing abilities in English. This level focuses on reading and writing development. Provide ESOL services *as needed*, monitor progress and classroom and testing accommodations.

- ☐ ELP 4: Early Advanced (Level 4)
  *Demonstrates good English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs.* Student can speak, read, and write in English more or less at an age appropriate level. Continue to monitor student’s progress and appropriate classroom and testing accommodations that may be recommended.

- ☐ ELP 4 or 5: Advanced (Level 4 or 5 – Proficient on ELPA21)
  *Exhibits excellent English language skills, as measured by ELPA21, Student DID NOT meet the exit criteria to be exited from the ESOL Program.* Demonstrates English skills required for engagement with grade-level academic instruction at a level comparable to non-ELs. **Continue to be monitored by the ESOL Program until ALL exit criteria are met.**

- ☐ FEL 1 2 3 4 (circle one)
  Exit ESOL Program as Former English Learner (FEL). Monitor progress for 4 years after exiting program.
Access to Core Content Models: Other evidence-based, researched services models can be used as determined effective at district discretion; however, one of the codes in the charts below must be used in the EL data collection.

- ☐ Content Classes with Integrated ELD Support (CCP-CC): This approach has content knowledge as the goal; teachers provide appropriate linguistic accommodations/supports so that English Learners may access the content.
- ☐ Declined services and not participating in an access to core content program (CCP-DS): NOTE: Used only for students whose parents/guardians have declined the access to core content program services.

**ELD Program Services:**
- ☐ ELD Embedded (K-12)
- ☐ ELD Pull-Out: (☐ Consistent ☐ As needed)
- ☐ Title 1 - ☐ SLA (K-12)
- ☐ ELD Class (6-12)
- ☐ Other: __________________________
- ☐ Decline ELD Services (K-12)
- ☐ Monitor (K-12)

**Notes:**

**Classroom Accommodations:** (may be updated during the year to meet student’s needs or teacher observation)
- ☐ Extended Time (classroom assignments and assessments)
- ☐ Simplify Language on: Written Texts, Test Questions, etc.
- ☐ Shorten Assignments & Answer Choices on Tests
- ☐ Accept Shorter Responses (narrow vocabulary range, simple sentences, graphic representation, etc.)
- ☒ Provide Visual Aids (models, charts, pictures, realia, diagrams, graphic organizers, etc.)
- ☐ Prompt Student with Yes/No, T/F or Simple Questions
- ☒ Cooperative Learning, Small Group Work and Structured Student Talk
- ☐ Allow Non-Verbal, Y/N, T/F, One-Word or Echoed Responses
- ☒ Step-by-Step Directions (provide orally and in writing)
- ☐ Pair Student with Bilingual Buddy or Peer Tutor
- ☐ Support Comprehension (R.I.S.E., read-alouds, discussion cards, writing templates, resources on familiar topics, etc.)
- ☐ Other: __________________________
- ☐ Native Language Resources
- ☐ Other: __________________________

**Testing Accommodations:** (should be used regularly in the classroom to the extent possible)
- ☐ Extended Time (ET) - quiet location PNP
- ☐ Word-to-Word Dictionaries (WTWD) (M/S/W only)
- ☐ Translated Directions (TD) (Spanish embedded) PNP
- ☐ Text-to-Speech (TTS) – (W/M/S) PNP
- ☐ Read Aloud (RA) – Test Administrator/Human (classroom or State paper-based test only)
- ☐ SPED Testing Accommodations: (if applicable)
- ☐ ELPA21 Testing:
  - ☐ SSGP (5<), ☐ INT (1-to-1), ☐ NB (Noise Buffer)
- ☐ Other:

___Student has an IEP (Will be served by SPED and ELD programs—Classroom and Testing Accommodations)

**LPAC Member Signatures:**

Administrator: ___________________________________________  
Teacher or Counselor: ________________________________________  
ESOL Coordinator: ___________________________________________  
Other (as needed): ___________________________________________
ESOL LIEP: ANNUAL REVIEW
Gravette Public Schools

<table>
<thead>
<tr>
<th>Student Name:</th>
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<table>
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<table>
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<tr>
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<th>RETAINED:</th>
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**ELPA21 Test or Screener:** (Record available scores)  **Date of Current ELPA21 Scores:**

<table>
<thead>
<tr>
<th>Current ELPA21</th>
<th>Level</th>
<th>Scale Score</th>
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<tbody>
<tr>
<td>Speaking (Productive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing (Productive)</td>
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<td></td>
</tr>
<tr>
<td>Listening (Receptive)</td>
<td></td>
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<tr>
<td>Reading (Receptive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Performance</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Last Year’s Data</th>
<th>Level</th>
<th>Scale Score</th>
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</thead>
<tbody>
<tr>
<td>Speaking (Productive)</td>
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<td></td>
</tr>
<tr>
<td>Writing (Productive)</td>
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</tr>
<tr>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Overall Performance</td>
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</tr>
</tbody>
</table>

**ELPA21 Overall Performance Definition**

- **EMERGING: Level 1 & 2** – not attained a level of English skills necessary to produce, interpret, and collaborate on grade-level content related academic tasks. On ELPA21 attained levels 1 & 2 scores in all four domains (S/L/R/W). Eligible for ESOL program support and accommodations.

- **PROGRESSING Level 3-5** – with support, attained a level of English skills needed to produce, interpret, and collaborate on grade-level content-related academic tasks. On ELPA21 attained on one or more of the four domains (S/L/R/W) scores above Level 2 but not considered Proficient. Student for ESOL program support, LPAC accommodations, etc. as needed and determined by LPAC.

- **PROFICIENT: Level 4 & 5** – attained a level of English skills necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks. On ELPA21 attained Level 4 or 5 in all four domains (S/L/R/W). LPAC can consider reclassifying and exiting student from ESOL Program based on exit criteria.

**CURRENT ELP Level:** ☐  **PREVIOUS ELP Level:** ☐  (ELP=English Language Proficient level)

☐ **ELP 1: Beginner (Level 1)**
*Displays low grade-level English language skills and will benefit from ESOL Program support.* Student is either a non-English speaker or can speak some English, but his/her reading/writing abilities are very limited in English. Focus: oral language, reading and writing development. Provide ESOL services, monitor progress and appropriate classroom and testing accommodations.

☐ **ELP 2: Early Intermediate (Level 2)**
*Presents evidence of developing grade-level English language skills and will benefit from ESOL Program support.* Speaks some English but reading and/or writing abilities are still limited. Focus: some oral skills and reading and writing development. Provide ESOL services, monitor progress and appropriate classroom and testing accommodations.

☐ **ELP 3: Intermediate (Level 3)**
*Applies various grade-level English language skills and will benefit from ESOL Program support as needed.* Speaks and understands English, but still needs extra help in developing his/her reading and writing abilities in English. This level focuses on reading and writing development. Provide ESOL services as needed, monitor progress and classroom and testing accommodations.

☐ **ELP 4: Early Advanced (Level 4)**
*Demonstrates good English language skills required for engagement with grade-level academic content instruction at a level comparable to non-ELs.* Student can speak, read, and write in English more or less at an age appropriate level. Continue to monitor student’s progress and appropriate classroom and testing accommodations that may be recommended.

☐ **ELP 4 or 5: Advanced (Level 4 or 5 – Proficient on ELPA21)**
*Exhibits excellent English language skills, as measured by ELPA21. Student DID NOT meet the exit criteria to be exited from the ESOL Program.* Demonstrates English skills required for engagement with grade-level academic instruction at a level comparable to non-ELs. Continue to be monitored by the ESOL Program until all exit criteria are met.

☐ **FEL 1 2 3 4** (circle one)
Exit ESOL Program as Former English Learner (FEL). Monitor progress for 4 years after exiting program.
**Student Name:**

**Access to Core Content Models:** Other evidence-based, researched services models can be used as determined effective at district discretion; however, one of the codes in the charts below must be used in the EL data collection.

- **Content Classes with Integrated ELD Support (CCP-CC):** This approach has content knowledge as the goal; teachers provide appropriate linguistic accommodations/supports so that English Learners may access the content.
- **Declined services and not participating in an access to core content program (CCP-DS):** NOTE: Used only for students whose parents/guardians have declined the access to core content program services.

**ELD Program Services:** Previous Year’s Services:

- ELD Embedded (K-12)
- ELD Pull-Out: (☐ Consistent ☐ As needed) ☐ Title 1 - ☐ SLA (K-12) ☐ ELD Class (6-12)
- Other: _________________________________ ☐ Decline ELD Services (K-12) ☐ Monitor (K-12)

**Notes:**

**Classroom Accommodations:** (may be updated during the year to meet student's needs or teacher observation)

- Extended Time (classroom assignments and assessments)
- Shorten Assignments & Answer Choices on Tests
- Provide Visual Aids (models, charts, pictures, realia, diagrams, graphic organizers, etc.)
- Cooperative Learning, Small Group Work and Structured Student Talk
- Step-by-Step Directions (provide orally and in writing)
- Support Comprehension (R.I.S.E., read-alouds, discussion cards, writing templates, resources on familiar topics, etc.)
- Other: __________________________________________

**Testing Accommodations:** (should be used regularly in the classroom to the extent possible)

- Extended Time (ET) - quiet location PNP
- Translated Directions (TD) (Spanish embedded) PNP
- Read Aloud (RA) – Test Administrator/Human (classroom or State paper-based test only)
- ELPA21 Testing:
  - ☐ SSGP (5<), ☐ INT (1-to-1), ☐ NB (Noise Buffer)
- Word-to-Word Dictionaries (WTWD) (M/S/W only)
- Text-to-Speech (TTS) – (W/M/S) PNP
- SPED Testing Accommodations: (if applicable)
- Other:

---

**Student has an IEP** (Will be served by SPED and ELD programs—Classroom and Testing Accommodations)

**LPAC Member Signatures:**

- Administrator:
- Counselor:
- ESOL Coordinator:
- Classroom or ESL Teacher:
- Support (as needed):
ESOL Progress Update  
Glenn Duffy Elementary

Student Name: ________________________________  Grade level: _________

Teacher Name: ________________________________  Date: ____________

**Current Grades and/or Assessment Scores** *record relevant grades & attach copies of assessment scores if available*

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Other:</td>
</tr>
</tbody>
</table>

**Teacher Scaffolding You Provided on a consistent basis this school year (check all that apply)**

- Slow Down Speech and Simplify Language
- Extended Time On Assignments
- Shortened Assignments
- Use of Charts, Models, Pictures, Diagrams, Graphic Organizers, etc. *(circle all that apply)*
- Other: *(Explain)*

**Assessment Accommodations You Provided (check all that apply)**

- Word to Word Dictionary
- Preferential Seating (study carrel)
- Extended Time
- Other: *(Explain)*

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

- Pays Attention In Class
- Attempts Every Assignment
- Listens To Directions
- Asks Questions
- Work Is Carefully Done
- Reads During Silent Sustained Reading
- Follows Classroom Rules
- Participates In Activities
- Works Well With Others
- Behavior Is Appropriate
- Missing Assignments
- Poor Test Scores
- Does Not Turn In Homework
- Does Not Bring Supplies To Class
- Appears Sad Or Depressed
- Fails To Listen To Directions
- Grade Is Declining
- Excessive Tardiness
- Excessive Absences
- Does Not Interact With Others

Please note changes you have seen in this student's academic performance and/or behavior throughout this school year.

**Additional Comments:** (continue on back if necessary)
ESOL Progress Update  
Gravette Upper Elementary

Student Name: ________________________________  Grade level: ________

Teacher Name: ________________________________  Date: ____________

**Current Grades and/or Assessment Scores** *record relevant grades & attach copies of assessment scores if available*

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Science</td>
</tr>
<tr>
<td>Other: (ex: DIBBLES, SRI, SMI, etc.)</td>
<td>Other:</td>
</tr>
</tbody>
</table>

**Teacher Scaffolding you provided consistently this school year** (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: ____________________________________________

**Assessment Accommodations** (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

*Please note changes you have seen in this student’s academic performance and/or behavior throughout this school year.*

**Additional Comments:** (continue on back if necessary)
**Date:** ________________

**ESOL Progress Update**  
**Gravette Middle and High School**

| Student Name: ______________________________ | Grade level: ________ |
| Teacher Name: __________________________ | Current Grade (%):______ |
| Course Name: _________________ | Date: ________________ |

**Teacher Scaffolding you provided consistently this school year** (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)* | Other: *(Explain)* |

**Assessment Accommodations** (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 |

Please note changes you have seen in this student’s academic performance and/or behavior throughout this school year.

**Additional Comments:** (continue on back if necessary)
The Language Minority Student (LMS) Exit Form is completed when determining whether a student is a Former English Learner or not. Please check the reason for using this form:
1) ____ Initiating placement as a Former English Learner
2) ____ Documenting a prior exit that was not documented
3) ____ Monitoring a Former English Learner (ELL Exit Date: __________)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>Student State ID #:</th>
<th>ELL Entry Date:</th>
<th>Date of Birth:</th>
</tr>
</thead>
</table>

**English Language Proficiency Assessment Data**
When initiating placement as a Former English Learner or documenting a prior exit, evidence must be provided to demonstrate proficiency in English aligned with the Arkansas English Language Proficiency Standards. *(Not available or required for Monitoring a Former English Learner.)*

- ____ ELPA21 Screener
  - Proficiency Profile: __________, Date: __________
- OR
- ____ ELPA21 Summative
  - Proficiency Profile: __________, Date: __________
- OR
- ____ Prior state approved ELP assessment scores/dates:

**Supporting Evidence/Professional Judgment**
At least two pieces of evidence providing confirmation of a student’s ability to meet grade-level performance expectations in literacy in ELA/Science/Social Studies and/or Math.

- Measure: __________ Result: __________ Date: _______
- Measure: __________ Result: __________ Date: _______

- ____ No evidence exists to confirm the student’s academic literacy is at a level comparable to never-EL peers.

**Recommended Status** Choose whether the student is recommended for English Learner or Former English Learner status. If choosing Former English Learner status, indicate which year of monitoring the student is beginning or if monitoring is completed.

- ____ English Learner (eSchool “Value Box” Checked)
- OR
- ____ Former English Learner (ELL Exit Date: __________)
  - Monitored Year 1 (M1)
  - Monitored Year 2 (M2)
  - Monitored Year 3 (M3)
  - Monitored Year 4 (M4)
  - Monitoring Completed

**LPAC/LIEP MEMBERS’ SIGNATURES**

<table>
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<tr>
<th>POSITION</th>
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<tbody>
<tr>
<td>Administrator</td>
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<tr>
<td>ESOL Coordinator or Designee</td>
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<tr>
<td>Counselor or Mainstream Teacher</td>
</tr>
<tr>
<td>Other (as needed)</td>
</tr>
</tbody>
</table>

- ____ Parent notification of determination Date: __________