



# **PRESCOTT SCHOOL DISTRICT**

## **ESOL GUIDE**

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## SCHOOL DISTRICT OBLIGATIONS TO EL STUDENTS AND LEP PARENTS

The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that limited English proficient (LEP) students, now more commonly known as known as English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services, and to communicate information to LEP parents in a language they can understand.

The following materials include information for students and parents, OCR guidance and resources for education officials about their obligations to EL students and LEP parents, and added resources with related information.

The following summary provides the legal context for services provided to ELs and their families:

CASE LAW	SUMMARY
Brown vs. Board of Education, 1954	On May 17, 1954, the US Supreme Court ruled that where a State has undertaken to provide an opportunity for an education in public schools, such an opportunity is a right which must be made available to all on equal terms. Segregation of children in public schools solely on the basis of race deprives children of the minority group of equal educational opportunities, even though the physical facilities and other tangible factors may be equal.
Civil Rights Act of 1964, Title VI	"No person in the United States shall, on the grounds of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Title VI is the focal point and center to all interpretations regarding any legal challenges regarding the provision of equal opportunity to all groups that are found in a protected class. This has been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. This means that limited English proficiency students who are unable to participate in or benefit from regular or special education school instructional programs are protected by their Civil Rights. The triggering mechanism for Title VI is the receipt of financial assistance from the federal government. Consequently, public schools in the United States receive some form of financial assistance from the federal government. Therefore, the Act was the catalyst for the education of all children in a setting that was all-inclusive.
Office for Civil Rights' (OCR) May 25, 1970 Memorandum	"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." A school district is required to take affirmative steps in remedying a student's limited English proficiency.
Diana vs. State Board of Education, CA 1970	Plaintiffs filed on behalf of Mexican-American children in Monterey County, California, alleged that the school system was inaccurately identifying Spanish speaking children as mentally retarded on the basis of IQ tests administered in English. The court ruled that non-English proficient children cannot be placed in Special Education on the basis of culturally biased tests or tests administered in English.

<p>Lau v. Nichols, 1974 (U.S. Supreme Court)</p>	<p>"Equality of educational opportunity is not achieved by merely providing students with "the same facilities, textbooks, teachers and curriculum; because students who do not understand English are effectively foreclosed from any meaningful education." This case was initiated by parents on behalf of approximately 3,000 Chinese students who were unable to understand the language of instruction in the San Francisco Public Schools. These students had been required to attend classes taught exclusively in English and had received no assistance in learning English. The parents argued that the basic skills in English were the very foundation of what the public schools of San Francisco teach. The U.S. Supreme Court held that the San Francisco school system violated Title VI by denying the students a meaningful opportunity to participate in the educational program.</p>
<p>Equal Educational Opportunities Act (EEOA), 1974</p>	<p>"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by.... failure of educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs." EEOA required schools to "rectify appropriately a limited English proficient student's English opportunities." The OCR stepped in to formulate the Lau remedies which would provide a standard of approaches for school districts to follow. These remedies set the approach for OCR to determine if a school district was in compliance. The Lau remedies are: 1. Identifying and evaluating the English language skills of language minority students 2. Determining appropriate instructional treatments 3. Deciding when LEP/ELL children are ready for mainstream classrooms 4. Determining the professional standards to be met by teachers of language minority children</p>
<p>Castañeda v. Pickard, 1981 (5th Circuit Court)</p>	<p>"The court's decision states that the burden of proof is upon the district that the instructional program designed for an ELL student has clearly developed English language skills of comprehension, speaking, reading, and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English." OCR determined that the standards reasoned by the Court was appropriate in determining whether programs for language minority students meet the requirements of Title VI. A three-part test was developed by the Court to evaluate the adequacy of a district's program. The test is as follows: 1. The Language Instruction Educational Program must be based on a sound educational theory. 2. The program must be effectively implemented and adequately supported so that the program has a realistic chance of success. 3. Assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.</p>
<p>Plyler v. Doe, 1982</p>	<p>"States cannot deny a free public education to undocumented immigrant children regardless of their immigrant status." The Court ruled that schools are required to provide full access to its instructional programs, irrespective of the student's immigration status. Consequently, this case established that if undocumented students attend public schools they could not be excluded from provisions and the protections of Title VI of the Civil Rights Act. Thereby, not having schools enforce immigration laws within their district boundaries.</p>
<p>Individuals with Disabilities Education Act, 1990</p>	<p>This act requires that student evaluations must be conducted in the child's native language, and that parents must be informed of the evaluations and their rights in a language they can understand. IEPs must state the modifications of instruction, methods, and materials needed for both native language and English as a second language instruction.</p>
	<p>The policy update is designed to determine whether schools are complying with their obligation under Title VI and to evaluate the adequacy of the program. This policy update provides for: staffing requirements, exit criteria, access to all</p>

OCR's September 27, 1991 Memorandum	<p>programs, schools may not relegate LEP/ELL students to “second-class status” by not providing them with equitable facilities (putting them in classes in the hallway, closets, etc). This policy also placed the responsibility on school districts to train teachers in the language acquisition theory, methods and practices. Furthermore, the district also has to ensure that the Language Instruction Educational Program teachers are evaluated by someone familiar with language acquisition. The OCR adopted the three prongs of the Castañeda case and required that all language minority students be assessed for fluency, that parents be provided school information in a language they understand, and that schools ensure that instruction to limited English proficient students is carried out by qualified staff.</p>
No Child Left Behind Act of 2001	<p>The primary goal or purpose was the reenactment and reform of the Elementary and Secondary Education Act (ESEA). With the focus on ensuring that “all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.”</p>
The American Recovery and Reinvestment Act, 2009	<p>An economic stimulus package that was signed into law on February 17, 2009. This act funds the Race to the Top grant. States are awarded points for satisfying certain educational policies, such as performance-based evaluations for teachers and principals based on multiple measures of educator effectiveness (and are tied to targeted professional development and feedback), adopting common standards (though adoption of the Common Core State Standards was not required), adoption of policies that do not prohibit (or effectively prohibit) the expansion of high-quality charter schools, turning around the lowest-performing schools, and building and using data systems.</p>
Every Student Succeeds Act (ESSA)	<p>Equity: Every Student Succeeds Act maintains Title III as a separate title with a separate funding stream dedicated to the education of English learners. Funding increase: In an era of fiscal constraint and funding reductions, ESSA recognizes the large increase in the number and percentage of English learners in this country, and increases the Title III authorization levels. Fair accountability: ESSA gave states two options for delaying English learners’ inclusion in accountability systems while they are learning English. Arkansas chose for the first year of the student’s enrollment in a U.S. school, report on but exclude from accountability system the results on these tests; for the second year of enrollment, include a measure of student growth on both tests; and for the third year of enrollment, include proficiency on both tests in the accountability system. Additionally, English learners who have successfully left the English learner subgroup by attaining English proficiency will be included in that subgroup for accountability purposes for four years. This is something that educators have long argued is an appropriate and fair way to consider the unique needs of such students. Greater integration into the law’s core: For the first time, English language proficiency for English learners is integrated into the system by which all schools and districts are held accountable. Furthermore, the academic achievement of English learners is more fully integrated into that accountability system. Movement of these two items out of the separate Title III system (while maintaining Title III as a dedicated funding stream) ensures that English learners’ academic and language needs can be fully considered by education systems. Supports for English learners: ESSA provides resources to states and school districts to establish, implement, and sustain high-quality language instruction educational programs designed to ensure that English learners, including immigrant children and youth, develop both English language proficiency and content proficiency in math and English, as measured against challenging academic standards. ESSA requires states to measure school districts’ progress in these areas and to provide assistance and support to those school districts with ineffective language instruction educational programs. Statewide</p>

	<p>entrance and exit procedures for English learners: ESSA requires the establishment of statewide entrance and exit procedures for English learners to ensure that English learners get the resources they need while still learning English. This also benefits these students by providing them with the stability they need if they move between schools or districts. Reporting requirements: ESSA requires reporting on English learners with disabilities, as well as reporting on the percentage of students who are long-term English learners, as measured by students who have maintained the classification for five or more years.</p>
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**Common Civil Rights Issues Through OCR’s and DOJ’s** enforcement work, the Departments have identified several areas that frequently result in noncompliance by school districts and that SEAs at times encounter while attempting to meet their Federal obligations to EL students. Guidance on these issues and explains how the Departments would evaluate whether SEAs and school districts met their shared obligations to:

- A. Identify and assess EL students in need of language assistance in a timely, valid, and reliable manner;
- B. Provide EL students with a language assistance program that is educationally sound and proven successful;
- C. Sufficiently staff and support the language assistance programs for EL students;
- D. Ensure EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, graduation requirements, specialized and advanced courses and programs, sports, and clubs;
- E. Avoid unnecessary segregation of EL students;
- F. Ensure that EL students with disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in evaluations and delivery of services;
- G. Meet the needs of EL students who opt out of language assistance programs; H. Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- I. Evaluate the effectiveness of a school district’s language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time;<sup>23</sup> and J. Ensure meaningful communication with LEP parents

## EDUCATIONAL APPROACH

The Arkansas Division of Elementary and Secondary Education (DESE) and the Office for Civil Rights does not prescribe a specific program design/educational approach. It is the district's responsibility to ensure that the educational approach selected addresses:

- How the district provides for English Language Development (ELD)
- How the district provides access to core content programming for ELs (CCP)

### **PRESCOTT SCHOOL DISTRICT ESOL VISION AND BELIEF STATEMENT REVISED SPRING 2020**

PRESCOTT SCHOOL DISTRICT believes that **ALL** students can learn and should have access to all educational programs in order to do so. Therefore, PRESCOTT SCHOOL DISTRICT vision for the ESOL Program is to serve and support our EL Students by providing them a rigor and relevant education in order for them to be able to reach fluent English proficiency, speaking, listening, reading, and writing. We believe that this will help them to gain the skills needed to be college and career ready.

PRESCOTT SCHOOL DISTRICT believes that for the ESOL Program to be effective all staff must take responsibility for EL Students' education, be willing and able to provide excellent English Language Development, to provide ALL supplement services, and to have a great respect for and CELEBRATE all EL Students' Native Language in the context of both school and community.

The PRESCOTT SCHOOL DISTRICT will include and be centered around the ADE ENGLISH LANGUAGES PROFESSION STANDARDS AS ADOPTED BY THE ARKANSAS DEPARTMENT OF EDUCATION. Standards can be found in this plan.

ALL programs will be formulated and implemented according to the new rules as outlined in ESSA. **ALL STAFF MEMBERS HAVE ACCESS TO THIS HANDBOOK AS WELL AS IT IS POSTED ON THE DISTRICT WEB PAGE FOR ALL STAFF AND PATRONS ACCESS.**

**ALL STAFF MEMBERS WILL RECEIVE STAFF DEVELOPMENT AND TRAINING DESIGNED TO HELP UNDERSTAND POLICIES AND PROCEDURES, WHICH WILL HELP OUR ESOL STUDENTS TO REACH COLLEGE AND CAREER READINESS.**

## ELP Standards At A Glance

[http://dese.ade.arkansas.gov/public/userfiles/Learning\\_Services/Curriculum%20and%20Instruction/Frameworks/Eng\\_Lang\\_Prof\\_2018/Arkansas\\_ELP\\_Standards\\_08\\_09\\_2018\\_RV.pdf](http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/Eng_Lang_Prof_2018/Arkansas_ELP_Standards_08_09_2018_RV.pdf) pdf

The 10 English Language Proficiency (ELP) Standards are organized according to a schema that represents each standard's importance to ELs' participation in the practices called for by college- and-career-ready ELA & Literacy, mathematics, and science standards. In the complete ELP Standards documents the ten standards are linked to K-12 Practices in math, science, and ELA, as well as to the CCSS ELA/Literacy Standards.

**Standards 1 through 7** involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
3. Speak and write about grade-appropriate complex literary and informational texts and topics.
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence.
5. Conduct research, evaluate and communicate findings to answer questions or solve problems.
6. Analyze and critique the arguments of others orally and in writing.
7. Adapt language choices to purpose, task, and audience when speaking and writing.

**Standards 8 through 10** hone in on some of the more micro level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

8. Determine the meaning of words and phrases in oral presentations and literary and informational text.
9. Create clear and coherent grade-appropriate speech and text.
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing.



## ACRONYMS

<b>ACRONYM</b>	<b>WHAT IT STANDS FOR</b>
ADE	Arkansas Department of Education
ARF	Annual Review Form
CRT	Criterion Referenced Test
DESE	Department of Elementary and Secondary Education
EL	English Learner
ELD	English Language Development
ELL	English Language Learner
ELP	English Language Proficiency
ELPA	English Language Proficiency Assessment
ELPA21	English Language Proficiency Assessment for the 21st Century
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
HLUS	Home Language Usage Survey
IEP	Individualized Education Program
ILP	Initial Language Placement
LEP	Limited English Proficiency
LIEP	Language Instruction Education Program
LPAC	Language Proficiency Assessment Committee
NRT	Norm Referenced Test
OCR	Office for Civil Rights
PHLOTE	Primary Home Language Other Than English

# **PRESCOTT SCHOOL DISTRICT RULES/REGULATION ESOL GUIDE SPRING 2020**

ALL staff members of the district MUST keep in mind the following rules/regulations that must be followed when working with EL Students and the ESOL Program:

THE KEY TO A SUCCESSFUL PROGRAM ACCORDING TO THE DEPARTMENT OF JUSTICE, CIVIL RIGHTS COMMISSION (OCR), AND THE ARKANSAS DEPARTMENT OF EDUCATION IS THAT ALL STUDENTS THAT COME FROM A BACKGROUND WHERE ANOTHER LANGUAGE OTHER THAN ENGLISH IS SPOKEN, WILL BE GIVEN THE CHANCE TO LEARN ENGLISH AT THEIR OWN PACE AND BE SERVED BY PUBLIC SCHOOLS TO ACCOMPLISH THIS. **NOTE: THE PROGRAM PROCESS IS NOT AS IMPORTANT AS THE STUDENT SERVICES.**

## **IDENTIFYING AND PROCESSING POTENTIAL EL STUDENTS:**

Home Language Forms (HLUS) only to be completed by students that are new to the district (**COPY IN THEIR REGISTRATION PACKET**) and Counselors/staff will follow the procedures as outlined in the Prescott School District Rules Guidelines. HLUS Forms will be copied and placed in the ESOL Binder, **Student ESOL Folder**, and the original being maintained in the student permanent folder.

Students may also be identified in need of EL Services by any teacher on staff. Staff can contact any building counselor for the form needed to make this recommendation, also counselors/staff can look in triand for new students that are transferring from other districts. The **ESOL Building Designee** will then determine if usage of language other than English was present from birth to an extent that potentially impacted the students' English language development by using the **HLUS**.

WHEN THIS OCCURS THE LPAC WILL MEET TO DISCUSS THIS RECOMMENDATION AND DO ANY NECESSARY SCREENING OF THE STUDENT using the ELPA 21 Screener for qualification and POSSIBLE PLACEMENT. **THE TEACHER THAT MADE THE RECOMMENDATION AND THE ADMINISTRATION WILL BE NOTIFIED CONCERNING THE LPAC DECISION AND ONGOING PROCESS WITH THE STUDENT. PARENTS WILL ALSO BE NOTIFIED ACCORDING TO ONGOING REGULATIONS.**

If a student transfers into the district from a state, territory, or country **other than Arkansas or a state not using ELPA21, the student must be screened using the ELPA21 screener.** The district must screen, determine placement, and notify the parent of services. The district has 30 calendar days if a student enrolls on the first day of school for screening, placement, and parent notification of services. The district has 15 calendar days if the student enrolls after the first 30 days of school for screening, placement, and parent notification of services.

Students and/ or parents **MAY** be interviewed by the ESOL Coordinator if further information is needed concerning the response on the Home Language Form. Parents must be notified and LPAC conference scheduled within 30 days after starting of the school year or if school has already started within two weeks.

It is the responsibility of the SCHOOL COUNSELORS to ensure the accuracy of all EL Data in E School for the Prescott School District. The ESOL District Coordinator will verify accuracy of data.

If a student has previously been enrolled in the district, transferred, and returns, procedures for all transfer students apply. If the student data is more than one-year old, the student should be administered a screener **unless data shows that the student has exited the program.**

**The Building ESOL Coordinator will be responsible to request EL students' records using the request form as noted in the INDEX.** This is needed because TRIAND will show when a student is in the EL Program at a previous school but will not have the needed information to properly serve the student. Also the ESOL Coordinator will be responsible to send the needed information to the educational facilities when requested on a student that has moved from the current district.

### **FOREIGN EXCHANGE STUDENTS:**

Foreign exchange students must be given the same identification and assessment procedures as other students. The **ESOL District Coordinator must be notified immediately by the counselor/staff upon enrollment and the ESOL Coordinator** will follow district procedure and administer the ELPA 21 screener to determine the proficiency level of the foreign exchange student. If the results of the assessment indicate the student is LEP they should be placed into the ESOL program. Foreign exchange students who qualify for services must also be administered the annual ELPA. All students in the program, including those who have waived services and foreign exchange students must participate in all assessments.

## **ASSESSMENT PROCEDURES**

Based on the results of the HLUS, students are given the ELPA21 screener. The ELPA21 assesses the student's academic English in all four language domains (Reading, Writing, Speaking, and Listening) and must be administered by a trained testing administrator. (Training guidelines are outlined in the District Test Coordinators' (DTC) Memos in the [livebinder](#) on the Arkansas Division of Elementary/Secondary Education. website.)

## **PLACEMENT OF EL STUDENTS:**

### **AVOIDING UNNECESSARY SEGREGATION OF EL STUDENTS:**

The Prescott School District does not segregate students on the basis of national origin EL Status. However, some EL students may have to receive separate instruction For a period of time. The district will make every effort to ensure that this is done in the Least segregated manner possible.

Students will generally be placed in one of the following programs:

1. Regular Classroom with monitoring of progress (Higher Scores)
2. Regular classroom with some pull outs for individual instruction (Reading/Speech)
3. Special Education Classroom if student has that classification (Emphasis on reading and speaking also during these times) **(IEP WILL BE FOLLOWED)**

Students that need further assistance will be issued a chrome book for use at school Only with specialized software called **GRAMMAR GALLERY and other programs deemed appropriate and available.**

**ALL WRITTEN COMMUNICATION TO THE EL PARENT WILL BE IN THEIR REGULAR SPOKEN LANGUAGE AND ENGLISH THYE HAVE PREFERENCE.**

## **LPAC – (LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE):**

This committee consists of at least three people from the following list:

- Building Administrator (required)
- ESOL Certified Staff (required)
- Classroom Teacher (required)
- Other staff members as deemed necessary, for example:
  - Special Education teacher

- GT teacher
- Counselor
- Coach
- Therapist
- Parent (***but not required***)

LPAC then will need to meet annually to review EL Students progress and make determination of placement of the student for the next school year. **ALSO LPAC MUST MEET PERIODICALLY DURING THE YEAR TO EVALUATE THE PROGRESS OF EACH EL STUDENT AND DOCUMENT THE RESULTS.** The LPAC will ensure that ALL EL Students NEW to the US take ALL State assessments as required by law but their scores will not count towards school's accountability for the first year. The second year will count only towards growth, and the third year scores will count toward achievement and growth. (EL Students can have accommodations as noted by current state assessment regulations).

Students demonstrating proficiency (a score of 4 or 5) in each of the four domains of the ELPA21 screener must also meet criteria on the “Professional Judgment Rubric” to verify whether or not they qualify for services for English Language Development. Screeners indicating limited English proficiency qualify a student for placement in the ESOL Program.

### **PARENT NOTIFICATION:**

The district has 30 (calendar) days if a student enrolls on the first day of school for screening, placement, and parent notification of services.

The district has 15 (calendar) days if the student enrolls after the first 30 days of school for screening, placement, and parent notification of services.

Parents/guardians must be notified in a language or manner they understand regarding the information and decision of the LPAC. It is optional to invite the parent to the actual LPAC meeting, but if invited, invitations to attend the LPAC meeting must be in a language and/or manner that the parent understands. If a parent does not understand English and requests a school-provided interpreter, the school must provide an interpreter to the extent practicable. Notification letters must be dated and signed by district or school personnel.

### **ESCHOOL DOCUMENTATION:**

It is the responsibility of the **ESOL District Coordinator** to ensure the accuracy of all EL Data in eSchool for the Prescott School District.

## DATA ENTRY

Students who are initially assessed for English proficiency should have the following information entered into eSchool:

- **Home Language** on Student Summary Page under “Registration” reflecting language other than English
- **ESL box checked** on Student Summary Page on the Personal screen under “Educational Factors”
- **ELL Entry/Exit Start Date**--in the “ELL Program” screen. The date the student entered a **U.S. school** for the first time in grades K-12, regardless if the entry was in Arkansas or another state. MM/DD/YYYY
- If student **does NOT meet exit criteria** upon initial assessment and is an English Learner:
  - **Check the “Value” box** to the left of the ELL Entry/Exit Start Date on the ELL screen
  - Choose the **Language Instruction Education Program (LIEP)-ELD Program Type code** on the ELL Screen (codes explained below)
  - Choose the **Language Instruction Education Program (LIEP)-Core Content Access code** on the ELL Screen (codes explained below)
- If student meets **exit criteria** upon initial assessment,
  - Enter the date determined on the “ADE Language Minority Student Exit-Monitoring Form” as the **ELL Entry/Exit End Date** in the “ELL Program” screen -The date the student met criteria for Fluent English Proficient status and was exited from the English Learner program; no longer receives services. MM/DD/YYYY
  - Uncheck the box to the left of the ELL Entry/Exit Start Date
  - **ESL/ELL Monitored** appropriate year of monitoring entered on “ELL Fields” screen (M1, M2, M3, M4, or MC-Monitoring Complete)
- **Language of Correspondence** on “Guardian Contact” screen(s)

Additional eSchool data that may need to be entered

- **English Learner Waived Services date** on “ELL” screen – The date an English Learner’s parent/guardian signed the form waiving English Learner services for the student (if applicable)
  - Student with waived services must still be coded as an EL student (entry date entered and value boxed checked)
  - District will choose “Declined Services” on both ELD Program Type and Core Content Access.
- **Immigrant** box checked on “Educational Factors” screen if student:
  - Is between the ages of 3 and 21
  - Was not born in any US state

- Has not attended one or more schools in any one or more states for more than 3 full academic years (K-12).
- **Please note:** not all Immigrant students have a language other than English, so additional staff may be entering this data for non LMS students.

**Title III box** checked on “SIS/Misc Items Fields” screen for all LMS students in a Title III district only.

**VERBAL COMMUNICATION WITH AN EL STUDENT OR THEIR PARENT WILL BE WITH AN ADULT INTERPRETOR AS NEEDED. (INTERPRETOR WILL SIGN A CONFIDENTIALITY AGREEMENT)**

## **PROVIDING EL STUDENTS WITH A LANGUAGE ASSISTANCE PROGRAM**

**Language Instruction Education Program (LIEP) Codes:** Required for all students identified as ELs, even those whose parents have waived services.. These must be recorded correctly in eSchool for all EL students. Each EL must have an English Language Development (ELD) Program Code and an Access to Core Content (CCP) Code.

The Prescott School District uses the following program codes:

### **ELD PROGRAM CODE VALID VALUES:**

- **ELD Embedded (ELD-EM):** ELs receive their ELD instruction during a mainstream content class by teachers embedding instruction in English language development.
- **ELD Newcomer Program (ELD-NP):** Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly-arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their ELD in this program.
- **ELD Declined Services (ELD-DS):** Declined services and not participating in an ELD Program Declined Services and not participating in an ELD program NOTE: Used only for students whose parents have declined the ELD program services.



## ACCESS TO CORE CONTENT PROGRAM MODELS:

- **CCP Content Classes with Integrated 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.
- **CCP Newcomer Program (CCP-NP):** Separate, relatively self-contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs exclusively.
- **CCP Declined Services (CCP-DS):** Declined services and not participating in an access to core content program Declined services and not participating in an access to core content program. NOTE: Used only for students whose parents/guardians have declined the access to core content program services.

The Prescott School District recognizes the individuality of each student. In the event that a student shows the need for services other than those listed above, we will work diligently to provide individualized services.

## EL STUDENT EDUCATIONAL ASSISTANCE PROGRAM:

In **Prescott School District**, all students are enrolled in language development within content classes. We strive to ensure that All EL students are instructed by teachers who receive training in best practices in EL development.

**CLASSROOM ACCOMMODATIONS:** The mainstream **classroom teacher** has the primary responsibility for instruction of the EL. All teachers and **instructional assistants** must be trained in ESL strategies. Individual student accommodations will be determined by the Language Proficiency Assessment Committee (LPAC). Classroom teachers will receive an Accommodations Form for each EL. The form will list specific accommodations to use appropriate for the student's proficiency level. Classroom instruction should be delivered using comprehensible input, or instruction meaningful to the learner. Classroom teachers will be provided professional development training providing strategies and methods for instructional delivery and assessment. Teachers are strongly encouraged to continue their education and research concerning our growing population of English Learners. Professional development is provided through Southwest Education Service Cooperative, Arkansas Division of Elementary and Secondary Education (DESE), ARKTESOL, and the district.



## GUIDELINES FOR GRADING:

While acquiring English, a failing grade is inappropriate if language is the only reason. Likewise, it is not appropriate to assign grade that indicate satisfactory work if grade level standards (as viewed through the lens of ELP standards) are not being met by the student. Every effort must be made to teach the EL at grade level using appropriate modification and sheltered English instruction.

- If assignment/test is modified, teacher should note on the paper the assignment was modified.
- Teacher must provide to what extent grades were modified for the LPAC at the spring annual review meeting.

**STUDENTS ENTERING 9<sup>th</sup> GRADE as BEGINNING ELs:** If an EL student enters ninth grade with beginning-level proficiency, Prescott School District will provide a program of instruction to help the student earn a regular high school diploma with her/his grade-level peers. Specific attention will be paid to classroom accommodations; mapping of courses for the four years will be a team effort with the counselor and the ESOL teacher, and enrollment in ESOL English when it is an option will be scheduled for language development. In addition, EL students will be offered academic programming, like their never-EL peers, as well as the chance and support for participation in courses with college prerequisites.

Students entering school beyond 9th grade age will begin working towards 9th grade credits unless/until transcripts from other school districts prove that the student has already earned those credits.

## RETENTION:

According to the law, a student may not be retained solely on the basis of low English language proficiency. When making decisions the LPAC will consider the following:

- Cognitive ability is NOT related to English language proficiency.
- Timeline to proficiency could take 5 to 7 years.  
( SEE ESSA Timeline to Proficiency)
- Research shows retention to be a factor leading to dropout rates.
- Separating a child from his peers can cause self-esteem issues, and EL students already experience the need to fit in with peers.
- 

Retention may only be considered if students have received appropriate modifications and accommodations in mainstream classes but have NOT shown progress in their language AND content skills. **Documentation of appropriate modifications and accommodations must be provided. In addition, documentation that the alternate program of instruction has otherwise proven to be effective.**

## **STAFFING AND SUPPORTING ESOL PROGRAM**

All teachers will be certified in the grade levels/content areas they teach. When possible, ELs will be placed in an ESL certified/endorsed teacher's classroom. All certified and classified staff will receive ESOL training annually. Trainings may include but are not limited to:

- English Language Proficiency Standards
- Policies and Procedures
- Integrating language acquisition and content instruction which includes sheltering English through teacher scaffolding
- Authentic assessment for EL students
- Classroom coaching and support of teachers of ELs
- Cultural Sensitivity training
- Specific training for paraprofessionals who provide instruction

Scheduling of this training is a joint effort between the **District ESOL Coordinator** and the district personnel responsible for staff development.

## **MEETING THE NEEDS OF EL STUDENTS WHO OPT OUT OF ESOL PROGRAMS**

Parents have a right to decline or opt their children out of the ESOL program or out of particular ESOL services within an ESOL program. **Services only, not identification, may be declined.**

**If a parent/guardian declines ESOL program services, the student must be marked in eSchool (value box checked on the “ELL Programs” page) as an English Learner with a parent ESL Waived Services Date recorded until the student meets exit criteria or the parent/guardian requests that the student be placed back into ESOL services. Do not enter an exit date.**

## **PRESCOTT SCHOOL DISTRICT WILL FOLLOW THESE GUIDELINES:**

- To ensure the needs of opt-out EL students are being met, the district will periodically monitor the progress of students who have opted out.
- If an EL student who opted out of the programs or services does not demonstrate appropriate growth in English proficiency, or struggles in one or more subjects due to language barriers, the district will take affirmative steps including informing the EL student's parents of his or her lack of progress and offering the parents further opportunities to enroll the student in the ESOL program or at least certain ESOL services at any time.
- Opt-out EL students must have their English language proficiency assessed at least annually to gauge their progress in attaining English proficiency and to determine if they are still in need of and legally entitled to ESOL services.

There is no assessment exemption for students who do not receive ESOL services. **This means all EL students in Arkansas must participate in the Arkansas' annual summative English proficiency test, currently ELPA21.** Once opt-out EL students meet valid and reliable criteria for exiting from EL status, the Prescott School District will monitor their progress for four years, as it does with other exited EL students.

Information on the exiting process can be found in the [Arkansas Professional Judgment Rubric Exit Criteria Guidance](#)

## MEANINGFUL ACCESS TO ALL DISTRICT PROGRAMS:

### CORE CURRICULUM

All students are entitled to instruction in the district's core curriculum (Arkansas Academic Standards) while receiving appropriate language assistance support. This includes equal access to the school's facilities, such as computer and science, and other labs or facilities, to ensure that EL students are able to participate meaningfully in the educational programs. Meaningful access to the core curriculum is a key component in ensuring that EL students acquire the tools to succeed in general education classrooms within a reasonable length of time. This is documented, per student, as the Language Instruction Educational Program Access to Core Content code described earlier.

### SPECIAL EDUCATION:

All students will have equal access to "Special Education" services and programs. Proper documentation must be made to prove that the student is being placed in the special education program based on a learning disability and not because of language proficiency level. ELs are eligible for dual services **BUT IEP WILL BE FOLLOWED. THE ESOL BUILDING COORDINATOR WILL ATTEND ALL IEP MEETINGS AS POSSIBLE. STUDENTS REFERRED FOR THE SE PROGRAM WILL BE ASSESSED AND PLACED IN A TIMELY MANNER AS REQUIRED.**

### EVALUATING EL STUDENTS FOR SPECIAL EDUCATION SERVICES AND PROVIDING SPECIAL EDUCATION AND ESOL SERVICES

All EL students who qualify for special education services and ESOL services may receive both according to the Individualized Education Program (IEP) and LPAC decisions.

- All assessments administered to EL students will be in a form or language that will yield the most valid results.

- Parents will be informed how the language instruction education program meets the objectives of their child's IEP.
- Students qualifying for both programs of service will receive both services, with neither outweighing the importance of the other.

## 504 SERVICES:

All students will have equal access to "504" identification and services. Proper documentation must be made to prove that the student is being placed in the special education program based on a learning disability and not because of language proficiency level. ELs are eligible for dual services.

## EXTRACURRICULAR PROGRAMS:

All students will have equal opportunity to participate in extracurricular and nonacademic activities.

- Language issues will not prohibit EL students from participating in athletics and other non-academic activities.
- Effort will be made to make these activities as accessible as possible to all students regardless of their language, ethnicity, or financial capabilities.

## GT/AP PROGRAMS:

ALL students will have equal access to "Gifted and Talented" and "Advance Placement Programs" if upon administering an appropriate assessment are deemed to qualify

## TESTING: ALL EL STUDENTS WILL BE ADMINISTERED ALL REQUIRED STATE ASSESSMENTS.

**TESTING ACCOMMODATIONS:** Accommodations are available on state mandated tests. The LPAC decides which students receive which state allowable accommodations. The **classroom teacher** must regularly use the accommodation throughout the school year in order for the accommodation to be valid on spring state assessments. If the student has not been receiving the accommodation throughout the year, he/she will not be allowed to use it on state tests in the spring. **There are no exemptions to state assessments for EL STUDENTS. ALL MODIFICATIONS AND ACCOMODATIONS WILL BE GIVEN TO ALL TEACHERS IN A TIMELY MANNER AND TEACHERS WILL SIGN VERIFYING THAT THEY HAVE RECEIVED THEM.**

## EXITING EL PROGRAMS:

To exit an EL student from the ESOL program, he/she must meet the following criteria:

- Demonstrate proficiency on ELPA21
  - Separate proficient scores in each domain or a composite score of "proficient" derived from scores in all four language domains

- Demonstrate proficiency on the Arkansas Professional Judgment Rubric by Having at least two pieces of required evidence.

**This must be documented on the Language Minority Student Exit/Monitoring form**

The decision to exit or reclassify the EL student from the ESOL program must be made on an annual basis by the Language Proficiency Assessment Committee (LPAC) following guidelines outlined in the Arkansas Professional Judgment Rubric. All Annual Review results must be recorded in eSchool no later than September 30 following the spring ELPA.

Students recognized as LEP AND currently being monitored **MUST** be recorded in eschool appropriately. **Students that meet the requirement to exit the program will be monitored for 4 years and monitoring process reviewed and documented each year.**

Prescott School District will monitor and provide assistance to all exited students for four years after exiting the ESOL program, as mandated by the state (ADE) to ensure that:

- The student has not been prematurely exited
- Any academic deficits they incurred as a result of participation in the EL program have been remedied
- The student is meaningfully participating in the standard instruction program comparable to the never-EL peers

If the student is re-entered into EL services, Prescott School District will document the basis for the re-entry and will acquire parent consent to do so.

### **eSchool Coding**

- All monitored students must have an entry date and an exit date.
- “Value” box must NOT be checked.
- “ESL/ELL Monitored” drop-down must be marked
  - M1--Monitored Year 1
  - M2--Monitored Year 2
  - M3--Monitored Year 3
  - M4--Monitored Year 4
  - MC-Monitored Complete

**If, during monitoring, a student returns to EL status, delete the “Exit Date” and check the “Value” box again. (ALSO REMOVE M-1 THROUGH M-4 STATUS)**

## MONITORING STUDENTS FROM ESOL PROGRAMS AND SERVICES

Prescott School District will monitor the progress of all EL students in achieving English language proficiency and acquiring content knowledge as mandated by the state of Arkansas. This applies to all students, even if they are opted out of the ESOL program. A Teacher Feedback Form will also be completed by each regular classroom teacher that has an EL student in their class. We will take appropriate steps to assist students who are not adequately progressing.

Annual (yearly) reviews of every student will be conducted. Each annual review will yield one of three decisions:

1. Student has not met required exit criteria, so he/she remains in the program.
2. Student has met required exit criteria, so he/she exits the program and begins the monitoring process. **(Monitored for FOUR YEARS)**
3. Student is in the monitoring process, classified as a Former English Learner, and is monitored for four years, according to federal guidelines as outlined in the Arkansas ESSA plan.

To monitor EL students' acquisition of English proficiency Prescott School District will use the ELPA21. ELPA21 (English Language Proficiency Assessment) is a standardized test aligned with English Language Proficiency Standards. It assesses language acquisition in four domains of Reading, Listening, Speaking, and Writing.

## EVALUATING THE EFFECTIVENESS OF THE ESOL PROGRAM

Prescott School District's ESOL program will be evaluated yearly by District Administrators and Building ESOL Coordinators to determine if it is producing results which indicate that students are overcoming language barriers. The following areas will be considered:

- EL students are able to attain English proficiency within a reasonable period of time (according to the [ESSA Timeline to Proficiency](#))
- EL students are able to meaningfully participate in the standard educational program comparable to their never-EL peers
- EL students are progressing from grade to grade without content-area deficits that require remediation due to inclusion in the ESOL program
- EL students are on track to graduate and have comparable opportunities to their never-EL peers to become college and career ready
- The achievement gap between EL students and never-EL students is declining over time
- The degree to which current and former EL students are represented in advanced classes, special education services, gifted and talented programs, and extracurricular activities relative to their never-EL peers



In evaluating the program, the committee will review each of the following parts of the program:

1. Identification Process
  1. Are schools using the HLUS?
  2. Are buildings notifying ESOL designees of new enrollees?
  3. Are students being identified when they enroll?
2. Assessment of Students
  - Are students assessed using the ELPA 21 screener?
  - Are assessors trained?
  - Are schools using the assessment data?
  - Are students assessed annually with the ELPA 21 formative assessment?
  - Are students being assessed properly with state standardized tests?
3. Placement of students
  - Are LPACs functioning according to guidelines?
  - Is flexibility available for a student's schedule to work out appropriately?
  - Is placement happening in a timely manner?
    - A30 days for new enrollees at beginning of school year
    - 15 days for enrollees any time after that
  - Records from other in-state districts received and reviewed
4. Curriculum and Instruction
  - Are teachers informed of ELP standards and received appropriate professional development for implementation?
  - Are teachers being provided with relevant student information and suggested accommodations?
  - Are students able to attain English proficiency within a reasonable period of time?
  - Are students making growth in acquiring the English language and academic achievement?
  - Are students progressing from grade to grade without content-area deficits that require remediation due to inclusion in the ESOL program?
  - Are students on track to graduate college- and career-ready alongside their never-EL peers?
  - Are teachers assigning grades appropriately?
5. Staffing and Staff Development
  - How many teachers are ESL endorsed?
  - Are teachers pursuing endorsement or training?
  - Are buildings utilizing the knowledge teachers who have their ESL endorsements?
  - Is the ESOL designee supported by staff and administration?
  - Is the ESOL designee given time and opportunities to train the staff?

Adjustments, according to state (DESA) guidelines, will be made to the program as needed.

A committee comprised of District Administrators, Building ESOL Designees, classroom teachers, counselors, and building administrators will convene to evaluate each one of the ESOL programs. In evaluating the program, the committee will review each of the parts of the program on the checklist in the index.

## **ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS**

Prescott School District will ensure meaningful communication with LEP parents in a language they can understand. This includes all school-home communication, report cards, parent-teacher conferences, parent handbooks, etc.

To help with Parent and Family Engagement requirements under every Student Succeeds Act (ESSA) and to meet the Civil Rights obligations of schools in working with Limited English Proficient (LEP) families and English Learner (EL) students across the state of Arkansas, leaders in the Arkansas Department of Education's Division of Elementary and Secondary Education are partnering with TransACT® Parent Notices. The partnership will provide all local education agencies representing hundreds of schools and teachers with unlimited access to expertly written parent notifications that meet legal requirements, guidance on required audiences, and recommended timelines.

All Parent Notices are available to Arkansas educators in Arabic, Chinese, Spanish, and Vietnamese. Marshallese will be available soon as well.

All educators in Arkansas will have access to TransACT's General Education Parent Notices and ESEA (ESSA) Parent Notices. All Arkansas educators can now create accounts to access parent notices. To register for access go to [www.transact.com](http://www.transact.com) <<http://www.transact.com/>> and Click here for the Quick Start Guide<<https://cdn2.hubspot.net/hubfs/2100863/Parent%20Notices/Parent%20Notices%20-%20Account%20Management/Customer%20Support/TransACT%20Parent%20Notices%20Quick%20Start%20Guide.pdf>>. \_\_\_\_



## TIMELINE TO PROFICIENCY

INITIAL ELP YEAR 1	2	3	4	5	6	7	8
LEVEL 1	LEVEL 1	LEVEL 2	LEVEL 2	LEVEL 3	LEVEL 3	LEVEL 3	PROF LEVEL 4-5
LEVEL 2	LEVEL 2	LEVEL 3	LLEVEL 3	LEVEL 3	PROF LEVEL 4-5		
LEVEL 3	LEVEL 3	LEVEL 3	PROF LEVEL 4-5				

PROF  
LEVEL  
4-5

## PRESCOTT SCHOOL DISTRICT ESOL PROGRAM CHECKLIST

### IDENTIFICATION PROCESS:

Are schools using the HLUS?

Are buildings notifying ESOL designees of new enrollees?

Are students being identified when they enroll?

### ASSESSMENT OF STUDENTS:

1. Are students assessed using the ELPA 21 screener?
2. Are assessors trained?
3. Are schools using the assessment data?
4. Are students assessed annually with the ELPA 21 formative assessment?
5. Are students being assessed properly with state standardized tests?

### PLACEMENT OF STUDENTS:

- a. Is flexibility available for a student's schedule to work out appropriately?
- b. Is placement happening in a timely manner?
  - 30 days for new enrollees at beginning of school year
  - 15 days for enrollees any time after that
  - Records from other in-state districts received and reviewed

## **CURRICULUM AND INSTRUCTIONS:**

- A. Are teachers informed of ELP standards and received appropriate professional development for implementation?
- B. Are teachers being provided with relevant student information and suggested modifications?
- C. Are students able to attain English proficiency within a reasonable period of time?
- D. Are students making growth in acquiring the English language and academic achievement?
- E. Are students progressing from grade to grade without content-area deficits that require remediation due to inclusion in the ESOL program?
- F. Are students on track to graduate college- and career-ready alongside their never-EL peers?
- G. Are teachers assigning grades appropriately?

## **STAFFING AND STAFF DEVELOPMENT:**

- A. Are teacher's ESL endorsed?
- B. Are teachers pursuing endorsement or training?
- C. Are buildings utilizing the knowledge teachers who have their ESL endorsements?
- D. Is the ESOL designee supported by staff and administration?
- E. Is the ESOL designee given time and opportunities to train the staff?

**RESCOTT SCHOOL DISTRICT  
LIEP POLICY GUIDELINES  
REVISED: JULY 30, 2019**

<b>PROCESS</b>	<b>TIME FRAME/RESPONSIBLE</b>
1. SEND OUT HOME LANGUAGE FORM  (ONLY TO NEW STUDENTS TO DISTRICT) GIVE TO ALL NEW STUDENTS ENTERING DURING YEAR	BEGINNING OF SCHOOL YEAR/ A ESOL COORDINATOR
2. HOME LANGUAGE FORMS WILL BE COLLECTED  AND GIVEN BLDG ESOL COORDINATOR	BEGINNING OF SCHOOL YEAR AND ON-GOING/SCHOOL STAFF
3. HOME LANGUAGE FORMS WILL BE SCREENED AND ALL OTHER THAN ENGLISH RESPONSES WILL BE FURTHER PROCESSED	BEGINNING AND DURING YEAR ESOL COORDINATOR/LPAC
4. ALL HOME LANGUAGE FORMS (HLF) WILL BE FILED IN PERMANENT RECORD AND ESOL BINDER	PERIODICALLY/ COORDINATOR
5. ONCE STUDENT IDENTIFIED AS AN EL STUDENT- THEY WILL BE PROPERLY RECORDED IN ESCHOOL <b>NOTE: TEACHERS CAN ALSO RECOMMEND A STUDENT TO BE CONSIDERED FOR THE EL PROGRAM TO LPAC</b>	ON GOING/COUNSELOR OR SCHOOL STAFF MONITORED BY DISTRICT
6. STUDENTS THAT COMPLETED THE HOME LANGUAGE FORMS INDICATING SECOND LANGUAGE IN HOME WILL BE ADMINISTERED THE ELPA SCREENER	INITIAL IDENTIFIED COUNSELOR/COORDINATOR
7. PARENT LETTER WILL BE SENT STATING ELPA RESULTS AND MAY BE ASKED TO ATTEND INTERVIEW WITH STUDENT. (IN PARENT LANGUAGE)  (NOTE: ALL FORMS SENT HOME WILL BE IN ENGLISH AND PARENT HOME LANGUAGE)	ON-GOING/COORDINATOR/ COUNSELOR

## PROCESS

## TIME FRAME/RESPONSIBLE

8. LPAC COMMITTEE WILL BE CONVENED TO DISCUSS THE ELPA RESULTS, INTERVIEW NOTES, STUDENT POSSIBLE PLACEMENT IN THE EL PROGRAM ALONG WITH ANY ACADEMIC MODIFICATONS. **ON-GOING/COORDINATOR**

NOTICE WILL BE SENT TO ALL COMMITTEE MEMBERS AND TO PARENTS (IN THEIR OWN LANGUAGE)- LPAC MEMBERS MUST INCLUDE COUNSELOR, ADMINISTRATOR, CLASSROOM ROOM TEACHER AND SPECIAL ED TEACHER IF APPROPRIATE.

**SEE APENDIX FOR NOTIFICATION LETTER CONTENT- REMEMBER IN LANGUAGE SPOKEN TRANSFER STUDENTS FROM ANY ARKANSAS SCHOOL-THE ESOL DESIGNEE WILL CHECK TRIAND TO DETERMINE IF STUDENT HAS ALREADY BEEN IDENTIFIED AS EL. STUDENTS THAT COME FROM A SCHOOL OUTSIDE THE STATE, INCLUDING FOREIGN EXCHANGE STUDENTS, WILL BE ADMINISTERED THE ELPA SCREENER IN TIMELINE WITH THE LAW.**

9. STUDENTS IDENTIFIED AS LEP MUST BE PLACED IN THE LEP PROGRAM WITH ACCOMODATIONS AS DETERMINED BY LPAC COMMITTEE AND TEACHERS **ONGOING/LPAC COUNSELOR MONITORED BY DISTRICT**  
**(STUDENTS MAY BE PLACED IN A LANGUAGE PROGRAM WITH INSTRUCTION BASED ON THE ENGLISH LANGUAGE PROFICIENCY STANDARDS)**

10. NOTICE OF **CONFERENCE DECISION** TO LPAC MEMBERS AND PARENTS. (30 DAYS IF AT BEGIN OF YEAR OR WITHIN TWO WEEKS AFTER SCHOOL YEAR BEGINS) **ONGOING/COORDINATOR**

11. PARENTS MAY WAIVE THE RIGHTS OF THEIR CHILD TO BE PLACE IN THE EL ACOMMODATIONS - **BUT CAN'T WAIVE THE CHILD'S ASSESSMENTS OR PLACEMENT.** **ONGOING/COORDINATOR**

12. ACCOMMODATIONS MUST BE MAINTAINED THROUGHOUT THE YEAR ALONG WITH ANY NEEDED ACCOMMODATIONS THROUGH 504 OR IEP. **ONGOING/COORDINATOR**

<b>PROCESS</b>	<b>TIME FRAME/RESPONSIBLE</b>
13. LPAC MUST MEET ONCE A YEAR FOR EL STUDENTS ANNUAL REVIEW TO DETERMINE CONTINUE PLACEMENT, ACCOMMODATIONS, OR EXITING	ONGOING/COORDINATOR MONITORED BY DISRICT
14. EL STUDENTS WILL TAKE ALL REQUIRED STATE ASSESSMENTS WITH ANY WAIVERS OR EXCEPTIONS AS NOTED IN RULES AND REGULATIONS.	ONGOING/COORDINATOR TEST COORDINATOR
15. ELPA 21 ASSESSMENTS WILL BE ADMINISTERED TO ALL EL STUDENTS UNTIL EXITING THE PROGRAM EXITING PROGRAM WILL REQUIRE STUDENTS TO MEET ALL REQUIREMENTS LISTED IN RULES AND REGULATIONS	EOY/ COORDINATOR TEST COORDINATOR
16. STUDENTS EXITED WILL BE MONITORED FOR AT LEAST 4 YEARS AND BE INDICATED IN ESCHOOL CONCERNING WHICH YEAR OF MONITORING STUDENT IS CURRENTLY IN- <b>PARENTS MUST BE KEPT INFORMED</b>	ONGOING/COORDINATOR, CLERICAL  MONITORED BY DISTRICT
17. EVALUATION OF ESOL PROGRAM ANNUALLY	ADMINISTRATION/ESOL COORDINATORS
18. ESCHOOL Coding	When first enter and evaluated

## **INDEX**

### **THE FOLLOWING FORMS WILL BE UTILIZED WITH THE ESOL PROGRAM**

- 1. HOME LANGUAGE SURVEY FORM (HLUS)**
- 2. TEACHER REFERRAL FORM**
- 3. **HLSF** RESULTS IDENTIFICATION RESULTS**
- 4. ELPA RESULTS LETTER**
- 5. PARENT STUDENT INTERVIEW FORM**
- 6. LPAC FORM**
- 7. PARENT NOTIFICATION OF STUDENT PLACEMENT**
- 8. PARENTAL RIGHTS**
- 9. ESOL SERVICES WAIVER FORM**
- 10. EL STUDENT EXIT/MONITORING FORM**
- 11. INITIAL/ANNUAL REVIEW FORM**
- 12. WAIVER OF SERVICES FORM**
- 13. PARENT LETTER REMAIN IN EL PROGRAM**

**14. PARENT NOTIFICATION MONITORING COMPLETION**

**15. PARENT NOTIFICATION OF RETURN TO ENGLISH LEARNER STATUS**

**16. INTERIM ESOL STUDENT SURVEY**

**17. EL STUDENT TRANSFER RECORDS REQUEST FORM**

**18. PRIVACY AFFADAVIT**

**19. INTERPRETOR CONFIDENTIALITY AGREEMENT**

**20. ANNUAL REVIEW FORM**

**21. LIEP CODES**

**22. TIME LINE FOR PROFICIENCY TRACKER**