
English
Language
Learner
Handbook

Smackover School

District

2012-2013

Introduction

The Smackover School District has seen an increase in the number of English Language Learners (ELLs) who have enrolled in the past several years. The purpose of this handbook is to support the work of teachers and administrators of the Smackover School District in their service toward ELLs. Set forth in this document is information regarding appropriate and effective services for ELLs as well as a clear statement of our responsibilities in educating students for whom English is not their first language. Forms which are to be used in the ELL program are located at the back of this handbook.

Program Goals

The Smackover School District will provide a research-based ELL program for students who are identified as English Language Learners. This program will enable?

1. Acquisition of English language proficiency
2. Academic achievement in English

Program Objectives

The Smackover School District has identified the following program objectives for the ELL program:

1. Students will attain full English proficiency, gaining one proficiency level each year, as measured by the English Language Development Assessment (ELDA).
2. Students will achieve grade level academic performance as measured by standardized achievement assessments required by the Arkansas Department of Education (ADE).

Identification of Students

1. As part of the enrollment process in the Smackover School District, all parents or guardians will complete ELL-1: Home Language Survey (HLS). This survey can be found at the back of this handbook.
2. If one (1) of the answers to the three questions on the HLS is anything other than English, the student will be identified as Language Minority Students (LMS).
 - a. A copy of the HLS for a LMS will be placed in the student's permanent record file.
 - b. A copy of the HLS for a LMS will be given to the ELL teacher. The ELL teacher will create a red ELL file folder for the student which will contain ELL-1: Home Language Survey and other materials.
 - c. A copy of the HLS for a LMS will be given to the building principal.
 - d. A copy of the HLS for the LMS will be given to the Special Programs Director.
3. Upon receipt of HLS for a LMS, the ELL teacher will assess the student's English proficiency. This assessment must be completed within 30 days of receiving the HLS.

NOTE: A second HLS may NOT be completed in order to exit a child from the ELL program.

Identification of Students Not Identified During the Initial Enrollment Process

1. If staff is concerned with a student's performance and suspects that the student may have been missed during the initial enrollment process, the school should first review the student's permanent file to see if the HLS has been completed.
 - a. If the HLS has not been completed, the student's parent/guardian must be contacted to complete the HLS.
 - b. If the HLS has been completed and indicates a language other than English, the school will submit a copy of the HLS to the ELL teacher, the building principal, and the Special Programs Director. The original HLS will be returned to the student's permanent record file. The ELL teacher will assess the student's English proficiency within 10 days of receiving the HLS.
2. If the HLS does not indicate a language other than English, a conference will be scheduled with the student's parents to determine if there has been a misunderstanding regarding the HLS.

- a. If this conference results in the HLS being revised to indicate that the student is a LMS, arrangements will be made to have the ELL teacher assess the student's English proficiency within 10 days.
- b. If this conference results in no changes to the HLS, staff should look at other potential causes for the lack of student success. Language may not be the cause of the student's problems.

Identification Procedures for Re-enrollment of LMS in the District

1. When a previously LMS re-enrolls in the district, the building administrative assistant will inform the ELL teacher, the building principal, and the Special Programs Director.
2. The ELL teacher will review the most current English proficiency data.
3. If the most current English proficiency assessment is more than one year old, the ELL teacher will assess the student within 30 days.

Initial English Language Proficiency Assessment

Initial assessment of ELLs is critical to correctly placing and providing appropriate services. All assessments will be administered by the ELL teacher. This assessment will be completed by the ELL teacher within 30 days of receiving a student's Home Language Survey.

Procedures for Assessing Potential ELL Students

- 1. Parent Student Interview:** An interview is conducted with the student's parents or guardians and recorded on a ELL-2: Parent-Student Interview (PSI) form. Information gathered about the student by the PSI includes:
 - a. Previous schools attended
 - b. Length of enrollment in US schools
 - c. Parents' assessment of the student's native language literacy
 - d. Parents' assessment of the dominant language of the student
 - e. The student's special education history, if applicable
 - f. The educational experiences of a student's parents or guardians
 - g. Student's extracurricular and career interests (for students enrolling in grades 9-12)

ELL-2: Parent-Student Interview will be placed in the student's red ELL file folder.
- 2. MAC II Green Screening Test:** New students will be given the 10 minutes Green Screening Test by the ELL teacher to determine if the student knows enough English to take any of the leveled MAC II tests. The results from this test will be placed in the student's ELL file folder.
- 3. MAC II:** Pending the results of the MAC II Green Screening Test, the ELL teacher will assess the LMS at the appropriate level on the MAC II. The ELL teacher will utilize the speaking, listening, reading, and writing components of the test. The results from this test will be placed in the student's ELL file folder. Note: Kindergarten students are normally administered only Speaking and Listening tests. Reading and writing tests are optional for Kindergarten students.

Language Placement and Assessment Committee (LPAC)

The Language Placement and Assessment Committee will meet to review the assessment results and to recommend appropriate interventions to support the student in English language acquisition. Once this committee has met, then the ELL teacher will request a conference with the parent/guardian and student as described in the next session.

The LPAC is fully described in Section 3 of the ELL Handbook.

Parent Notification of Initial Assessment Results and Rights

1. Once a student has completed all assessments, the ELL teacher will conduct a conference with the parent/guardian and student to review the results of the assessments. In addition to the parent and student, the following persons will be included in the meeting:
 - a. ELL teacher
 - b. Counselor
 - c. Building principal
2. The ELL teacher will provide the parent/guardian with information about the ELL services which are available to their child.
3. The parent will be given ELL-3: Parent Notification Form includes the parent's rights as a parent of a LMS/ELL student, including the right to be notified of their child's progress in acquiring English.
4. Parents are informed by the ELL teacher of their rights to decline supplemental English language acquisition assistance for their child. If parents choose to waive services, ELL-4: Alternative Language Program Placement Waiver form is completed and signed by the parent/guardian.
The student is still required to participate in the annual English Language Proficiency Assessment.
5. Parent will be given copies of all the pertinent forms if requested.
6. The ELL teacher will place copies of ELL-3: Parent Notification Form and (if applicable) ELL-4: Alternative Language Program Placement Waiver form.

Introduction

All decisions regarding placement of students into the appropriate alternative language programs are made by the Language Placement and Assessment Committee (LPAC). The LPAC consists of school and district representative who are familiar with the student and can advocate for the best possible services. The LPAC ensures that students receive appropriate services based on objective data. The LPAC's decisions are essential to the proper placement of students into the alternative language program.

Language Placement and Assessment Committee (LPAC)

The purpose of the LPAC is to:

- Determine services and course placement for ELL students
- Determine teacher scaffolding and assessment accommodations needed in the classroom
- Determine the standardized testing accommodations needed.
- Make recommendations for exiting the ELL program.
- Monitor students for two years after the student has been exited from the ELL program.

Members of the LPAC

The LPAC shall consist of the following persons:

- ELL teacher
- Building principal
- Counselor
- Classroom teacher
- K-8 Instructional facilitator
- Other support personnel as needed (i.e., GT teacher, special education teacher, etc.)

Participation of the parent/guardian is welcomed and encouraged, but not required.

Ensuring Appropriate Placement

- 1. Initial Placement Decisions:** The LPAC decides the least restrictive and optimal interventions for each student based on the initial MAC II assessment data, academic records from prior school(s), and other available information. Initial placement decisions are recorded on ELL-5: Initial Placement Form. A copy of ELL-5: Initial Placement Form will be placed in the student's ELL file folder.
- 2. Assessment Accommodation:** Upon completion of the ELL-5: Initial Placement Form, the LPAC will need to complete ELL-6: Teacher Scaffolding and Assessment Accommodations. This form will serve as the documentation for necessary accommodations on standardized achievement test. A copy of ELL-6: Teacher Scaffolding and Assessment Accommodations will be placed in the student's ELL file folder. Additionally, a copy of this form will be given to the district testing coordinator, the building counselor, and each classroom teacher.

- 3. Annual Reviews:** Annual reviews are conducted by the LPAC to consider the services offered to ELLs. Decisions are made concerning placement, instruction, and assessment. Decisions are based on ELDA results, any achievement test data available, classroom performance, and teacher observation. The form used for this will be ELL-7: ELL Annual Program Review form. A copy of ELL-7: ELL Annual Program Review Form will be placed in the student's ELL file folder.
- 4. Classroom Teacher Concerns:** If a classroom teacher has concerns about the performance of an ELL, the LPAC meets to discuss possible solutions. ELL-8: ELL Academic Update Form can be used to gather information from teachers regarding the student's performance in the classroom. Any time the ELL teacher receives a copy of ELL-8: ELL Academic Update Form, a copy needs to be placed in the student's ELL file folder.
- 5. Use of Subjective Criteria:** If the committee uses subjective criteria (e.g., classroom performance, parent request) to override objective criteria in making placement decisions, the LPAC will develop a written explanation detailing the reasons for deviating from the objective criteria. This documentation will be placed in the student's permanent file folder and in the student's ELL file folder.

LPAC Guidelines

- 1. Scheduled LPAC Meetings:** LPAC meetings should take place with all committee members present. If a committee member cannot attend, an alternative should attend in their place.
- 2. Special Education/ELL Students:** LPAC decisions made concerning special education students who are also ELL should include a representative from the special education department.
- 3. Deadlines for Notification of Parents:** At the beginning of the school year, parents should be notified of LPAC decisions within thirty days of the first day of school. After the school year begins, parents should be notified of LPAC decisions within two weeks of enrollment.
- 4. Annual Notification of Parents:** Following the annual review of student progress, an Annual Review Form is sent home to notify the parents of the progress their child has made towards attaining fluency in English and services that will be provided.
- 5. Changes to Student Placement and Assessment Accommodations:** No changes can be made on an ELL student's placement without approval of the LPAC. Any changes made are documented on the Student Action Plan.
- 6. Removal from ELL Program by Parent Request:** A student may be removed from the ELL program if the parent/guardian signs an Alternative Language Program Placement Waiver Form. The parents/guardians are informed of their right to waive placement of their child in an Alternative Language Program by the ELL teacher during the initial enrollment process. If services are waived, the student will still be given the English Language Proficiency Assessment until they demonstrate proficiency in English. The LPAC continues to monitor the student's academic progress and determines other language support services.

Introduction

The instructional model adopted by the Smackover School District is English as a Second Language in which the language of instruction in classrooms is English. Textbooks and other supplementary materials primarily in English will be used.

K-12 Services

All services are designed to enable ELL students to work toward the same academic standards as all other students. Mainstream teachers and all support staff will follow:

- The Arkansas Frameworks for English Language Proficiency
 - [English Language Proficiency Framework and English Language Arts Connections for Speaking, Listening, Reading, and Writing and Mathematics Connections](#) (PDF)
 - [English Language Proficiency Framework and English Language Arts Connections for Speaking, Listening, Reading, and Writing and Mathematics Connections](#) (DOC)
 - [English Language Proficiency Framework Connections for Biology](#) (PDF)
 - [English Language Proficiency Framework Connections for Biology](#) (DOC)
 - [English Language Proficiency Framework Connections for Physical Science](#) (PDF)
 - [English Language Proficiency Framework Connections for Physical Science](#) (DOC)
 - [English Language Proficiency Framework Connections for Science Grades K-8](#) (PDF)
 - [English Language Proficiency Framework Connections for Science Grades K-8](#) (DOC)
 - [English Language Proficiency Framework Connections for Social Studies Grades K-8](#) (PDF)
 - [English Language Proficiency Framework Connections for Social Studies Grades K-8](#) (PDF)
- The Common Core State Standard in English Language Arts and Mathematics
 - http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
 - http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf
- Application of Common Core State Standards for English Language Learners
 - <http://www.corestandards.org/assets/application-for-english-learners.pdf>
- The appropriate Arkansas Department of Education state grade level content area frameworks
 - <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents>

All Smackover School District teachers are licensed and, if required, highly qualified. The ELL teacher possesses a license from the Arkansas Department with K-12 English as a Second Language.

ELL students receive one or more of the services below:

- **Mainstream classroom:** Mainstream classroom instruction is the primary instruction for all ELL students.
- **Co-teach:** The ELL teacher and classroom teachers work closely together to plan and execute an instructional program that is most beneficial for the language and academic needs of each student.
- **ELL Push-In Services:** Designed for ELLs who need supplemental assistance in small groups to lower teacher-to-student ratio. This support is provided by an ELL teacher.
- **ELL Pull-Out Services:** Designed for ELLs who need supplemental instruction in literacy to help them function in the mainstream classroom and more effectively. This support is provided by the licensed teacher.

Criterion Referenced Assessments

- Assessment is required by Federal law (NCLB, 2001).
- ELL students who have been in the United States less than one year from the previous year's test date may be exempt.
- Students must be identified as an ELL to receive accommodations.
- Literacy and math are assessed each year in 3rd through 8th grade. Science is assessed in grades 5 and 7. Additionally, students are tested at the end of the following courses: Algebra I, Geometry, Biology, and Grade 11 Literacy.

Norm Referenced Assessments

- Assessment is required by state law (Act 35, 2003) for grade 1-9.
- ELL 1s and 2s in first grade can be exempt from the test. ELL 1s in 2nd grade can be exempt from the test. ELL 1s and 2s in 9th grade and in US schools for less than two full years can be exempt from the test.
- ELL students in grades 3-8 participate in a combined criterion referenced and norm referenced assessment.
- Students must be identified as an ELL to receive accommodations.

Annual Assessment of English Language Proficiency

- Assessment is required to be given annually by Federal law (NCLB, 2001)
- Required of all ELL students regardless of ELL services.
- Administered with accommodations ONLY to students who have specific accommodations outlined in an individualized Education Plan (IEP).
- Used to measure the progress of ELL students and to evaluate a districts ELL program.
- Used to measure Annual Measurable Achievement Objectives (AMAOs)

Staffing

The district is required to ensure that staff working with ELLs are trained in how to provide appropriate instruction for ELLs. The ELL teacher who serves as the primary teacher in the ELL program must have an ESL endorsement.

ELL Teacher Responsibilities

- Maintain ELL student records
- Submit requisitions to the Special Programs Director for federal and state funds
- Ensure civil rights of ELL students are met to the best of the District's ability
- Maintain communication with district and building administration, parents, community, and students
- Administer Parent Student Interview, MACII Green Screening Test, MAC II, ELDA, and other related assessments
- Identify ELL students
- Make recommendations to the Curriculum Director regarding professional development
- Support classroom teachers with appropriate lessons and materials
- Monitor and evaluate progress for ELL students, including annual reviews
- Work with students in a variety of settings
- Facilitate LPACs

Special Programs Director Responsibilities

- Maintain district ELL records
- Arrange for interpreters when needed
- Complete all reports required by ADE

Curriculum Director Responsibilities

- Complete a periodic program evaluation of the ELL program
- Arrange for appropriate professional development for the ELL teacher, classroom teachers, and administrators
- Facilitate the revision of the ELL Handbook

Regular Education Teacher Responsibilities

- Maintain communication with ELL teacher regarding ELL students
- Serve on LPACs
- Maintain records of ELL student progress
- Employ accommodations/scaffolds as set forth in LPACs for ELL students
- Seek help for ELL students immediately

Building Administrative Assistant Responsibilities

- Ensure that the parents of all enrolling students complete a Home Language Survey (HLS)
- Submit copies of the HLS to the appropriate personnel

Professional Development

The Smackover School District will regularly survey licensed teachers to determine professional development needs. The Smackover School District Professional Development Leadership Team will analyze the results of these surveys along with student achievement data to determine areas of need in supporting students who are English Language Learners. Surveys used include:

- Professional Development Survey
- Individual Professional Development Needs Assessment
- Standards Assessment Inventory

Additionally, the ELL teacher will meet with the curriculum director annually to collaboratively create an individual professional development plan based on personal needs and aligned with the school's ACSIP plan and Scholastic Audit Action Plan. The individual professional development plan will include professional development relevant to teachers of ELL students. Following the training, the ELL teacher will complete the PD Evaluation Form to determine the effectiveness of the PD.

Introduction

The academic progress of ELL students is monitored yearly by an LPAC at each school. The decisions made by an LPAC are recorded on an Annual Review Form. When assessment data indicate that a student has reached full English language proficiency, the ELL may qualify to exit the ELL program. Once a student meets all exit criteria, their academic progress is monitored for at least two years.

Criteria for Exiting Students

In order for an ELL to be exited from the ELL program and be reclassified as a Monitored (M1) student, the student must meet all of the following criteria:

- Scores of Level 5 in all domains of the English language proficiency assessment
- Grades of C or above in core content areas (reading, math, science, English, and social studies) without modifications.
- A score of proficient in Literacy on the criterion referenced test or the 40th percentile on the norm referenced test in Total Reading.
- Recommendation from two mainstream teachers.

Procedures for Exiting Student

After the ELL teacher generates ELL:7: Annual Review Form and collects classroom performance and standardized assessment data, the LPAC convenes to make a decision about the student's reclassification.

- **If a student meets the exiting criteria and the LPAC determines that the student is to be exited from the ELL program**, the student will be designated an M1, showing that the student is in the first year of monitoring. The ELL will send a letter notifying parents that their child has met exiting criteria and will be monitored for two years.
- **If a student does not meet the exiting criteria**, the student remains classified as an ELL 5. The decision is recorded on the Annual Review Form. A copy of the Annual Review Form is sent to the parents by the ELL teacher.

Monitoring Academic Success of Exited Students

Procedures for Monitoring M1 and M2 Students

- The LPAC will convene each fall to monitor the progress of students using a Monitoring Form. The LPAC will review the following factors:
 - The student has continued to maintain C or better in core content classes.
 - The student has continued to maintain criterion referenced literacy assessments scores of proficient/advanced or norm referenced test scores higher than the 40th percentile in literacy.
- If a student meets the above factors, the student is considered M2 and will be monitored for an additional year.
- If a student does not meet the above factors, the LPAC will gather information from the student's teachers using the ELL Academic Update Form. If the LPAC determines that a monitored student should be reclassified as an ELL, an intervention plan will be developed and the parents will be notified in writing.

- To document the monitoring of M1 and M2 students, ELL-9: Monitoring Form for M1 and M2 Students will be completed. A copy of ELL 9: Monitoring Form for M1 and M2 Students will be sent home to parents and one will be placed in the student's file folder.

Introduction

It is important to understand that by law, ELL students shall have the same access as the general population to all district programs and services, no matter English language proficiency level or number of years in the United States.

Response to Intervention Programs

The Smackover School District Response to Intervention (RTI) Plan is a general education plan, not a process for placing students in special education. All students identified as ELL will have access to appropriate interventions in literacy, mathematics, and behavior.

- At the beginning of the year, each campus will utilize universal screeners in literacy, mathematics, and behavior. Students scoring at risk on these screeners will be assessed using an appropriate diagnostic test. An intervention team consisting of grade level teachers, the instructional facilitator, interventionists, and the building administration will meet to determine if the student needs interventions based on the diagnostic assessment and will select the appropriate research based intervention for the child. (For an ELL student, the LPAC can serve as the intervention team). Parents will be sent a letter informing them if their child is placed in an intervention.
- Upon completion of the intervention or at regular intervals throughout the intervention, the intervention team will meet to assess progress of the student. If the student makes sufficient progress and can perform at the average of the class, then the intervention team can make the decision to discontinue the student from the intervention and a letter will be sent home to the parents informing them of that action. If the student makes progress but still needs additional support, the intervention team will determine the next appropriate research based intervention and will send home a letter to the parent informing them of this change.
- If a child makes little or no progress after the completion of three research-based interventions, then an intervention team meeting will be scheduled with parents to discuss further intervention options, diagnostic testing options, and or special education referral options.

Special Education Programs

ELLs with disabilities will be appropriately placed and served with both special education and ELL services. Before an ELL student may be referred for special education, the student must have a current (within one year) English language proficiency assessment.

The following are the district's practices for referring and serving ELLs in a special education setting:

- At least one person who knows the student and is knowledgeable about English language development and the student's cultural background is involved in the decision relating to special education referrals and placement.
- There is no waiting period required before referring an ELL student for a special education evaluation.
- ELLs in need of special education services, as well as ELL services, receive both services concurrently.
- ELLs with a disability receive ELL services by qualified and appropriately trained staff unless the placement committee determines and documents that such services are clearly inconsistent with the student's identified needs.
- The placement document for every ELL student with disabilities specifies the amount and kind of ELL services to be received to ensure that the student has a meaningful education.

Gifted/Talented Education, PreAP, and AP Courses

Language minority students and ELL students shall have equal access to the Gifted and Talented program, PreAP courses, and AP courses at all levels throughout the District.

Extracurricular and Other Programs

Language minority students and ELL students are provided the same opportunity to participate in all special programs and activities as native English speakers are provided.

Section 9	Maintenance of Records
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Records are maintained regarding ELL services provided. The following information and data related to ELL student services can be obtained from the ELL teacher:

- Hard copies of all testing and records pertaining to a student being identified, assessed, placed, reevaluated, exited, etc., will be kept in an original red file folder:
 - ELL-1: Home Language Survey (HLS)
 - ELL-2: Parent Student Interview (PSI)
 - MAC II Green Screening Test
 - MAC II Assessments Results
 - ELDA Results
 - ELL-3: Parent Notification Form
 - ELL-4: Alternative Language Program Placement Waiver Form
 - ELL-5: Initial Placement Form
 - ELL-6: Teacher Scaffolding and Assessment Accommodations
 - ELL-7: Annual Review Form
 - ELL-8: Academic Update Form
 - ELL-9: Monitoring Form for M1 and M2 Students
 - ELL-10: Parent Contact Documentation
 - ELL-11: Classroom Teacher Contact Documentation
 - ELL-12: Interpretation/Translation Parent Permission Form

Files for students who have left the district are kept until the student turns 21 years old.

Monitoring of Data

The Special Programs Director and the Curriculum Director will periodically monitor all permanent records to assure that the procedures listed in this handbook are in compliance with the Office of Civil Rights (OCR) requirements.

Section 10	Program Evaluation and Modification
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Under the guidance of the Curriculum Director, the Smackover School District will conduct a periodic program evaluation of the district ELL program. On ACTAAP standardized assessment, the ELL program will strive to meet the following annual measurable objectives (AMOs) for ELL students in literacy as listed in the ESEA Flexibility Waiver:

	2011	2012	2013	2014	2015	2016	2017
Smackover Elementary School	Actual: 40%	Goal: 45% Actual: RV: n<10 1/5 = 20%	Goal: 50% Actual:	Goal: 55% Actual:	Goal: 60% Actual:	Goal: 65% Actual:	Goal: 70% Actual:
Smackover High School	Actual: 0%	Goal: 8.33% Actual: RV: n<10 0/1 – 0%	Goal: 16.67% Actual:	Goal: 25% Actual:	Goal: 33.33% Actual:	Goal: 41.67% Actual:	Goal: 50% Actual:
Smackover School District	Actual: 33.33%	Goal: 38.89% Actual: RV: n<10 1/6=16.7%	Goal: 44.44% Actual:	Goal: 50% Actual:	Goal: 55.55% Actual:	Goal: 61.11% Actual:	Goal: 66.67% Actual:

Section 11	Appendices
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1. ELL Acronyms
2. English Language Proficiency Levels

ELL Acronyms

AP	Advanced Placement
ALP	Alternative Language Placement
AMAO	Annual Measurable Achievement Objectives
ACTAAP	Arkansas Comprehensive Testing and Assessment Program
ADE	Arkansas Department of Education
ESEA	Elementary and Secondary Education Act
ELDA	English Language Development Assessment
ELL	English Language Learner
GT	Gifted Talented
HLS	Home Language Survey
IEP	Individualized Education Plan
LMS	Language Minority Student
LPAC	Language Placement and Assessment Committee
M1	Monitored Student, Year 1
M2	Monitored Student, Year 2
NCLB	No Child Left Behind, 2001
OCR	Office of Civil Rights
PSI	Parent Student Interview
RTI	Response to Intervention
SSD	Smackover School District
SAP	Student Action Plan

English Language Proficiency Levels

Level 1 (Pre-functional)	Students at this level may understand some common words or key phrases, especially when highly contextualized or when cognates. They may understand some high-frequency single-word or single-phrase directions, again when highly contextualized. They generally are unable to use their limited knowledge of simple structural patterns to identify the communicative intent of the speaker.
Level 2 (Beginning)	Students at this level understand simple and short statements, questions, and messages on familiar topics in school-social settings and usually understand the main idea of simple messages and conversations. They can understand most common or critical information in the classroom but may understand and identify only key words, phrases, and cognates in content-area settings. They begin to understand straight-forward, single-step directions and speaker's purpose. They have limited understanding of details and only those that are explicitly stated and that support simple, straightforward messages and presentations. They are unable to extrapolate from text unless related to very basic ideas. They understand simple, basic grammatical structures and simple, basic everyday vocabulary of spoken English to the school environment and common everyday activities.
Level 3 (Intermediate)	Students at this level understand main ideas in short conversations on general school-social topics and frequently demonstrate general understanding of short messages or texts as well as longer conversations in familiar communicative situations and in academic content areas. They frequently demonstrate detailed understanding of short, discrete expressions but not of longer conversations and messages. They understand single-step and some multi-step directions. They can begin to interpret text on the basis of understanding its purpose. They understand some explicitly expressed points of view and can draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand a range of vocabulary and some idioms, mostly related to school-social environments and have some key vocabulary from content areas.
Level 4 (Advanced)	Students at this level understand speech in most school-social settings and understand main ideas and some key supporting ideas in content-area settings. They understand multi-step directions. They understand main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics. They can interpret texts on the basis of understanding the purpose of text when it is on a familiar topic. They understand and are able to make subtle extrapolations from sophisticated speaker perspectives. They understand most of the basic forms of spoken English and are beginning to develop understanding of more complex structures. They understand a wide range of vocabulary and idioms, especially of school-social environments, and are beginning to develop a wide range of technical vocabulary related to content areas.
Level 5 (Fully English Proficient)	Students at this level understand a significant amount of grade-level appropriate content-area and school-social speech. They understand the main ideas as well as relevant details and often subtle nuances of meaning of extended discussions or presentations on a range of familiar and unfamiliar topics comparable to a minimally proficient native English speaker at the same grade level. They are capable of making interpretations of what they listen to on the basis of understanding the speaker's purpose. They understand most of the complex structures of spoken English relative to their grade level. They have a broad range of vocabulary, including idiomatic language, relating to both content areas and school-social environments.

Section 12	Forms
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- ELL-1: Home Language Survey (HLS)
- ELL
- -2: Parent Student Interview (PSI)
- ELL-3: Parent Notification Form
- ELL-4: Alternative Language Program Placement Waiver Form
- ELL-5: Initial Placement Form
- ELL-6: Teacher Scaffolding and Assessment Accommodations
- ELL-7: Annual Review Form
- ELL-8: Academic Update Form
- ELL-9: Monitoring Form for M1 and M2 Students
- ELL-10: Parent Contact Documentation
- ELL-11: Classroom Teacher Contact Documentation
- ELL-12: Interpretation/Translation Parent Permission Form
- ELL-13: Confidentiality Agreement for Interpreting/Translating Services
- ELL-14: Interpreter/Translator Request Log

Home Language Survey
Arkansas Department of Education
Equity Assistance Center

Student Name: _____ Sex (Circle One) Male Female
Nombre del Estudiante

Date of Birth: _____ Age: _____
Fecha de Nacimiento Edad

School: _____
Escuela

Teacher: _____ Grade: _____
Maestro/Maestra Grado

1. What language is spoken in your home most of the time? _____
¿Cuál es el idioma que mas se hable en su casa?

2. What language does the student speak most of the time? _____
¿Cuál es el idioma que habla mad el estudiante?

3. What language do parents speak to the students most of the time? _____
¿Cuál es el idioma que mas le habian los padres al estudiante?

Signature of Parent/Guardian: _____
Firma del Padre/Guardián Legal o Estudiante

Date: _____
Fecha

Parent-Student Interview

Note to Interviewer: To be completed with student and family present. After asking each question, fill in the response in the space provided.

Student's Name			
Address			
Phone Number(s)			
Place of Birth		Native Language	
Date Arrived to USA		To Arkansas	

1. Has your child even been in school? Yes No If so, what grades and where?

Grade	City, State	Grade	City, State
K		6	
1		7	
2		8	
3		9	
4		10	
5		11	

2. How does your child **speak** in his/her native language? Well Average Poor
 How does your child **read** in his/her native language? Well Average Poor
 How does your child **write** in his/her native language? Well Average Poor

3. Has your child ever studied English? Yes No For how long? _____

4. Has your child ever had an English language assessment? Yes No
 If so, when (year or grade) and where? _____

5. Has your child ever received Special Education Services? Yes No
 If yes, explain. _____

6. In what language is your child most proficient? _____
 Why? _____

7. Do you ever have trouble understanding the student's speech in his/her native language?

Yes No If yes, how does your child speak compared with siblings? _____

8. Has your child ever had language assessment? Yes No In what language? _____

9. Does the student have any disabilities? Yes No

If yes, explain. _____

10. Does your child have special needs? Yes No

If yes, explain. _____

11. Are you concerned about any health or mental conditions with any of your children?

Yes No If yes, explain. _____

12. What is the highest level of education for each parent? (Circle number and/or fill in the blanks.)

Mother/Guardian	Father/Guardian
K 1 2 3 4 5 6 7 8 9 10 11 12	K 1 2 3 4 5 6 7 8 9 10 11 12
High School Diploma/GED	High School Diploma/GED
University or technical school - # of years ____	University or technical school - # of years ____
Degree/Title/Certification List type:	Degree/Title/Certification List type:

Parent/Guardian Signature

Interviewer Signature

Extended Parent-Student Interview

For Grades 7-12

Note: Secondary students will receive a "plan for graduation" and schedule of classes from their school counselor. Students in grades 7-12 attend 8 classes each semester. Beginning in grade 9, students earn credits toward graduation. They receive ½ credit in each class if they successfully complete course requirements, receive a passing grade of 60%, and have not been absent more than 10 days. Students may graduate from high school and receive a diploma after earning 24 credits.

If students have completed grade 9 or the 3rd year of secondary, this coursework will count toward graduation requirements; however, the school counselor must obtain the official grade report or transcript which shows the classes taken and the grades earned.

Please respond to the following questions to assist your school counselor with your "plan for graduation" and schedule of classes.

1. Clubs, organizations, extracurricular activities, hobbies in previous school	
2. Favorite classes	
3. GPA/Grades	
4. Is there anything special that you would like your teachers to know about you?	
5. Please enroll in...	
6. Would like to continue....	
7. Is interested in...	
8. Career interests	
9. Bilingual? Languages spoken	Yes No
10. Are you interested in becoming an ELL tutor or bilingual interpreter?	Yes No
11. Other	

7. ¿Tiene el padre algún problema para entender el lenguaje del estudiante en su idioma native? Sí No

Sí es asi, ¿Cómo habla el estudiante comparado con sus hermanos? _____

8. ¿Ha sido el estudiante evaluado por su destreza lingüística? Sí No

¿En que Idioma? _____

9. ¿Tiene el estudiante alguna discapacidad? Sí No

Sí es asi, explique. _____

10. ¿Piensa que su hijo pueda tener necesidades especiales? Sí No

Sí es asi, explique. _____

11. ¿Tienen los padres preocupación por el desarrollo físico o intelectual de alguno de sus hijos?

Sí No Sí es asi, explique. _____

12. ¿Cual es el nivel de educación de los padres? (Circule el número y/o llene el espacio.)

Madre/Tutor	Padre/Tutor
K 1 2 3 4 5 6 7 8 9 10 11 12	K 1 2 3 4 5 6 7 8 9 10 11 12
High School Diploma/GED	High School Diploma/GED
Universidad o Escuela Técnica - # de años	Universidad o Escuela Técnica - # de años
Tiene Titulo/Certificado, que tipo	Tiene Titulo/Certificado, que tipo

Firma del padre o tutor

Firma del entrevistador

Entrevista Extendida Padre Estudiante

Grados 7-12

Nota: Los estudiantes de secundaria recibirán un "plan para graduación" un horario de clases del consejero de su escuela. Los estudiantes en los grados 7-12 asistirán a 8 clases por semestre. Empezando en el 9th grado los estudiantes obtienen créditos, para cuando se gradúen. Ellos recibirán ½ crédito por cada clase si terminan satisfactoriamente cada curso, y pasan grado con un 60% de calificación y no han estado ausentes por más de 10 días. Los estudiantes se pueden graduar de la escuela preparatoria (High School) y recibir un diploma después de haber obtenido 24 créditos.

Si los estudiantes han terminado el 9th grado o tercero de secundaria, los créditos obtenidos en este curso contarán para los requisitos de graduación, el consejero de la escuela debe obtener el reporte de calificaciones oficial que muestre las clases tomadas y las calificaciones obtenidas.

Por favor conteste las siguientes preguntas, ya que esto le va a ayudar al consejero para darle su "plan para graduación" y su horario de clases.

1. Clubes, organizaciones, actividades extracurriculares, pasatiempos en la escuela anterior	
2. Clases favoritas	
3. GPA/Grados	
4. ¿Hay algo especial que quisieras que los maestros supieran acerca de ti?	
5. Por favor inscribame en...	
6. Me gustaría continuar...	
7. Estoy interesado/a en...	
8. Carreras que me interesan...	
9. Bilingüe Idiomas que hable	Yes No
10. ¿Estas interesado en ser un tutor de ELL o un intérprete bilingüe?	Yes No
11. Otro	

Parent Notification Form
Notification of Placement
In a Language Instruction Educational Program

Student Name		Grade	
Student ID#		Date	

The Smackover School District offers an English Language Learner (ELL) Program for students who speak languages other than English and whose test results and/or school performance indicate additional support in English is needed.

Your child is being recommended for placement in an appropriate ELL Program. As your child makes progress in his/her acquisition of English, his/her placement will be adjusted.

You may request a conference at any time to discuss your child's placement in the ELL Program. You will be notified each year following your child's annual English Proficiency assessment and when your child is ready to be reclassified as "Fluent English Proficient." If you have any questions regarding services offered, please contact our ELL teacher at 725-3601.

The student named above has been identified as an English Language Learner and placed in a language instructional program for the reason(s) checked below:

- Non-English Speaker
 Non-Reader in English
 Non-Writer in English
 Limited English Speaker
 Limited Reader in English
 Limited Writer in English

The student's English Proficiency level was assessed by using the Maculaitis Assessment of Competencies (MAC II) which is a language proficiency test. Also, we have taken into account prior educational background in determining the student's current level as checked below:

- ELL-1 – The student is either a non-speaker of English or can speak some English, but cannot read or write in English. This level focuses on intensive development in speaking, reading, and writing English.
 ELL-2 – The student speaks English, but his/her reading and/or writing abilities in English are limited. This level focuses on development in reading, writing, and speaking English.
 ELL-3 – The student speaks English, but needs support in developing his/her reading/writing abilities in English. This level focuses on reading and writing development.
 ELL-4 and ELL-5 – The student speaks, reads, and writes English. He/she will be monitored until it is determined that an English language support program is no longer needed.

Program Exit Requirements

To be reclassified as Fluent English Proficient, the student must meet at least four of the following criteria:

1. Obtain an Advanced level on the MAC II assessment test in all 4 areas: Speaking, Listening, Reading, and writing
2. Proficient on the criterion referenced test in literacy **OR** at the 40%ile on the norm referenced test in total reading/language
3. Obtain a grade of "C" or better in core content areas (i.e., reading, math, science, English, and social studies) without modifications
4. Obtain two (2) teacher recommendations for exiting program – 1 from a classroom teacher and the other form from an ELL teacher

Note: Students will spend one to two years at each English Proficiency level depending on the student's rate of learning. Although students may obtain social conversational English in 1-3 years, research indicates that it can take 5 – 7 years of longer to become fully proficient in academic or core content English.

Method of Instruction

The language of instruction for all educational program in the Smackover School District is English and the curriculum that is followed is the Arkansas State Frameworks and the Common Core State Standards. However, teachers of ELL students all incorporate the English Language Acquisition Framework and use English language learning strategies and methods of instruction.

Programs

This student is enrolled in the programs checked below. All programs are designed to support ELL students to work toward the same academic standards as all other students.

Mainstream classroom with English speaking peers is the primary placement of all ELL students.

ELL Push-In Services: Designed to provide students with immediate supplemental assistance in small groups in lower teacher-to-student ratio. This support is provided by an ELL teacher.

ELL Pull-Out Services: Designed for ELLs who need supplemental instruction in literacy to help them function in the mainstream classroom and more effectively. This support is provided by the licensed ELL teacher.

Annual Assessment/Placements

This student will participate in all grade level appropriate state/district assessments as deemed appropriate for the level of English. All students will be administered the CRT or an alternate form of this assessment.

This student will also be tested annually with the English Proficiency assessment administered by the state. Annual English proficiency scores, performance in the classroom, teacher observations, and information from the parents are taken into consideration when determining the student’s annual placement in an ELL program.

The parents will be notified of the results of all assessments and recommend placements at the beginning of each school year and every time the programming for the student is changed.

Parents may request a conference to discuss this information in person. The Smackover School District provides for Parent Teacher Conferences twice a year – in the fall and in the spring. The student’s progress in both acquiring English and academic skill will be provided to the parents in a language they understand.

Parental Rights

A parent has the right to have their child immediately removed from a language instructional program upon their request. In order to decline enrollment in such a program, the parent must sign an ELL Program Waiver Form that can be obtained from the ELL teacher (725-3601) or the central office (725-3132). Denying enrollment does not exclude the school from its responsibility to make every effort within the mainstream classroom to assist the student in acquiring English and academic skills.

I have been given a copy of my child’s Parent Notification Form. This document was explained to me and I was given the opportunity to ask questions concerning this document.

Signature of Parent/Guardian

Date

Parent Notification Form
Notification of Placement
In a Language Instruction Educational Program

Student Name		Grade	
Student ID#		Date	

The Smackover School District offers an English Language Learner (ELL) Program for students who speak languages other than English and whose test results and/or school performance indicate additional support in English is needed.

Your child is being recommended for placement in an appropriate ELL Program. As your child makes progress in his/her acquisition of English, his/her placement will be adjusted.

You may request a conference at any time to discuss your child's placement in the ELL Program. You will be notified each year following your child's annual English Proficiency assessment and when your child is ready to be reclassified as "Fluent English Proficient." If you have any questions regarding services offered, please contact our ELL teacher at 725-3601.

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5. Obtain an Advanced level on the MAC II assessment test in all 4 areas: Speaking, Listening, Reading, and writing
6. Proficient on the criterion referenced test in literacy **OR** at the 40%ile on the norm referenced test in total reading/language
7. Obtain a grade of "C" or better in core content areas (i.e., reading, math, science, English, and social studies) without modifications
8. Obtain two (2) teacher recommendations for exiting program – 1 from a classroom teacher and the other form from an ELL teacher

Note: Students will spend one to two years at each English Proficiency level depending on the student's rate of learning. Although students may obtain social conversational English in 1-3 years, research indicates that it can take 5 – 7 years of longer to become fully proficient in academic or core content English.

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This student will also be tested annually with the English Proficiency assessment administered by the state. Annual English proficiency scores, performance in the classroom, teacher observations, and information from the parents are taken into consideration when determining the student’s annual placement in an ELL program.

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Parents may request a conference to discuss this information in person. The Smackover School District provides for Parent Teacher Conferences twice a year – in the fall and in the spring. The student’s progress in both acquiring English and academic skill will be provided to the parents in a language they understand.

Parental Rights

A parent has the right to have their child immediately removed from a language instructional program upon their request. In order to decline enrollment in such a program, the parent must sign an ELL Program Waiver Form that can be obtained from the ELL teacher (725-3601) or the central office (725-3132). Denying enrollment does not exclude the school from its responsibility to make every effort within the mainstream classroom to assist the student in acquiring English and academic skills.

I have been given a copy of my child’s Parent Notification Form. This document was explained to me and I was given the opportunity to ask questions concerning this document.

Signature of Parent/Guardian

Date

Alternative Language Program Placement Waiver Form

We, as parents/guardians of _____, do NOT desire to have our child directly served by the Smackover School District's English Language Learner Program.

The Language Placement and Assessment Committee (LPAC) decision has been thoroughly explained to us in a language in which we can understand. We understand that we may reverse our decision by asking for a Language Placement and Assessment Committee (LPAC) meeting.

We also understand that the teachers of our child's school will closely monitor his/her progress and keep us informed of such. The lack of progress may warrant another conference with us to discuss alternatives to the regular classroom program.

Signature of Parent/Guardian

Date

Signature of ELL Teacher

Date

Comments:

Attach a copy of the Initial Placement Form or Annual Review Form with the LPAC decision to this waiver form.

Initial Placement Form

Student Name		Grade	
Student ID Number		Age	
Meeting Date		Native Language	

Mac II Screening Test Results

Testing Date	Scores Speaking/Listening ____ Reading/Writing _____	o Levels 1 and 2 – Too limited to continue in English	o Level 3 – Literacy capable to continue testing with MAC II
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Mac II Test Results

Section	Form	Date	RAW	Standard	ECL	ELL Level
Speaking						
Listening						
Reading						
Writing						
DRP/Stanine						
Oral Level/Literacy Level						

Overall ELL Level

Recommended English Language Learner Programs	Type of Programs: <input type="checkbox"/> Mainstream Classroom <input type="checkbox"/> ELL Push-In <input type="checkbox"/> Mainstream Classroom Person Providing Program: _____ Number of sessions per week _____ Number of minutes per session _____
--	--

Additional Recommended Intervention	Name of Intervention: _____ Person Providing Intervention: _____ <input type="checkbox"/> Small group (Tier 2) <input type="checkbox"/> Individual (Tier 3) Number of sessions per week _____ Number of minutes per session _____
Additional Recommended Intervention	Name of Intervention: _____ Person Providing Intervention: _____ <input type="checkbox"/> Small group (Tier 2) <input type="checkbox"/> Individual (Tier 3) Number of sessions per week _____ Number of minutes per session _____

In addition to standard instruction, English Acquisition assistance will be provided by ALL classroom teachers and supporting staff.

Student currently has an IEP and will be provided special education services in addition to the programs and interventions listed above.	<input type="checkbox"/> Yes <input type="checkbox"/> No
--	--

Signatures

	ELL Teacher
	Building Principal
	Counselor
	Classroom Teacher
	K-8 Instructional Facilitator

Teacher Scaffolding and Assessment Accommodations

To be completed during the Initial Placement Conference and the Annual Review held at the beginning of every year

Student Name _____ **Grade** _____ **Date** _____

Teacher Scaffolding	
<p style="text-align: center;">ELL Levels 1 and 2</p> <ul style="list-style-type: none"> *Slow down speech and simplify language * Directions given orally * Extended time on assignments * Small group work * Preferential seating * Oral tests with interpreter * Use audio-visuals (charts, pictures, models, diagrams, graphic organizers, document camera, Mobi tablets, drawings demonstrations) * Cooperative learning * Use manipulatives, lab activities, models, sequencing events, flash cards, props * Native language resources and bilingual dictionaries * Reference materials * Culturally relevant examples * Student centered curriculum and assessment choices * Bilingual buddy (ELL level of Buddy – 4) * Student illustrates comprehension through media other than pencil and paper * Teacher/staff transcribes answers * Shortened assignments 	<p style="text-align: center;">ELL Levels 3 and 4</p> <ul style="list-style-type: none"> *Slow down speech and simplify language * Directions given orally * Extended time on assignments * Small group work * Preferential seating * Use audio-visuals (charts, pictures, models, diagrams, graphic organizers, document camera , Mobi tablets, drawings, demonstrations) * Cooperative learning * Use manipulatives, lab activities, models, sequencing events, flash cards, props * Native language resources and bilingual dictionaries * Reference materials * Culturally relevant examples * Student centered curriculum and assessment choices <div style="border: 1px solid black; width: 100px; height: 100px; margin: 20px auto; text-align: center; padding: 5px;"> <p>Student's Current ELL Level</p> </div>

Standardized Assessment		
1 st , 2 nd , and 9 th Grades	3 rd – 8 th Grade	End of Course Exams
<ul style="list-style-type: none"> <input type="radio"/> ITBS <input type="radio"/> ITBS with accommodations <input type="radio"/> Exempt from ITBS (Only ELL 1 students who have been in the US for less than 1 year. 	<ul style="list-style-type: none"> <input type="radio"/> Augmented Benchmark <input type="radio"/> Augmented Benchmark with accommodations <input type="radio"/> Literacy exempt 	<ul style="list-style-type: none"> <input type="radio"/> EOC Exam(s) <input type="radio"/> EOC Exam(s) with accommodations <input type="radio"/> Grade 11 Literacy Exam <input type="radio"/> Grade 11 Literacy Exam with accommodations <input type="radio"/> Exempt from Grade 11 Literacy Exam
<p>***Student can be exempt from literacy one time only if the student has been in the US less than 12 months.</p>		
<p>Accommodations: <i>(Check only those which are being used daily when assessing students.)</i></p> <p><input type="checkbox"/> ET (Extended Time)</p> <p><input type="checkbox"/> WTWD (Word-to-Word Dictionary)</p> <p><input type="checkbox"/> IS (Individualized Scheduling)</p> <p><input type="checkbox"/> PREF (Preferential Seating)</p> <p><input type="checkbox"/> SMGT (Small Group Testing)</p> <p><input type="checkbox"/> INT (Individual Testing)</p> <p><input type="checkbox"/> RMT/RWT/RST (Reading of the Math, Writing, Science test in English)</p> <p><input type="checkbox"/> NB (Noise Buffer)</p>		

Signatures

	ELL Teacher
	Building Principal
	Counselor
	Classroom Teacher
	K-8 Instructional Facilitator

Annual Review Form

Student Name		Grade	
Student ID Number		Age	
Meeting Date		Native Language	

ELDA Results

Listening		Speaking		Reading		Writing		Comprehension	Composite
Score	Level	Score	Level	Score	Level	Score	Level	Level	Level

Semester Grades from Previous Year

English		Mathematics		Science		Social Studies	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring

Standardized Achievement Test Scores from Previous year

	Literacy Proficient (Circle One)	
Criterion Reference Test	Yes	No
Norm Referenced Test	Yes	No

Language Placement Assessment Committee Decision

- Recommend EXIT because the student meets the following criteria:
 - ELDA Level 5 in Listening, Speaking, Reading, and Writing
 - Classroom performance in all four core content areas is at a "C" or better
 - Proficient in Literacy on the CRT or 40% on the NRT
 - Recommendation of two teachers (signatures below)

- Do not recommend Exit because the student has not met one or more of the above criteria.

Recommended Programming for the Current School Year for Students Not Exited

Note: ELL-6: Teacher Scaffolding and Assessment Accommodations will need to be completed on any student not exited from the ELL program.

<p>Recommended English Language Learner Programs</p>	<p>Type of Programs:</p> <p><input type="checkbox"/> Mainstream Classroom <input type="checkbox"/> ELL Push-In <input type="checkbox"/> ELL Pull-Out</p> <p>Person Providing Program: _____</p> <p>Number of sessions per week _____ Number of minutes per session _____</p>
<p>Additional Recommended Intervention</p>	<p>Name of Intervention: _____</p> <p>Person Providing Intervention: _____</p> <p><input type="checkbox"/> Small Group (Tier 2) <input type="checkbox"/> Individual (Tier 3)</p> <p>Number of sessions per week _____ Number of minutes per session _____</p>
<p>Additional Recommended Intervention</p>	<p>Name of Intervention: _____</p> <p>Person Providing Intervention: _____</p> <p><input type="checkbox"/> Small Group (Tier 2) <input type="checkbox"/> Individual (Tier 3)</p> <p>Number of sessions per week _____ Number of minutes per session _____</p>

In addition to standard instruction, English Acquisition assistance will be provided by ALL classroom teachers and supporting staff.

<p>Student currently has an IEP and will be provided special education services in addition to the programs and interventions listed above.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
---	--

Signatures

	<p>ELL Teacher</p>
	<p>Building Principal</p>
	<p>Counselor</p>
	<p>Classroom Teacher</p>
	<p>K-8 Instructional Facilitator</p>

Teacher Scaffolding and Assessment Accommodations

To be completed during the Initial Placement Conference and the Annual Review held at the beginning of every year

Student Name _____ **Grade** _____ **Date** _____

Teacher Scaffolding	
<p style="text-align: center;">ELL Levels 1 and 2</p> <ul style="list-style-type: none"> * Slow down speech and simplify language * Directions given orally * Extended time on assignments * Small group work * Preferential seating * Oral tests with interpreter * Use audio-visuals (charts, pictures, models, diagrams, graphic organizers, document camera, Mobi tablets, drawings demonstrations) * Cooperative learning * Use manipulatives, lab activities, models, sequencing events, flash cards, props * Native language resources and bilingual dictionaries * Reference materials * Culturally relevant examples * Student centered curriculum and assessment choices * Bilingual buddy (ELL level of Buddy – 4) * Student illustrates comprehension through media other than pencil and paper * Teacher/staff transcribes answers * Shortened assignments 	<p style="text-align: center;">ELL Levels 3 and 4</p> <ul style="list-style-type: none"> * Slow down speech and simplify language * Directions given orally * Extended time on assignments * Small group work * Preferential seating * Use audio-visuals (charts, pictures, models, diagrams, graphic organizers, document camera, Mobi tablets, drawings, demonstrations) * Cooperative learning * Use manipulatives, lab activities, models, sequencing events, flash cards, props * Native language resources and bilingual dictionaries * Reference materials * Culturally relevant examples * Student centered curriculum and assessment choices <div style="border: 1px solid black; width: 150px; height: 100px; margin: 20px auto; text-align: center; padding: 10px;"> <p>Student's Current ELL Level</p> </div>

Standardized Assessment		
1 st , 2 nd , and 9 th Grades	3 rd – 8 th Grade	End of Course Exams
<ul style="list-style-type: none"> <input type="radio"/> ITBS <input type="radio"/> ITBS with accommodations <input type="radio"/> Exempt from ITBS (Only ELL 1 students who have been in the US for less than 1 year. 	<ul style="list-style-type: none"> <input type="radio"/> Augmented Benchmark <input type="radio"/> Augmented Benchmark with accommodations <input type="radio"/> Literacy exempt 	<ul style="list-style-type: none"> <input type="radio"/> EOC Exam(s) <input type="radio"/> EOC Exam(s) with accommodations <input type="radio"/> Grade 11 Literacy Exam <input type="radio"/> Grade 11 Literacy Exam with accommodations <input type="radio"/> Exempt from Grade 11 Literacy Exam
<p>***Student can be exempt from literacy one time only if the student has been in the US less than 12 months.</p>		
<p>Accommodations: <i>(Check only those which are being used daily when assessing students.)</i></p> <p><input type="checkbox"/> ET (Extended Time)</p> <p><input type="checkbox"/> WTWD (Word-to-Word Dictionary)</p> <p><input type="checkbox"/> IS (Individualized Scheduling)</p> <p><input type="checkbox"/> PREF (Preferential Seating)</p> <p><input type="checkbox"/> SMGT (Small Group Testing)</p> <p><input type="checkbox"/> INT (Individual Testing)</p> <p><input type="checkbox"/> RMT/RWT/RST (Reading of the Math, Writing, Science test in English)</p> <p><input type="checkbox"/> NB (Noise Buffer)</p>		

Signatures

	ELL Teacher
	Building Principal
	Counselor
	Classroom Teacher
	K-8 Instructional Facilitator

ELL Academic Update Form

Student Name		Teacher Name	
Course		Grade	

Teacher Scaffolding Currently Provided (Check all that apply.)			
<input type="checkbox"/>	Slowed down speech and simplified language	<input type="checkbox"/>	Time with an interpreter during the lesson
<input type="checkbox"/>	Shortened assignments	<input type="checkbox"/>	Small group work
<input type="checkbox"/>	Extended time on assignments	<input type="checkbox"/>	Bilingual buddy
<input type="checkbox"/>	Preferential seating	<input type="checkbox"/>	Use of charts, models, pictures, diagrams, graphic organizers, demonstrations, etc.
<input type="checkbox"/>	Other:		
Assessment Accommodations Currently Provided (Check all that apply.)			
<input type="checkbox"/>	Teacher records the student's verbal response	<input type="checkbox"/>	Teacher or interpreter reads the directions to the student
<input type="checkbox"/>	Extended time	<input type="checkbox"/>	Oral tests
<input type="checkbox"/>	Word to Word Dictionary provided	<input type="checkbox"/>	
<input type="checkbox"/>	Other:		
Observed Behaviors (Check all that apply)			
<input type="checkbox"/>	Pays attention in class	<input type="checkbox"/>	Missing Assignments
<input type="checkbox"/>	Attempts every assignment	<input type="checkbox"/>	Poor test scores
<input type="checkbox"/>	Listens to directions	<input type="checkbox"/>	Does not turn in homework
<input type="checkbox"/>	Asks questions	<input type="checkbox"/>	Does not bring supplies to class
<input type="checkbox"/>	Work is carefully done	<input type="checkbox"/>	Appears sad or depressed
<input type="checkbox"/>	Reads during class	<input type="checkbox"/>	Fails to listen to directions
<input type="checkbox"/>	Follows classroom rules	<input type="checkbox"/>	Grade is declining
<input type="checkbox"/>	Participates in activities	<input type="checkbox"/>	Excessive tardiness
<input type="checkbox"/>	Works well with other	<input type="checkbox"/>	Excessive absences
<input type="checkbox"/>	Behavior is appropriate	<input type="checkbox"/>	Does not interact with others
Behavior that has changed recently: (Please explain in detail.)			
Comments or further explanation:			

Monitoring Form for M1 and M2 Students Parent Notification Form

Student Name		Grade	
Meeting Date		Native Language	

Semester Grades from Previous year							
English		Mathematics		Science		Social Studies	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring

Standardized Achievement Test Scores from Previous Year		
	Literacy Proficient (Circle One)	
Criterion Reference Test	Yes	No
Norm Referenced Test	Yes	No

Language Placement Assessment Committee Decision
<p>If a student has a “C” or better in all core content classes and has standardized assessment scores that are proficient and/or above 40% in literacy:</p> <p style="margin-left: 40px;"><input type="radio"/> The student will continue to be monitored.</p>
<p>If the student has a “D” or “F” in one or more content classes or has standardized assessment scores that are not proficient and/or lower than 40% in literacy:</p> <p style="margin-left: 40px;"><input type="radio"/> The student’s academic issues are due to a lack of English language proficiency. Student will be reclassified as an ELL 5 and receive any necessary scaffolding.</p> <p style="margin-left: 40px;"><input type="radio"/> The student’s academic issues are NOT related to English language proficiency. The student will continue to be monitored.</p>

Signatures	
	ELL Teacher
	Building Principal
	Counselor
	Classroom Teacher
	K-8 Instructional Facilitator

Parent Contact Documentation

Student Name		Grade	
Parent/Guardian		Phone Number(s)	
Parent/Guardian		Phone Number(s)	
Email Address		Teacher Name	

Date	Teacher Comments/Concerns	Parent Comments/Concerns	Action(s)

Date	Teacher Comments/Concerns	Parent Comments/Concerns	Action(s)

Classroom Teacher Contact Documentation

Student Name		Grade	
English Teacher		Math Teacher	
Science Teacher		Social Studies Teacher	
Other Teacher		Other Teacher	

Date	ELL Teacher Comments/Concerns	Classroom Teacher Comments/Concerns	Action(s)

Date	ELL Teacher Comments/Concerns	Classroom Teacher Comments/Concerns	Action(s)

Interpretation/Translation Parent Permission Form

I agree to allow the use of a community volunteer to provide interpreter/translator services during Parent Teach Conferences or other school activities. I understand that the information provided to me at the conference may include topics which deal with discipline, health, medication, grades, attendance, and other personal information related to my child or children.

It is also my understanding that the person providing these services has signed an agreement of confidentiality in regard to the information that may be shared.

I understand that I can request a bilingual staff member of the Smackover School District rather than having a community volunteer provide these services.

_____ Yes, I agree to the use of the community volunteer to provide interpretation/translation services for me at Parent Teacher Conferences or other school activities.

_____ No, I do not agree to have a community volunteer provide interpreter/translator services for me at Parent Teacher Conferences or other school activities.

_____ I do not need an interpreter/translator. I am able to communicate with the teacher without assistance or I prefer to have a member of my family provide this service.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Confidentiality Agreement for Interpreting/Translating Services

I agree to serve as an interpreter/translator for the purpose of providing assistance during the Smackover School District Parent Teacher Conferences of other school activities. I understand that the type of information that will be shared may include confidential information about the students. Examples of confidential information include such topics as discipline, health, medication, grades, attendance, and other personal information.

I understand that my role as an interpreter/translator is to accurately communicate information in the native language for the clear understanding between the parent and teacher. This role requires that the interpreter/translator have adequate command of both English and the primary language for which the information be translated.

I also understand that any concerns or issues which may arise as a result of the information shared between the interpreter/translator and the parent in the conference will be accurately shared with the teacher and/or the school principal.

By signing this, I agree to keep all information from the conference confidential.

Signature of non-district personnel interpreter/translator

Date

Printed name of non-district personnel interpreter/translator

Interpreter/Translator Request Log

Date	Name of Parent/Student	Name of Interpreter	Brief Description of Request