

Flippin School District

ESOL

English to Speakers of Other Languages

Program Handbook

ESOL Mission Statement:

To enable English Language Learners to access all of the educational possibilities/opportunities available in the educational system by improving language skills, self-confidence, and cultural awareness as quickly and efficiently as possible.

Revised August 2018

Foundations

Purpose of the Handbook

The ESOL Handbook will provide a foundation of basic knowledge to teachers and administrators so they can better meet the needs of English learners (ELs). This handbook will serve as a tool to ensure student success and school improvement.

The ESOL coordinator is dedicated to providing every member of the Flippin School District with sufficient information about the district's English to Speakers of Other Languages (ESOL) program and to be able to effectively make a difference in the lives of our English learners. This handbook contains our policies and procedures used in the process of identifying, assessing, placing, serving and monitoring ELs in reaching proficiency in English

All staff members will have access to this handbook. In addition, staff members will receive staff development and training designed to help them understand the policies, procedures and ESOL methodologies which will serve as tools to effectively serve our ELs.

Students

A Language Minority Student (LMS) is any student whose primary or home language is a language other than English. A student can be an LMS without being an English Learner. English learners (ELs) or Limited English proficient (LEP) students do not speak English as their first language and do not understand English well enough to succeed in classrooms where English is the primary means of instruction without modifications.

Program

English to Speakers of other Languages (ESOL), also known as English as a Second Language (ESL) or English Learners (EL) is a program of instruction in which English is used as the language of instruction. The program offers English learners an opportunity to acquire the basic interpersonal communication skills and the cognitive/academic language proficiency they need to succeed in school. Speaking, listening, reading, and writing skills are developed using ESOL teaching strategies.

Belief Statements

Flippin School District ESOL program believes that an:

- Effective education of every EL is the responsibility of all educational personnel.
- Effective education requires that excellent English Language Development (ELD) and supplemental services are rendered to ELs.
- Effective programs for ELs respect and celebrate all students' native language in the contexts of both school and community.

Program Goals

- To assess all students who have a primary home language other than English
- To implement and maintain consistent procedures for the EL identification process
- To provide each student with high quality instruction with trained teachers and supported by ESOL staff to meet the student's specific needs.
- To guide students towards proficiency in all four domains of English language acquisition (reading, writing, speaking, and listening).
- To provide professional development opportunities to all teachers, principals, administrators, and school staff in order to enhance the district's ability to best serve ELs.
- To work within the district to ensure that ELs have equitable access to all district programs.
- To provide and encourage parental involvement
- To use state mandated criteria for exiting students from the ESOL program.
- To monitor the progress of all ELs during and after program participation.
- To evaluate the ESOL program in a timely manner and make necessary modifications.
- To maintain accurate and meaningful student records.
- To be in compliance with Title III and district, state, and federal laws.

District Program Model

Title VI of the Office of Civil Rights requires that the district implement an alternative language service model that is considered research based and recognized by experts to be sound as a second language acquisition theory. The alternative language service model should provide ELs with equal education opportunities.

The instructional model adopted by the Flippin School District is English as a Second Language (ESL) in which the language of instruction in classrooms is English.

All services are designed to enable ELs to work toward the same academic standards as all other students. Mainstream teachers and all support staff will follow the English Language Proficiency Standards. The ELP Standards can be found on the Arkansas Department of Education website and later in this handbook.

The type of service provided for each EL student is determined by the Language Proficiency Assessment Committee (LPAC). ELs will be mainstreamed and have access to all programs available to all students. At the elementary level, students may be in a pull-out group where English language support will be provided by an ESOL teacher. In the secondary schools, students may be placed in an ESOL classroom where they will receive direct English instruction and content area support. ELs with lower levels of English proficiency may be assigned to some sheltered learning content area classes on the secondary level. The type of service and delivery of instruction depends on the proficiency levels of the students. ESOL staff will provide assistance to classroom teachers and other school personnel with appropriate materials, strategies and training to address the individual needs of their English Learners. The ESOL teacher collaborates with mainstream teachers to assist teachers in planning instruction for the EL student.

Accountability

Federal Law holds LEA's accountable for:

- Meeting all Annual Measurable Achievement Objectives (AMAOs)
- Percentage of students making progress annually in English proficiency as measured by the state ELPA21 test.
- Percentage of students becoming proficient as measured by the state ELPA21 test.
- School successfully achieving state accountability goals.

English Language Proficiency Standards

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

Standard 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 (7) standards.

Standard 1: construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing

Standard 2: participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions

Standard 3: speak and write about grade-appropriate complex literary and informational texts and topics

Standard 4: construct grade-appropriate oral and written claims and support them with reasoning and evidence

Standard 5: conduct research and evaluate and communicate findings to answer questions or solve problems

Standard 6: analyze and critique the arguments of others orally and in writing

Standard 7: adapt language choices to purpose, task, and audience when speaking and writing

Standard 8: determine the meaning of words and phrases in oral presentations and literary and informational text

Standard 9: create clear and coherent grade-appropriate speech and text

Standard 10: make accurate use of standard English to communicate in grade-appropriate speech and writing

Alternate Organization of the ELP Standards

Domains	Standards	Corresponding ELP Standards
Listening and Reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
	8	determine the meaning of words and phrases in oral presentations and literary and informational text

Speaking and Writing	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
	7	adapt language choices to purpose, task, and audience when speaking and writing
Listening, Speaking, Reading and Writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
	5	conduct research and evaluate and communicate findings to answer questions or solve problems
	6	analyze and critique the arguments of others orally and in writing
		<i>Standards 9 and 10 address the linguistic structures of English and are framed in relation to the CCSS for ELA Language domain.</i>

Identification

Title VI of the Office of Civil Rights requires that all students with a primary home language other than English be identified in order to determine the need for assessment and possible placement in the ESOL program.

Summary of Order of Identification

- Home Language Survey must be completed by all students entering district.
 - If any language other than English is listed, HLS is forwarded to ESOL Coordinator by the registrar.
- Parent Interview (when feasible)
- Check Triand Report if Arkansas transfer
- School records from out of state
- Placement screener for students
 - Out of state transfers
 - New to country
 - Any student without a current ELPA score

Home Language Survey

A Home Language Survey is a required part of the initial enrollment process for all students entering the district. (Title III).

The purpose of the questions on this document is not to determine if the student is *dominant* in English, but rather to notify the ESOL department so that an assessment can be made to ensure the student is *proficient* in English. Note that even though a student may speak well, when there is a primary language other than English in the home, the level of proficiency needs to be assessed in all domains.

1. The Home Language Survey is to be filled out upon the student's initial enrollment and does not need to be updated annually.
2. If the parent gives a response of any language other than English to one or more of the questions, the registrar is to send a copy of the following documents to the ESOL Coordinator.
 - a. A copy of the Home language survey
 - b. Any ESOL records from previous school
3. The original Home Language Survey shall be placed in the student's permanent record.

Returning ELs

When a student leaves the district and returns at a later date, the following procedure will be followed:

- Check Triand for current ELPA scores if the student was in an Arkansas school
- Request records from previous school if a Triand report is not available
- If scores are more than one year old, the Placement Screener assessment will be given to determine the student's current English language proficiency levels.
- The student will not be exited unless the exit criteria has been met.
- The classroom teacher will write an initial EL Student Plan and the LPAC Committee will review it for approval.

Transfer Students

- Check Triand for current ELPA scores
- Request records from the previous school if a Triand report is not available.
- If ELPA scores are not available, the student will be assessed with the Placement Screener.
- Grades and assessments will be evaluated along with the Placement Screener test scores to make a determination regarding placement.
- The classroom teacher will write an initial EL Student Plan and the LPAC committee will review it for approval.

Procedure for Identifying a Student not identified during the Initial Enrollment Process

When a staff member is concerned with a student's performance and suspects that the student may have been missed during the initial enrollment process or that other factors should be considered in the determination of placement, the staff member shall request that the ESOL Coordinator review the student's data. The LPAC will determine if the student will need ESOL services.

Initial Assessment

Title VI of the Office of Civil Rights requires a district to objectively assess the English language proficiency of all students identified as a student whose primary home language is other than English. The assessment should evaluate all domains--listening, speaking, reading and writing. Title VI also requires that all staff designated to administer the assessment instrument should be formally trained to ensure proper test administration and interpretation of test results.

The Flippin School District uses a Placement Screener which is a comprehensive assessment system designed to assess a student's language proficiency and is the initial assessment. It is a compliant instrument that is used in grades K-12 as a formal and standardized method of determining language proficiency. This assessment, along with other criteria, will guide the LPAC to determine whether or not a student is LEP.

The ESOL coordinator will perform the test and will make a file for the student to be reviewed at the LPAC. The file will include:

- Parent Interview Form (if available)
- Test Scores
- HLS

Initial Placement

Title VI of the Office of Civil Rights requires that the district develop, adopt and implement a program that will provide language services for all limited English proficient (LEP) students. Furthermore, the district is to ensure appropriate placement of all LEP students into the program. Specifically, the district will establish a language proficiency assessment committee (LPAC). The members of the LPAC will, at a minimum, be composed of an ESOL Coordinator, the classroom teacher, a counselor, and a building administrator. The LPAC will review pertinent LEP student information and make placement determinations into the district's language program. Moreover, each school will adhere to the objective assessment criteria for determining a student's LEP status. In isolated cases where subjective criteria override objective criteria, the LPAC will develop a written explanation detailing reasons for deviating from the objective criteria. All LEP students shall receive appropriate services through the program. Notification of the placement and benefits from participation in the language program will be provided to the student's parents.

Summary of Initial Placement for new students

- Placement screener is administered
- An LPAC meeting is scheduled
- LPAC will consider objective and subjective criteria to determine placement as outlined in the LPAC section of this handbook
- If student is placed, LPAC determines ESOL plan for student
- If the placement screener indicates proficiency in English, the student will be classified as an FEL, placed in regular classes, and will no longer receive ESL services. Monitoring will continue for four years.
- EL Student Plan is written and shared with appropriate individuals

Language Proficiency Assessment Committee (LPAC)

Purpose

The purpose of the LPAC committee is to make appropriate educational decisions for the English Learners. Any teacher, parent, administrator or LPAC committee member may request the committee to convene on behalf of an English learner at any time. The student's parents are welcome to the LPAC meetings, but not required.

An LPAC committee must be operational within the district. The committee advocates for the best educational placement of ELs. It is the responsibility of the LPAC to make all decisions based on concrete data and what is in the best interest of the student. A decision cannot be made unless the majority of the members are in agreement with the decision. *It is unlawful for only one person to make decisions regarding placement, instruction and accommodations.* Each time the LPAC convenes, the recommendations of the committee should be documented and recorded on a LPAC document which will be printed and placed in the student's file upon completion.

Description of Members and Responsibilities

The district will designate a standing committee that meets to make placement decisions and to annually review student services. LPAC meetings should take place with at least 3 committee members present.

Members of the LPAC shall be appointed annually and, at the minimum, consist of:

- Classroom Teacher
- Administrator
- Counselor
- ESOL Coordinator

The LPAC may also include (based on need) any of the following:

- Classroom teacher

- Special Education Teacher
- Speech Pathologist
- Gifted and Talented Teacher
- Parent
- Paraprofessional working with student

Objectives of the LPAC Meetings

Initial Placement

- The LPAC will determine placement or non-placement of students tested.
- The Placement Screener, along with subjective criteria, will be the basis of determining whether a student will be classified as LEP or not.
- To be classified as LEP, the following criteria will be considered by the LPAC:
 - Home language other than English
 - Parent interview
 - Placement Screener Score indicating LEP or below
 - Informal assessments, teacher observations reflecting that a student is LEP. For example, the student
 - has difficulties communicating needs to teacher and peers
 - Demonstrates academic performance below average due to language deficits
 - presents difficulties understanding normal classroom discussions
 - The student's vocabulary is limited
 - The student demonstrates writing that is consistently grammatically incorrect
 - The student presents attention deficits that appear to be language based
- The LPAC will write the EL Student Plan and
 - Determine modifications/accommodations
 - Determine standardized testing accommodations
 - Write appropriate documentation (i.e. EL Student Plan, PNP)

Annual Review

The annual review is to review the status, scores, and EL Student Plan for students already placed in the program. The LPAC will review monitored students and determine if they are performing successfully without ESOL support. The committee will:

- Write an Annual Review Form on previously identified students in the district.
- Review data from ELPA21 and standardized testing
- Confirm and/or change the EL Student Plan as needed
- Monitoring of M1 and M2 students
- Exit students who have met the criteria (with final approval via ESOL coordinator) Note: See instructions on Exit Criteria.

Special Meetings

For the following LPACs, the ESOL coordinator will be in attendance:

- Consideration for retention
- Referral for Special Education
- Waiver Conference
- Special Issues as determined by administrators

LPAC Fall Operational Procedures

Beginning of School Year

- The initial LPAC meeting for the school year will be lengthy and will cover returning students and new students, including transfers.
- The committee will:
 - Do annual reviews on returning students, reviewing and making any agreed upon changes to EL Student Plans. This will include reviewing ELPA21 scores, state assessments, grades, teacher recommendations, and change of services.
 - Review all newly tested students and determine as a committee for placement or non-placement as well as services to be provided.
- Write PNP.
- Make recommendations to exit students who have met criteria. Send Exit Form and evidence for exiting to ESOL Coordinator for approval. Once approved, a copy of the Exit Form will be provided to permanent file, ESOL File, and teacher. Parents will be notified of exited status by ESOL Coordinator. See Exit Criteria section for this procedure.
- Update student roster with current status, modifications, and accommodations.
- Write a Parent Notification of Annual Review or Notification of Placement. The original will be sent to the ESOL Coordinator to be mailed to the parent.
- Print the EL Student Plan and the members of the LPAC will sign the form prior to leaving the LPAC. The signed copy will be sent to the ESOL Coordinator.

IMPORTANT NOTICE: By law, the assessment will be complete and parents notified of placement within 30 days after the start of school and within 14 days of registration thereafter.

Parental Rights

In compliance with Title III, the parent notification will include:

- Reasons for identification of the child as LEP and in need of placement in a language instruction educational program
- Student's level of English proficiency and how those levels were assessed
- Method of instruction to be used
- How the program will help the student learn English and reach age-appropriate academic achievement standards for grade promotion and graduation
- Specific exit requirements for the program
- Information about parental rights, which includes their right to be notified of their child's progress in acquiring English based on the annual ELPA21 and guidance detailing the parent's right to waive services for his/her child

Waiver of Services

If a parent chooses to waive services, an LPAC conference must be held which will include a minimum of the ESOL Coordinator, the principal, and the parent. During the conference, the LPAC will determine if there has been a misunderstanding regarding the information sent home. If the parent still wishes to waive services, a Waiver Form is completed and signed by the parent. If a parent chooses to waive services, by Federal law the student is still considered to be an EL and remains in the program, but they will not receive direct services. In addition, the student is still required to participate in the annual ELPA21 until the student is assessed as being fully English proficient and meets all criteria required for exiting the program.

eSchool

The ESL Coordinator will be responsible to update eSchool EL demographics to reflect each student who has been placed in the program, check the student's name, and mark whether or not the student is a new immigrant.

If the parents and/or student do not speak English, a note will be made in the personal notes to notify teachers and administrators of the situation.

Exiting and Monitoring

The Flippin School District will annually review the progress of every identified EL in acquiring English. This review will be conducted by the site-based LPAC. The annual review must include a committee analysis of ELPA 21 summative assessment scores, as well as other available student performance data.

Classification

- If a student scores "emerging" or "progressing" on the ELPA21 Summative Overall Score and/or is rated as "emerging" or "progressing" based on the state's Professional Judgment

Rubric-Exit Criteria Guidance document, then the student remains classified as an English Learner (EL).

- If a student scores “Proficient” on the ELPA21 Summative Overall Score and is rated as “Proficient” based on the Professional Judgment Rubric-Exit Criteria Guidance document, then the student will be classified as an FEL. The student’s monitoring designation shall be M1, indicating that the student is in the first year of monitoring (see Monitoring Procedure below).
- The student’s parent/guardian will be sent a notification letter that their child has met ESL exit requirements, but will be monitored as an FEL.

	English Learner (EL)	Former English Learner (FEL)
ELPA 21 Overall Scores	Emerging or Progressing	Proficient
Prof. Judgment Rubric	n/a	Proficient
LPAC	recommends appropriate EL services	recommends FEL status
Parent Communication	continued classification as an EL	exit from EL status monitored for 4 years

Procedure for Monitoring

- LPAC will meet at least once each year to review the progress of all FELs.
- Monitoring shall continue for a period of four years.
- Designations: Year 1 – M1, Year 2 – M2, Year 3 – M3, Year 4 – M4
- To continue as an FEL, student must demonstrate academic performance comparable to English-only peers (Professional Judgment Rubric-Exit Criteria Guidance document)
- If an LPAC determines that an FEL would benefit from returning to EL services, the student may be reclassified as an EL.
- Teachers will monitor an FEL’s performance and respond appropriately should the student begin to struggle academically or otherwise.
- A copy of all LPAC decisions regarding a student’s status in the ESL program must be placed in the student’s ESL file and the student’s parent/guardians must be notified in writing.

Curriculum and Instruction

ESOL Program

The Flippin School District uses ESL as a program to meet the needs of all English learners in both language acquisition and core content. The instructional model adopted by the district is ESL. All instruction is provided in English. The type of service and delivery of instruction provided depends on the proficiency level of the student.

Equitable Facilities

Facilities provided to ELs must be comparable in size and quality to those provided to other students. Thus, if other students are taught in a regular classroom setting, ELs should not be taught in hallways, office, or other makeshift classes.

Placement Levels

Placement Level	Student Expectations
EL1	The student is either a non-speaker or can speak some English, but cannot read or write in English. This level focuses on intensive development in speaking, reading, and writing English.
EL2	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.
EL3	The student speaks English, but needs support in developing his/her reading/writing abilities in English. This level focuses on reading/writing development.
EL4	The student is approaching English language proficiency.
FEL	Former English Learner. The student is proficient in English.

Types of Services

Elementary K-5

- Mainstream Classroom--primary instruction for all ELs. Teacher must modify instruction and accommodate until the student can demonstrate that language is no longer a barrier to their learning. Teachers must also document and be able to prove they are providing appropriate modifications as noted on the EL Student Plan. Teachers must also be able to demonstrate that they are using ESOL classroom strategies to ensure students are able to comprehend what is being taught.
- ESOL Pull-Out Services--designed for ELs who need explicit language acquisition instruction to help them function in the mainstream classroom more effectively. This support is provided by an ESOL teacher and may be provided by an ESOL paraprofessional under the supervision of an ESOL teacher.
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Middle School 6-8

- Mainstream Classroom--primary instruction for all ELs. Teacher must modify instruction and accommodate until the student can demonstrate that language is no longer a barrier to their learning. Teachers must also document and be able to prove they are providing appropriate modifications as noted on the EL Student Plan. Teachers must also

be able to demonstrate that they are using ESOL classroom strategies to ensure students are able to comprehend what is being taught.

- ESOL Class--this service, which is provided by the ESOL teacher, is designed to meet differentiated needs of ELs. Services are provided for newcomers who have recently arrived in the United States or who have not exceeded a level 2 proficiency. In this type of class, services are also provided for intermediate and advanced ELs who require extra support for academic success.
- ESOL Pull-Out Services--when an ESOL teacher or para is available, this service is offered to ELs who need explicit language acquisition instruction to help them function in the mainstream classroom more effectively.

High School 9-12

- Mainstream Classroom--primary instruction for all ELs. Teacher must modify instruction and accommodate until the student can demonstrate that language is no longer a barrier to their learning. Teachers must also document and be able to prove they are providing appropriate modifications as noted on the EL Student Plan. Teachers must also be able to demonstrate that they are using ESOL classroom strategies to ensure students are able to comprehend what is being taught.
- ESOL Class--this service, which is provided by the ESOL teacher, is designed to meet differentiated needs of ELs. Services are provided for newcomers who have recently arrived in the United States or who have not exceeded a level 2 proficiency. In this type of class, services are also provided for intermediate and advanced ELs who require extra support for academic success.
- ESOL Pull-Out Services--when an ESOL teacher or para is available, this service is offered to ELs who need explicit language acquisition instruction to help them function in the mainstream classroom more effectively.
- Sheltered Instruction--English, Geometry, and Biology classes provided by a classroom teacher who is ESL endorsed. This type of classroom helps to meet all of the language needs of the student through scaffolded instruction and with the use of differentiated modifications and accommodations. This service is provided by an ESL endorsed classroom teacher and is sometimes supported by a co-teacher or paraprofessional.

Classroom Modifications and Accommodations

The mainstream teacher has the primary responsibility for the instruction of the EL. Any teacher who services an EL student must be trained in ESOL strategies. The teacher is responsible for implementing strategies and modifications designed to help the EL understand the content. It is unlawful to assign a failing grade to a student who does not understand the language. Appropriate modifications must be used to overcome the language barrier.

Teachers will receive an EL Student Plan for each English learner assigned to the class which will provide information about the proficiency level of the student in each of the domains (reading, writing, speaking, listening). The plan will suggest types of modifications to use and

reflect testing accommodations to be used. Classroom instruction should be delivered using comprehensible instruction that is meaningful to the English learner.

English Language Proficiency Standards -- Refer to page 4

Guidelines for Grading

When a student is in the process of learning English, grades indicating failure cannot be assigned if language proficiency prevents the student from doing the work. At the same time, it is not appropriate to assign grades to indicate that the student is at grade level or doing satisfactory work if the student is not doing what he or she can do based on the level of language proficiency.

If a student is assigned a failing grade on an assignment or progress report, the teacher will need to show evidence of modifications and accommodations provided. If there is an issue with attendance, behavior, and poor time management, this needs to be discussed with the ESOL teacher in the building. Disciplinary action and/or an LPAC meeting may be required to address the problem.

When the grade average falls below a “C” in a classroom or any time a teacher has concern about a child’s performance, the classroom teacher is to notify the building ESOL teacher and/or ESOL Coordinator so that action can be taken to provide appropriate supports for the student.

Testing Accommodations

Accommodations are available on state assessments and will be based on the student’s level of language proficiency. Accommodations that are used for state assessments must be used by the classroom teacher throughout the school year. If the student has not been receiving the accommodation throughout the year, the accommodations will not be allowed during testing.

In the classroom it is essential that teachers vary the methods of assessment used. For Level 1 and 2 students, verbal assessment, pointing, matching graphics with words, open book/notes, question options, word banks, etc. can be used. For level 3 students, more should be expected while at the same time the teacher recognized that reading comprehension may be much lower than the EL’s peers. Simplified instructions and simplified English on the test must be used. By level 4, the student will be able to function much closer to his or her peers with minimal supports which will be determined by the LPAC.

Annual Assessments

ELPA21

Federal law states that states shall provide an annual assessment of English proficiency of all student with limited English proficiency. The ELPA21 is the assessment used by the state of

Arkansas to measure language proficiency in the four domains of listening, speaking, reading and writing.

- This test falls under the same security guidelines as other state mandated testing.
- The testing window falls around the month of February.
- It is required of all ELs regardless of the type of service being provided.
- The test is administered with accommodations only to students with an IEP. When applicable, a PNP will be written.

ACT Aspire

- This Criterion Reference Assessment is required by law to be administered annually and ELs are required to participate. The LPAC will determine which of the accommodations, if any, apply:
- ELs who have been in the US less than one year may be exempt from the reading and writing portion of the test but must take the math and science.
- Students must be identified as EL (LEP) to receive accommodations.
- When accommodations are required, a PNP will be written. It will then be submitted to the building test coordinator.

Equal Access

English learners in the Flippin School District will have access to their grade-level curricula in order to meet promotion and graduation requirements. ELs will have equal access to all programs including pre-kindergarten, gifted and talented, career and technical education, arts, athletic programs, Advanced Placement, clubs, and honor society.

Special Education

It is the intent of the Flippin Public Schools to comply with the guidelines set forth by state and federal law. These guidelines ensure that LEP students are appropriately placed and served. ELs who may have a disability, like all other students who may have a disability and may require services under the Individuals with disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified, and evaluated for special education and disability-related services in a timely manner.

Referrals to SpEd will be preceded by an LPAC committee meeting to discuss the student's overall educational experience and language development. The LPAC will review data to determine whether a referral is appropriate or not. The district SpEd supervisor will be invited to the meeting for the discussion. The ESOL coordinator will attend this meeting.

To avoid inappropriately identifying an EL for Special Education services because of the student's limited English proficiency, the LPAC and referral committee will determine whether the student should be evaluated in the student's first language based on the student's needs and language skills. Prior to the referral, the LPAC will determine if testing in the student's first language is recommended and that recommendation will be reviewed by the ESOL Coordinator and Special Education Director for final approval.

ELs with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law. The ESOL Coordinator will schedule training via the Special Education Department to ensure that all teachers working with ELs are trained.

For annual reviews, the LPAC will include a representative from the Special Education department to ensure that the individualized plan addresses the language-related needs of a student with a disability.

Parent Communication

Parents of ELs are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to receive adequate notice of information about any program, service, or activity that is called to the attention of non-LEP students.

Interpreters will be provided when school personnel communicate with parents based on availability. When an interpreter is not available, a teacher or administrator may use a translation device to communicate with the parent.

Maintenance of Records

Each EL will have an ESOL folder that houses all documentation of their participation in the ESOL program. The folder contains all of the compliance documents recommended by the Office of Civil Rights. The files will be stored in the district ESOL office and maintained by the ESOL Coordinator. It is the responsibility of the registrar to forward all relevant paperwork to the District Coordinator for the ESOL folder.

EL Rosters for each building will be created by the ESOL Coordinator and updated as things change by the ESOL Coordinator.

Professional Development

ESOL professional development will be provided through the district, and additional professional development is available through OUR Coop, ARKTESOL, and the ArkansasIdeas Portal. Teachers may contact the ESOL coordinator for specific training needs.

Program Evaluation Policy

It is the policy of the Flippin School District to annually evaluate the ESOL program and determine its effectiveness. Adjustments will be made to the program as needed.

- A. The following data will be used to evaluate the ESL Program effectiveness.
 1. The most current ELPA results
 2. Parent and teacher surveys
 3. Achievement data – both CRT and NRT
 4. Classroom performance

Appendix

ESL ACRONYMS

Acronym	Meaning
ALP	Alternative Language Program
ARF	Annual Review Form
BICS	Basic Interpersonal Cognitive Skills
CALP	Cognitive Academic Language Proficiency
CCSSO	Chief Council of School and State Officers
ELAAP	English Language Acquisition and Academic Plan
ELD	English Language Development
ELDA	English Language Development Assessment
ELDT	English Language Development Tool
EL/ELL	English Learner
ELP	English Language Proficiency
ELPA21	NEW English Language Proficiency Assessment
ELPD	English Language Proficiency Development Framework
ERF	Exit and Reclassification Form
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language Method of Instruction
ESOL	English to Speakers of Other Languages
ESSA	Every Student Succeeds Act (education act passed in 2015)
FEP	Fluent English Proficient
FEL	Former English Learner
FES	Foreign Exchange Student
GRRM	Gradual Release of Responsibility Model
GRRT	Gradual Release of Responsibility Tool
HLS	Home Language Survey
IF	Instructional Facilitator
IPF	Initial Placement Form
LAS	Language Assessment Scales
L1/L2	L1 = primary or first language / L2 = second language
LEP	Limited English Proficient – synonym of EL
LMS	Language Minority Student – synonym of PHLOTE
LPAC	Language Placement and Assessment Committee
MAC	Maculaitis – English Proficiency Test
NGSS	Next Generation Science Standards
OCR	Office of Civil Rights
PNoPF	Parent Notification of Placement Form
PHLOTES	Primary Home Language Other than English Students

Placement Screener	An assessment tool to initially determine the status of an enrolling EL student (i.e. LAS, MAC II, ELPA 21)
PSI	Parent Student Interview
SIOP	Sheltered Instruction Observation Protocol – a model
SOLOM	Student Oral Language Observation Matrix
SWD/SPE D	Student with Disability
TESS	Teacher Excellence Support System (teacher evaluation)
TESOL	Teaching English to Speakers of Other Languages

