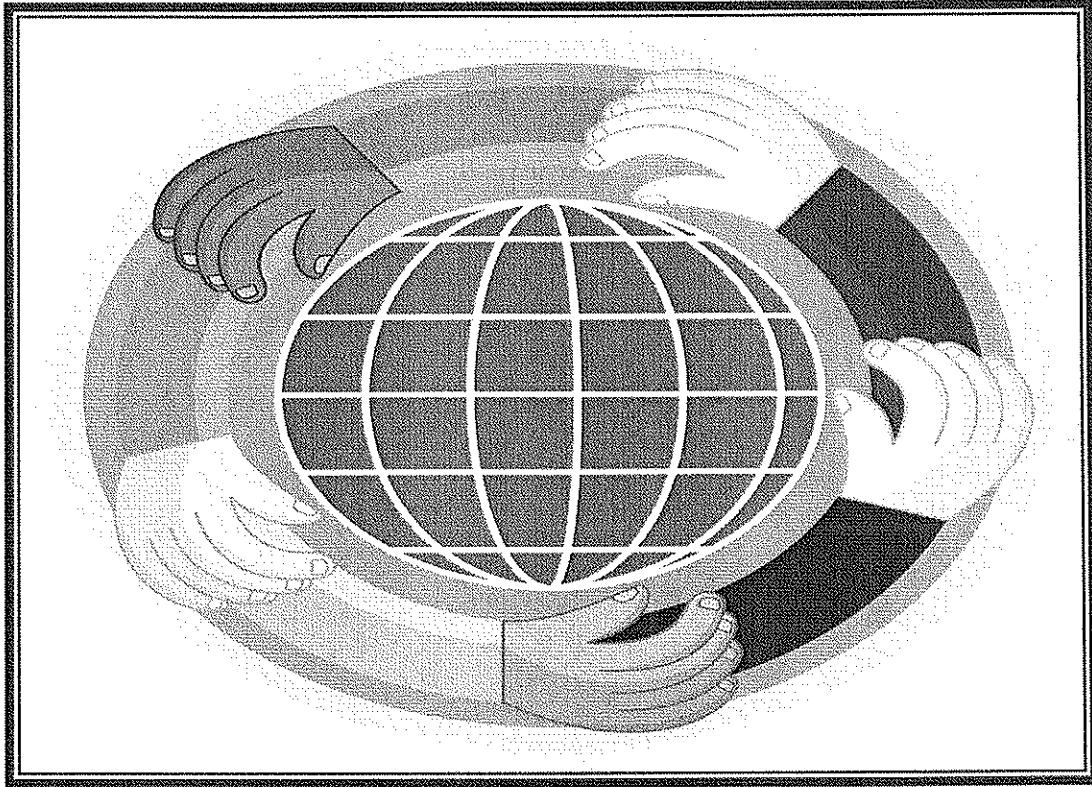


English as a Second Language Handbook



Clarksville
Public School District

September, 2018

Table of Contents

Annual Assessment and Review of Student Progress	Page 19
Annual English Language Proficiency Assessment	Page 18
Appendix-Table of Contents	Page 24
English Language Competency Levels	Page 14
English Language Proficiency Assessment Screener/Parent Notification	Page 16
English Language Proficiency Standards	Page 4
Entry Criteria	Page 18
ESL Building Coordinator/Teacher Responsibilities	Page 11
ESL Instructional Services	Page 11
ESL Parent Involvement	Page 11
Evaluation of Program	Page 23
Existing Student Referral to ESL	Page 21
Exit from ESL Program Procedures	Page 20
Extracurricular and Other Programs	Page 22
Failure Policy	Page 22
File Maintenance	Page 22
Gifted/Talented Education, Advanced Placement Programs	Page 22
Home Language Survey	Page 15
Interpretation Services	Page 11
Language Placement Committee Recommendation	Page 16
Local Employment Standards for ESL Teacher	Page 14
Meaningful Access to Programs	Page 21
Method of Formal Assessment	Page 18
Mission/Goals/Objectives	Page 3
Monitored Students	Page 21
Notification of Placement	Page 18
Pertinent Civil Rights Laws	Page 6
Processing Guidelines for New ESL Students	Page 17
Professional Development	Page 14
Segregation Avoidance	Page 22
Special Education and 504 Services	Page 21
Ten Pedagogical Shifts for ELLs	Page 15
Terminology	Page 4
Waive of Services	Page 17

Mission

The mission of the English as a Second Language (ESL) Program in the Clarksville School District is to provide support and instruction to English Learners in English Proficiency, cultural awareness, and academic development, which will empower them to be successful in the mainstream classroom, school, and community.

Goals

- Identify English Language Learners (ELL) upon enrollment
- Assess the language proficiency of ELL students within 14 days of enrollment
- Identify ELL students for appropriate English as a Second Language (ESL) placement
- Assist ELL students in the acquisition of the English language by providing ESL instruction and by providing appropriate training for content/classroom teachers who will support the development of listening, speaking, reading, and writing in the English language.
- Assist classroom teachers with modification strategies for the ELL students to successfully integrate these students in the mainstream classes
- Provide the classroom teacher with proven strategies and methodologies for teaching ELL students
- Promote parental involvement among the language minority population through appropriate communication
- It is the desire of the Clarksville School District that all students maintain their own culture while learning to live and participate in their new community (biculturalism).

Objectives

- Students will attain full English proficiency as measured by the annual English Language Proficiency Assessment (ELPA) and required under ESSA.
- Students will achieve grade level academic performance as measured by required Arkansas state assessments.

English Language Proficiency Standards

The English Language Proficiency Standards with Correspondences to K-12 English Language Arts, Mathematics, and Science Practices, Arkansas K-12 ELA Standards, and 6-12 Arkansas Literacy Standards may be found on the Arkansas Department of Education website at the following link:

http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/Eng_Lang_Prof_2018/Arkansas_ELP_Standards_08_09_2018_RV.pdf

English Language Proficiency Standards: At A Glance can be found at the following link:

http://www.arkansased.gov/public/userfiles/Learning_Services/Curriculum%20and%20Instruction/Frameworks/ELP%202015/12.22.14_Standards_At_A_Glance.pdf

The 10 ELP Standards are as follows:

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

Terminology

ADE ---Arkansas Department of Education

BICS (Basic Interpersonal Communication Skills) --- The language ability required for social and face-to-face situations.

CALP (Cognitive Academic Language Proficiency) --- A mastery of academic language believed to be necessary for students to succeed in context-reduced and cognitively-demanding areas such as reading, writing, math, science, and social studies. Research has shown that it takes 5-10 years for an ESL student to gain the academic English needed for grade level performance.

Comprehensible Input--- Ensuring that a concept is understood by a second language learner through adapting the level of difficulty of the language to the student's level of proficiency.

CRT --- Criterion Reference Test

Dominate Language--- The language with which the speaker has greater proficiency and/ or uses more often. English dominant is a student who communicates in predominately in English.

ELPA--- English Language Proficiency Assessment

EL--- English Learner

ELD---English Language Development

ELL--- English Language Learner

ELP--- English Language Proficiency

ELPA--- English Language Proficiency Assessment

ELLEAVATION---English language learner school database

ESL--- English as a Second Language

ESOL--- English for speakers of other languages

FEP--- (Fluent English Proficient) these are students who have exited the ESL program and do not need ESL instruction.

HLUS--- Home Language Usage Survey

HLUS-VF--- Home Language Usage Survey Verification Form

IEP--- Individual Education Plan

ILP---Initial Language Placement

Immersion--- Programs in which ESL students learn English through immersion in literature and content materials

Immigrant --- Not born in the US, attended schools fewer than three full (cumulative) years

LAP--- Language Acquisition Plan

LEP---Limited English Proficient

LIEP---Language Instruction Education Plan

LPAC--- Language Proficiency Assessment Committee

Language Minority--- In the U.S., individuals living in households in which a language other than English is spoken.

M1- Monitored Year One Exited Student

M2- Monitored Year Two Exited Student

M3- Monitored Year Three Exited Student

M4- Monitored Year Four Exited Student

Newcomer--- A recent arrival to the United States, an immigrant or refugee.

Migrant--- A child whose parents have crossed school district boundaries within the last three years for reasons of employment in agriculture or agri-related businesses

NRT--- Norm Reference Test

OCR--- Office of Civil Rights

PHLOTE—Primary Home Language Other Than English

Primary Language--- The language first learned by a child and most often used to express ideas and concepts.

Sheltered English--- Sheltered English Instruction Model-Instructional approach that engages English Language Learners in developing grade-level content-area knowledge, academic skills, and increased English proficiency. Teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in content area to students. (Education.com)

Pertinent Civil Rights Laws

The following materials include information on obligations to EL students and LEP parents and added resources with related information. These are respective laws, court cases, and policy documents which provide the legal context for services provided to the ELs and their families:

Brown vs. Board of Education, 1954

On May 17, 1954, the US Supreme Court ruled that where a State has undertaken to provide an opportunity for an education in public schools, such an opportunity is a right which must be made available to all on equal terms. Segregation of children in public schools solely on the basis of race deprives children of the minority group of equal educational opportunities, even though the physical facilities and other tangible factors may be equal.

Title VI of the Civil Rights Act of 1964

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Title VI is the focal point and center to all interpretations of any legal challenges regarding the provision of equal opportunity to all groups that are in a protected class. The triggering mechanism for Title VI is the receipt of financial assistance from the Federal Government. Consequently, nearly all public schools in the United States receive some federal funds. Therefore, the Act was the catalyst for the education of all children in a setting that was all-inclusive.

Some of the prohibited actions under Title VI include:

1. Providing services, financial aid, or other benefits that are different or provided in a different manner;
2. Restricting an individual's enjoyment of an advantage or privilege enjoyed by others;
3. Denying an individual the right to participate in federally assisted programs; and
4. Defeating or substantially impairing the objective of federally assisted programs.

Additionally, Title VI has been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English. This means that language minority students who are limited in their English language skills such that they are unable to participate in or benefit from regular or special education school instructional programs are protected under Title VI.

OCR's May 25, 1970 Memorandum

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

This memorandum provided school districts with guidance and clarification on the responsibilities of education for LEP/ELL students. A school district is required to develop an LEP child's English language proficiency. Further violations of Title VI were delineated:

Students are excluded from effective participation in school because of the inability to speak and understand the language of instruction;

2. National origin minority students who are LEP/ELL are misassigned to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills;
3. School districts deny national origin-minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.
4. Programs for students whose English is less than proficient are not designed to teach them English as soon as possible or operate as a dead-end track (tracking); or
5. Parents whose English is limited are not adequately notified of school activities which are called to the attention of other parents.

The memorandum further required districts to establish an identification process that would identify LEP/ELL students who need assistance and then provide such assistance.

Diana vs. State Board of Education, CA 1970

Plaintiffs filed on behalf of Mexican-American children in Monterey County, California, alleged that the school system was inaccurately identifying Spanish speaking children as mentally retarded on the basis of IQ tests administered in English. The court ruled that non-English proficient children cannot be placed in Special Education on the basis of culturally biased tests or tests administered in English.

Lau v. Nichols

Equality of educational opportunity is not achieved by merely providing all students with the same facilities, textbooks, teachers, and curriculum; [because] students who do not understand English are effectively foreclosed from any meaningful education.

In one of the key ELL rulings, not only did the Supreme Court state that standard teacher training, methods, and curriculum are not sufficient for ELL students, but they also, through this ruling, designated the Office of Civil Rights (OCR) as the authority to establish regulations for compliance with the 1964 Civil Rights Act to prohibit “discrimination which has the effect even though no purposeful design is present”. Lau v. Nichols did not specifically require a particular method for teaching LEP students.

Equal Educational Opportunities Act of 1974

No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs...[schools must] rectify appropriately a limited English proficient student’s English opportunities.

This was the congressional response to Lau v. Nichols and codified Lau remedies:

1. Identifying and evaluating the English language skills of language minority students;
2. Determining appropriate instructional treatments;
3. Deciding when LEP/ELL children were ready for mainstream classrooms; and
4. Determining the professional standards to be met by teachers of language minority children.

Cintron v. Brentwood Union Free School District Rios v. Read

While the district’s goals of teaching Hispanic children the English language is certainly proper, it cannot be allowed to compromise a student’s right to a meaningful education before proficiency in English is obtained.

These cases followed after Lau with the need for further clarification. The first case dealt with pull-out and bilingual education programs keeping students separated and apart from English-speaking students in music and art, and the district’s program did not provide for exiting students once language proficiency is reached. Both cases provided for the establishment of alternative language programs that provide the full range of support in teacher instruction, assessment, materials, and program procedures. The cases state that ELL students should be provided with a program that would effectively assist them in achieving English proficiency.

Castañeda v. Pickard 1981

This is the second most important Supreme Court case concerning ELL students. The Court developed a three-part test to evaluate ELL program adequacy. OCR determined that the standards set by the Court were appropriate in determining whether programs for language minority students meet the requirements of Title VI. The three parts/questions

are:

1. *Whether the school system is pursuing a program informed by an educational theory recognized as sound by some experts in the field or at least deemed to be a legitimate experimental strategy?* (select a research-based educational model)
2. *Whether the program and practices actually used by the school system are effectively implementing the education theory adopted by the school?* (resources and personnel reasonably calculated to implement the theory)
3. *If the program fails to produce results indicating that language barriers are being overcome, that program may no longer constitute appropriate action as far as that school is concerned.* (evaluate program and make adjustments when needed to ensure language barriers are actually being overcome)

Plyer v. Doe

This case dealt with children who are not in the US under legal immigration status. The Court ruled that schools are required to provide full access to its instructional programs, irrespective of the student's immigration status. Undocumented immigrant students attending public schools could not be excluded from the provisions and protections of Title VI. Schools are not to serve as enforcers of immigration law. Specifically, schools may not:

1. Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status;
2. Treat a student differently to verify residency;
3. Engage in any practices that "chill" or hinder the right of access to school;
4. Require students or parents to disclose or document their immigration status;
5. Make inquiries of students or parents that may expose their undocumented status;
6. Require Social Security numbers as a requirement for admission to school as this may expose undocumented status (adults with a SS number who are applying for a free/reduced meal program need only state on the application that they do not have a SS number);
7. Provide any outside agency, including the Immigration and Naturalization Service, with any information from a child's school file that would expose the student's undocumented status without first getting permission from the student's parents.

OCR's December 3, 1985, Memorandum

This memorandum reinforced the standards set out in the Castaneda case and stated that a district must follow the May 25th Memorandum even if the district has only one LEP student. Two key points were included:

1. Whether there is a need for the district to provide a special language service program to meet the educational needs of all language minority students (determined by whether students are participating effectively in the regular instructional program or whether an alternative language program is needed); and
2. Whether the district's alternative language program is likely to be effective in meeting the educational needs of its language minority students (districts have some choice in delivery of services).

Individuals with Disabilities Education Act, 1990

This act requires that student evaluations must be conducted in the child's native language, and that parents must be informed of the evaluations and their rights in a language they can understand. IEP's must state the modifications of instruction, methods, and materials needed for both native language and English as a second language instruction.

OCR's September 27, 1991, Memorandum

This policy update targeted the adequacy of an alternative language program including provisions for staffing, exit criteria (standards that demonstrate English proficiency in reading, writing, speaking, and listening at the level to participate meaningfully in the regular classroom), and access to the full range of programs found at the school (e.g., honors, gifted and talented). LEP students may not be relegated to "second-class status" due to being taught by teachers without formal qualifications. Not only must teachers be licensed, but they must also be trained in methods and theories related to the needs of ELLs. Paraprofessionals working with students must have the appropriate level of language skill in English and a second language (if appropriate) and work under the direct supervision of a certified teacher in providing instruction.

No Child Left Behind Act of 2001/ESEA

The primary goal or purpose was the reenactment and reform of the Elementary and Secondary Education Act (ESEA). With the focus on ensuring that “all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.”

The American Recovery and Reinvestment Act, 2009

An economic stimulus package that was signed into law on February 17, 2009. This act funds the Race to the Top grant. States are awarded points for satisfying certain educational policies, such as performance-based evaluations for teachers and principals based on multiple measures of educator effectiveness (and are tied to targeted professional development and feedback), adopting common standards (though adoption of the Common Core State Standards was not required), adoption of policies that do not prohibit (or effectively prohibit) the expansion of high-quality charter schools, turning around the lowest-performing schools, and building and using data systems.

Every Student Succeeds Act (ESSA)

Equity: The Every Student Succeeds Act maintains Title III as a separate title with a separate funding stream dedicated to the education of English learners. **Funding increase:** In an era of fiscal constraint and funding reductions, ESSA recognizes the large increase in the number and percentage of English learners in this country, and increases the Title III authorization levels. **Fair accountability:** ESSA gives states two options for delaying English learners’ inclusion in accountability systems while they are learning English: For one year, exclude the student from taking the reading/English language arts test and from counting results of either or both the math and English language arts tests; OR For the first year of the student’s enrollment in a U.S. school, report on but exclude from accountability system the results on these tests; for the second year of enrollment, include a measure of student growth on both tests; and for the third year of enrollment, include proficiency on both tests in the accountability system. Additionally, English learners who have successfully left the English learner subgroup by attaining English proficiency can be included in that subgroup for accountability purposes for four years. This is something that educators have long argued is an appropriate and fair way to consider the unique needs of such students. **Greater integration into the law’s core:** For the first time, English language proficiency for English learners is integrated into the system by which all schools and districts are held accountable. Furthermore, the academic achievement of English learners is more fully integrated into that accountability system. **Movement of these two items out of the separate Title III system (while maintaining Title III as a dedicated funding stream) ensures that English learners’ academic and language needs can be fully considered by education systems.** **Supports for English learners:** ESSA provides resources to states and school districts to establish, implement, and sustain high-quality language instruction educational programs designed to ensure that English learners, including immigrant children and youth, develop both English language proficiency and content proficiency in math and English, as measured against challenging academic standards. ESSA requires states to measure school districts’ progress in these areas and to provide assistance and support to those school districts with ineffective language instruction educational programs. **Statewide entrance and exit procedures for English learners:** ESSA requires the establishment of statewide entrance and exit procedures for English learners to ensure that English learners get the resources they need while still learning English. This also benefits these students by providing them with the stability they need if they move between schools or districts. **Reporting requirements:** ESSA requires reporting on English learners with disabilities, as well as

reporting on the percentage of students who are long-term English learners, as measured by students who have maintained the classification for five or more years.

ESL Parent Involvement

All parents of PHLOTES will be given equal opportunity and encouragement to participate in the education of their children. Furthermore, to the extent practicable, every effort will be made to provide school communication in a language they can understand. Parents will be informed of their child's progress in English language development as well as academic performance. All parents are encouraged to visit the school when questions or concerns arise.

Interpretation Services

Every effort is made to have interpreters available for conferences, registration periods, meetings, formal testing, etc. Parents have the right to request that an interpreter be provided for them; parents may bring their own adult interpreter.

ESL Building Coordinator/Teacher Responsibilities

Are as follows, but are not limited to:

1. Identify ELL students based on the state required Home Language Survey.
2. Screen LMS using the state required English Language Proficiency Assessment (ELPA).
3. With the LPAC committee, place the ELL/LMS in an appropriate program.
4. Develop a LAP/LPAC Plan for each EL/LMS.
5. Distribute ESL Building Rosters.
6. Administer state required ELPA annually.
7. Conduct annual reviews.
8. Report change in ELL status and other changes specific to ELL students.
9. Maintain files.
10. Provide language acquisition classes.
11. Serve as a liaison between the ESL classroom and core classes.

ESL Instructional Services

The instructional model adopted by the 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. All services are designed to enable EL students to work toward the same academic standards as all other students. Mainstream teachers and all support staff will follow the Common Core State Standards and the ELPA 21 Standards.

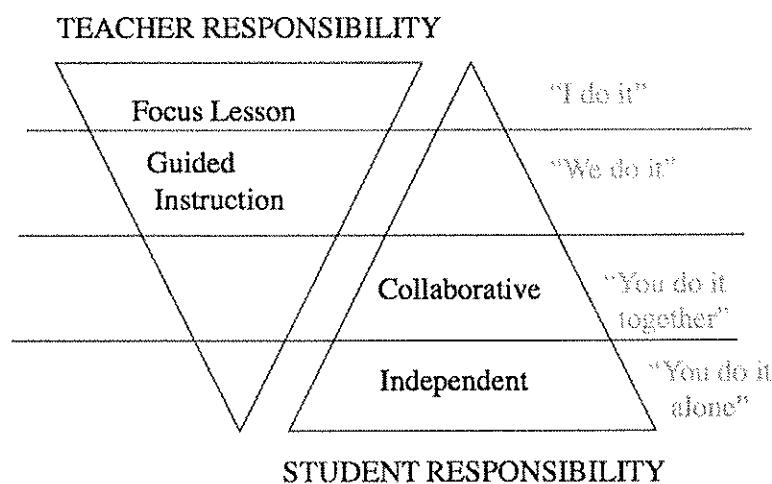
Students will receive one or more of the services below:

Sheltered English Immersion is the primary placement for all EL students through mainstream classroom. Students are immersed in English but given language supports by teachers to ensure they can access the grade level curriculum while promoting the development of English language proficiency. It is an approach to teaching in which language and content instruction is integrated.

English Language Development is a systematic approach to English instruction targeting specific language development at the appropriate level. ELD can be whole class instruction, small group instruction or pull-out program as is designed for English Learners at all levels.

Inclusion/Push-in is designed to provide students with immediate supplemental assistance in small groups. This support is provided by an instructional facilitator or an ESL teacher in the classroom. Instructional facilitators, ESL teachers 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.

The Gradual Release of Responsibility Model is the instructional model for the district. It is comprised of four phases: focus lesson, guided instruction, collaborative learning, and independent learning.



A Structure for Instruction that Works

(c) Fisher & Frey, 2006

Clarksville Primary School, Pyron Elementary School, and Kraus Middle School
Kindergarten-Sixth Grades

English Language Learners will receive ESL services through Pull-Out, Push-In, and Sheltered English Instruction settings with required ESL teaching strategies and modifications.

When appropriate, the Pull-Out program replaces the English Language Learners' English/Language Arts class with a more strategic and modified approach to the English/Language Arts class at grade level while developing English language proficiency.

Students who have demonstrated a more advanced English skill will receive Sheltered English Instruction. These students do not attend an ESL specific class. Support and language acquisition is offered to these children from an ESL endorsed teacher if it is determined that the student needs extra help. Support is also available to all teachers, from an ESL endorsed teacher, by providing teaching strategies and modification advice as well as periodic professional development focused on teaching English Language Learners. Content/Classroom teachers will develop the English language while developing core content. These students' grades and abilities are also monitored through periodic team meetings and reporting times. English language development is embedded in the core curriculum.

Students are placed into appropriate ESL settings through LPAC decisions and according to most recent ELPA and state assessment scores and grades within the core curriculum. Upon exiting the ESL program, students are monitored by an ESL teacher for four years.

Clarksville Junior and Senior High Schools
Seventh-Twelfth Grades

The ELL program for Clarksville Secondary Schools focuses on creating equal access to grade-level curriculum for our ELL population. Strategies to assist ELL students include direct ESL services, such as placement into ESL and/or study skills classes, tutoring from faculty and staff, and computer software to supplement the language learning. Also, a student can receive indirect services; this involves being placed into content classrooms with instructional modifications to meet the student's language abilities and language development procedures in place. It also includes tutoring from faculty and staff as need arises. The Common Core State Standards drives the ESL content. Through this age-appropriate, meaningful curriculum, students practice their four domains of English language learning working towards fluency.

Students are placed into appropriate ESL settings through LPAC decisions and according to most recent ELPA and state assessment scores and grades within the core curriculum. Upon exiting the ESL program, students are monitored by an ESL teacher for four years.

Local Employment Standards/Staffing for ESL Teacher

- Must hold or be eligible for an Arkansas teacher's license.
- Must hold or be eligible for an Arkansas endorsement to teach English as a Second Language.
- Content ESL teachers must hold the specific license for the content area for which they are responsible.
- When possible, ELs will be placed in an ESL endorsed teacher's classroom.
- The district will support initial and ongoing professional development to teachers, interventionists, instructional facilitators, and administrators in the following areas:
 - Policies and Procedures
 - Integrating language acquisition and content instruction which includes sheltering English through teacher scaffolding
 - Authentic Assessment for EL students
 - Cultural Sensitivity training
 - Specific training for paraprofessionals who provide instruction.
- Professional Development opportunities may include, but are not limited to:
 - State supported training
 - Workshops offered by ELL Program staff in the summer, throughout the year, and during required professional development days.
 - Dissemination of information on resources and research texts
 - Attendance at state and/or national conferences or trainings

English Competency Levels 2016 ELPA21 Proficiency Descriptors

Emerging

□ ELPA21 Official Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support.

Progressing

□ ELPA21 Official Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support.

Proficient

□ ELPA21 Official Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.

Ten Pedagogical shifts for English Language Learners

From	To
Seeing Language acquisition as an individual process	Understanding it as a social process of apprenticeship
Conceptually language in terms of structures or functions	Understanding language as action
Seeing language acquisition as a linear and progressive process aimed at accuracy, fluency, and complexity	Understanding that acquisition occurs in nonlinear and complex ways
Emphasizing discrete structural features of languages	Showing how language is purposeful and patterned
Using Lessons focused on individual ideas or texts	Using clusters of lessons centered on texts that are interconnected by purpose or by theme
Engaging in activities that preteach content	Engaging in activities that scaffold students' development and autonomy as learners
Establishing separate objectives for language and content learning	Establishing objectives that integrate language and content learning
Using simple or simplified texts	Using complex, amplified texts
Teaching traditional grammar	Teaching multimodal grammar
Using tests designed by others	Using formative assessment

Heritage, M., Walqui, A., Linquanti, R. (2015) English Language Learners and the New Standards Cambridge. Harvard Education Press. (Pg. 24)

Home Language Usage Survey

In compliance with the U.S. Office for Civil Rights and the Department of Education, the Clarksville School District must identify all language minority students enrolled in the school district.

The parents/guardians of all new students entering the district are required to complete the state required Home Language Usage Survey contained in the enrollment/registration packet. If it is noted that the student's primary language, or home language, is a language other than English, he/she will be identified as a Language Minority Student and referred to the ESL teacher for assessment. On the state HLU S form, a response that includes a language other than English to questions #1-6 will indicate that English language proficiency screening is needed. The ELL program staff will periodically monitor permanent records to assure that procedures are in compliance. A sample HLU S is attached in the appendices. (See Appendix A.) A LMS Transfer Records Request will be utilized when applicable. (See Appendix T)

Home Language Usage Survey Verification Form (HLUS-VF)

Complete this form when a student's Home Language Usage Survey may not correctly reflect the student's Language Minority Student Status. The Home Language Usage Survey Verification Form was created for Arkansas Schools to document when this occurs. There are only two reasons to complete the HLUS-VF:

1. To refer a student with ALL English on his/her HLUS for English Language Proficiency screening OR
2. To document why a student with a response other than English on his/her HLUS is NOT a Language Minority Student

See Appendix N and Appendix O for more information.

English Language Proficiency Assessment Screener/Parent Notification

As stated, a response that includes a language other than English to questions #1-6 on the state mandated HLS will indicate that the state mandated English language proficiency screener will be utilized. The assessment at this time is the ELPA21 Screener. This guidance applies to foreign exchange students. Students may also be referred for ESL placement throughout the year for English Language Proficiency Assessment using the ELL Referral form in this handbook.

1. The language proficiency assessment will be the one approved by the ADE and include all four language areas of listening, speaking, reading, and writing. The current state screener is the ELPA21 Screener.
2. All staff members who administer the English proficiency assessment are trained and follow publisher's guidelines on administration.
3. New language minority students must be assessed and placement determined by the LPAC within two weeks of enrollment after school is in session.
4. Parents will be notified within 30 days of enrollment of the student's language proficiency scores, placement and accommodation decisions, and program description. Parents will sign a permission form for services. (See Appendix I for Parental Rights.) After the school year begins, parents and guardians of students will be notified within two weeks of their child's identification and placement.
5. If a student identified in another district enrolls, ELL documents (including initial placement or annual language development assessment scores) will be requested from the prior district. The LPAC will meet to determine FSPS placement and accommodations. If scores are older than one year or unavailable, a language proficiency assessment will be administered.

Language minority students' English language proficiency is assessed to determine whether or not students are in need of ESL services. All skills that together comprise English language proficiency (speaking, listening, reading, and writing) will be assessed to provide a true composite of a student's level of competence in English. New students who meet Home Language requirements will be assessed using the ELPA21 Screener to indicate appropriate placement in the ESL program.

Parents/guardians will be notified in a language or manner they understand regarding the information and decision of the LPAC. It is optional to invite the parent to the actual LAPC meeting. If a parent does not understand English and requests a school-provided interpreter, the school will provide an interpreter to extent practicable.

Language Placement Committee Recommendation

In order to place a student in the ESL program, there must be a language placement and assessment committee (LPAC) meeting. The committee should be comprised of the following:

- Building Administrator

- ESL teacher/Building Coordinator
- Student's content/core classroom teacher
- Student's parents, if they choose to participate
- Special Education representative (if appropriate)
- Counselor (if appropriate)

The ESL teacher will call a meeting of the LPAC committee to review and discuss assessment results and to make a determination for student placement. The LPAC will complete a placement form signed by all attending members. A Language Acquisition Plan (LAP) will be developed for all students who are placed in the ESL program. The LAP contains the student's level of English proficiency and lists specific modifications that should be utilized in the student's educational services. A copy of the LAP/LPAC will be placed in the student's file and will be distributed to all appropriate instructors. (See Appendix H for Sample LAP and Appendix I for Sample LPAC forms.)

Processing Guidelines for New ESL Students:

- Parent completes the Home Language Form.
- If a language other than English is indicated, the student is coded ESL in E-School and the HLF is filed in the permanent record file for that student. A copy of the HLF is given to the Building ESL Coordinator.
- The ELPA21 Screener is given and scored if the student does not have record of a language assessment being obtained within the last year, or if the student does not come with existing ESL placement from a school within the state of Arkansas.
- The LPAC meets to determine the placement and Language Acquisition Plan for the student.
- The student may be exited from the ESL program, where he/she is monitored for four years to watch the educational progress of said student, or the student may be placed in the ESL program with proper placement documented as described in this handbook.
- All instructors will be given a copy of the LPAC/LAP form so that proper educational decisions may be made for each ESL student. Teachers will either email this plan with a read receipt, place the plan on the school's common database for access (PantherNet), or provide the teacher a hard copy. See Appendix M for more support.

Waive of Services

Parents of identified English language learners may refuse placement in an alternative language program for their children. This decision must be documented in writing by the parents, legal guardian, or person designated by the parents in the event that the parents are illiterate. As stated in the Parent's Rights form, any student who receives a parent waiver from the program will still be expected to take the annual English language development exam. He or she will be monitored by the ESL Building Coordinator for success. Upon meeting program exiting requirements, he or she will be monitored for four years as is all other exited ESL students. Proper communication will take place between the school and parent in order to meet the student's needs and maintain proper educational placement. The Parental Rights/Waiver Form is located in the appendix. (See Appendix I for Parental Rights Form and Appendix ICont. For further example.)

Entry Criteria

To be classified or reclassified as an ELL, a student must meet the following criteria:

1. A response that includes a language other than English to questions #1-6 on the ADE HLF.
2. Other factors include ELPA21 screener performance, ELPA21 performance, and academic performance, and teacher input.
3. The LPAC must meet to decide on proper educational plan.

Notification of Placement

Following the LPAC meeting, parents will be notified in writing about the placement of the student into the ESL program. Parental Rights will be sent to the parents. (See Appendix I or Appendix Q)

Method of Formal Assessment

- LEP students must participate in all state-mandated standardized testing. Students will participate according to LPAC decisions that include accommodations as necessary.
- In order for a LEP student to receive any formal assessment accommodations, he or she must receive them on a regular basis in the classroom.
- A Change in Accommodations Letter will be completed and sent to parents when the LPAC changes accommodations based on the student's progress. An example is located in the appendix. (See Appendix F.)

Annual English Language Proficiency Assessment

The state adopted ELPA will be administered annually to 100% of ELL students regardless of the type of services provided and regardless if parents have denied services. The current state adopted ELPA is the ELPA21.

1. The assessment will be administered only by trained and licensed staff.
2. Student levels on the ELPA will be shared with parents.
3. Results will be used to measure the progress of ELL students in program evaluation and timeline to proficiency.

As stated, all Limited English Proficient students will be formally assessed in the spring using the state mandated ELPA. The ELPA is a comprehensive assessment of English Language Proficiency appropriate for language minority students grades K-12. The ELPA assesses English proficiency in four major strands of English proficiency: listening, speaking, reading, and writing. Results will be used for making decisions regarding identification, placement, placement review, program exit, and program evaluation.


Annual Assessment and Review of Student Progress

All ELL students enrolled in the district will be reassessed annually. The following data will be evaluated at the annual review and a new Language Acquisition Plan (LAP) will be created the following year by the LPAC. An informal annual assessment is performed through building communication. The ESL Building Coordinator will consult with classroom teachers and the LPAC committee in order to create an appropriate schedule for the student for the following year. The new LAP/LPAC plan is created with the LPAC committee using the following information (See Appendix H for Sample LAP and Appendix K for Sample LPAC):

- ELPA scores obtained during the spring state mandated administration
- Scores on other Formal/State Assessments
- Classroom Performance/Grades
- Teacher Review
- Other building specific informal observation

Exit from ESL Program

Specific criteria must be met before a student may be exited from the ESL program. The following requirements come from the Arkansas Department of Education: (See Appendix B for Process Form and Below for quick reference.)

 **Arkansas Department of Education (ADE)**
Language Minority Student Exit/Monitoring Form

The Language Minority Student (LMS) Exit Form is completed when determining whether a student is a Former English Learner or not. Please check the reason for using this form:

1) Initiating placement as a Former English Learner
 2) Documenting a prior exit that was not documented
 3) Monitoring a Former English Learner (ELL Exit Date: _____)

Student Name:		Grade:	Date:
School:	Student State ID #:	ELL Entry Date:	Date of Birth:
English Language Proficiency Assessment Data When initiating placement as a Former English Learner or documenting a prior exit, evidence must be provided to demonstrate proficiency in English aligned with the Arkansas English Language Proficiency Standards. (Not available or required for Monitoring a Former English Learner.)	<input type="checkbox"/> ELPA21 Screener Proficiency Profile: _____, Date: _____ OR <input type="checkbox"/> ELPA21 Summative Proficiency Profile: _____, Date: _____ OR <input type="checkbox"/> Prior state approved ELP assessment scores/dates: _____		
	Supporting Evidence/Professional Judgment At least two pieces of evidence providing confirmation of a student's ability to meet grade-level performance expectations in literacy in ELA/Science/Social Studies and/or Math.		
	Measure: _____ Result: _____ Date: _____ Measure: _____ Result: _____ Date: _____ <input type="checkbox"/> No evidence exists to confirm the student's academic literacy is at a level comparable to never-EL peers.		
Recommended Status Choose whether the student is recommended for English Learner or Former English Learner status. If choosing Former English Learner status, indicate which year of monitoring the student is beginning or if monitoring is completed.		<input type="checkbox"/> English Learner (eSchool "Value Box" Checked) OR <input type="checkbox"/> Former English Learner (ELL Exit Date: _____) <input type="checkbox"/> Monitored Year 1 (M1) <input type="checkbox"/> Monitored Year 2 (M2) <input type="checkbox"/> Monitored Year 3 (M3) <input type="checkbox"/> Monitored Year 4 (M4) <input type="checkbox"/> Monitoring Completed	

LPAC MEMBERS' SIGNATURES (All required)	POSITION
1. _____	Administrator
2. _____	ESOL Designee
3. _____	Mainstream Teacher/Counselor

Parent notification of Determination: State _____

The decision to exit or reclassify the LEP student from the ESL program must be made on an annual basis by the Language Placement Assessment Committee (LPAC) following a review of spring ELPA results.

NOTE: Documentation is required on all LEP students during enrollment in the ESL program and for four years after exiting the ESL program. Each student's progress will be reviewed and documented on a yearly basis by the school's LPAC.

Districts are required to monitor and to provide assistance to English language learners for four years after exiting the ESL program, according the Federal Law under Title III.