

**ESOL**  
**Policies & Procedures Manual**  
**2018 - 2019**

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*Shaded boxes throughout this document contain information taken from Title VI of the Office of Civil Rights (OCR) Act of 1964. These boxes provide guidance regarding minimum compliance with Federal law when serving English Language Learners.*

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# Common ESOL Acronyms

**ALP** - Alternative Language Program

**EL** - English Learner (a.k.a. **ELL** - English Language Learner)

**ELA** - English Language Arts

**ELD** - English Language Development

**ELP** - English Language Proficiency

**ELPA21** - English Language Proficiency Assessment for the 21st Century

**ESL** - English as a Second Language (method of instruction)

**ESOL** - English for Speakers of Other Languages

**FEL** - Former English Learner

**HLUS** - Home Language Usage Survey

**IDEA** - Individuals with Disabilities Education Act

**LEA** - Local Education Agency

**LEP** - Limited English Proficient (Federal term for EL used in ESSA)

**LIEP** - Language Instruction Educational Program

**LMS** - Language Minority Student (a.k.a. PHLOTE)

**LPAC** - Language Placement and Assessment Committee

**LPL** - Language Proficiency Levels

**OCR** - Office of Civil Rights

**PHLOTE** - Primary Home Language Other Than English (a.k.a. LMS)

**PNP** - Personal Needs Plan

**SDAIE** - Specially Designed Academic Instruction in English

**SEA** - State Education Agency

**SPED** - Special Education

# ELP Standards

These English Language Proficiency (ELP) Standards are organized according to each standard's importance to the EL's participation in practices called for by ELA, mathematics, and science standards.

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

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

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

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

Adapted from: *ELPA21 Organization of the Standards*

# Program Overview

This ESOL Manual contains policies and procedures for identifying, assessing, placing, serving and monitoring Language Minority Students as they seek to reach proficiency in English. Its purpose is to provide Jasper School District staff with the information they need to effectively make a difference in the lives of English Learners.

## Belief Statement

The Jasper School District believes:

- The education of ELs is the responsibility of all district educational personnel.
- The education of ELs must respect the student's native language, both at school and in the community.
- The education of ELs requires an effective English Language Development (ELD) program and appropriate supplemental services.

## Criteria

**Language Minority Student** refers to any student whose primary or home language is a language other than English. However, not all Language Minority Students are **English Learners**. To qualify for ESL services, an EL must be unable to understand English well enough to succeed (without modifications) in classrooms where English is the primary means of instruction.

## Methodology

*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 Jasper School District uses ESL (English as a Second Language), an instructional methodology that offers ELs an opportunity to acquire basic interpersonal communication skills plus the cognitive/academic language proficiency they need to succeed in school. This sequential language program is research-based and recognized as a sound method of second language acquisition. It also allows ELs to work towards the same academic objectives as other students in the district (see page 15).

## Goals

The primary goal of the Jasper District ESOL program is to help **English Learners** learn how to effectively employ the English language in an academic setting.

*Title VI of the Office of Civil Rights (OCR) requires the development, adoption, and implementation of a district-wide policy stating all LEP students will be provided alternative language services through its alternative language program (except where parents have denied placement in the alternative language program). Furthermore, Title VI of OCR requires the district to ensure appropriate placement of all LEP students into the alternative language program.*

Specific goals of the Jasper School District ESOL program include ...

- identifying all students whose primary home language is not English
- assessing all ELs in reading, writing, speaking and listening
- placing ELs through consistent application of district policies and procedures
- serving ELs with high quality instruction to meet their specific needs
- guiding ELs towards proficiency in all four domains of the English language
- ensuring that all ELs have equitable access to all district programs
- encouraging interaction with the parents/guardians of ELs
- monitoring the progress of all ELs during and after program participation
- periodic review of the ESOL program, including timely modifications as needed
- providing ESOL professional development opportunities for all staff
- using state-mandated criteria for exiting students from the ESOL program
- maintaining accurate and meaningful ESOL and EL records
- compliance with all applicable state and federal laws

### **Staff Training**

All campuses in the Jasper School District will provide annual ESOL training for all teachers who may have contact with ELs (see page 5).

### **Updates**

In order to always reflect the latest information on ESOL policies and procedures, an updated electronic version of this manual is maintained on the district website under “Policies & Handbooks.”

# EL Identification

A major component of the Jasper School District ESOL Program is identifying all students whose primary home language is not English.

Students who are new to the district must complete an initial enrollment packet at time of registration. This enrollment packet includes the Arkansas Department of Education's **Home Language Usage Survey** (see page 22). If a language other than English is indicated on questions 1-6, the following procedure will be followed:

- The District ESOL Coordinator is notified and initiates an evaluation process. If the initial evaluation indicates a possible need for ESL services, then the ELPA21 Screener will be administered (see page 2).
- If the ELPA21 indicates proficiency in English, the student will be classified as a FEL, placed in regular classes, and will no longer receive ESL services. Monitoring will continue for four years (see page 10).
- If the ELPA21 indicates a deficiency in English proficiency, the student will begin to receive the appropriate ESL services. Services will continue until the student meets state-mandated criteria for exiting the ESOL program or the student is no longer enrolled in the district.

All forms will be filed in the student's permanent folder. Copies will be made available to the District ESOL Coordinator, the ESL teacher, and any other relevant personnel. ESL teachers are responsible for accessing eSchool for additional student information.

## **ELP Concerns**

Any teacher or staff member who is concerned about a student's ELP may contact the District ESOL Coordinator to initiate a review.

Upon notification, the Coordinator will first check the student's permanent file to verify that a HLUS has been completed. If a HLUS is not on file, the student's parent/guardian must be contacted to complete the form. If a language other than English is indicated upon completion of the form, then the procedures above will be followed.

If the HLUS form is on file but does not indicate a language other than English, the student's parent/guardian will be contacted to clarify the purpose of the HLUS. Once the HLUS is updated, the procedures above will be followed.

# EL Assessment

*Title VI of the Office of Civil Rights requires a district to objectively assess the English language proficiency of all PHLOTE students in order to determine which PHLOTE students are limited English proficient (LEP).*

*Moreover, the assessment should evaluate whether PHLOTE students can speak, read, write, and comprehend English, if all four-language skills are expected of their grade-level peers. At a minimum, assessments should be designed to determine whether PHLOTE students possess sufficient English language skills to participate meaningfully in a district's program without specialized language assistance.*

*Furthermore, Title VI requires that all staff designated to administer the assessment instrument should be provided formal training to ensure proper test administration and interpretation of test results.*

## **Initial Screening**

Students whose initial evaluation indicates a possible need for ESL services will be screened using the **ELPA21 Assessment**. This is the state-mandated tool for evaluating how well a student can read, write, speak, and comprehend English.

The ELPA21 has been validated and normed for use as an instrument to determine the placement of Language Minority Students (see page 20). Variables such as language fluency and student age are considered, and all four English language domains – reading, writing, speaking, listening – are assessed.

All staff members who administer the ELPA21 will receive training to ensure proper test administration and interpretation of test results.

In order to minimize disruption to the student's educational program, the ELPA21 will be administered as soon as a possible need for ESL services has been identified. Identification and initial screening should take place no later than 30 days after school begins (or 15 days if the student enrolls during the school year). Results from the ELPA21 will be placed in the student's permanent folder.

## **ELP Assessment (annual)**

Title III requires states to administer an annual assessment designed to measure each student's progress in "... attaining proficiency, including a child's level of comprehension, speaking, listening, reading, and writing skills in English."

To meet this requirement, the ELPA21 will be given annually to all ELs, *regardless of whether or not they are being served in the ESL program.*

The ELPA21 consists of four tests designed to measure academic and social language proficiency in the four domains. The LPAC team then uses ELPA21 to measure individual student progress toward exiting the ESL program. This assessment may also be used for making placement decisions or as a basis for making modifications in ESL services (see page 20).

Parents/guardians will be notified annually regarding the progress their child is making toward becoming proficient in English. Per Federal law, this notification is provided in a language that they can understand.

### **Foreign Exchange Students**

Foreign Exchange Students must be evaluated if a language other than English is indicated on questions 1-6 of the HLUS. The process should follow the procedures outlined under **EL Identification** (page 1).

All Foreign Exchange Students must be correctly coded in eSchool. If proficient in English, they will be considered FEL and designated as M1 (monitored, first year).

Regardless of proficiency, all Foreign Exchange Students are required to take the ELPA21 when first entering the district, unless transferring from another district where this assessment has already been given. The student's ELPA21 results will be kept on file in his/her permanent folder.

# Parent Rights

*Title VI of the Office of Civil Rights (OCR) requires the development, adoption, and implementation of a district-wide policy stating all LEP students will be provided alternative language services through its alternative language program (except where parents have denied placement in the alternative language program). Title VI further requires the district to have a continued obligation to provide language services to students whose parents have denied services by encouraging monitoring of students' academic progress and other support language services for such students.*

*Notification of the placement and the benefits derived from participation in the alternative language program will be provided to each LEP student's parent. However, a student may be removed from the ALP upon receipt of a written request from the parent/guardian.*

The Jasper School District notifies parents/guardians when their child is identified as an EL and when placement in an ESL program is recommended. This notification will take place within 30 days of identification. At that time, parents/guardians are also supplied with all relevant forms, including the **Right To Waive Services**.

Title VI (OCR) gives parents/guardians of ELs the right to refuse ESL services for their child(ren). Anyone wishing to opt out of the ESL program must meet in person with District ESOL Coordinator and/or ESL teacher who will explain the benefits of program. If parents/guardians still refuse ESL services for their child(ren), they must sign the District's **Right To Waive Services** form.

The following information must be reviewed with the parent/guardian before the **Right To Waive Services** form is signed:

- The student will still be classified as EL in the state student information system and state reporting, and his/her academic progress will be monitored as an EL.
- Until the student meets state-mandated exit criteria, he/she must still participate in the annual ELPA21 assessment.
- The student will still be allowed EL exemptions and accommodations on all state assessments.
- The parent/guardian may re-enroll the student in the ESL program at any time.

The **Right To Waive Services** form will be placed in the student's permanent folder. Copies will be sent to the parents/guardians and the District ESOL Coordinator.

# ESL Program Description

*Title VI of Office of Civil Rights requires the District to have appropriately qualified and trained staff to implement its selected alternative language program.*

*All Teachers (e.g., Regular, Special Education, etc.):*

*The qualifications established by the district will be sufficient to provide that all teachers who are responsible for instruction of LEP students in the formal alternative language program, the regular program, the special education program, or any other academic program will receive the training and skills necessary to carry out the selected alternative language program (ESL). All teachers instructing LEP students will have at least a basic working knowledge of alternative language services methodologies (e.g., ESL strategies).*

*Alternative Language Program Teachers (ESL):*

*The district shall staff its alternative language program with teachers certified and endorsed by the state to teach in these programs. Title VI further requires that if there is an insufficient number of endorsed or certified teachers available to staff these programs, the district will provide training to teachers instructing in the alternative language program above the minimum required for all teachers and will concurrently require them to work towards full certification or endorsement.*

*Additionally, requirements for the number of teachers to serve in the program are based on an estimation of the distribution of LEP students at each school and grade level.*

*Title VI further requires the district to develop a procedure to ensure that teacher evaluations for teachers involved in the delivery of alternative language services (i.e., ESL) are conducted by a person knowledgeable in English learning methodologies (i.e., a basic understanding, or familiarity, in alternative language service methodologies). This will be done to ensure that instructors are providing services that are consistent with the district's alternative language (i.e., ESL) curriculum and academic objectives.*

*Moreover, Title VI requires the district to ensure that any teacher assistants who assist in providing alternative language services will work under the direct supervision of a certified teacher. Training will be provided to the aides on ESL instructional methodologies where there is heavy reliance on the aide to provide language services or instruction (i.e., self-contained special education teachers).*

## **Staffing and Professional Development**

The Jasper School District is required to ensure that all staff members working with ELs are trained in how to provide appropriate instruction for ELs.

*Staff members who serve as the primary teacher in the supplemental language program must have an ESL endorsement or be in the process of obtaining these credentials.*

Teachers may obtain their ESL Endorsement through coursework at universities with approved programs of study. To add the ESL Endorsement to their license, teachers must complete the four courses required for ESL Endorsement, pass the ESL Praxis II, and complete the appropriate ADE paperwork.

Paraprofessionals who assist in providing ESL services must work under the direct supervision of an endorsed ESL teacher. Paraprofessionals can receive professional development credit in effectively working with ELs.

In addition, the Jasper School District provides all teachers with ESL professional development opportunities that focus on strategies for working with ELs and their parents/guardians. This training is conducted by ESL staff on each campus as needed.

### **Language Proficiency Assessment Committee**

*The district will establish one or more placement committees (i.e., language proficiency assessment committee (LPAC)) based on need at each of the school sites. The members of the language proficiency assessment committee will, at a minimum, be composed of an ESL teacher, a counselor and a campus administrator (e.g., principal, assistant principal). The placement committee will review pertinent LEP students' information and make placement determinations into the district's alternative language program (ESL).*

Federal law requires that every school establish a Language Proficiency Assessment Committee (LPAC).

The Jasper School District has an LPAC on each campus (Jasper, Kingston, Oark). Each LPAC includes an administrator, an ESL teacher, the school counselor, and a classroom teacher. As needed, these LPACs may also include support staff such as a SPED teacher or a Dyslexia specialist.

LPAC responsibilities include:

- working with the principal to notify parents/guardians of their child's initial EL identification and annual progress in becoming English proficient (see page 2).
- reviewing the ELP and academic achievement level of each EL based on ELPA21 results, classroom performance, and state test scores.
- recommending research-based instructional strategies and/or interventions based on each individual EL's language/academic needs. This includes referrals for GT or SPED evaluation.
- reviewing/recommending testing options for individual students based on federal and state laws pertaining to the assessment of ELs.
- reviewing individual student progress on language and academic assessments to determine if changes in ESL services are needed.

- reviewing and documenting the progress of ELs who have **Right To Waive Services** forms on file.
- making annual decisions for continued program placement or “reclassification” (exiting or re-entry) of all ELs based on ELPA21 scores and guidance from the state’s **Professional Judgment Rubric-Exit Criteria** document.

Specific LPAC tasks include:

- Scheduling Meetings: LPAC scheduling is especially crucial at the beginning of the school year since EL students must be placed before the deadlines that determine eligibility for state funding.
- Initial Placement: The LPAC must recommend the least restrictive, optimal setting for each EL based on initial ELPA21 data, academic records from prior school(s), and other available information.
- Monitoring: The LPAC must monitor the progress of all ELs both during and after program participation, and make adjustments as needed.
- Documentation: LPAC actions must be documented using the appropriate District forms. These include Parent Notification of EL Placement (both Initial and Annual), various LPAC Recommendation forms, LPAC Academic Update form, etc. (LPAC forms begin on page 26).
- Annual Reviews: Annual reviews are conducted by the LPAC to consider recommended classroom accommodations, allowed assessment accommodations, and all additional services offered to ELs.
- Exit and/or Reclassification: When an EL has met the criteria to be exited (or reclassified), the LPAC reviews and completes the **LMS Exit/Monitoring Form** (see page 29).
- ESL Teacher or Parent Concerns: If there are concerns about the performance of an EL, the LPAC **Academic Update** form (see page 28) will be used to gather information from teachers regarding the student’s performance in the classroom. The LPAC then meets to review this form and discuss possible solutions.
- Grade Level Placement: Although this is not officially an LPAC role, schools are often faced with the issue of what grade is most appropriate for a LMS. Students arrive in United States from a variety of countries where the education system may not align our grade levels or our timelines for entering school. The LPAC should provide guidance on this issue as needed.

Federal law requires that the LPAC meet and function as a group when making any decision that impacts an EL. Should the committee use subjective criteria (classroom performance, parent request, etc.) to override objective criteria in making a placement decision, the LPAC must provide a written explanation detailing the reasons for this deviation. All LPAC decisions must be recorded and original forms inserted into the student's permanent file.

### **State and ELP Standards**

The Arkansas Curriculum Standards were developed to help all Arkansas students become college and career ready. Jasper School District's "Curriculum Goals" are based on these standards, and provide the framework for all instruction. (Details are contained on the District's **Curriculum Resources** website.)

In addition to implementing these Curriculum Goals, all teachers in the Jasper School District are expected to work with the District's ESL teachers to help ELs meet English Language Proficiency standards (see page ii). This may involve using specific research-based strategies found to be effective for this population of students, or supplementing the curriculum so that the content is made comprehensible for ELs.

### **Standardized Testing**

Although research has shown that many standardized tests are not valid instruments for measuring the learning of ELs who are not yet proficient in English, Arkansas law currently requires various annual standardized tests for *all* students. Students identified as ELs, however, may qualify for some available accommodations depending on the specific test involved. In addition, although ELs are required to take the state tests, scores do not count during year 1.

### **Alternative Grading**

In order to effectively assess the classroom performance of ELs, teachers may need to incorporate differentiated, linguistically-appropriate assessments. ELs must be given opportunities to demonstrate higher-order thinking, regardless of language proficiency. Student background and cultural factors should also be considered.

*When a student is in the process of learning English, it is never appropriate to assign a failing grade if language is the only factor.* If an EL is given a below-average grade, the teacher must provide documentation that shows the appropriate accommodations and scaffolding were provided. Conversely, it is not appropriate to assign grades that indicate an EL is doing grade level work if he/she is not meeting grade level standards.

## Student Exiting / Monitoring

*Title VI of Office of Civil Rights requires the district to identify, implement into its policy, and describe the criteria that it will use to determine when a LEP student has obtained sufficient proficiency in English to exit alternative language (e.g., ESL) services.*

*At a minimum, these criteria should provide for the following:*

- 1. That the determination of English language proficiency is based on objective standards by using language proficiency test scores, in which the district can explain why students meeting those standards will be able to participate meaningfully in the regular classroom.*
- 2. That students exiting alternative language services (e.g., ESL) can read, write, speak, and comprehend English well enough to participate meaningfully in the district's program.*

*Title VI also requires that the LPAC review the academic progress of exited students at least once a year. In addition, the LPAC should monitor students who have exited the alternative language program for a two-year period and demonstrate that the students are "academically successful" in the regular classroom. If the student is not performing adequately academically (by objective measurement), the student should be placed back into an appropriate alternative language program.*

*Title VI further requires the district to take appropriate steps to remediate academic deficiencies incurred by exited students who have fallen behind in the core academic subjects (e.g., mathematics, science, social studies, etc.) if the district's ALP momentarily emphasized English language development. In circumstances where a student is not succeeding academically because of premature exiting or lack of appropriate English language development, the appropriate remedy should include reentry into alternative language program. Furthermore, the district should provide any necessary compensatory services as a result of students being exited prematurely.*

The Jasper 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.

Based on this review, the LPAC will determine the student's 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 a 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 a FEL.

	English Learner (EL)	Former English Learner (FEL)
ELPA 21 Overall Score	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 yeears

### FEL Monitoring Procedure

The LPAC will meet at least once each year to review the progress of all FELs.

Monitoring shall continue for a period of four years. During the first year of monitoring, the student will be designated as M1, during the second year as M2, during the third year as M3, and during the fourth year as M4. After successfully completing the fourth year, the student shall no longer be monitored.

To continue as an FEL, the student must demonstrate academic performance comparable to English-only peers (based on the **Professional Judgment Rubric-Exit Criteria Guidance** document). If the LPAC determines that a FEL would benefit from returning to EL services, the student may be reclassified as an EL.

Teachers are required to monitor a FEL’s performance as they do all other non-EL students, 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 permanent file, and the student’s parents/guardians must be notified in writing.

## Communication with Parents/Guardians

*Title VI of Office of Civil Rights requires the district to provide timely notice to the parents or guardian of PHLOTE students of school activities, progress reports and other matters that are brought to the attention of other parents. Specifically, the notices should be provided in a language understood by the parents.*

Per Federal law, information on LPAC decisions, school activities, progress reports, and other relevant communication must be provided in the language that the parents/guardians of ELs best understand.\*

The Jasper School District provides such written communication when requested on Question 1 of the **Home Language Usage Survey**. All translations must only be created by those who have been approved by the District ESOL Coordinator.

Federal law also requires that schools and districts offer EL parents/guardians the option of a trained interpreter for all face-to-face communication. However, like most small districts, the Jasper School District does not have interpreters on staff. Therefore, any request for a verbal interpreter must be submitted well in advance so that the District can make every effort to comply with the request. All interpreters must sign the **Interpreter Confidentiality Agreement** (see page 25) agreeing to treat all information discussed as confidential.

In some situations (including parent/teacher conferences), bilingual staff members and community volunteers may serve as interpreters if they have been trained by the District ESOL Coordinator or his/her representative. This training will include all relevant policies and procedures. The Jasper School District strictly prohibits the use of untrained personnel to translate or interpret due to privacy concerns and the possibility of inadequate interpretation or translation.

Notwithstanding the policy above, *all EL parents/guardians retain the right to use their own interpreter*. The JSD employee conducting the meeting must document that the District services were offered and declined, and the parent(s)/guardian(s) must certify that their interpreter is at least 18 years of age (see page 24).

*\* Note: The Jasper School District is not responsible for written communications that originate with outside sources (such as state student organizations, city sports programs, regional athletic or cheer competitions, etc.).*

# ESL Program Procedures

*Title VI of Office of Civil Rights requires the district to implement an alternative language service model (e.g., ESL) 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 LEP students with equal educational opportunities.*

*Furthermore, the district is required to align its curriculum at the elementary, middle, junior high, and high school levels. Additionally, all schools should be provided with basic guidance and information about the model, resources, materials, and expectations that will ensure LEP students equal access to the district's general academic curriculum.*

*Moreover, along with the implementation of the alternative language service model, the district is required to formulate goals and objectives for the program.*

*Additionally, a district needs to have instructional materials to properly carry out its selected alternative language service model (e.g., ESL) for the instruction of LEP students. Such materials should be appropriate to the curriculum and comparable in quality, availability, and grade level to materials provided for the instruction of non-LEP students.*

## Overview

The Jasper School District utilizes **English as a Second Language (ESL)** as the primary instructional methodology for ELs. This structured, sequential English Language program is designed to teach students whose home language is not English.

The ESL curriculum focuses both on language development and academic objectives. Instruction is provided by ESL certified and/or ESL trained teachers. The program may involve removing an EL from the classroom for a specified time period, but all academic and language goals must be coordinated between the classroom teacher and the ESL teacher.

Bilingual paraprofessionals may be used to augment instruction. However, tutoring and/or translations alone are not an ESL program. All bilingual paraprofessionals must work under the direct supervision of the certified classroom teacher(s), with use of alternative facilities and/or settings if necessary.

If the ESL program temporarily emphasizes English language development skills over academic objectives, the school still retains the obligation to remedy academic deficits that may have occurred during this time period. Teachers are required to use appropriate materials, activities, and strategies for LEP students. These resources may include ADE or ESL Institute recommendations or suggestions that correlate with textbooks for content areas.

Once a student has been identified as a potential EL (through the Home Language Usage Survey), he/she is screened for language proficiency, assigned an ELP level, and then placed in a specific instructional setting. All instructional settings must follow ELP Standards and State Curriculum Standards, and are designed to enable EL students to work toward the same academic standards as all other students.

### **ESL in Mainstream Classrooms**

With this option, an EL student is placed into the mainstream classroom with his/her English-speaking peers. The teacher provides content area instruction for all students while using differentiation strategies to address the unique needs of the EL. Teachers are trained to modify instruction for ELs so that language becomes less of a barrier to learning. This model is appropriate for all grade levels.

### **ESL Inclusion Program**

Inclusion provides additional support for mainstream classrooms. ESL teachers work directly with core content teachers to plan and modify instruction for ELs. ESL teachers also provide one-on-one support for ELs in these classes by reinforcing academic vocabulary, and adapting materials and instruction based on the individual student's language needs. This model is also appropriate for all grade levels.

### **ESL in Kindergarten**

Because early childhood instruction emphasizes expressive and receptive language acquisition, the language needs of most Kindergarten ELs can be met in the mainstream classroom. Therefore, ESL supplementary services provided by the Jasper School District will primarily begin in first grade. However, if a Kindergarten teacher feels that the needs of an EL are not being met appropriately, he/she should contact the LPAC to discuss possible solutions.

### **ESL Direct Pullout**

This option is designed for ELs in grades K-8 who are non-speakers, limited speakers, and/or limited in reading and writing English. Students are “pulled out” of the mainstream classroom to receive direct instruction from ESL certified teachers.

Direct Pullout students may be grouped by grade-level or proficiency level, and groups may be composed of students from one language group or different language backgrounds. The amount of time spent in Direct Pullout varies depending on the grade level and proficiency score of the EL. The learning and progress of individual ELs is to be shared with mainstream classroom teachers.

### **ESL Sheltered Classes**

This option is designed for ELs in grades 9-12 who are non-speakers, limited speakers, and/or limited in reading and writing English. These classes are designed to take the place of mainstream courses. Sheltered Classes are generally co-taught by an ELA teacher and a certified ESL teacher, and can only be taken with LPAC approval.

Jasper School District guidelines for Sheltered Classes include ...

- Placement must be based on the individual student's ELP level.
- Instructional groups are limited to a maximum of ten ELs per group.

### **Program Alignment**

The Jasper School District ESL curriculum is fully aligned from elementary through high school. In addition, administrators and teachers have been provided with basic guidance about the instructional model, resources, and program expectations to ensure that ELs have equal access to the district's general academic curriculum.

# Segregation & Program Access

## Overview

The Jasper School District monitors the scheduling and placement of ESL students to ensure that ELs are not unduly segregated from their peers, and to verify that ELs are experiencing an appropriate educational environment.

Segregation is only permissible when the benefit of providing assistance with language barriers outweighs the adverse effects of segregation. For example, Direct Pullout or Sheltered Classes (which effectively segregate students by national origin for part of the day) are only used when needed to meet an individual EL's academic needs.

Facilities, equipment, and services provided for ELs will be comparable in size and quality to those provided for all other students, and ELs will not be kept in an alternate language situation longer than necessary.

## Access to District Programs

Federal law requires that ELs shall have the same access as the general population to all district programs and services, regardless of ELP level or the amount of time that the student has been in the United States. Such programs include special education, gifted and talented, and extra-curricular activities, as well as advanced placement courses, college preparatory courses, and high school honors classes. Jasper School District instructional staff are encouraged to refer students for participation in these special programs.

## Special Education

*Title VI of Office of Civil Rights requires the District to ensure that LEP students with disabilities (SPED LEP students) are appropriately placed and served with special education or related aids and services and alternative language services.*

*Also, Title VI requires the District to ensure that prior to, or upon the referral of a PHLOTE student for a special education services needs evaluation, the student have a current (i.e., within one year) objective proficiency assessment in the four language areas. Additionally, the district is required to consider language proficiency and cultural background by an appropriate group of people, including at least one person who is knowledgeable about the student's culture (e.g., parent, ESL teacher, or counselor).*

*Title VI also requires the district to test or evaluate for special education in the language in which the student is objectively known to be proficient (whenever possible). Moreover, the district is required to ensure that parents and guardians of all PHLOTE*

*students needing or believed to need special education or related aids and services are informed about the student's services and rights in a language they can understand.*

*The district is also required under Title VI that LEP students with a disability will receive alternative language services by qualified and appropriately trained staff unless the placement committee determines and documents that such alternative language services are clearly inconsistent with the students identified needs to ensure that the student will have a meaningful education.*

When an EL who is severely cognitively disabled (or has a disability of deaf muteness and/or visual impairment) enters a school district, it can pose a significant challenge. Therefore, the Jasper School District takes special care to properly place and service ELs with disabilities through Special Education and ESL services.

Severely cognitively disabled students are to be identified and assessed with the same ELP assessment used for all other LMS students. This assessment must be current (completed within the last twelve months). If the assessment proves too difficult for the student due to the disability, this must be documented. The same is true even if the student does not communicate at all.

It is inappropriate to refer a student for Special Education services if the determinate factor is a lack of instruction in reading or math, or a lack of English proficiency.

Factors to consider when recommending Special Education placement include:

- At least one person who knows the student's cultural background and is knowledgeable about English language development must be involved in all decisions relating to Special Education referrals and placement.
- The placement document for every EL with disabilities must specify both the amount and kind of ESL services to be received to ensure that the student has a meaningful education.
- ELs with a disability must receive ESL services by qualified and appropriately trained staff, unless the LPAC determines and documents that such services are clearly inconsistent with the student's identified needs.
- ELs in need of both ESL and Special Education services will receive both of these services concurrently.
- No waiting period is required before referring an EL for a SPED evaluation.

## ESOL and IDEA

Once an EL's disability has been documented, the Individuals with Disabilities Education Act (IDEA) comes into play. IDEA guarantees a free and appropriate education to all students with disabilities. Sections of the law that pertain to Language Minority Students include:

- Establishing nondiscriminatory evaluation procedures appropriate for use with culturally and linguistically diverse students.
- Testing in the dominant language unless it is clearly not feasible to do so.
- Ensuring that eligibility is not determined by limited English proficiency.
- Developing an IEP for each culturally and linguistically diverse student that reflects his or her individual needs.
- Providing oral and written information to parents/guardians in their native language to facilitate informed parental involvement in Special Education identification, assessment, eligibility and service delivery processes.

## Gifted/Talented, Pre-AP, AP

*Title VI requires the district to ensure that LEP students have equal access to the Gifted and Talented (G/T) programs as well as any other programs that are available throughout the district. Students and their parents/guardians must be informed about the student's services and rights in a language they can understand.*

The Jasper School District provides all ELs with equal access to the Gifted and Talented program, Pre-AP, and AP courses at all levels. Parents/guardians of ELs will be provided with the same information about opportunities, requirements, selection criteria, and general information regarding these programs and courses as the parents of general education students. This information will be provided in a language they understand.

## Extracurricular Programs

The Jasper School District also provides ELs with the same opportunities to participate in extracurricular programs and activities as general education students. Barriers that would prohibit an EL from participation must be identified and removed wherever possible. Information on these programs will be provided to ELs and their parents/guardians in a language they understand.

# Maintenance of Records

*Title VI of Office of Civil Rights requires the district to ensure that it will maintain reasonably accurate and complete records regarding the implementation of the alternative language program and the progress of PHLOTE students who participate and exit the program.*

The Jasper School District maintains accurate and complete records on all services provided to ELs. As in the general education population, all information and data related to EL services is subject to the Family Educational Rights and Privacy Act (FERPA).

Hard copies of individual EL records and forms (identification, assessment, placement, periodic evaluations, etc.) are kept in the student's permanent file. Copies are kept on each campus so that District personnel can have ready access to needed records.

Data pertaining to each individual student's ELP will be maintained in the eSchool database. This information can be accessed through the District's eSchool dashboard. The District ESOL Coordinator, building principals, and ESL staff will periodically monitor all EL records for compliance with OCR requirements.

# Evaluation & Modifications

*Title VI of Office of Civil Rights requires a district to conduct a periodic annual longitudinal performance evaluation of its alternative language program, in addition to modifying the program as required by the results of its evaluation.*

The Jasper School District conducts an annual Performance Evaluation of its ESOL program and makes modifications as needed based on the results of this review. The Performance Evaluation includes analyzing ADE data from Title III and the Home Language Report, plus School Improvement Plans at both the District and school level. Specific areas to be reviewed may include:

- ESL curriculum delivery, including SPED, GT, and Pre-AP / AP courses
- ESL materials and resources (type, quantity, quality)
- ESL staffing (number of teachers/paraprofessionals trained, frequency and scope of training, etc.)
- Data comparing attendance rates, retentions, drop-outs, and graduation rates of ELs to non-LMS students
- Status of all ELs currently in the program (academic progress, EL reclassification, ELs whose parents have denied ESL services, etc.)
- Status of all ELs that have exited the program (academic standing, comparison to non-LMS peers, program re-entry rate due to academic deficits, etc.)
- Effectiveness of the ESOL program in reaching its overall goals

Throughout the Performance Evaluation, it must be remembered that the primary goal of the program is to help **English Learners** in the Jasper School District learn how to successfully employ the English language in an academic setting.

# Placement Levels

The Jasper School District uses the state-required assessment tool to help determine appropriate placement for Language Minority Students.

**ELPA21** (English Language Proficiency for the 21st Century) is a group of states that are committed to supporting educators and the public in the implementation of the new English Language Proficiency (ELP) Standards. The ELPA21 Assessment is administered to all ELs and FELs annually to assess/verify ELP progress.

Jasper School District **Placement Levels** are based primarily on the results of this assessment.\* Placement Levels help determine the type and intensity of services that are needed by individual ELs.

**EL1** = 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.

**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.

Placement Levels help District staff better meet individual EL's needs, giving each student the best opportunity to reach his/her full potential.

*\* Final placement decisions are made by the LPAC (see page 7).*

**ESOL**  
**District Forms**  
**2018 - 2019**



**Arkansas Department of Education (ADE)  
Home Language Usage Survey**

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

<b>Student Name:</b>		<b>Grade:</b>	<b>Date:</b>
<b>School:</b>	<b>Student State ID #:</b>	<b>Gender:</b>	<b>Date of Birth:</b>
Parent/Guardian Name:		Parent/Guardian Signature:	
<p><b>Right to Translation and Interpretation Services</b> Indicate your language preference so we can provide an interpreter or translated documents, free of charge, when you need them.</p>	<p>All parents have the right to information about their child’s education in a language they understand.</p> <p>1. a) In what language do you prefer to receive written communication from the school? _____</p> <p>b) In what language would you prefer to communicate with school staff when speaking? _____</p>		
<p><b>Eligibility for Language Development Support</b> Information about the student’s language usage helps us identify students who may qualify for extended support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed.</p>	<p>2. What language(s) is (are) spoken in your home? _____</p> <p>3. What language did your child learn first? _____</p> <p>4. What language does your child use most often at home? _____</p> <p>5. What language does your family speak most often at home? _____</p> <p>6. What language do adults speak most often with each other at home? _____</p>		
<p><b>Prior Education</b> Your responses about your child’s birth country and previous education give us information about the knowledge and skills your child is bringing to school. <b><i>This form is not used to identify students’ immigration status.</i></b></p>	<p>7. Where was your child born? _____</p> <p>8. When did your child first attend a school in the United States (this includes all US territories)? (Kindergarten – 12<sup>th</sup> grade) _____ Month                  Day                  Year</p>		

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



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

Date (Fecha): \_\_\_\_\_

## Right to Waive Services

Derecho a Renunciar a los Servicios

The Language Placement and Assessment Committee (LPAC) decision for EL placement of our child has been thoroughly explained to us in a language that we can understand.

**We do not want our child to be served by the District ESOL program at this time.**

We understand that:

- Our child's teachers will still monitor his/her progress and keep us informed.
- Lack of progress may warrant further discussion of the need for ESL services.
- Our child will still be classified as an EL in the state student information system and state reporting, and his/her academic progress will be monitored as an EL.
- Until our child meets state-mandated exit criteria, he/she must still participate in the annual ELPA21 assessment. He/she will still be allowed any available EL exemptions and accommodations on all state assessments.
- We must review our decision to waive ESL services annually.
- We may reverse our decision by requesting an LPAC meeting at any time.

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Nombre del Estudiante

Grado

Signature of Parent(s)/Guardian(s): \_\_\_\_\_

Firma del Padre/Encargado

Signature of ESOL Coordinator: \_\_\_\_\_

Firma del ESOL Coordinador

Additional Comments: \_\_\_\_\_

Comentarios adicionales

*Title VI of the Office of Civil Rights (OCR) provides that a student may be removed from the Alternate Language Program upon receipt of a written request from the parent/guardian.*

*This form serves as official notification from the parent(s)/guardian(s) that they do **not** want their child to receive direct ESL services at this time.*

Date (Fecha): \_\_\_\_\_

## Interpreter Preferences

Preferencias de Intérprete

The Jasper School District makes every reasonable effort to provide interpreters for LEP parents/guardians. These services are available at no charge to the LEP family. Your signature below certifies that you understand the following:

- Information provided by JDS staff through an interpreter may include student grades, test scores, attendance, discipline, health data, and/or other confidential information related to your child(ren).
- District interpreters have signed confidentiality agreements regarding any information shared by JDS staff through interpretive/translation services.

**Please indicate your interpreter preferences by checking one of the boxes below:**

- I do not need an interpreter. I am able to communicate clearly in English.
- I agree to the use of any appropriate interpreter provided by the District.
- I prefer to bring my own interpreter. *Your signature below certifies that your interpreter is 18 years of age or older. A district interpreter may still be present to assist the JDS staff member with his/her communication needs.*

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Nombre del Estudiante Grado

Signature of Parent(s)/Guardian(s): \_\_\_\_\_  
Firma del Padre/Encargado

Signature of ESOL Coordinator: \_\_\_\_\_  
Firma del ESOL Coordinador

*Title VI of Office of Civil Rights requires the district to take reasonable steps (including translation and interpretation) to ensure meaningful access to their programs and activities by all LEP persons.*

## Interpreter Confidentiality Agreement

I hereby acknowledge that due to my involvement as an interpreter/translator for the Jasper School District, I will have access to confidential information such as student grades, test scores, attendance, discipline, health data, and/or other data. I clearly understand and agreed that all such information must be kept completely confidential.

I further understand that as an interpreter/translator, I must have a proficient command of both English and the LEP family's primary language, and must use this skill to accurately communicate information between all parties with the goal of achieving maximum understanding between the family and JDS staff member(s).

In addition, I understand that I must accurately communicate to the JDS staff member(s) any and all concerns or issues that the family may have, including any issues that might arise between the family and the interpreter/translator.

**By my signature below, I certify that I will keep every aspect of any meeting between the LEP family and the JDS staff completely confidential.**

Date: \_\_\_\_\_

Printed Name of Interpreter: \_\_\_\_\_

Signature of Interpreter: \_\_\_\_\_

## Initial Notice of ESL Placement



Dear Parent/Guardian,

This letter is to notify you that based on ELPA21\* scores, your child has been placed in the Jasper School District's ESL (English as a Second Language) program. ESL is designed to help children with limited English proficiency learn to use English successfully in school.

Assessment: ELPA21    \*Current Placement Level: \_\_\_\_\_    Date: \_\_\_\_\_

Your child's teacher and a certified ESL instructor will work together to provide your child with the instruction he/she needs to become proficient in speaking, listening, reading, and writing English. As your child makes progress in language proficiency and academic achievement, his/her placement will be adjusted accordingly. You may request a conference at any time to discuss your child's status in the program.

We will provide you with a copy of the Jasper School District's ESL policies and procedures (in the language of your choice). The packet will contain information on program details, placement policies, assessment procedures, interpretation/translation services, parent rights, and other important components of the ESL program.

Your child will remain enrolled in the Jasper School District's ESL program until he/she meets the exit criteria established by the Arkansas Department of Education. However, you retain the right to remove your child from the ESL program at any time. (If you want to discontinue your child's ESL services, please contact the District ESOL Coordinator or your school's principal immediately.)

It is our sincere hope that this program will play a significant role in helping your child reach his/her full potential. If you have any questions regarding this service, please don't hesitate to contact your school's principal.

Respectfully,

Jeff Cantrell  
Superintendent

*\* ELPA21 is a national assessment used for placement of Language Minority Students. Placement Levels are explained in your ESL Policies and Procedures packet.*

## Annual Notice of ESL Placement



Dear Parent/Guardian,

Per state requirements, all ESL students in the Jasper School District are evaluated annually using the ELPA21 (English Language Proficiency Assessment for the 21st Century). Based on your child's scores, we will be continuing his/her placement in our ESL program.

Assessment: ELPA21    *Current Placement Level: _____    Date: _____
--

Your child's teacher and a certified ESL instructor will continue to work together to provide your child with the individualized instruction he/she needs to become proficient in speaking, listening, reading, and writing English. Your child's progress will be regularly reviewed and his/her placement adjusted accordingly. As always, you may request a conference at any time to discuss your child's status in the program.

Your child will continue in the Jasper School District's ESL program until he/she meets the exit criteria established by the Arkansas Department of Education. However, you retain the right to remove your child from the ESL program at any time. (If you want to discontinue your child's ESL services, please contact the District ESOL Coordinator or your school's principal immediately.)

It is our sincere hope that this program will continue to help your child reach his/her full potential. If you have any questions regarding this service, please don't hesitate to contact your school's principal.

Respectfully,

Jeff Cantrell  
Superintendent

*\* Placement Levels are explained in your ESL Policies and Procedures packet.*

# Academic Update

*The LPAC is gathering information about the classroom performance of the EL listed below. Please complete this form and return it to your principal within 48 hours.*

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Content Area: \_\_\_\_\_ Current Grade (%): \_\_\_\_\_

**Classroom modifications you are currently providing** (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> slow speaking / simplified language           | <input type="checkbox"/> time with interpreter before lesson |
| <input type="checkbox"/> shortened assignments                         | <input type="checkbox"/> small group work                    |
| <input type="checkbox"/> extended time on assignments                  | <input type="checkbox"/> bilingual buddy / preferred seating |
| <input type="checkbox"/> use of models, pictures, demonstrations, etc. | <input type="checkbox"/> other: _____                        |

**Assessment accommodations you are currently providing** (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> oral testing with an interpreter         | <input type="checkbox"/> word to word dictionary provided |
| <input type="checkbox"/> teacher records student's oral responses | <input type="checkbox"/> extended time                    |
| <input type="checkbox"/> directions are read to the student       | <input type="checkbox"/> other: _____                     |

**Behaviors you have observed** (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> pays attention in class                | <input type="checkbox"/> excessive tardies or absences    |
| <input type="checkbox"/> attempts every assignment              | <input type="checkbox"/> missing assignments              |
| <input type="checkbox"/> listens to directions / asks questions | <input type="checkbox"/> does not bring supplies to class |
| <input type="checkbox"/> participates in activities             | <input type="checkbox"/> poor test scores                 |
| <input type="checkbox"/> follows classroom rules                | <input type="checkbox"/> declining daily grades           |
| <input type="checkbox"/> works well with others                 | <input type="checkbox"/> appears sad or depressed         |

**Behavior that has changed recently** (please give details):

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**Additional comments** (use back of form if needed):

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Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**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: \_\_\_\_\_)**

<b>Student Name:</b>	<b>Grade:</b>	<b>Date:</b>
<b>School:</b>	<b>Student State ID #:</b>	<b>ELL Entry Date:</b>
		<b>Date of Birth:</b>
<p><b>English Language Proficiency Assessment Data</b> 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. <b>(Not available or required for Monitoring a Former English Learner.)</b></p>	<p><input type="checkbox"/> <b>ELPA21 Screener Proficiency Profile:</b> _____, <b>Date:</b> _____</p> <p><b>OR</b></p> <p><input type="checkbox"/> <b>ELPA21 Summative Proficiency Profile:</b> _____, <b>Date:</b> _____</p> <p><b>OR</b></p> <p><input type="checkbox"/> <b>Prior state approved ELP assessment scores/dates:</b></p>	
<p><b>Supporting Evidence/Professional Judgment</b> 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.</p>	<p><b>Measure:</b> _____ <b>Result:</b> _____ <b>Date:</b> _____</p> <p><b>Measure:</b> _____ <b>Result:</b> _____ <b>Date:</b> _____</p> <p>___ No evidence exists to confirm the student's academic literacy is at a level comparable to never-EL peers.</p>	
<p><b>Recommended Status</b> 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.</p>	<p><input type="checkbox"/> English Learner (eSchool "Value Box" Checked)</p> <p><b>OR</b></p> <p><input type="checkbox"/> Former English Learner (ELL Exit Date: _____)</p> <p>___ Monitored Year 1 (M1)</p> <p>___ Monitored Year 2 (M2)</p> <p>___ Monitored Year 3 (M3)</p> <p>___ Monitored Year 4 (M4)</p> <p>___ Monitoring Completed</p>	

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

\_\_\_\_ Parent notification of Determination Date: \_\_\_\_\_

# LPAC Recommendations



Student's Name: \_\_\_\_\_ Gender: M F

Screening Tool: \_\_\_\_\_ Grade Level Administered: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_ Reading \_\_\_ Writing \_\_\_ Speaking \_\_\_ Listening \_\_\_ Comprehension \_\_\_ Composite

## English Language Assistance

DIRECT SERVICES: ESL Instruction for \_\_\_\_\_ minutes \_\_\_\_\_ times per week.

INDIRECT SERVICES: Student will be monitored by \_\_\_\_\_ .

NO SERVICES (check one):

- Student is English Language Proficient.
- Parents have waived services (form is on file).

## Classroom Accommodations (check all that apply)

*teacher signature / date*

- \_\_\_ peer buddy (support, not running translation) \_\_\_\_\_
- \_\_\_ word-to-word translation (dictionary or apps) \_\_\_\_\_
- \_\_\_ alternate reading assignments (shorter passages) \_\_\_\_\_
- \_\_\_ modified writing assignments (aligned to ELP standards) \_\_\_\_\_
- \_\_\_ shorter spelling lists (fewer words) \_\_\_\_\_
- \_\_\_ word banks for all relevant assignments \_\_\_\_\_
- \_\_\_ visuals and demonstrations \_\_\_\_\_
- \_\_\_ cooperative group structures (think/pair/share etc.) \_\_\_\_\_
- \_\_\_ written copy of class notes with visuals/headers \_\_\_\_\_

LPAC Chair: \_\_\_\_\_  
*printed name* *signature* *date*

ESL Teacher: \_\_\_\_\_  
*printed name* *signature* *date*

ESOL Coordinator: \_\_\_\_\_  
*printed name* *signature* *date*