

Pottsville School District

English for Speakers of other Languages (ESOL) Handbook



2020-2021

Purpose of this Handbook

The Pottsville School District is dedicated to providing every student with the teaching and support needed to make a difference in their academic progress. This handbook contains our policy and procedures as well as copies of every form used in the process of identifying, assessing, placing, and monitoring our ELL students toward English proficiency.

Approvals

This English for speakers of other Languages (ESOL) Handbook was prepared by Pottsville School District to develop, implement and maintain policies and procedures to ensure our ELL students success in education. This Handbook complies with applicable state and federal regulations and supports recommendations provided by No Child Left Behind and ESSA. This ESOL Policy and Procedure Handbook have been distributed internally within the Pottsville School District to those staff members affected by its implementation. The plan will be reviewed annually on the date of its approval.

Approved: _____ Date _____

[Title] Superintendent

Approved: _____ Date _____

[Title] Board President

Approved: _____ Date _____

[Title] Board Secretary

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I. Identification of Students with a Primary Home Language other than English

- A.** All students new to Pottsville School District will complete a Home Language Survey (HLS) form at the time of enrollment. This form is two-sided in English and Spanish (other languages as needed). Every campus office has a master copy of this HLS form and it is included in our enrollment packets. (See Appendix A).

II. Assessment of Students with a Primary Home Language other than English.

- A.** When one or more of these questions on the HLS indicates a language other than English is spoken in the student's environment and it is verified, the student is considered a LMS (Language Minority Students). Then, the student's English language skills will be assessed using the ELPA21 Screener.
- B.** The ELPA21 Screener is an assessment that determines the students' command of English in the areas of speaking, writing, listening and reading.
- C.** All students identified as not proficient on the ELPA21 screener will qualify for Pottsville School District's English for Speakers of other Languages (ESOL) program.
- D.** Also, all Students who are not proficient in English will be assessed annually by the Arkansas Department of Education with the ELPA21 assessment to determine progress being made towards English proficiency.

III. Parent Notification

- A.** Parents are notified by letter in their home language about their student's qualification to receive ESL services. The letter contains their child's proficiency levels, a description of the services the student will receive, how those services will help child learn English and meet age-appropriate academic

achievement for grade promotion and graduation, exit requirements, rate of transition from program to full English proficiency, and parental rights to refuse program. (See Appendix B)

IV. Components of Comprehensive ESL Program

- A.** The Pottsville School District serves its English Language Learners (ELL) with a K-12 ESOL Program. This is a program of instruction in which we develop a child's competency in the English Language through instruction in vocabulary, content specific concepts, and study skills in order to develop the student's English language proficiency to such a level that the student can participate and learn in an academic setting conducted entirely in English on grade level.
- B.** The curriculum for the ESL instructional program will be the Arkansas Department of Education's English Language Proficiency Frameworks which are aligned with ADE content frameworks.
- C.** All students who are identified as not proficient will be provided with a plan designed to promote growth in English proficiency and core content subject areas. This will be created by a Language Placement and Assessment Committee (LPAC) which will include at least one representative from the district ESL staff, classroom teacher, administrator, and counselor. Others may include parent, special education teacher, or the gifted and talented teacher when appropriate.(see Appendix C)
- D.** Students are provided with ESL instruction during a part of the school day. Students in K-12 will be "pulled-out" of the regular classroom setting for a specified time period each week for ESL instruction or the ESL teacher will attend part of their regular classroom time with them depending on the need of each individual student. The students continue to participate in instruction in all subject areas while being served by the ESL program in order to develop the necessary English skills to perform adequately in the regular academic program.

- E. ESL students have the right to receive modifications to help them access their education. These modifications will be determined by the LPAC team and used appropriately by the classroom teachers and during standardized assessments. Such accommodation can include: Extended time or shorter assignments, use of an electronic translator or word to word dictionary, individual or small group testing, reading a test in English, use of graphic organizers, study partner, or preferential seating (see Appendix D).

V. Materials and Resources

- A. ESL instructional materials and other resources are aligned to the Districts' curriculum and are selected by the teachers and the ESL staff. The teachers and staff work with their building ACSIP to access funds for purchasing materials and resources which include but are not limited to core and supplemental text, hands on materials, and computer based technologies. The need for materials and resources will be evaluated yearly.

VI. Exiting and Reclassifying English Language Learners

- A. In order to be reclassified as Fully English Proficient (FEP), the student must meet the following criteria:
- Score Proficient ELPA21
 - Have 2 additional pieces of local data that demonstrates success in Literacy through English Language Arts, Science, Social Studies, and or Math as comparable to non-EL/native English speaking peers.
 - Some Examples include: ACT Aspire-Reading Score of Ready or Exceeding, ACT Aspire English Score of Ready or Exceeding, ACT Aspire Science score of Ready or Exceeding, STAR Reading score on grade level, NWEA MAP scores at 50th percentile or higher.
 - Mainstream and ESL teacher recommendations
- B. When a student meets the above criteria, an Exit and Reclassification Form is completed, the LPAC team convenes and determines how the students will be monitored and documents the

change in services on the students LPAC Recommendation Form. Once the student meets the reclassification requirements they will be monitored for four years. (See Appendix E)

- C. The parents are notified with a letter in their native language explaining the process of exiting from the program and their new monitoring status.
- D. If a student that has moved to monitored shows signs of having difficulty in their academic work that relates to language, the LPAC team will reconvene and reclassify the student as an ELL.

VII. Staff Development

- A. All staff will receive a copy of this handbook to be kept in their classroom with updates when appropriate and be trained on the district's policies and procedures in the ESL Handbook.
- B. Throughout the school year, the ESL coordinator will conduct training or find appropriate training for teachers in ESL methodologies as needed at Arch Ford Educational Cooperative or the Arkansas State Department of Education.
- C. The Arkansas Department of Education's summer ESOL Institute will be offered to teachers. Teachers choosing to participate can pay the tuition fees to receive the 12 graduate College hours needed for the ESL Endorsement in the State of Arkansas or attend free of charge and receive a certificate of completion.
- D. Certified Staff administering the State ELPA21 test will receive yearly training on the implementation of the assessment.

VIII. English as a Second Language Program Evaluation and Accountability

- A. Pottsville District will conduct a periodic annual longitudinal performance evaluation of its ESL program to determine its effectiveness. Adjustments will be made to the program as needed.

B. The following questions will be used for evaluation along with longitudinal data on the performance of our ESL population:

- Are students being identified appropriately and in a timely manner?
- Are students being assessed by trained teachers?
- Are students being evaluated by appropriate assessments: ELPA21, CRT, and NRT?
- Are LPACs functioning according to guidelines?
- Are students receiving curriculum and instruction aligned to frameworks and scaffold as needed?
- Are Teachers receiving appropriate training to service the needs of our ELL population?
- Do teachers have appropriate and adequate materials to support their instruction?
- Are students reaching proficiency levels according to growth on ELPA21 test?
- Are students being monitored effectively and exiting the ESL program appropriately?

A. Appendix A-Home Language Survey



Arkansas Department of Education (ADE) Home Language Usage Survey

English/October 2017

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

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

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.

This work, "Arkansas Department of Education (ADE), Home Language Survey", is a derivative of "OSPI Home Language Survey" by OSPI, used under CC BY. "Arkansas Department of Education (ADE), Home Language Survey" is licensed under CC BY by the English Learners Unit of the Arkansas Department of Education.

B. Appendix B-Parent Notification

Pottsville School District English for Speakers of Other Languages (ESOL) Program

Student Name:	Grade:	Date:
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Enrollment Status: ☐ **New to the program** ☐ **Continuing in the program**

Dear Parent(s) or Guardians of _____:

For the 2018-19 school year, your child has qualified to receive services through our English for Speakers of Other Languages (ESOL) Program. This placement is based upon a variety of assessments including the ELPA21, ACT Aspire, and teacher observation that show your child could benefit from extra support. Your child's proficiency in English was measured at the Emerging or Progressing level on the English Language Proficiency Assessment for the 21st century (ELPA21) or at the Proficient level, but did not have two additional pieces of evidence on other district assessments showing performance at grade level.

The Pottsville School District is committed to providing an instructional program that will meet the varied needs of our students and we welcome the opportunity to serve your child through our ESOL program. Students in K-12 are pulled-out of the regular classroom setting for a specified time period each week for ESOL instruction or the ESOL teacher will attend part of their regular classroom time with them, depending on the need of each student. Our ESOL Staff will work with your child and your child's teacher to help your child become more competent in the communication skills of listening, speaking, reading, and writing the English Language through developing vocabulary, content specific concepts, and study skills. The child will also be receiving modifications in the classroom that are specifically designed to support an ESOL student while they are becoming proficient in the English language.

Students remain eligible for our English for Speakers of other Languages Program until they reach the proficient level on the ELPA21 and have two pieces of evidence on other state/district assessments that show they are performing at grade level. Most students successfully exit the program within 3-5 years. When exited from the program your child's performance will continue to be monitored for four years to determine if additional academic support is needed. In the 2017-18 school year, 100% of high school students who were still eligible for the ESOL program graduated on-time.

If your child has a disability, the ESOL teachers will coordinate with appropriate staff to meet the objectives of child's Individualized Education or 504 Plan.

We are excited about your child's participation in the ESOL program as we feel it will help them grow academically. However, you have the right to remove your child from the ESOL program at any time by contacting Janet Solis at 470-968-2133 to set up an appointment.

Sincerely,

Pottsville School District
Administration

C. Appendix C-Language Proficiency Assessment Committee Recommendation Form (LPAC)

LPAC

Date of Initial Placement:

COVER PAGE

Student Name: _____ Grade: _____

Language: _____ Date of Birth: 11/12/2008 Gender: _____

Student ID Number: _____ Other Services Received: _____

Language for home/school communication, as requested by the parent is: _____

- | | | | |
|--|--------------------------------------|---|--|
| <input type="checkbox"/> Initial Placement | <input type="checkbox"/> ELL Program | <input type="checkbox"/> Monitor Year 1 | <input type="checkbox"/> Non-English |
| <input type="checkbox"/> Annual Review | <input type="checkbox"/> Exit | <input type="checkbox"/> Monitor Year 2 | <input type="checkbox"/> Limited English (LEP) |
| | | | <input type="checkbox"/> Fluent English (FEP) |

PROGRAM TYPE:

- | | |
|--|--|
| <input type="checkbox"/> Pull-Out ESL | <input type="checkbox"/> Transitional |
| <input type="checkbox"/> Sheltered English Instruction | <input type="checkbox"/> ESL Co-Teaching |
| <input type="checkbox"/> Monitored | <input type="checkbox"/> Other (Specify) _____ |
| <input type="checkbox"/> Inclusion | |

Signature of Committee Members:

Parent(s) _____ Date: _____

General Education Teacher _____ Date: _____

Principal _____ Date: _____

School Counselor _____ Date: _____

ELL Coordinator _____ Date: _____

_____ Date: _____

CONTENTS (Check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Home Language Survey | <input type="checkbox"/> Parent Notification | <input type="checkbox"/> Proficiency Assessment Report |
| <input type="checkbox"/> ESL Modifications | <input type="checkbox"/> Exit Notification | <input type="checkbox"/> _____ |

D. Appendix D-ESL/LEP Modification for Mainstreaming

Pottsville School District ESL Modifications

Student Name : _____ GRADE _____

The following ESL modifications should be used with daily instruction of this student in the classes of :

General classroom /assignment modifications:

- | | |
|--|---|
| <input type="checkbox"/> Reduced assignments | <input type="checkbox"/> Peer tutoring |
| <input type="checkbox"/> Study guides | <input type="checkbox"/> Preferential seating |
| <input type="checkbox"/> Opportunity to repeat/explain instructions | <input type="checkbox"/> Opportunity to respond orally |
| <input type="checkbox"/> Special consideration grading written assignments | <input type="checkbox"/> Extended time for completing written work; especially when translating |
| <input type="checkbox"/> Allow use of English/native language assignments | <input type="checkbox"/> Present information in a variety of ways (photos, drawings, charts, concrete examples) |
| <input type="checkbox"/> Emphasize key words and phrases through intonation and repetition | <input type="checkbox"/> Write key words legibly on the board |
| <input type="checkbox"/> Highlight key words and materials | <input type="checkbox"/> Demonstrate actions to communicate meaning |
| <input type="checkbox"/> Other: _____ | |

Test modifications:

- | | |
|---|---|
| <input type="checkbox"/> Word bank for fill-in-the-blank sections | <input type="checkbox"/> Reduce multiple choice options |
| <input type="checkbox"/> Tests of reduced length | <input type="checkbox"/> Oral testing / read allowable sections aloud |
| <input type="checkbox"/> Special consideration grading test essay questions | <input type="checkbox"/> Small group testing |
| <input type="checkbox"/> Individualized testing | <input type="checkbox"/> Alternate locations |
| <input type="checkbox"/> Extended time for tests | |

(Please be aware that schools may not issue failing grades to a student who has a language background other than English if the failing grades appear to be the result of the student having a lack of understanding or fluency in written English.)

ESL Coordinator _____ Date _____

E. Appendix E-Exit and Reclassification Form



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

English/February 2018

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 Date: _____