ESOL Handbook and Program Guide

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Arkansas Lighthouse Charter Schools

Capital City Lighthouse Elementary
Jacksonville Lighthouse Elementary
Jacksonville Lighthouse Flightline Middle School
Jacksonville Lighthouse High School
Pine Bluff Lighthouse Elementary
Pine Bluff Lighthouse Middle School

Revised September 2022

This is a live document and is subject to review and change according to Arkansas Division of Elementary and Secondary Education (DESE) guidelines.

TABLE OF CONTENTS

Philosophy and Goals	Page 2
Arkansas' English Language Proficiency Standards	Page 3
Acronyms	Page 4
Language Instruction Educational Program (LIEP) Components	Page 5
I. SCHOOL DISTRICT OBLIGATIONS TO EL STUDENTS AND LEP PARENTS	Page 5
II. EDUCATIONAL APPROACH	Page 10
III. IDENTIFYING AND ASSESSING ALL POTENTIAL EL STUDENTS	Page 10
IV. PROVIDING EL STUDENTS WITH A LANGUAGE ASSISTANCE PROGRAM	Page 11
V. PROVIDING MEANINGFUL ACCESS TO ALL CURRICULAR AND EXTRACURRICULAR PROGRAMS	Page 14
VI. STAFFING AND SUPPORTING ESOL PROGRAMS	Page 14
VII. AVOIDING UNNECESSARY SEGREGATION OF EL STUDENTS	Page 17
VIII. EVALUATING EL STUDENTS FOR SPECIAL EDUCATION SERVICES AND PROVIDING SPECIAL EDUCATION AND ESOL SERVICES	Page 19
IX. MEETING THE NEEDS OF EL STUDENTS WHO OPT OUT OF ESOL PROGRAMS OR PARTICULAR ESOL SERVICES	Page 19
X. MONITORING AND EXITING EL STUDENTS FROM ESOL PROGRAMS AND SERVICES	Page 19
XI. EVALUATING THE EFFECTIVENESS OF THE ESOL PROGRAM	Page 22
XII. ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS	Page 24
XIII. MAINTENANCE OF RECORDS	Page 26
APPENDIX	Page 29
HLUS	Page 30
Home Language Usage Survey Verification Form	Page 31
Exit Form	Page 32
Waiver of Services Form	Page 33
Placement Form	Page 34
Parent Interview Form	Page 36
Annual Review Form	Page 37
Accommodation Form	Page 38
Parent Notification Form	Page 39

INTRODUCTION

The English for Speakers of Other Languages (ESOL) Handbook is a resource for district staff providing program knowledge for meeting the needs of English Language Learners (ELLs). This handbook will serve as a tool to ensure student success and school improvement. It contains the policies and procedures of our program, as well as copies of forms used in identifying, assessing, placing, serving, and monitoring ELLs in reaching proficiency.

The ESOL staff is dedicated to providing every member of the schools in the Arkansas Lighthouse Charter Schools region with sufficient information about the district's ESOL program and making a difference in the lives of our ELLs. All staff members will have access to this handbook through the district website. In addition, all staff members will receive staff development and training designed to help them understand the policies and procedures outlined in the handbook, as well as ESOL practices which will serve as tools to help our ELLs reach college and career readiness.

Arkansas Lighthouse Charter Schools includes five campuses: Jacksonville Lighthouse Elementary (K-6), Jacksonville Lighthouse Flightline Middle Schoo (5-8), Jacksonville Lighthouse High School (7-12), Pine Bluff Lighthouse Elementary (K-6) & Pine Bluff Lighthouse Middle School (7-8), and the Capital City Lighthouse Elementary (K-5).

PHILOSOPHY AND GOALS

The primary philosophy of the Arkansas Lighthouse Charter Schools ESOL program is to take into consideration the individual differences of our families and to implement a program that will benefit and improve education for each child who enters school regardless of their English proficiency and/or cultural backgrounds and perspectives. All students will have equal opportunities to participate fully in the education system through appropriate communication with parents and/or guardians. Letters and other information sent home will be in a language or form the parents and/or guardians understand. Other issues related to the educational needs of an increasingly diverse student population will be addressed in a timely and proactive manner.

Furthermore, Arkansas Lighthouse Charter Schools will provide a balanced ESOL program that will prepare English Language Learners (ELLs) to function in both the academic and social arenas. Our goal is to have students succeed in the content areas while learning academic skills: listening, speaking, reading and writing. Also, we want students to maintain their own culture while learning to live and participate in their new community (biculturalism). All teachers and staff of ELL students will be provided with information and training to enhance the role of each in this process.

ARKANSAS ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

ELP Standards
ELP Standards At A Glance

The 10 English Language Proficiency (ELP) Standards are organized according to a schema that represents each standard's importance to ELs' participation in the practices called for by college- and-career-ready ELA & Literacy, mathematics, and science standards. In the complete ELP Standards documents the ten standards are linked to K-12 Practices in math, science, and ELA, as well as to the CCSS ELA/Literacy Standards.

Standards 1 through 7 involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and 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 through 10 hone in on some of the more micro level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven 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.

ACRONYMS

ACRONYM	WHAT IT STANDS FOR
ADE DESE	Arkansas Department of Education Division of Elementary and Secondary Education
ARF	Annual Review Form
CRT	Criterion Referenced Test
EL	English Learner
ELD	English Language Development
ELL	English Language Learner
ELP	English Language Proficiency
ELPA	English Language Proficiency Assessment
ELPA21	English Language Proficiency Assessment for the 21st Century
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
HLUS	Home Language Usage Survey
IEP	Individualized Education Program
ILP	Initial Language Placement
LEP	Limited English Proficiency
LIEP	Language Instruction Education Program
LPAC	Language Proficiency Assessment Committee
NRT	Norm Referenced Test
OCR	Office of Civil Rights
PHLOTE	Primary Home Language Other Than English
TSAAF	Teacher Scaffolding Adaptations and Assessment Form

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) COMPONENTS

I. SCHOOL DISTRICT OBLIGATIONS TO EL STUDENTS AND LEP PARENTS

The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that limited English proficient (LEP) students, now more commonly known as known as English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services, and to communicate information to LEP parents in a language they can understand.

The following materials include information for students and parents, OCR guidance and resources for education officials about their obligations to EL students and LEP parents, and added resources with related information.

> ***Title VI of Office of Civil Rights*** *requires the district to 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 LEP students with equal educational opportunities. Facilities provided to LEP students must be comparable in size and quality to those provided to other students. Thus, if other students are taught in regular classroom settings, LEP students should not be taught in hallways, offices or other makeshift classes.*

The following summary provides the legal context for services provided to ELs and their families:

Legal Context For EL Services

CASE LAW	SUMMARY
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.
	"No person in the United States shall, on the grounds of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Title VI is the focal point and

Civil Rights Act of 1964, Title VI	center to all interpretations regarding any legal challenges regarding the provision of equal opportunity to all groups that are found in a protected class. This 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 limited English proficiency students who are unable to participate in or benefit from regular or special education school instructional programs are protected by their Civil Rights. The triggering mechanism for Title VI is the receipt of financial assistance from the federal government. Consequently, public schools in the United States receive some form of financial assistance from the federal government. Therefore, the Act was the catalyst for the education of all children in a setting that was all-inclusive.
Office for Civil Rights' (OCR) 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." A school district is required to take affirmative steps in remedying a student's limited English proficiency.
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, 1974 (U.S. Supreme Court)	"Equality of educational opportunity is not achieved by merely providing students with "the same facilities, textbooks, teachers and curriculum; because students who do not understand English are effectively foreclosed from any meaningful education." This case was initiated by parents on behalf of approximately 3,000 Chinese students who were unable to understand the language of instruction in the San Francisco Public Schools. These students had been required to attend classes taught exclusively in English and had received no assistance in learning English. The parents argued that the basic skills in English were the very foundation of what the public schools of San Francisco teach. The U.S. Supreme Court held that the San Francisco school system violated Title VI by denying the students a meaningful opportunity to participate in the educational program.

Equal Educational Opportunities Act (EEOA), 1974	"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by....failure of educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs." EEOA required schools to "rectify appropriately a limited English proficient student's English opportunities." The OCR stepped in to formulate the Lau remedies which would provide a standard of approaches for school districts to follow. These remedies set the approach for OCR to determine if a school district was in compliance. The Lau remedies are: 1. Identifying and evaluating the English language skills of language minority students 2. Determining appropriate instructional treatments 3. Deciding when LEP/ELL children are ready for mainstream classrooms 4. Determining the professional standards to be met by teachers of language minority children
Castañeda v. Pickard, 1981 (5th Circuit Court)	"The court's decision states that the burden of proof is upon the district that the instructional program designed for an ELL student has clearly developed English language skills of comprehension, speaking, reading, and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English." OCR determined that the standards reasoned by the Court was appropriate in determining whether programs for language minority students meet the requirements of Title VI. A three-part test was developed by the Court to evaluate the adequacy of a district's program. The test is as follows: 1. The alternative language program must be based on a sound educational theory. 2. The program must be effectively implemented and adequately supported so that the program has a realistic chance of success. 3. Assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.
Plyler v. Doe, 1982	"States cannot deny a free public education to undocumented immigrant children regardless of their immigrant status." The Court ruled that schools are required to provide full access to its instructional programs, irrespective of the student's immigration status. Consequently, this case established that if undocumented students attend public schools they could not be excluded from provisions and the protections of Title VI of the Civil Rights Act. Thereby, not having schools enforce immigration laws within their district boundaries.
	This act requires that student evaluations must be conducted in the child's native language, and that parents must be informed

Individuals with Disabilities Education Act, 1990	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	The policy update is designed to determine whether schools are complying with their obligation under Title VI and to evaluate the adequacy of the program. This policy update provides for: staffing requirements, exit criteria, access to all programs, schools may not relegate LEP/ELL students to "second-class status" by not providing them with equitable facilities (putting them in classes in the hallway, closets, etc). This policy also placed the responsibility on school districts to train teachers in the language acquisition theory, methods and practices. Furthermore, the district also has to ensure that the alternative language program teachers are evaluated by someone familiar with language acquisition. The OCR adopted the three prongs of the Castañeda case and required that all language minority students be assessed for fluency, that parents be provided school information in a language they understand, and that schools ensure that instruction to limited English proficient students is carried out by qualified staff.
No Child Left Behind Act of 2001	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.
	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

Every Student Succeeds Act (ESSA)	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 gave states two options for delaying English learners' inclusion in accountability systems while they are learning English. Arkansas chose 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 will 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.

II. EDUCATIONAL APPROACH

The Arkansas Department of Education and the Office for Civil Rights does not prescribe a specific program design/educational approach. It is the district's responsibility to ensure that the educational approach selected addresses:

- Whether the approach provides for English Language Development (ELD)
- Whether the approach provides for meaningful participation of EL students in the district's educational program.

In the Arkansas Lighthouse Charter Schools schools, Sheltered instruction is the approach chosen to provide English language development. It is an approach to teaching English learners which integrates language and content instruction. The dual goals of sheltered instruction are: to provide access to mainstream, grade-level content, and to promote the development of English Language Proficiency (ELP).

III. IDENTIFYING AND ASSESSING ALL POTENTIAL EL STUDENTS

Upon enrollment into Arkansas Lighthouse Charter Schools, all students will complete the Arkansas Home Language Usage Survey (HLUS). The HLUS determines which students should be referred for English language proficiency (ELP) assessment to determine their classification as EL students entitled to language assistance services. Students initially indicated by the HLUS or other means for English proficiency testing are often referred to as those with a Primary or Home Language Other than English (PHLOTE).

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

Home Language Usage Survey

- The HLUS form is a required component of ALL registration packets.
- Completion of the HLUS is ensured by the school office manager.
- If the HLUS indicates a language other than English is spoken at home, a copy of the form will be sent by the office manager to the Regional ESOL Coordinator/ ESOL Building Designee immediately. All students must have a completed HLUS in their permanent/cumulative folder.
- The Regional ESOL Coordinator/ ESOL Building Designee will then begin the screening process.
- A copy of the HLUS will be kept in the student's permanent cumulative folder and his/her EL folder.

Teacher Referral/Recommendation

- A teacher may notice a student's social behavior or academic achievement indicates a potential language barrier issue; even though, the HLUS indicates English only. In this case, the teacher must contact the Regional ESOL Coordinator/ ESOL Building Designee and provide documentation for concern.
- The Regional ESOL Coordinator/ ESOL Building Designee will then begin the screening process.
- If it is determined the student is in need of ESOL services, a notation should be made on the HLUS.

ADE Home Language Verification Form

Parent-Student Interview

- Regional ESOL Coordinator/ ESOL Building Designee may conduct a parent-student interview should further information about students' home language be needed.

Transfer Students

- If a student transfers into the district from another Arkansas district, the Regional ESOL Coordinator/ ESOL Building Designee /Office Manager/Registrar should check TRIAND for student data, in order to determine if the student has already been identified as an EL.

- If a student transfers into the district from a state, territory, or country ***other than Arkansas, the student must be screened using the ELPA21 screener.*** The district has 15 days for screening, placement, and parent notification of services.

Re-enrolling Students

If a student has previously been enrolled in the district, transferred, and returns, procedures for all transfer students apply. If the student data is more than one year old, the student should be re-administered a screener ***unless data shows that the student has exited the program.***

Foreign Exchange Students

Based on the language of Title VI and the Lau decision, a foreign exchange student who is enrolled in a public school in the United States, is a 'person in the United States,' and the Lau provisions would therefore
apply. Foreign exchange students must be given the same identification and assessment procedures as other students. The ESOL Designee will follow district procedure and administer the ELPA 21 screener to determine the proficiency level of the foreign exchange student.

If the results of the assessment indicate the student is LEP they should be

placed into the ESOL program. Foreign exchange students who qualify for services must also be administered the annual ELPA. All students in the program, including those who have waived services and foreign exchange students must participate in all assessments.

Assessment Procedures

Based on the results of the HLUS, students are given an initial language proficiency assessment. Currently, the state of Arkansas uses the ELPA21 screener. The ELPA21 assesses the student's academic English in all four of the language domains (Reading, Writing, Speaking, and Listening) and must be administered by a trained testing administrator. (Training guidelines are outlined in the District Test Coordinators' (DTC) Memos in the livebinder on the Arkansas Department of Education website.)

Title VI of the Office of Civil Rights requires *a district to objectively assess the English language proficiency of all students identified as a student whose primary home language is other than English. The purpose of the assessment is to determine if the student is limited English proficient (LEP). The assessment should evaluate all four areas of language development – listening, speaking, reading and writing. Furthermore, Title VI requires that all staff designated to administer the assessment instrument should be formally trained to ensure proper test administration and interpretation of test results.*

Initial Placement

Initial placement of a student is determined by a committee of educators responsible for the appropriate education of the EL student. This committee is called a Language Proficiency and Assessment Committee (LPAC) and consists of at least three people from the following list:

- Building Administrator (required)
- ESOL Certified Staff (required)
- Classroom Teacher (required)
- Other staff members as deemed necessary, for example:
    - Special Education teacher
    - GT teacher
    - Counselor
    - Coach
    - Therapist
- Parent (***but not required***)

Students demonstrating proficiency (a score of 4 or 5) in each of the four domains of the ELPA21 screener must also meet criteria on the "Professional Judgment Rubric" to verify

whether or not they qualify for services for English Language Development. Screeners indicating limited English proficiency qualify a student for placement in the ESOL Program.

Parental Notification

- At the opening of the school year, parents and guardians of students who require EL services and are placed in the district's ESOL program must be notified within 30 (calendar) days of their child's placement.
- After the school year begins parents and guardians of students should be notified within two weeks of their child's placement. (**This includes all steps of the process: HLUS, referral, screening, LPAC meeting, and notification.)**

*Parents/guardians must 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 LPAC meeting, but if invited, invitations to attend the LPAC meeting must be in a language and/or manner that the parent understands If a parent does not understand English and requests a school-provided interpreter, the school must provide an interpreter to the extent practicable. Notification letters must be dated and signed by district or school personnel.

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

It is the responsibility of the Regional ESOL Coordinator to ensure the accuracy of all EL Data in eSchool for the Arkansas Lighthouse Charter Schools region.

Data Entry

eSchoolPLUS

Students who are initially assessed for English proficiency should have the following information entered into eSchool:

- **ESL box checked** on Student Summary Page under "Educational Factors" screen

- **ELL/LEP Entry Date**--in the "ELL Program" screen *The date the student entered a U.S. school for the first time in grades K-12, regardless if the entry was in Arkansas or another state.* MM/DD/YYYY
- **Check the "Value" box** to the left of the ELL/LEP Entry Date
- If student meets **exit criteria** upon initial assessment,
    - Enter the date determined on the "ADE Language Minority Student Exit-Monitoring Form" as the **ELL/LEP Exit Date**-*The date the student met criteria for Fluent English Proficient status and was exited from the ESL/LEP program; no longer receives services; is a regular education student.* MM/DD/YYYY
    - Uncheck the box to the left of the ELL/LEP Entry Date **only if the student meets exit criteria.**

IV. PROVIDING EL STUDENTS WITH A LANGUAGE ASSISTANCE PROGRAM

ESOL instruction is based on current linguistic research and philosophy that emphasizes an integrated language arts approach. Instruction will be based on the English Language Proficiency Standards.

Sheltered English Immersion Approach: Sheltered instruction is an approach to teaching English learners which integrates language and content instruction. The dual goals of sheltered instruction are: to provide access to mainstream, grade-level content, and. to promote the development of English language proficiency. All curriculum, instruction, and assessment will be based on grade-level standards with scaffolding for ELLs.

As needed, students will receive more intensive English instruction by a certified teacher or an instructional aide under the guidance of a qualified teacher. These students will receive one-on-one or small-group instruction using a research-based

> ***Title VI of Office of Civil Rights requires*** *the district to 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 ELL students with equal educational opportunities.*

approach.

V. STAFFING AND SUPPORTING ESOL PROGRAM

All teachers will be certified in the grade levels/content areas they teach. When possible, ELs will be placed in an ESL certified/endorsed teacher's classroom. All certified and classified staff will receive ESOL training annually. Trainings may include but are not limited to:

- Policies and Procedures

- Integrating language acquisition and content instruction which includes sheltering English through teacher scaffolding
- Authentic assessment for EL students
- Classroom coaching and support of teachers of ELLs
- Cultural Sensitivity training
- Specific training for paraprofessionals who provide instruction

Scheduling of this training is a joint effort between the Regional ESOL Coordinator and the school and district personnel responsible for staff development.

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

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 are conducted by a person knowledgeable in English learning methodologies.*

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.*

VI. MEANINGFUL ACCESS TO ALL DISTRICT PROGRAMS

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 services and alternative language services.*

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)

Title VI also requires that LEP students with a disability will receive alternative language services by qualified staff, unless the LPAC 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.

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.

CORE CURRICULUM

All students are entitled to instruction in the district's core curriculum (Arkansas Academic Standards). This includes equal access to the school's facilities, such as computer, science, and other labs or facilities, to ensure that EL students are able to participate meaningfully in the educational programs. Meaningful access to the core curriculum is a key component in ensuring that EL students acquire the tools to succeed in general education classrooms within a reasonable length of time.

All students have full access to the grade-appropriate core curriculum from the start of the ESOL program while receiving appropriate language assistance strategies in the core instruction so that they can participate meaningfully as the acquire English.

G/T and AP

All students will have equal access to "Gifted and Talented" and "Advanced Placement" programs.

- Instruments used to identify students for gifted and talented programs will not prohibit EL students from being identified due to language.
- Teachers of AP classes will use sheltered English strategies that will allow EL students to participate when language is the only barrier.

CLASSROOM MODIFICATIONS: The mainstream classroom teacher has the primary responsibility for instruction of the EL. All teachers, paraprofessionals, and educational staff must be trained in ESL strategies. Classroom teachers will receive a Modifications Form for each EL. The form will list specific modifications to use dependent upon the student's proficiency level. Classroom instruction should be delivered using comprehensible input, or instruction meaningful to the learner. Classroom teachers will be provided professional development training providing strategies and methods for instruction delivery and assessment. Teachers are strongly encouraged to continue their education and research concerning our growing population of English Learners. Professional development is provided through Dawson Education Service Cooperative, Arkansas Division of Elementary and Secondary Education (DESE) , and ARKTESOL.

GUIDELINES FOR GRADING: While acquiring English, a failing grade is inappropriate if language is the only reason. Likewise, it is not appropriate to assign grade that indicate satisfactory work if grade level standards (as viewed through the lens of ELP standards) are not being met by the student. Every effort must be made to teach the EL at grade level using appropriate modification and sheltered English instruction.

- If assignment/test is modified, teacher should note on the paper the assignment was modified.
- Teacher must provide to what extent grades were modified for the LPAC at the spring annual review meeting.

STUDENTS ENTERING 9th GRADE as BEGINNING ELs: If an EL student enters ninth grade with beginning-level proficiency, Cutter-Morning Star will provide a program of instruction to help the student earn a regular high school diploma with her/his grade-level peers. Specific attention will be paid to classroom modifications, mapping of courses for the four years will be a team effort with the counselor and the ESOL teacher, and enrollment in ESOL English when it is an option will be scheduled for language development. In addition, EL students, will be offered academic programing, like their never-EL peers, the chance and support for participation in courses with college prerequisites

RETENTION: According to the law, a student may not be retained solely on the basis of low English language proficiency. When making decisions the LPAC will consider the following:

- Cognitive ability is NOT related to English language proficiency.
- Timeline to proficiency could take 5 to 7 years.
- Research shows retention to be a factor leading to dropout rates.
- Separating a child from his peers can cause self-esteem issues, and EL students already experience the needs to fit in with peers.
- Retention may only be considered if students have received appropriate modifications and accommodations in mainstream classes but have NOT shown progress in their language AND content skills. ***Documentation of appropriate modifications and accommodations must be provided. In addition, documentation that the alternate program of instruction has otherwise proven to be effective.***

TESTING ACCOMMODATIONS: Accommodations are available on state mandated tests. The LPAC decides which students receive which state allowable accommodations. The classroom teacher and test proctor must regularly use the accommodation throughout the school year in order for the accommodation to be valid on spring state assessments. If the student has not been receiving the accommodation throughout the year, he will not be allowed to use it on state tests in the spring. ***There are no exemptions to state assessments for ELs.***

SPECIAL EDUCATION: All students will have equal access to "Special Education" services and programs. Proper documentation must be made to prove that the student is being placed in the special education program based on a learning disability and not because of language proficiency level. ELs are eligible for dual services.

EXTRACURRICULAR PROGRAMS:
All students will have equal opportunity to participate in extracurricular and nonacademic activities.

- Language issues will not prohibit EL students from participating in athletics and other non academic activities.
- Effort will be made to make these activities as accessible as possible to all students regardless of their language, ethnicity, or financial capabilities.

VII. AVOIDING UNNECESSARY SEGREGATION OF EL STUDENTS

Arkansas Lighthouse Charter Schools does not segregate students on the basis of national origin or EL status. While the EL program may require that students receive separate instruction for a limited period of time, the district will make every effort to ensure that this is done in the least segregated manner possible.

VIII. EVALUATING EL STUDENTS FOR SPECIAL EDUCATION SERVICES AND PROVIDING SPECIAL EDUCATION AND ESOL SERVICES

All EL students who qualify for special education services and ESOL services may receive both according to the Individualized Education Program (IEP) and LPAC decisions.

- All assessments administered to EL students will be in a form or language that will yield the most valid results.
- Parents will be informed how the language instruction education program meets the objectives of their child's IEP.
- Students qualifying for both programs of service will receive both services, with neither outweighing the importance of the other.

IX. MEETING THE NEEDS OF EL STUDENTS WHO OPT OUT OF ESOL PROGRAMS

Parents have a right to decline or opt their children out of the ESOL program or out of particular ESOL services within an ESOL program. Services only, not identification, may be declined.

If a parent/guardian declines ESOL program services, the student must be marked in eSchool (value box checked on the "ELL Programs" page) as an English Learner with a parent ESL Waived Services Date recorded until the student meets exit criteria or the parent/guardian requests that the student be placed back into ESOL services. *Do not enter an exit date.*

- To ensure the needs of opt-out EL students are being met, the district will periodically monitor the progress of students who have opted out.
- If an EL student who opted out of the programs or services does not demonstrate appropriate growth in English proficiency, or struggles in one or more subjects due to language barriers, the district will take affirmative steps including informing the EL student's parents of his or her lack of progress and offering the parents further opportunities to enroll the student in the ESOL program or at least certain ESOL services at any time.
- Opt-out EL students must have their English language proficiency assessed at least annually to gauge their progress in attaining English proficiency and to determine if they are still in need of and legally entitled to ESOL services. There is no assessment exemption for students who do not receive ESOL services. **This**

means all EL students in Arkansas must participate in the Arkansas' annual summative English proficiency test, currently ELPA21. Once opt-out EL students meet valid and reliable criteria for exiting from EL status, Arkansas Lighthouse Charter Schools will monitor their progress for four years, as it does with other exited EL students.

X. MONITORING AND EXITING EL STUDENTS FROM ESOL PROGRAMS AND SERVICES

The Regional ESOL Coordinator/ ESOL Building Designee will monitor the progress of all EL students in achieving English language proficiency and acquiring content knowledge as mandated by the state of Arkansas. This applies to all students, even if they are opted out of the ESOL program. We will take appropriate steps to assist students who are not adequately progressing.

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 an ELL student has obtained sufficient proficiency in English to exit alternative language services.*

Title VI also requires *that language proficiency assessment committees review the academic progress of exited students at least once a year for a two year period and demonstrate that the students are "academically successful" in the regular classroom.*

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.*

Annual (yearly) reviews of every student will be conducted. Each annual review will yield one of three decisions:

1. Student has not met required exit criteria, so he/she remains in the program.
2. Student has met required exit criteria, so he/she is exits the program and begins the monitoring process.
3. Student is in the monitoring process, classified as a Former English Learner, and is monitored for four years, according to federal guidelines as outlined in the Arkansas ESSA plan.

Title VI of Office of Civil Rights *requires the district to have a process for determining annually the effectiveness of its LEP plan and whether new documents, programs, services, and activities need to be made accessible for LEP persons.*

To monitor EL students' acquisition of English proficiency, Arkansas Lighthouse Charter Schools will use the ELPA21. ELPA21 (English Language Proficiency Assessment) is a standardized test aligned with English Language Proficiency Standards. It assesses language acquisition in four domains of Reading, Listening, Speaking, and Writing

> ***Federal Law*** *states that states shall provide an annual assessment of English proficiency of all students with limited English proficiency.*
>
> ***Federal Law*** *states that districts must meet annual measurable achievement objectives (AMAOs) for limited English proficient students through development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards.*

To monitor EL students' growth in acquiring academic content knowledge, the following assessments will be used, this Language Minority Student Exit/Monitoring form must be used.

To exit an EL student from the ESOL program, he/she must meet the following criteria:

- Demonstrate proficiency on ELPA21
    - Separate proficient scores in each domain or a composite score of "proficient" derived from scores in all four language domains
- Demonstrate proficiency on the Arkansas Professional Judgment Rubric by having at least two pieces of required evidence. (See Summer 2018 Presentation for clarification on required evidence.)
- This must be documented on the Language Minority Student Exit/Monitoring form mentioned above.

The decision to exit or reclassify the EL student from the ESOL program must be made on an annual basis by the Language Proficiency Assessment Committee (LPAC) following guidelines outlined in the Arkansas Professional Judgment Rubric. All Annual Review results must be recorded in eSchool no later than September 30 following the spring ELPA.

The Regional ESOL Coordinator/ ESOL Building Designee will monitor and provide assistance to all exited students for four years after exiting the ESOL program, as mandated by the state (ADE) to ensure that:

- The student has not been prematurely exited
- Any academic deficits they incurred as a result of participation in the EL program have been remedied
- The student is meaningfully participating in the standard instruction program comparable to the never-EL peers

If the student is re-entered into EL services, the Regional ESOL Coordinator/ ESOL Building Designee will document the basis for the re-entry and will acquire parent consent to do so.

eSchoolPLUS

- All monitored students must have an entry date and an exit date.
- "Value" box must NOT be checked.
- "ESL/ELL Monitored" drop-down must be marked
    - M1--Monitored Year 1
    - M2--Monitored Year 2
    - M3--Monitored Year 3
    - M4--Monitored Year 4

If, during monitoring, a student returns to EL status, delete the "Exit Date" and check the "Value" box again. Also, remove the M1 - M4 status.

XI. ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

Arkansas Lighthouse Charter Schools will ensure meaningful communication with LEP parents in a language they can understand. This includes all school-home communication, report cards, parent-teacher conferences, parent handbooks, etc.

> ***Title VI of Office of Civil Rights requires*** *the district to provide timely notice to parents of ESOL 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, when available.*

A. Legal Requirements

All parents will be given equal opportunity and encouragement to participate in the education of their children by providing information in a language they can understand.

DISTRICT TRANSLATOR/INTERPRETER PROCEDURES

**If a language other than Spanish is requested please contact the Regional ESOL Coordinator*

According to the legal obligations under Title VI of the Civil Rights Act, the ESOL Department will provide translations and interpretations for parent communication only. You may access the guidance on page 37-40 of the Dear Colleague Letter from U.S. Department of Education.

In regards to student communication, this service will only apply on an "as needed" basis and will have to be pre-approved. Ark. Code Ann. §6-16-104 which states, "The basic language of instruction in the public school branches in all the schools of the state, public and private, shall be the English language only."

Please refer to the following procedure steps when requesting a translator/interpreter.

B. Oral Interpretations - 3 Tier Approach

1. Tier 1 - informal phone calls/meetings Ex: phone call to parent, registration, sick student, discipline, etc.
    a. District Spanish Interpreter
    b. Bilingual staff within the building
2. Tier 2 - lengthy conversations with parents that require the interpreter to navigate between conversations (ex: Parent/Teacher conferences, teacher concerns, etc.)

a. District Interpreter
b. Bilingual staff member

3. Tier 3 - Qualified and knowledgeable interpreter for sensitive and difficult conversations. Ex: Special ed. Conference
    a. District Interpreter

C. Written Translations - 3 Tier Approach

**In compliance with federal law, written translations will be provided for parents only. Any written translations for students will need to pre-approved by a principal.*

1. Tier 1 - informal, simple communication for parents
    a. Google folder with generic forms already translated into Spanish
        i. Field trips, missing assignments, scheduling a conference, etc.
    b. Google Translate
        i. Use this with extreme caution and only for short, simple sentences.
2. Tier 2 - School wide notifications, district wide notifications, etc.
    a. Send the item in a google doc or word form (not pdf) to Linda Sanchez Pacheo, the District Interpreter, for Spanish translation, and Carrie Acrey for Vietnamese translation.
    b. Items will be completed in a reasonable time according to their priority with a minimum of 24 hours to translate
3. Tier 3 - Larger, in depth items - anything more than 2 pages. Ex: Handbooks, Report Cards, Registration Forms, etc.
    a. Same steps as Tier 2
    b. Depending on the size of the job, it might have to be contracted out to a third party.

*If a teacher, administrator or building representative believes a form needs to be translated or an interpreter is needed the following steps needs to be followed:

Step 1 – Contact the building ESOL designee or site/district interpreter and make a request.
Step 2 – The building ESOL designee will follow protocol to ensure the request is met.
Step 3 – Be aware of the amount of time required for the service

Things to Consider:

- Please do not give the ESOL designee a form in the morning and expect it back by that afternoon. Be aware and considerate of the amount of time it takes to translate forms, and or locate an interpreter.
- If the form is one paragraph or less please allow 1-2 days

- If the form is two paragraphs or more please allow 2-3 days
- If the form is a complete document please allow 1-2 weeks
- Always send as an electronic copy when possible
- If you know of any parents that are bilingual please send their name to the ESOL Designee.
- At this point Spanish is the majority language among ELL families. Priority is given to Spanish translation first. All other languages are possible, but on a case-by-case situation.

XII. EVALUATING THE EFFECTIVENESS OF THE ESOL PROGRAM

The Arkansas Lighthouse Charter Schools' ESOL program will be evaluated yearly by Regional Administrators and Building ESOL Facilitators to determine if it is producing results which indicate that students are overcoming language barriers. The following areas will be considered:

- EL students are able to attain English proficiency within a reasonable period of time
- EL students are able to meaningfully participate in the standard educational program comparable to their never-EL peers
- EL students are progressing from grade to grade without content-area deficits that require remediation due to inclusion in the ESOL program
- EL students are on track to graduate and have comparable opportunities to their never-EL peers to become college and career ready
- The achievement gap between EL students and never-EL students is declining over time
- The degree to which current and former EL students are represented in advanced classes, special education services, gifted and talented programs, and extracurricular activities relative to their never-EL peers

Title VI of the 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.*

Arkansas Lighthouse Charter Schools' ESOL program will be evaluated yearly to determine its effectiveness. Adjustments, according to state (ADE) guidelines, will be made to the program as needed.

A committee comprised of Regional Administrators, Building ESOL Designees, classroom teachers, counselors, and building administrators will convene to evaluate each are of the ESOL program.

In evaluating the program, the committee will review each of the following parts of the program:

1. Identification Process
    a. Are schools using the HLUS?
    b. Are buildings notifying ESOL designees of new enrollees?
    c. Are students being identified when they enroll?
2. Assessment of Student
    a. Are students assessed using the ELPA 21 screener?
    b. Are assessors trained?
    c. Are schools using the assessment data?
    d. Are students assessed annually with the ELPA 21 formative assessment?
    e. Are students being assessed properly with state standardized tests?
3. Placement of students
    a. Are LPACs functioning according to guidelines?
    b. Is flexibility available for a student's schedule to work out appropriately?
    c. Is placement happening in a timely manner?
        i. 30 days for new enrollees at beginning of school year
        ii. 15 days for enrollees any time after that
        iii. Records from other in-state districts received and reviewed
4. Curriculum and Instruction
    a. Are teachers informed of ELP standards and received appropriate professional development for implementation?
    b. Are teachers being provided with relevant student information and suggested modifications?
    c. Are students able to attain English proficiency within a reasonable period of time?
    d. Are students making growth in acquiring the English language and academic achievement?
    e. Are students progressing from grade to grade without content-area deficits that require remediation due to inclusion in the ESOL program?
    f. Are students on track to graduate college- and career-ready alongside their never-EL peers?
    g. Are teachers assigning grades appropriately?
5. Staffing and Staff Development
    a. Are teachers ESL endorsed?
    b. Are teachers pursuing endorsement or training?
    c. Are buildings utilizing the knowledge teachers who have their ESL endorsements?
    d. Is the ESOL designee supported by staff and administration?
    e. Is the ESOL designee given time and opportunities to train the staff?

XIII. MAINTENANCE OF RECORDS

Each ELL student will have a cumulative EL Folder that houses all documentation of their participation in the ESOL program. This folder contains all the compliance documents recommended by the Office of Civil Rights. It must be diligently and consistently maintained throughout the year. This folder holds copies of all testing and records pertaining to a student being identified, assessed, placed, evaluated, exited, etc. The folders will be housed with the ESOL Coordinator.

> ***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 the ELL students who participate and exit the program.*

Upon the transfer from Arkansas Lighthouse Charter Schools to another school district by any Language Minority Students, present or former ELLs, the office manager must contact the Regional ESOL Coordinator or ESOL designee to ensure the transfer of all current EL files to the new district. Upon the transfer of an ELL or LMS to an Arkansas Lighthouse Charter Schools campus from any other district, the office manager must contact the Regional ESOL Coordinator or ESOL designee to ensure the transfer of all current EL files to the Arkansas Lighthouse Charter Schools campus.

Appendix (Forms will have to be entered)

- HLUS: Arkansas Home Language Usage Survey (HLUS)
- Home Language Usage Survey Verification Form
- Exit-Monitoring Form: Arkansas Exit Monitoring Form
- Parent Interview Form
- Parent Notification Form
- Placement Form
- Waiver of Services Form
- Annual Review Form

English/March 2020

Arkansas Division of Elementary and Secondary Education (DESE)
Home Language Usage Survey

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. ***This form is not used to identify students' legal immigration status.***

7. Where was your child born? _____
8. When did your child first attend a school in the United States (the 50 states, DC)? **(Kindergarten – 12th grade)**

   _____ _____ _____
   Month Day Year
9. Has your child attended a school in Puerto Rico? _____

Thank you for providing the information needed on the Home Language Usage 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.

Arkansas Division of Elementary and Secondary Education (DESE)
Home Language Usage Survey Verification Form

Indicate reason for completing this form:

1. **____ To refer a student with ALL English on his/her HLUS for English Language Proficiency screening (complete Section 1 and 2 below)**
2. **____ To document why a student with a response other than English on his/her HLUS is NOT a Language Minority Student (complete Section 1 and 3 below)**

Section 1:

Student Name:		**Grade:**	**Date:**
School:	**Student State ID #:**	**Gender:**	**Date of Birth:**

Section 2: Identification of Student for ELP screening who have all English on Home Language Usage Survey

Teachers, school counselors, and other school personnel who suspect that a student may be an English Learner and in need of language assessment should use this form to identify those students for the district's ESOL Coordinator. To refer a student for English Language Proficiency screening, the school personnel member ***must have observed a language besides English being used by a member of the student's household*** (i.e., parent, sibling, student, etc.), either orally or in print.

a. **Please indicate the reason(s) this student is being referred for English Language Proficiency assessment:**

_____ Staff Observations _____ Parental Contact

b. **Please give a more detailed explanation below (include date of observation/contact):**

Section 3: Verification of responses other than English on a student's HLUS to indicate student is NOT a Language Minority Student

Language Minority Students are those who truly have a language other than English present from birth to an extent that potentially impacts a student's English language development. Occasionally, responses on a student's Home Language Usage Survey may result in a "false positive" identification as a Language Minority Student.

a. **Ask clarifying questions of parent/guardian regarding responses other than English on the HLUS such as "Can you tell me more about when this language was learned or is used?" Document reason other language is indicated below:**

b. **Verification of Language Minority Student status (check ONE):**

- Student IS a Language Minority Student (usage of language other than English present from birth to an extent that potentially impacts a student' English language development)
  OR
- Student is NOT a Language Minority Student (usage of language other than English added later in life)

_____ (Signature/position of person completing form)

_____ (Signature of ESOL personnel, if not the same)

Please attach a copy of this form to the student's Home Language Usage Survey.

Arkansas Division of Elementary and Secondary Education (DESE)
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.)**	___ **ELPA21 Screener** **Proficiency Profile: _____, Date: _____** **OR** ___ **ELPA21 Summative** **Proficiency Profile: _____, Date: _____** **OR** ___ **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: _____** __ 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.	____ English Learner (eSchool "Value Box" Checked) **OR** ____ Former English Learner (ELL Exit Date: _____) __ Monitored Year 1 (M1) __ Monitored Year 2 (M2) __ Monitored Year 3 (M3) __ Monitored Year 4 (M4) __ Monitoring Completed		

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

English for Speakers of Other Languages (ESOL) Program
ESOL Services Waiver Form

_____ **School District**

Student Name:		**Grade:** ___	**Date:**
School:	**Student State ID #:**	**Gender:** null	**Date of Birth:**

We, as parents/guardians of _____ do NOT desire to have our child,

_____, ____, _____,
(Name of Student) (Grade level) (School)

directly served by the district's ____ ELD Program and/or ____ Access to Core Content Program. (Check each one being declined.)

The Language Proficiency and Assessment Committee (LPAC) decision has been thoroughly explained to us in a language which we can understand. We understand that we may reverse our decision at any time by contacting the ESOL Program at _____.

We also understand that the teachers of our child's school will closely monitor his/her progress and keep us informed of such. We understand that our child will be assessed annually with the state's English language proficiency test until our child meets the state exit criteria from English Learner status. A lack of progress may warrant another conference with us to discuss alternatives to the regular classroom program.

_____ _____
Signature of Parent/Guardian Date

_____ _____
Signature of ESOL Coordinator Date

Comments:

Attach a copy of the Initial Placement Form or Annual Review Form with the LPAC decision to this waiver form. Place a copy of all forms in the student's cumulative file and ESOL file (if district maintains separate ESOL files) and give one copy to the parent/guardian.

INITIAL PLACEMENT/ANNUAL REVIEW FORM

_____ School District

Student Name:		Grade: ___	Date:
School:	Student State ID #:	Gender: null	Date of Birth:

NATIVE LANGUAGE _____ **ELL Entry Date** _____

ELPA21 Date: _____

ELPA21	PERFORMANCE LEVEL	SCALE SCORE
Speaking		
Writing		
Listening		
Reading		
Comprehension	Comprehension is derived from the Listening & Reading scores. It does not have a performance level.	
Overall Performance		

LANGUAGE PROFICIENCY AND ASSESSMENT COMMITTEE DECISION:
ENGLISH ACQUISITION DECISION

- ☐ Student has met preliminary criteria and will be considered for exit of the ESOL program.
- ☐ English Language Development Program description _____
- ☐ Access to Core Content Program description _____

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

Special education services will be provided in addition to this assistance when student has an IEP.

Student has an IEP (briefly describe)

CLASSROOM SCAFFOLDS

- ☐ Pair newcomer with bilingual classroom buddy
- ☐ Prompt with yes/no and simple questions
- ☐ Encourage non-verbal, yes/no, one-word, or echoed responses
- ☐ Use read-alouds, simple texts, and provided sources about familiar topics to aid in comprehension
- ☐ Accept simpler/shorter responses that meet standards (e,g, narrow vocabulary range, simple sentences, graphic representation)
- ☐ Use guided language instruction to increase complexity of responses
- ☐ Provide context and visual aids (e.g., discussion cards, writing templates, language patterns)
- ☐ Regularly facilitate structured student talk routines
- ☐ No required classroom scaffolds

STANDARDIZED ASSESSMENT

☐ **Testing without Accommodations** ☐ **Testing with Accommodations**

Allowable Testing Accommodations—Used regularly in classroom instruction/assessment

- ☐ Extended Time
- ☐ Special Seating/Grouping
- ☐ Text-to-Speech/Reading of all allowable portions
- ☐ Word-to-Word Dictionary
- ☐ Translated Directions

Building Administrator	Classroom Teacher
ESOL Designee	SPED Teacher (if applicable)
Other	Other

PARENT-STUDENT INTERVIEW

Arkansas Lighthouse Charter Schools

******Note to interviewer: To be completed with student and family present.***

STUDENT'S NAME: _____

ADDRESS: _____ TELEPHONE: _____

PLACE OF BIRTH: _____ NATIVE LANGUAGE: _____

DATE ARRIVED TO USA: _____ TO ARKANSAS: _____

1. Has your child ever been in school? _____ If so, which grades and where?

Grade	(city, state)	Grade	(city, state)
Kinder	_____	6	_____
1	_____	7	_____
2	_____	8	_____
3	_____	9	_____
4	_____	10	_____
5	_____	11	_____

2. How does your child *speak* well/average/poor *read* well/average/poor *write* well/average/poor in his/her native language?

3. Has your child ever studied English?_____ For how long? _____

4. Has your child ever had an English language assessment? _____If so, when [year or grade] and where
_____

5. Has your child ever received Special Education Services? _____Explain:_____
_____

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

7. Does the parent ever have trouble understanding the student's speech in his/her native language?_____ If yes, How does your child speak compared with siblings? _____

8. Has your child ever had a language assessment? ____In what language?_____

9. Does the student have any disabilities? ____If yes, explain _____
_____

10. Does your child have special needs? ____ Explain_____

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

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

Mother/Guardian
K 1 2 3 4 5 6 7 8 9 10 11 12 HS Diploma/GED
University or technical school-# of years _____
Holds degree/title/certification-list type_____

Father/Guardian
K 1 2 3 4 5 6 7 8 9 10 11 12 HS Diploma/GED
University or technical school-# of years_____
Holds degree/title/certification-list type_____

_____
Parent/Guardian signature

_____
Interviewer signature

LPAC

Date of Initial Placement: _____

COVER PAGE

Student Name: _____ Grade: _____

Language: _____ Date of Birth: _____ Gender: mll

Student ID Number: _____ Other Services Received: _____

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

- ☐ Initial Placement
- ☐ Annual Review
- ☐ ELL Program
- ☐ Exit
- ☐ Monitor Year 1
- ☐ Monitor Year 2
- ☐ Monitor Year 3
- ☐ Monitor Year 4
- ☐ Non-English
- ☐ Limited English (LEP)
- ☐ Fluent English (FEP)

PROGRAM TYPE:

- ☐ Pull-Out ESL
- ☐ Sheltered English Instruction
- ☐ Monitored
- ☐ Inclusion
- ☐ Transitional
- ☐ ESL Co-Teaching
- ☐ Other (Specify) _____

****

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)

- ☐ Home Language Survey
- ☐ ESL Modifications
- ☐ Parent Notification
- ☐ Exit Notification
- ☐ Proficiency Assessment Report
- ☐ _____

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:

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

Test modifications:

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

(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 _____

Month Day, Year

Family of «First_Name» «Last_Name»

«Contact_Street_Name»

«Contact_City», «Contact_State» «Contact_Zip»

Dear Parent/ Guardians of «First_Name» in grade «Grade»,

I am writing to inform you that the Language Proficiency Assessment Committee (LPAC) has conducted an annual review conference to discuss your child's status in the English Speakers of Other Languages (ESOL) program. I am inviting you to conference with me about your child's English proficiency. During the conference, you will learn more about your child's current level of English language proficiency, his or her academic progress and recent achievement scores. Please return this form to the school as soon as possible so that I may email or call you to schedule what time you will be available. Your scholar's designation in the ESOL program is «ELL_EntryExit».

You may email me at melony.phillips@arlcs.org or call at 501-985-1200 to discuss details with me further or if you have any questions.

Sincerely,

ESOL Coordinator

I would like a conference	____	Yes	____	No
Interpreter needs to be present	____	Yes	____	No

Signature of Parent: _____ Date: _____