

Mountain Home School District

ESOL

English to Speakers of Other Languages

Program Handbook

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Foundations

Purpose of the Handbook

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

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

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

Students

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

Program

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

Mission Statement

The mission of the Mountain Home School District ESOL Program is to provide support and instruction to English Learners in English proficiency, cultural awareness, and academic development, which will empower them to be successful in the mainstream classroom, school, and community.

Belief Statements

Mountain Home School District ESOL program believes that an:

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

Program Goals

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

District Program Model

Title VI of the Office of Civil Rights requires that the district implement an alternative language service model that is considered research based and recognized by experts to

be sound as a second language acquisition theory. The alternative language service model should provide ELs with equal education opportunities.

The instructional model adopted by the Mountain Home district is English as a Second Language (ESL) in which the language of instruction in classrooms is English.

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

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

Accountability

Federal Law holds LEA's accountable for:

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

ESOL Staff

ESOL Staff Members

Name	Position
Leah Cotter	Federal Programs Director
Ron Czanstkowski	District ESOL Coordinator
Naomi Lassen	ESOL Endorsed Lead Teacher
Cheryl Humans	ESOL Endorsed Librarian - NWH
Kim Swearingen	ESOL Endorsed teacher - Hackler
David Rodriguez	ESOL Endorsed teacher - Sr. High

Identification

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

Summary of Order of Identification

- Home Language Survey completed by all students entering district.
 - If any language other than English is listed, HLS is forwarded to ESOL Coordinator & ESOL Teacher by the registrar.
- Parent Interview (when feasible)
- Check Triand Report if Arkansas transfer
- School records from out of state
- ELPA21 for students
 - Out of state transfers
 - New to country
 - Any student without a current ELPA score

Home Language Survey

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

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

1. The Home Language Survey is to be filled out upon the student's initial enrollment and does not need to be updated annually.
2. If the parent gives a response of any language other than English to one or more of the questions, the registrar is to notify the ESOL Coordinator and ESOL teacher providing:
 - a. A copy of the Home language survey
 - b. A copy of the Enrollment form
 - c. A copy of the birth certificate
 - d. Any ESOL records from previous school

3. The original Home Language Survey shall be placed in the student's permanent record.
4. Home Language Surveys that indicate "All English" should be filed in the student's permanent record and not given to the ESOL Coordinator.

Returning ELs

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

- Check Triand for current ELPA scores if the student was in an Arkansas school.
- Request records from previous school if a Triand report is not available.
- If scores are more than one year old, the ELPA21 assessment will be given to determine the student's current English language proficiency levels.
- The student will not be exited unless the exit criteria has been met.
- The ESOL teacher will write an initial EL Student Plan and the LPAC Committee will review it for approval.

Transfer Students

- Check Triand for current ELPA21 scores.
- Request records from the previous school if a Triand report is not available.
- If ELPA21 scores are not available, the student will be assessed with the ELPA21.
- Grades and assessments will be evaluated along with the ELPA21 test scores to make a determination regarding placement.
- The ESOL teacher will write an initial EL Student Plan and the LPAC committee will review it for approval.

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

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

Initial Assessment

Title VI of the Office of Civil Rights requires a district to objectively assess the English language proficiency of all students identified as a student whose primary home language is other than English. The assessment should evaluate all domains, listening,

speaking, reading and writing. Title VI also requires that all staff designated to administer the assessment instrument should be formally trained to ensure proper test administration and interpretation of test results.

The Mountain Home School district uses the ELPA21, a comprehensive assessment system designed to assess a student's language proficiency, as the initial assessment. It is an ESSA-compliant instrument that is used in grades K-12 as a formal and standardized method of determining language proficiency. All personnel in the ESOL department will be trained to administer this test. Testing procedures will be reviewed annually. This assessment, along with other criteria, will guide the LPAC to determine whether or not a student is LEP.

The ESOL teacher performing the test will make a file for the student to be reviewed at the LPAC. The file will include:

- Enrollment form
- Parent Interview Form (if available)
- Test Scores
- HLS
- Birth Certificate or other identification

Note: During the Fall, an LPAC meeting will be held to address all new students who are tested with the ELPA21 screener. Details of this meeting are outlined in the next section. During the rest of the year, the LPAC meeting may or may not be held with the ESOL teacher. Upon request by the building ESOL teacher, the ESOL Coordinator will assist with LPACs when the ESOL teacher is unavailable due to teaching responsibilities.

Initial Placement

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

placement and benefits from participation in the language program will be provided to the student's parents.

Summary of Initial Placement for new students

- ELPA21 screener is administered.
- An LPAC meeting is scheduled.
- LPAC will consider objective and subjective criteria to determine placement as outlined in the LPAC section of this handbook.
- If student is placed, LPAC determines ESOL plan for student.
- EL Student Plan is written and shared with appropriate individuals.

Language Proficiency Assessment Committee (LPAC)

Purpose

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

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

Description of Members and Responsibilities

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

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

- ESOL Teacher
- Administrator
- Counselor

- ESOL Coordinator (optional)

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

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

Objectives of the LPAC Meetings

Initial Placement

- The LPAC will determine placement or non-placement of students tested.
- The ELPA21 screener, along with subjective criteria, will be the basis of determining whether a student will be classified as LEP or not.
- To be classified as LEP, the following criteria will be considered by the LPAC:
 - Home language other than English
 - Parent interview
 - ELPA21 Score indicating LEP or below
 - Informal assessments, teacher observations reflecting that a student is LEP. For example, the student
 - has difficulties communicating needs to teacher and peers
 - demonstrates academic performance below average due to language deficits
 - presents difficulties understanding normal classroom discussions
 - has limited vocabulary
 - demonstrates writing that is consistently grammatically incorrect
 - presents attention deficits that appear to be language based
- The LPAC will write the EL Student Plan and
 - determine modifications/accommodations
 - determine standardized testing accommodations
 - write appropriate documentation (i.e. virtual EL Student Plan, PNP)

Annual Review

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

- Write an Annual Review Form on previously identified students in the district.
- Review teacher feedback form
- Review data from ELPA21 and standardized testing

- Confirm and/or change the electronic EL Student Plan created by the ESOL Teacher
- Monitoring of M1 and M2 students
- Exit students who have met the criteria (with final approval via ESOL coordinator)
Note: See instructions on Exit Criteria.

Virtual LPAC Meeting

- Virtual LPAC meetings may be conducted to address student issues.
- The LPAC form will be a Google Form created by the ESOL Department. A template will be placed in each school's individual folder to be copied for each new LPAC.
- Virtual LPAC documentation will be stored in a designated folder for each school. The folder will be shared with the ESOL teacher, the principal, the LPAC committee members, and the ESOL Coordinator. The principal or ESOL teacher may request additional access.
- Each individual LPAC Document will be shared with the classroom teacher as well as anyone on the LPAC committee for a specific student.
- Anyone working with an EL may start a virtual LPAC by contacting their building ESOL teacher or the ESOL Coordinator.

Special Meetings

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

- consideration for retention
- referral for Special Education
- Waiver Conference
- Special Issues as determined by administrators

LPAC Fall Operational Procedures

Beginning of School Year

- The initial LPAC meeting for the school year will cover returning students and new students, including transfers.
- The committee will:
 - do annual reviews on returning students, reviewing and making any agreed upon changes to EL Student Plans written by the ESOL Teacher. This will include reviewing ELPA21 scores, state assessments, grades, teacher recommendations, and change of services.
 - Review all newly tested students and determine as a committee for placement or non-placement as well as services to be provided.
- Share EL Student Plan with classroom teacher electronically.
- Write a Parent Notification of Placement and mail to parent(s).

- Make recommendations to exit students who have met criteria. Send Exit Form and evidence for exiting to ESOL Coordinator for approval. Once approved, a copy of the Exit Form will be provided to permanent file, ESOL File, and teacher. Parents will be notified of exited status by ESOL Coordinator. See Exit Criteria section for this procedure.
- Update student roster with current status, modifications, and accommodations.
- Write a Parent Notification of Annual Review or Notification of Placement. The original will be sent to the ESOL Coordinator to be mailed to the parent. Notifications must be mailed no later than four weeks after the school start. A copy will be placed in the student's ESOL folder for Title III purposes.
- Print the EL Student Plan and the members of the LPAC will sign the form prior to leaving the LPAC. The signed copy will be sent to the ESOL Coordinator.

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

Parental Rights

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

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

Waiver of Services

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

eSchool

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

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

Exiting and Monitoring

Procedure for Exiting/Exit Criteria

Under ESSA, all districts in Arkansas must utilize the same exit criteria and process when determining whether a Language Minority Student (LMS) qualifies as an English Learner (EL) or a Former English Learner (FEL). As part of the transition to common Entry and Exit Procedures related to Language Minority Students, Arkansas has created the attached Professional Judgment Rubric and Exit Criteria Guidance. This work is the result of a subgroup of the Arkansas ESSA English Learners/Title III Advocate Group.

When LMS students attain established criteria that demonstrate they are Fluent English Proficient (FEP) and can transition successfully to classrooms with minimal English Language Development support, they are then identified as an FEL. In order to exit a student from EL status, a Language Proficiency and Assessment Committee (LPAC) must verify that there are three pieces of evidence supporting the decision. The first piece of evidence is scoring “Proficient” on an ELPA21 Assessment. The second two pieces are gathered as part of the Professional Judgment Rubric described more below. Once these three pieces of supporting evidence are available, the LPAC must exit the student and begin the monitoring process. The goal is to determine when a LMS student is ready to be identified as an FEL in a timely and appropriate manner

The common exit procedures are outlined in the Arkansas ESSA Plan on page 125:

Exit Procedures

Timeline: LEAs will annually review every identified English Learner’s progress in acquiring English.

1. This review will be conducted by a site based Language Proficiency and Assessment Committee (LPAC).
2. Annual reviews will include a committee analysis of ELPA21 summative assessment scores and other available student performance data.

Table 26. Criteria for Annual Review Placement

	English Learner	Former English Learner, Year 1
ELPA21 Summative Overall Score	“Emerging” or “Progressing”	“Proficient”
Professional Judgment Rubric	N/A	“Proficient”
LPAC Committee	Recommends appropriate	Recommends exit to

	English Learner services, classroom accommodations, assessment accommodations	Former English Learner Status
Parent Notification	Continued identification as an English Learner	Exit from English Learner status and to be monitored for four years to ensure continued success

Appendix includes the Professional Judgment Rubric-Exit Criteria Guidance document that outlines the Exit Criteria, Supporting Evidence, Examples of Evidence in Addition to ELPA21, the Professional Judgment Rubric, and how this applies to Former English Learner Monitored Years 1-4.

Effective immediately (Spring 2018), the criteria to place a student as FEL requires a student to score as “Proficient” on the ELPA21 Summative Overall Score and to be rated as “Proficient” as described within the attached Professional Judgment Rubric-Exit Criteria Guidance document.

It is the LPAC’s responsibility to consider all available evidence for a given student. Once a student has an ELPA21 score of proficient AND at least two additional pieces of data indicating performance comparable to grade level non-EL peers, it is the responsibility of the LPAC to exit the student from EL status and begin monitoring the student for continued success.

The ESSA English Learner Advocate Group also created a common ADE Language Minority Student Exit-Monitoring Form (attached) that must be utilized from this point on for the following three purposes:

1. Initiating placement as a FEL
2. Documenting a prior exit that was not documented
3. Monitoring a FEL

Curriculum and Instruction

ESOL Program

The Mountain Home School District uses ESL as a program to meet the needs of all English learners in both language acquisition and core content. The instructional model

adopted by the district is ESL. All instruction is provided in English. The type of service and delivery of instruction provided depends on the proficiency level of the student.

Equitable Facilities

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

Language Proficiency Levels

Proficiency Level	Description	Student Expectations
Level 1	Pre Production	The student is either a non-English speaker or can speak a little English, but cannot read or write in English. The student responds to simple communication tasks. The student may say a few isolated words or phrases.
Level 2	Beginning Production	The student understands and speaks conversational and academic English with hesitancy and difficulty. The student speaks English, but his/her reading and/or writing abilities in English are limited.
Level 3	Intermediate	The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty but lacks the academic language necessary for success in the classroom. The student speaks English, but needs support in developing his/her reading/writing abilities in English.
Level 4	Advanced Intermediate	The student speaks, reads, writes and comprehends in English, but has not reached the level of Fluent English Proficient. The student requires support as needed until full fluency is reached
Level 5	Fluent	The student understands and speaks conversational and academic English fluently.

Types of Services

Elementary K-5

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

Middle School 6-8

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

High School 9-12

- Mainstream Classroom--primary instruction for all ELs. Teacher must modify instruction and accommodate until the student can demonstrate that language is no longer a barrier to their learning. Teachers must also document and be able

to prove they are providing appropriate modifications as noted on the EL Student Plan. Teachers must also be able to demonstrate that they are using ESOL classroom strategies to ensure students are able to comprehend what is being taught.

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

Classroom Modifications and Accommodations

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

Teachers will receive an EL Student Plan for each English learner assigned to the class which will provide information about the proficiency level of the student in each of the domains (reading, writing, speaking, listening). The plan will suggest types of modifications to use and reflect testing accommodations to be used. Classroom instruction should be delivered using comprehensible instruction that is meaningful to the English learner.

English Language Proficiency Standards

[Arkansas Language Proficiency Standards link](#)

Guidelines for Grading

When a student is in the process of learning English, grades indicating failure cannot be assigned if language proficiency prevents the student from doing the work. At the same

time, it is not appropriate to assign grades to indicate that the student is at grade level or doing satisfactory work if the student is not doing what he or she can do based on the level of language proficiency.

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

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

There are rubrics available to assist teachers in assessment of ELs. Contact the ESOL teacher for assistance.

Testing Accommodations

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

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

Annual Assessments

ELPA21

Federal law states that states shall provide an annual assessment of English proficiency of all student with limited English proficiency. The ELPA21 is the assessment used by the state of Arkansas to measure language proficiency in the four domains of listening, speaking, reading and writing.

- This test falls under the same security guidelines as other state mandated testing.
- The testing window falls around the month of February.
- It is required of all ELs regardless of the type of service being provided.
- The test is administered with accommodations only to students with an IEP. When applicable, a PNP will be written.
- The test results are reflected in the District's Annual Measurable Achievement Objectives (AMAOs)

ACT Aspire

- This Criterion Reference Assessment is required by law to be administered annually and ELs are required to participate. The LPAC will determine which of the accommodations, if any, apply:
- ELs who have been in the US less than one year may be exempt from the reading and writing portion of the test but must take the math and science.
- Students must be identified as EL (LEP) to receive accommodations.
- When accommodations are required, a PNP will be written by the ESOL teacher and approved by the LPAC. It will then be submitted to the building test coordinator.
- Results are reflected in the District's Annual Measurable Achievement Objectives (AMAOs).
- Students who have attended U.S. Schools for less than one year may have their scores excluded from counting toward the AMAO.
- Exited students being monitored may be included in the LEP subpopulation in making AMAO determinations.

Retention

[Guidelines](#)

Equal Access

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

Special Education

It is the intent of the Mountain Home School District to comply with the guidelines set forth by state and federal law. These guidelines ensure that LEP students are appropriately placed and served.

ELs who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified, and evaluated for special education and disability-related services in a timely manner.

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

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

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

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

Parent Communication

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

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

For more information about the civil rights of LEP parents and guardians, and the district's specific obligations to parents of English learners, refer to this [link](#).

Interpreters

Each building principal has the responsibility to assign a designee for coordinating interpreters for parental communication. A list of potential interpreters is provided for the designee to use. The designee or principal shall contact the ESOL coordinator when:

- There is an emergency or delicate situation (call 870-425-1281).
- A language is not represented on the district interpreter list.
- Someone wishes to be added to the interpreter list (interview with ESOL coordinator required)
- There is a professional issue with an interpreter.
- An interpreter is not available for a specific appointment.

Interpreters will be trained by the ESOL Coordinator. Interpreters will sign a confidentiality agreement and complete appropriate paperwork to be paid by the central office.

Maintenance of Records

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

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

Professional Development

ESOL professional development will be provided through the district, and additional professional development is available through NAESC, ARKTESOL, ArkansasIDEAS Portal, and Google training classroom. Teachers may contact their building ESOL teacher or the ESOL coordinator for specific training needs.

Program Evaluation

Mountain Home School District annually evaluates the ESOL program to determine its effectiveness. Adjustments are made to the program as needed.

Year End Procedure

A committee will be established to evaluate each area of the ESOL program. Committee members will include the Federal Programs Director and ESOL Coordinator. Other members may include administrators, counselors, specialist, and classroom teachers. The district will use the program evaluation tools supplied by ADE.

<http://www.arkansased.gov/divisions/learning-services/english-learners>