

# Armored School District



# ESOL Program Guide

Revised November 2025

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## INTRODUCTION

### Vision Statement

The Armorel School District is dedicated to providing a rigorous and relevant education in which all students gain the academic and personal skills needed for lifelong learning and success. It is the ESOL program's overall vision to serve and support our EL students so that they can reach fluent English proficiency in speaking, listening, reading, and writing. It is also the goal that with these areas of proficiency, EL students will gain the skills needed to be college and career-ready.

### Belief Statements

Armorel School District's ESOL Program believes that an:

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

### Expectations of the ESOL Program

To fully meet the demand of the Arkansas Academic Standards and the Next Generation Science Standards and to ensure access to equitable education for ELs, Armorel School District's ESOL program will provide support to English Learners so that they learn how to effectively employ a second language in an academic setting while learning through that second language knowledge and skills in multiple disciplines.

## ARKANSAS ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

### [Arkansas ELP Standards](#)

### [Arkansas 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 Arkansas 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 the 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 texts.
9. Create clear and coherent grade-appropriate speech and text.
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing.

Adapted from [ELPA21 Organization of the Standards](#)

## Alternate Organization of the ELP Standards

The ELP Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive, productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELLs to meaningfully engage with their peers during content area instruction. (Standards 9 and 10 address the linguistic structures of English and are framed in relation to the Arkansas Academic Standards ELA Language domain.)

Modalities	Domains	Corresponding ELP Standards	
<p><b>Receptive[2] modalities:</b> This mode refers to the learner as a reader or listener/viewer working with ‘text’ whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)</p>	Listening and Reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
<p><b>Productive modalities:</b> The mode places the learner as speaker and writer for a ‘distant’ audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)</p>	Speaking and Writing	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
		7	adapt language choices to purpose, task, and audience when speaking and writing
<p><b>Interactive modalities:</b> Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)</p>	Listening, Speaking, Reading, and Writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		5	conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing

## ACRONYMS

<b>Acronym</b>	<b>What it Stands For</b>
<b>ALP</b>	Alternative Language Program
<b>BICS</b>	Basic interpersonal cognitive skills (see common terminology)
<b>CALP</b>	Cognitive academic language proficiency (see common terminology)
<b>CCSSO</b>	Chief Council of School and State Officers
<b>CM</b>	<a href="#">Constructing Meaning</a> . Sheltered English instruction methodology created by Susanna Duto
<b>CRT</b>	Criterion Referenced Tests (e.g., Benchmark/EOC)
<b>ELD</b>	English Language Development (see common terminology)
<b>ELDA</b>	English Language Development Assessment (former Arkansas ELP annual assessment)
<b>ELL/EL</b>	English Language Learner/English Learner (see common terminology)
<b>ELP</b>	English Language Proficiency (see common terminology)
<b>ELPA21</b>	English Language Proficiency Assessment for the 21 <sup>st</sup> Century. <a href="#">Arkansas' ELP test effective Spring 2016</a> .
<b>EOC</b>	End of Course exam
<b>ESEA</b>	Elementary and Secondary Education Act (same as NCLB)
<b>ESL</b>	English as a Second Language method of instruction
<b>ESOL</b>	English to Speakers of Other Languages method of instruction
<b>FEP</b>	Fluent English Proficient
<b>HLS</b>	Home Language Survey (older name of such survey in Arkansas)
<b>HLUS</b>	Home Language Usage Survey
<b>ITBS</b>	Iowa Test of Basic Skills
<b>L1/L2</b>	L1 = primary or first language. L2 = second language
<b>LAS</b>	Language Assessment Scales

<b>LEA</b>	Local Education Agency
<b>LEP</b>	Limited English proficient – synonym of EL (Federal term used in ESEA)
<b>LIEP</b>	Language Instruction Educational Program (see common terminology)
<b>LMS</b>	Language Minority Student – synonym of PHLOTE
<b>LPAC</b>	Language Placement and Assessment Committee
<b>MAC II</b>	Maculaitis II –English proficiency test
<b>NCLB</b>	No Child Left Behind (same as ESEA)
<b>NGSS</b>	Next Generation Science Standards
<b>NRT</b>	Norm Referenced Test (e.g., ITBS)
<b>OCR</b>	Office for Civil Rights
<b>PHLOTE</b>	Primary Home Language Other Than English
<b>RAEL</b>	Recently Arrived English Learner
<b>SDAIE</b>	Specially Designed Academic Instruction in English—a sheltered instruction model
<b>SEA</b>	State Education Agency
<b>SIFE</b>	Students with Interrupted Formal Education
<b>SIOP</b>	<a href="#">Sheltered Instruction Observation Protocol</a> – an instructional model
<b>SLIFE</b>	Students with Limited or Interrupted Formal Education
<b>SMT</b>	State Mandated Test(s)
<b>SPED</b>	Special Education

## **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, Office of Civil Rights (OCR) guidance and resources for education officials about their obligations to EL students and LEP parents, and added resources with related information. The following summary provides the legal context for services provided to ELs and their families:

#### [Legal Context For EL Services](#)

### **II. EDUCATIONAL APPROACH**

The Arkansas Division of Elementary and Secondary 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:

- How the district provides for English Language Development (ELD)
- How the district provides access to core content programming for ELs (CCP)

#### **English Language Development (ELD) Program Curriculum**

Armored School District provides appropriate English Language Development (ELD) curriculum for ELs at all levels of English language proficiency following the Arkansas State Standards and the English Language Proficiency (ELP) standards. It provides the ELD Curriculum through the use of Rosetta Stone.

#### **Access to Core Content Programming Curriculum**

Armored School District provides equal educational opportunities and access to core content programming to EL students at all levels of English language proficiency following the Arkansas State Standards and the English Language Proficiency (ELP) standards. It provides this curriculum through the use of face-to-face pull-outs and push-ins.

### **III. IDENTIFYING AND ASSESSING ALL POTENTIAL EL STUDENTS**

Upon enrollment into Armored School District, 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 HLU or other means for English proficiency testing are often referred to as those with a Primary or Home Language Other than English (PHLOTE).

#### Home Language Usage Survey

- The HLU form is a required component of ALL registration packets.
- Completion of the HLU is ensured by the school secretary.
- If the HLU indicates a language other than English is spoken at home, a **copy** of the form will be sent by the secretary to the **ESOL Building Designee** immediately. All students must have a completed HLU in their permanent/cumulative folder.
- The **ESOL Building Designee** will then begin the screening process.
  - Before administering the screener, ensure no prior ELPA21 screener/summative assessment data is available for the student. If existing ELPA21 data is less than a year old, use that data.
  - Screen students with no/outdated ELPA21 data with the ELPA21 screener.
- A copy of the HLU will be kept in the student's permanent folder **AND** his/her EL folder.

#### Parent/Student Interview

- **ESOL Building Designee** may conduct a parent-student interview should further information about students' language, educational background, and family background be needed. This information may assist in providing appropriate support and services to the student.
- [SAMPLE Parent/Student Interview](#)
- [SAMPLE Parent/Student Interview 2](#)

#### Teacher Referral/Recommendation

- A teacher may notice a student's social behavior or academic achievement indicates a potential language barrier issue even though the HLU indicates English only. In this case, the teacher must contact the **ESOL Building Designee** and provide documentation for concern.
- The **ESOL Building Designee** will then determine if usage of language other than English was present from birth to an extent that potentially impacted the students' English language development by using the [Arkansas Home Language Verification Form](#).
- If there is evidence that another language is impacting the student's language development, the **ESOL Building Designee** will begin the screening process.
- If it is determined that the student is in need of ESOL services, a notation should be made on the HLU and all documentation kept in the student's permanent folder as well as the ESOL file.

### Transfer Students

- If a student transfers into the district from another Arkansas district, the **ESOL Designee/Counselor/Secretary/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 or a state not using ELPA21, the student must be screened using the ELPA21 screener**. The district must screen, determine placement, and notify the parent of services.
  - The district has 30 calendar days if a student enrolls on the first day of school for screening, placement, and parent notification of services.
  - The district has 2 calendar weeks if the student enrolls after the first 30 days of school 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 has a prior exit, attempt to retroactively monitor the student with other data to see if he can continue in the monitoring status as per the Professional Judgment Rubric data.
- If the student has NEVER exited, **and** the available ELPA21 data is more than a year old **and** the district can not locate ELPA21 data in Triand or in the ELPA21 data system, then re-screen and proceed with appropriate placement.

### 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, assessment, and placement procedures as other students. This includes using the Home Language Verification Form **IF** the HLUIS reflects the language of the host family and not the student's first language (the language spoken in the home of the student's birth). The **ESOL Designee** will follow district procedures 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, the student must be placed into the ESOL program. Foreign exchange students who qualify for services must also be administered the annual ELPA21 summative assessment. All students in the program, including those who have waived services and foreign exchange students, must participate in all state assessments.

### Assessment Procedures

- Based on the results of the HLUS, students are given the ELPA21 screener. The ELPA21 assesses the student’s academic English in all four 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 [ELPA21 livebinder](#) on the Division of Elementary and Secondary Education [website](#).)

### 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 Designee - must be a certified teacher who is ESOL trained (required)**
  - **Classroom Teacher (required)**
  - Other 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

- The district has 30 (calendar) days if a student enrolls on the first day of school for screening, placement, and parent notification of services.
- The district has 15 (calendar) days if the student enrolls after the first 30 days of school for screening, placement, and parent notification of services.

\*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.

It is the responsibility of the **ESOL District Coordinator** to ensure the accuracy of all EL Data in eSchool for the Armored School District.

### Data Entry

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

- **Home Language** on Student Summary Page under “Registration” reflecting language other than English
- **ESL box checked** on Student Summary Page on the Personal screen under “Educational Factors”
- **ELL Entry/Exit Start 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
- If student **does NOT meet exit criteria** upon initial assessment and is an English Learner:
  - **Check the “Value” box** to the left of the ELL Entry/Exit Start Date on the ELL screen
  - Choose the **Language Instruction Education Program (LIEP)-ELD Program Type code** on the ELL Screen (codes explained below)
  - Choose the **Language Instruction Education Program (LIEP)-Core Content Access code** on the ELL Screen (codes explained below)
- If student meets **exit criteria** upon initial assessment,
  - Enter the date determined on the “ADE Language Minority Student Exit-Monitoring Form” as the **ELL Entry/Exit End Date** in the “ELL Program” screen -*The date the student met criteria for Fluent English Proficient status and was exited from the English Learner program; no longer receives services.* . MM/DD/YYYY
  - Uncheck the box to the left of the ELL Entry/Exit Start Date
  - **ESL/ELL Monitored** appropriate year of monitoring entered on “ELL Fields” screen (M1, M2, M3, M4, or MC-Monitoring Complete)
- **Language of Correspondence** on “Guardian Contact” screen(s)

Additional eSchool data that may need to be entered

- **English Learner Waived Services date** on “ELL” screen – The date an English Learner’s parent/guardian signed the form waiving English Learner services for the student (if applicable)
  - Student with waived services must still be coded as an EL student (entry date entered and value boxed checked)
  - District will choose “Declined Services” on both ELD Program Type and Core Content Access.
- **RAEL Status** on “ELL” Screen--Determine the cumulative number of months the student has attended a US school, as of Monday of the last week of the Grade 3-10 state content assessment window, and indicate the correct RAEL status. (ONLY Count 50 US States and DC)

- 1 - RAEL1 = A Recently Arrived English Learner within their first 12 cumulative months of school attendance in the US.
- 2 - RAEL2 = A Recently Arrived English Learner within their second 12 cumulative months of school attendance in the US.
- 3 - RAEL3 = A Recently Arrived English Learner within their third 12 cumulative months of school attendance in the US.
- NA = Not Applicable
- **Immigrant** box checked on “Educational Factors” screen if student:
  - Is between the ages of 3 and 21
  - Was not born in any US state (50 states, DC, Puerto Rico)
  - Has not attended one or more schools in any one or more states (50 states, DC, Puerto Rico) for more than 3 full academic years (K-12).
  - **Please note:** not all Immigrant students have a language other than English, so additional staff may be entering this data for non LMS students.
- **Title III box** checked on “SIS/Misc Items Fields” screen for all LMS students in a Title III district only.

#### IV. PROVIDING EL STUDENTS WITH A LANGUAGE ASSISTANCE PROGRAM

Language Instruction Education Program (LIEP) Codes: Required for all students identified as EL Status - even those whose parents have waived services. These must be recorded correctly in eSchool for all EL students. Each student must have an English Language Development (ELD) Program Code and an Access to Core Content (CC) Code. See Appendix Page \_\_ for an in depth description of each code.

The programs below are the ones that the Armorel School District is currently offering. In the event our student population changes, we will explore offering additional programs.

##### ELD PROGRAM CODE VALID VALUES:

- **ELD Push-in (ELD-PI):** EL teachers or EL Instructional Assistants providing English language development instruction to English Learners in the classroom. Instructional Assistants need to be under direct supervision of a certified teacher.
- **ELD Pull-out (ELD-PO):** ELs spend part of the day in a mainstream classroom, and are “pulled out” for a portion of the day to receive ELD instruction. Instruction is provided by EL teachers or EL Instructional Assistants working under the direct supervision of a certified teacher. The program targets specific English skills that are preventing students from fully participating in the mainstream classroom. EL students of similar proficiency and/or similar grade level are grouped for instruction. This approach is more common in elementary school settings.
- **ELD Embedded (ELD-EM):** ELs receive intentional dedicated ELD instruction during a mainstream content class by classroom teachers embedding instruction in English language development. This may be done in collaboration with an EL

Teacher or EL Instructional Assistant working under the direction of a certified teacher. For students at emerging or lower progressing levels of the English Language Proficiency (ELP) standards, this is often a small group or individual mini-lesson specifically teaching the language needed to engage successfully across a variety of content areas. For students at upper progressing or proficient levels of the ELP standards, which are similar to grade level language standards, this is often embedded within the ELA instruction provided to all students.

- **ELD Declined Services (ELD-DS):** Declined services and not participating in an ELD Program Declined Services and not participating in an ELD program **NOTE:** Used only for students whose parents have declined the ELD program services.

#### ACCESS TO CORE CONTENT PROGRAM MODELS:

- **CCP Sheltered Instruction (CCP-SI):** Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.
- **CCP Content Classes with Integrated Support (CCP:CC):** This approach has content knowledge as the goal; teachers provide appropriate linguistic accommodations/supports so that English Learners may access the content. This is not the same as Embedded ELD, but may work in conjunction with Embedded ELD as well as with other ELD models.
- **CCP Declined Services (CCP-DS):** Declined services and not participating in an access to core content program Declined services and not participating in an access to core content program. **NOTE:** Used only for students whose parents/guardians have declined the access to core content program services.

## 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 should receive annual ESOL training. Trainings may include, but are not limited to:

- English Language Proficiency Standards
- 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 ELs

- Cultural Sensitivity training
- Specific training for paraprofessionals who provide instruction

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

## VI. **MEANINGFUL ACCESS TO ALL DISTRICT PROGRAMS**

### **CORE CURRICULUM**

All students are entitled to instruction in the district’s core curriculum (Arkansas Academic Standards) while receiving appropriate language assistance support. This includes equal access to the school’s facilities, such as computer and 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. This is documented, per student, as the Language Instruction Educational Program Access to Core Content code described earlier.

### **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.

**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.

- [Navigating the Intervention and Evaluation Process for ELs with Potential Disabilities: A Resource Guide for Local Education Agencies \(PDF\)](#)
- LiveBinder Link - [ELs with Disabilities](#)

### **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.

**CLASSROOM ACCOMMODATIONS:** The mainstream **classroom teacher** has the primary responsibility for instruction of the EL. All teachers and **instructional assistants**

must be trained in ESL strategies. Individual student accommodations will be determined by the Language Proficiency Assessment Committee (LPAC). Classroom teachers will receive an Accommodations Form for each EL. The form will list specific accommodations to use appropriate for 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 instructional 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 Crowley's Ridge Education Service Cooperative, Arkansas Division of Elementary and Secondary Education (DESE), ARKTESOL, and the district.

**GUIDELINES FOR GRADING:** Assigning failing grades to students who are not proficient at expressing their ideas and thoughts in English is not acceptable. Likewise, it is not appropriate to assign a grade that indicates satisfactory work if grade level standards incorporated with ELP Standards are not being met by the student. Every effort should be made to teach the EL at grade level using appropriate accommodations to scaffold the learning and methods of lesson delivery.

- Teachers should expect to explain how they are meeting the needs of their ELs. Specifically how they are providing scaffolds for EL engagement, participation and grade level learning.
- All classroom and testing accommodations are to be documented on the LPAC form.

**STUDENTS ENTERING 9<sup>th</sup> GRADE as BEGINNING ELs:** If an EL student enters ninth grade with beginning-level proficiency, Armored School District 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 accommodations; 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 programming, like their never-EL peers, as well as the chance and support for participation in courses with college prerequisites.

Students entering school beyond 9th grade age will begin working towards 9th grade credits unless/until transcripts from other school districts prove that the student has already earned those credits.

**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 PROF-TRACKER20191101103510.pdf](#)

- Timeline to proficiency could take 5 to 7 years (see [ESSA Timeline to Proficiency](#)) [Tracker](#) [Tracker in Excel](#)
- 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 need to fit in with peers
- Retention may only be considered if students have received appropriate accommodations in mainstream classes but have NOT shown progress in their language AND content skills. **Documentation of appropriate accommodations must be provided. In addition, documentation that the Language Instruction Educational Program 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** 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.**

#### VII. **AVOIDING UNNECESSARY SEGREGATION OF EL STUDENTS**

The Armorel School District 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 yearly 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 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, the Armored School District 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**

Armored School District 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.

Annual (yearly) reviews of English learners will be conducted by the school's/district's Language Placement and Assessment Committee (LPAC). 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 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](#).

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

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.

Information on the exiting process can be found in the [Arkansas Professional Judgment Rubric Exit Criteria Guidance](#).

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 spring ELPA21 Summative Testing.

Armored School District 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, Armored School District will document the basis for the re-entry and notify parent/guardian.

### **eSchool Coding**

- 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
  - MC--Monitoring Complete

***If, during monitoring, a student returns to EL status, delete the “Exit Date,” check the “Value” box again, and remove the monitoring status.***

## **XI. EVALUATING THE EFFECTIVENESS OF THE ESOL PROGRAM**

Armored School District's ESOL program will be evaluated yearly by District 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 (according to the [ESSA Timeline to Proficiency](#))
- 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

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 Students
  - 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 calendar days for new enrollees at the beginning of the school year
    - ii. 14 calendar 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 accommodations?
  - 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. How many teachers are 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?

**XII. ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS**

Armored School District 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.

To help with Parent and Family Engagement requirements under the Every Student Succeeds Act (ESSA) and to meet the Civil Rights obligations of schools in working with Limited English Proficient (LEP) families and English Learner (EL) students across the state of Arkansas, leaders in the Arkansas Department of Education's Division of Elementary and Secondary Education are partnering with TransACT® Parent Notices. The partnership will provide all local education agencies representing hundreds of schools and teachers with unlimited access to expertly written parent notifications that meet legal requirements, guidance on required audiences, and recommended timelines.

All Parent Notices are available to Arkansas educators in English and 10 high-priority languages such as Arabic, Chinese, Marshallese, Spanish, and Vietnamese.

All educators in Arkansas will have access to TransACT's General Education Parent Notices and ESEA (ESSA) Parent Notices. All Arkansas educators can now create

accounts to access parent notices. To register for access go to the [TransACT Parent Notices page](#).

## Appendix

- [HLUS](#)
- [Home Language Usage Survey Follow-Up Interview for Provisional Identification of English Learners](#)
- [HLUS Verification Form](#)
- [Parent Notification Form](#)
- [Placement Form](#)
- [Waiver of Services Form](#)
- [Annual Review Form](#)
- [Exit-Monitoring Form](#)
- [ESSA Timeline to Proficiency](#)
- [Timeline to Proficiency Tracker](#)
- [Timeline to Proficiency Worksheet](#)
- [LIEP Codes](#)
- [Monitoring Continued Form](#)
- [Parent Notification of Return to English Learner Status](#)
- [LMS Transfer Data/Records Request Form](#)
- [Notification to School Personnel of Student ELP Plan](#)
- [ESL Content Folder Checklist](#)