

Bismarck School District



ESOL

Program

Handbook

English for Speakers of Other Languages

2016-2017

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I DISTRICT INFORMATION

A. Purpose of Handbook

The ESOL Handbook will provide a foundation of basic knowledge to teachers and administrators so they can better meet the needs of English Language Learner (ELL) students. 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 Bismarck School District with sufficient information about the district's ESOL program and to be able to effectively make a difference in the lives of our ELL students. This handbook contains our policies and procedures as well as copies of every form used in the process of identifying, assessing, placing, serving and monitoring ELL students in reaching proficiency in English

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, procedures and ESOL methodologies which will serve as tools to effectively serve our ELL students.

B. Legal Background

The following summary provides the legal context for services provided to English language learners and their families.

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.

Civil Rights Act of 1964, Title VI

"No person in the United States shall, on the ground 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 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 that 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' 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."

Basically, 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, 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."

Basically the 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 were 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.”

Basically, the 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.

Individuals with Disabilities Education Act, 1990

This act requires that student evaluations must be conducted in the child’s native language, and that parents must be informed 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 assure 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.

C. Program Goals

The Bismarck School District will provide a research-based alternative language program for students who are identified as limited English proficient. This program will enable:

- All ELLs will become proficient in all four domains of the English language (listening, speaking, reading and writing).
- All ELLs will meet Annual Measurable Objectives (AMO) as required by state mandates, resulting in closing the achievement gap.
- All ELLs will receive high quality instruction, provided by classroom teachers and supported by ESOL staff, that meets their specific needs.
- All teachers, principals, administrators, and school staff will have professional development opportunities to enhance the district’s ability to provide high-quality instruction and services for our English language learners.

D. Program Objectives

- To implement and maintain consistent procedures for student identification process.
- To assess all students who have a primary home language other than English.
- To appropriately design an education plan that will aide ELL students to achieve academically while becoming proficient in English.
- To provide highly qualified staff for the ESOL program.
- To provide equitable access to other district programs and services, including special education and gifted/talented education.

- To provide and encourage parental/family involvement.
- To use state mandated criteria for exiting students from the ESOL program.
- To monitor the progress of all ELL students 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.

E. Program Model

***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.*

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

All services are designed to enable ELL students 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 ELL student is determined by the LPAC committee. ELL students will be mainstreamed and have access to all programs available to all students. 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 language learners. The ESOL teacher collaborates with mainstream teachers on a regular basis as needed to assist teachers in planning instruction for the ELL student.

F. 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.

G. ESOL Staff

District ESOL Staff Members

Name	Position
Ellen Coleman	Curriculum Coordinator/ESOL Coordinator
Laura Larimore	ESOL Co-coordinator

ESL Endorsed/Trained Staff by School

Bismarck Elementary	Amanda Clements (E) Alma Daniels (Instructional Aide/T) Lana Hughes (E) Laura Larimore (E) Phyllis Mayo (E) Jennifer Nelson (E)
Bismarck Middle School	Cheryl Hilser (Instructional Aide/T) Robyn Oxford (E) Susan Wesson (E)
Bismarck High School	Anna Henry (E) Christy Show (E) Jane Wilson (E)

II 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 ESL program.*

A. Home Language Survey

As part of the enrollment process, all NEW students (parents) complete a **Home Language Survey Form**. The Home Language Survey Form is used to identify potential English Language Learners. **If the parent gives any response other than English on ONE OR MORE of the questions, then the registrar needs to give the Home Language Survey to the ESOL Designee within two days.** When answers provided by the Home Language Survey vary, are unclear, indicate multiple languages, or are initially found to be possibly inaccurate, consideration of additional information and a final determination of the child's dominant language needs to be made. The ESOL designee will then follow the remaining steps for proper identification. The purpose of the questions is not to determine if the student is "dominant" in English, but if the student is "proficient" in English. Proficiency refers to how well the student can speak, read, write, and comprehend the language; referred to as the "four modalities". The ESOL designee will follow proper assessment procedures to determine the student's proficiency level.

Home Language Surveys that indicate All English should be stored in the student's permanent record and not given to the ESOL Designee.

The Home Language Survey should be filled out by the parent annually and upon initial enrollment.

B. Parent Interview

During enrollment an interview may be held with the parents/student and the **Parent Interview Form** will be completed. The purpose of this interview is to help gather information regarding the educational background of both the parent and the student. Information gathered from this form includes: where the child went to school in each grade, how long the child has been in U.S. schools, the educational level of each parent, special education concerns, etc. This information helps to avoid misidentifying students whose proficient language is in fact English.

C. Procedures for Re-Enrolling- (students that have moved and returned to Bismarck)

If in doubt whether the student has been identified as an ELL, contact the ESOL Co-Coordinator to see whether the student needs to be retested or has current English proficiency test data. Test data cannot be more than one year old.

D. Transfer Students

If a student transfers from a district within the state of Arkansas, it is possible to pull their TRIAND report and see if that student has already been identified as an ELL (LEP).

E. Procedures for Identifying Students Not Identified During the Initial Enrollment Process

If a staff member is concerned with a student's performance and suspects that the student may have been missed during the initial enrollment process, the teacher should notify the ESOL Designee. The ESOL Designee will review documentation and contact the parents/guardians if further information is needed.

III 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 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.*

A. LAS Links - Language Assessment System

The LAS Links is a comprehensive assessment system designed to provide complete information about a student's language proficiency. LAS Links is an NCLB-compliant instrument that is used in Grades K-12 as a formal and standardized method of determining language proficiency. The assessment measures the competencies necessary for successful academic and social language usage in mainstream classrooms. This assessment scores all the modalities of language development: Speaking, Listening, Reading, Writing and Comprehension. By law, students identified as possible ELLs during the enrollment process, must be assessed and parents notified within 30 days of the beginning of the school year. For a student who enters after the beginning of the school year the district must assess and inform the parents within 2 weeks of their enrollment date.

Beginning Kindergarten	preLAS		
Score	Oral Language Proficiency Level	Interpretation of Level	Qualifies for ESOL Program
0-61	1	Non-English Speaker (NES)	YES
62-71	2	Limited English Speaker (LES)	YES
72-81	3	Limited English Speaker (LES)	YES
82-91	4	Fluent English Speaker (FES)	YES
92-100	5	Fluent English Speaker (FES)	NO

Grades K-12	LAS Links	Form A			
Overall Proficiency Levels	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient	5 Above Proficient
Qualifies for ESOL Program	YES	YES	YES	YES	NO
Kindergarten	260-388	389-424	425-467	468-514	515-572
Grade 1	260-393	394-432	433-470	471-520	521-572
Grade 2	297-435	436-469	470-500	501-545	546-560
Grade 3	297-437	438-474	475-510	511-552	553-602
Grade 4	330-451	452-489	490-524	525-577	578-656
Grade 5	330-452	453-491	492-527	528-578	579-656
Grade 6	341-464	465-497	498-536	537-585	586-666
Grade 7	341-464	465-498	499-537	538-586	587-666
Grade 8	341-466	467-500	501-538	539-586	587-666
Grade 9	350-468	469-507	508-546	547-601	602-675
Grade 10	350-470	471-507	508-548	549-602	603-675
Grade 11	350-471	472-509	510-550	551-603	604-675
Grade 12	350-472	473-510	511-552	553-605	606-675

The building ESOL designee will assess each identified student using the appropriate LAS Links test. The ESOL designee will then bring the scored tests to the LPAC meeting. The LPAC will use objective data to make the final placement decisions.

IV PLACEMENT

***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.*

A. Language Proficiency Assessment Committee (LPAC)

1. Purpose

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

LPAC has also been referred to as Language Placement and Assessment Committee. An LPAC committee must be operational at every school. The committee advocates for the best educational placement of ELL students. 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.

2. Description

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

Members of the LPAC should, at the minimum, consist of:

- ESOL Co-Coordinator
- ESOL Designee
- Administrator Designee
- A counselor

Other support personnel if needed:

- Homeroom teacher/Classroom teacher
- Special Education teacher
- Speech Pathologist
- Gifted and Talented teacher
- Participation of a parent/guardian is welcomed, but not required

3. Reasons for Holding a Meeting

a. Initial Placement

1. Evaluate concrete data and determine placement of new students
2. Create ELL student plan
3. Determine modifications
4. Determine standardized testing accommodations

b. Annual Review

1. Review Teacher Feedback Forms
2. Review data from ELPA21 and standardized testing
3. Make changes to ELL student plan if needed
4. Monitoring M1 and M2 students

c. As Needed

1. Make changes to ELL student plan during the middle of the year
2. Consideration for retention
3. Referral for Special Education
4. Exiting the ESOL program
5. Waiver Conferences

4. Operational Procedures

Beginning of School Year - The first LPAC meeting of the year is to **annually review** the students already placed in the ESOL program and to monitor the M1 and M2 students. The committee will go over all new data (ELPA21 scores, standardized testing scores) and teacher feedback forms. The committee will make any necessary changes to the ELL Student Plan. Decisions will also be made regarding classroom modifications, testing accommodations, etc. Some decisions from this LPAC meeting might affect scheduling. The school needs to be flexible and willing to work with the LPAC committee's decision in order to meet the student's needs. The LPAC annual review needs to occur within the first 4 weeks of school.

All parents will receive a **Parent Notification of Annual Review Form** that summarizes their child's progress in acquiring the English language. It includes their current ELPA21 score and informs the parents of any changes made to the ELL Student Plan.

Fall - After the ESOL Designee has assessed the newly enrolled and identified students with the pre-LAS or LAS Links, an LPAC meeting should be held to make the **initial placement decisions**. Typically, this is done in the fall, however if a student moves in after the school year has already begun, the same procedures would be followed. *Remember, the law says the district must assess and notify parents within 30 days of the beginning of school. Students that enroll after the beginning of the school year must be assessed and parents notified within 2 weeks of their enrollment date.

Additional LPAC Meetings - Additional LPAC meetings may be held at any point during the year as the need arises.

District LPAC Members

School	Name	Position
	Laura Larimore	ESOL Co-Coordinator
Elementary	Lana Hughes	Administrative Designee
Elementary	Phyllis Mayo	Counselor
Elementary	Amanda Clements	Teacher
Elementary	Jennifer Nelson	Teacher

School	Name	Position
	Laura Larimore	ESOL Co-Coordinator
Middle	Michael Spraggins	Administrative Designee
Middle	Denise Rogers	Counselor
Middle	Robyn Oxford	Teacher
Middle	Susan Wesson	Teacher

School	Name	Position
	Laura Larimore	ESOL Co-Coordinator
High School	Larry Newsom	Administrative Designee
High School	Jane Wilson	Counselor
High School	Anna Henry	Teacher

B. Procedures for Placing Students in the ESOL Program

1. LPAC Reviews Initial Assessment Scores

All decisions regarding services of students into the ESOL program are made by the LPAC. The results of the initial assessment data (LAS Links) determine whether the student qualifies for the ESOL program. The committee will review the scores and will complete the **Initial Placement Form**. *If the committee uses subjective criteria (classroom performance, parent request, etc) to override*

criteria in making placement decisions, the LPAC will develop a written explanation detailing the reasons for deviating from the objective criteria and attach it to Initial Placement Form.

At this point, the LPAC will also complete the **Parent Notification Form** that will be sent home with the ELL student as well as the **Parental Rights Form**.

2. LPAC Creates an ELL Student Plan

Once the LPAC has reviewed the initial assessment scores they must then decide on the least restrictive and optimal setting for each student. The **ELL Student Plan** is a form that will be part of their purple folder. The form consists of the following information:

a. Determines Type of Service

The ESOL Program offers three types of service: Extensive, Supportive and Transitional.

- **Extensive Services** - Level 1, Level 2 (Level 3 as needed)
(ESOL After-School, ESL endorsed teacher)
- **Supportive Services** - Level 3
(Classroom teacher provides appropriate modifications)
- **Transitional Services** - Level 4
(Classroom teacher monitors the ELL student and provides modifications if needed)

b. Classroom Modifications

The LPAC will provide the classroom teacher with a list of suggested modifications and teaching strategies for each language proficiency level. The teacher will refer to this when planning instruction for her ELL students.

c. Determines Allowable Standardized Test Accommodations

If an accommodation is to be used on the state mandated test in the spring, it MUST be practiced throughout the school year for it to be a valid accommodation. The LPAC will determine which types of testing accommodations each ELL student requires (if any) and it will be recorded on the **Testing Accommodations Form**.

3. Parent Notification

By law, parents of students who have been identified as English Language Learners and are placed in the district's ESOL program must be notified within 30 days of identification. Parent communication is provided in a language parents can understand when possible. The **Parent Notification Form** is sent home informing them of their child's assessment results, information about ESOL services available for their child and parental rights, including the right to waive services for their child.

In compliance with Title III requirements, parent notifications regarding services must include the following items:

- reasons for identification of the child as Limited English Proficient and in need of placement in a language instruction educational program
- student's level of English proficiency, how such level(s) 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, including written guidance detailing the parent's right to waive services for his/her child

a. Parental Rights

Parents will receive a copy of the **Parental Rights Form** which includes their right to be notified of their child's progress in acquiring English based on the annual ELPA21 test. In addition, they are informed of their right to waive services for their child, with the understanding that it does not exit them from the program.

b. Waive Services

If a parent chooses to waive services, an LPAC conference must be held. During the conference the LPAC committee will determine if there has been a misunderstanding regarding the information sent home. If they still want to

waive services, a **Waiver Form** is completed and signed by the parent. If a parent chooses to waive services, the student is still considered ELL (LEP) 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 (English Language Proficiency Assessment) until they can develop full English proficiency and be exited from the program.

4. Enter ELL demographics into eSchool

Every fall the building ESOL Designee must complete the **eSchool Template** and use it to enter all ELL demographics into eSchool. It should not be entered until all decisions have been made (placement, direct or indirect, waive, exit, etc). The ESOL Designee should save a copy of this form because some of the data will roll over every year (entry date, etc). A copy of the eSchool template is given to the building registrar. All demographics must be entered by the end of September.

5. Notify Classroom Teacher

By the end of September the ESOL Designee will hold a meeting with each classroom teacher. They will make every effort to meet during the classroom teacher's planning period. At the meeting they will receive a copy of the **ELL Student Plan**, **Modifications Form** and **Testing Accommodations Form** for each of their ELL students. They must sign a verification form with the ESOL Designee documenting they have received the information and they are aware of the needs of their students. If a classroom teacher has a concern about the ELL Student Plan, then he/she must notify the ESOL Designee and request an LPAC meeting. The LPAC will meet with the teacher to discuss possible solutions.

6. Create Purple ESOL Folder

The building ESOL Facilitator will create a purple ESOL folder for each ELL student. A form will be placed in the student's permanent record folder indicating that the student is placed in the ESOL program. The ESOL Folders will be housed with the ESOL Designees. The folder will hold the following:

- Original Home Language Survey
- Parent Interview
- pre-LAS or LAS Links assessment forms
- ELL Initial Placement Form

- Parent Notification Form with date of when notification was sent home
- Waiver Form (if necessary)
- ELL Student Plan Form
- Modifications Form
- Testing Accommodations Form
- Annual Review Form with date of when notification was sent home
- Exit Form with date of when notification was sent home
- Monitoring Form
- ELPA21 scores
- Any other documented information regarding services provided by the ESOL program

V CURRICULUM AND INSTRUCTION

***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.*

A. ESOL Program

Bismarck School District uses English for Speakers of Other Languages as a program to meet the needs of all English Language Learner students in both language acquisition and core content. The instructional model adopted by the district is ESL (English as a Second Language). All instruction is provided in English. The type of service and delivery of instruction depends on the proficiency levels of the students.

B. Equitable Facilities

Facilities provided to ELL students must be comparable in size and quality to those provided to other students. Thus, if other students are taught in regular classroom settings, ELL students should not be taught in hallways, offices or other makeshift classes.

C. Understanding Language Proficiency Levels – determined by LAS Links or ELPA21 scores

Proficiency Level	Description	Student Expectations
Level 1	Preproduction	<ul style="list-style-type: none">- The student is either a non-English speaker or can speak a little English, but cannot read or write in English- Responds to simple communication tasks- May say a few isolated words or phrases
Level 2	Beginning Production	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- understands and speaks conversational and academic English well

D. Types of Service

There are three types of service: **Extensive, Supportive and Transitional**. The LPAC determines the type of service based on the proficiency level of the student and academic abilities. Because of the age of the students, scheduling, graduation requirements, etc., each building offers different forms of service.

Elementary School (K-4)

Students receive one or more of the services below:

- **Mainstream Classroom** – Primary instruction for all ELL students. Teachers must modify instruction for ELL students until they 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 from the modifications form, as well as using ESOL classroom strategies to ensure students are able to comprehend what is being taught.
- **ESOL After School Services** – designed for ELLs who need explicit language acquisition instruction to help them function in the mainstream classroom more effectively. This support is provided by ESOL teachers.
- **Sheltered Instruction** - This instruction is provided by a classroom teacher that is ESL endorsed. They are able to effectively meet all language needs of the student through scaffold instruction and with the use of modifications.

Middle School (5-8)

Students receive one or more of the services below:

- **Mainstream Classroom** – Primary instruction for all ELL students. Teachers must modify instruction for ELL students until they 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 from the modifications form, as well as using ESOL classroom strategies to ensure students are able to comprehend what is being taught.
- **ESOL After School Services** – designed for ELLs who need explicit language acquisition instruction to help them function in the mainstream classroom more effectively. This support is provided by ESOL teachers.
- **Sheltered Instruction (5-6)** - This instruction is provided by a classroom teacher that is ESL endorsed. They are able to effectively meet all language needs of the student through scaffold instruction and with the use of modifications.
- **ELL Language Arts Class (7-8)** – Language Arts class at grade level standards and curriculum, but supplemented with heavy

scaffolding and ESOL strategies. This support is provided by a certified, ESL endorsed classroom teacher.

High School (9-12)

Students receive one or more of the services below:

- o **Mainstream Classroom** – Primary instruction for all ELL students. Teachers must modify instruction for ELL students until they 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 from the modifications form, as well as using ESOL classroom strategies to ensure students are able to comprehend what is being taught.
- o **ESOL After School Services** – designed for ELLs who need explicit language acquisition instruction to help them function in the mainstream classroom more effectively. This support is provided by ESOL teachers.
- o **ELL English Class** – English class at grade level standards and curriculum, but supplemented with heavy scaffolding and ESOL strategies. This support is provided by a certified, ESL endorsed classroom teacher.

Classroom Modifications

The mainstream teacher has primary responsibility for the instruction of the ELL. Any teacher who services an ELL student must be trained in ESOL strategies. The student spends a significant part of the day in the mainstream classroom. Because of this, the mainstream teacher is responsible for implementing classroom strategies and modifications designed to help the ELL 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.

Classroom teachers will receive a **Modifications Form** for each ELL student. The form will suggest types of modifications to use depending on the student's proficiency level. Classroom instruction should be delivered using 'comprehensible input' or instruction that is meaningful to the English Language Learner. Classroom teachers will be provided with staff development training that will teach them

valuable strategies and methods to use during instruction. Teachers are strongly encouraged to attend the ESL Academy in the summer and obtain their ESL endorsement. The training is invaluable and our growing population of ELL students indicates the need for more trained teachers. Additional training is available through Dawson Co-Op, ARKTESOL (Arkansas Teachers of English to Speakers of Other Languages), etc.

E. Testing Accommodations

Accommodations are available on state mandated tests in the spring. The LPAC decides which students receive accommodations. The classroom teacher must regularly use the accommodation throughout the school year in order for it to be a valid accommodation in the spring. If the student has not been receiving the accommodation throughout the year, he/she will not be allowed to use the accommodation on the test in the spring.

F. Guidelines for Grading

When students are in the process of learning English, it is not appropriate to assign grades that indicate failure or needs improvement if language is the only reason. At the same time, it is not appropriate to assign grades that indicate they are doing grade level or satisfactory work if they are not meeting grade level standards. This sends mixed signals to parents and other staff making assessment and placement decisions. In addition, every effort must be made to teach the ELL students at grade level standards using appropriate modifications and sheltered English instruction. Below are the guidelines that should be used when assigning grades to ELLs.

Modified Work/Grades/Tests

When students receive a passing grade on modified assignments/tests, the teacher must indicate somewhere on the paper that it is modified. This lets the parents know that their child is receiving satisfactory grades on grade level standards, but with the use of modifications. In addition, when the teacher completes the teacher feedback form in the spring he/she must indicate the child received passing grades

on modified work. This helps alleviate confusion when the LPAC reviews previous year's classroom grades.

If the student receives a failing grade, and proof of modification was provided (or proof that language was not the issue), then that grade is justifiable. Some examples might be: excessive absences, unruly behavior, poor time management, etc.

G. Retention

It is against the law to retain a student solely because of their low English language proficiency. When making retention decisions the LPAC should consider the following:

- Retention is NOT a strategy to “catch up” academically
- Retention for kindergarten or grade 1 students should be based upon developmental issues
- Retention may be considered for students with excessive absences
- Retention may 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 proven to be effective.

VI 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.

A. Special Education

It is important to realize that learning impaired by limited proficiency in the English language is NOT the same thing as learning disabled. A student's intelligence is not reflected by their language level. It is also important to realize that a student may truly have a learning disability, regardless of their language proficiency. ELL students are eligible for dual services. 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 their language level.

The guidelines for referring and serving ELLs in Special Education are:

- If a teacher suspects a learning disability he/she must request an LPAC meeting. The LPAC meeting must include the ESOL Designee and the Special Education teacher when involved in decisions related to special education referrals and placement.
- After an ELL is placed in Special Education, the ESOL Designee should be included in the IEP and annual review of the student
- There is no waiting period required before referring an ELL student for a special education evaluation.
- ELLs in need of special education services, as well as ESOL, may receive both services concurrently. They are eligible for dual services.
- ELLs with a learning disability may be exited from the ESOL program if the LPAC determines and documents that such services are clearly inconsistent with the student's identified needs.

B. Gifted and Talented

By law, ELL students have equal access to the Gifted and Talented programs, Pre-AP and AP courses at all levels throughout the district. In addition, the district is required to provide parents of ELL students the same information (in a language they can understand, when possible) about opportunities, requirements, selection criteria, and general information regarding the G/T or Pre AP/AP courses that is provided to the parents of native English speakers.

C. Extracurricular Programs

By law, ELL students are provided the same opportunities to participate in all special programs and activities as native English speakers. In addition, the district is required to provide the parents of ELL students with the same information (in a language they can understand, when possible) about special programs and activities.

VII ANNUAL ASSESSMENTS

***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.*

A. Criterion Referenced Assessment

This form of assessment is required by Federal law and is given annually. Examples of Criterion Referenced Assessments are:

- ACT Aspire

The LPAC will determine which accommodations (if any) the ELL student may require.

- ELL students who have been in the United States less than one year from the previous year's test date may be exempt from Reading and Writing portions of the test, but must take the Math and Science portions of the test.
- Students must be identified as ELL (LEP) to receive accommodations.
- Results are used to measure Annual Measurable Objectives (AMO).
- Students who have attended U.S. schools for less than one year may have their scores excluded from counting towards AMO.
- M1 and M2 students may be included in the LEP sub-population in making AMO determinations.

B. Norm Referenced Assessment

This form of assessment is also required by Federal law and is given annually. Examples of Norm Referenced Assessments are:

- The Iowa Test – Grades 1st and 2nd

The LPAC will determine which accommodations (if any) the ELL student may require.

- ELL Level 1 and ELL Level 2 students in Kindergarten and First grade can be exempt from the test. This is an LPAC decision, done on a case by case situation.
- ELL Level 1 students in Second grade can be exempt from the test. This is an LPAC decision, done on a case by case situation.
- ELL Level 1 and ELL Level 2 students in Ninth grade and in U.S. schools for less than two full years can be exempt from the test. This is an LPAC decision, done on a case by case situation.

***Please Note** - Some students will not take the tests, or portions of the test, depending on the amount of time they have been in the United States. The district is not required to include the results of these students in the adequate yearly progress (AYP) determinations. Additionally, the district may use the scores of formerly exited students (M1 or M2) in the measurement of adequate yearly progress (AYP).

C. English Language Proficiency Assessment (ELPA21)

This form of assessment is also required by Federal Law and is given annually.

- Required of all ELL students regardless of ESOL service
- Administered with accommodations ONLY to students with an IEP
- Used to measure the language development progress of ELL students
- Used to help determine Annual Measurable Achievement Objectives (AMAOs) for the district
- This is an ACTAAP assessment which falls under the same security guidelines as other state mandated testing.
- This test measures the four domains of language development: listening, speaking, reading and writing.
- The ELPA21 score is used to determine the proficiency level of the English language for each ELL

VIII ANNUAL REVIEWS

***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.*

A. LPAC

Annual reviews are conducted by the LPAC to analyze the progress of ELL students.

- Annual Reviews should be held in the **FALL** – because scores and data from ELPA21, and ACT Aspire will not be available until summer.
- Classroom teachers will complete a **Teacher Feedback Form** for each of their ELL students during the **SPRING**. These forms will be collected by the ESOL designee and saved until the FALL Annual Review. The feedback from the teacher will help the LPAC made decisions about modifications, accommodations and more.
- The LPAC will examine the student's previous year's grades, academic achievement scores, ELPA21 scores, and teacher feedback, etc.
- The committee will put more emphasis on language development than academic achievement scores when making decisions.
- During this time changes may be made to the **ELL Student Plan**.
- All information gathered during the LPAC meeting will be recorded on the student's **Annual Review Form**.
- All updated forms will be kept in the student's purple ESOL folder.

B. Parent Notification

By law, parents must receive notification of their child's progress in acquiring the English language through the ESOL program. A **Parent Notification of Annual Review** will be sent home following the LPAC meeting. In addition, the form should be sent home in a language the parent can understand, when possible. If the parent has any questions or concerns about the progress of their child, or the services they are receiving, they may request a meeting with the LPAC.

IX STAFFING AND PROFESSIONAL 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.*

A. District Responsibilities

The responsibilities of the district include:

- Ensure that all staff working with ELLs are trained in how to provide appropriate instruction for ELLs
- Designate an ESOL Coordinator or Co-Coordiators
- ESOL teachers must be ESL endorsed by the state of Arkansas
- If there is an insufficient number of ESL endorsed teachers available to staff the program, the district will provide training to teachers.
- Administrative staff assigned to evaluate the performance of ESOL teachers will be trained in ESL methodologies.
- Stay in compliance with state and federal law

B. ESOL Coordinator/Teacher Job Description

- **ESOL Program**
 - Develop and maintain a comprehensive ELL student roster
 - Annually update the ESOL Handbook and Forms

- Annually evaluate the ESOL program and make changes as needed
- Attend ARKTESOL and other training related to the ESOL program
- Develop and oversee an educational program for ELL students that is designed to show growth in language acquisition as well as academic achievement
- Develop and coordinate curriculum which improves reading, writing, listening and speaking skills
- Purchase materials that support the ESOL program
- **District Reports**
 - Use results of ELPA21, preLAS and LAS Links to provide statements for ACSIP
 - Update district ESL endorsed personnel list
 - Compile data for the Equity report, Language Distribution report, Language Minority and Home Language Survey report and submit to ADE
 - Collate data for the CYCLE 2 report
- **ESOL Designee**
 - Chair LPAC meetings
 - Send home notification of Annual Reviews to parents
 - Collaborate with mainstream teacher in planning instruction for ELLs
 - Provide mainstream teacher with relevant information of ELLs, including: ELL Student Plan, Modifications, and Testing Accommodations
 - Provide on-going training, support and staff development for staff members
 - Serve as the 'go-to' person for any question/concern related to ELLs and/or the ESOL program
 - Oversees and implements the ESOL program
 - Step in and offer strategies and resources when a teacher needs help
 - Collaborate with academic facilitators
 - Collaborate with Special Education, G.T. and other special programs
 - Attend Special Ed. annual reviews for ELLs with an I.E.P.
 - Distribute and collect Teacher Feedback forms
 - Collect Home Language Surveys
 - Conduct parent interview to determine dominant language
 - Assess newly identified students with the preLAS or LAS Links
 - Annually assess all ELLs with the ELPA21
 - Send home Parent Notifications and Parental Rights

- Develop and maintain a grade level ELL student roster
- Collect, analyze, maintain and record data (eSchool) for all ELLs
- Collect, analyze, maintain and record data (ACTAAP) for all ELLs
- Maintain purple ESOL folder for each ELL student with copies of all ESOL documentation
- Collect, record and distribute data to parents, teachers and relevant staff
- Update roster of all ELL students for District Test Coordinator
- Ensure that appropriate accommodations are documented for ELLs
- Provide counselors with copies of LPAC forms that include testing accommodations
- **ESOL Teachers**
 - Use results of ELPA21, preLAS, LAS Links and ACTAAP to drive instruction for ELLs
 - Provide specialized language acquisition instruction to ELLs
 - Use the English Language Proficiency Standards to guide instruction
 - Counsel ELLs and act on their behalf
 - Provide ELLs with a safe place in which they feel valued and welcome
 - Advocate for ELLs and ensure that services are equitable
 - Monitor academic progress of ELLs
 - Work with mainstream teachers to ensure the integration of language development within content areas
 - Collaborate with staff members to develop a shared accountability, or ownership, for the teaching and learning of ELLs
 - Train and supervise ESOL paraprofessionals
- **ELPA21 Testing Administrator/District Test Coordinator**
 - Evaluate and record ELPA21 data
 - Organize ELPA21 webinar
 - Verify ADE list of ELLs for ELPA21
 - Oversee the coordination and implementation of district ELPA21 testing
 - Collect and repack ELPA21 materials for return shipment
- **Community Liaison (Alma Daniels)**
 - Provide interpreters and translators for parents
 - Ensure that district forms are sent home in a language the parents can understand (when possible)

- Serve as a link between the community and the school
- Provide support to parents and families of ELLs

C. ESOL Building Facilitator Job Description (Counselors)

- Standing member of LPAC committee
- Helps provide staff development/training to staff members
- Helps administer ELPA21
- Serves as the building level go-to person if the ESOL Designee is not available

D. ESOL Designee Timeline – Changes in activities and dates may occur at any time due to federal, state or local mandates.

<p style="text-align: center;"><i>JULY</i></p> <ul style="list-style-type: none"> ● Data Collection and Analysis ● Create grade level spreadsheet for eSchool ● Create grade level spreadsheet with current ELPA21 and ACTAAP scores ● Begin assembling necessary paperwork and preparing for Annual Reviews: current test scores, teacher feedback forms, etc. ● Collaborate with counselors to ensure ELL students are appropriately scheduled
<p style="text-align: center;"><i>AUGUST</i></p> <ul style="list-style-type: none"> ● Provide staff development to staff members ● Attend Open Houses ● Collect Home Language Surveys ● Interview families to determine dominant language ● Obtain home room rosters and/or student schedules ● Obtain teacher schedules, pull-out schedules, etc. ● Continue organizing/planning for Annual Reviews ● Chair the LPAC for Annual Reviews (2-3 days per building) ● Begin assessing newly enrolled students with preLAS or LAS Links ● First Day of School - Be available first thing in the morning to assist non-English speaking students - Provide specialized language acquisition instruction to non-English speaking students beginning on Day 1. ● First Week of School - Kindergarten Screening

SEPTEMBER

- Continue assessing newly enrolled students with preLAS or LAS Links
- Continue LPAC for Annual Reviews
- Send home parent notification of Annual Reviews
- Chair LPAC to monitor M1 and M2 students
- Chair LPAC for Initial Placements
- Send home Parent Notification of Placement and Parental Rights (must be done within 30 days of enrollment)
- Chair LPAC for Waiver conference *if requested
- Meet individually with mainstream teachers and go over ELL Student Plans, Modifications and Accommodations (2 days per building)
- Revise and update eSchool spreadsheet
- deadline for eSchool entry is October 1st
- Obtain copies of LPAC forms and Testing Accommodation forms
- Enter all ESL/ESOL information into eSchool
- Provide registrars with a copy of the eSchool spreadsheet
- Prepare District Reports
- Create and/or update a purple ESOL folder for each ELL student
- ***Recurring Duties***
 - Provide specialized language acquisition instruction for L1s and L2s
 - Communicate with administrators about daily location and responsibilities
 - Supervise and collaborate with ESOL paraprofessionals and facilitators
 - On-going collaboration with staff members regarding instruction for ELLs
 - Serve as a resource for mainstream teachers (Push-in, assist with lesson planning, model strategies, etc.)
 - Monitor student grades and advocate for ELLs
 - ACSIP
 - Monitor and maintain the ELL database, rosters and files

OCTOBER

- Attend ARKTESOL
- Arrange for interpreters for Parent/Teacher conferences
- Attend Parent/Teacher conferences
- ***Recurring Duties***

NOVEMBER

- ***Recurring Duties***

DECEMBER

- ***Recurring Duties***
- Mid-Year check on all ELL students

<p style="text-align: center;"><i>JANUARY</i></p> <ul style="list-style-type: none"> ● Chair LPAC - monitor student progress and make changes to ELL Student Plan if necessary ● Collaborate with counselors to ensure ELL students are appropriately scheduled ● Obtain student schedules ● Meet individually with mainstream teachers and go over ELL Student Plans, Modifications and Accommodations - for teachers affected by semester courses ● <i>Recurring Duties</i>
<p style="text-align: center;"><i>FEBRUARY</i></p> <ul style="list-style-type: none"> ● Arrange for interpreters for Parent/Teacher conferences ● Attend Parent/Teacher conferences ● ELPA21 Webinar ● Prepare for ELPA21 testing ● <i>Recurring Duties</i>
<p style="text-align: center;"><i>MARCH</i></p> <ul style="list-style-type: none"> ● ELPA21 Testing ● <i>Recurring Duties</i>
<p style="text-align: center;"><i>APRIL</i></p> <ul style="list-style-type: none"> ● ACTAAP Testing ● Continue ELPA21 Testing ● <i>Recurring Duties</i>
<p style="text-align: center;"><i>MAY</i></p> <ul style="list-style-type: none"> ● Distribute and collect Teacher Feedback Forms ● End of the year Program Evaluation ● <i>Recurring Duties</i>
<p style="text-align: center;"><i>JUNE</i></p> <ul style="list-style-type: none"> ● Revise the ESOL Handbook and Forms ● Update student folders ● Request translation services for new forms ● Order materials that support the ESOL program

X COMMUNICATION WITH PARENTS

***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 (when possible).

B. Oral (Interpret) and Written (Translate) Communication

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 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
- Interpreters and translators are hired through the administration office. They are paid an hourly rate for their services. 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. Translation into Romanian is possible, but on a case-by-case situation.

C. Parental Involvement

Ensure that ESOL families are encouraged to attend all family nights. Students are provided with fun activities, families are provided with refreshments and all family members are encouraged to attend. Parents are provided with information about programs, cooperative group activities are planned, and time is spent sharing and planning ways to better meet the needs of our students and families. Please encourage your ELL families to attend scheduled Family Nights.

Notices and publications involving student rights and responsibilities, scheduling and course selection information, opportunities to enroll in programs such as gifted/talented, Pre-AP/AP courses, information relating to assessment for special education services, and notices of parent education/involvement opportunities will, to the extent practicable, be translated into parents' language.

XI EXITING THE ESOL PROGRAM

***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.*

A. Preparing to Exit

The academic progress of ELL students is monitored yearly by the LPAC at each building. The progress is recorded on the **Annual Review Form**. When a student has met the required criteria then he/she may qualify to exit the ESOL program.

B. Criteria to Exit

In order for an ELL to be exited from the ESOL program and be reclassified as Monitored (M1) student, the student must meet the following criteria:

- Scores of Level 5 in all domains of the ELPA21
- Grades C or above in core content areas without modifications
- A score of proficient in Literacy and Math on the PARCC or 40th percentile on the IOWA in Total Reading and Math without accommodations.
- Recommendation of two classroom teachers
- Consent of the LPAC committee

C. Procedures for Exiting

- LPAC determines that the student meets the exit criteria
- LPAC exits the student and completes the **Exit Form**
- LPAC designates the student as M1 (monitored year 1)
- Parents will receive **Parent Notification of EXIT**
- eSchool personnel is notified and the student is coded as M1
- Classroom teachers are notified

D. Monitoring Academic Success of Exited Students

- During Annual Reviews the LPAC will monitor the progress of exited students using a **Monitoring Form**
- The LPAC will review the following factors: student has continued to maintain C or better in core content classes, student has continued to maintain Proficient in Literacy and Math on PARCC, student has continued to score 40th percentile or better in Total Reading and Math on Iowa.
- If a student meets the above factors, the student is considered M2 and will be monitored for an additional year.
- If a student does not meet the above factors, the LPAC will gather information from the student's teachers using the **Teacher Feedback Form**. If the LPAC determines that a monitored student should be reclassified as an ELL, they will be reentered into the ESOL program and the parent will be notified.

XII MAINTENANCE OF RECORDS

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

A. ESOL Purple Folders

Each ELL student will have a purple ESOL 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 purple ESOL folders will be housed with the building ESOL designee. A form indicating placement into the program will be put in the student's permanent record.

B. Online Database

Master copies of all district ESOL forms, as well as building level spreadsheets will be stored on an online database.

C. ESOL Staff

The ESOL designee per building keeps copies of all relevant material for each ELL student. They are also responsible for maintaining the student's purple folders and maintaining files at the building level.

XIII PROGRAM EVALUATION AND

ACCOUNTABILITY

***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.*

A. Policy

It is the policy of the Bismarck School District to annually evaluate the ESOL program and determine its effectiveness. Adjustments will be made to the program as needed.

B. Procedure for Conducting an Evaluation

- A committee will be established to evaluate each area of the ESOL program. Committee members will include the Federal Programs Director and ESOL District Co-Coordinator as chairs. Other representatives may include: ESOL Building Facilitators, classroom teachers, curriculum specialists, counselors, and administrators.
- Modifications will be made based on the areas which are identified.

C. Procedure for Evaluating the Program

The committee will review the following parts of the ESOL program.

1. Identification of students
 - Are students being identified when they enroll?
 - Are schools using the HLS form?
 - Are buildings notifying ESOL designees of new enrollees?
2. Assessment of student
 - Are students being assessed in a timely manner with the LAS Links or preLAS?
 - Are assessors trained?
 - Are schools using the assessment data?

- Are students assessed annually with the ELPA21 test?
 - Are schools using the ELPA21 assessment data?
 - Are students being assessed appropriately with the NRT and CRT?
3. Placement of Students
- Are LPACs functioning according to guidelines?
 - Is there flexibility for students to be scheduled appropriately?
4. Curriculum and Instruction
- Are schools informed of ESOL Frameworks and where they are located?
 - Are teachers being provided with relevant student information and suggested modifications?
 - Are students making growth in acquiring the English language and academic achievement?
 - Are teachers assigning grades appropriately?
5. Staffing and Staff Development
- Are teachers pursuing an ESL endorsement?
 - Are teachers being provided with training related to ESOL methodology?
 - Are schools recruiting ESL endorsed teachers?
 - Are schools utilizing teachers who have their ESL endorsement?
 - Is the ESOL designee supported by the staff and administration?
 - Is the ESOL designee given time and opportunities to train the staff?
 - Is the ESOL designee given time to work on compliance issues?
6. Materials and Resources
- Are teachers being provided appropriate and adequate materials and resources to support their classrooms?
 - Are facilities equitable for ESOL classrooms and/or ESOL instruction?
7. Exiting Students.
- Has exit criteria been established?
 - Are students being exited appropriately?
 - Are students reaching proficiency level in Literacy testing?
 - Are students being monitored effectively after exiting the ESOL program?
8. Parental Involvement.
- Are parents receiving information in a language they can understand, when possible?
 - Are parents being communicated with throughout the school year allowing them to participate in their child's education?
 - Are interpreters and translators available for parents/families?
9. Access to all District Programs
- Are students being referred and assessed for Special Education in an efficient/appropriate manner and tested in their dominant language when necessary?

- Are students who qualify for Special Education receiving dual services?
- Are students provided equal access to G/T, Pre-AP and AP classes?

10. Maintaining Records.

- Are records of student data kept in the purple ESOL folder?
- Has a database been developed and is it being maintained?
- Do teachers have access to both hard and soft copies of the records of students?

APPENDIX

ESOL Acronyms

Acronym	Meaning
AMAO	Annual Measurable Achievement Objectives
AMO	Annual Measurable Objectives
BICS	Basic Interpersonal Cognitive Skills
CALP	Cognitive Academic Language Proficiency
CRT	Criterion Referenced Test
ELPA	English Language Proficiency Assessment
ELL	English Language Learner
EOC	End of Course
ESL	English as a Second Language
ESOL	English to Speakers of Other Languages
FEP	Fluent English proficient
HLS	Home Language Survey
LAS Links	Language Assessment System
L1/L2	L1=primary or first language L2=second language
LEP	Limited English proficient- synonym of ELL but has a more negative connotation
LMS	Language Minority Student
LPAC	Language Proficiency and Assessment Committee
NRT	Norm Referenced Test
OCR	Office of Civil Rights
TESOL	Teaching English to Speakers of Other Languages