

# Bentonville Schools



## ESOL Program Guide

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## INTRODUCTION

The English for Speakers of Other Languages (ESOL) Handbook is a resource for district staff that provides program knowledge for meeting the needs of English Learners (ELs). This handbook is a tool to ensure student success and contains the policies and procedures of our program. There are also copies of forms used in identifying, assessing, placing, serving, and monitoring ELs in reaching proficiency.

The ESOL program is dedicated to providing the staff of Bentonville Schools with relevant information about the district's ESOL program. All staff members will have access to this handbook through the district website. In addition, staff members will receive training designed to help them understand the policies, procedures, and practices which will serve as tools to help our ELs reach college and career readiness.

## VISION STATEMENT

*Bentonville Schools is dedicated to leading learning through innovation, collaboration, and dedication in which all students gain the academic and personal skills needed for lifelong learning and success. With the district's goal in mind, it is the ESOL program's overall vision to serve and support our EL population so that it is able to reach fluent English proficiency in speaking, listening, reading, and writing. It is also the goal that with these areas of proficiency, ELs will gain the skills needed to be college and career ready.*

## ARKANSAS ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

### [ELP Standards](#)

### [ELP Standards At A Glance](#)

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

**Standards 1 through 7** involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
3. Speak and write about grade-appropriate complex literary and informational texts and topics.

4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence.
5. Conduct research, evaluate and communicate findings to answer questions or solve problems.
6. Analyze and critique the arguments of others orally and in writing.
7. Adapt language choices to purpose, task, and audience when speaking and writing.

**Standards 8 through 10** hone in on some of the more micro level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

8. Determine the meaning of words and phrases in oral presentations and literary and informational text.
9. Create clear and coherent grade-appropriate speech and text.
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing.

## ACRONYMS

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

## 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 English Learner (EL) students or English Learners (ELLs), can meaningfully participate in educational programs and services, and to communicate information to LEP parents in a language they can understand.*

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

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

| CASE LAW                           | SUMMARY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 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 grounds of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.” Title VI is the focal point and center to all interpretations regarding any legal challenges regarding the provision of equal opportunity to all groups that are found in a protected class. This has been interpreted to prohibit denial of equal access to education because of a language minority student’s limited proficiency in English. This means that limited English proficiency students who are unable to participate in or benefit from regular or special education school instructional programs are protected by their Civil Rights. The triggering mechanism for Title VI is the receipt of financial assistance from the federal government. Consequently, public schools in the United States receive some form of financial assistance from the federal government. Therefore, the Act was the catalyst for the education of all children in a setting that was all-inclusive. |

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| Office for Civil Rights' (OCR) May 25, 1970 Memorandum | "Where the inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students." A school district is required to take affirmative steps in remedying a student's limited English proficiency.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Diana vs. State Board of Education, CA 1970            | Plaintiffs filed on behalf of Mexican-American children in Monterey County, California, alleged that the school system was inaccurately identifying Spanish speaking children as mentally retarded on the basis of IQ tests administered in English. The court ruled that non-English proficient children cannot be placed in Special Education on the basis of culturally biased tests or tests administered in English.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Lau v. Nichols, 1974 (U.S. Supreme Court)              | "Equality of educational opportunity is not achieved by merely providing students with "the same facilities, textbooks, teachers and curriculum; because students who do not understand English are effectively foreclosed from any meaningful education." This case was initiated by parents on behalf of approximately 3,000 Chinese students who were unable to understand the language of instruction in the San Francisco Public Schools. These students had been required to attend classes taught exclusively in English and had received no assistance in learning English. The parents argued that the basic skills in English were the very foundation of what the public schools of San Francisco teach. The U.S. Supreme Court held that the San Francisco school system violated Title VI by denying the students a meaningful opportunity to participate in the educational program.                                                                                             |
| Equal Educational Opportunities Act (EEOA), 1974       | "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by....failure of educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs." EEOA required schools to "rectify appropriately a limited English proficient student's English opportunities." The OCR stepped in to formulate the Lau remedies which would provide a standard of approaches for school districts to follow. These remedies set the approach for OCR to determine if a school district was in compliance. The Lau remedies are: 1. Identifying and evaluating the English language skills of language minority students 2. Determining appropriate instructional treatments 3. Deciding when LEP/ELL children are ready for mainstream classrooms 4. Determining the professional standards to be met by teachers of language minority children |
|                                                        | "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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <p>Castañeda v. Pickard, 1981 (5th Circuit Court)</p>    | <p>in English-only instruction at a level substantially equivalent to pupils whose primary language is English.” OCR determined that the standards reasoned by the Court was appropriate in determining whether programs for language minority students meet the requirements of Title VI. A three-part test was developed by the Court to evaluate the adequacy of a district’s program. The test is as follows: 1. The Language Instruction Educational 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.</p>                                                                                                                                                                                                                                                                                                               |
| <p>Plyer v. Doe, 1982</p>                                | <p>“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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Individuals with Disabilities Education Act, 1990</p> | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>OCR’s September 27, 1991 Memorandum</p>               | <p>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 Language Instruction Educational Program teachers are evaluated by someone familiar with language acquisition. The OCR adopted the three prongs of the Castañeda case and required that all language minority students be assessed for fluency, that parents be provided school information in a language they understand, and that schools ensure that instruction to limited English proficient students is carried out by qualified staff.</p> |
|                                                          | <p>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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| No Child Left Behind Act of 2001                 | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Every Student Succeeds Act (ESSA)                | <p>Equity: The Every Student Succeeds Act maintains Title III as a separate title with a separate funding stream dedicated to the education of English learners. Funding increase: In an era of fiscal constraint and funding reductions, ESSA recognizes the large increase in the number and percentage of English learners in this country, and increases the Title III authorization levels. Fair accountability: ESSA gave states two options for delaying English learners’ inclusion in accountability systems while they are learning English. Arkansas chose for the first year of the student’s enrollment in a U.S. school, report on but exclude from accountability system the results on these tests; for the second year of enrollment, include a measure of student growth on both tests; and for the third year of enrollment, include proficiency on both tests in the accountability system. Additionally, English learners who have successfully left the English learner subgroup by attaining English proficiency will be included in that subgroup for accountability purposes for four years. This is something that educators have long argued is an appropriate and fair way to consider the unique needs of such students. Greater integration into the law’s core: For the first time, English language proficiency for English learners is integrated into the system by which all schools and districts are held accountable. Furthermore, the academic achievement of English learners is more fully integrated into that accountability system. Movement of these two items out of the separate Title III system (while maintaining Title III as a dedicated funding stream) ensures that English learners’ academic and language needs can be fully considered by education systems. Supports for English learners: ESSA provides resources to states and school districts to establish, implement, and sustain high-quality language instruction educational programs designed to ensure that English learners, including immigrant children and youth, develop both English language proficiency and content proficiency in math and English, as measured against challenging academic standards. ESSA requires states to measure school districts’ progress in these areas and to provide assistance and support to those school districts</p> |

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|  | <p>with ineffective language instruction educational programs. Statewide entrance and exit procedures for English learners: ESSA requires the establishment of statewide entrance and exit procedures for English learners to ensure that English learners get the resources they need while still learning English. This also benefits these students by providing them with the stability they need if they move between schools or districts. Reporting requirements: ESSA requires reporting on English learners with disabilities, as well as reporting on the percentage of students who are long-term English learners, as measured by students who have maintained the classification for five or more years.</p> |
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## II. EDUCATIONAL APPROACH<sup>1</sup>

Once a student has been identified as needing English language services, he/she is placed in an instructional program. ESOL services consist of direct language development instruction as well as access to core content instruction. The amount of language instructional time depends on the grade level and the most recent proficiency score of the EL student. Supplementary and/or adapted materials may be used as appropriate to enhance language development.

### Elementary and Middle School Services (K-6)

The LPAC determines the amount of time allotted for direct service and who will provide the instruction. These decisions are made on a student-by-student basis. The results of the assessment of the student's language proficiency and academic skills provide the basis for determining the ESOL instructional placement, time allotment, and focus of services. In general, the lower the student's proficiency level, the more intensive the ESOL services. A more intensive program at the beginning helps the student progress faster in his/her language development. ESOL services may include in-class assistance, a pullout program, consultation, or a combination of different delivery models. The ESOL teacher and the classroom teacher(s) are responsible for ensuring communicative, cognitive, and academic progress. Since the general education classroom is a critical site for social and academic language development, the learner is immersed in the language of the classroom. The role of the ESOL teacher in the elementary and middle grades is one that supports the EL by providing small group instruction in a variety of settings. ELs learn so much from their English speaking peers and from explicit lessons taught to develop their oral and written language skills. The following are sample service delivery types used in the schools:

- Mainstream classroom with English speaking peers: In this model, a general education teacher provides content area instruction for all students while using differentiation strategies for ELs, SWDs, and other students as needed to make the content comprehensible for ALL students. This model is used in grades K- 12.
- Consultation/Collaboration: ESOL teacher consults with general education teacher on a regular basis to assist the teacher in planning instruction for the EL. The ESOL teacher models strategies, presents demonstration lessons, provides resources, helps identify essential standards and vocabulary, and monitors EL student achievement. The ESOL teacher's collaboration time is focused on supporting general education teachers who have emergent EL students since these students require specialized instructional

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<sup>1</sup> **Title VI of Office of Civil Rights requires** the district to implement an alternative language service model selected (e.g., ESOL) 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.

strategies and greater accommodations and instructional scaffolding to be successful in the general education classroom. The ESOL teacher consults with the general education teacher to identify the key component(s) in lessons for integration in the instruction of English language development.

- **K-6 English Language Development (ELD) Program:** This is designed for students who are non-speakers, limited speakers and/or limited in reading and writing in the English content areas. Students' lessons are shared between ESOL and mainstream instruction. Students receive ELD instruction in addition to learning in the general education classroom. Typically, EL students are taught in a small group setting consisting of only EL students. ELD classes may be composed of students from various language backgrounds. Students may also be grouped by grade-level or proficiency level. English instruction is adapted to students' proficiency levels.
- **Co-teaching/Inclusion:** In this model, ESOL teachers push into grade level or core content classrooms to support content instruction. ESOL teachers support the academic content being taught by reinforcing academic vocabulary, using ESOL-specific instructional strategies, adapting materials, instruction, and curriculum based on individual student language needs, etc. It is a district expectation that ESOL teachers who are co-teaching or in an inclusive environment plan and modify instruction with the classroom/core area teachers. EL students receive support in the content areas as well as ESOL instruction on the nuances of the language. Instruction supports the needs of all students.

## **Secondary – Junior High and High Schools (7-12)**

All services are designed to enable EL 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 and the Arkansas Academic Standards. All teachers are certified, and many are ESOL endorsed or trained in ESOL strategies. A student's participation in a given program is determined by the Language Proficiency Assessment Committee (LPAC). Students are served in one or more of the classes listed below:

- **Mainstream Classrooms** - In this model, a general education teacher provides content area instruction for all students while using differentiation strategies for ELs, SWDs, and other students as needed to make the content comprehensible for ALL students. This model is used in grades K- 12.
- **Language Acquisition** – This course is offered primarily to emerging students who are non-speakers, limited speakers and/or limited in reading and writing in English. Language Acquisition is focused on the vocabulary acquisition and language

development of students and is designed to develop students' skills in speaking, listening, reading and writing.

- Content Classes with ESOL endorsed or highly-trained Teachers - English, math, science and social studies courses are taught by teachers trained in ESOL strategies.
- Sheltered English Foundation Classes – These courses are offered to high school students who are non-speakers, limited speakers and/or limited in reading and writing in English. Content classes are offered in English, math, science, and social studies as needed. In these classes, a focus is placed upon developing language skills while acquiring content knowledge and skills.
- ESOL Advisory – This advisory period is offered to ELs with an ESOL-endorsed teacher to receive assistance as needed.
- Critical Reading - Critical Reading is designed to accelerate reading growth by strengthening comprehension in high school grades. Students will evaluate fiction and nonfiction texts and multicultural literature of diverse formats (e.g., print media, digital texts, fiction and nonfiction books and articles) and genres.
- Math Labs – These labs are offered to students in combination with their math class to provide additional support with mathematical instruction.

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

During enrollment in Bentonville Schools, all parents will complete the Arkansas Home Language Usage Survey (HLUS). The HLUS determines which students should be referred for an English language proficiency (ELP) screening assessment to determine whether they are EL students entitled to language assistance services. Students initially indicated by the HLUS or other means for English proficiency testing are often referred to as those with a Primary or Home Language Other than English (PHLOTE).

#### Home Language Usage Survey

- The HLUS form is a required component of ALL enrollment packets.
- Completion of the HLUS is ensured by the school registrar.
- If the HLUS indicates a language other than English, the registrar will send a **copy** of the form to the ESL Center immediately. All students must have a completed HLUS in their permanent/cumulative folder.
- The ESL Center 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.
  - Students with no current ELPA21 data will be screened with the ELPA21 screener.
- A copy of the HLUS will be kept in the student's permanent folder.

#### Parent/Student Interview

- The ESL Center includes a parent-student interview to obtain information about students' language, educational background, and family background as needed. This information may assist in providing appropriate support and services to the student.

#### Teacher Referral/Recommendation

- A teacher may notice a student's social behavior or academic achievement indicates a potential language barrier issue even though the HLUS indicates English only. In this case, the teacher may contact the ESOL Center with the concern and submit documentation.
- The ESOL Center will then determine if usage of language other than English was present from birth to an extent that potentially impacted the student's English language development by using the Arkansas Home Language Verification Form.
- An amended HLUS is completed by the parent/guardian, and is included in the student's permanent folder.
- The ESOL Center will begin the student's screening process.

### Transfer Students

- If a student transfers into the district from another Arkansas district, the ESOL Center 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 15 calendar days 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 cannot 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 HLUS 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 ESL Center 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 [Livebinder](#) on the Division of Elementary and Secondary Education (DESE) 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
- *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. Notification letters must be dated and signed by district personnel.

## District Management of Student Data

It is the responsibility of the ESL Center to ensure the accuracy of all EL Data in eSchool for the Bentonville Schools.

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

- **Home Language** on Student Summary Page>Registration, language other than English
- **ESL** box checked on Student Summary Page>Personal screen>Educational Factors
- **ELL Years** on Student Summary Page>Personal screen>Federal, select 1-1 for student who qualifies as an EL
- **ELL Entry/Exit>Start Date** on the ELL Program>Date entered US school, i.e., the first time in grades K-12, regardless if the entry was in Arkansas or another state
- **ELL Entry/Exit>End Date**
  - 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 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** on 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. For these students, the exit date is the date of enrollment in Bentonville Schools.
    - Uncheck the box to the left of the ELL Entry/Exit Date
  - Enter the appropriate year of ESL/ELL monitored status on the ELL Program screen (M1, M2, M3, M4, or MC-Monitoring Complete)

Additional eSchool data that may need to be entered in eSchool:

- **ESL/ELL Waived date** on ELL Program 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.
- **Immigrant** box checked on Educational Factors screen if student:
  - Is between the ages of 3 and 21
  - Was not born in any US state
  - Has not attended one or more schools in any one or more states 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 Eligible** 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.

##### ELD PROGRAM CODE VALID VALUES:

- **ELD Push-in (ELD-PI):** EL teachers providing English language development to English learners in the classroom helping ELs with comprehension, participation, and completion of classroom assignments.
- **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. The program targets specific English skills that allow students to fully participate 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 their ELD instruction during a mainstream content class by teachers embedding instruction in English language development.
- **ELD Class Period (ELD-CP):** ELs receive their ELD instruction during a regular class period and also receive **course credit** for the class. This approach is more common in junior high and high school.
- **ELD Newcomer Program (ELD-NP):** Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly-arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their ELD in this program.
- **ELD Declined Services (ELD-DS):** 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. 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.

- **CCP Newcomer Program (CCP-NP):** Separate, relatively self-contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs exclusively.
- **CCP Declined Services (CCP-DS):** Declined services and not participating in an access to core content program  
Note: Used only for students whose parents have declined the ELD 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 ESOL certified/endorsed teacher's classroom. All certified 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

Scheduling of this training is a joint effort between the ESL Center 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.

- [English Learners with Disabilities Manual](#)

**EXTRACURRICULAR PROGRAMS:**

All students will have equal opportunity to participate in extracurricular and non-academic activities.

- Language issues will not prohibit EL students from participating in athletics and other non-academic activities.
- Every 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 must be trained in ESOL strategies. Individual student accommodations will be determined by the Language Proficiency Assessment Committee (LPAC). Classroom teachers will receive a copy of the LPAC which lists the 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 appropriate scaffolding to make 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 the Northwest Arkansas Education Service Cooperative, Arkansas Division of Elementary and Secondary Education (DESE), ARKTESOL, and Bentonville Schools.

**GUIDELINES FOR GRADING:**

EL students who are not proficient in English must be graded appropriately. Teachers provide instructional scaffolding and accommodated assessments using both ELP and grade-level/content standards. The student's grade should reflect the student's efforts and not reflect the student's limited English proficiency. Teachers should document how they are meeting the

needs of their ELs, specifically how they are providing scaffolds and testing accommodations for EL engagement, participation and grade-level learning.

To promote appropriate grading practices, students in grades 5-12 and their parents, will be notified when students are at risk of failing a quarter. Classroom teachers will notify the student and parent by conducting a failure conference in the sixth week of each quarter. The failure conference should discuss the support the student needs to be successful in that teacher's classroom.

### **STUDENTS ENTERING 9<sup>th</sup> GRADE as BEGINNING ELs:**

If an EL student enters ninth grade with beginning-level proficiency, Bentonville Schools will provide a program of instruction to help the student earn a regular high school diploma with her/his grade-level peers. The LPAC team will map courses for the student's four years of high school including enrollment in language acquisition and newcomer classes. An EL student will be offered academic programming as well as the chance and support for participation in courses with college prerequisites. Specific attention will be paid to classroom scaffolding and assessment accommodations.

A high school student beyond the traditional age of 9<sup>th</sup> grade will receive credit for high school coursework when a transcript is provided demonstrating the equivalent credits earned at his/her previous school(s). In the absence of a transcript, the LPAC team will map coursework for the student to begin earning high school credits.

### **RETENTION:**

In compliance with state guidelines, 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.
- The timeline to proficiency could take 5 to 7 years (see [ESSA Timeline to Proficiency](#)).
- Research shows retention to be a factor leading to dropout rates.
- Separating a child from his peers can cause self-esteem issues.
- Retention may only be considered if the student has received appropriate accommodations in mainstream classes and has NOT shown progress in his/her language AND content skills. ***Documentation of appropriate instructional scaffolding and assessment accommodations must be provided.***

### **ASSESSMENT ACCOMMODATIONS:**

Accommodations are available on state-mandated tests. The LPAC decides which students receive which state allowable accommodations. **Classroom teachers** must regularly use the accommodation throughout the school year in order for the accommodation to be valid on 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. ***There are no exemptions to state assessments for ELs.***

## VII. AVOIDING UNNECESSARY SEGREGATION OF EL STUDENTS

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

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

All EL students who qualify for special education and ESOL services may receive both services as detailed in the Individualized Education Program (IEP) and LPAC decisions with neither outweighing the importance of the other.

- All evaluations of EL students for potential special education services 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.

## IX. EXITING AND MONITORING OF EL STUDENTS

As mandated by the state of Arkansas, Bentonville Schools will monitor the progress of all EL students in achieving English language proficiency and acquiring content knowledge. This applies to all students including those with waived ESOL services.

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 initiate the exit of 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](#).

After an EL student's initial exit from the ESOL program, the student's academic performance will be monitored annually for four years following the guidelines outlined in the Arkansas Professional Judgment Rubric. An annual review will be conducted by the Language Placement and Assessment Committee (LPAC) resulting in one of the following outcomes:

1. The student continues 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](#).
2. The student no longer meets required exit criteria, so further investigation will be conducted to determine if lack of English proficiency is contributing to the student's performance. If so, the student may be placed in the ESOL program.

Bentonville Schools will monitor and provide assistance to all exited students for four years after exiting the ESOL program as mandated by DESE to ensure that:

- The student has not been prematurely exited
- Any academic deficits 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 placed into ESOL services again, Bentonville Schools will document the basis for re-entry and will notify the parent of the decision.

## X. MEETING THE NEEDS OF EL STUDENTS WITH WAIVED SERVICES

Parents have a right to waive the ESOL program in part or in whole. Only ESOL services, not identification and assessments, may be waived.

- To ensure the needs of EL students with waived services are being met, Bentonville Schools will monitor their progress.
- If an EL student with waived services does not demonstrate appropriate growth in English proficiency, or struggles in one or more subjects due to language barriers, Bentonville Schools will take affirmative steps including informing the EL student's parents of his/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.
- EL students with waived services 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 are 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 the EL student with waived services meets acceptable criteria for exiting from EL status, the student's progress will be monitored for four years like all exited EL students.

## XI. EVALUATING THE EFFECTIVENESS OF THE ESOL PROGRAM

Bentonville School'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
  - Are students assessed using the ELPA 21 screener?
  - a. Are assessors trained?
  - b. Are schools using the assessment data?
  - c. Are students assessed annually with the ELPA 21 formative assessment?
  - d. Are students being assessed properly with state standardized tests?
3. Placement of students
  - Are LPACs functioning according to guidelines?
  - a. Is flexibility available for a student's schedule to work out appropriately?
  - b. Is placement happening in a timely manner?
    - i. 30 days for new enrollees at beginning of school year
    - ii. 15 days for enrollees any time after that
    - iii. Records from other in-state districts received and reviewed
4. Curriculum and Instruction
  - Are teachers informed of ELP standards and received appropriate professional development for implementation?
  - a. Are teachers being provided with relevant student information and suggested accommodations?
  - b. Are students able to attain English proficiency within a reasonable period of time?
  - c. Are students making growth in acquiring the English language and academic achievement?

- d. Are students progressing from grade to grade without content-area deficits that require remediation due to inclusion in the ESOL program?
- e. Are students on track to graduate college- and career-ready alongside their never-EL peers?
- f. Are teachers assigning grades appropriately?
- 5. Staffing and Staff Development
  - . How many teachers are ESOL endorsed?
  - a. Are teachers pursuing endorsement or training?
  - b. Are buildings utilizing the knowledge teachers who have their ESOL endorsements?
  - c. Is the ESOL designee supported by staff and administration?
  - d. Is the ESOL designee given time and opportunities to train the staff?

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

Bentonville Schools will ensure meaningful communication with LEP parents in a language they can understand. The ESL Center provides interpretation on-site and by phone. On-site interpreters may be scheduled by emailing Maria Snyder at [msnyder@bentonvillek12.org](mailto:msnyder@bentonvillek12.org). Bentonville Schools offers each school additional interpretation support over the phone. Each building's interpreter designee (normally the ESOL teacher or a member of the office staff) will be provided with the guidelines and procedures related to using this service. Bentonville Schools' ESL Center's translator translates documents including enrollment forms, school-home communications, report cards, and school handbooks for parents. The Bentonville Schools' website provides a translation option as well. Please contact the ESL Center to learn more about these services.

The appendix includes [interpreter/translator parental consent forms](#).

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 (DESE) 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 Arabic, Chinese, Spanish, and Vietnamese. Marshallese will be available soon as well.

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 [www.transact.com](http://www.transact.com) and Click here for the Quick Start Guide<<https://cdn2.hubspot.net/hubfs/2100863/Parent%20Notices/Parent%20Notices%20-%20Account%20Management/Customer%20Support/TransACT%20Parent%20Notices%20Quick%20Start%20Guide.pdf>>.

## APPENDIX

[HLUS in English](#)

[HLUS in Spanish](#)

[HLUS in Marshallese](#)

[HLUS in Vietnamese](#)

[Parent Student Interview](#)

[Parent Student Interview in Spanish](#)

[HLUS Verification Form](#)

[Parent Notification of Placement \(Primary\)](#)

[Parent Notification of Placement \(Secondary\)](#)

[ESOL Services Waiver](#)

[Annual Summative Review](#)

[Language Minority Student Exit/Monitoring](#)

[ESSA Timeline to Proficiency](#)

[Timeline to Proficiency Tracker](#)

[Language Instruction Educational Program \(LIEP\) Codes](#)

[Parent Notification of Return to English Learner Status \(Primary\)](#)

[Parent Notification of Return to English Learner Status \(Secondary\)](#)

[Language Minority Student Transfer Data/Records Request Form](#)

[Confidentiality Agreement for Bilingual Interpreters](#)

[Interpreter/Translator Parental Consent](#)

[Interpreter/Translator Parental Consent in Spanish](#)



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

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

|                                                                                                                                                                                                                                                                                                              |                            |                                                                                                                                                                                                                                                                                                                                                   |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Student Name:</b>                                                                                                                                                                                                                                                                                         |                            | <b>Grade:</b>                                                                                                                                                                                                                                                                                                                                     | <b>Date:</b>          |
| <b>School:</b>                                                                                                                                                                                                                                                                                               | <b>Student State ID #:</b> | <b>Gender:</b>                                                                                                                                                                                                                                                                                                                                    | <b>Date of Birth:</b> |
| Parent/Guardian Name:                                                                                                                                                                                                                                                                                        |                            | Parent/Guardian Signature:                                                                                                                                                                                                                                                                                                                        |                       |
| <b>Right to Translation and Interpretation Services</b><br>Indicate your language preference so we can provide an interpreter or translated documents, free of charge, when you need them.                                                                                                                   |                            | All parents have the right to information about their child's education in a language they understand.<br><br>1. a) In what language do you prefer to receive written communication from the school?<br>_____<br>b) In what language would you prefer to communicate with school staff when speaking?<br>_____                                    |                       |
| <b>Eligibility for Language Development Support</b><br>Information about the student's language usage helps us identify students who may qualify for extended support to develop the language skills necessary for success in school. Testing may be necessary to determine if language supports are needed. |                            | 2. What language(s) is (are) spoken in your home?<br>_____<br>3. What language did your child learn first?<br>_____<br>4. What language does your child use most often at home?<br>_____<br>5. What language does your family speak most often at home?<br>_____<br>6. What language do adults speak most often with each other at home?<br>_____ |                       |
| <b>Prior Education</b><br><br>Your responses about your child's birth country and previous education give us information about the knowledge and skills your child is bringing to school.<br><b><i>This form is not used to identify students' legal immigration status.</i></b>                             |                            | 7. Where was your child born? _____<br><br>8. When did your child first attend a school in the United States (the 50 states, DC)? (Kindergarten – 12 <sup>th</sup> grade)<br>_____<br>Month                  Day                  Year<br><br>9. Has your child attended a school in Puerto Rico? _____                                           |                       |

Thank you for providing the information needed on the Home Language Usage Survey. Contact your child's school if you have further questions about this form or about services available at your child's school.



**Note to district:** This form is available in multiple languages on <http://www.arkansased.gov/divisions/learning-services/englishlearners>. A response that includes a language other than English to questions #1-6 indicates English language proficiency screening is needed.

**Home Language Usage Survey-Spanish/Encuesta sobre el uso de idiomas en el hogar**

**Todos los estudiantes que se inscriben por primera vez en las escuelas de Arkansas deben llenar la encuesta sobre el uso de idiomas en el hogar.**

|                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                  |                              |                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------|
| <b>Nombre del estudiante:</b>                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                  | <b>Grado:</b>                | <b>Fecha:</b>               |
| <b>Escuela:</b>                                                                                                                                                                                                                                                                                                                                                                                 | <b>Núm. de ID estatal del estudiante:</b>                                                                                                                                                                                                                                                                                                        | <b>Género:</b>               | <b>Fecha de nacimiento:</b> |
| Nombre del padre/madre/tutor:                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                  | Firma del padre/madre/tutor: |                             |
| <b>Derecho a servicios de traducción e interpretación</b><br>Indique el idioma de su preferencia para que podamos ofrecerle un intérprete o documentos traducidos sin costo alguno, cuando los necesite.                                                                                                                                                                                        | Todos los padres tienen derecho a estar informados sobre la educación de sus hijos en un idioma que puedan entender.<br><br>1. a) ¿En qué idioma prefiere recibir los mensajes escritos de la escuela?<br>_____<br>b) ¿En qué idioma preferiría comunicarse de forma oral con el personal de la escuela?<br>_____                                |                              |                             |
| <b>Elegibilidad para apoyo de desarrollo lingüístico</b><br>La información sobre el uso del idioma del estudiante nos ayuda a identificar a aquellos que puedan ser elegibles para recibir apoyo prolongado para desarrollar las habilidades lingüísticas necesarias para el éxito académico. Es posible que se requiera realizar pruebas para determinar si el apoyo lingüístico es necesario. | 2. ¿Qué idiomas se hablan en casa?<br>_____<br>3. ¿Qué idioma aprendió primero su hijo?<br>_____<br>4. ¿Qué idioma usa su hijo con mayor frecuencia en el hogar?<br>_____<br>5. ¿Qué idioma habla su familia con mayor frecuencia en el hogar?<br>_____<br>6. ¿Qué idioma hablan los adultos entre sí con mayor frecuencia en el hogar?<br>_____ |                              |                             |
| <b>Educación previa</b><br>Sus respuestas sobre el país natal y la educación previa de su hijo nos brindan información sobre el conocimiento y las habilidades que el estudiante trae a la escuela.<br><b>Este formulario no se usa para identificar la situación migratoria legal de los estudiantes.</b>                                                                                      | 7. ¿Dónde nació su hijo? _____<br><br>8. ¿Cuándo fue la primera vez que su hijo asistió a la escuela en los Estados Unidos (los 50 estados, DC)? (Jardín de infancia – 12.º grado)<br>_____<br>Mes      Día      Año<br><br>9. ¿Su hijo ha asistido a una escuela en Puerto Rico? _____                                                          |                              |                             |

Gracias por proporcionar la información necesaria en la encuesta sobre el uso de idiomas en el hogar. Comuníquese con la escuela de su hijo si tiene preguntas adicionales sobre este formulario o sobre los servicios escolares disponibles.



**Nota para el distrito:** Este formulario está disponible en varios idiomas en <http://www.arkansased.gov/divisions/learning-services/english-learners> Si en alguna de las preguntas de la 1 a la 6 se recibe una respuesta que indique un idioma distinto al inglés, será necesaria una prueba de dominio del idioma inglés.

Este trabajo, "Encuesta sobre los idiomas en el hogar del Departamento de Educación de Arkansas (ADE)", se deriva de la "Encuesta sobre los idiomas en el hogar de la Oficina del Superintendente de Instrucción Pública (OSPI)" de la Oficina del Superintendente de Instrucción Pública (Office of Superintendent of Public Instruction, OSPI) y se usa bajo la licencia [CC BY](#). "La encuesta sobre los idiomas en el hogar del Departamento de Educación de Arkansas (ADE)" está autorizada por la Unidad de Estudiantes de Inglés del Departamento de Educación de Arkansas bajo la licencia [CC BY](#).



## Arkansas Division of Elementary and Secondary Education (DESE)

## Home Language Usage Survey-Marshalllese/Etale eo ikijen kajin eo kwoj kejerbale

## imweo

**Etale eo kwoj kejerbale ikijen kajhin eo kwoj kejerbale imweo rej komane nan *aoleb* aoleb ri-jikuul ro elon etaier ilo jikuul ko an Arkansas.**

|                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                         |                                             |                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-----------------------|
| <b>Etan ri-jikuul eo:</b>                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                         | <b>Kilaaj jete:</b>                         | <b>Raan eo:</b>       |
| <b>Etan jikuul eo:</b>                                                                                                                                                                                                                                                                                                                                        | <b>ID # am ri-jikuul eo:</b>                                                                                                                                                                                                                                                                                                                            | <b>Emman ak Kora:</b>                       | <b>Raan in lotak:</b> |
| Etan Jinen ak Jemen/ri-kejbarok eo:                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                         | Jain in etan Jinen ak Jemen/ri-kejbarok eo: |                       |
| <b>Maron eo am ñan jiban in rukok ilo jeje im kenono</b> Kwalok kajin rot eo kwoj konaan bwe kimin lewaj am rukok ilo kenono ak ukok ilo jeje ko ilo beba, ejellok wonnen, elane kwoj aikuij jiban kein.                                                                                                                                                      | Aoleb Jinen ak Jemen ewor aer maron in bōk melele kin jelalokjen eo an ajri eo nejier ilo kajin eo remelele kake.<br><br>1. a) Kajin rot eo kwoj kōnaan loe ilo beba ko rej iwoj jen jikuul?<br>_____<br>b) Kajin ta eo kwokonnan kōjerbale ien am kenono ibben rijebral in jikuul eo?<br>_____                                                         |                                             |                       |
| <b>Am maron tōbrak ñan ebōk jiban ñan kōlablok am melele kajin</b><br>Melele kin kajin eo an ri-jikuul eo ej kōjerbale enaj jiban kim kalikar rijikuul ro remaron tōbrak ñan jiban ko relablok ñan kadreklok kabel in kajin eo rej aikuji ñan aer maron tōbrak ilo jikuul. Emaron naj aikuji lelok teej ñan lale elañe ewor aikuji ñan jiban ikijen kajin eo. | 2. Kajin ta eo/ko kwoj konono ilo mweo imom?<br>_____<br>3. Kajin ta eo ajiri eo nejum ear katak mokta?<br>_____<br>4. Kajin ta eo ajiri eo nejum ekut an kōjerbale ilo mweo imom?<br>_____<br>5. Kajin ta eo ekut an baamle eo am kōjerbale ilo mweo imom?<br>_____<br>6. Kajin ta eo ritto ro mweo ekut aer kenono ibben doon ilo mweo imon?<br>_____ |                                             |                       |
| <b>Jikuul ko moktalok</b><br><br>Uaak ko am kin lal eo ajiri eo nejum ear lotak ie im jikuul eo/ko an moktalok renaj letok melele ñan kim kin jelalokjen im kabel ko ajiri in nejum ej boktok ñan jikuul.<br>Beba in ejab jerbal ñan kalikarjekjekin immigration eo an iomwin kakien.                                                                         | 7. Ia eo ajri eo najum ear lotak ie? _____<br><br>8. Naat eo ajiri eo nejum ear jino jikuul ilo Amedka 50 state ko, DC)?<br>(Kilaaj <b>Kindergarten – 12</b> )<br>_____<br>Allon                  Raan                  Yio<br><br>9. Ajiri eo nejum enañin ke kar jikuul ilo Puerto Rico? _____                                                        |                                             |                       |

Kommol kin am letok melele kein kim aikuji ikijen kajin ko ilo mwon jokwe eo Kōjerbal Kein Waanjonok. Kirlok jikuul eo an ajiri eo nejum elane ewor am bar kajitok kin beba in kanne in ak kin jiban ko remaron lewaj jen jikuul eo an ajiri eo nejum.



Enaan ñan bukon eo: Ewor kajin ko relōñ ilo beba in ilo <http://www.arkansased.gov/divisions/learning-services/english-learners>  
Elañe aak eo enaj wor juon kajin ijenlokin kajin belle ñan kajitok .



## Arkansas Phòng Giáo dục Tiểu học và Trung học Cơ sở (DESE)

## Home Language Usage Survey-Vietnamese/Khảo sát Sử dụng Ngôn ngữ tại nhà

**Đối tượng của Khảo sát Sử dụng Ngôn ngữ tại nhà là tất cả các học sinh ban đầu theo học ở các trường trong tiểu bang Arkansas.**

|                                                                                                                                                                                                                                                                                                                                              |                                   |                                                                                                                                                                                                                                                                                                                                                       |                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Tên học sinh:</b>                                                                                                                                                                                                                                                                                                                         |                                   | <b>Khối:</b>                                                                                                                                                                                                                                                                                                                                          | <b>Ngày:</b>      |
| <b>Trường:</b>                                                                                                                                                                                                                                                                                                                               | <b>Số thẻ học sinh tiểu bang:</b> | <b>Giới tính:</b>                                                                                                                                                                                                                                                                                                                                     | <b>Ngày sinh:</b> |
| Tên phụ huynh/người giám hộ:                                                                                                                                                                                                                                                                                                                 |                                   | Chữ ký phụ huynh/người giám hộ:                                                                                                                                                                                                                                                                                                                       |                   |
| <b>Quyền sử dụng Dịch vụ Biên phiên dịch</b><br>Nói rõ ngôn ngữ bạn muốn sử dụng để chúng tôi có thể cung cấp miễn phí cho bạn một phiên dịch viên hoặc một tài liệu đã được dịch khi bạn cần.                                                                                                                                               |                                   | Tất cả phụ huynh có quyền được biết về sự học tập của con cái bằng ngôn ngữ mà họ hiểu.<br><br>1. a) Bạn muốn nhận thông báo bằng văn bản từ trường học bằng ngôn ngữ nào?<br>_____<br>b) Bạn muốn nói chuyện với giáo viên của trường bằng ngôn ngữ nào?<br>_____                                                                                    |                   |
| <b>Điều kiện để được Hỗ trợ Phát triển Ngôn ngữ</b><br>Thông tin về việc sử dụng ngôn ngữ của học sinh giúp chúng tôi nhận biết học sinh nào đủ điều kiện được hỗ trợ phát triển thêm những kỹ năng ngôn ngữ để học tốt trong trường học. Các học sinh có thể cần phải dự một buổi kiểm tra để quyết định có được hỗ trợ ngôn ngữ hay không. |                                   | 2. Ở nhà, bạn nói ngôn ngữ nào?<br>_____<br>3. Con cái của bạn được học ngôn ngữ nào đầu tiên?<br>_____<br>4. Ở nhà, con cái của bạn sử dụng ngôn ngữ nào thường xuyên nhất?<br>_____<br>5. Ở nhà, gia đình bạn nói ngôn ngữ nào thường xuyên nhất?<br>_____<br>6. Ở nhà, người lớn nói chuyện với nhau bằng ngôn ngữ nào thường xuyên nhất?<br>_____ |                   |
| <b>Nền tảng giáo dục</b><br>Câu trả lời của bạn về nơi sinh và nền tảng giáo dục của con cái sẽ cho chúng tôi biết về kiến thức và kỹ năng mà trẻ đem đến trường học.<br><br><b>Mẫu này không được sử dụng để xác định tình trạng nhập cư hợp pháp của học sinh.</b>                                                                         |                                   | 7. Con bạn sinh ra ở đâu? _____<br>8. Lần đầu tiên con bạn theo học một trường ở Hoa Kỳ là khi nào (50 tiểu bang, DC)? (Mẫu giáo – lớp 12)<br>_____<br>Tháng                      Ngày                      Năm<br>9. Con bạn có từng theo học một trường ở Puerto Rico không? _____                                                                  |                   |



Cảm ơn bạn đã cung cấp những thông tin cần thiết trong Khảo sát Sử dụng Ngôn ngữ tại nhà. Hãy liên hệ với trường của con bạn nếu bạn có thắc mắc về mẫu này hoặc về những dịch vụ mà trường của con bạn cung cấp.

## Parent-Student Interview

**Student:** \_\_\_\_\_ Gender: M \_\_\_ F \_\_\_

Parent/Guardian (1): \_\_\_\_\_  
Last First M.I. Phone: \_\_\_\_\_

Parent/Guardian (2): \_\_\_\_\_  
Last First Phone: \_\_\_\_\_

Do you, the parents/guardians, need to communicate with the school in a language other than English? Yes \_\_\_ No \_\_\_  
Which language? \_\_\_\_\_

I prefer to receive ESOL information via email \_\_\_, mail \_\_\_, or at the ESL Center \_\_\_. (Please check one)

### Language Background

What languages does your child speak or understand? \_\_\_\_\_

What languages does your child read or write? \_\_\_\_\_

In which language do you believe your child is the most proficient? \_\_\_\_\_

Please check the reason(s). \_\_\_ This is the language most spoken at home.

\_\_\_ This is the first language your child learned to speak.

\_\_\_ This is the language most used with siblings and peers.

Has your child studied English? Yes \_\_\_ No \_\_\_ If yes, where? \_\_\_\_\_ For how long? \_\_\_\_\_

Comments about your child's language background: \_\_\_\_\_

### Student Information

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_

If not born in the USA, what date did your child arrive in the USA? \_\_\_\_\_ Which state? \_\_\_\_\_

When did your child first attend school in the USA, including territories (Kindergarten-12<sup>th</sup> grade) \_\_\_\_\_ month/year)

Do you have trouble understanding your child's speech in his or her first language? \_\_\_\_\_

Does your child have any learning disabilities or other problems with learning? Yes \_\_\_ No \_\_\_ If yes, please explain.

### Please list the schools your child has attended, including preschool.

| Grade(s)<br>Attended | School Name | School Location<br>(city/state or<br>city/country) | Language of<br>Instruction | Years<br>Attended | In an<br>ESOL<br>Program? |
|----------------------|-------------|----------------------------------------------------|----------------------------|-------------------|---------------------------|
|                      |             |                                                    |                            |                   |                           |
|                      |             |                                                    |                            |                   |                           |
|                      |             |                                                    |                            |                   |                           |
|                      |             |                                                    |                            |                   |                           |

### Siblings in Bentonville Schools

| Name | Grade | School | Name | Grade | School |
|------|-------|--------|------|-------|--------|
|      |       |        |      |       |        |
|      |       |        |      |       |        |

## Parent-Student Interview-Spanish /Entrevista de Padres de Familia y Estudiantes

Nombre de Alumno: \_\_\_\_\_ Género: M \_\_\_\_ F \_\_\_\_  
 Apellido(s) Nombre

Padre/Tutor legal (1): \_\_\_\_\_ Teléfono: \_\_\_\_\_  
 Apellido(s) Nombre

Padre/Tutor legal (2): \_\_\_\_\_ Teléfono: \_\_\_\_\_  
 Apellido(s) Nombre

¿Necesita comunicarse con la escuela en un idioma distinto al inglés? Sí \_\_\_\_ No \_\_\_\_

¿En qué idioma? \_\_\_\_\_

Prefiero recibir información de ESOL por correo electrónico \_\_\_\_, correo postal \_\_\_\_, o en el Centro de ESL \_\_\_\_

### Información sobre el Idioma

¿Qué idioma(s) habla o entiende su hijo(a)? \_\_\_\_\_

¿En qué idioma(s) puede su hijo(a) leer y escribir? \_\_\_\_\_

¿En qué idioma(s) cree usted que su hijo(a) es más competente? \_\_\_\_\_

Por favor, marque la razón(es).  
☐ Este es el idioma más hablado en el hogar.  
☐ Este es el idioma que su hijo(a) aprendió primero.  
☐ Este es el idioma que usa más con sus hermanos y compañeros.

¿Ha estudiado su hijo(a) alguna vez inglés? Sí \_\_\_\_ No \_\_\_\_ ¿Dónde? \_\_\_\_\_ ¿Cuánto tiempo? \_\_\_\_\_

Comentarios sobre el idioma de su hijo(a): \_\_\_\_\_  
 \_\_\_\_\_

### Información sobre el alumno

Fecha de Nacimiento \_\_\_\_\_ Lugar de nacimiento \_\_\_\_\_

Si no nació en EE.UU., ¿en qué fecha llegó a los EE.UU.? \_\_\_\_\_ ¿A qué estado? \_\_\_\_\_

¿Cuándo asistió su hijo(a) por primera vez a una escuela en los EE.UU. (k-12) \_\_\_\_\_ ( indique el mes y año)

¿Tiene usted alguna dificultad entendiendo el habla de su hijo(a)? \_\_\_\_\_

¿Tiene su hijo(a) alguna discapacidad del aprendizaje u otros problemas de aprendizaje? Sí \_\_\_\_ No \_\_\_\_ Por favor, explique.  
 \_\_\_\_\_

Por favor, enumere las escuelas a las que su hijo(a) ha asistido, incluyendo el preescolar.

| Grado(s)<br>Asistido | Nombre de la escuela | País/Ciudad y Estado | Idioma de las<br>instrucciones | Años<br>asistidos | ¿En un<br>programa<br>de ESOL? |
|----------------------|----------------------|----------------------|--------------------------------|-------------------|--------------------------------|
|                      |                      |                      |                                |                   |                                |
|                      |                      |                      |                                |                   |                                |
|                      |                      |                      |                                |                   |                                |

### Otros niños en las Escuelas de Bentonville

| Nombre | Grado | Escuela | Nombre | Grado | Escuela |
|--------|-------|---------|--------|-------|---------|
|        |       |         |        |       |         |
|        |       |         |        |       |         |



# Home Language Usage Survey Verification Form

Indicate reason for completing this form:

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

## Section 1:

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

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

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

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

\_\_\_\_\_ Staff Observations      \_\_\_\_\_ Parental Contact

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

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

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

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

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

- Student IS a Language Minority Student (usage of language other than English present from birth to an extent that potentially impacts a student's English language development)

OR

- Student is NOT a Language Minority Student (usage of language other than English added later in life)

\_\_\_\_\_ (Signature/position of person completing form)

\_\_\_\_\_ (Signature of ESOL personnel, if not the same)

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

## Notification of Placement-Elementary and Middle School

|               |        |             |         |           |  |
|---------------|--------|-------------|---------|-----------|--|
| Student Name: |        | Student ID: |         | State ID: |  |
| School:       | Grade: | DOB:        | Gender: | Date:     |  |

Enrollment Status: ☐ New to program ☐ Continuing in the program

Dear Parent/Guardian:

We are pleased to inform you that your student will receive additional support through the English language development program for this school year.

Bentonville Schools determined that your student requires this support through test results. Your child's proficiency in English is measured at the ☐ Emerging level ☐ Progressing level on the English language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) or at the ☐ Proficient level on ELPA21 and did not have at least two pieces of evidence on district assessments demonstrating grade-level performance. At least one piece of evidence from English language arts (ELA) is required as well as an additional piece from either ELA, social studies, science, or math.

The purpose of the program is to provide additional support for students who are not yet proficient in speaking, listening, reading, and/or writing in English. The program will assist your student to meet appropriate grade-level academic achievement standards for grade promotion and graduation.

Students remain eligible for the English language development program until they reach the Proficient level on the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) and have two pieces of evidence on other district assessments that they are performing at grade-level. Most students successfully exit the program within 5-7 years. When exited from the program, your student's performance will continue to be monitored for four years to determine if additional academic support is needed or if your child needs to return to the program. In the 2018-19 school year, 93% of high school students who were still eligible for the English language development program graduated either on-time or within one additional year.

If your student has a disability, the English language development program will coordinate with appropriate staff to meet the objectives of your student's Individualized Education or 504 Plan.

We strongly encourage your student's participation in the English language development program and invite you to learn more about its benefits. However, you have the right to remove your student from the language instruction program at any time by contacting the Bentonville Schools' ESL Center at (479) 254-5034 to set up an appointment.

Please visit your student's school to discuss his/her progress in English language development and academic achievement. Contact \_\_\_\_\_ at \_\_\_\_\_@bentonvillek12.org if you wish to set up an appointment.

**Bentonville Schools has the following English language development program(s):**

- **Mainstream classroom** with English-speaking peers is the primary placement of all EL students.
- **ESOL Pullout Programs** in grades K-6 are offered to English learners (ELs) and are designed for ELs who are non-speakers, limited speakers and/or limited in reading and writing in English. ESOL teachers are certified teachers who have an endorsement in English as a Second Language instruction.
- **ESOL Inclusion** in grades K-6 is when the ESOL teacher works with the EL student within the mainstream classroom. The purpose for this method of instruction is for the ESOL teacher to help make the classroom instruction more accessible for the EL student's language level.

Sincerely,

---

Bentonville Schools ESOL Representative

---

Date

I have received a copy of this parent notification that includes my right to decline services at any time.

---

Parent/Guardian Signature-Notification Received

---

Date



## Notification of Placement-Secondary School

|               |        |             |         |           |  |
|---------------|--------|-------------|---------|-----------|--|
| Student Name: |        | Student ID: |         | State ID: |  |
| School:       | Grade: | DOB:        | Gender: | Date:     |  |

Enrollment Status: ☐ New to program ☐ Continuing in the program

Dear Parent/Guardian:

We are pleased to inform you that your student will receive additional support through the English language development program for this school year.

Bentonville Schools determined that your student requires this support through test results. Your child's proficiency in English is measured at the ☐ Emerging level ☐ Progressing level on the English language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) or at the ☐ Proficient level on ELPA21 and did not have at least two pieces of evidence on district assessments demonstrating grade-level performance. At least one piece of evidence from English language arts (ELA) is required as well as an additional piece from either ELA, social studies, science, or math.

The purpose of the program is to provide additional support for students who are not yet proficient in speaking, listening, reading, and/or writing in English. The program will assist your student to meet appropriate grade-level academic achievement standards for grade promotion and graduation.

Students remain eligible for the English language development program until they reach the Proficient level on the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) and have two pieces of evidence on other district assessments that they are performing at grade-level. Most students successfully exit the program within 5-7 years. When exited from the program, your student's performance will continue to be monitored for four years to determine if additional academic support is needed or if your child needs to return to the program. In the 2018-19 school year, 93% of high school students who were still eligible for the English language development program graduated either on-time or within one additional year.

If your student has a disability, the English language development program will coordinate with appropriate staff to meet the objectives of your student's Individualized Education or 504 Plan.

We strongly encourage your student's participation in the English language development program and invite you to learn more about its benefits. However, you have the right to remove your student from the language instruction program at any time by contacting the Bentonville Schools' ESL Center at (479) 254-5034 to set up an appointment.

Please visit your student's school to discuss his/her progress in English language development and academic achievement. Contact \_\_\_\_\_ at \_\_\_\_\_@bentonvillek12.org if you wish to set up an appointment.

**Bentonville Schools has the following English language development program(s):**

- **Mainstream classroom** with English-speaking peers is the primary placement of all EL students.
- **Language Acquisition** in grades 7-12 is designed for EL students who are non-speakers, limited speakers and/or limited in reading and writing in English.
- **Core Classes with ESOL-endorsed Teachers** in grades 7-12 are offered with the content area teacher trained in specific methods and strategies to work with EL students to make the content instruction accessible.
- **ESOL Advisory** is offered to EL students to receive the language and content support they need during the advisory period.

Sincerely,

---

Bentonville Schools ESOL Representative

---

Date

I have received a copy of this parent notification that includes my right to decline services at any time.

---

Parent/Guardian Signature-Notification Received

---

Date

**ESOL Services Waiver**

|               |        |             |         |           |  |
|---------------|--------|-------------|---------|-----------|--|
| Student Name: |        | Student ID: |         | State ID: |  |
| School:       | Grade: | DOB:        | Gender: | Date:     |  |

We, the parents/guardians of the student named above, do NOT desire to have our student directly served by Bentonville Schools' ESOL program.

The Language Proficiency and Assessment Committee (LPAC) decision has been explained to us thoroughly in a language that we can understand. We understand that we may reverse our decision at any time by contacting the ESL Center at (479) 254-5034.

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

---

Signature of Parent/Guardian

---

Date

---

Signature of Bentonville Schools ESL Center

---

Date

Attach a copy of the Initial Notification of Placement form or LPAC Decision form to this waiver form. Place a copy of all forms in the student's cumulative ESOL file, and give one copy to the parent/guardian.

|                                 |           |                                                                                    |                                                                          |                 |
|---------------------------------|-----------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------|
| Name:                           |           | BSID:                                                                              |                                                                          | Current Grade:  |
| 2019-20 Service:                |           | Sp Ed:                                                                             | 504 Plan:                                                                | 2019-20 School: |
| 2020 ELPA-21 Performance Level: |           | RTI                                                                                | Literacy <a href="#">Select one.</a><br>Math <a href="#">Select one.</a> | 2020-21 School: |
| Listening:                      | Speaking: | Describe interventions and frequency:<br><a href="#">Click here to enter text.</a> |                                                                          |                 |
| Reading:                        | Writing:  |                                                                                    |                                                                          |                 |

**Reflect on the data collected below. What are the data trends related to your recommendations for next year?**

| 2019-20 Assessments |         |             | Score | NPR |                    |     | LNF  | PSF  | NWF  |      | DAZE                                                                                                    | AS   | MAZE | ORF  |      |        |        |
|---------------------|---------|-------------|-------|-----|--------------------|-----|------|------|------|------|---------------------------------------------------------------------------------------------------------|------|------|------|------|--------|--------|
|                     |         |             |       |     |                    |     |      |      | CLS  | WWR  |                                                                                                         |      |      | WC   | Acc  | Retell | Q of R |
| MAP                 | Read    | F:          |       |     | Acadience          | F:  |      |      |      |      |                                                                                                         |      |      |      |      |        |        |
|                     |         | W:          |       |     |                    | W:  |      |      |      |      |                                                                                                         |      |      |      |      |        |        |
|                     |         | S:          |       |     |                    | S:  | Data | Data | Data | Data | Data                                                                                                    | Data | Data | Data | Data | Data   | Data   |
|                     | Math    | F:          |       |     | Spelling Inventory | F:  |      |      | F:   | Data | Data Reflections ( <i>Comment on observed data trends.</i> ): <a href="#">Click here to enter text.</a> |      |      |      |      |        |        |
|                     |         | W:          |       |     |                    | W:  |      |      | W:   | Data |                                                                                                         |      |      |      |      |        |        |
|                     |         | S:          |       |     |                    | S:  |      |      | S:   | Data |                                                                                                         |      |      |      |      |        |        |
| ACT Aspire 2019     |         | Description | Score |     | PAST               |     |      |      |      |      |                                                                                                         |      |      |      |      |        |        |
|                     | English |             |       |     |                    | Q1: |      |      | Q1:  |      |                                                                                                         |      |      |      |      |        |        |
|                     | Read    |             |       |     |                    | Q2: |      |      | Q2:  |      |                                                                                                         |      |      |      |      |        |        |
|                     | Math    |             |       |     |                    | Q3: | Data |      | Q3:  | Data |                                                                                                         |      |      |      |      |        |        |
|                     | Science |             |       |     |                    | Q4: | Data |      | Q4:  | Data |                                                                                                         |      |      |      |      |        |        |
|                     |         |             |       |     |                    |     |      |      |      |      |                                                                                                         |      |      |      |      |        |        |

**Record observations with respect to social and academic language, attendance, and behavior.**

*Be sure to note the most important things you want next year's teacher(s) to know and why.*

Academic and Social Language: [Click here to enter text.](#)

Attendance and Behavior: [Click here to enter text.](#)

**Recommendations for next year's LPAC team**

What should be the focus area of instruction for this student? [Click here to enter text.](#)

Services: [Choose an item.](#)

Assessment Accommodations:

None ☐ WTWD ☐ ET ☐ TtS ☐ SSGT ☐

Instructional Scaffolding: [Click here to enter text.](#)

Other Notes: [Click here to enter text.](#)

Enter name here.

Enter name here.

Enter name here.

Classroom Teacher

ESOL Teacher/Designee

Administrator



# Arkansas Division of Elementary and Secondary Education (DESE)

## Language Minority Student Exit/Monitoring Form

The Language Minority Student (LMS) Exit/Monitoring Form is completed when determining whether a student is a Former English Learner or not. Please check the reason for using this form:

- 1) ☐ Initiating placement as a Former English Learner
- 2) ☐ Documenting a prior exit that was not documented
- 3) ☐ Monitoring a Former English Learner (ELL Exit Date: \_\_\_\_\_)
- 4) ☐

|                                                                                                                                                                                                                                                                                                                                               |                     |                                                                                                                                                                                                                                                                                                                                                                                                              |                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Student Name:                                                                                                                                                                                                                                                                                                                                 |                     | Grade:                                                                                                                                                                                                                                                                                                                                                                                                       | Date:          |
| School:                                                                                                                                                                                                                                                                                                                                       | Student State ID #: | ELL Entry Date:                                                                                                                                                                                                                                                                                                                                                                                              | Date of Birth: |
| <b>English Language Proficiency Assessment Data</b><br>When initiating placement as a Former English Learner, documentation of a prior evidence must be provided to demonstrate proficiency in English aligned with the Arkansas English Language Proficiency Standards. (Not available or required for Monitoring a Former English Learner.) |                     | <input type="checkbox"/> ELPA21 Screener<br>_____, Da _____<br>_____<br><input type="checkbox"/> Prior state approved ELP assessment scores/dates: _____                                                                                                                                                                                                                                                     |                |
| <b>Supporting Evidence/Professional Judgment</b><br>At least two pieces of evidence providing confirmation of a student's ability to meet grade-level performance expectations in literacy in ELA/Science/Social Studies and/or Math.                                                                                                         |                     | Measure: _____ Result: _____ Date: _____<br>Measure: _____ Result: _____ Date: _____<br><input type="checkbox"/> No evidence exists to confirm the student's academic literacy is at a level comparable to never-EL peers.                                                                                                                                                                                   |                |
| <b>Recommended Status</b> Choose whether the student is recommended for English Learner or Former English Learner status. If choosing Former English Learner status, indicate which year of monitoring the student is beginning or if monitoring is completed.                                                                                |                     | <input type="checkbox"/> English Learner (eSchool "Value Box" Checked) OR<br><input type="checkbox"/> Former English Learner (ELL Exit Date: _____)<br><input type="checkbox"/> Monitored Year 1 (M1)<br><input type="checkbox"/> Monitored Year 2 (M2)<br><input type="checkbox"/> Monitored Year 3 (M3)<br><input type="checkbox"/> Monitored Year 4 (M4)<br><input type="checkbox"/> Monitoring Completed |                |

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

## ESSA Timeline to English Language Proficiency

**Table 11a. Arkansas' K-2 Timeline to English Language Proficiency**

| Initial ELP<br>Domain Level<br>(Year 1) | Years Identified as an English Learner |                                 |         |                                 |                                 |
|-----------------------------------------|----------------------------------------|---------------------------------|---------|---------------------------------|---------------------------------|
|                                         | 2                                      | 3                               | 4       | 5                               | 6                               |
| Level 1                                 | Level 2                                | Level 2                         | Level 3 | Level 3                         | Proficient<br>(Level 4/Level 5) |
| Level 2                                 | Level 2                                | Level 3                         | Level 3 | Proficient<br>(Level 4/Level 5) |                                 |
| Level 3                                 | Level 3                                | Proficient<br>(Level 4/Level 5) |         |                                 |                                 |
| Proficient<br>(Level 4/Level 5)         |                                        |                                 |         |                                 |                                 |

**Table 11b. Arkansas' Grade 3-5 Timeline to English Language Proficiency**

| Initial ELP Domain Level (Year 1) | Years Identified as an English Learner |                              |         |                              |         |                              |
|-----------------------------------|----------------------------------------|------------------------------|---------|------------------------------|---------|------------------------------|
|                                   | 2                                      | 3                            | 4       | 5                            | 6       | 7                            |
| Level 1                           | Level 1                                | Level 2                      | Level 2 | Level 3                      | Level 3 | Proficient (Level 4/Level 5) |
| Level 2                           | Level 2                                | Level 3                      | Level 3 | Proficient (Level 4/Level 5) |         |                              |
| Level 3                           | Level 3                                | Proficient (Level 4/Level 5) |         |                              |         |                              |
| Proficient (Level 4/Level 5)      |                                        |                              |         |                              |         |                              |

**Table 11c. Arkansas' Grade 6-12 Timeline to English Language Proficiency**

| Initial ELP Domain Level (Year 1) | Years Identified as an English Learner |         |                              |         |                              |         |                              |
|-----------------------------------|----------------------------------------|---------|------------------------------|---------|------------------------------|---------|------------------------------|
|                                   | 2                                      | 3       | 4                            | 5       | 6                            | 7       | 8                            |
| Level 1                           | Level 1                                | Level 2 | Level 2                      | Level 3 | Level 3                      | Level 3 | Proficient (Level 4/Level 5) |
| Level 2                           | Level 2                                | Level 3 | Level 3                      | Level 3 | Proficient (Level 4/Level 5) |         |                              |
| Level 3                           | Level 3                                | Level 3 | Proficient (Level 4/Level 5) |         |                              |         |                              |
| Proficient (Level 4/Level 5)      |                                        |         |                              |         |                              |         |                              |

## Timeline to Proficiency Tracker

Student: \_\_\_\_\_

Oldest ELP Assessment Available: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Appropriate Timeline to  
Proficiency Chart:

K-2 \_\_\_\_\_ 3<sup>rd</sup>-5<sup>th</sup> \_\_\_\_\_ 6<sup>th</sup>-12<sup>th</sup> \_\_\_\_\_

| Language Domain               | _____/_____<br>Year 1 | _____/_____<br>Year 2 | _____/_____<br>Year 3 | _____/_____<br>Year 4 | _____/_____<br>Year 5 | _____/_____<br>Year 6 | _____/_____<br>Year 7 |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Listening Score               |                       |                       |                       |                       |                       |                       |                       |
| Listening Target              | n/a                   |                       |                       |                       |                       |                       |                       |
| Speaking Score                |                       |                       |                       |                       |                       |                       |                       |
| Speaking Target               | n/a                   |                       |                       |                       |                       |                       |                       |
| Reading Score                 |                       |                       |                       |                       |                       |                       |                       |
| Reading Target                | n/a                   |                       |                       |                       |                       |                       |                       |
| Writing Score                 |                       |                       |                       |                       |                       |                       |                       |
| Writing Target                | n/a                   |                       |                       |                       |                       |                       |                       |
| # Targets Met/ # Targets      |                       |                       |                       |                       |                       |                       |                       |
| Is student "On Track to ELP?" |                       |                       |                       |                       |                       |                       |                       |

Student is "On Tract to English Language Proficiency" if one of the following is met:

- Student exits from English Learner status
- Student meets time expectations on 3 or more language domains
- If English learner has one language domain exemption, student meets time expectations on all non-exempt language domains

## Language Instruction Education Program (LIEP) Codes

Required for all students identified as EL Status = Y (Including those with a waived services date as parents may waive part of services or all of services. There is a code for waived services.)

English Learner Students must have an ELD Program Code and an Access to Core Content Code

Cycles 2-7 added to the rpt330 and rpt430

Below is a chart of the program model codes used to describe the specific ELD program for each EL. These codes explain the types of programs provided to assist the student in acquiring the English language.

| English Language Development Programs |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELD Program Code<br>Valid Values      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ELD-PI                                | <b>ELD Push-in</b> EL teachers or EL Instructional Assistants assisting the classroom teacher in providing English language development to English learners in the classroom helping ELs with comprehension, participation, and completion of classroom assignments. Instructional Assistants need to be under direct supervision of a certified teacher.                                                                                                                                                                                                                 |
| ELD-PO                                | <b>ELD Pull-out</b> 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 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-EM                                | <b>ELD Embedded</b> —ELs receive their ELD instruction during a mainstream content class by teachers embedding instruction in English language development.                                                                                                                                                                                                                                                                                                                                                                                                               |
| ELD-CP                                | <b>ELD Class Period</b> ELs receive their ELD instruction during a regular class period and also receive course credit for the class. This approach is more common in middle schools and high schools.                                                                                                                                                                                                                                                                                                                                                                    |
| ELD-NP                                | <b>Newcomer Program – ELD</b> Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their ELD in this program.                                                                                                                  |
| ELD-DS                                | <b>Declined Services and not participating in an ELD program</b> NOTE: Used only for students whose parents have declined the ELD program services.                                                                                                                                                                                                                                                                                                                                                                                                                       |

Below are the program model codes used to describe the specific manner in which English Learner students are provided meaningful access to the core content.

| Access to Core Content Program Models                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Access to Core Content Program Codes<br>Valid Values | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| CCP-SI                                               | <b>Sheltered Instruction</b> 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-CC                                               | <b>Content Classes with integrated EL support</b> This approach has content knowledge as the goal; teachers provide appropriate linguistic accommodations/supports so that English Learners may access the content.                                                                                                                                                                                                                                                                                                                                                                |
| CCP-NP                                               | <b>Newcomer Program – Core Content instruction</b> Separate, relatively selfcontained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs exclusively.                                               |
| CCP-DS                                               | <b>Declined services and not participating in an access to core content program.</b><br><br>NOTE: Used only for students whose parents/guardians have declined the access to core content program services.                                                                                                                                                                                                                                                                                                                                                                        |

Other evidence-based, researched services models can be used as determined effective at district discretion; however, one of the codes in the charts above must be used in the EL data collection.

## Notification of Program Return-Elementary and Middle School

|               |        |             |         |           |  |
|---------------|--------|-------------|---------|-----------|--|
| Student Name: |        | Student ID: |         | State ID: |  |
| School:       | Grade: | DOB:        | Gender: | Date:     |  |

### Enrollment Status: Returning to program

Dear Parent/Guardian:

We are writing to inform you that your student will receive additional support through the English language development program for this school year.

The district determined that your student requires this support through monitoring your student's progress after exiting the ESOL program. Your child did not continue to have at least two pieces of evidence on district assessments demonstrating grade-level performance in English language arts, social studies, science, or math.

The purpose of the program is to provide additional support for students who are not yet proficient in reading, writing, listening, and speaking in English. The program will assist your student to meet appropriate grade-level academic achievement standards for grade promotion and graduation.

Students remain eligible for the English language development program until they reach the Proficient level on the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) and have two pieces of evidence on other district assessments that they are performing at grade-level. Most students successfully exit the program within 5-7 years. When exited from the program, your student's performance will continue to be monitored for four years to determine if additional academic support is needed or if your child needs to return to the program. In the 2018-19 school year, 93% of high school students who were still eligible for the English language development program graduated either on-time or within one additional year.

If your student has a disability, the English language development program will coordinate with appropriate staff to meet the objectives of your student's Individualized Education or 504 Plan.

We strongly encourage your student's participation in the English language development program and invite you to learn more about its benefits. However, you have the right to remove your student from the language instruction program at any time by contacting the Bentonville Schools' ESL Center at (479) 254-5034 to set up an appointment.

Please visit your student's school to discuss his/her progress in English language development and academic achievement. Contact \_\_\_\_\_ at \_\_\_\_\_@bentonvillek12.org if you wish to set up an appointment.

**Bentonville Schools has the following English language development program(s):**

- **Mainstream classroom** with English-speaking peers is the primary placement of all EL students.
- **ESOL Pullout Programs** in grades K-6 are offered to English learners (ELs) and are designed for ELs who are non-speakers, limited speakers and/or limited in reading and writing in English. ESOL teachers are certified teachers who have an endorsement in English as a Second Language instruction.
- **ES)L Inclusion** in grades K-6 is when the ESOL teacher works with the EL student within the mainstream classroom. The purpose for this method of instruction is for the ESOL teacher to help make the classroom instruction more accessible for the EL student's language level.

Sincerely,

---

Bentonville Schools ESOL Representative

---

Date

I have received a copy of this parent notification which includes my right to decline services at any time.

---

Parent/Guardian Signature-Notification Received

---

Date

## Notification of Program Return-Secondary School

|               |        |             |         |           |  |
|---------------|--------|-------------|---------|-----------|--|
| Student Name: |        | Student ID: |         | State ID: |  |
| School:       | Grade: | DOB:        | Gender: | Date:     |  |

### Enrollment Status: Returning to program

Dear Parent/Guardian:

We are writing to inform you that your student will receive additional support through the English language development program for this school year.

The district determined that your student requires this support through monitoring your student's progress after exiting the ESOL program. Your child did not continue to have at least two pieces of evidence on district assessments demonstrating grade-level performance in English language arts, social studies, science, or math.

The purpose of the program is to provide additional support for students who are not yet proficient in reading, writing, listening, and speaking in English. The program will assist your student to meet appropriate grade-level academic achievement standards for grade promotion and graduation.

Students remain eligible for the English language development program until they reach the Proficient level on the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) and have two pieces of evidence on other district assessments that they are performing at grade-level. Most students successfully exit the program within 5-7 years. When exited from the program, your student's performance will continue to be monitored for four years to determine if additional academic support is needed or if your child needs to return to the program. In the 2018-19 school year, 93% of high school students who were still eligible for the English language development program graduated either on-time or within one additional year.

If your student has a disability, the English language development program will coordinate with appropriate staff to meet the objectives of your student's Individualized Education or 504 Plan.

We strongly encourage your student's participation in the English language development program and invite you to learn more about its benefits. However, you have the right to remove your student from the language

instruction program at any time by contacting the Bentonville Schools' ESL Center at (479) 254-5034 to set up an appointment.

Please visit your student's school to discuss his/her progress in English language development and academic achievement. Contact \_\_\_\_\_ at \_\_\_\_\_@bentonvillek12.org if you wish to set up an appointment.

**Bentonville Schools has the following English language development program(s):**

- **Mainstream classroom** with English-speaking peers is the primary placement of all EL students.
- **Language Acquisition** in grades 7-12 is designed for EL students who are non-speakers, limited speakers and/or limited in reading and writing in English.
- **Core Classes with ESOL-endorsed Teachers** in grades 7-12 are offered with the content area teacher trained in specific methods and strategies to work with EL students to make the content instruction accessible.
- **ES)L Advisory** is offered to EL students to receive the language and content support they need during the advisory period.

Sincerely,

---

Bentonville Schools ESL Representative

---

Date

I have received a copy of this parent notification which includes my right to decline services at any time.

---

Parent/Guardian Signature-Notification Received

---

Date

## Language Minority Student Transfer Records Request

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

The student named above has transferred to Bentonville Schools, \_\_\_\_\_ (school name) from another Arkansas public school.

Triand is a user-friendly way to transfer student transcripts between districts, schools, and colleges.

Public schools in Arkansas are to use the electronic transcript system pursuant to Ark. Code Ann. 6-80-107. When a student transfers from a public school in Arkansas and enrolls in a new school, the student's "new" school requests the transcript from the previous school. Within 24 hours, the previous school must withdraw the student from eSchool to allow entry of the student into eSchool.

The eSchool data fields in the ELL Program Screen do not transfer automatically. Please provide the following information based on what the previous school had recorded in eSchool for the student named above:

Student's Home Language: \_\_\_\_\_

ELL Entry Date: \_\_\_\_\_

ELL Exit Date: \_\_\_\_\_

ELL Waived Services Date (if applicable): \_\_\_\_\_

Please attach a copy of the student's "Home Language Usage Survey" (or the former Home Language Survey) as well as a copy of the student's most recent LMS/English Learner placement form (initial placement or annual review placement).

Send to previous AR school district:

Name: \_\_\_\_\_

Fax #: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

## Confidentiality Agreement for Bilingual Interpreters

I, \_\_\_\_\_, agree to serve as an interpreter for the purpose of providing assistance during the Bentonville Schools' Parent-Teacher conferences or other school activities. I understand that the type of information that will be shared may include confidential information about the students. Examples of confidential information include such topics as discipline, health, medication, grades, attendance, and other personal information. I understand that my role as an interpreter is to accurately communicate information without any alteration, omission, or additions in the native language for the clear understanding between the parent and the teacher. This role requires that the interpreter have adequate command of both English and the primary language for which the information is being translated.

I agree to be completely impartial and unbiased in my work and will refrain from any action, which might give an appearance of bias. I will disclose any real or perceived conflict of interest. I will not take personal advantage, financial or otherwise, of information obtained during the assignment.

I also understand that any concerns or issues which may arise as a result of the information shared between the interpreter and the parent in the conference will be accurately shared with the teacher and/or the school principal.

\_\_\_\_\_  
Signature of Interpreter

\_\_\_\_\_  
Date

## Interpreter-Translator Parental Consent

I agree to allow the Bentonville Schools to use community members to provide interpreter/translator services during a school parent-teacher conference and/or a parent meeting held regarding my child. I understand that the information provided to me and/or my child at the conference/meeting may include topics, which deal with discipline, health, medication, grades, attendance, and other personal information related to my child or children.

I further understand that the person providing these services has signed an Agreement of Confidentiality concerning the information that may be shared and has agreed to accurately communicate information without alteration, omission, or addition in the native language for the clear understanding between the parent and teacher

\_\_\_\_ Yes, I agree to the use of the community member or district employee to provide interpreter/translator services for me at Parent Teacher Conferences.

\_\_\_\_ No, I do not agree to having a community member or district employee provide interpreter/translator services for me at Parent Teacher Conferences.

\_\_\_\_ No, I do not need an interpreter/translator. I am able to communicate with the teacher without assistance or I prefer to have a member of my family, 18 years old or older, provide this service.

Child's name: \_\_\_\_\_

Child's school: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Interpreter-Translator Parental Consent/Permiso paternal para el servicio de un intérprete/traductor**

Estoy de acuerdo en permitir que el Distrito de las Escuelas de Bentonville, utilice miembros de la comunidad para prestar servicios de intérprete/traductor durante las conferencias de padres y maestros y las reuniones con los padres que se celebran con respecto a mi hijo. Entiendo que la información proporcionada a mí y a mi hijo en la reunión/conferencia puede incluir asuntos relacionados con la disciplina, salud, medicamentos, calificaciones, asistencia y otros datos personales relacionados con mi hijo o hijos.

También tengo entendido que el prestador de estos servicios ha firmado un acuerdo de confidencialidad con respecto a la información que puede ser compartida y ha acordado comunicar con precisión la información sin alteración, consejos, o adición en mi idioma nativo para la comprensión clara entre el maestro y yo.

Marque uno de los siguientes:

☐ Estoy de acuerdo en que un miembro de la comunidad o empleado del distrito me preste servicios de intérprete/traductor en las conferencias.

☐ No estoy de acuerdo en que un miembro de la comunidad o empleado del distrito me preste servicios de intérprete/traductor en las conferencias.

☐ No necesito un intérprete. Me puedo comunicar con los maestros sin la asistencia del interprete o prefiero tener un miembro de mi familia, mayor de 18 años, para que me preste este servicio.

Nombre del alumno: \_\_\_\_\_

Nombre de la escuela: \_\_\_\_\_

\_\_\_\_\_  
Firma del padre/tutor legal

\_\_\_\_\_  
Fecha