



School District of the City of St. Charles

Education Program for English Language Learners & Migrant Students

LAU PLAN & PROCEDURAL HANDBOOK

Approved by the Board of Education
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The Civil Rights Act of 1964 requires school districts to have a plan that ensures equal access for English language learners to instructional programming. This document outlines that plan in accordance with federal and state requirements and is intended to provide direction and protocols for an effective and efficient program.

English Language Learners' Program Philosophy & Purpose

The purpose of the English Language Learners' Program (ELLP) is to ensure that nonnative speakers of English have the same access to high-quality academic instruction in the content areas as native speakers of English. The ELLP accomplishes this goal by teaching listening, speaking, reading and writing in English. At the same time, accommodated content instruction and assessment allows ELLs full access to the regular academic program while they are developing their English proficiency. English language instruction is content-based, and the Learning Targets of the SCSD ELL Curriculum are designed to structure instruction so that students learn what they need to know to become self-reliant, independent learners and citizens.

We believe multilingualism is an asset to the student, the school and the community. The development of an individual's first language is essential for the development of subsequent languages. Multiculturalism, inextricably bound to multilingualism, is also an asset to all of us. The resulting multiculturalism that develops among our students and in our schools and communities is a valuable resource in an increasingly global society.

We believe all students can become fully English proficient. Multilingual students can develop the social English necessary for use in the most exacting social situations. They can develop the academic English necessary to achieve at the highest academic levels. We are committed to providing the support and instruction necessary for students to reach their full potential.

We believe language instruction must be based on current knowledge of how additional languages are acquired. English language instruction for English Language Learners must also be efficient and effective, delivered by highly qualified teachers working in instructional delivery models whose effectiveness has been documented by research in order to provide English language instruction of sufficient quality to produce fully linguistically competent citizens.

Assessment for English Language Learners is informed by the application of current knowledge in the field of second language acquisition processes. Assessment evaluates the application of what is taught. The stages of language acquisition must be considered when assessing ELLs. Students are assessed for a variety of reasons: to determine their levels of academic proficiency and to determine the progress they have made in English language acquisition in each of the four domains. This information informs all other areas of assessment for ELLs.

Identification & English Language Assessment

Language, Assessment, & Placement Team

The Language, Assessment & Placement team consists of the ELL program teacher, the school's counselor or principal, and a classroom and/or content-area teacher. The team is responsible for making placement and program decisions for ELL students. Decisions will be documented on the Language Assessment and Placement (LAP) folder.

Home Language Survey & Enrollment Criteria Procedures

Every student who enrolls in the District completes a language use survey (LUS) at the time of enrollment. Interpreters may help parents with the enrollment process. (see *Using translators and interpreters* in the *Parental and Community Involvement* section). Note, according to The Privacy Act of 1972, districts "may not require, or even suggest students provide a Social Security number to enroll in school." DESE Requirements and Practices, Sect. 2.

If the Home Language Survey indicates, within the Tier 1 questions, any of the following: 1) The first language learned was other than English. 2) The child speaks another language, other than English, at home and with others. 3) There is another language, other than English, that the child hears at home and understands, this will indicate the possibility of a second language interference and will prompt the family to respond to the Tier 2 and Tier 3 questions.

When a student enrolls through the district's on-line registration the FPC will be notified. FPC will simultaneously notify the school's secretary and the ELL teacher when the Home Language Survey indicates that the student may qualify for ELD services. The FPC or building personnel will provide a copy of all LUS responses to the building ELL teacher who will subsequently administer the WIDA Screener Online, or, if the student qualifies, the DESE Newcomer Kit to determine qualification to receive ELD services. Before testing students to determine eligibility, a reasonable amount of time will be provided for the student to acclimate to their new environment. Testing should be avoided in the first few days of a student's arrival and every effort will be made to establish contact with the student and have them become familiar with the ELL teacher before they are screened.

The building ELL teacher will complete a LAP folder for each student who is screened for eligibility to receive ELD services. Families of students who qualify for services will be notified by the SCSD Parent Notification letter sent either through postal mail or as an email attachment.

It is the responsibility of the Federal Programs Coordinator (FPC), school secretary and ELL teacher to maintain appropriate records (i.e. LAP folder, Tyler SIS, ELLevation) and to enter accurate codes into all district and building databases.

The following is the list of forms required to complete this process. Forms are located in the appendices:

1. Standard District Enrollment Information
2. MELL Parent Survey (Migrant Survey)
3. Language Use Survey
3. Parent Notification Letter
4. Language, Assessment & Placement folder

Language Screening Assessment-WIDA Screener Online

The WIDA Screener Online is a DESE required screener specifically designed by WIDA for assessing the English language proficiency of non-native speakers of English. ELL teachers receive training to conduct the WIDA Screener Online.

Within 30 days of the start of the school year (or within two weeks of placement if not identified prior to the beginning of school), ELL teachers will administer and score the WIDA Screener Online, record the results on the student’s LAP folder, and **notify parents** of the results. For recordkeeping purposes, a LAP folder is completed for every screened student. Criteria for student’s eligibility for services based on the Missouri Identification for ELLs criteria using the WIDA Screener Online. (see chart in Appendix). For those students who qualify, ELL teachers will also provide a paper copy or an electronic scan of the first page of the LAP folder to the FPC for entering the student data in ELlevation.

ELlevation is a software program the ELD program uses to keep track of WIDA Screener Online and ACCESS for ELLs Online scores. The ELD team also uses the software to document student ELL service schedules, create goals, and indicate classroom and standardized assessment modifications and accommodations.

Once the information has been shared with the Federal Programs Coordinator, information for the ELD student will be entered into ELlevation. Within 2-3 weeks, the ELL teacher will then enter the student’s detailed schedule of ELD services.

Screener Timetable		
Beginning of Year	30 days	WIDA Screener Online administered by the ELL teacher. LAP folder is completed for all screened students If the student qualifies for ELD services, then the LAP folder is shared with the Federal Programs Coordinator.
October-May	10 days	WIDA Screener Online administered by the ELL teacher. LAP folder is completed for all screened students If the student qualifies for ELD services, then the LAP folder is shared with the Federal Programs Coordinator.

Screener Exemptions

Potential ELs are exempt from taking the Screener upon enrollment if they were previously enrolled in a state belonging to the WIDA consortium and have a WIDA Screener or ACCESS score in their file. That score should be utilized in lieu of administering the screener to determine eligibility in the district’s Language Instruction Educational Program (LIEP). Students from non-WIDA states must be screened as

responses to the LUS dictate. Non-WIDA scores can never be used for evaluating a student's eligibility for ELD services.

True newcomer students, defined by DESE as recently arrived immigrants, migrants or refugees in first grade (second semester) through 12th grade, who have been in the country for less than four months, and who demonstrate compelling evidence that they have never been exposed to English, may be formally identified as an EL without taking the WIDA Online Screener. Instead, the ELD teacher will administer the Newcomer Kit, which is available on the DESE EL Assessment Webpage.

All potential ELs in Kindergarten through 1st semester first grade are expected to take the WIDA Screener for Kindergarten.

Students with disabilities must take as much of the test as they can. More information about accessibility can be found in the document, "Identifying, Supporting and Reclassifying English Learners with Disabilities" on the WIDA website.

Program Placement

English Language Development

All qualifying ELL students receive instructional support for English language development. Weekly minutes of instruction are related to English proficiency. As much as practicable, the district follows DESE guidance for weekly minutes of instruction based on proficiency level. Additional minutes are provided based on need. The manner of delivery is contingent upon the specific school and setting, using best practices.

Academic Placement

Schools must follow district policies and procedures regarding grade level placement. Placement must always be age-appropriate; placing students in a lower grade for reasons of English proficiency is neither effective nor acceptable. Copies of records from schools previously attended will be evaluated if available.

Considerations

For students at all levels, every effort should be made to determine students' previous educational background. Where there are deficits, every effort will be made to address these. While adults always have all responsibility for delivering accessible instruction and assessment, schools are encouraged to implement a buddy system or take advantage of trained peer helpers to integrate newly arrived ELLs into the school community. To ease the transition and provide incoming ELL students with access to all his or her tools for learning, newly enrolled students should be paired with speakers of the same home language whenever possible.

Personnel & Roles

All ELD teachers maintain appropriate state certification. All paraprofessionals working in the program either have 60 college credit hours or are fluent in a language other than English. All paraprofessionals work under the direct coordination of certified teachers, primarily the English Language Instructional Specialist or ELL teacher. Wages and salaries for all personnel working with English language learners are the same as for all personnel working with mono-English speaking students.

Federal Programs Coordinator

- Notifies designated building personnel about newly enrolled students who should be screened for eligibility for ELD services
- Enters newly identified RCV student information into ELLevation
- Annually updates ELLevation to reflect accurate LEP status

ELD Teachers

- Administer and score appropriate screening instrument (WIDA Screener Online, WIDA Screener for Kindergarten, DESE Newcomer Kit) to newly enrolled students & notify families of results
- For each new enrollment, prepare LAP folders and related documentation
- Send copy of LAP folder of each student who qualifies to Federal Programs Coordinator
- Keep up-to-date records of caseloads and service minutes
- Keep up-to-date records of accommodations and modifications within ELLevation
- Generate and distribute ELL Student Plans
- Update LAP folders annually
- Advocate for families
- Coordinate interpreters for Parent Teacher Conferences
- Provide supporting information for any ELL student being referred for Special Education testing
- Participate in IEP teams for shared students, including preparing Form-D for IEP on accommodations for ACCESS for ELLs Online
- Collaborate with building personnel to create ELD schedules
- Plan instruction and coordinate with content teachers
- Provide resources to help teachers make content comprehensible & culturally responsive
- Keep data on students and compile reclassification portfolios
- Determine who will transition to MY1 or MY2 status
- Monitor MY1 and MY2 students
- Administer ACCESS for ELLs Online annually
- Consult with administrators, guidance staff, Special Education teachers, and classroom teachers in the creation of class lists and student schedule
- Actively participate in district-wide ELD conversations, meetings, and events

Office Personnel

- Communicate with ELL teachers when new students enroll whose Home Language Survey indicates the need for further ELD screening
- Communicate to families that interpreters are available to them
- Communicate to families that a parent liaison is available to them
- Consult with ELL teachers about the recommendation of which classroom would best meet the ELL students needs

Classroom Teacher

- Be part of the ELD decision making team
- Make sure that communication sent home is comprehensible for all parents
 - TalkingPoints, ClassDojo, flyers in English and home language, etc.
- Be culturally aware of students' backgrounds
- Follow the modifications and accommodations as listed in ELD Student Plan
- Provide equitable educational rigor for all ELL students at all proficiency levels

Recordkeeping

Documentation & Maintenance

It is the responsibility of the school to maintain appropriate records and enter accurate codes into the district student information system. Language assessment, placement, and decision making documentation and coding for each student will be maintained at the school building using the LAP folder (appendix). Student names should be recorded on the form as it appears on the birth certificate. Information on the LAP folder should be maintained and supported by including proper documentation throughout the year. At the beginning of the year, new students in the ELL program will need LAP folders to include Parent/Legal Guardian Notification, ACCESS reports from previous year if available and/or Screener results. The LAP folder is signed by stakeholders: Principal, Teacher, and ELL teacher. At the end of the year, the LAP folder must include a copy of the ACCESS report, a copy of a current report card, and copies of reclassification forms and/or status letters. Once again, LAP folders need signatures from all stakeholders.

Corresponding student information system codes can be found in the appendix.

LAP folders should be stored in a secure location in the office for easy access across grades and content areas. It is the school's discretion where to store them inside or outside of the permanent folder. When students transfer from the school, LAP folder information must follow the student. If they remain in the school district, the physical LAP folder is sent to the incoming school..

- When sending LAP folders to other schools within the district, the original folder must be sent. Documentation of records receipt should be maintained at the sending school. A suggestion form can be found in the appendix.
- When sending LAP folders outside the district, send copies of the contents and folder documentation and file the folder as inactive.

When groups of students transition to upper level schools, LAP folders should be sent together and separate from other folders (i.e. outside the permanent record).

Additional folders may be obtained from the Federal Programs Coordinator in the Curriculum and Instruction department at Central Office.

ELL Student Plans

Each fall, once all pertinent information is entered into ELLevation (i.e. student information, schedule, goals, and modifications, etc.), ELL teachers create and share an ELL Student Plan with each EL's teachers. The ELL Student Plan is signed by the ELL teacher and content teacher, and a copy is kept by each teacher. ELL Student Plans may include the following components:

- Student ELL Schedule: under the *LEP Services and Programs* tab the ELL teacher will document through the *Advanced Mode* the type of services, times and days of the week those services occur.
- Language Domain Goals: ELL teachers may use ELLevation to assign students one or multiple goals in any of the language domains (Listening, Speaking, Reading, or Writing). Progress can be monitored throughout the year.
- Modifications: The ELLevation program uses the term *modifications* for classroom accommodations. The ELL teacher checks items on the Modifications tab that are appropriate for each student's proficiency level. These items are examples of appropriate accommodations; no teacher is limited to the suggestion on the Modifications list but can provide whatever accommodations are necessary to make instruction and assessment comprehensible and equitable.

Expected Caseload Spreadsheet

The primary purpose of this spreadsheet is to track caseloads and inform staffing for the upcoming school year. Maintaining an accurate spreadsheet throughout the year helps resolve questions about ELLevation data. Keep record of current students receiving services by grade level at each school. This includes students considered Receiving (RCV), Monitor Year 1 (MY1), and Monitor Year 2 (MY2). The sheet also includes ELL growth data for the district. Include WIDA ACCESS English Language Proficiency levels for all domains, overall proficiency level, scale score, and whether or not the student is on-track based on their scale score growth in comparison to average scores in students in the state.

Reclassification Portfolios

At the beginning of the school year, paper or electronic portfolios should be created for students who may be eligible for reclassification by the end of the year. Typically, these are students who have 3.5 or higher composite score on the previous year's ACCESS test. By the end of year, stakeholders (ELL teacher and general education teacher, with input from counselor and parents, when possible) meet to decide if the student meets reclassification criteria. Any student can be reclassified by portfolio if the reclassification is supported by clear and comprehensive evidence. The suggestion to create portfolios for those with a prior composite score of 3.5 or higher is to help ensure that teachers are prepared to evaluate the works of those most likely to be qualified for reclassification.

“The goal of the portfolio is simple: to ensure districts are exiting students according to the “Goldilocks Principle” - just the right time, in just the right manner.”

Instruction, Assessment, & Evaluation

Educational Theory & Goals

The legal basis is clear that K-12 English Language Learners are entitled to a free, public education that includes both full grade-level curricula and instruction that develops the necessary proficiency in the English language and has been established by more than forty years of decisions from the Supreme Court of the United States along with directives from various federal and state agencies.

From the precedent-setting 1974 case of *Lau v. Nichols*, our district has understood that our duty is not merely to provide English Language Learners with the same quality teachers, materials, and instruction as native English-speaking students but instead to ensure equity of access and opportunity by meeting their particular language and content needs.

Teaching methods, resources, and instructional delivery models are based on research regarding modern theories of language acquisition. Studies emphasize the importance of using approaches that focus on ELL student needs, abilities, interests and learning styles (Betts et al., 2008; García, 2008, White & Turner, 2005; Tobian & McInnes, 2008). Language learning is a complicated process, requiring multiple factors to produce effective communication including grammar, syntax, differing registers, and social, as well as, academic language. In the context of the school setting, sociocultural, linguistic, academic, and cognitive processes interplay to form a developmental process (Collier, 1995). Each process takes time; Collier has found that it takes four to twelve years of second language development to reach the deep level of academic proficiency that native English speakers have.

Learners must be proficient in all skill areas: listening, speaking, reading and writing (Freeman and Freeman, 2001). Language learners develop two types of language proficiency. The first to develop is a high-context, less cognitively-demanding type of language proficiency known as Basic Interpersonal Communication Skills (BICS). BICS proficiency is developed rather rapidly and naturally with most learners developing these skills within two years. However, for success in school, learners must also develop Cognitive Academic Language Proficiency (CALP) at the same time they are developing BICS. This type of language proficiency is more complex and abstract and is achieved by providing meaningful instruction in language, literacy, and content. CALP requires five to seven years to develop (Cummins, 2001).

To that end, the district has developed and implemented a research-based ELL curriculum that is designed to meet those needs as informed by these key assumptions about ELL teaching and learning:

- Making content comprehensible is essential but insufficient for true language and content learning.
- The needs of our K-12 English Language Learners cannot be fully addressed by any grade-level ELA curricula.
- K-12 English Language Learners require direct, explicit instruction in the content, skills, and strategies necessary to master grade level and WIDA standards.

The primary responsibility of our ELL teachers is to provide the direct instruction that makes effective English learning possible.

We know that students who receive both content support and direct instruction in English can do the following:

- Access grade-level curricula
- Communicate effectively
- Make connections between and among home, society, and school
- Become responsible for their own learning
- Become successful navigators of cultures and communities

Instructional Services

English Language Development

Students' English language skills are developed and strengthened to allow full participation in the regular academic program. The ELL program uses Content-Based English as a Second or Other Language (ELD) approach for direct English language instruction, in the skill areas of listening, speaking, reading, and writing for academic purposes. Instruction is delivered by specially certified teachers who have been trained to meet English language learning needs. ELL teachers use the Learning Targets of the ELL curriculum to look for opportunities for English Language Development within the grade-level curriculum and to select and design direct English instruction

Elementary (K-4)

ELD support is most often provided through co-teaching models of instruction. However, ELs with lower proficiency levels require and should receive direct English instruction in a separate setting. ELL teachers should collaborate with grade-level teachers and building administrators to maximize the opportunity for English language development within the school day. This may look like a pull-out model or sheltered instruction within the regular classroom setting.

Intermediate, Middle & High School (5-12)

As at the elementary level, all ELs are scheduled into a full academic day equitable with that of their peers. ELD support may be provided through push-in, pull-out, or co-teaching models. In addition, students are scheduled into credit-bearing ELD courses based on the schools' scheduling systems. ELL teachers should collaborate with each student's guidance counselor to create a schedule most appropriate for each student's English proficiency, academic needs, interests, and career goals.

Academic Content Learning

ELL and classroom teachers collaborate to ensure all ELLs have equitable access to academic content. For detailed information regarding grade level equivalents, objectives, resources, and daily activities, please see district curriculum guides. Schedules must provide ELL support, opportunities for success, and meaningful participation in the curriculum. Classroom teachers and other school personnel must remember that ELL students, regardless of their conversational fluency, require modifications and scaffolding to access the content. Classroom teachers must work with the building ELL teacher to modify instruction and assessment as appropriate for the ELs in their classes. Collaboration is necessary to build resources such as native-language support and beginning vocabulary materials that allow students to access the content as their English proficiency develops.

Description of Services

Students with beginning and intermediate levels of English proficiency require direct English instruction beyond the vocabulary and structures taught in any grade-level classroom. ELL Teachers are responsible for developing instruction for each student’s identified needs and goals for both. For an English learner, development of Basic Interpersonal Communication Skills (BICS) in English is as valid of an objective as Cognitive Academic Language Proficiency (CALP). Teachers should consult the SCSD ELL Curriculum Learning Targets and the Essential English for Entering and Beginning Learners reference documents when designing instruction.

	Summary
<p>Beginning Proficiency Level 1.0-2.9</p>	<p>Kindergarten</p> <ul style="list-style-type: none"> ● 30 minutes daily or 150 minutes weekly <p>1st Grade</p> <ul style="list-style-type: none"> ● 30 minutes daily or 150 minutes weekly <p>2nd-3rd Grade</p> <ul style="list-style-type: none"> ● 60 minutes daily or 300 minutes weekly <p>4-6th Grade</p> <ul style="list-style-type: none"> ● 120 minutes daily or 600 minutes weekly <p>7th-12th Grade</p> <ul style="list-style-type: none"> ● 120 minutes daily or 600 minutes weekly <p>*These times are guidelines and minimums. Minutes may be adjusted based on teacher availability, student schedule availability, and students’ needs.</p> <p>Services can be push-in, pull-out, sheltered instruction, or co-teach. Reference BICS and CALP description above in “Educational Theory and Goals”.</p> <p>Push-in teaching may include</p> <ul style="list-style-type: none"> ● Small groups with newcomers ● Front-loading concepts ● Pre-teaching vocabulary ● Translating & providing L1 support ● Alternate materials with controlled vocabulary ● One-on-one support with visuals ● Support desired outcomes and assessments with sentence stems, word banks, graphic organizers, cloze paragraphs, etc. <p>Pull-out teaching may include:</p> <ul style="list-style-type: none"> ● “Survival” and basic English such as weather, months, days of the week, greetings, time, numbers, sounds, letters, moods, etc. ● Instructional vocabulary (classroom directions & routines, content words) ● Grammar and vocabulary taught in previous grade levels ● Cultural norms, hygiene, social proximity, etc. ● U.S. school expectations ● Helping students navigate their culture and community <p>Co-teaching may include:</p> <ul style="list-style-type: none"> ● Realia ● Images ● Translations or alternate materials with controlled language ● Classroom labels in home language and English

	<ul style="list-style-type: none"> ● Supporting teacher to make curriculum accessible to all students ● Sentence stems ● Modifying outcomes and assessments <p>*Content lessons may be provided by the ELL teacher in any setting.</p> <p>*Students should be exempt from Galileo ELA assessments but can take the Math and Science section with translations turned on.</p> <p>*Students should be exempt from the Dyslexia Screener until they develop English language proficiency.</p> <p>*Students should not be given reading benchmark assessments (running records) until they have gained proficiency in the English sound system and gained more vocabulary knowledge.</p>
<p>Intermediate Proficiency Level 3.0-3.9</p>	<p>Kindergarten</p> <ul style="list-style-type: none"> ● 30 minutes daily or 75 minutes weekly <p>1st Grade</p> <p>30 minutes daily or 75 minutes weekly</p> <p>2nd-3rd Grade</p> <ul style="list-style-type: none"> ● 30 minutes daily or 150 minutes weekly <p>4-6th Grade</p> <ul style="list-style-type: none"> ● 75 minutes daily or 420 minutes weekly <p>7th-8th Grade</p> <p>75 minutes daily or 420 minutes weekly</p> <p>9th-12th Grade</p> <ul style="list-style-type: none"> ● 60 minutes daily or 600 minutes weekly <p>*These times are guidelines and minimums. Minutes may be adjusted based on teacher availability, student schedule availability, and students' needs.</p> <p>Services can be push-in, pull-out, or co-teach. Reference CALP description above in "Educational Theory and Goals".</p> <p>Push-in teaching may include:</p> <ul style="list-style-type: none"> ● Front-loading concepts and academic vocabulary ● Alternate materials with controlled language ● Support with visuals ● Support desired outcomes and assessments with sentence stems, word banks, graphic organizers, cloze paragraphs, etc. <p>Pull-out teaching may include:</p> <ul style="list-style-type: none"> ● Short-term focused teaching groups ● Reading intervention groups ● Test-taking strategies ● Help students gain confidence and self-advocacy skills ● Helping students navigate their culture and community <p>Co-teaching may include:</p> <ul style="list-style-type: none"> ● Supporting teacher to make curriculum accessible to all students ● Graphic organizers to promote productive language ● Sentence stems for speaking and writing ● Supporting outcomes and assessments with sentence stems, word banks, graphic organizers, cloze paragraphs, etc. ● Front-loading and promoting academic language

	<ul style="list-style-type: none"> ● Emphasis on cognates and word study
<p>Advanced Proficiency Level 4.0-5.9</p>	<p>Kindergarten</p> <ul style="list-style-type: none"> ● 45 minutes weekly <p>1st Grade</p> <p>45 minutes weekly</p> <p>2nd-3rd Grade</p> <ul style="list-style-type: none"> ● 30 minutes daily or 90 minutes weekly <p>4-6th Grade</p> <ul style="list-style-type: none"> ● 60 minutes daily or 300 minutes weekly <p>7th-12th Grade</p> <p>60 minutes daily or 300 minutes weekly</p> <p>*These times are guidelines. Minutes may be adjusted based on teacher availability, student schedule availability, and students’ needs. *Minutes at this level can include conferring with the content teacher to modify lessons to better support language learners and discuss language learners’ progress.</p> <p>Services can be push in, pull out, or co-teach. Reference CALP description above in “Educational Theory and Goals”.</p> <p>Push-in teaching may look like the following:</p> <ul style="list-style-type: none"> ● Front-loading specific concepts and academic vocabulary; emphasizing tier 2 and tier 3 vocabulary ● Support desired outcomes and assessments with graphic organizers, exemplar texts, and models ● Conferring one-on-one or in small groups for understanding <p>Pull-out teaching may look like the following:</p> <ul style="list-style-type: none"> ● Check-in one-on-one or in small groups for understanding ● Short-term focused teaching groups ● Help students gain confidence and self-advocacy skills <p>Co-teaching may look like the following:</p> <ul style="list-style-type: none"> ● Supporting teacher to make curriculum accessible to all students ● Graphic organizers to promote productive language ● Grammar, writing, and vocabulary support as needed ● Front-loading and promoting academic language ● Emphasis on cognates and word study
<p>Monitor Years 1 and 2</p>	<p>Student’s content progress will be monitored by content teachers and the EL teacher three times throughout each Monitor Year. Teachers will look for students to be able to perform independently at an equivalent level as their peers who have only spoken English. The following criteria will be reviewed:</p> <ul style="list-style-type: none"> ● District Benchmark Assessments ● Current Grades ● Input from Stakeholders <p>After successfully completing two Monitor Years, students will be reclassified as Fully English Proficient.</p> <p>In a limited number of cases, if the evidence demonstrates to the satisfaction of all stakeholders that limited English proficiency is preventing a monitored student from</p>

achieving academic success, a monitored student may re-enter the English Language Development program for support. Alternatively, teachers may choose to simply provide short-term language intervention or support based on student needs.

Graduation Requirements & Scheduling

As a rule, ELLs must complete all standard high school graduation requirements. Schools will have in their course descriptions specific details relating to credit and other requirements. According to DESE *Graduation Requirements for Students in Missouri Public Schools*, transfer students from another state, country, or home school may graduate upon successful completion of an individualized program of studies which school officials, parents, and students agree will allow the student to graduate college or career ready, even though the program of studies may not include 24 units of credit as defined in Missouri. If an individual graduation plan is to be implemented, it must be developed, agreed upon, and approved upon a student's initial enrollment.

Per page seven of the Missouri graduation handbook, *Graduation Requirements for Students in Missouri Public Schools*, "seniors transferring from other states or countries may graduate without meeting the requirements of section 170.011, RSMo." (Government course requirement).

When students have attended other secondary schools in or outside of the United States, any transcripts will be evaluated and credited granted as possible according to district policy. Credit cannot be granted without valid documentation. For students who do not have documentation of previous secondary schooling, counselors should keep in mind that all students are entitled to a free and public education until, but not beyond, their 21st birthdays.

Every effort will be made to address any educational gaps created by limited or interrupted schooling. All students will work toward a standard high school diploma. Building personnel should consult and collaborate with the ELL teacher to design course sequences and schedules that provide students with the best opportunity for English acquisition and academic success.

In all cases, ELs must be provided accommodations in instruction and assessment appropriate to their English proficiency levels. It would be a violation of a student's federal civil rights for limited English proficiency to prevent a student from accessing and demonstrating their understanding of grade-level content.

At the discretion of the building ELL teacher, students whose composite WIDA ACCESS or WIDA Screener composite score is 3.0 or lower may enroll in and receive Communication Arts graduation credit for successful completion of ELL English as a substitute for the grade-level English 1, 2, 3, or 4. ELL English simply shelters the core grade level ELA standards. Students may repeat ELL English for up to four communication arts credits, but, as a student's progress allows, he or she will be transitioned into mainstream English classes at a level to be determined by the ELD teacher and building personnel.

At the discretion of the building ELL teacher, students who are receiving ELL services may enroll in either or both the ELL CCR class and the ELL Resource class for elective credit.

Guidance counselors should collaborate with building ELL teachers to develop appropriate schedules for students who are newly arrived to the United States or who have very limited English proficiency. When

the student's age, credits, and graduation plan allows, courses which are highly dependent on academic reading and writing should be delayed to provide time for the student to develop basic English proficiency. Course schedules that include physical education, visual arts, and other courses that lend themselves to demonstration and modeling of tasks and final products. When a student's home language is offered as a World Language course, teachers should collaborate to assess a student's literacy and level and make an appropriate placement. Developing or maintaining home language reading and writing proficiency can only help students develop those skills in the English language. Because of the diversity of academic backgrounds as well as literacy and academic English proficiency levels in the four domains of reading, writing, listening, and speaking, it is not possible to develop a default schedule or course sequence for all students who are eligible for ELL services. Instead, all stakeholders must collaborate to devise schedules and course sequences which best meet the needs of each individual student.

Counselors should introduce interested ELLs to both college preparatory and technical school opportunities and help interested students achieve the prerequisites for application and enrollment.

Middle & High School Sheltered Content Courses

In some cases, sheltered content courses taught by ELL-certified teachers are offered for content-area graduation credit.

Additional Services

ELLs who meet eligibility criteria are entitled to receive services through Title I, Remedial Reading, Special Education, or Gifted Education programs. Levels of English proficiency shall not prevent students from being tested, otherwise evaluated, or placed into any special service or program in a timely manner. Instead, school personnel must endeavor to locate and provide the most appropriate testing instruments available. At the same time, school personnel should strive to avoid directing students into inappropriate Special Education or remediation services to address a lack of English proficiency. The use of Special Education services as a means of addressing English language proficiency is illegal. (Lau, 1974)

All electives, special subjects and extra-curricular activities are available to English language learners who are interested and meet any requirements necessary. English language proficiency is not a requirement.

Assessment

Three kinds of assessment affect English language learners. ELL students participate in all district required assessments. Teachers and staff should refer to DESE's Guidance for Tools and Accommodations prior to administering District assessments. All state level assessments are coordinated by the Curriculum and Instruction department at Central Office. It should be noted that some ELL students are exempt from District and State assessments like Galileo, MAP, English 1 and English 2 EOCs.

Classroom Assessment

Both formative and summative assessment is used in the classroom. Once teachers have properly modified instruction, two important means for classroom assessment for ELLs are authentic and alternative assessments. Teachers monitor on-going student performance relative to English language proficiency through a variety of authentic and alternative classroom assessments including rubrics, checklists, portfolios, and projects. They also use some traditional testing measures so that students will become familiar with these procedures.

English Language Proficiency Assessment

Starting in kindergarten, all students are tested annually to determine their English language proficiency through the Missouri Assessment Program (MAP) using the WIDA ACCESS for ELLs Online. Teachers are appropriately trained to administer the ACCESS test and copies of their training certificate are maintained on file in the school and district office.

Academic Achievement Assessment

Starting in grade 3, all students are tested annually, in English or with oral translation as allowed, to determine academic achievement through the MAP, using Grade Level or End of Course assessments. Some students may be exempt from academic assessments: refer to DESE assessment requirements.

If a student was exempt from the MAP test a previous year in another district, he or she cannot be exempt in the St. Charles School District.

As allowed accommodations vary from year to year, test administrators are directed to the current MAP Test Coordinator's and Examiner's Manuals and the DESE web site for definitive accommodation guidelines and further information regarding ELL students and the MAP.

Annual Student Progress Review

As stated in Title IX of the Education Amendments of 1972, an English learner is an individual whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual (i) the ability to meet the state's proficient level of achievement on the State assessments ...; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. Reclassification from an ELD program occurs when a student has acquired adequate English language proficiency to no longer meet the federal definition of an EL. Many students who have IEPs have difficulties meeting the defined proficiency score on the ACCESS for ELs because their disabilities prevent them from acquiring language at the rate and depth of their peers without disabilities. Language development is not finite. Students will continue to acquire and develop language throughout their academic careers. However, one goal of the ELD program is to reclassify students at the point when they no longer require language development services because their language proficiency is commensurate with monolingual peers functioning at a similar developmental and/or academic level. Some students who have IEPs may not be able to meet state-established reclassification criteria due to their disability, but this factor should not exempt them from the reclassification process. This section intends to establish alternative reclassification criteria for students with IEPs. The purpose of reclassification is not to replace ELD services with SPED services, but rather to celebrate the point when language is no longer a barrier to the learner's full participation in their program of instruction, as specified by the goals of the IEP. This section is intended to provide guidance, but districts should exercise professional judgment on a case-by-case basis.

ACCESS Scores	District Actions
4.7 - 6.0	The students must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the Language Instruction Educational Program (LIEP).
Below 4.7	The student must remain in the LIEP barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. The portfolio must include evidence that any unsatisfactory domain score on the ACCESS is not indicative of her or his ability.

As noted in above, an overall composite score of 4.7 on the WIDA ACCESS for ELs is Missouri’s definition of a proficient student. A prominent feature of the reclassification criteria is the use of a portfolio. The portfolio must contain authentic pieces of evidence that complements, and at times disputes, specific domains on the WIDA ACCESS for ELLs. In other words, the portfolio contains evidence of the student’s abilities to speak, listen, read and write in the content areas. Please be aware that exiting students too early from an ELD program is impermissible. The portfolio must include evidence that suggests the student is capable of meeting the goals of the IEP in English. In other words, the portfolio must contain evidence relative to the IEP goals and how well the student is meeting those goals in English. It is recommended that districts establish a reclassification team, including parents, special educators and ELD program members, to establish individualized reclassification criteria for students with IEPs who participate in the ACCESS for ELLs or the Alternate ACCESS for ELs but who do not meet state-established reclassification criteria. This important step can be taken around the same time as the IEP meeting itself. See below for considerations for each case.

Establishing individualized reclassification criteria for students with disabilities who take WIDA ACCESS for ELLs When creating individualized reclassification criteria, the following should be considered:

- whether the student has a current IEP
- whether, on the basis of the learner’s performance on WIDA ACCESS for ELLs, that the rate of language acquisition is primarily attributed to the student’s disability rather than to language development
- whether language is no longer a barrier to full participation in their program of instruction, as specified by the goals of the IEP
- whether the reclassification team has gathered evidence in a portfolio that supports that language is no longer a barrier and the student has acquired the language necessary to perform in the classroom with the supports established in the IEP. Evidence might include formative, observational, qualitative, or quantitative data gathered by school personnel. Progress toward the IEP goals should be supported by work samples and other evidence.
- whether the MDT has considered the EL’s language proficiency skills in comparison to a native English speaking peer with a similar IEP and/or background
- whether the reclassification team has considered local, qualitative data supporting that the student has acquired adequate language to perform at the expected level in the classroom with the supports established in the IEP

Establishing individualized reclassification criteria for students with disabilities who take the Alternate ACCESS for ELLs:

When creating individualized reclassification criteria, the following should be considered:

- whether the student has a current IEP
- whether the student is, will be, or was eligible for the MAP-A
- whether the reclassification team has determined, on the basis of the learner's performance on Alternate ACCESS, the learner's rate of language acquisition is primarily attributed to the student's disability rather than to language development
- whether language is no longer a barrier to full participation in their program of instruction, as specified by the goals of the IEP
- whether the reclassification team has gathered evidence in a portfolio that supports that language is no longer a barrier and the student has acquired the language necessary to perform in the classroom with the supports established in the IEP. Evidence might include formative, observational, qualitative, or quantitative data gathered by school personnel. Progress toward the IEP goals should be supported by work samples and other evidence.
- whether the reclassification team has considered the student's performance on the MAP-A (if applicable)

After the reclassification team has made the above considerations and determined that the learner should be reclassified, the student should be exited from the program in MOSIS using the portfolio for English Learners (POR) option, coded as Monitor Year 1 (MY1), and should follow the monitoring path to completion.

Program Evaluation, Review and Improvement

The program is evaluated every year. A program evaluation report is presented to the School Board every two years. The following district process is used to evaluate the ELL program:

- Language Needs
 - # of students enrolled annually at each site
 - Student proficiency scores on WIDA Screener administered annually
 - (test assesses identified students proficiency in English).
 - Checklists gathered from classroom observations
- Achievement
 - Student scores on MAP Test and District wide assessments
- Support
 - ELL Parent Survey Results
 - Professional development activities offered
 - Parent support groups offered
 - After school activities offered

Parental Communication & Community Involvement

Parents of newly enrolled students are notified, in a language they understand, of results of language proficiency assessments, availability of services, types of programs, and other options for ELLs. The District Parent Liaison/Spanish Interpreter plays a significant role in ensuring parents are informed.

District /Parent Liaison

A District liaison is available to families to assist with enrollment, interpreting, and any communication

needs.

Using Translators & Interpreters

One of the most important aspects of successful parent involvement is communication. In order to efficiently and appropriately use translators and interpreters to facilitate parental involvement and improve student performance, the following information and guidelines are provided.

Translators convert written material from one written language to another. Interpreters convert oral language from one spoken language to another. Both translators and interpreters are bound by certain ethical codes. The most important of these are as follows:

1. The goal of both translation and interpretation is to eliminate the restraints that are inherent in not knowing one of the languages.
2. Translators and interpreters should undertake assignments only when their skills in languages are sufficient to provide accurate information to all parties.
3. Translators and interpreters must take full responsibility for the accuracy of their work.
4. Translators and interpreters must be aware of and practice all ethical guidelines associated with their work.
5. Translators and interpreters must refrain from unfair practices in their work.
6. Translators and interpreters must not use their professional roles to perform functions that lie beyond the scope of translation or interpretation such as advocacy, counseling, or improper disclosure of information.
7. Translators and interpreters must not disclose confidential or privileged information.
8. Translators and interpreters in settings that implicate legal rights should undergo criminal background checks.

Important Points to Remember:

1. Friends and family members should not be used as interpreters or translators. Relatives and friends are not neutral third parties, lack requisite skills and training, and often have interest in the outcome of the procedure.
2. A child is not an appropriate interpreter for an adult.

Level One Translators and Interpreters

1. These translators and interpreters have a conversational use of both languages.
2. They may be appropriately used for most interpersonal communications and routine school communications such as requests related to lunches, late assignments, school social activities, and so forth.
3. They must have no personal interest in the outcome of such communications other than ensuring their accuracy.

Level Two Translators and Interpreters

1. These translators and interpreters should be qualified and accountable for the work they do. Interpreters must complete the “Interpreter’s Oath or Affirmation” (appendix) and submit with their timesheet or invoice.
2. Only level two translators are used in situations that are legally binding or have legal implications for either or both parties. Examples are IEP meetings and most special education issues as well as any situation where failure to understand either the language or the content may result in loss or harm to any party.
3. Certified translators and interpreters must possess not only adequate language skills but sufficient background in the area under consideration to provide accurate information and terminology to both parties.

When to Use a Translator or Interpreter

Translators or interpreters should be used whenever a parent requests their services. If parents request such services, in any situation, translation or interpretation should be provided as soon as possible in whatever language is requested. Otherwise, for any situation that may arise, but especially for parent-teacher conferences, concerns regarding attendance or student performance, and discipline issues, parents should be asked if they would like translation or interpretation. If they request such services, they must be provided. Respect parents' right to either decline or accept. Some parents are fluent in English or want to use their English skills.

How to Use a Translator or Interpreter

1. Regardless of level, all translators and interpreters must be familiar with expectations for performing their task and the corresponding ethical considerations. This is especially important when using a Level 2 translator or interpreter.
2. Appropriate levels of translators or interpreters must be used for corresponding levels of complexity or importance.
3. Always speak or write directly to the intended receiver of communication. Dialogue should be directed to the intended receiver of communication who is the person for whom information is being translated.
4. Ask yourself, "If this were an English-speaking person, how would I proceed?" Then proceed in exactly the same way. The role of the translator or interpreter is to eliminate the language barrier and produce the same results as if both parties were fully bilingual.

For a list of translators and interpreters, see appendix.

When to Use Electronic Translation

Use electronic translation for most routine, teacher-generated information. The review tab in Microsoft Word will lead to the translation feature. Translation is also available under the Tools menu of Google Docs. Chrome Extensions may be added to teacher or student Google Chrome browsers in order to translate Google Slides or most websites.

How to Use Electronic Translation

When using electronic translation, avoid complex English language usage. Make sentences simple and direct. Provide families with the original English version as well as the translated copy. It is appropriate to note on such translated documents that the translation is computer-generated and may contain errors.

Tutors and Volunteers

All school-based volunteer programs are open to all parents regardless of their first language or cultural backgrounds. The same requirements, such as background checks and so forth, must be met. Applications are available through each program and their facilitators.

The opportunity to work with a tutor or volunteer in some capacity may provide the extra, individual attention the ELL student needs to succeed. This is true for students at all levels. For this reason, parent volunteer's first language becomes especially valuable. These tutors can also boost the ELL's self-esteem and speed enculturation.

However, it is important that the tutor be well trained in the basic principles that govern language instruction and that the instruction they are asked to implement be appropriate for the language level of the student. Cultural factors should also be taken into consideration when assigning a tutor.

Other volunteer possibilities include speaking to classes regarding careers, travel, or language as well as other topics that support the curriculum. Room parents and chaperones for field trips and other school events are also needed and welcome.

Parents are informed of volunteer activities and ways to contribute to their child's school is provided to parents when they enroll their child in school.

Each year, a Title III Parent Involvement meeting is held consisting of ELL and Immigrant parents, teachers, administrators, counselors and other interested parties to welcome ELL and Immigrant families and review and discuss the following items:

- Explain Title III program intent and how students are selected for ELL services.
- Share the Declaration of Rights for Parents (appendix).
- Explain how parents will be informed of their child's progress.
- Encourage and explain how parents can be involved and participate in their child's education.
- Request input for planning, implementing and evaluating the program (Title III Parent Survey – appendix).

Professional Development

The goals of Professional Development for ELL teachers and staff are aligned with the overall goals of the district as laid out in the School District of the City of St. Charles Professional Development Plan.

Goal 1: Professional Learning Communities: We will guide and support each building's efforts to build a collaborative professional learning community focused on increasing student achievement.

Goal 2 Increased Student Learning: We will provide high quality professional development that focuses on effective, research based practices to ensure effective learning occurs for each student, every day.

Goal 3 Data Driven: We will make instructional and program decisions based on the analysis of multiple data sources.

Goal 4: New Teacher Induction: We will provide an effective new teacher induction program to ensure a quality staff committed to our district's mission.

Identifying Training Needs

All training should be aligned with the district's overall goals. The following district goals, outlined in the district professional development plan, are especially applicable to ELL teachers and staff working with ELL students.

1. Provide release time and materials for developing instructional strategies to close the achievement gap through curriculum development, differentiation, and best practices.
2. Provide release time, materials, etc. for the study of research-based best practices.
3. Provide support for teacher-initiated action research.
4. Allocate funds to building PDCs for professional development use aligned with building, district and/or professional development goals.
5. Determine relative strengths and weaknesses of instructional programs by analyzing various forms of data for future adjustments.

6. Provide professional development opportunities on data analysis and assessment data already being used in the district.
7. Implement effective interventions and enrichments for students based upon data analysis.
8. Distribute, collect, and analyze professional development evaluations to make appropriate adjustments for future offerings.
9. Develop the following year's PDP based upon data collections.

Classroom observations

While classroom goals may vary, informal observations of ELL teachers and other teachers working with ELL students will follow the same format as those in regular education classrooms. The format for classroom observations is based on the District evaluation tool. Effective teacher evaluation is an essential part of instructional programs. Teacher evaluation should be a continuous process that relates directly to on-the-job performance. Teacher evaluation should be a cooperative effort among the Board of Education, administration and teaching staff. Standards and criteria for teacher evaluation should reflect measurable, observable and definable teacher behavior. Teacher evaluation should provide a basis for fair, objective decision making by local school districts. The evaluation of teachers is an administrative function, and the school district must provide the resources necessary to adequately train evaluators. In order for a performance-based evaluation system to be effective, administrators also must have a strong commitment to involving teachers in developing and applying the evaluation system.

Mentoring and Coaching

The ELL Team provides professional development to new ELL teachers at New Teacher Orientation each summer. All new teachers are provided with mentors in accordance with the mentoring program of the district. Beginning teachers are provided with a state approved two year mentoring program while transferring teachers will receive a semester or year-long mentoring. Mentors and mentees will be responsible for all documents, activities, and supports as mentors and mentees in other subject areas. The Mentor program will be maintained under the direction of the Professional Development Committee and Assistant Superintendent of Human Resources. More information about the mentoring program can be found in the Human Resource tab on the District website. Additionally, mentoring and coaching for all ELL teachers will be provided by Lead ELL teacher as needed.

Walkthroughs

Walkthrough observations will be conducted in accordance with district policy. All members of the professional community in St. Charles R6 school district are invited and encouraged to participate in walkthrough observations of ELL rooms. Walkthrough observations may be conducted informally by administrators and non-administrators.

Teacher Collaborative Time

Currently, teacher collaboration time for ELL teachers and administrators is allotted during two half horizontal planning days. Additional early release days and other collaborative time may be designed for K-12 ELL teacher collaboration as approved by the building principals.

ELL Specific Professional Development

The specific professional development needs of each building will be determined based on the professional development plan for the district, and the needs of students and staff. The professional development committee along with building administrators will make decisions regarding what kinds of training will be necessary in each building based on student need and district professional development goals.

Lead ELL teachers can use release time to provide specific coaching and professional learning for other ELL teachers on a requested basis. ELL specific professional development will be made available to staff through the St. Louis Regional Professional Development Center and Missouri Migrant and Education/English Language Learning (MELL). District and school funds as well as Title III funds will be made available for registering teachers for workshops and training.

A comprehensive plan of professional development for ELD teachers should include training or development in the following areas: certification, research-based practices, technology based applications, alignment of ELD classroom practice with district professional development goals and cultural adjustment processes and inter-cultural relationships.

Classroom, Content Teachers, Special Education Teachers, Support Staff & Administrators

Teachers, support staff and administrators working directly with ELL students will have opportunities for additional collaboration with ELL teachers on specific strategies for working with ELL students and families. Also, professional development will be offered in language acquisition theory and basic second language teaching techniques (SIOP preferred).

Quality of Professional Development

All professional development for all staff members will be data driven and researched-based, and aligned to district professional development goals. Effectiveness of annual professional development activities will be assessed in the same manner as all other professional development activities. Professional development opportunities will be offered annually to insure that topics are relevant and meet the needs of our students and staff.

Improve Academic Achievement

The criteria utilized in determining the effectiveness of the professional development program will include standardized test scores, student performance goals as outlined in the district CSIP, and staff, student and parent surveys.

Increase English Proficiency

The criteria utilized in determining the effectiveness of the professional development program in the area of increasing English Proficiency will include student performance as measured by standardized measures. The standardized measures will include ACCESS tests as well as building level research based measures of writing and reading progress. These measures might include Diagnostic Reading Assessments, running records, or rubric based writing tests.

Resources, Equity & Access

Instructional Materials & Resources

Research-based materials that support the implementation of the ELD curriculum will be purchased as part of the regular 7 year curriculum development cycle and supplemented as funds allow. ELL and classroom teachers will collaborate to select and use materials that facilitate ELL's access to the regular grade-level curriculum.

Technology

Every effort will be made to use technology to enhance and extend English language learning. ELL Teachers will have access to the technology required to take full advantage of the features of textbooks and other materials. They will be provided the same resources and related training as other teachers in their buildings.

ELD Curriculum

ELD Curriculum in support of the English Language Proficiency (ELP) standards will be developed on the same schedule and with the same resources as all other curricular areas.

Instructional Space

Instructional space provided for English Language Learning will be equitable to that available to native speakers. Care will be taken to create an environment that facilitates learning and accommodates the needs of both English Learners and their teachers.

Access to Special Programs

English Language Learners currently have the same access to developmental reading programs as do other students. English language proficiency is not a qualification for the following programs: Special Education, Talented or Gifted programs or “At Risk” services. The referral process should never be delayed on the basis of limited English proficiency. Special education services including speech therapy are also available to all English language learners who either have an Individual Education Plan (IEP) from another school or qualify through referral and testing. Gifted and Talented programs are also available to English Language Learners who meet the criteria for entry. “At Risk” services are also available to all English language learners who qualify and participate. All electives, special subjects and extra-curricular activities are available to English language learners who are interested and meet any requirements necessary. English language proficiency is not a requirement.

Migrant Services

Identifying Migrant Students

Included in the enrollment packet for every new student is a “MELL Program-Parent Survey” (Migrant Survey), (see appendix) for identifying possible Migrant students. If a parent has circled “yes” to any of the questions on the Migrant Survey, the school office is required to send a copy of the form to the Federal Programs Specialist at the Administration Center; the original form is to be kept in the student record. The Federal Programs Specialist then forwards a copy of the survey to the regional migrant center. The regional migrant center interviews the family. If the family qualifies as migrant, the migrant center completes a “Certificate of Eligibility Form” and sends a copy of the form to the Federal Programs Specialist.

Notification of Migrant Status

When the district receives the “Certificate of Eligibility Form” from the Migrant Center, the Federal Programs Specialist notifies the Building principal, building counselor, ELL teacher, classroom teacher, Title I Teacher and the Food Services Director of the student’s Migrant status. Buildings are to invite and encourage all migrant families to participate in all school activities.

Current Migrant Students

In the fall, each building receives a list of their current migrant students. During the school year, as buildings receive notification of new migrant students, the names are to be added to the building’s Migrant list that was sent in the fall.

Free Lunch/Breakfast

Once a student is certified migrant, they are automatically eligible for free school lunch and breakfast. There is no need to complete a free and reduced price meal application. The Federal Programs Specialist provides a list of certified migrant students to the district's food service department at the beginning of each school year. Food services are also notified throughout the year as new migrant students are certified and added.

Preschool Children

When a preschool age child has been identified, the Federal Program Specialist notifies the building principal. The building principal then contacts the parent (using an interpreter if appropriate) to explain the benefits of the district's preschool program and offer assistance in completing the application process.

Evaluation

The district will ensure that Migrant students are accurately reported on state assessments. A program evaluation is submitted to the Board of Education bi-annually.

MELL Support Services

The district will contact the MELL network of resources for assistance as needed.

Title III Grant - ELL Services

Title III is a Federal Grant that provides funds for high quality, language instruction educational programs that demonstrate effectiveness in increasing English proficiency and academic achievement in the core academic areas. The program focuses on helping ELL (English Language Learners) students meet the same challenging state academic content and student achievement standards as expected of all other students.

Census

DESE collects the district's ELL student counts through MOSIS.

Supplement, Not Supplant

The district uses Title III funds only to supplement what is provided by local and state funding. Title III funds are not used to supplant current district funded activities.

Allowable Uses of Funds

Districts will use their Title III funds to enhance instructional educational programs and opportunities for ELL students. Allowable uses include:

- Additional enhancements to ELL services beyond the core program including supplemental staff
- Salaries and supplies for ELL Tutoring, Before and After School Program
- ELL Summer learning opportunities
- Instructional materials to support additional ESL services
- Professional Development and related professional materials for staff working with ELL students
- Interpreting/translating services for family nights that are above and beyond general school functions.
- Parent Involvement activities

Parental Requirements

The district will use Title III funds to implement an effective means of outreach to parents of ELL students. The parents will be informed of how they can be active participants in assisting their child to learn English, achieve at high levels in core academic subjects and meet the Show-Me standards. The district also promotes parental and community participation in programs for limited English proficient children. A Title III Parent Involvement meeting is held to welcome ELL families and to obtain input and to review/discuss the following:

- Explain Title III program intent
- Explain how students are selected for ELL services
- Explain how parents will be informed of their child's progress
- Encourage and explain how parents can be involved and participate
- Request input from parents.
- Discuss the Parent Involvement Implementation Plan

District Parent Involvement Implementation Plan

This plan was developed with input from parents of Title I, Migrant and English Language Learners; classroom teachers; and administrators. The plan is distributed to all Title I, and ELL and Immigrant families at the beginning of each school year. The plan is reviewed annually and updated as needed.

Parent Survey

An ELL Parent Survey will be given to parents of ELL students at the end of each school year. The survey is designed to help ELL staff evaluate their program.

Parent Recommendations

Administrators, Title I teachers, and ELL Program teachers meet annually to consider and respond to parent recommendations regarding program implementation and student achievement.

Translators/Interpreters

Required notices are provided in an understandable and uniform format and in a language that the parent can understand. Many district documents including enrollment forms, medical forms, school handbooks and Code of Conduct have been translated to Spanish.

Non Public Services

Each spring the district will consult with non-public schools to determine if ELL students are enrolled. Non-public schools with ELL students will be invited to participate in the planning of Title III funded activities.

Evaluation: The district will ensure that state assessments accurately record ELL students. Test results and input from parents will be considered in reviewing and revising the ELL instructional services as needed.

Appendices



Learning Targets

Rationale: Teach the students what they need to know to become self-reliant, independent learners and citizens.

STUDENTS WILL BE ABLE TO:

Structure	Vocabulary	Strategies	Culture and Community
<p>Phonemic Awareness</p> <ol style="list-style-type: none"> Distinguish and produce sounds of the English language <p>Phonics</p> <ol style="list-style-type: none"> Relate English sounds to graphemes Decode and spell appropriate to proficiency level <p>Grammar</p> <ol style="list-style-type: none"> Identify the form and function of parts of speech. Appropriately use the parts of speech at the sentence and discourse levels. Produce increasingly complex sentences according to age and proficiency level. <p>Concepts of Print</p> <ol style="list-style-type: none"> Demonstrate knowledge of concepts of print. 	<p>Academic Language</p> <ol style="list-style-type: none"> Recognize and apply Tier 1 words <ol style="list-style-type: none"> High frequency words Question words Recognize & apply Tier 2 content vocabulary <ol style="list-style-type: none"> Signal words Depth of Knowledge Words Recognize & apply Tier 3 academic language within disciplines Understand idioms <p>Morphology</p> <ol style="list-style-type: none"> Recognize & apply roots Recognize & apply affixes 	<p>Metacognition</p> <ol style="list-style-type: none"> Plan Monitor Evaluate <p>Language Learning</p> <ol style="list-style-type: none"> Recognize & apply patterns Paraphrase Target attention <p>Prior Knowledge</p> <ol style="list-style-type: none"> Access and activate background knowledge Make connections from L1 to L2 <p>Accessing Resources</p> <ol style="list-style-type: none"> Ask questions Identify and use sources 	<p>Social Language</p> <ol style="list-style-type: none"> Apply language that will be used for everyday situations <ol style="list-style-type: none"> Recognize and select appropriate register Participate in conversations Interact with peers and content collaboratively <p>Cultural Competence</p> <ol style="list-style-type: none"> Distinguish among the cultural norms of their communities Navigate the differences between cultures

Essential English for Entering and Beginning Learners

<p>Survival Phrases</p> <p><i>For early production</i></p>	<p>Personal Information:</p> <p><input type="checkbox"/> My name is. . . <input type="checkbox"/> My [address/phone number] is. . . <input type="checkbox"/> I feel. . . <input type="checkbox"/> I need . . .</p> <p>Greetings:</p> <p>Formal: <input type="checkbox"/> Hello/Goodbye <input type="checkbox"/> How are you? - Fine <input type="checkbox"/> Nice to meet you.</p> <p>Informal: <input type="checkbox"/> Hi/hey - Bye <input type="checkbox"/> What's Up? - Not much <input type="checkbox"/> See ya later <input type="checkbox"/></p> <p>Classroom Language:</p> <p><input type="checkbox"/> May I go [to the restroom/office/library/locker/nurse] <input type="checkbox"/> Yes/No <input type="checkbox"/> Please/Thank you</p> <p><input type="checkbox"/> I understand/I don't understand. <input type="checkbox"/> Please repeat/write/speak slowly <input type="checkbox"/> Mr./Ms. <input type="checkbox"/> Gestures</p>
<p>Classroom Imperatives</p> <p><i>For receptive understanding</i></p>	<p><input type="checkbox"/> listen <input type="checkbox"/> repeat <input type="checkbox"/> read <input type="checkbox"/> write <input type="checkbox"/> copy <input type="checkbox"/> open <input type="checkbox"/> close <input type="checkbox"/> take out <input type="checkbox"/> put away</p> <p><input type="checkbox"/> say <input type="checkbox"/> start/begin <input type="checkbox"/> stop <input type="checkbox"/> continue <input type="checkbox"/> match <input type="checkbox"/> click/type/tap <input type="checkbox"/> watch <input type="checkbox"/> count</p> <p><input type="checkbox"/> use <input type="checkbox"/> sit down <input type="checkbox"/> stand up <input type="checkbox"/> point <input type="checkbox"/> practice <input type="checkbox"/> use <input type="checkbox"/> erase <input type="checkbox"/> to turn on/off <input type="checkbox"/> do</p> <p><input type="checkbox"/> raise your hand <input type="checkbox"/> share with your partner <input type="checkbox"/> make a group <input type="checkbox"/> line up <input type="checkbox"/></p>
<p>Initial Verbs</p> <p><i>with subject pronouns</i></p>	<p><input type="checkbox"/> to be <input type="checkbox"/> negation <input type="checkbox"/> contraction <input type="checkbox"/> yes/no questions</p> <p><input type="checkbox"/> to have <input type="checkbox"/> negation <input type="checkbox"/> contraction <input type="checkbox"/> yes/no questions [with do/does]</p>
<p>High-Utility Verbs</p> <p><i>Developing comprehension and production through the sequence of tenses</i></p> <p style="text-align: center;">↓</p>	<p><input type="checkbox"/> to go <input type="checkbox"/> to need <input type="checkbox"/> to want <input type="checkbox"/> to make <input type="checkbox"/> to know <input type="checkbox"/> to give <input type="checkbox"/> to take <input type="checkbox"/> to use <input type="checkbox"/> to ask <input type="checkbox"/> to say</p> <p><input type="checkbox"/> to come <input type="checkbox"/> to find <input type="checkbox"/> to leave <input type="checkbox"/> to hear <input type="checkbox"/> to like <input type="checkbox"/> to try <input type="checkbox"/> to look <input type="checkbox"/> to see</p> <p><input type="checkbox"/> to change <input type="checkbox"/> to eat/drink <input type="checkbox"/> to wait <input type="checkbox"/> to keep <input type="checkbox"/> to put <input type="checkbox"/> to work <input type="checkbox"/> to increase/decrease</p> <p><input type="checkbox"/> to bring <input type="checkbox"/> to borrow <input type="checkbox"/> to believe <input type="checkbox"/> to clean <input type="checkbox"/> to cut <input type="checkbox"/> to finish <input type="checkbox"/> to learn <input type="checkbox"/> to lose <input type="checkbox"/> to pay/buy</p> <p><input type="checkbox"/> to share <input type="checkbox"/> to walk <input type="checkbox"/> to call <input type="checkbox"/> to play <input type="checkbox"/> to help <input type="checkbox"/> to move <input type="checkbox"/> to happen</p> <hr/> <p>Simple present <input type="checkbox"/> Affirmative <input type="checkbox"/> Negative (don't/doesn't) Auxiliaries: <input type="checkbox"/> can/can't</p> <p>Present continuous <input type="checkbox"/> Affirmative (is/are + ing) <input type="checkbox"/> Negative (isn't/aren't + ing)</p> <hr/> <p>Past continuous <input type="checkbox"/> Affirmative (was/were + ing) <input type="checkbox"/> Negative (wasn't/weren't + ing)</p> <p>Simple Past <input type="checkbox"/> Regular (+ed) <input type="checkbox"/> Pronunciation (/d/, /t/, /id/) <input type="checkbox"/> Common irregulars</p>
<p>Topics</p> <p><i>Including proper modifier order and articles and plural markers for nouns</i></p>	<p><input type="checkbox"/> What's this? /This is a <input type="checkbox"/> How do you say __ in English?</p> <p><input type="checkbox"/> Alphabet <input type="checkbox"/> Numbers <input type="checkbox"/> Classroom Nouns <input type="checkbox"/> School Locations & Personnel <input type="checkbox"/> Emotions</p> <p><input type="checkbox"/> Family <input type="checkbox"/> Body Parts & Problems <input type="checkbox"/> Weather & Clothing <input type="checkbox"/> Food <input type="checkbox"/> Community People & Places</p> <p><input type="checkbox"/> Concrete Adjectives: Shapes, Colors, Sizes, Quantity, Opposite Pairs <input type="checkbox"/> Intensifiers</p> <p><input type="checkbox"/> Tier 1 Words in Context <input type="checkbox"/> Tier 2 Words in Context <input type="checkbox"/> Tier 3 Words in Context</p>
<p>Time & Sequence</p>	<p><input type="checkbox"/> Days & Dates <input type="checkbox"/> Day Parts <input type="checkbox"/> School Class & Schedule Words <input type="checkbox"/> Months <input type="checkbox"/> Seasons <input type="checkbox"/> Holidays</p> <p><input type="checkbox"/> Telling time (o'clock, quarter 'til, quarter after) <input type="checkbox"/> Before/After/Next</p> <p><input type="checkbox"/> Yesterday/Today/Tomorrow <input type="checkbox"/> Next/Last Week/Month <input type="checkbox"/> Always/Usually/Sometimes/Never</p> <p><input type="checkbox"/> Ordinal Numbers (1st, 2nd...) <input type="checkbox"/> Prepositions (at [time], on [day], in [month])</p>
<p>Q & A</p>	<p><input type="checkbox"/> Yes/No/Maybe/I don't know <input type="checkbox"/> Same/Different <input type="checkbox"/> True/False <input type="checkbox"/> Agree/Disagree</p> <p><input type="checkbox"/> Question Words: What, Who, Where, When, Why, How</p> <p><input type="checkbox"/> describe <input type="checkbox"/> explain <input type="checkbox"/> compare/contrast <input type="checkbox"/> define <input type="checkbox"/> predict <input type="checkbox"/> discuss</p>
<p>Location</p>	<p><input type="checkbox"/> Prepositions: (at, in, on, next to, by, above, under)</p> <p><input type="checkbox"/> Modifiers (left, right, top, bottom, up/stairs, down/stairs, near, far)</p>
<p>Grammar & Mechanics</p>	<p><input type="checkbox"/> Subject-verb-complement sentences Question Forms: <input type="checkbox"/> Yes/No (do) <input type="checkbox"/> Wh-</p> <p>Connectors: <input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> but <input type="checkbox"/> because</p> <p>Possessives: <input type="checkbox"/> possessive pronouns/adjectives <input type="checkbox"/> 's & s'</p> <p><input type="checkbox"/> Spelling/Patterns <input type="checkbox"/> Capital Letters/Proper Nouns <input type="checkbox"/> End punctuation <input type="checkbox"/> Commas <input type="checkbox"/> Quotation Marks</p>

City of St. Charles School District

400 North Sixth Street, St. Charles, MO 63301

636-443-4000

English Language Development Program



English Language Development (ELD) Program Description

The English Language Development (ELD) program uses a Content-Based approach to instruct non-native speakers of English in the skill areas of listening, speaking, reading and writing for academic purposes. Specially trained teachers support English Learners in the grade-level classroom and provide direct English instruction to small groups and individual students as appropriate. Through this combination of academic support and direct instruction, English learners are able to access the full academic curriculum while developing their English language proficiency.

This standards and content-based instruction continues into the secondary level. Intermediate, middle and high school students are scheduled into a combination of ELL and mainstream classes according to their proficiency level and need. At the high schools, students can receive graduation credit for successful completion of ELL English (up to 8 semesters), ELL College & Career Readiness (up to 8 semesters), and the ELL Resource class. Thus, students can progress towards graduation as they develop their English proficiency. ELL teachers also work with English Learners and their teachers to support instruction and assessment in other content classes. Students with higher levels of English proficiency may not be scheduled into ELL classes, but they can always receive academic support from the ELL teacher.

When students demonstrate both academic and language proficiency they no longer benefit from ELD support. All English learners are assessed annually using the WIDA ACCESS for ELLs assessment along with other academic measures. Teachers use those results together with portfolio assessment of classroom performance to determine each student's classification for the next year. Parents are informed of the results.

If you have questions or need further assistance please contact the ELD teacher at your child's school.



Saint Charles R-6 School District

400 N, 6th Street, Str Charles, Missouri 63301

636-443-4000

Fax: 636-443-4001

Web site: www.stcharlessd.org

Date: _____

Dear Parent/Guardian,

Welcome to the City of Saint Charles School District. We have received the records from your child's previous school district. The records indicate that your child is receiving or has received English language services. This letter is to inform you that based on the records from your previous school district your child _____ :

- Has met the criteria for transition from the ELD program and no longer needs services. To ensure your child's continued school success, he/she will be monitored for two years. During this time, academic progress will be reviewed using report cards, district assessments, and teacher input.

- Will continue to receive ELD services in the coming year

We wish your child's continued success in the future. We are available to assist in any way we can. If you have any questions, please contact your child's school or my office at 636-443-4030.

Sincerely,

Dr. Earl J. Draper, Jr.
Assistant Superintendent

City of St. Charles School District

400 North Sixth Street, St. Charles, MO 63301
636-443-4000



English Language Development Program New Student

Eligibility for English Language Development Support Kindergarten through Grade 12

Student Name: _____

Date: _____

Dear Parent or Guardian,

Your child has taken a test that assesses their level of English language proficiency. The results of the assessment are shown below:

- Newcomer Kit WIDA Screener for Kindergarten® WIDA Screener Online®

<i>Language Domain</i>	<i>Proficiency Level (1.0 - 6.0)</i>
Listening	
Speaking	
Reading	
Writing	
Oral Language (Kindergarten only)	
Overall (Grade 1 - Grade 12)	

Based on their scores, your child:

- qualifies for English Language Development (ELD) support.
- (Kindergarten only) will be tested later this year using the WIDA ACCESS for ELLs® to determine eligibility for future ELD support.
- does not qualify for English Language Development support.

The ELD program supports students as they develop their English listening, speaking, reading, and writing skills. More information about our program is included with this letter. After reading this information, please sign and return this letter. If you would like further information, contact the ELD teacher at your child's school.

Sincerely,

.....
Please return to the ELD Teacher:

I, _____, have received this letter and the attached information.
Please Print Parent/Guardian Name

Student Name

Parent Signature

Date



City of St. Charles School District
400 North Sixth Street, St. Charles, MO 63301
636-443-4030
www.stcharlessd.org

Student ELD Status for the _____ School Year

Student Name: _____

Date: _____

Dear Parent or Guardian:

Below you will find information on your child's English Language Development (ELD) progress.

<input type="checkbox"/>	Continuing	Will continue to receive ELD support in the upcoming year.
<input type="checkbox"/>	Monitoring	Your student has met the criteria to transition out of the ELD program. Their progress will be monitored by an ELD Teacher. <input type="checkbox"/> Monitoring Year 1 <input type="checkbox"/> Monitoring Year 2
<input type="checkbox"/>	Exiting	Your student has successfully completed two years of monitoring. No further ELD support is necessary.

If you have questions, please contact your student's ELD teacher.

Sincerely,

Please return to: _____

I _____ have received this letter and the attached information for:

Please Print Parent/Guardian Name

Student Name

School Attending

Parent/Guardian Signature

Date