

Chillicothe R-II School District
Chillicothe, Missouri
English-Language Learner Plan
(LAU Plan)

Identifying, Assessing, and Programming for
Limited-English Proficient Students

Statement of Commitment

The Chillicothe R-II School District is committed to providing appropriate education services to students with limited English proficiency (LEP). We understand our legal responsibility to provide appropriate placement, along with curricular, instructional, and other related services to ensure that all English-Language Learners (ELL's) are equipped to participate effectively in the school's educational programs.

To accomplish this, the Chillicothe R-II School District is committed to implementing the LAU Plan which details the procedural requirements and services to be provided to English-Language Learners, including identification, assessment, registration, placement, exit criteria, and procedures to ensure appropriate identification of LEP students requiring special education services.

The Chillicothe R-II School District English-Language Learner Program ensures that these services are provided and that all federal and state regulations and standards regarding the education of English-Language Learners are implemented in the schools. Equally important is that our ELL program is consistent with best educational practices. Both research and experience have proven that such programs provide the most valuable educational opportunities for LEP students.

The Civil Rights Act of 1964 and a series of acts, laws, court decisions, and guidelines have clarified the legal responsibilities of the Chillicothe R-II School District.

Legal References

Title VI, Civil Rights Act of 1964

"No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Office of Civil Rights Memorandum, 1970

This Memorandum interprets the Civil Rights Acts of 1964. It concerns the responsibility of school districts to provide educational opportunity to national origin minority group students whose English-language proficiency is limited. The following excerpts address specific major areas of concern with respect to compliance with Title VI and have the force of Law:

Where 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.

School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English.

distribute and collect the HLS during the enrollment process. All forms will be sent to the Director of Special Services for review and referral to the ESL team.

The WIDA ACCESS Placement Test Screener (W-APT Screener), will be used to assess the referred student's proficiency in speaking, listening, reading, and writing. The W-APT Screener will be administered and scored by the district ESL teacher, building counselor, or Director of Special Services. The following criteria will be used for eligibility (The district does not need parent permission to complete the W-APT Screener):

- 1st Semester Kindergarten Enrollees – Administer Listening and Speaking test only. a) The student with a combined score of 29 or higher will be identified as K- LEP in MOSIS, however no direct services are necessary. The student will complete the entire battery in the second semester of Kindergarten. b) The student with a combined score of 28 or lower will be identified as LEP in MOSIS and is eligible for ESL services. The student will complete the entire battery in the second semester of Kindergarten.
- 2nd Semester Kindergarten Enrollees – Administer the entire battery. a) If the Listening & Speaking scores are 29 or higher, Reading is 11 or higher, and Writing is 12 or higher, the student meets the minimum criteria for English Proficiency and is not eligible for ESL services. b) If the Listening & Speaking scores are 28 or lower, Reading is 10 or lower, and Writing is 11 or lower, the student will be identified as LEP in MOSIS and is eligible for ESL services.
- Grades 1-12 Enrollees – Administer the entire battery. a) If the Composite Proficiency Score is 5.0 or higher, the student meets the minimum criteria for English Proficiency and is not eligible for ESL services. b) If the Composite Proficiency Score is below 5.0, the student will be identified as LEP in MOSIS and is eligible for ESL services.

Additional information may be used to make the placement decision, including classroom observations. The ESL teacher will contact parents or guardians of assessed children, notifying them whether their child is eligible or ineligible for ESL services. An LEP Student Accommodations Plan for English Language Learners (See Appendix B) will be developed and a copy provided to classroom teachers who work with the student.

Identification and assessment of ESL students will be completed within 30 days of initial beginning of the school year registration for Kindergarten through twelfth grade students. Students enrolling after the initial registration date will be assessed within two weeks of a late registration during the school year.

The district will maintain a list of all staff or community contacts that are able to act as translators or interpreters in order to provide parents with communication in the home language.

At the beginning of each school year all staff will receive a list of ESL students for whom translators/interpreters are needed. When a staff member needs to contact a parent who does not speak English, the translator/interpreter will be contacted by that teacher, with sufficient notice, to assist in communicating with the parent.

At the beginning of the school year, the district will hold a meeting for language-minority parents for the purpose of introducing them to the ESL program, their rights and responsibilities, and other pertinent information.

School districts must not assign national origin minority group students to special education on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills.

Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.

No Child Left Behind (January 12, 2002) Limited English proficient students are defined in section 9101 of Title IX of the "No Child Left Behind Act." In North Dakota, the largest LEP population is American Indian. Students of other ethnic and language backgrounds are also present. Students must come from a non-English language and cultural background. The definition does not require that students themselves be fluent in the home or background language. Students must be assessed by a formal assessment to be defined as LEP. There are two main components that determine limited-English proficiency: □ Students' language and cultural background. □ Students' skills in reading, writing, speaking, listening, and comprehending academic- classroom English. The term "limited English proficient," is defined in section 9101 of Title IX when used with respect to an individual, means an individual –

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English; (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English-language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) 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 state assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. Title IX, Section 9109, No Child Left Behind Act, 2001

Program Outline

Upon entrance in the Chillicothe R-II School District, all students will be given a Home Language Survey (HLS) to be completed by a parent or guardian at the time of registration (See Appendix A: Home Language Survey). The person(s) responsible for registering students will

in the ESL program are able to participate successfully in the school's full curriculum, as determined by such measures as graduation rates, scholastic achievement, awards, and honors, as well as in sports and other extracurricular activities; e. A comparison of the standardized test scores of exited students to the scores of non-LEP students; Whether students in the ESL program have access to all of the District's programs, including vocational education and special education; and, g. Whether students in the ESL program are being retained in grade or are dropping out at rates similar to those of their non-LEP peers.

The Director of Special Services will facilitate the review process. A committee, including but not limited to the ESL teacher(s), administrators, parents, and other district teachers, will be responsible for evaluating the program. Where the program evaluation shows that the ESL program is not achieving its goals, the District will modify its program accordingly. The District will implement the recommendations made as a result of its program evaluations, within a reasonable amount of time after the evaluation or document the reasons for not implementing the recommendations.

Special Education

The Chillicothe R-II School District will not place any student in a special education program based on his/her limited English proficiency. The guidelines and timeframes for special education are the same for both ELL and non-ELL students in accordance with the Individuals with Disabilities Education Act (IDEA). The district will ensure that the identification for special education programs will not rely solely on measures of English language proficiency. Additionally, the tests will be administered in English and/or the student's native language, depending on the dominant language of the student.

Equal Opportunity

ELL students will receive equal access to all district special opportunity programs (program guidelines will be the same as any other student attending Chillicothe R-II schools). These include, but are not limited to, Title I, gifted, special education (including speech therapy), at-risk, and vocational programs. Furthermore, ELL students will have equal opportunity to participate in all extracurricular and nonacademic activities that are available to other students. The district will ensure that the selection and/or application process for special opportunity programs will not rely solely on measures of English language proficiency.

Instructional Program

The instructional program provided by the Chillicothe R-II District will be developmental in approach. 1. The student will be taught in English at their level. We will utilize our Title I program and volunteers for instructional assistance. 2. Planned instruction and standards will follow the Common Core State Standards. 3. The amount of time for each student will vary upon need. 4. Curriculum materials, above regular classroom materials, will be developed or obtained on an as needed basis. 5. Portfolio's will be maintained on each ELL student and will follow the student through the grade progression.

Exiting ESL Students

The ACCESS for ELL's will be used to assess ESL students for exiting purposes. ACCESS for ELL's is the English language proficiency assessment that the Missouri Department of Elementary and Secondary Education has selected to meet the requirement of No Child Left Behind, to annually assess Missouri's students who are eligible for ELL (English Language Learner) services. ACCESS for ELL's is an integrated suite of English language proficiency assessments designed to help educator's measure and report students' English language skills, and provide information to monitor their progress.

Students who score 6.0 on the ACCESS for ELL's will be exited from the program. Other criteria used in making the exiting decision include a letter grade of C or better in content area courses, mainstream teacher recommendation through observation, and parental and administrative agreement. The final exiting decision will be made collaboratively with the ESL teacher, the mainstream teacher(s), an administrator, and the student's parents.

An ESL student will be able to exit the program at any time during the course of the year once the criteria are met. Documentation of all exiting decisions and assessment results will be located in the student's cumulative folder.

Monitoring

A student who has exited the ESL program will be monitored formally for at least two full school years. The ESL teacher(s) will be responsible for monitoring the ESL student. Student monitoring will occur formally at the end of each marking period or quarter and informally throughout the school year. Monitoring will consist of the following measures of student progress: grades, test scores, student performance, teacher observation, and progress in meeting the Missouri Show-Me Standards in reading, writing, and mathematics. If monitoring reveals continued limited English

proficiency, non-remedied academic deficits, or other indications that the student was exited too soon, the ESL teacher will meet with the mainstream classroom teacher and/or other teachers to re-evaluate the student's needs. A plan of action will be formulated resulting in the student: a) remaining in the mainstream classroom with additional adaptations and modifications, or b) receiving additional academic support services, or c) returning to the ESL program. This information will be maintained in the student's cumulative file.

Program Evaluation

At the end of each school year, the district will conduct a comprehensive evaluation of its ESL program. The formal evaluation will examine and make recommendations regarding the following:

- a. Program effectiveness with respect to the identification, assessment process, exiting, monitoring, staffing, parental notifications, and adequacy of facilities and instructional materials;
- b. The rate of students' progress towards full proficiency in English;
- c. Whether the students in the ESL program are keeping up with their peers in other curriculum areas;
- d. Whether students

Staffing and Professional Development

Careful consideration must be given when determining who will staff the ELL program. Teachers must hold a valid Missouri Teaching Certificate and have training to teach ELL classes. If more than 19 ELL students are identified in the district, an ESOL endorsement from DESE is required for the teacher. ELL teacher(s) will be allowed to attend the MELL conference annually. All teachers may make requests through the district Professional Development Committee to attend ELL based training offered by the SWRPDC throughout the school year. All support staff and non-program staff will be informed on the school procedures for ELL students. ELL coordinator will do parent surveys and collect them.