



# **Camdenton R-III School District**

## **English Language Learners (ELL)**

### **District LAU Plan**

**Updated 3/30/2016**



## **Acknowledgements**

We would like to acknowledge the work of the Lau Plan Advisory Committee in the development of the Camdenon R-III School District Lau Plan.

## **Lau Plan Advisory Committee**

The Lau Plan Advisory Committee was responsible for the review of data, survey results, and our current policies regarding the Camdenon R-III School District's English Language Learners program. Together they reviewed available information and formulated this Lau Plan. The committee was made up of building administrators, Department of Special Services administrators, ELL teachers, guidance counselors, parents of ELL students, and former secondary ELL students who have graduated the program.

## **Individualized Academic Program Team**

The building level Independent Academic Program Team will coordinate and oversee the educational program of limited English proficient students. The IAP team will be composed of a minimum of two of the following persons: the Building Administrator or designee, Classroom teacher(s), Guidance Counselor, Parents/Guardians when appropriate, ELL teacher and other ELL consultants may be involved with the team on an as needed basis.

### **Terms:**

**ELL:** English Language Learner- use of special curriculum and services to help students who come from a non-English language background learn English.

**LEP:** Limited English Proficiency- students have a primary language other than English and are unable to participate effectively in school when English is the language of instruction. (Also known as English Language Learners – ELL).

**IAP:** Independent Academic Plan – A plan developed for an individual student defining the special language services needed to make a transition from Non-English Speaking to Limited English Proficient (LEP) to Fluent.

**Lau:** Informal reference to a set of investigations and law cases based on the Civil Rights Act. These cases required school districts to provide special assistance to English Language Learners who were unable to benefit from an education conducted primarily in English.

**LM:** Language Minority-Students who have a primary language other than English in their background, but who does not qualify for ESL services.

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## **I. Introduction and Legal Foundation**

English Language Learners (ELLs) are a richly heterogeneous group bringing a wide variety of life situations and range of educational experiences. The paths ELLs take to acquire a new language and adjust to their new cultural environment are varied and in keeping with their unique needs and experiences. Within the safe and welcoming school environment, administrators, teachers, and students are given rare opportunities to tap the rich resource of knowledge and perspectives that ELLs bring to school. The role of the district community is critical in supporting students' development as learners. Our district vision of "Everyone learning everyday," and our mission of "creating a learning community that maximizes each individual's performance for future success," requires a commitment to providing appropriate placement, curricular, instructional, and other related services to ensure that ELLs are able to participate effectively in the district's educational programs.

To accomplish this, the Camdenon R-III School District has developed a LAU Plan. This Lau plan is named after the landmark *Lau vs. Nichols U.S. Supreme Court Decision of 1974*. Beginning with the Civil Rights Act of 1964, federal statutes require districts to have a plan that ensures equal access for ELLs to instructional programming. Since 2000 the No Child Left Behind Act has also had required elements for a Title III plan. This plan details the procedural requirements and services provided to ELLs, including identification, assessment, placement, exit from ELL services, and pre-referral procedures to ensure appropriate identification of ELLs requiring special education and gifted services as set forth in federal requirements.

### **I. Responsibility for Lau Plan Implementation**

The Superintendent has designated the Director of Special Services of Camdenon R-III School District as having overall responsibility for the district's compliance with federal and state laws, regulations and guidance regarding the education of ELLs by:

- Overseeing the implementation of the district's Lau Plan;
- Developing appropriate programming to assist ELLs in acquiring English language skills and achieving the content standards;
- Overseeing initial school registration, health screening, language assessment, and placement for all students with limited English language proficiency;
- Offering training and support for teachers
- Providing professional development programs focused on educating linguistically and culturally diverse students;
- Coordinating the delivery of federal and state assessments to determine ELLs' progress;
- Monitoring program effectiveness with the District ELL Vertical Team.
- Overseeing compliance with recordkeeping requirements;
- Providing translation and interpretation services of school related activities; and
- Implementing parent outreach programs to involve multilingual parents in the district's education activities and programs.

## **II. Identification and Initial Placement OF ELLS**

### **General Procedures for Enrollment, Screening, Identification, and Placement**

An English Language Learner (ELL) is a student whose primary or home language is a language other than English and who lacks academic English language skills to perform at grade level in one or more areas of listening, speaking, reading or writing. Districts are required by Section 3116(b)(1) of the No Child Left Behind (NCLB) Act and Missouri State Improvement Plan (MSIP) 6.2.5 to identify students who have limited English proficiency and develop appropriate programming for them.

#### **Enrollment:**

Parents enrolling in any school in Camdenton R-III School District first complete a **Home Language Survey** (See Appendix A). This survey identifies students who's first language is not English. If the answer to any of the questions on the survey indicates a language other than English, the school principal or person responsible for enrolling new students contacts ELL staff within **two** school days for registration and language screening. If the student is identified as migrant, the school principal or person responsible for enrolling new students will notify the Director of Special Services within five school days.

ELL staff, with the assistance of an interpreter as needed or requested, complete the forms necessary for registration for the school, including, but not limited to:

- Camdenton R-III School Family Enrollment Forms
- transportation forms
- school specific custodial information forms
- school specific special needs forms
- student discipline for enrollment forms
- Home Language Surveys
- school specific handbook/directory acknowledgement forms
- Camdenton R-III Student Health Information Card
- Camdenton R-III Health Services Student Health Inventory
- Missouri School Immunization Requirements forms
- school specific School-Parent-Student Compact/Contracts
- school/program specific field trip permission forms
- Camdenton R-III School Parent Portal Forms
- school specific early dismissal forms
- free and reduced lunch forms
- school specific internet usage forms
- Student Drug Testing Policy forms

The free and reduced lunch forms and other state/federal documents can be printed in many of the major languages and interpreters have translated many of the school specific forms into Spanish since it is the language with the highest incident rate in our district. Interpreters for all of the known languages spoken in the district are on call during regular enrollment times and can be called upon throughout the year as needed.

**Screening:**

Trained personnel, including ELL teachers, paraeducators, counselors, and administrators, use the W-APT for identification. Documentation of on-line training for the W-APT is available at the Department of Special Services. Additional informal assessments may be given by the general education teachers to determine student skills. These multi-criteria assessments are utilized to identify a student's eligibility for ELL services. Objective, standardized measures of English proficiency and achievement testing are used, as well as information from less formal assessments, as follows:

- WIDA (World-Class Instructional Design & Assessment) Access Placement Test (W-APT)
- Informal Reading Inventories such as DRA, BRI, SRI, and Fountas & Pinnell
- Home Language Survey
- Parent and/or student interviews
- Review of academic performance, student works and education records
- Review of previous state assessments
- Formative and summative common assessments
- I-Ready assessment data

The W-APT and the informal assessments will be given to every student identified as a language minority or migrant as identified on the Home Language Survey at enrollment. The W-APT tests the four modalities of reading, writing, listening, and speaking.

**Identification:**

For the purposes of screening with the W-APT, there are three groups of students to consider:

- 1st semester kindergarten students
- 2<sup>nd</sup> semester kindergarten students and first semester first grade students
- 2<sup>nd</sup> semester first grade students through 12<sup>th</sup> grade students

Most first semester kindergarten students cannot read or write, so for those students who have indicated that another language is spoken in the home or that English is not their native language, the district will screen them on the listening and speaking modalities only using the Kindergarten W-APT. If the student scores a combined 28 or less, he/she will be identified as LEP in MOSIS and be eligible for services. If the student scores a combined 29 or 30 (out of 30) he/she will be marked as not receiving services, which is a student who is LEP and not receiving services.

Second semester kindergarten and first semester first grade students will be given the Kindergarten W-APT with all 4 modalities of language (reading, writing, listening, speaking). The student is eligible for services if he/she:

- 1) has a combined score of 28 or lower on listening and speaking; or
- 2) has a score of 10 or lower on reading; or
- 3) has a score of 11 or lower on writing.

The student is not eligible for services if he/she:

- 1) has a combined score of 29 or higher on listening and speaking; and
- 2) has a score of 11 or higher on reading; and
- 3) has a score of 12 or higher on writing.

Second semester first grade students through twelfth grade students who have a combined proficiency of 5.0 or higher, they meet the minimum criteria for English proficiency and are not eligible for ELL services. If they have a combined proficiency score of 4.9 or lower, they are eligible for ELL services.

**Parent Notification:**

Following registration and assessment, parents are notified of ELL service eligibility within 30 days of the beginning of the school year or 10 school days after enrollment as required by the No Child Left Behind Act, 3116(b)(4) using the **ELL Parent Notification and Consent Form** (See Appendix B). Parents of newly enrolled students are notified of results of language proficiency assessments, availability of services and types of programs and other options in a language the parents understand.

**Grade Level Placement**

Before making a permanent grade-level placement decision for a language minority student, the IAP team will need to have pertinent background information about the child. That information would include, as a minimum:

- The child’s chronological age
- The child’s educational background
- The child’s English language proficiency level through WIDA assessments
- The child’s academic performance

With this information, which should have been collected as expeditiously as possible, the IAP team will decide at what grade level the student should be placed. Under no circumstances will a student be placed in a grade level that is more than one year below his/her chronological age. Although it may seem logical to place a language minority child at a grade level that matches the kind of English skills he/she needs to acquire, it would be a great disservice to the child both socially and cognitively to do so. The school committee is obligated to provide a structured language support program that meets the ELL as well as content area needs of the student consistent with state and federal statute and case law precedent.

**Placement:**

A continuum of services is available depending on the student performance of the W-APT and other multi-criteria assessments. Decisions regarding ELL service implementation are made by the District Vertical ELL Team in conjunction with the Department of Special Services administrators and building administrators.

## Camdenon R-III School District ELL Placement Continuum Chart

Guidelines	Program Name	Program Summary	Suggested Time
Level 1- Entering Level 2- Beginning Level 3- Developing	Structured ESOL Immersion	The language of the classroom is English. The teacher relies on the students' native language for explaining and elaborating on key skills and concepts.	K: 30 minutes 4/5 days a week Grades 1-6: 30-50 minutes/day
Level 1- Entering Level 2- Beginning Level 3- Developing Level 4- Expanding	Content Based ESOL	Focuses on delivering curriculum content through English in such a way as to make the content understandable to English language learners.	K: 30 minutes 4/5 days a week Grades 1-6: 30-50 minutes/day
Level 1- Entering Level 2- Beginning Level 3- Developing	Pull Out ESOL	Periodically remove, or pull out, LEP students from the classroom.	K: 30 minutes 4/5 days a week Grades 1-6: 30-50 minutes/day
Level 1- Entering Level 2- Beginning Level 3- Developing Level 4- Expanding	Team Teaching (Co-Teaching)	Both ELL teacher and content teacher are in general education classroom. Collaborate on planning, accommodations, modifications and student expectations.	Grades 1-12 45-150 Minutes a day
Level 1- Entering Level 2- Beginning Level 3- Developing	Sheltered Classrooms	A classroom where only LEP students are taught. Students are taught the same curriculum as their peers, but the teacher can employ techniques designed to help make the content understandable to them.	Grades 7-12: 45-90 minutes a day
Level 1- Entering Level 2 - Beginning	Newcomer Class	All new students will come to a single classroom for assessment and initial English instruction.	Grades 6-12 if deemed emotionally able to leave their regular school building: 45 minutes daily
Level 1- Entering Level 2- Beginning Level 3- Developing Level 4- Expanding	Resource (Tutoring) Classrooms	Students drop in to discuss readings, complete tests, work on projects or do individualized units of coursework.	Grades 7-12: 45-50 minutes a day
Level 4- Expanding Level 5- Bridging	Monitor	Students are in the general education classes all day long. The ELL teacher routinely checks with the teachers regarding progress and achievement.	



### III. Instruction

The educational approaches in use by ELL staff in the district are based on natural language acquisition theories of noted linguists Noam Chomsky and Stephen Krashen. As per our district job description for ELL teachers (Appendix D-1), all ELL teachers are required to have both a Bachelor's degree and a certificate to teach ELL from the state of Missouri. Fluency in English and one other language, as well as experience working with ELL populations is preferred.

As per our job description for ELL para-educators (Appendix D-2), all ELL para-educators are required to have completed 60+ hours of college credit or have passed the Para Pro Praxis exam. Fluency in English and one other language, as well as experience working with ELL populations is preferred.

District ELL teachers utilize scientifically research-based direct language instruction practices consistent with sound educational theory in English language development. Our instructional programs include a variety of placements such as:

- Structured ESOL Immersion
- Content Based ESOL
- Pull Out ESOL
- Team Teaching (Co-Teaching)
- Sheltered Classrooms
- Newcomer Class
- Resource Classrooms (Tutoring classrooms)
- Monitor

Each placement entails instructional practices that develop language proficiency in the four domains to enable ELLs to meaningfully participate in academic content programs and other special programs.

A list of recommended research-based resources for use with ELL students has been created by our District ELL Vertical team. This resource list is available on teacher computers for easy access. ELL students have access to all of the same textbooks as their peers in addition to the textbooks provided to them by the District ELL Vertical team from the ELL textbook list (See Appendix E).

Translation software is available for use in our after-school program for ELL students. The after school program is available to at-risk students in the district by invitation based on academic need. ELL students are invited to the program based on a combination of W-APT scores, MAP scores, ACCESS scores, grades, and teacher observation of perceived need for social emotional support.

District ELL teachers meet routinely with their general education co-teachers to facilitate planning and collaboration to meet ELL students' needs. ELL teachers are also included in vertical team meetings, and have regularly scheduled conference times available to their fellow faculty members in which to communicate and plan for ELL students. These same teachers help facilitate ELL student access to extra curricular activities, course electives, and interpreters by acting as school/community liaisons; meeting with families, translating for school events, and encouraging school participation for all family members.

#### **IV. Evaluation/Assessment of Program and Students:**

The District ELL Vertical Team and Department of Special Services administrators review the program goals and resources. The District ELL Vertical Team meets twice monthly during the school year to review data to determine individual students' progress toward meeting department goals as well as personal goals as outlined on their Individualized Academic Plans (IAPs).

District ELL staff are held to the same standards and evaluated in the same manner as other personnel in the district. ELL personnel are on the same pay scales as all other certified and classified staff in the district. Camdenon R-III School District School Board Policy #GCN (Appendix F) governs evaluation of professional staff.

ELL team and personnel goals are in line with district goals which are directly aligned with state standards and with ELL WIDA expectations. The ELL Vertical Team goal is the same as it is for all students in the district: To either meet or exceed the state target for proficiency in communication arts state standardized testing or to have a 10% or greater gain in proficiency. (See Appendix G) In addition, the District ELL Vertical Team keeps data on general education communication arts and mathematics common assessment scores to track ELL student progress. The team also administers team generated ELL common assessment pre-tests and post-tests to track ELL student language acquisition to monitor progress on essential ELL grade level expectations, W-APT/ACCESS scores, and state and district standardized test scores.

Longitudinal data regarding demographics, placement, and assessment is collected and maintained by the District Vertical ELL team and kept in the Department of Special Services office. Data is kept on all students who receive ELL services from the screening through two years of monitoring after dismissal from receiving direct services. Monitoring forms are used by ELL personnel to track monitored students (See Appendix C-1 & C-2). In addition to scoring a 5 or higher on W-APT or ACCESS, student grades, common assessment scores, state and district standardized test scores, and teacher interviews regarding emotional/social adjustment are reviewed prior to dismissal from services.

Data is routinely analyzed to identify program effectiveness and areas that require improvement. Pre and post tests on essential ELL expectations guide instruction and identify the most effective teaching strategies and interventions. The longitudinal data collected and maintained by the District ELL Vertical Team will be analyzed and used to formulate annual goals and plans for further progress and improvement.

Once a student is identified as eligible for ELL programming and parent permission for placement is obtained, an Individualized Academic Plan (IAP) is developed. At least one District ELL teacher and other general education teachers working directly with the student, collaborate to create an IAP. The IAP outlines programming recommendations for students on an individual basis and contains measurable individual goals toward progressing in learning English, attaining English proficiency, and/or making state required annual yearly progress (AYP).

IAPs are reviewed annually with ELL parents. Parents have a right to decline any program changes. If a parent declines ELL programming, the district still must provide a different form of ESL services. Parent notices and information will be translated verbally or in writing into a language the parents can understand. In addition, an interpreter will be provided to assist parents in communicating with school staff and at IAP meetings to discuss the student's programming and progress in attaining English proficiency. Any staff member who works with an ELL student, a parent, or the student may request an IAP meeting at any time to address student needs.

For students currently enrolled in school, parents shall be notified of their child's ELL programming annually using the district IAP form (See Appendix H) and the Parent Notification and Consent Form (See Appendix B).

All IAPs and other ELL forms are maintained for documentation in the student's file in the Department of Special Services Administrative Office.

Individual student instruction is modified (essential outcomes are at a lower level and/or fewer outcomes are required than are required of the student's same age peers) or accommodated (essential outcomes required are the same as those required from their same age peers, but content, product and/or process may differ) as necessary. The supports to be provided will change as language proficiency increases. For example, students who score a 1 or 2 on the W-APT will receive modified instruction/work and students who score a 3 or a 4 will receive accommodations as needed. The kinds of support required for one subject may be different from the kinds of support required for other subjects. Additionally, students may not require support in all subject areas at any given time. When making program decisions the District ELL Vertical Team uses current and historical qualitative and quantitative data including:

- W-APT test scores for ELLs new to our district
- ACCESS 2.0
- District-approved Curriculum Based Measurements
- Assessments of general and emotional readiness, as measured by daily classroom performance, attendance, behavior, and mastery of basic learning strategies
- Educational Background
- Classroom grades and academic performance
- Missouri Assessment Program (MAP) and End of Course Exam (EOC) scores

A language minority student (a student whose first language is not English) who is experiencing classroom difficulties may be tested for English language proficiency at any time during the school year. Test results will be reviewed by the District ELL Vertical Team and Department of Special Services administrators, and recommendations will be made.

All students receiving direct ELL services and those who are being monitored are tested annually with the ACCESS test. They also follow the district assessment schedule for all general education students. These scores, student grades, parent interviews and recommendations, and teacher interviews and recommendations are all taken into account when determining ELL student programming and services.

A score of 5 or higher on the ACCESS, academic grades, ELL teacher recommendations, and general education teacher recommendations may exit a student from receiving direct

services. Students who are dismissed from receiving direct ELL instructional services are monitored for 2 years before completely exiting the program. Students who have exited the program can be referred back to the program by an ELL teacher, a general education teacher, the student, or their parents. When a referral is made, the student will be reassessed to see what type of services, if any, are needed.

## **V. Maintenance of Records**

Records concerning identification results, potential ELL status, referral for language proficiency screening assessments, other referral requests, assessment results, and decisions regarding qualification, placement and instructional time are maintained in the Department of Special Services Administrative Office by the District ELL Vertical Team.

## **VI. Parent Communication**

Communication between the parents of all students, including ELL students, and the school district is maintained in a variety of ways. Our school website is open to all parents, and translation into various languages is available through a link on the site. School notifications, calendars, and notices for special meetings and events are either translated into a language the parents can read or a phone call is made to the family in a language that they are able to understand. Currently, we routinely have calls translated into languages identified through IAPs for parents who need translation and transmitted via School Reach or we enlist family and community members to make phone calls in languages that are less prevalent when parents need to be informed of activities in the district. Members of our District ELL Vertical Team and office personnel throughout the district let parents know that they may ask for an interpreter at any time, and every attempt is made to find a person who speaks a language the family can understand. A list of available interpreters in the district and in the community is kept by ELL personnel and maintained in the District Special Services Administrative Office.

District ELL personnel keep contact logs to track home visits and contact with ELL student family members. ELL personnel participate in parent-teacher conferences, interpret for teacher meetings, translate school notices, and conduct their own parent meetings. Sign in sheets and agendas for parent meetings are housed in the District Special Services Administrative Office.

When available the district offers an after-school program which has adult ELL classes available to any ELL student's family members who wish to attend with no cost to them. This class meets 2 nights a week during the regularly scheduled after school program hours. This program focuses on teaching adult English language learners functional English as well as reading and math skills needed to assist them in being successful in the community. This program is beneficial in building trust between members of the ELL community and the school, and it has contributed to greater numbers of ELL students participating in extra-curricular and special school activities.

## **VI. Additional Services**

ELLs may have multiple exceptionalities, such as being intellectually gifted or have a learning disability, like any other student. Limited English proficiency is not a disability and is not covered by IDEA or Missouri special education regulations. ELLs should not be placed in any special education program unless exceptionality is well-documented including assessment of a student's native language skills. To assist in determining the appropriateness

of a referral to special education or gifted and talented programs, the district's established pre-referral process for Special Services will be followed, independent of the ELL identification. The process documents approaches utilized to provide positive supports for student's learning.

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# Camdenton R-III School District Student Home & Language Survey

Student Name:			
MOSIS#		Birthdate:	
School:	<input type="checkbox"/> DW	<input type="checkbox"/> HE	<input type="checkbox"/> HD <input type="checkbox"/> OB <input type="checkbox"/> OR <input type="checkbox"/> MS <input type="checkbox"/> HS
Grade:		Teacher:	

If applicable, date of arrival in the United States: \_\_\_\_\_

**Relationship to student:**

Mother     Father     Guardian     Other (Specify) \_\_\_\_\_

1. What language(s) did your child use when he/she first began to talk? \_\_\_\_\_

2. What language(s) does your child speak with you at home? \_\_\_\_\_

3. Did your student ever receive English as a Second Language instruction?     Yes     No

4. Is a language other than English spoken at home by a parent, sibling, or this child?     Yes     No

**If YES, please complete questions 5-7, if NO, proceed to question 8.**

5. What is the language? \_\_\_\_\_

6. Who in the home communicates in this language? (Please respond to each statement)

a. This child	<input type="checkbox"/> Always	<input type="checkbox"/> Usually	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
b. Mother/Guardian	<input type="checkbox"/> Always	<input type="checkbox"/> Usually	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
c. Father/Guardian	<input type="checkbox"/> Always	<input type="checkbox"/> Usually	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
d. Sisters and Brothers	<input type="checkbox"/> Always	<input type="checkbox"/> Usually	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
e. Others living in the home	<input type="checkbox"/> Always	<input type="checkbox"/> Usually	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never

7. **This Child:** (Please respond to all statements)

Understands and speaks English fluently	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Needs help in speaking English	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reads in English	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Needs help in reading English	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Writes in English	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Needs help in writing English	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Needs help in understanding English	<input type="checkbox"/> Yes	<input type="checkbox"/> No		<input type="checkbox"/> Yes	<input type="checkbox"/> No

Did this child experience any problem or difficulty in learning to speak, read or write in his/her first language?

Yes     No    If Yes, please explain: \_\_\_\_\_

*Parents: The information on this form will assist us in meeting your child's needs. Based on the information given, we may need to assess your child for appropriate support as an English language learner using the state approved assessment tool (W-APT). This is done to ensure that your child's rights are protected. By signing below, you acknowledge that your child will be tested if a second language is indicated.*

8. Did you or your family move within the last three years (36 months)?     Yes     No

9. Was the primary purpose of your move to seek temporary or seasonal agricultural work?     Yes     No

Examples: Farming, irrigating, ranching, food processing, poultry and eggs, meat and food packing plant, feedlots, orchards, tree processing/forestry, preserved and canned foods, dairy or dairy products, planting, hoeing, harvesting, vegetable and fruit seeds, green houses, and other activities related to agriculture and fishing.

10. Do you or anyone in your family have prior history of moving to preform temporary or seasonal agricultural work?

Yes     No

*If any of the answers to numbers 8, 9 and 10 are "Yes," please contact the Department of Special Services Office.*

11. Are you sharing the housing of other persons due to the loss of housing, economic hardship or similar reason?

Yes     No

12. Are you currently residing in a hotel, motel, car or at a camp-site because home has been damaged or because of economic reasons?     Yes     No

13. Are you currently residing in shelter?     Yes     No

14. Are you currently living in a temporary housing arrangement due to economic hardship?     Yes     No

**Parent/Guardian Name**

**(Print):** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Camdenton R-III School District  
 Parent/Guardian Notification and Consent Form for English  
 Language Learners (ELL)

ELL Teacher's Name: \_\_\_\_\_ School: DW HE HD OB OR MS HS

School Year and Date: \_\_\_\_\_ Grade: \_\_\_\_\_

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

Background Information: Under Federal law Title III of the No Child Left Behind Act of 2001, Camdenton R-III School District is required to identify language minority students, to assess progress in English, and to provide eligible children with services that would increase their English proficiency and their academic achievement. To comply with this law, your child has been identified and assessed. The following are the results of the assessment conducted to determine whether your child is eligible for ELL service.

**Assessment Tools:**

W-APT™ [WIDA (World-Class Instructional Design & Assessment)-ACCESS Placement Test]

Literacy		Oral		Overall		Range	Grade Level
Reading		Speaking		Literacy		1-6	
Writing		Listening		Oral		1-6	
Literacy CPL		Oral CPL		Overall CPL		1-6	

\*CPL: Composite Proficiency Levels

Eligibility Information: According to the assessment results and additional considerations above, your child  IS or  IS NOT ELIGIBLE to receive services through the ELL program. If eligible, the Camdenton R-III highly recommends your child to participate in the program below:

Program Name	Program Summary
<input type="checkbox"/> Structured ESOL Immersion	The language of the classroom is English. The teacher relies on the students' native language for explaining and elaborating on key skills and concepts.
<input type="checkbox"/> Content Based ESOL	Focuses on delivering curriculum content through English in such a way as to make the content understandable to English language learners.
<input type="checkbox"/> Pull Out ESOL	Periodically remove, or pull out, LEP students from the classroom.
<input type="checkbox"/> Sheltered Classrooms	A classroom where only LEP students are taught. Students are taught the same curriculum as their peers, but the teacher can employ techniques designed to help make the content understandable to them.
<input type="checkbox"/> Newcomer Class	All new students will come to a single classroom for assessment and initial English instruction.
<input type="checkbox"/> Resource (Tutoring) Classrooms	Students drop in to discuss readings, complete tests, work on projects or do individualized units of coursework.
<input type="checkbox"/> Monitor	Students are in the general education classes all day long. The ELL teacher routinely checks with the teachers regarding progress and achievement.

I have reviewed this form and understand the ESL program set for my child.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_ APPENDIX B

**Camdenton R-III School District**  
**ELL Monitoring Form-Elementary**  
 For Students Being Considered or currently on  
 “monitor status”

Name:	School:
School Year:            Quarter:	Date:
ELL Exit Date (if applicable)	Grade:                            DOB:

Please attach the student’s most recent grade card and provide any relevant comments regarding the student’s skills and performance in the following subjects.

Subject:	Comments:
Reading	
Communication Arts	
Math	
Social Studies	
Science	

If the student is receiving active ELL services, is it your opinion that the student is ready to end ELL services and be placed on monitor status for two years?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

Please send a copy of the grade card and this form via interoffice mail to the student’s ELL teacher at the Department of Special Services Administration Office in Dogwood Elementary.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Camdenton R-III School District

## ELL Monitoring Form-Secondary

**Give to core subject area teachers only for students being considered or currently on “monitor status”.**

Name:	School:
School Year:                  Quarter:	Date:
ELL Exit Date (if applicable)	Grade:                          DOB:

Please attach the student’s most recent grade card and provide any relevant comments regarding the student’s skills and performance in your class.

Subject Area:	Comments:

### Study Habits/Homework

Mark one response for each question

Always    Sometimes    Seldom    Never

1. The student completes homework assignments:    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_
2. The student had good study habits:    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_
3. The student turns in homework on time:    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_
4. The student is attentive in class (on task)    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

If the student is receiving active ELL services, is it your opinion that the student is ready to end ELL services and be placed on monitor status for two years?

\_\_\_\_\_ Yes                  \_\_\_\_\_ No

Please send a copy of the grade card and this form via interoffice mail to the student’s ELL teacher at the Department of Special Services Administration Office in Dogwood Elementary.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**TITLE:** ENGLISH LANGUAGE LEARNERS (ELL) TEACHER

**QUALIFICATIONS:**

1. Bachelor's Degree with certification for ELL
2. Experience with ELL or Bilingual Program desired
3. Ability to speak English fluently
4. Ability to speak languages other than English desired

**REPORTS TO:** Director of Interventions

**JOB GOAL:** To teach, motivate, assist, and support students who are English Language Learners (ELL) in their progress towards meeting statewide expectations for all students.

**PERFORMANCE RESPONSIBILITIES:**

1. Provide an individualized for program for students with English as a second language.
2. Provide instruction using effective strategies based on developmentally appropriate, constructivist theory to develop English literacy and comprehension skills.
3. Provide experiences and materials that will acquaint students with cultural content that will enable them to be productive participants in our society.
4. Conduct on-going assessment of ELL student progress and development.
5. Set realistic instructional/behavioral goals based on assessment data.
6. Administer district and state assessment tests according to Department of Elementary and Secondary Education and district requirements (W-APT, ACCESS, MAP and Terra Nova).
7. Coordinate with classroom teachers to assure that the ELL program is integrated into the district curriculum.
8. Provide support and suggestions to modify instructional curriculum and materials for teachers and parents.
9. Translate notes, letters, and forms between teachers and parents as all parties understand the content of the communications regarding field trips and other school activities.
10. Conduct parent/teacher conferences as appropriate.
11. Locate and provide individuals to translate in the appropriate language between parent and teacher for various school functions, instructional curriculum and materials for teachers and parents.
12. Perform other duties and functions as requested by the building and special service administrator.
13. Assist Special Services administrator with data collection procedures, such as demographic information, child count, and census.
14. Complete other duties as assigned.

**TERMS OF EMPLOYMENT:** Standard teacher contract with salary and work year to be established by the board of education. Sick leave will be allowed as provided in Board of Education Policy CMB.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Certified Personnel.

**TITLE:** **PARA-PROFESSIONAL ENGLISH LANGUAGE LEARNERS (ELL)**

**QUALIFICATIONS:**

1. Minimum of 60 college credit hours
2. Experience with ELL or Bilingual Program desired
3. Fluent with English language.
4. Ability to speak languages other than English desired

**REPORTS TO:** ELL Teacher/Director of Interventions

**JOB GOAL:** To motivate, assist, and support students who are English Language Learners (ELL) in their progress toward meeting statewide expectations for all students.

**PERFORMANCE RESPONSIBILITIES:**

1. Assist ELL Teacher with enrollment of students who are English Language Learners.
2. Assist ELL Teacher in the preparation of teachers and classmates prior to the arrival of a new student who is ELL qualified.
3. Assist students who are ELL in the district with class schedules and transitions.
4. Assist ELL Teacher in locating translators in students' home language to facilitate communication between parents and school staff during enrollment, parent-teacher conferences, and other school activities.
5. Attend parent-teacher conferences, meetings, and other activities for translating purposes. Provide written translations of communication between school staff and parents.
6. Assist school staff members (including nursing staff, administrators, Parents as Teachers staff, and faculty) in contacting Spanish-speaking parents and in communicating with parents and students.
7. Assist Project Pass Coordinator with translations regarding the Pass Program.
8. Assist ELL Teacher in the administration and scoring of assessments required by law.
9. Assist ELL Teacher in the instruction and support of students who are English Language Learners.
10. Assist ELL Teacher with data collection procedures, such as demographic information, child count, and census.
11. Assist in collecting and providing objective, accurate information to professionals.
12. Collaborate with stakeholders as directed.
13. Foster respectful and beneficial relationships.
14. Participate as directed in conferences as a member of the educational team.
15. Function in a manner that demonstrates a positive regard for the distinctions between roles and responsibilities of para-educators and those of professionals.
16. Demonstrate sensitivity to the diversity of individuals and families.
17. Use strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives.
18. Assist in adapting instructional strategies and materials as directed.
19. Use strategies as directed to facilitate effective integration into various settings.
20. Use strategies as directed to increase the individual's independence and confidence.
21. Establish and maintain rapport with learners.
22. Assist with the implementation of accommodations through the administration of state and district-wide assessments.
23. Perform responsibilities as directed in a manner consistent with laws and policies.
24. Follow instructions of the professional.
25. Demonstrate problem-solving, flexible thinking, conflict management techniques, and analysis of personal strengths and preferences.
26. Demonstrate commitment to assisting learners in achieving their highest potential.
27. Engage in activities to increase one's own knowledge and skills.
28. Perform other duties and responsibilities as assigned.

**TERMS OF EMPLOYMENT:** Work days, hours and salary as specified in district memo. A thirty-minute lunch period is not included in the seven-hour workday.

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Classified Personnel. Appendix D-2

ELL textbooks

Class	Textbook/Title	Author	Publisher	Date	Related Materials
ELL 1 Beginners	High Points The Basics	Alfredo Schifini Deborah Short Josefina Villamil Tinajero	Hampton Brown	2001	Assessment Handbook Language Practice Handbook Reading Practice Handbook Teacher's Resource Book Diagnosis/Placement Inventory Reading Basics Instructional Overheads The Basics Bookshelf (18 theme books)
ELL 1 Beginners	The Oxford Picture Dictionary for the Content Area	Dorothy Kauffman John Rosenthal Marilyn Rosenthal Gary Apple	Oxford University Press	2000	Picture Dictionary Workbook The Word and Picture Card Book The Content Reading Book The Worksheet Book The Content Chants Cassettes
ELL 1 Beginners	Classroom Teacher's ESL Survival Kit 1	Elizabeth Claire Judie Haynes	Prentice Hall Regents	1994	
ELL 1 Beginners	Classroom Teacher's ESL Survival Kit 2	Elizabeth Claire Judie Haynes	Prentice Hall Regents	1995	
ELL 2 Low Intermediates	High Points Encore Level A	Alfredo Schifini Deborah Short Josefina Villamil Tinajero	Hampton Brown	2001	Assessment Handbook Language Practice Handbook Grammar Practice Handbook Teacher's Resource Book Diagnosis/Placement Inventory In Zone Books Knights of the Round Table Any Small Goodness Sadako and 1000 Paper Cranes Pearl Harbor is Burning

Class	Textbook/Title	Author	Publisher	Date	Related Materials
ELL 3 Intermediates	High Points Encore Level B	Alfredo Schifini Deborah Short Josefina Villamil Tinajero	Hampton Brown	2001	Assessment Handbook Language Practice Handbook Grammar Practice Handbook Teacher's Resource Book Diagnosis/Placement Inventory In Zone Books Rosa Parks Surviving Hitler
ELL 4 High Intermediates	High Points Level C	Alfredo Schifini Deborah Short Josefina Villamil Tinajero	Hampton Brown	2001	Assessment Handbook Language Practice Handbook Grammar Practice Handbook Teacher's Resource Book Diagnosis/Placement

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					Inventory In Zone Books Navajo Code Talkers Surviving Hitler
ELL Content Development	Navigators Regions of the United States	Laura Shallop	Benchmarks Education	2006 2008	The Pacific Northwest The Pacific Northwest Bridges
ELL Content Development	Navigators Regions of the United States	Sarah Glasscock	Benchmarks Education	2005 2007	The Southwest The Southwest Bridges
ELL Content Development	Navigators Regions of the United States	Sarah Glasscock	Benchmarks Education	2006 2008	The Western States The Western States Bridges

Appendix E

Class	Textbook/Title	Author	Publisher	Date	Related Materials
ELL Content Development	Navigators Regions of the United States	Ann Rossi	Benchmarks Education	2005 2007	The Southeast The Southeast Bridges
ELL Content Development	Navigators Regions of the United States	Stephanie Cohen	Benchmarks Education	2005 2007	The Northeast The Northeast Bridges
ELL Content Development	Navigators Regions of the United States	Julia Schaffer	Benchmarks Education	2006 2008	The Midwest The Midwest Bridges
ELL Content Development	Language, Literacy, & Vocabulary US History & Life	Kate Connell	National Geographic	2006	The Thirteen Colonies
ELL Content Development	Language, Literacy, & Vocabulary US History & Life	Francis Downey	National Geographic	2006	Road to Revolution
ELL Content Development	Language, Literacy, & Vocabulary US History & Life	Emily Laber	National Geographic	2006	Industry Changes America
ELL Content Development	Language, Literacy, & Vocabulary US History & Life	Reyna Eisensta rk	National Geographic	2006	Go West!
ELL Content Development	Theme Sets Shaping Earth's Surface	Nash Kramer	National Geographic	2005	Wind Water Ice Earthquakes and Volcanoes
ELL Content Development	English Explorers Theme: The Civil War	Margaret McNamara	Benchmark	2006	The North and the South The Battle of Gettysburg The Underground Railroad

ELL Content Development	Navigators Early Explorers	Steven Otfinoski	Benchmarks Education	2005 2007	The Voyages of Christopher Columbus The Voyages of Christopher Columbus/Bridges
ELL Content Development	Navigators Early Explorers	Michael Sandler	Benchmarks Education	2005 2007	Explorers of the Americas Explorers of the Americas/Bridges
ELL Content Development	Navigators Early Explorers	Steven Otfinoski	Benchmarks Education	2005 2007	Native Americans at the Time of the Explorers Native Americans at the Time of the Explorers/Bridges
ELL Content Development	Navigators The American Revolution	Joaquin Carr	Benchmarks Education	2005	The American Revolution
ELL Content Development	Navigators The American Revolution	Victoria Rushworth	Benchmarks Education	2005	Battles of the American Revolution Saratoga
ELL Content Development	Navigators The American Revolution	Steven Otfinoski	Benchmarks Education	2005	People of the American Revolution
ELL Content Development	Navigators The Constitution	Gare Thompson	Benchmarks Education	2006 2008	Shaping the Constitution Shaping the Constitution/Bridges
ELL Content Development	Navigators The Constitution	Eric Oatman	Benchmarks Education	2006 2008	Amending the Constitution Amending the Constitution/Bridges
ELL Content Development	Navigators The Constitution	Daniel Rosen	Benchmarks Education	2006 2008	Dred Scott and the Supreme Court Dred Scott and the Supreme Court
Class	Textbook/Title	Author	Publisher	Date	Related Materials
ELL Content Development	Navigators Water and Weather	George Capaccico	Benchmarks Education	2005	Tsunamis
ELL Content Development	Navigators Water and Weather	Michael Sandler	Benchmarks Education	2005	Catastrophic Storms
ELL Content Development	Navigators Water and Weather	E. C. Hill	Benchmarks Education	2005	Earth: The Water Planet
ELL Content Development	Navigators The Human Body	Barbara A. Donovan	Benchmarks Education	2005	Body systems; The Respiratory and Circulatory Systems
ELL Content Development	Navigators The Human Body	Gary Rushworth	Benchmarks Education	2005	Body systems; Skeletal and Muscular
ELL Content Development	Navigators The Human Body	Gary Rushworth	Benchmarks Education	2005	Body systems; Human Cells



## EVALUATION OF PROFESSIONAL STAFF

The Board requires a program of comprehensive, performance-based evaluations for each professional staff member it employs in order to ensure high-quality staff performance that improves student achievement and enhances the instructional programs of the district. The evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability.

The primary purpose of a performance-based evaluation is to facilitate and improve employee performance and instruction to enhance student learning. An effective evaluation system should identify areas of teaching/administrative strength and weakness and provide direction for maintaining and improving teacher/administrator skills through professional staff development activities. The secondary purpose is to determine whether performance meets the degree of competency required for continued employment.

Probationary and tenured teachers are minimally expected to perform at the expectation level on all criteria on the district's performance-based evaluation instrument. Failure to maintain this level of performance is a ground for nonrenewal for probationary teachers.

The procedures and instruments for professional staff evaluation will be developed by the administration, in consultation with the district's professional staff, and will be approved by the Board. Teacher evaluation instruments must minimally reflect the standards listed in this policy. One (1) copy of the completed evaluation form shall be given to the staff member concerned, one (1) copy filed in the employee's personnel file at the office of the Board of Education and one (1) copy retained by the appropriate administrator/evaluator.

### Teaching Standards

All teachers in the Camdenton R-III School District shall:

1. Be knowledgeable of the content and prepared for instruction.
2. Keep current on instructional knowledge and explore changes in teaching behaviors that will improve student performance.
3. Promote active student participation in the learning process and ensure that all students have success.
4. Use various forms of assessment to monitor and manage student learning.
5. Communicate and interact with the community in a professional manner.
6. Effectively maintain student time on task.
7. Act as a responsible professional in carrying out the mission of the district.

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**Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.**

Adopted: 08/08/1994

Revised: 06/12/2000; 06/16/2010

MSIP Refs: 6.5.2

Legal Refs: §§ 161.380, 168.123, .410, RSMo.

Camdenton R-III School District, Camdenton, Missouri

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## CAMDENTON R-III STRATEGIC PLANNING FORM - ELL

2015-2020 Camdenon R-III Strategic Planning Template

Building Name \_\_\_\_\_

Year \_\_\_\_\_

Component	Code	Description	District/Program Level Plan	Building/Team Level Plan	Building Results
Goal	<b>I</b>				
Objective	<b>A</b>				
Persons Responsible					
Progress Measures					
Strategy 1	<b>1</b>				
Action Steps (Motivation)	<b>M</b>	1.	1.		
Action Steps (Engagement)	<b>E</b>	➤			
Strategy 2	<b>2</b>				
Action Steps (Literacy)	<b>L</b>	1.	1.		
Action Steps (Unique Programming)	<b>U</b>	1.	1.		
Action Steps (Mathematics)	<b>M</b>	➤			
Strategy 3	<b>3</b>				
Action Steps		1.	1.		

APPENDIX G

**CAMDENTON R-III SCHOOL DISTRICT**

**English Language Learner Individualized Academic Plan (IAP) for:**

IAP Meeting Date:      Date of Birth:      Grade:      School Year: 2015/2016      **CONFIDENTIAL**

School:      Age:

Primary language in the home:      Country of ethnicity:      Country of birth:

Parents require translation in native language: mom  yes  no      dad  yes  no

**Student Data:**

**Teacher observations and input about the student (current):**

**Initial ESL Placement Test: W-APT™**

Date:

Literacy		Oral		Overall		Range	Grade Adjusted CPL
Reading		Speaking		Literacy		1-6	
Writing		Listening		Oral		1-6	
Literacy CPL		Oral CPL		Overall CPL		1-6	

\*CPL: Composite Proficiency Levels

**Most Current ACCESS for ELLs® English Language Proficiency Test: Date:**

Test Section	Prof Level	Test Section	Prof Level	Other Information (Test Section is Blank – If student was absent for this Section of the test)
Listening		Oral Language (A)		A – Oral Language = 50% Listening + 50% Speaking
Speaking		Literacy (B)		B – Literacy = 50% Reading + 50% Writing
Reading		Comprehension (C)		C – Comprehension = 70% Reading + 30% Listening
Writing		Overall Score (D)		D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking
Proficiency Level		Description of English Language Proficiency Levels		
1 – Entering		Knows and uses minimal social language and minimal academic language with visual support		
2 – Beginning		Knows and uses some social English and general academic language with visual support		
3 – Developing		Knows and uses social English and some specific technical academic language		
4 – Expanding		Knows and uses social English and some technical academic language		
5 – Bridging		Knows and uses social and academic language working with grade level material		
6 – Reaching		Knows and uses social and academic language at the highest level measured by this test		

**Post-secondary Transition: (8<sup>th</sup> grade and above)**

Post-secondary Goal:  employment  trade school  2 year college  4 year college

Area of interest: (add career paths)

**Student will move to next grade / graduate through:**

full credit  ELL Modifications  Pass/ Fail

**Type of ELL Service being provided for this student:**

Program Name (put minutes in box of service provided)	Program Summary
<input type="checkbox"/> Structured ESOL Immersion (      minutes)	The language of the classroom is English. The teacher relies on the students' native language for explaining and elaborating on key skills and concepts.
<input type="checkbox"/> Content Based ESOL (      minutes)	Focuses on delivering curriculum content through English in such a way as to make the content understandable to English language learners.

<input type="checkbox"/> Pull Out ESOL ( minutes)	Periodically remove, or pull out, LEP students from the classroom.
<input type="checkbox"/> Newcomer Class ( minutes)	All new students will come to a single classroom for assessment and initial English instruction.
<input type="checkbox"/> Resource Classrooms ( minutes)	Students attend class to discuss readings, complete tests, work on projects or do individualized units of coursework.

<b>State Accommodations MAP or EOC Assessments</b>	Comm. Arts	Math, Social Studies, and Science
<b>Administration Accommodation</b>		
04 Oral reading of assessment (not permissible for communication arts)	<input type="checkbox"/>	<input type="checkbox"/>
11 Oral reading in native language	<input type="checkbox"/>	<input type="checkbox"/>
<b>Timing Accommodations</b>		
20 Extended time allotted to complete Terra Nova survey	<input type="checkbox"/>	<input type="checkbox"/>
21 Administer test using more than allotted periods	<input type="checkbox"/>	<input type="checkbox"/>
22 Other: Specify	<input type="checkbox"/>	<input type="checkbox"/>
<b>Response Accommodations</b>		
35 Use of scribe to record student response in test booklet	<input type="checkbox"/>	<input type="checkbox"/>
Oral Response	<input type="checkbox"/>	<input type="checkbox"/>
43 Use of bilingual dictionary (not permissible for communication arts)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Setting Accommodations</b>		
50 Testing individually	<input type="checkbox"/>	<input type="checkbox"/>
51 Testing in small groups	<input type="checkbox"/>	<input type="checkbox"/>
53 Other: Specify	<input type="checkbox"/>	<input type="checkbox"/>

<b>District-Wide Assessment Accommodations (list test here)</b>	Accommodations needed for the student to participate in this assessment are:
1.	
2.	