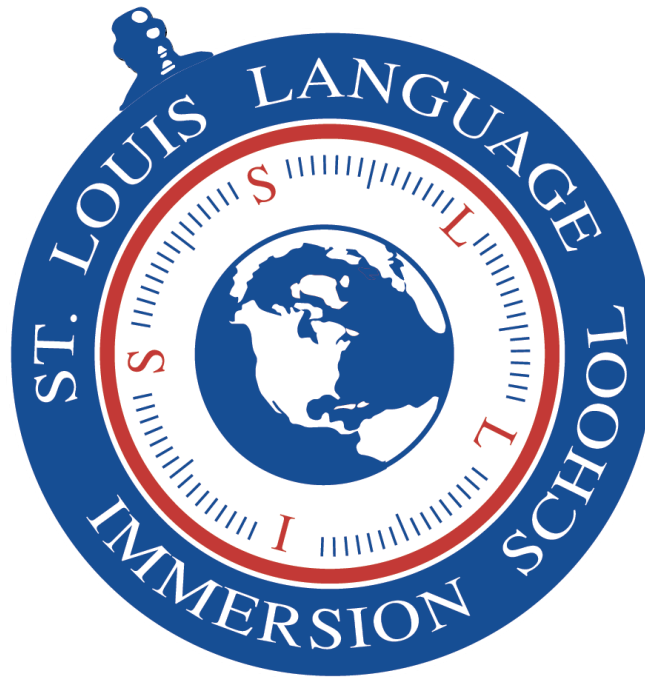


St. Louis Language Immersion School Procedural Handbook



**Language Instruction
for Limited English Proficient and
Immigrant Students**

St. Louis Language Immersion School Services for LEP Students

The Board of Directors per **Board Policy 3010** recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Identifying students who are English language learners (ELL) and ensuring them equal access to appropriate programs are the first steps to improving their academic achievement levels.

Definitions

Language Minority (LM) - Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's language background and not on proficiency.

Limited English Proficiency (LEP) - Refers to proficiency in reading, writing, listening or speaking English that is below grade – and age-level peers. Limited English proficiency is based on the assessment of the student's English language proficiency.

English Language Learner- Refers to a Language Minority student with limited English proficiency.

English for Speakers of Other Languages (ESOL) - Refers to instructional approach that can include structured ESOL immersion, content-based ESOL and pull-out ESOL instruction.

1. Structured ESOL immersion involves a bilingual teacher and a self contained teacher.
2. Content-based ESOL allows the student to remain in the regular classroom and focuses on delivering content in an adapted English format.
3. Pull-out ESOL periodically removes the students from the regular classroom for instruction is English.

Bilingual Education- An instructional approach that explicitly includes the student's native language during instruction. This approach requires an instructor fluent in the student's native language and proficient in the content areas. Bilingual Education is often used where many ELL students share the same language and where qualified bilingual teachers are available.

Child - Any individual 3-21 years of age.

Parent - Parent, legal guardian or person otherwise responsible for the child.

Language Instruction Education Program- An instructional course in which an ELL child is placed for the purpose of developing and attaining English proficiency while meeting state academic achievement standards as required by law. The program may make instructional use of both English and a child's native language and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

It is the policy of the St. Louis Language Immersion School to comply with all federal and state laws prohibiting discrimination against students on the basis of all civil categories.

A Language Assessment Committee that will consist of an administrator, classroom teacher, ESL teacher, and a parent or guardian if possible. Appropriate support staff, such as a guidance counselor, will be included when they are involved in the student's program.

The responsibilities of the **Language Assessment Committee** include:

1. Identify Limited English Proficient (LEP) students.
2. Develop an appropriate and effective language support program that assure LEP students will achieve the Grade Level Expectations.
3. Monitor student progress on an on-going basis.
4. Notify parents or guardians of all decisions (in a language they comprehend) and their right to appeal their child's participation in an ESL program.
5. Determine when the LEP student meets exit requirements from ESL.
6. Make recommendations for programming for the next school year.

Screening: all newly enrolled students (including transfers) will be initially screened for subsequent assessment through the Home Language Survey during the enrollment process.

If a student has been previously identified as Limited English Proficient, screening is not required, although English Proficiency assessment is required annually in all communicative domains.

Assessment of English Language Proficiency and Academic Skills

Within ten school days of initial screening by the Home Language Survey, possible LEP students will be assessed for level of English Language Proficiency:

1. Consultation with classroom teacher where appropriate.
2. Anecdotal information from student, family and/or sponsors
3. Oral and written assessment of English
4. One or more of the following will be used: LAS-Links, Placement Screener, Interview, Informal Reading Inventory, Writing sample

Grade Level Placement

A language minority student will not be assigned to permanent grade-level placement before pertinent background information about the child has been reviewed. That information would include, at a minimum:

- The child's chronological age
- The child's educational background
- The child's English language proficiency level
- The child's academic performance

Retention for language minority students is rarely advisable. When barriers other than language are present retention may be appropriate. It is expected that a language minority-LEP child will not be performing on grade level until he/she has had the opportunity to acquire the English skills and content necessary for success.

Graduation and Credits

The St. Louis Language Immersion School will follow the Missouri State Plan for graduation and allow credit to students who transfer in from another state, country, or home school environment per policy or statute. This policy states:

Transfer students from another state or country or home school may graduated upon successful completion of an individualized program of studies which school officials, parents, and students agree will prepare the student for post-high school goals, even though the program of studies may not include 24 units of credit as defined in Missouri. Seniors transferring from other state or countries may be graduated without meeting the requirements of Section 170.011 (DESE 3341-53 1/07)

Programs

All students will be enrolled in mainstream programs to the maximum extent possible and integrated into regular activities. The regular education teacher will share in the responsibility of programming for ESL students in collaboration with the ESL teacher. Appropriate instructional material along with modification in the regular classroom setting will be afforded to each ESL student. The St. Louis Language Immersion School will follow as closely as possible the recommended student/teacher ratios and suggested instructional minutes provided by the Missouri Migrant Education and English Language learning (MELL) Program instructional specialists. These are not mandated by state or federal regulations.

Criteria for exiting students from ESL Programs/Services

The St. Louis Language Immersion School will use a multiple-criterion approach to exiting students from ESL Programs/Services. This determination, also known as “reclassification” will be made by assessing proficiency in not only in the English language, but also by the student’s mastery of grade level content material. The LAS Links Screener and Assessment will be used to assess Language Proficiency. At the elementary level, the program Language for Learning will also provide information to address Language Proficiency. A student’s grade level content mastery will be assessed using a variety of instructional data. These include but are not limited to: 1) Grades, 2) MAP Test Scores, 3) Standardized test scores, 4) Teacher observation and input, and 5) Parent input.

St. Louis Language Immersion School Suggested Instructional Time and Ratio for Missouri ESL Programs

The student/teacher ratios per grade level and English proficiency level and their corresponding instructional minutes are suggested by the Missouri Migrant Education and English Language Learning (MELL) program instructional specialists. It is not mandated by federal or state regulation.

Instructional time

Elementary (Grades k-1)

- **Newcomers and Basic Beginner:** Minimum 150 minutes a week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 10-1.
- **Beginner and Low:** Minimum of 75 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 15-1.
- **High Intermediate and Advanced:** 45 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 22-1.

Elementary (Grades 2-3)

- **Newcomers and Basic Beginner:** Minimum 300 minutes a week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 10-1.
- **Beginner and Low:** Minimum of 150 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 15-1.
- **High Intermediate and Advanced:** 90 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 22-1.

Intermediate and Middle Grades (4-8)

- **Newcomers and Basic Beginner:** Minimum 600 minutes a week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 10-1.
- **Beginner and Low:** Minimum of 420 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 15-1.
- **High Intermediate and Advanced:** 300 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 22-1.

St. Louis Language Immersion School

EXIT CRITERIA FOR LIMITED ENGLISH PROFICIENT STUDENTS IN MISSOURI

Preface: School districts should use multiple criteria to determine when Limited English Proficient (LEP) students or English Language learners (ELLs) are ready to exit ESL or bilingual programs.

“This determination, also called ‘reclassification’, needs to be based on assessment of both English language proficiency and subject-area knowledge...About the only thing that should not be a part of the decision to transition a student is time. (Educating Linguistically Diverse Students: Requirements and Practices, DESE publication, Ch. 6 page 25 at <http://www.dese.mo.gov/divimprove/fedprog/discretionarygrants/bilingual-esol/EducatingLinguisticallyDiverseStudentsDraft.pdf>).

Criteria: A district should choose multiple criteria from each of the following categories. ELLs should be performing at grade-level or proficient standards on each of the criteria chosen in order to exit the ESL program. When deciding if a student is ready to exit the program, the district committee, not an individual, should review the criteria and make the decision.

Language Proficiency Subject-Area Knowledge

A Standardized Language * Map Test Proficiency Test Score for all Four Language Domains

Standardized Reading Test Score * Grades Writing Portfolio and/or Rubrics * Documented Teacher Observation

Studies,

Rubric(s)

Of Academic Performance

* Standardized Test Scores * Portfolio of Math, Social

Science and communication Arts Tests and Other Classroom Assessments

* Oral Report/Presentation

* Writing Rubrics or Portfolio * I-Search or Research Paper or
Project

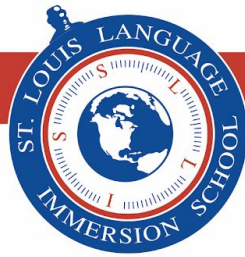
* Final Exams * Informal Recorded Assessments Students with no proficiency in English must
NOT be placed in short-term programs of only 1-3 years. In this study and all other
Home Language Survey/Student Enrollment

ELL Services Not an LM

Student

NO

St. Louis Language Immersion School District ESL Program Flowchart



St. Louis Language Immersion School

The mission of the St. Louis Language Immersion School, an innovative, diverse, socially-conscious, public charter school, is to develop empathetic, high-achieving, bilingual, globally-minded students by providing a rigorous academic foundation that fosters critical thinking and problem solving.

Date

Dear Parent/Guardian,

Title III of the No Child Left Behind Act of 2001 is a federal law requiring school districts to identify language minority students, to assess progress in English proficiency, and to provide eligible children with services that would increase their English proficiency and their academic achievement. The requirements include parental input to decide whether a child should participate in program(s) through which services are to be delivered. To comply with this law, the included form is being sent to request your consent in your child's participation in the program(s). Please complete and return this form by (Date).

If you have questions, please feel free to contact me at

Thank you very much for your cooperation.

Kate Brothers Special Services Director

St. Louis Language Immersion School Parental/Guardian Notification Form

| | | | |
|--|-------------------|--------------------|--------------------------|
| District Name | | | |
| Authorized Official Name | | Signature and Date | |
| Student First Name | Student Last Name | Grade | |
| Background Information: Under Title III of the No Child Left Behind Act of 2001, which is a federal law, our district is required to identify language minority students, to assess progress in English proficiency, 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 services. | | | |
| Assessment | Tested Domains | Student Score(s) | Expected or Cutoff Score |
| | Speaking | | |
| | Writing | | |
| | Listening | | |
| | Reading | | |
| | Comprehension | | |
| Additional Considerations | | | |

Eligibility Information: According to the assessment results and additional considerations above, your child is or is not eligible to receive services through the program(s) summarized below. Our district has researched and found the content of the program to increase language abilities and academic achievement. Therefore our district is highly recommending your child to participate in the program(s) listed below.

Notes: The summary of the program must include the method of instruction; how the program will meet the educational strengths and needs of the child; how it will specifically help the child learn English: explain exit requirements and how a disabled child's needs shall be met. Attach additional pages as needed.

| Program Name | Program Summary |
|---|-----------------|
| | |
| Other program(s) offered (attach as needed) | |
| Transitioning procedures | |

Parental Agreement: According to the law, as a parent of the child, you have the right to authorize or not to authorize our district to enroll your child in any of the programs listed above. In addition, you have the right to remove your child from any program(s) he or she is participating in at anytime.

Please circle yes or no

Yes, I would like my child to Participate in the program(s) below

No, I do not want my child to participate in the program(s) below

No, I would like to remove my child from the program(s) below

Signature

Signature

Signature

Print Full Name

Print Full Name

Print Full Name

Date

Date

Date

St. Louis Language Immersion School
LIMITED ENGLISH PROFICIENCY (LEP) STUDENT ACADEMIC PLAN

| | |
|---|--|
| Student Name | |
| Current Address | |
| Date of Birth | |
| Grade | |
| Teacher(s) | |
| Languages Spoken | |
| Primary Language Spoken | |
| Native Country | |
| Dialect | |
| Language Proficiency Test Procedures used | |
| Proficiency test scores | |
| Summary of current educational status | |
| Academic performance | |
| Behavior / social development | |
| Other | |

| | |
|------------------------|--|
| Special considerations | |
|------------------------|--|

| Strengths | Needs / Concerns |
|-----------|------------------|
| | |
| | |
| | |
| | |
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| | |
|--|--|
| Recommendations/ Modifications/Services | |
| Describe needed MAP accommodations | |
| Other | |

