

ESOL

English for Speakers of Other Languages Program Handbook



**Lincoln County RIII School District
951 West College Street
Troy, MO 63379**

Revised: August 2010

Lincoln County (Troy) R-III Board Policy

Philosophy

The Board of Education is committed to identifying and assessing the educational needs of students whose native or home language is other than English. Once identified, the District will provide appropriate programs to address the needs of these students. Students entitled to considerations under this policy include:

1. Language Minority (LM) – Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English.
2. Limited English Proficient (LEP) - Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English.
3. English Language Learners (ELL) - Refers to speakers of other languages in the process of learning English. This abbreviation may be used to indicate ELL students.

Inclusive Philosophy

The District will also take steps to ensure that the interests of ELL students are included in the development and implementation of District programs and services that are offered by the District to and for its student body. If ELLs qualify for Title I, they are PFS (Priority for Service) and will go to the top of the list whenever they might enter the school.

MAP Testing

Identified ELL students cannot be exempt from taking the Missouri Assessment Program (MAP) test following the date of their enrollment in a United States school. If an ELL student has been in the United States less than a year, the student may be exempt from the Communication Arts MAP test, but must take the Math MAP test. ELLs here longer than one year are required to take the MAP under No Child Left Behind. However, as long as the student is considered LEP, certain accommodations may be made in administering the test. Check with the district MAP Coordinator to determine accommodations deemed appropriate by the Department of Elementary and Secondary Education (DESE).

State English Language Proficiency Assessment

The law mandates that by the end of 2002-03 school year districts are required to administer an annual assessment of English proficiency to ELLs to meet No Child Left Behind mandates. The Lincoln County RIII School District follows the procedures as outlined in this handbook.

Enrollment Procedures

- At the time of enrollment the student's parent/guardian will complete the Home Language and Immigrant Surveys. The Home Language and Immigrant Surveys are located in the district enrollment packet.
- If the Language Survey indicates the student speaks a language other than English or that another language is spoken in the home, the district registrar will forward copies of the enrollment form to the Student Services Office.
- The Student Services Office will complete a Referral Form and send a copy to a psychological examiner and/or the ESOL teacher for testing.

Student Services Office Duties

- A psychological examiner or ESOL teacher will administer the *W-APT* Screener.
- The ESOL teacher will enter the scores into the *W-APT* Score Calculator located on the WIDA website.
- Both the Language Survey Referral Form and the computerized report will be placed in the student's permanent file.
- Student Services will contact the counselor/ secretary from each building who should enter the student's information into the SIS system.
 - Designate the student's language status as LEP or LM.
 - If the student's language status is LM, the information will include the length of time the student has been monitored.

Service Plan of Action

- The building ESOL teacher reviews the results of the language survey and the test results to create an Individual Academic Plan (IAP) for ELL students.
- If the Survey Results indicated the student is Language Minority (LM) no formal accommodations are required. However, the ESOL teacher may provide strategies and suggestions for the classroom teacher(s).
- A student with LM status must have their academic progress monitored for at least 2 years. The building's ESOL teacher will monitor the student's progress.
- If the student is designated as Limited English Proficient (LEP) the ESOL teacher will formulate an Individual Achievement Plan (IAP) to be implemented by the assigned teacher(s).
- The ESOL teacher will offer direct services to LEP students:

K-5 Program

ESOL services at the elementary level are provided through a mixed pull-out and push-in teaching model. ESOL schedules are coordinated with the classroom teacher so that the children do not miss important content area or specialists' instruction. The ESOL teacher and classroom teacher will work collaboratively to develop an instructional program that will benefit each student.

Middle School Program

ESOL services in the middle school are provided within the students' regular schedule. All ESOL instruction incorporates the research-based Sheltered Instructional Observation Protocol (SIOP) model.

High School Program

ESOL services in the high school are provided within the student's regular block scheduling. Academic lab time is also available for any ELL student needing help in a content class. All ESOL instruction incorporates the research-based SIOP model.

- If the student's W-APT results indicate that the student is an LEP, the parents of the students must receive the Parental/Guardian Notification Form and cover letter within 30 days after the beginning of school or within 14 days if student enrolls during the school year.
- The ESOL teacher should discuss modified grading options with the assigned teacher(s) as appropriate for the individual student's needs. A modification comment (# 109) may be added to the student's report card.
- Parents are informed of the student's progress on the IAP.
- Parents may remove student from receiving direct ESOL services and the modification provided in the student's IAP. Parents will sign documentation that services were offered, but refused.
- Students that refuse service will still be serviced through the classroom teacher with the help of the ESOL teacher by providing strategies and support.
- A copy of the signed letter of refusal will be forwarded to the Director of Student Services.
- Students labeled LEP that refuse services will still be scheduled to take the ACCESS

Exiting Criteria

To be considered for LM status, the student should meet the following criteria:

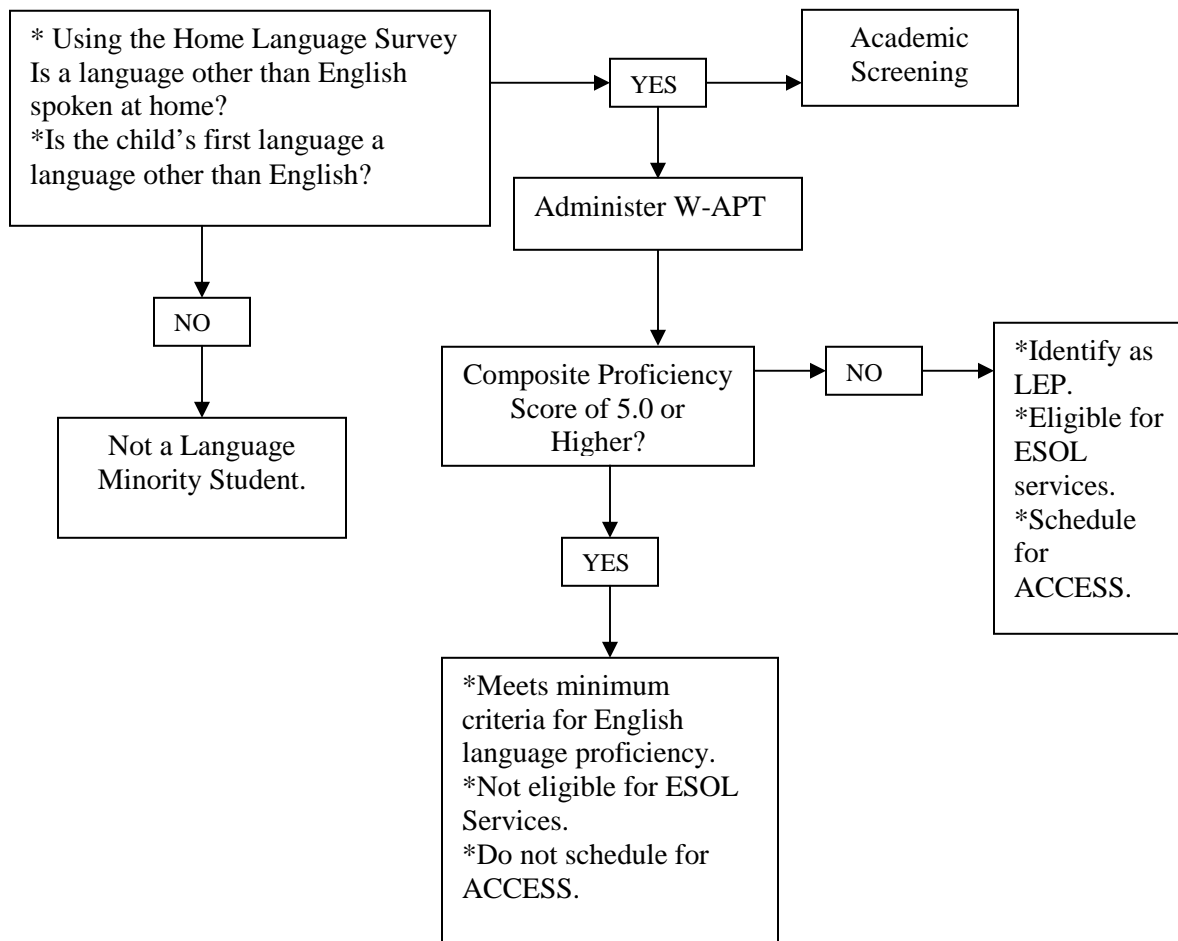
- A student is automatically exited if they receive a composite score of 6 on the ACCESS.
- Students that receive a 5 on the ACCESS Language assessment may be exited if the following criteria is met:
 - The student must be in 4th grade or higher.
 - The student's report card, district benchmarks, writing samples, and state assessments should reflect solid academic progress.
 - The student must obtain regular education teacher, parents, and ESOL teacher approval.
 - LEP Students with an IEP may be exited based on their IEP goals and with a considerable amount of data and documentation proving that language acquisition is deemed not to be the issue.

Exiting Procedures

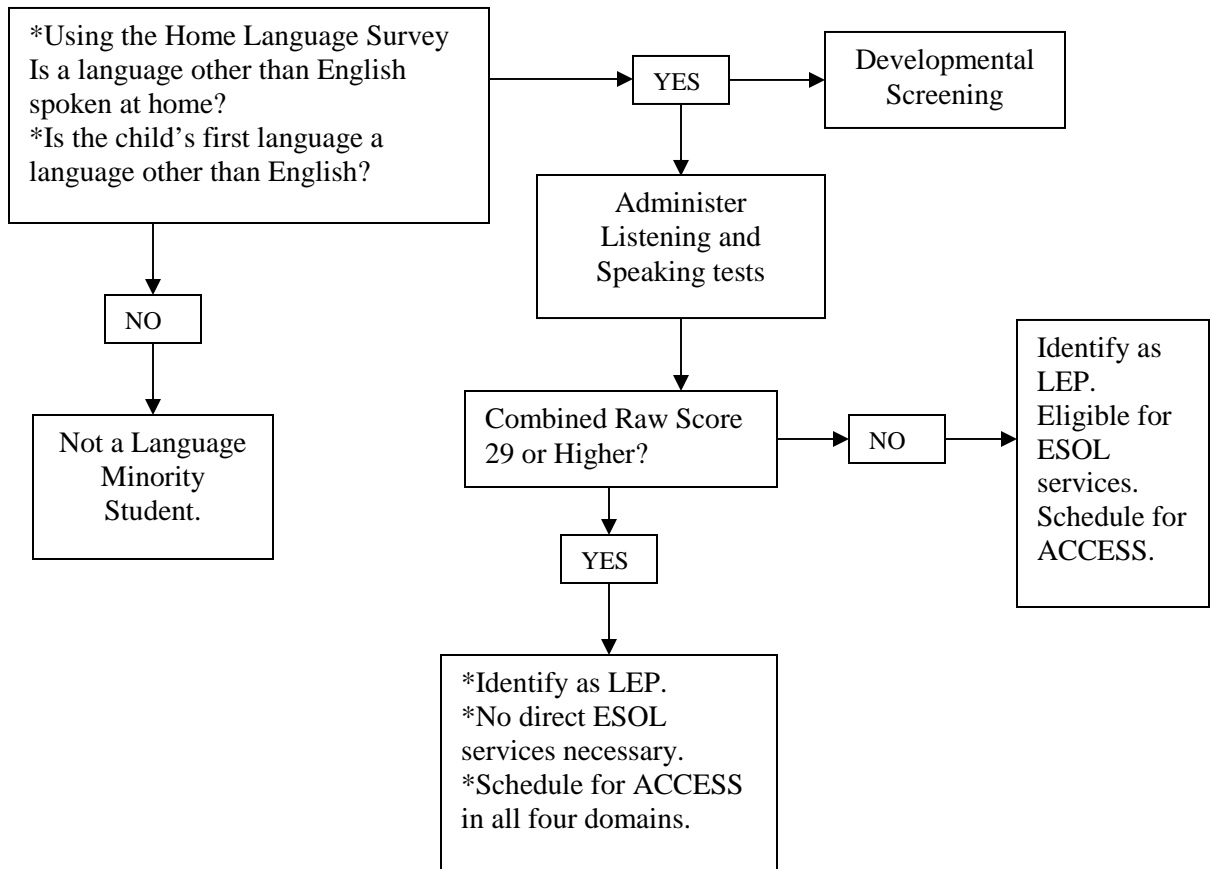
If a student meets the above exiting criteria, the following steps will occur:

- The ESOL teacher will send home a letter of notification to the parents and a copy to student services.
- The student will be placed on a 2-year monitoring period.
- During this 2-year monitoring period, the district will keep documentation on the LM students such as the final ELP composite score, grade level reports, parent notification, and additional evidence of English Language Proficiency.

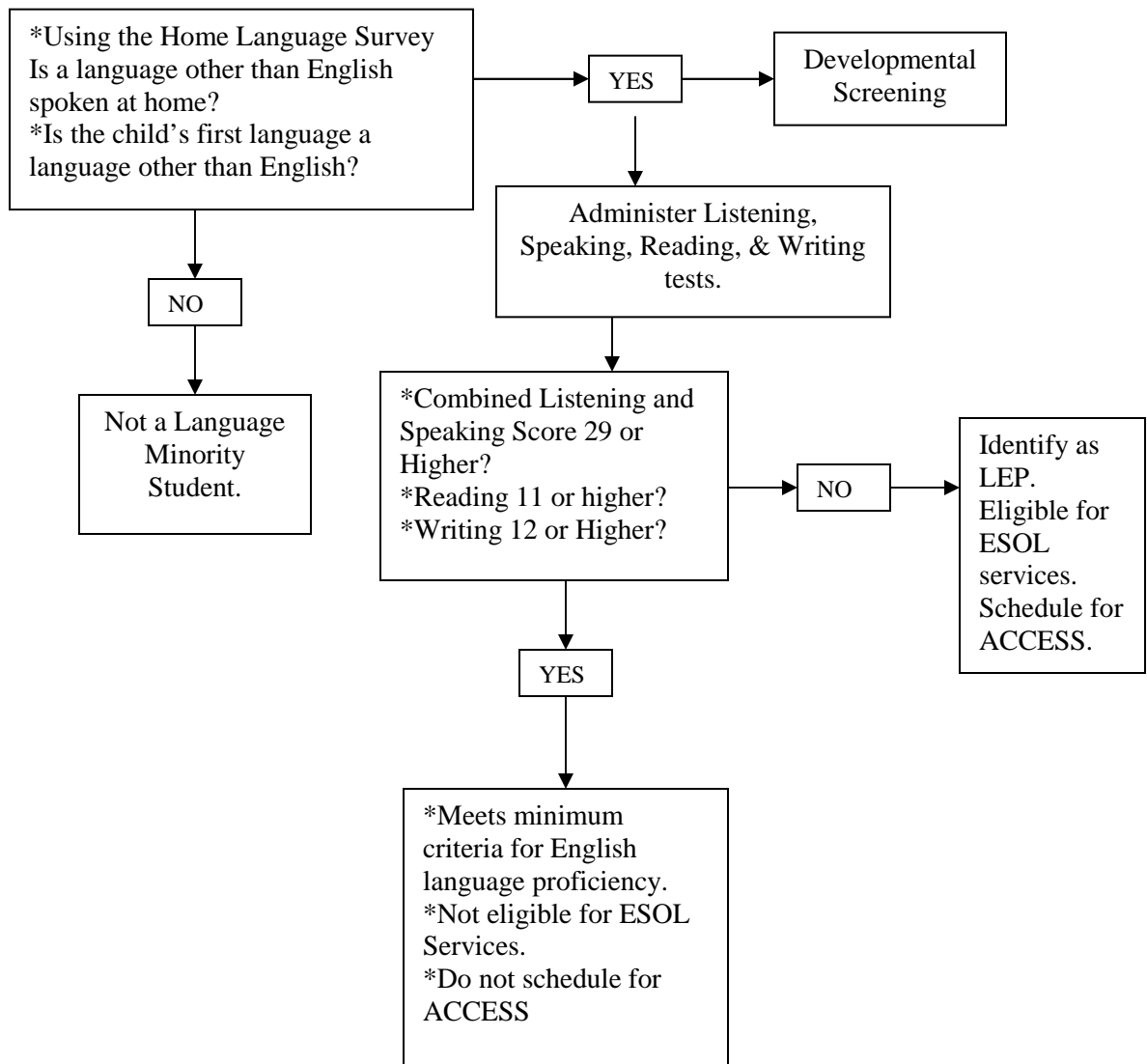
Determining ESL Eligibility for 2nd Semester First Grade through Grade 12 using the W-APT



Determining ESL Eligibility for 1st Semester Kindergarten Enrollees using the W-APT



Determining ESL Eligibility for 2nd Semester Kindergarten, 1st Semester First-Grade Enrollees using the W-APT



PLACEMENT CRITERIA

W-APT Language Screener

ESTABLISHING LANGUAGE MINORITY (LM) OR LIMITED ENGLISH PROFICIENT (LEP) IDENTIFICATION STATUS

1. Using the Home Language Survey completed at the time of enrollment, Student Services will identify students who speak a language other than English or in addition to English in the home.
2. The psychological examiner or ESOL teacher will administer the W-APT to identified students.
3. For placement, the following guidelines will be used:

Level 1.0 - 4.9. = Limited English Proficiency (LEP)

(All first semester kindergarten students will be labeled as LEP)

(Second semester kindergarten students are LEP if they score less than a 29 in the area of listening and speaking, below an 11 in reading, and below a 12 in writing.)

Level 5.0 – 6.0 = Language Minority (LM)

(Second semester kindergarten students are labeled LM if they score 29 or higher in the area of listening and speaking, 11 or higher in reading, and 12 or higher in writing.)

Placement

1. Elementary ELL students will be placed at the age-appropriate grade level in order to facilitate language acquisition.
2. The ELL student is eligible to receive all services offered by the district, special education, gifted, and Title I classes if he/she qualifies.
3. Students who qualify for ESOL services will receive Direct English Instruction by a certified ESOL teacher unless the parent denies services.
4. First semester kindergarten students will be administered the Listening and Speaking section and placed on “holding status.” All 1st semester kindergarten students will be scheduled for the ACCESS, but if they receive a combined Raw Score of 29 or higher on the listening and speaking section, they will not receive direct ESOL services.
5. Second Semester kindergarten students will receive ESOL services if they score below a 29 on speaking and listening, below an 11 on reading, and below a 12 on writing.

Course Credits

1. School transcripts from the native country will be accepted with corresponding credits assigned. Whenever possible, the native school system should be considered in making decisions.
2. When school transcripts are unavailable, students who have completed the 9th grade or its equivalent in the native country should be allowed to negotiate up to six (6) credits through the Student Services Office.
6. ESOL classes count as an English credit at the secondary level.

Parent Involvement

Parent involvement is a high priority in the Lincoln County RIII School District. Ongoing communication is a necessity in our district (see appendixes). The school district uses a parent survey to make improvements to the ESOL program. Parents are kept up-to-date on the status of the ESOL review process. The school district offers translators for all parent teacher conferences and translates invitations for evening activities such as “Back to School Night” and “Fall Festival Night.”

SPECIAL EDUCATION

REFERRAL CONSIDERATIONS

Special Education Referral Considerations

According to Cummins (1984) in his book *Bilingualism and special education: Issues in assessment and pedagogy*, oral proficiency of language can be acquired in approximately 2 or 3 years. Also, the acquisition of academic language may take a student 5 to 7 years to achieve a level of native peer proficiency.

The following situations should be considered:

- ✓ The student is deemed to be developmentally delayed.
- ✓ The student's difficulties (i.e., speech, language, academics, etc.) are documented to be present in the child's native language.

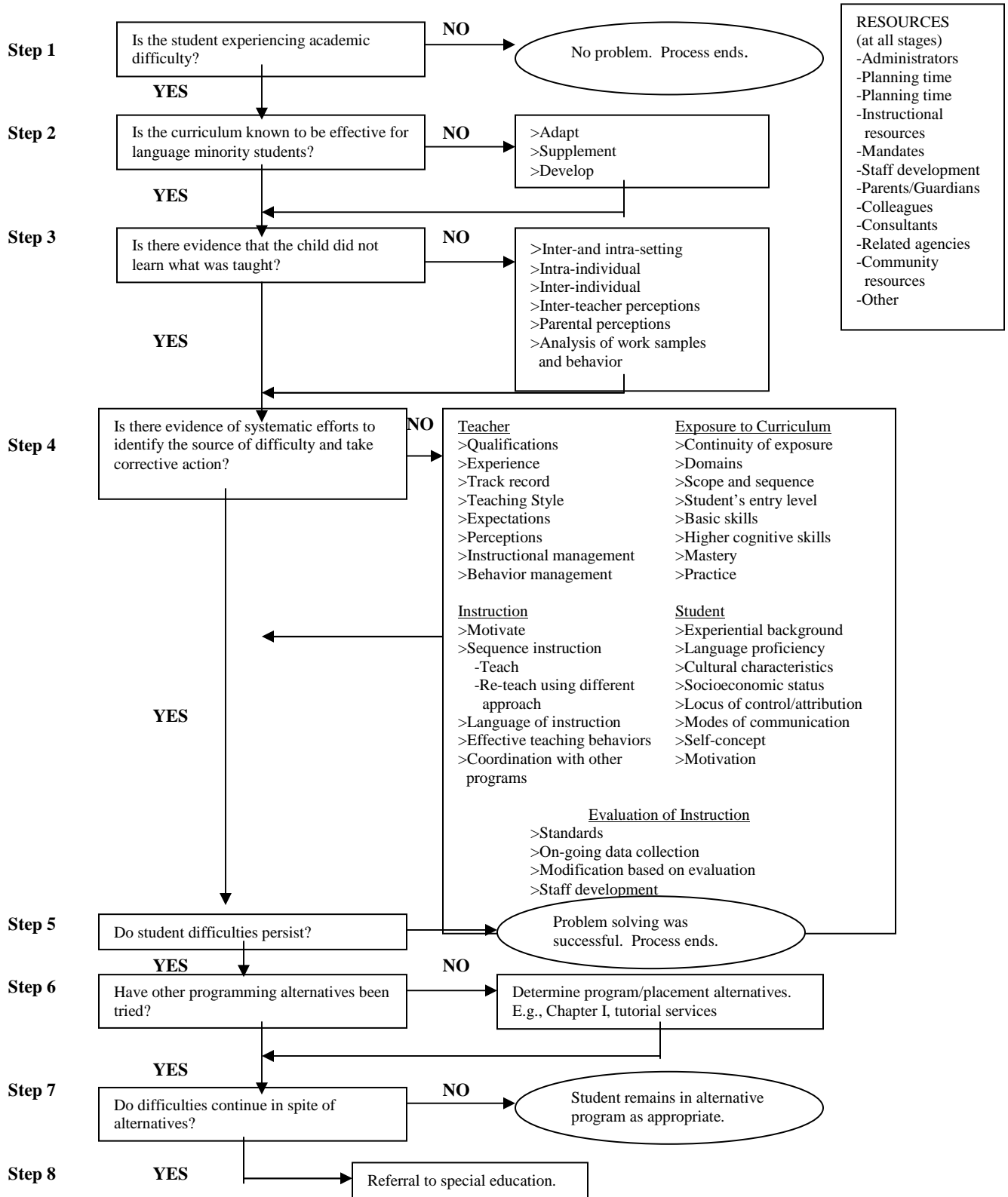
Exceptions should be limited and each one carefully considered.

Historically, there has been a tendency to refer all language minority students to special education programs without legitimately determining that a special need exists. Since this is not only inappropriate but also illegal, it is important to understand how an accurate determination of special needs can be made.

The fundamental distinction in question is that between *language acquisition* related behaviors and *behavioral and developmental* related evidence. In other words, educators must distinguish between the behaviors exhibited when one is learning another language, and those exhibited when there are psychological or physical problems or handicaps. Because many of these behaviors may appear similar, it is essential that school personnel have a reliable process for distinguishing between those ELL students who are simply going through normal language acquisition processes and those who also have special educational needs. Research in the area of bilingual special education has provided some proven tools for this purpose. One of the most practical is a flowchart that takes educators through a questioning process designed to prevent inappropriate referrals for special education testing. See the flow chart on the next page.

After considering all of the above timelines and exceptions, and it is determined that a special education referral is warranted, the following process should be implemented. (See flow chart on following page)

**Preventing Inappropriate Placements of Language Minority Students in Special Education:
A Pre-Referral Process**



- RESOURCES**
(at all stages)
- Administrators
 - Planning time
 - Instructional resources
 - Mandates
 - Staff development
 - Parents/Guardians
 - Colleagues
 - Consultants
 - Related agencies
 - Community resources
 - Other

APPENDIX

Appendix

- A: Parent Permission Form (English)
- A-1: Parent Permission Form (Spanish)
- A-2: Letter sent with permission form explaining ESOL
(English and Spanish)
- B: Letter to parents with students IAP (English & Spanish)
- C: Continuing ELL services letter (English)
- C-1: Continuing ELL services letter (Spanish)
- D: Exiting ELL Services letter (English)
- D-1: Exiting ELL Services letter (Spanish)
- E: Students put on Maintenance Status (English)
- E-1: Students put on Maintenance Status (Spanish)
- F: ESOL Parent Survey (English)
- F-1: ESOL Parent Survey (Spanish)
- G: Letter to parents offering extended day (English)
- G-1: Letter to parents offering extended day (Spanish)
- H: Letter to parents about AMOAs (English)
- H-1: Letter to parents about AMOAs (Spanish)

Appendix A



Lincoln County R-III School District || Hawk Point || Moscow Mills || Troy
951 West College || Troy, MO 63379 || p(636)462-4981 || f(636)462-4982 || www.troy.k12.mo.us
Terry Morrow, Superintendent of Schools | Kevin Conner, Ed.D., Director of Student Services

Dear Parent/Guardian,

Title III of the No Child Left Behind Act of 2001 is a federal law that requires 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 in deciding whether a child should participate in this ESOL program. The ESOL program is for additional help in learning the English language. Students will participate in lessons and activities that promote English usage in their language and writing.

Please mark one:

- YES**, I would like my child to participate in the English Language program.

- NO**, I refuse English Language services for my child.

Signature of Parent: _____ **Date:** _____

Print Student's Full Name: _____

Thank you very much for your cooperation. Please return this form to your child's teacher. She will return it to the ESOL teacher.

Sincerely,

Mrs. Kelly Hufty
ESOL Teacher
Main Street Elementary
Troy, MO 63379
Phone: 636-528-4809
hufyk@troy.k12.mo.us

Appendix A-1



Lincoln County R-III School District || Hawk Point || Moscow Mills || Troy
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Terry Morrow, Superintendent of Schools | Kevin Conner, Ed.D., Director of Student Services

Estimado Padre /Guardian.

El título III del No Acto Rezagado De Niño de 2001 es una ley federal que requiere el año lectivo los distritos para identificar a estudiantes de minoría de lenguaje, evaluar progreso en su nivel de ingles, y proveer a niños elegibles de servicios que aumentarían su nivel de ingles y su logro académico. Los requisitos incluyen aporte parental en decidirse si su niño debería participar en este programa ESOL. El programa ESOL es para ayuda adicional en aprender el idioma inglés. Los estudiantes participarán en lecciones y actividades que promueven su uso de inglés en su lenguaje y escritura.

Elija una opcion:

- SÍ**, me gustaría que mi niño participe en el programa de idioma inglés.

- NO**, rehúso servicios del idioma inglés para mi niño.

La Firma de Padre: _____ **La fecha:** _____

Escriba el Nombre Completo de Estudiante: _____

Muchas gracias por su cooperación. Por favor devuélvale esta notificacion al maestro de su niño. Ella se lo devolverá al maestro ESOL.

Sinceramente,

Señora Kelly Hufty
ESOL Teacher
Main Street Elementary
Troy, MO 63379
Phone: 636-528-4809
hufyk@troy.k12.mo.us

Appendix A-2

Information About the ELL (English Language Learner) Program

In ESOL class, we will work on reading, writing, speaking, and listening in English. Students can learn English in many ways: through books, computers, discussions, writing activities, and even movies and games. We use all of these techniques and more. We are eager to serve the special abilities and interests of your child.

ELL students are tested regularly to indicate their progress. From these tests the school district determines which students are eligible for ESOL services.

Sometimes your child will leave the regular classroom and come to the ESOL room for special learning time. At other times, the ESOL teacher may sit in a regular classroom with your child to help him/her. In the upper grades (6th-12th), class periods are set aside for the study of English, and the student takes ESOL just as any other class on the schedule. In high school, the student may take ESOL in place of a regular English class. ESOL counts as an English credit toward graduation.

As the parent(s) you may withdraw your child from ESOL services, but we hope you find the class helpful for your child. We also hope that you will visit our classrooms or call us if ever you have questions or concerns. We know how special your child is, and we hope that ESOL services will help them succeed and thrive in school.

La información Acerca del Programa ELL (el Aprendiz de Idioma Inglés)

En la clase ESOL, nos dedicaremos a leer, escribir, hablar y escuchar en inglés. Los estudiantes pueden aprender el idioma inglés de muchas formas: A través de libros, computadoras, discusiones, actividades de la escritura, películas y juegos. Usamos todas estas técnicas y más. Estamos deseosos de servir para los intereses y habilidades especiales de su niño.

Los estudiantes ELL son examinados regularmente para indicar su progreso. De estas pruebas el distrito de la escuela decide cuáles estudiantes son elegibles para servicios ESOL.

A veces su niño dejará el aula normal y vendrá al cuarto ESOL para el tiempo especial de aprendizaje. Otras veces, el maestro ESOL puede sentarse en un aula normal con su niño para ayudarlo a el/ ella. En las calificaciones superiores (6-12), los períodos de clase son descartados para el estudio del idioma inglés, y la estudiante ANA de tomas lo mismo que alguna otra clase en el horario. En alta escuela, el estudiante puede llevar ESOL en lugar de una regular clase de inglés. Las clase ESOL cuenta como un crédito de inglés para la graduación.

Como padre (s) usted puede retirar a su niño de servicios ESOL, pero esperamos que usted decida el mejor camino para su niño. También esperamos que usted visite nuestras aulas o nos llame si acaso alguna vez usted tiene preguntas o preocupaciones. Sabemos qué tan especial su niño es, y esperamos que ESOL los ayude a tener éxito y prosperar en el colegio.

Appendix B



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Terry Morrow, Superintendent of Schools | Kevin Conner, Ed.D., Director of Student Services

Dear Parents,

Attached you will see a copy of your child's individual academic plan. This plan is a guide for the teachers to see where your child needs additional help. Each child learns differently and this plan will help us see which areas we need to work on. As the English Language teacher, it is my job to help your child adjust and feel comfortable in the regular classroom. I may come into your child's regular classroom and help them with projects, work, or activities; or I may have them come to my classroom to work on additional language building skills. If you have any questions, please feel free to contact me, my information is at the bottom of this letter. Thank you for your time and for allowing me to work with your child. I look forward to a wonderful school year.

Mrs. Kelly Hufty
ESOL Teacher
Main Street Elementary
Troy, MO 63379
Phone: 636-528-4809
huftyk@troy.k12.mo.us

Estimados Padres,

Adjunto a la presente usted verá una copia de plan académico individual de su niño. Este plan es un guía para que los maestros vean cuales son las necesidades de su niño con o si necesitan ayuda adicional. Cada niño aprende diferentemente y este plan nos ayudará a ver cuáles areas a que necesitamos dedicarnos. Como el maestro de idioma de inglés, es mi trabajo ayudar a su niño a ajustarse y sentirse a gusto en el aula normal. Puedo entrar en el aula normal de su niño y los puedo ayudar con proyectos, trabajos, o actividades; O los puedo hacer venir a mi aula para dedicarnos al lenguaje adicional construyendo habilidades. Si usted tiene algunas preguntas, por favor siéntase en libertad para contactarme a mí, mi información está en el fondo de esta letra. Gracias por su tiempo y para dejarme trabajar con su niño. Espero con anticipación un año escolar maravilloso.

Señora Kelly Hufty
ESOL Teacher
Main Street Elementary
Troy, MO 63379
Phone: 636-528-4809
huftyk@troy.k12.mo.us

Appendix C



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Terry Morrow, Superintendent of Schools | Kevin Conner, Ed.D., Director of Student Services

Date August 21, 2009

Dear Parent/Guardian,

This letter is to inform you that your child will continue receiving English Language Learner (ELL) services during the 2009-2010 academic year. Title III of the No Child Left Behind Act of 2001 is a federal law that requires 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.

Your student's Individual Academic Plan (IAP) will be reviewed and a copy sent to you. If you have questions, please feel free to contact me through your child's school: Main Street Elementary 528-4809. I look forward to working with your child!

Sincerely,

Mrs. Kelly Hufty
ESOL Teacher
Main Street Elementary
Troy, MO 63379
Phone: 636-528-4809
huftyk@troy.k12.mo.us

Appendix C-1



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Terry Morrow, Superintendent of Schools | Kevin Conner, Ed.D., Director of Student Services

La Fecha el 21 de Agosto de 2009

Estimado padre /guardián,

La presente debe informarle que su niño continuará recibiendo servicios English Language Learner (LA ANA) durante el año académico del 2009-2010. El título III del No Acto Rezagado De Niño de 2001 es una ley federal que requiere el año lectivo los distritos para identificar a estudiantes de minoría de lenguaje, evaluar progreso en la pericia inglesa, y proveer a niños elegibles de servicios que aumentarían su pericia inglesa y su logro académico.

El plan Académico Individual de su estudiante (IAP) será revisado y una copia enviada a usted. Si usted tiene preguntas, por favor siéntase en libertad para contactarme a través de la escuela de su niño: Main Street Elementary 528-4809

¡ Espero con anticipación trabajar con su niño!

Sinceramente,

Señora Kelly Hufty,
ESOL Teacher
Main Street Elementary
Troy, MO 63379
Phone: 636-528-4809
huftyk@troy.k12.mo.us

Appendix D



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Terry Morrow, Superintendent of Schools | Kevin Conner, Ed.D., Director of Student Services

August 21, 2009

Dear Parent/Guardian:

Based on your child's most recent test scores on the ACCESS language test, as well as your child's last semester's report card grades and the ESOL (English Language Learner) teacher's recommendation, _____ has been exited from the ESOL program. We congratulate your child on the progress he / she has made in learning English. We hope and expect to see continued success in regular Communication Arts classes.

Sincerely,

Mrs. Kelly Hufty
ESOL Teacher
Main Street Elementary
Troy, MO 63379
Phone: 636-528-4809
huftyk@troy.k12.mo.us

Appendix D-1



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Estimado padre /guardián:

A base de las puntuaciones experimentales más recientes de su niño en el Sistema de Valoración de Lenguaje, así como también las calificaciones del ultimo semestre del boletín de notas de su niño, la recomendación del maestro de ingles (el Aprendiz de Idioma Inglés),
_____ han sido egresadas del programa de ingles. Felicitamos a su niño en el progreso él / que ella ha hecho en aprender el idioma inglés. Esperamos ver éxito continuado en las clases regulares de Artes de Comunicación.

Sinceramente,

Señora Kelly Hufty
ESOL Teacher
Main Street Elementary
Troy, MO 63379
Phone: 636-528-4809
huftyk@troy.k12.mo.us

Appendix E



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Terry Morrow, Superintendent of Schools | Kevin Conner, Ed.D., Director of Student Services

Date: _____

To the parent(s) of _____

Dear _____,

Your child has made progress as an English language learning (ELL) and will no longer be pulled out of the regular classroom for special ESOL time. As the ESOL teacher, I will review the progress of your child from time to time and notify you if I see that your child again needs this extra time with me. Your child has worked hard in ESOL class, and I expect continued success in the classroom. Please feel free to call or email huftyk@troy.k12.mo.us if you have questions.

Sincerely,

Mrs. Kelly Hufty
ESOL Teacher
Main Street Elementary
Troy, MO 63379
Phone: 636-528-4809
huftyk@troy.k12.mo.us

Appendix E-1



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Fecha: _____

Para el padre (s) de

Queridos Padres de Familia _____,

Su niño ha progresado en idioma inglés y ya no será sacado del aula normal para el tiempo especial de inglés (ELL). Como el maestro de inglés, revisaré el progreso de su niño de vez en cuando y le notificaré si veo que su niño otra vez necesita este tiempo extra conmigo. Su niño ha trabajado duro en la clase de inglés, y espero que continúe con éxito en el aula. Por favor siéntase en libertad para llamar por teléfono o enviarnos un correo electrónico a robertsa@troy.k12.mo.us si usted tiene preguntas.

Sinceramente,

Señora Kelly Hufty
ESOL Teacher
Main Street Elementary
Troy, MO 63379
Phone: 636-528-4809
huftyk@troy.k12.mo.us

Appendix F



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**Lincoln County RIII School District
Program Evaluation Survey**

Title III / English Language Program

Parent Form

Please answer all questions the best that you can

- | | | |
|---|-----|----|
| 1. Do you think the English Language program has helped your child? | Yes | No |
| 2. Do you receive communication (letters, e-mails, phone calls, visits) from the English Language teacher? | Yes | No |
| 3. Do you feel comfortable talking to the English Language teacher? | Yes | No |
| 4. Has the English Language program provided a translator upon request? | Yes | No |
| 5. Would you like to be more involved with the English Language program (visit the class, meet with teacher more often, help the class as a translator or speaker)? | Yes | No |
| 6. Overall do you think the English Language program is a good program? | Yes | No |
| 7. Are there things you would like to change about the English Language program? | Yes | No |

8. Parent comments / Questions: _____

Appendix F-1



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**Lincoln County Distrito RIII School
La Encuesta de Evaluación de Programa**

El título el Programa de / Idioma Inglés III

La Forma Padre

Porfavor responda las preguntas lo mejor que usted pueda

- | | | |
|--|----|----|
| 1. ¿Usted piensa que el programa de idioma inglés ha ayudado a su niño? | Sí | No |
| 2. Recibe usted comunicación (las cartas, los correos electrónicos, las llamadas telefónicas, las visitas) ¿De el maestro de idioma inglés? | Sí | No |
| 3. ¿Usted se siente agusto hablando con el maestro de idioma inglés? | Sí | No |
| 4. ¿A Usted le dieron un traductor cuando lo nesesitaba? | Sí | No |
| 5. Le gustaría a usted estar más involucrado con el programa de idioma inglés (Visitando la clase, encontrandose con maestro más a menudo, ayudandole a la clase como un ¿traductor u orador)? | Sí | No |
| 6. En general, ¿Usted piensa que el programa de ingles es un buen programa? | Si | No |
| 7. ¿Hay cosas que a Usted le gustaria cambiar acerca del programa ingles? | Si | No |

8. Los comentarios /preguntas padres: _____

Appendix G



Lincoln County R-III School District || Hawk Point || Moscow Mills || Troy

951 West College || Troy, MO 63379 || p(636)462-4981 || f(636)462-4982 || www.troy.k12.mo.us

Terry Morrow, Superintendent of Schools | Kevin Conner, Ed.D., Director of Student Services

Dear Parents,

The Lincoln County R-III School District is offering an Extended Day opportunity to those students that are reading below grade level. Senate Bill 319 is a law that addresses reading. The law seeks to accomplish two things. First, to ensure that public schools check the reading ability of students and provide extra help for children in need. Second, the law seeks to prevent the “social promotion” of students reading more than a year below their grade level.

There is a retention portion of Senate Bill 319 that you need to be aware of. If a fourth grade child, at the end of summer school, is still reading below a third grade level, the child shall not be promoted to fifth grade.

A fourth grade child, that is found to be reading below the third grade level, will have an Individual Reading Plan written for him/her by the classroom teacher. The teacher will contact you to review the plan. These children are required to receive 30 hours of reading instruction outside of the school day in order to try to accelerate their reading levels.

Your child currently meets the criteria to participate in the Extended Day program offered at our school. We are including students in kindergarten, first grade, and second grade as well who could use the additional help through the Extended Day program.

Please sign and return the enclosed contract to school no later than Thursday, October 29 2009. It is important to get the contracts back as soon as possible so we can offer the program to other children if your child cannot participate. The first day of Extended Day is Tuesday, November 3, and it will run most Tuesdays and Thursdays that we are in school until March 4.

The dates for the Extended Day program are as follows:

November 3, 5, 10, 12, 17, 19

December 1, 3, 8, 10, 15, 17

January 5, 7, 12, 14, 19, 21, 26, 28

February 2, 4, 9, 11, 16, 18, 23, 25

March 2, 4

Feel free to give me a call at 528-4809 if you have any questions about the program.

Sincerely,
Brad Clark
Assistant Principal
Main Street Elementary School

Appendix G-1



Lincoln County R-III School District || Hawk Point || Moscow Mills || Troy

951 West College || Troy, MO 63379 || p(636)462-4981 || f(636)462-4982 || www.troy.k12.mo.us

Terry Morrow, Superintendent of Schools | Kevin Conner, Ed.D., Director of Student Services

Estimados Padres,

El Distrito Lincoln County R-III School le ofrece una oportunidad Extensa de Día a esos estudiantes que leen debajo de nivel de grado. Senado Bill 319 es una ley que se ocupa de leer. La ley trata de lograr dos cosas. Primero, para asegurar que las escuelas públicas comprueban la habilidad de lectura de estudiantes y provee de más ayuda para niños necesitados. En segundo lugar, la ley trata de prevenir la “promoción social” de estudiantes leyendo más que un año debajo de su nivel de grado.

Hay una porción de retención de Senate Bill 319 que usted necesita estar al tanto. Si un niño de cuarto grado, al final del curso de verano, todavía lee debajo de un nivel de tercer grado, el niño no será promovido para quinto grado.

Un niño del cuarto grado, eso es encontrado para leer debajo del nivel de tercer grado, tendrá a un Individuo Leyendo Plan escrito para él / para ella por el maestro del aula. El maestro le contactará para revisar el plan. Estos niños están obligados a recibir 30 horas de leer instrucción fuera del día de clases para intentar acelerar sus niveles de lectura.

Su niño actualmente se responsabiliza por los criterios para participar del programa de Día Extendido ofrecido en nuestra escuela. Somos estudiantes inclusivos en el grado preescolar, primero, y los segundos sobresalientes bien quien se pudo usar la ayuda adicional a través del programa Extendido de Día.

Por favor fírmele y devuélvale el contrato adjunto a escuela no más tarde que jueves, el 29 de octubre 2009. Es importante recuperar los contratos tan pronto como sea posible así es que le podemos ofrecer el programa a otros niños si su niño no puede participar. El primer día de Día Extenso es martes, el 3 de noviembre, y manejará la mayoría de martes y jueves que estamos en el año lectivo hasta el 4 de marzo.

Las fechas para el programa Extendido de Día son como sigue:

El 3 de Noviembre de 5, 10, 12, 17, 19

El 1 de Diciembre de 3, 8, 10, 15, 17

El 5 de Enero de 7, 12, 14, 19, 21, 26, 28

El 2 de Febrero de 4, 9, 11, 16, 18, 23, 25

El 2 de Marzo de 4

Siéntase en libertad para darme una llamada en 528-4809 si usted tiene algunas preguntas acerca del programa.

Sinceramente,

Brad Clark

El Jefe Asistente

La Escuela Primaria de la Calle May

Appendix H



Lincoln County R-III School District || Hawk Point || Moscow Mills ||

951 West College || Troy, MO 63379 || p(636)462-4981 || f(636)462-4982 || www.troy.k12.mo.us

Terry Morrow, Superintendent of Schools | Kevin Conner, Ed.D., Director of Student Services

February 7, 2011

Dear Parent/Guardian:

Your child is currently enrolled in an English language education program to help increase his or her ability to speak, write, and understand English, and to achieve high academic standards. The *No Child Left Behind* (NCLB) Act of 2001 established Annual Measurable Achievement Objectives (AMAOs) to evaluate the quality of the program. These objectives focus on the number or percentage of students who are:

- making progress in learning English (AMAO 1)
- attaining English proficiency by the end of the school year (AMAO 2)
- meeting Adequate Yearly Progress (AYP) requirements on state assessments (AMAO 3)

The Missouri Department of Elementary and Secondary Education (DESE) is required to set targets for each AMAO and to hold school districts that receive Title III funds accountable for meeting these AMAO targets. Additionally, DESE is required to report this information to the United States Department of Education annually.

There were seventy-one districts in the state of Missouri receiving Title III funds in 2009-2010. Forty-nine districts did not meet AMAO 1. Forty-five districts did not meet AMAO 2. Fifty-four districts did not meet AMAO 3. NCLB states that a district has met the requirements of the program when the district meets or exceeds all established AMAO targets.

Based upon the results of the 2007, 2008, 2009 and 2010 English Language Proficiency (ELP) assessments, the Troy R-3 School District did not meet all of the required AMAOs set by the State.

Information about No Child Left Behind and what parents can do to improve student achievement can be found at: <http://www.ed.gov/parents/landing.jhtml>.

We appreciate your interest and involvement in your child's education.

Sincerely,

Mr. Charley Branham
Assistant Superintendent

Appendix H-1



Lincoln County R-III School District || Hawk Point || Moscow Mills || Troy

951 West College || Troy, MO 63379 || p(636)462-4981 || f(636)462-4982 || www.troy.k12.mo.us

Terry Morrow, Superintendent of Schools | Kevin Conner, Ed.D., Director of Student Services

23 de Febrero del 2011

Querido padre/madre/tutor legal:

Su hijo/a está matriculado actualmente en un programa de educación de la lengua inglesa para ayudarlo a aumentar su habilidad para hablar, escribir y entender inglés y para lograr estándares académicos altos. El Acta/Artículo del 2001 “No child left behind” (NCLB) estableció Objetivos de Logros Medibles Anuales (AMAOs) para evaluar la calidad del programa. Estos objetivos se enfocan en el número o porcentaje de los estudiantes que:

- progresen aprendiendo inglés (AMAO 1)
- obtengan aptitud/destreza en inglés para fines del año escolar (AMAO 2)
- reúnan los requisitos de progreso anual adecuados según las evaluaciones del estado (AMAO 3)

Al Departamento de Educación Secundaria y Elemental de Missouri (DESE) se le requiere que fije metas para cada AMAO y que los distritos escolares que reciben fondos según el Artículo III se hagan cargo de reunir estos objetivos AMAO. Además, se le requiere a DESE que reporte esta información al Departamento de Educación de los Estados Unidos anualmente.

Hubo un total de 71 distritos escolares en el estado de Missouri que recibieron fondos según el Artículo III en el año 2009-2010. Cuarenta y nueve distritos no calificaron según AMAO 1. Cuarenta y cinco distritos no calificaron según AMAO 2. Cincuenta y cuatro distritos no calificaron según AMAO 3. Según la NCLB establece que un distrito reúne los requisitos del programa cuando dicho distrito reúne o supera todos los objetivos establecidos por la AMAO.

Según las evaluaciones del Nivel de Aptitud de Inglés(ELP) basadas en los resultados de los años 2007, 2008, 2009 y 2010 el Distrito Escolar de Troy R-3 no alcanzó todos los requisitos establecidos de AMAOs del estado.

Se puede encontrar información sobre “No Child Left Behind” (Ningún niño es dejado atrás) (NCLB) y el modo en que los padres pueden ayudar a mejorar el buen rendimiento del estudiante en: <http://www.ed.gov/parents/landing.jhtml>.

Les agradecemos su interés e involucración en la educación de su hijo.

Sinceramente,

Mr. Charley Branham
Asistente del Superintendente