

Chariton Community School District

K-12 Lau (EL) Plan for Serving English Learners (ELs)

October 1, 2025

Lau Leadership Team Members:

Brad Baker—Superintendent

Jayne Braida---Equity Coordinator

Josh Morgan—Administrator & ESL Supervisor

Claudia Owens—ESL Coordinator & Elementary ESL Teacher

Sarah Johannes—MS/HS ESL Teacher

I. Lau Plan Guiding Principles

CCSD will:

*Educate ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet.

* Teach English language comprehension through listening, speaking, reading and writing skills to attain English proficiency.

* Foster EL students' and families' pride in their own self and cultural background as well as positive attitudes toward school.

II. Identification and Placement of ELs in a Language Instruction Education Program (LIEP)

To identify and serve limited English proficient students, the Home Language Survey-IA (HLS-IA) (281—60.3(1)a), including student race and ethnicity reporting, will be distributed to all students during the CCSD registration process either on paper or online in the Infinite Campus platform to identify those students who speak a language other than English at home. Interpreters will be onsite as needed to assist families in completing documents and registration materials. Home Language Surveys translated into other languages will also be made available when possible. (Appendix A) Building secretaries will notify the ESL coordinator when new students enroll and have a home language other than English. The Home Language Survey will be filed in the student's cumulative folder if done on paper.

Identification of ELs by the CCSD will follow the state guidelines for testing and placement of eligible students using the ELPA21 Screener. The ELPA21 Screener will be administered by a trained ESL teacher who has completed ELPA21 Screener training with appropriate training completion certificates located in their personnel file. Students who are not considered English proficient on the ELPA21 Screener will be eligible for ESL services. Placement in the LIEP program and content area courses will be dependent on the student's English language development needs and academic needs. The ESL teacher will analyze the results of the ESL screener and additional academic information or testing and, if necessary, will consult with the building principal and

academic teachers to determine correct placement. Additional academic information or testing may include such assessments as FAST screening, IRLA screening, phonics and phonemic awareness screeners, sight words lists, and additional classroom data as needed. If available, the student's last school record will also be consulted for test scores, grades, and ESL placement. The student will be placed in a general education classroom containing students who are within two years of the EL student's age. The summary of the student's ELPA21 Screener results and placement (if appropriate) will be placed in their cumulative file.

When a student is identified for the LIEP:

- A. Parents must be notified no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year).
- B. Parent Notification must include:
 - 1. Reasons for identification
 - 2. Child's level of English language development
 - 3. Method of instruction
 - 4. How the program will meet the educational strengths and needs of the student
 - 5. How the program will help the student learn English
 - 6. The program's specific exit requirements
 - 7. How the program meets the objective of the IEP for a student with a disability.
- C. Parental information must be provided in "an understandable and uniform format, to the extent practicable," in a language the parents can understand using the form "English Learner Program Placement". (Appendix B) The ESL coordinator will be responsible for sending this information to parents according to state guidelines. Copies of this notification will be signed by parents and retained in the student's cumulative file.

When a student continues to qualify for the LIEP:

- A. Parents must be notified no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year).
- B. Parent Notification must include:
 - 1. Reasons for identification
 - 2. Child's level of English language development
 - 3. Method of instruction
 - 4. How the program will meet the educational strengths and needs of the student
 - 5. How the program will help the student learn English
 - 6. The program's specific exit requirements
 - 7. How the program meets the objective of the IEP for a student with a disability
- C. Parental information must be provided in "an understandable and uniform format, to the extent practicable," in a language the parents can understand using the form "English Learner Program Placement". (Appendix B) The ESL coordinator will be responsible for sending this information to parents according to state guidelines. Copies of this notification will be signed by parents and retained in the student's cumulative file.

If parents refuse ESL services for their child, a meeting or phone conference will be held with the parent(s), ESL teacher, and other school personnel as needed. During this meeting, recommendations, concerns, ELPA21 assessment requirements, and potential outcomes will be discussed with the parent(s). A signed copy of the ESL refusal form “Request for Change in Program Participation”, with the meeting date and any applicable notes, will be kept in the student’s cumulative folder. (Appendix C1) The form “Explanation of Consequences for not Participating in English Learner Program” (Appendix C2) will be shared with and given to parents at this time. Parents will need to be contacted and sign the waiver form annually. The ESL teacher will support the classroom and content-area teachers with strategies to ensure that these students also master English and progress academically. A rotation will be established for the ESL teachers to attend grade-level/content area data team meetings to ensure intentional collaboration time regarding ELs.

III. Description of the LIEP Language Instruction Educational Program

LIEP Academic and Language Goals:

Academic Goal K-8: 100% of EL identified students in grades K-8 will show at least one year’s growth and/or meet their grade level benchmark on their grade level FAST early Reading Composite (K-1) or CBM-R score (2-8).

Academic Goal 9-12: 95% of EL identified students in grades 9-12 will receive credit in all scheduled classes and 100% of grade 12 students will receive their accredited high school diploma.

ELPA21 Language Goal: 100% of EL students in the CCSD taking the ELPA21 assessment will raise their score in at least one or more areas of the test from the last administration.

LIEP Description:

The CCSD will use the English as a Second Language (ESL) program model which is described as:
A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include: listening, speaking, reading, writing, study skills, content vocabulary, technology, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.

All identified CCSD EL students K-12 will be served in either of the two following ways: pull out or content-based/inclusion. Pull-out students will be served in an individual or small group taught by a certified ESL teacher. Content-based/inclusion students will receive regular instruction in their classroom taught by a certified general education teacher, with modifications and assistance provided by a certified ESL teacher. Both services may be supported by a para educator to practice and review skills introduced by the ESL teacher..

Language assistance will be provided for each identified student with time varying according to age and grade language proficiency level. Students will be placed in EL classes with students of similar age and fluency when they receive EL pull-out. Students will receive services from 20 to 150 minutes per week on the basis of student need.

All students, including EL, receive general education curriculum, instruction and assessment that are aligned to the Iowa Core. EL teachers/co-teachers and associates, in collaboration with classroom/content area teachers, provide scaffolding and support that allow EL students to better access Iowa Core instruction.

All non proficient EL students will receive direct LIEP instruction (excluding students whose services were waived). EL students may also be served by other programs and services such as Talented and Gifted, Title I and Special Education.

Students whose score on the ELPA21 Annual Assessment is not yet proficient will receive special accommodations as needed while participating in general education classes, which may include differentiated instruction, accommodated assignments, and/or classroom assessments. These students will take regular district assessments with appropriate accommodations.

All EL students without Parental Waivers will receive direct LIEP instruction through these methods and yearly monitoring of these students' progress will be done by a certified ESL teacher. (Appendix F) These monitoring forms will be placed in the students' cumulative files at the completion of the academic year.

Collaboration

All ESL students will receive ESL instruction from an ESL certified teacher. The ESL teacher will support the classroom teacher in ensuring all ELs' access to the Iowa Core Standards and ELP standards as they are published by the State Department of Education. The support needed by individual ELs will be discussed during data team meetings. In the K-5 buildings, the ESL teacher will meet regularly with each grade level team during dedicated data team collaboration time and additional time as needed. During this time, the ESL teacher will give information about their EL student progress towards meeting their LIEP goals and discuss strategies to enhance their EL student classroom performance. In the Chariton Middle School and Chariton High School, the ESL teacher(s) will meet with content area teachers during a staff meeting at the beginning of the year and on an individual basis as needed. Content teachers providing core instruction to ESL students will be highly qualified and/or hold endorsements in the areas they teach.

Josh Morgan, ESL Supervisor, will be the designated administrator for the LIEP. Administrator capacity will be built to further develop their skills in leading EL services by attending conferences and professional development regarding EL student programming as well as completing appropriate online trainings mandated by the State Department of Education.

CCSD will purchase and modify instructional materials that are appropriate to the needs of the learner and goals of instructional programs (280—180.4). Appropriate materials will be used to support the students' access and understanding of the Iowa Core and English Language Proficiency standards. For English Language Level 1 students, the CCSD will utilize materials including, but not limited to, On Our Way to English (published by Rigby), CKLA program materials, Wilson reading program materials, 95% Group Phonemic Awareness and Phonics materials, alphabet cards, alphabet books, picture cards, decodable books, Kid-Inspired ESL program materials and Duolingo or Rosetta Stone online language learning programs. Students with English Language Levels of 2-5 will use materials including, but not limited to, CKLA program materials, Wilson reading program materials, 95% Group Phonemic Awareness and Phonics materials, ReadTheory, Kid-Inspired ESL program materials, and content area manuals.

State funding is provided for the "excess costs of instruction of ELL students." (281—60.4 and 60.6 (280)). ESL programming will adopt curricular materials in conjunction within existing curriculum development and materials adoption cycle. CCSD also provides the ESL program with a yearly budget to be used for the purchase of any additional curriculum materials and program supplies. In core curriculum areas, an ESL teacher will be part

of content area curriculum review and selection committees to ensure that ELs will be able to access and understand curriculum to be purchased.

IV. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs

English Language Learners in the Chariton Community School District are fully eligible for all academic and extracurricular activities, including but not limited to Special Education, Title I, At-Risk, and Talented and Gifted.

As directed in Chapter 59 of Iowa Code, the Chariton CSD will adhere to the following: the decision to provide a student with a gifted and talented program will be based on a comprehensive appraisal of the student, consideration of the nature of the available gifted and talented program and an assessment of actual and potential opportunities within the student's regular school program. Identification will be for the purpose of determining the appropriateness of placement in a gifted and talented program, rather than for categorically labeling a student. Multiple criteria shall be used in identifying a student. Criteria will combine subjective and objective data, including data with the direct relevance to student learning goals and objectives.

For K-12 students the data gathered may include, but is not limited to:

- Student's score on the ISASP
- FAST reading and math assessment results (K-5)
- Student achievement records such as grade point average (6-12) and classroom assessments
- Performance on the CogAT

Prior to receiving Special Education services, EL students are carefully screened to make certain that a real disability exists in addition to the need to acquire English as a second language. ELs have specific needs and considerations that need to be taken into account through the stages of language acquisition. Such considerations include the following:

- Is the learning environment supportive for language development of ELs?
- Have personal and family factors been considered?
- Have physical and psychological factors been taken into account?
- Has information been gathered about the ELs previous schooling experiences?
- Is the child proficient in oral language and literacy in both the first (L1) and second (L2) languages?
- Have cross-cultural factors such as values and beliefs been considered?

Before any special education referrals are put in place, EL strategies should be tried. These strategies will be developed through collaboration between the ESL teacher and the classroom teacher and implemented in the general education setting with adequate assessment data collected. Such strategies may be universal strategies that are good for all students. Referral to special education should only happen after EL strategies have been tried and yet no progress is being made in the ELs academic or language area acquisition and/or there is a significant discrepancy between the student and his/her "like ESL peers". EL strategies should not be used to qualify ELs for special education nor should the LIEP (ESL) program be seen as a special education intervention. If a student is determined eligible for Special Education services, an ESL teacher acquainted with the student's language needs and knowledge of second language acquisition will be a part of the team to set up the student's

goals. If an ESL student is placed in Special Education, that student must receive direct services from both the ESL and Special Education teacher. The IEP team will include the ESL teacher.

All EL students may be identified and placed in special programming (Title I, At-Risk) using the same processes as non-EL students with their cultural and language background taken into consideration. The classroom teacher will identify any struggling students based on classroom performance and standardized testing scores. Teachers proceed to write an individual goal, and provide them with interventions in the classroom. If a student does not respond to the intervention, the classroom teacher will work with the MTSS (Multi-Tier System of Support) team or grade level intervention team to revise the intervention or goal. If the student continues to struggle after revisions have been made, the MTSS team decides if they are eligible for additional programming such as Title I or At-Risk. The ESL teacher will work collaboratively with the classroom teacher and MTSS team throughout this process to provide information about a struggling EL student's cultural and language background and to suggest appropriate ESL accommodations and strategies. Parents of EL students will be given information about these programs and their child's eligibility for such programs. This information will be given in the language most easily understood by that family.

ESL teachers and classroom teachers actively encourage EL students to participate in a variety of curricular and extracurricular activities, since such participation encourages informal practice of English skills. ESL teachers will work with ELs and their parents in the language they most easily understand to determine their interests and give them the names of advisors for activities, clubs, or athletic groups they are interested in.

CCSD Nondiscrimination Statement

EQUAL EDUCATIONAL OPPORTUNITY

The board will not discriminate in its educational activities including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

The board requires all persons, agencies, vendors, contractors and other persons doing business with or performing services for the district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The board will not exclude any otherwise qualified person from employment on the basis of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

V. Ongoing, Embedded EL Professional Development for Staff who Support ELs

In-service training is provided for all staff involved in the educational process of ELs (281-12.5(8), 12.8(1), and 60.3(3)b5). All educational and appropriate school personnel including, but not limited to ESL teachers, classroom teachers, content area teachers, administrators, instructional coaches, paraprofessionals, and building/district support staff, will receive in-service training regarding instructional techniques and modifications for EL students, with ongoing training provided according to the district's Consolidated

Accountability and Support Application. This includes the English Language Proficiency Standards modules released in 2015 and 2016 from the State Department of Education. Using the State Department of Education training option B, which allows flexible use of the modules in their entirety, all CCSD certified staff will complete all modules by the end of their first year of employment or the end of the first year upon release of a new module. Certificates of completion from the AEA PD online trainings for the ELP Standards will be kept in staff personnel files.

ESL instructors are an active participant in CCSD professional learning teams. During early release professional development or other release times, ESL instructors will provide specific instructional techniques and assessment strategies to meet the needs of EL students. ESL teachers will also work with classroom or content area teachers to develop intensive, specifically designed individual instruction for those EL students who have the greatest need. Accommodations will be made in content-area classrooms to assist teachers in providing for individual ELs needs. (Appendix D) Classroom and content-area teachers are encouraged to attend outside conferences and workshops to assist them in working with the EL students. Administrator capacity will be built to further develop their skills in leading EL services by attending conferences and professional development regarding EL student programming.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

English Language Learners will be evaluated annually with a standardized English language development instrument approved by the state of Iowa. CCSD will utilize the ELPA21 (English Language Proficiency Assessment for the 21st Century) to measure growth. This test is given annually between the beginning of February and the end of March. Certified ESL staff will participate in the annual assessment administration and data interpretation trainings as offered by the state. Certificates for training are stored in the teacher's employment folder at the district office. ESL certified teachers will administer this assessment to all identified EL students, including those whose parents have waived/refused services. ESL teachers will disseminate the ELPA21 assessment results to parents. ESL teachers will also share these results and how to interpret them with administrators and classroom/content teachers during staff development and data team meetings for instructional decision-making and program development. This data will be used by the ESL and classroom/content teachers to build supports for ELs to access the core curriculum instruction, and guide LIEP instruction and future program needs during instructional time provided by the ESL teacher.

VII. LIEP Exit Criteria and Procedures

CCSD LIEP Exit Criteria

The student will achieve the Proficiency Determination of Proficient on ELPA21.

The CCSD will use this state mandated criteria as listed above to ensure that students are ready to exit the ESL program. When a student has met this requirement, the exit letter, "Program Exit Letter", (Appendix F) signed by the ESL teacher or ESL Coordinator will be sent home to parents and a copy will be kept in the student's cumulative folder. Exits will occur only after ELPA21 results have been received in the spring. The student's ESL status will be updated in the district's student information system by the ESL Coordinator with an EL exit date between July 1st and September 30th of the following school year. The student will continue to be monitored by the appropriate building level ESL teacher for two years.

VIII. Monitoring Procedures after Students Exit the LIEP Program

The CCSD ESL teachers will track the student's progress on academic and assessment results using the district monitoring form which will be placed in the student's cumulative folder yearly for two years following the exit date. (Appendix E) The building level ESL teachers: Claudia Owens (K-5) and Sarah Johannes (6-12), will be responsible for completing this monitoring form and reviewing the data to determine the EL student's monitoring status.

If the exited student begins to experience difficulty and is in need of linguistic support, the student can be moved back to actively participating in the LIEP to receive services. This determination will be made based on the data collected during routine monitoring and/or a recommendation by the classroom/content-area teacher and the ESL teacher according to guidelines provided by the state education department. These teachers will collaborate and share information with parents to make a decision about a student's need to re-enter the LIEP program. Parents will be notified by the building ESL teacher regarding the re-entry process by phone or conference and sign the "English Learner Program Placement" form (Appendix B) which will be placed into the student's cumulative file.

IX. LIEP Evaluation

LIEP Academic and Language Goals:

Academic Goal K-8: 100% of EL identified students in grades K-8 will show at least one year's growth and/or meet their grade level benchmark on their grade level FAST early Reading Composite (K-1) or CBM-R score (2-8).

Academic Goal 9-12: 95% of EL identified students in grades 9-12 will receive credit in all scheduled classes and 100% of grade 12 students will receive their accredited high school diploma.

ELPA21 Language Goal 1-12: 100% of EL students in the CCSD taking the ELPA21 assessment will raise their score in at least one or more areas of the test from the last administration.

The ESL Coordinator, Claudia Owens, will invite the ESL teachers and supervising administrator to analyze this data to evaluate the current performance levels. If this data indicates adjustments need to be made in the LIEP program, the team will research and recommend appropriate changes to future LIEP programming, individual ELs' needs, supports for core curriculum instruction, professional development, material purchases, and staffing/teacher scheduling decisions.

Chariton Community School District

Home Language Survey (2022) - IA – English+12

Date: _____
 Student Name: _____ Birth Date: _____ Sex: ☐ Male ☐ Female
 Parent/Guardian Name: _____
 Address: _____
 Phone (H): _____ Phone (W): _____ Phone (C): _____
 School: _____ Grade: _____

Note to districts:

- In accordance with federal law and required by Iowa code, districts are required to administer this HLS for all students at the time of enrollment. This form should be completed once, upon enrollment and not each year.
- **To obtain accurate information, schools should reassure parents that the HLS is used solely to offer appropriate educational services, not for determining legal status, for immigration purposes or any other purpose than best serving the student's educational needs.**
- A complete HLS, signed and dated by the parent must be appropriately filed with the other permanent student enrollment documentation.

Home Language Survey Questions for Parents

The state of Iowa values the diversity represented throughout Iowa, home of more than 200 languages. We collect information on the home language survey from *all* students to make decisions to ensure all students receive equitable access to education.

These questions have been approved by the U.S. Department of Education Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) and are the required HLS questions for all students enrolling into Iowa's K-12 schools beginning the 2022-23 school year.

English

1. What is the primary language used in the home, regardless of the language spoken by the student?

2. What is the language most often spoken by the student?

3. What is the language that the student first acquired?

Please turn over for Русский, український and Español translations ----->

Russian

1. Какой основной язык используется дома, независимо от языка, на котором говорит ученик?

2. На каком языке чаще всего говорит ученик?

3. Какой язык впервые выучил ученик?

Ukrainian

1. Яка основна мова використовується вдома, незалежно від мови, якою розмовляє учень?

2. Якою мовою найчастіше розмовляє учень?

3. Яку мову вперше опанував учень?

Spanish

1. ¿Cuál es el idioma principal que se usa en la casa, independientemente del idioma que hable el estudiante?

2. ¿Cuál es el idioma que el estudiante habla con más frecuencia?

3. ¿Cuál es el idioma que el estudiante adquirió por primera vez?

Additional Required Information

Please answer all of the following questions. Your responses may give us information about your student's knowledge and skills allowing us to better support your child's educational needs. All information collected is needed for district data and funding and is completely unrelated to immigration and citizenship.

Was your child born in the United States? ☐ Yes ☐ No

If yes, in which state? _____

If no, in what other country? _____

2. Has your child attended any school in the United States for *any three years* during their lifetime?

☐ Yes ☐ No

If yes, please provide school name(s), state, and dates attended:

Name of School _____ State _____

Dates Attended _____

Name of School _____ State _____

Dates Attended _____

Right to Translation and Interpretation Services	In which language do you prefer to receive written information from school? _____
Your response will help the school provide communication in a language you prefer.	In which language do you prefer to receive spoken information from school? _____

Have parent/guardian sign and date this document ensuring that the answers within are factual.

Parent Name:	
Parent Signature:	
Interpreter Name (if applicable)	

Chariton Community School District
English Learner Program Placement

☐ Initial Placement ☐ Continuing Placement



Name of Student: _____ Date: _____
(mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (number of years). The high school graduation rate for students receiving English Learner Services is _____. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

The name of the English proficiency test your child took is:

WIDA Assessments:

☐ ACCESS 2.0 for ELLs

☐ WIDA Screener

☐ WIDA Model

ELPA 21 Assessments:

☐ ELPA21 Summative

☐ ELPA21 Screener

Other Assessments:

☐ Other Assessment: _____

(The test used to measure the level of English proficiency)

Your child's level of proficiency in:

Listening is: _____

The highest score possible is: _____

Speaking is: _____

The highest score possible is: _____

Reading is: _____

The highest score possible is: _____

Writing is: _____

The highest score possible is: _____

Literacy is: _____

The highest score possible is: _____

Your child's Composite Proficiency Level* is: _____ The highest score possible is: _____

The level needed to be proficient in English and exit English Learner Services is: _____

If applicable, your child's level of academic achievement was measured using the following test(s):

☐ English, Language Arts (ELA) Assessment used to measure the level of academic achievement:

The name of the test: _____

Your child's level of ELA Achievement is: _____

☐ Math Assessment used to measure the level of academic achievement:

The name of the test: _____

Your child's level of ELA Achievement is: _____

☐ Science Assessment (if applicable) used to measure the level of academic achievement:

The name of the test: _____

Your child's level of ELA Achievement is: _____

☐ Other Assessment used to measure the level of academic achievement:

The name of the test: _____

Your child's level of ELA Achievement is: _____

* A composite proficiency level is a combination of the individual scores for the listening, speaking, reading, and writing portions of the assessment.

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

The method of instruction used in your child's English Learner Services is:

- ☐ **Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- ☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ☐ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- ☐ **Other:** _____

- ☐ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Chariton Community School District
Description of Programs

English

English Learner Program
Placement

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction:

☐ Yes ☐ No

English Language Used in Instruction:

☐ Yes ☐ No

Program Exit Criteria:

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction:

☐ Yes ☐ No

English Language Used in Instruction:

☐ Yes ☐ No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

English
Request for Change in Program Participation - English Language Development Program

Chariton Community School District
Request for Change in Program Participation

Date: _____

Dear Parent/Guardian(s):

You have indicated that you do not want your child to participate in an English Language Development Program and/or Bilingual Program, or that you would like a change in your student's English Language Development Program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request that your child not participate in a program, or (b) choose another program or method of instruction, if available.

If you have chosen (a) or (b) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes English proficient.

Thank you.

Chariton Community School District
Request for Change in Program Participation

I, _____ (*parent/guardian*) of _____ (*student*) have been informed of my right to not have my child participate in the English Language Development Program and/or Bilingual Program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

- ☐ I do not want my child to participate in the English Language Development Program offered by the school.
- ☐ I do not want my child to participate in the Bilingual Program offered by the school.
- ☐ Enroll my child in another program or method of instruction, if available.

Please enroll my child in the following program: _____

Signature of Parent/Guardian

Date

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

English
Explanation of Consequences for not Participating in English Language Development Program

Chariton Community School District
Explanation of Consequences for not Participating
in English Learner Program

Date: _____

Dear Parent/Guardian(s):

You have indicated that you do not want your child to participate in the district's English Language Development Program(s).

Title VI of the Civil Rights Act of 1964 and U.S. Supreme Court *Lau v. Nichols* ruling of 1974 requires schools and districts to provide services to eligible students to help them attain English proficiency and access academic content. In compliance with *Civil Rights* law, our school district has implemented a program that we feel is the most appropriate for your child's level of English proficiency. Even if you do not want your child to participate in our district's program, the district is still required by *Civil Rights* law to provide services to your child that will help your child attain English proficiency and access academic content.

Refusing to allow your child to participate in the district's English Language Development Program places the responsibility of meeting the Civil Rights requirements to provide services that will help your child attain English proficiency and access academic content on your child's classroom teacher(s). What you need to know is that your child's classroom teacher(s) may or may not be trained or have the qualifications to adequately provide these services.

If your child does not participate in the English Language Development Program offered by our district, she/he will receive the services available in the classroom to help your child attain English proficiency and access academic content. And, she/he will still be required to take the annual test of English language proficiency until she/he meets all requirements to no longer be considered an English Learner. In addition, not participating in the district's English Language Development Program could result in your child taking longer to meet the requirements to no longer be considered an English Learner than other students that do participate in these services. Not participating in these programs could also delay your child's ability to fully participate in the education program offered by our district.

Sincerely,

Name

Title

Phone

Email

Appendix D

Classroom Accommodations for ESL Students

Chariton Community School District

Student Name: _____

Date: _____

Room Environment:

- ☐ Seat student near the teacher or front of the room
- ☐ Seat student near a positive role model or ESL peer

Lesson Preparation & Presentation:

- ☐ Write key points on the board
- ☐ Highlight key vocabulary
- ☐ Provide visual aids—models, pictures, videos, textbooks on CD, graphic organizers
- ☐ Make sure instructions are understood and given orally and in writing
- ☐ Allow extended time to answer questions (think time) or answer in writing or pictorially
- ☐ Include a variety of activities during each lesson including hands-on
- ☐ Provide a written outline, summaries, or study guides
- ☐ Break long presentations into shorter segments
- ☐ Provide reading materials at the students' reading level
- ☐ Provide peer tutoring

Assignments/Worksheets:

- ☐ Give extra time to complete work
- ☐ Simplify complex directions
- ☐ Shorten assignments or break work into smaller segments
- ☐ Allow dictation to a scribe or pictorial response
- ☐ Allow use of a bilingual dictionary
- ☐ Use group projects rather than individual work
- ☐ Provide a model of completed assignments

Test Taking:

- ☐ Allow open note or open book tests
- ☐ Give word banks or page numbers for answers
- ☐ Give tests orally or have someone read it aloud to them
- ☐ Allow demonstrations, drawings, or retellings for the answers
- ☐ Use anecdotal records or portfolios to give the grade
- ☐ Give frequent short quizzes and avoid long tests
- ☐ Reduce multiple choice answers to two
- ☐ Allow students to retake tests
- ☐ Provide study guides/outlines for the test
- ☐ Allow additional time to complete the test

Chariton Community School District Monitoring Form for ESL Students

Student: _____ School Year: _____

Building: _____ Grade: _____ ESL Teacher: _____

This student is _____ currently being served in ESL
 _____ exited Y1 Y2 Exit Date: _____ Grade at Exit: _____

First Semester	Second Semester
Completed by: _____ Date: _____	Completed by: _____ Date: _____
Academic Achievement : Latest ISASP Scores: Reading: _____ Proficient Not Proficient Writing: _____ Proficient Not Proficient Current Grades: ELA/Rdg: _____ Math: _____ Science: _____ Social. Studies: _____ GPA (Grades 9-12): _____	Academic Achievement : Latest ISASP Scores: Reading: _____ Proficient Not Proficient Writing: _____ Proficient Not Proficient Current Grades: ELA/Rdg: _____ Math: _____ Science: _____ Social. Studies: _____ GPA (Grades 9-12): _____ Credits Earned This Year: _____
Attendance: _____ Regular _____ Irregular	Attendance: _____ Regular _____ Irregular
Elementary Reading Progress: Fall FAST Composite: _____ Proficient Not Proficient CBM-R: _____ Proficient Not Proficient Winter FAST Composite: _____ Proficient Not Proficient CBM-R: _____ Proficient Not Proficient	Elementary Reading Progress: Spring FAST Composite: _____ Proficient Not Proficient CBM-R: _____ Proficient Not Proficient ELPA Proficiency Level: _____ Emerging _____ Progressing _____ Proficient
Comments/Areas of Concern:	Comments/Areas of Concern:
Data Analysis: This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing satisfactorily <input type="checkbox"/> Not progressing satisfactorily & will be referred to MTSS or intervention team and/or ESL teacher	Data Analysis: This student is: <input type="checkbox"/> Highly proficient <input type="checkbox"/> Progressing satisfactorily <input type="checkbox"/> Not progressing satisfactorily & will be referred to MTSS or intervention team and/or ESL teacher

Chariton Community School District
Program Exit Letter

Name of Student: _____ Date: _____

School: _____

Dear Parent or Guardian(s):

A recent assessment has shown significant improvement in your child's ability to read, write, speak and listen in English. Your child was assessed with the following state and district adopted test(s):

- ☐ ACCESS 2.0 for ELLs
☐ ELPA21 Summative
☐ Other Assessment: _____

As a result, your child will transition out of the following program provided by the school district to develop English language skills:

- ☐ Bilingual
☐ ESL
☐ Other English Learner services: _____

Your child will transition out of this program and will:

- ☐ Continue to attend: _____ *(name of school)*
☐ Be transferred to: _____ *(name of school)* Beginning: _____ *(date)*

Thank you for your assistance in helping make your child's transition from the English Language Development Program a success. If you have any questions or concerns, please call your child's school or teacher. Your child will be monitored for 4 years. This is to ensure that your child is progressing academically as expected.

Sincerely,

_____	_____
Name	Title
_____	_____
Phone	Email