



## **Lau Plan 2023-2024**

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## **Rationale and Legal Foundation**

The Legal foundations of the Lau Plan for the School District of Washington have been established through federal legislation (NCLB Act of 2001, Title VI of the Civil Rights Act of 1964, and the Equal Opportunities Act of 1974), a variety of federal court decisions (Lau vs. Nichols 1974, Plyer vs. Doe 1981, Castaneda vs. Packard 1981, Office of Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited English Proficiency 1991, Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency 2000, etc.) and the state of Missouri MSIP requirements.

The purpose of this Lau Plan is to introduce the goals, guidelines, and procedures of the Department of English Learner, Immigrant, and Migrant Education Services in the School District of Washington. This guide offers a general plan for cooperation between building personnel and the Department of English Learner, Immigrant, and Migrant Education Services staff regarding the students who receive services through the department. It also includes suggestions for cross-cultural understanding, classroom instruction, assessment, and communication with multilingual families. As is known in education, students learn better when their education is integrated with those with diverse backgrounds, as well as having individualized programs to meet specific needs of students. This is especially true for EL students.

The School District of Washington recognizes that there are school children in the district that are still becoming proficient in English. These families include immigrants, refugees, students with limited or interrupted formal education (SLIFE), and others whose children may still be learning the academic English needed to succeed in school. These children are attending School District of Washington schools and acquiring the academic English that facilitates mastery of the content standards. Their ability to learn this content may be hampered by the lack of appropriate accommodations in the classroom.

English learners sometimes experience difficulty with the dual load of learning a language while learning academics taught in that language. This can be illustrated through the data on four and five-year graduation rates for EL students compared to the general population of Missouri students. In the 2021 State Report Card from DESE, EL students have a four-year graduation rate of 73.95% compared to 89.21% of the general population and a five-year graduation rate of 85.5% compared to 91.25% of the general population. In addition, EL students are at higher risk of dropping out of

school and may consequently have reduced opportunities for employment. Research shows that it takes one to five years to develop survival and social language skills (BICS: Basic Interpersonal Communication Skills) and from seven to ten years to develop “school language skills” (CALPS: Cognitive Academic Language Proficiency Skills). Having a high quality EL program for students who are limited English proficient (LEP) is not only required but is critical to the success of these students.

The School District of Washington is committed to providing all students an equal opportunity to benefit from educational programs and services. Further, the School District of Washington is committed to supporting scientifically research-based and effective programs, practices, training, and accountability so that all students can become proficient in English and can meet the state’s academic achievement standards.

The School District of Washington has the responsibility for implementing Title III, part of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015. The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards. The School District of Washington is also responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination in programs and activities that receive federal financial assistance. Local education agencies (LEAs) that receive federal financial assistance cannot, on the basis of race, color, or national origin:

- Provide services, financial aid, or other benefits that are different or in a different manner from what all students receive
- Restrict an individual’s enjoyment of advantage or privilege enjoyed by others
- Deny an individual the right to participate in federally assisted programs
- Defeat or substantially impair the objectives of federally assisted programs

These Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student’s English proficiency.

This Lau Plan will describe what the the School District of Washington will do to:

- Identify ELs
- Design an effective program reflective of EL student's needs
- Employ appropriate EL language or bilingual personnel (or both)
- Align the instruction of ELs to state and local content standards
- Create an inclusive environment and avoid unnecessary segregation

- Address ELs with disabilities
- Serve ELs who opt out of EL programs
- Provide ongoing assessments to monitor, exit, or measure students' growth in English language proficiency and comprehension of academic content

### **Responsibility for Lau Plan Implementation**

The Board of Education 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 build the student's English language proficiency in order to provide the student equal access to its programs.

The Superintendent has designated the EL Coordinator as having overall responsibility for the district's compliance with federal and state laws, regulations and guidance regarding the education of ELs by:

- Overseeing the implementation of the district's Lau Plan
- Developing appropriate programming to assist ELs in acquiring English language skills and achieving the content standards
- Overseeing initial language assessment and placement for all ELs
- Offering training and support for teachers
- Providing professional development opportunities focused on educating linguistically and culturally diverse students
- Coordinating the delivery of federal and state assessments to determine ELs' progress
- Monitoring program effectiveness
- Overseeing compliance with record keeping requirements
- Providing translation and interpretation services of school related activities
- Implementing parent outreach programs to involve multilingual parents in the district's education activities and programs

## **Language Assessment Advisory Committee**

The EL Coordinator will appoint a Language Assessment Advisory Committee to advise identifying, serving, assessing, and eventually exiting an EL student from a language support system. This committee will also serve to notify parents of upcoming tests/assessments. This committee will meet annually and as needed to monitor the language and academic progress of EL students, including those who have exited the program. The committee may also meet with the entire school staff to inform them of their observations and recommendation for meeting the EL student needs. The committee will recommend revision of the plan.

Members of the committee may include, but not be limited to, Assistant Superintendent of Curriculum, a building administrator, a guidance counselor, an academic content teacher, and EL teachers. Additional members may include a Language Arts Lab Teacher, Director of Early Learning Center, Director of Parents as Teachers, and an Instructional Coordinator.

## **The Parent Advisory Committee and Parent Recommendations**

Parents will be invited to serve on a EL Parent Advisory Committee which meets twice annually fall/spring to discuss program successes and challenges, parent involvement, parent survey data, and district and state assessment data. This committee will meet to discuss parent recommendations, and evidence of meetings will include agendas, sign-in sheets, and minutes.

### **Parent Engagement:**

Parents and students from all grade levels will be encouraged to attend the district's World Cultural Night held each spring. During this event students will share information about their native culture or language. Resources from the community will also be invited to this event. The district's website will be updated by 2023-2024 to include EL Department information and community resources.

## **Motto, Mission and Vision Statements**

### **Motto:**

We are Washington. We care. We contribute. We LEARN.

### **Mission:**

Our mission is to inspire achievement, character and personal growth in all students as they pursue and succeed in college, careers and life.

### **Vision:**

The School District of Washington will provide an inspiring educational environment by means of challenging, relevant, and purposeful learning experiences designed to prepare students for their future. We are committed to an engaged and customized approach to education. We encourage innovation and creativity developed to help our students explore their purpose and passion as they acquire the skills and attributes necessary to be college and career ready.

We will do this within a culture of collaboration that fosters understanding, acceptance, and mutual respect while remaining focused on student achievement, staff development, and the well-being of our students as they grow, mature, and learn.

### **Mission of the EL Department**

“English learners in Missouri attend schools in which all educators share responsibility for their success, engage effectively with their families, and value and nurture their linguistic and cultural assets. English learners are taught by effective, well-prepared, and culturally responsive educators who hold them to high standards and have the resources and professional learning they need to advance students’ academic and linguistic development simultaneously. English learners have equitable access to meaningful and rigorous learning opportunities that build on their cultural and linguistic assets and the academic, linguistic, social, and emotional supports they need to excel. English learners thrive in high school and graduate with the knowledge, skills, and abilities necessary to be successful in college and/or a career of their choice, and to contribute to a civic life in a global community” (“Blueprint for English Learner Success”).

## Glossary of Terms

**ACCESS for ELLs®:** Annual English Language Proficiency Test: ACCESS for ELLs® is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English and meets all requirements of ESSA for testing and reporting of English proficiency. Missouri is a consortium member state.

**ACCESS for ELLs 2.0-** The state mandated annual assessment of English language development for all students identified as English learners.

**AY3 (Accountability Year 3)-** A code in SIS for students who are no longer monitored but recognized as a former EL in the accountability system.

**AY4 (Accountability Year 4)-** A code in SIS for students who are no longer monitored but recognized as a former EL in the accountability system.

**Content Based ESOL (CBE)-** This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).

**Co-Teaching (COT)/Push-** In An ESOL certified teacher and a content teacher collaborate during lesson planning, curriculum mapping, instructional practices, and assessment to ensure students experience a culturally and linguistically responsive classroom.

**Culture Shock:** A normal stage in the acculturation process that all newcomers go through; being in a strange place and losing the power to communicate can disrupt a person's worldview, self-identity, and systems of thinking, acting, and feeling.

**Culturally and Linguistically Diverse Students (CLD):** Students who speak a language other than English regardless of English proficiency level. English-speaking students who have dialectical differences are not considered to be CLD.

**Culturally Diverse-** When an individual or group is exposed to, and/or immersed in more than one set of cultural beliefs, values, and attitudes. These beliefs, values, and attitudes may be influenced by race/ethnicity, sexual orientation, religious or political beliefs, or gender identification.



**Culturally Responsive Teaching-** A pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning.

**English for Speakers of Other Languages (ESOL):**A term for English-language programs that teach English language skills to speakers from non-English language backgrounds. The approach of choice for schools where bilingual teachers are not available, and where EL students represent many languages. ESOL is another term for “English as a Second Language” or ESL.

**English Learner (EL)/Multilingual Learner (ML)-** According to the Department of Education, an English Learner is any student who:

1. Is age 3 through 21, and
2. Is enrolled or is preparing to enroll in the district, and
3. Has difficulties speaking, reading, writing, or understanding English that may be sufficient to deny the individual the ability to attain proficiency on state assessments, the ability to be successful in a classroom where instruction is in English, or the opportunity to participate fully in society, and
4. Meets one of the following additional requirements:
  - a. Was not born in the United States or whose native language is a language other than English, or
  - b. Is Native American, an Alaska Native, or a native resident of the outlying areas who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or
  - c. Is a migratory individual whose native language is a language other than English and who comes from an environment where a language other than English is dominant.  
(ESEA, as amended by ESSA, Section 8101[20])

**English language development (ELD)-** instruction that is designed to help ELs learn and acquire English to a level of proficiency that maximizes their capacity to engage successfully in academic studies taught in English.

**ELD Coaching (COA)-** is an approach to train all teachers over time to deliver effective instruction for English learners. This model recognizes and plans for the multiple duties of ESOL certified teachers. Districts cluster students into specific classrooms and the ELD Coach assists individual teachers or grade level teams in designing, delivering and assessing effective instruction for ELs. The ELD Coach is also available for interventions, co -teaching and other strategies to support the student.

**ESOL Class Period (CON)-** Typically used at the secondary level, students receive intensive English instruction in addition to the core content classrooms. English credit may be awarded for these classes.

**ESOL Resource Classroom (RSC)-** Essentially, a resource classroom is the secondary variation of the pull-out model. The resource

classroom is not limited to one content area, rather an ESOL certified teacher focuses on English skills across multiple disciplines.

**Fossilization:** Specific second language errors become ingrained even after the speaker has achieved a high level of second language proficiency.

**Heritage Language Learners:** Third or fourth generation residents of a country, or indigenous peoples, who retain their original cultural identity, but have not maintained oral and written competencies in a language other than English.

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

**Immigrant Student-** According to the Department of Education, an immigrant student is a student between the ages of 3 and 21 who was not born in a state of the United States of America and who has not been attending schools in any one state for more than three full academic years.

(ESEA, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, Section 3301[6])

**Interference (transfer):** Communicative behaviors from the first language either interfere with or transfer to the second language.

**Interlanguage:** When a speaker develops a personal linguistic system while attempting to produce the target language; Interlanguage is constantly changing as the speaker becomes more proficient in the second language.

**Interpreter (highly qualified):** A professional facilitator of communication between speakers who do not speak the same language; conveys information verbally from one language to another; is fluent and literate in both languages and cultures.(May be certified or licensed).L1 - L2:These abbreviations refer to one's first, or native, and second, or non-primary languages, respectively. For EL students, L2 usually means English.Language Instruction Educational Program(LIEP)- A district's choice of program model for the support of ELs.

**Language Loss:** A decline in a speaker's first language proficiency while a second language is being learned.

**Language Minority (LM):** Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English.

**Language Proficiency:** An EL's English language skills compared to the average English speaking student at the age-appropriate grade level; students must test proficient in all four language domains: reading, writing, speaking, and listening.

**Language Use Survey (LUS)**- A form that is required to be completed by parents at registration indicating the language background of the child.

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**Language Use Survey (LUS):** Part of the enrollment process for all students newly enrolling in a school district. The LUS may appear on the enrollment form or on a separate form.

**Limited English Proficient (LEP):** The term 'limited English proficient', when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i)the ability to meet the State's proficient level of achievement on State assessments described in

section 1111(b)(3);(ii)the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

**Linguistically Diverse:** Where an individual or group has had significant exposure to more than one language or dialect.

**Long-Term English Learners:** A subset of English learners who generally have received more than seven years of language support, but whose English language proficiency appears to have fossilized about midpoint along the second language acquisition continuum.

**Migratory Child-** According to sections 1115(b)(1)(A) (incorporated into the Migrant Education Program (MEP) by virtue of sections 1304(c)(2)) and 1309(2) of ESSA and section 200.81(e) and 200.103(a) of federal regulations, a child is a “migratory child” and is eligible for the MEP if all of the following conditions are met:

1. The child is not older than 21 years of age; and
2. The child is entitled to a free public education (through grade 12) under state law or is below the age of compulsory school attendance; and
3. The child is a migratory agricultural worker or a migratory fisher or has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; and
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph three above, in order to seek or obtain qualifying work; and
5. The child has moved from one LEA to another

**MY1 (Monitor Year 1)-** A code in SIS that indicates a student who has exited an EL program and is in the first year of monitor status.

**MY2 (Monitor Year 2)-** A code in SIS that indicates a student who has exited an EL program and is in the second year of monitor status.

**Newcomer-** Recently arrived immigrants, migrants or refugees in first grade (second semester) through 12th grade, who have been in the country for less than four months, and who demonstrate compelling evidence that they have never been exposed to English, may be formally identified as an EL without taking the WIDA Online Screener. Newcomers will be exempt from district common assessments for their first term.

**NLP (Not Limited English Proficient)-** A code for students who are not eligible for the district’s LIEP.

**Pull-Out ESOL (POE)-** Typically used at the elementary level, students are pulled out of the regular classroom for intensive English instruction.

**RCV -** students who are identified as an EL (A code used for students who are eligible for the district’s LIEP.)

**Refugee-** A refugee is defined by the Office of Refugee Resettlement as “...any person who is outside any country of such person’s nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.”

**Student with Limited or Interrupted Formal Education (SLIFE)-** Students in grades four through 12 who have experienced disruptions to their education in their native countries and/or the United States, and/or are unfamiliar with the culture of schooling (Calderón, 2008).

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**Teaching English to Speakers of Other Languages (TESOL):** The international professional organization for educators involved with ESOL. Also refers to the discipline of teaching English to non-native speakers. Title III: The part of the “Every Student Succeeds Act” authorizing appropriations for bilingual education and special alternative language programs, and the Emergency Immigrant Education program.

**Translator (highly qualified):** A person who renders one written language into another language with accuracy, ensuring the integrity/intent of the message is retained (i.e., from Spanish to English or English to Spanish). (May be specifically trained, certified).

**WIDA Screener-** An English language proficiency screener test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELs. The WIDA Screener is one component of WIDA's comprehensive assessment system.

**WIDA-**The WIDA Consortium is a non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of ESSA and promote educational equity for English language learners (ELs). Through standards, assessments, research, and professional development, WIDA provides meaningful tools and information to educators working with ELs that are anchored in research-based practices for serving these diverse learners.

## Part I: Goals for EL Programming

	Description	How it will be measured
Goal(s) for English Language Proficiency (ELP)	<ul style="list-style-type: none"> <li>Increase proficiency rates of individual student proficiency target based on <a href="#">DESE EL indicator (200pts) and Proficiency Targets (50%)</a></li> </ul>	<ul style="list-style-type: none"> <li>WIDA ACCESS for ELLs 2.0 assessment</li> </ul>
Goal(s) for EL (English Learner) exiting the EL (English Learner) program.	<ul style="list-style-type: none"> <li>Track the percentage of students exiting services annually</li> </ul>	<ul style="list-style-type: none"> <li>WIDA ACCESS for ELLs 2.0 assessment and portfolio</li> </ul>

## Part II: Implementation Table

Description-Details what needs to be provided to meet the requirement.

State Provisions-In many cases, the state education agency (DESE) has provided some or all of the elements through guidance, policy or a combination of both.

School System-List out what additional or specific steps the school system is taking to fulfill the requirement. Add any explanation or information to identify attached evidence.

Chapter 1: Identifying All English Learners		
Description	State Provision	School System
1A. Identify ELs a. Not previously identified: The procedures and documents	<ul style="list-style-type: none"> <li>Use a Language Use Survey (LUS) to identify potential ELs</li> <li><a href="#">DESE EL Screening Guide 2022-2023</a> <ul style="list-style-type: none"> <li><a href="#">EL Identification Flowchart</a> - DESE p.4</li> </ul> </li> <li><a href="#">Newcomer Kit Screening 2021-2022</a></li> <li><a href="#">Placement of ELs in age appropriate grade level</a></li> </ul>	Not previously identified: <ul style="list-style-type: none"> <li>Use the Language Survey on enrollment to identify students that may speak or understand another language</li> <li>Use the full Language Use Survey and family interview if needed to gather additional information about home language use</li> </ul>

<p>that your school system uses to identify ELs not previously identified.</p>	<p>pp.8-9</p>	<ul style="list-style-type: none"> <li>● Screen potential ELs with WIDA Screener or WIDA Screener for Kindergarten within 30 days of enrollment. The Newcomer Kit must be submitted no later than 15 days from the beginning of the year or five school days after enrollment during the school year.</li> <li>● 1-12 Grade- If a student has a significant cognitive disability, the district may forgo screening and identify the student as an EL. (The student will take alternate ACCESS.)</li> <li>● Kindergarten- If a student who has a significant cognitive disability, therefore should not be identified as an EL until 1st grade. (The student will take the alternate ACCESS when it is available.)</li> <li>● If meets English learner definition, add appropriate EL designation in MOSIS/Lumen <ul style="list-style-type: none"> <li>○ RCV - students who are identified as an EL (A code used for students who are eligible for the district's LIEP.)</li> <li>○ NLP - not limited English proficiency (A code used for students who are not eligible for the district's LIEP.)</li> <li>○ MY1 - indicates a student has exited an EL program and is in the first year of monitor status</li> <li>○ MY2 - indicates a student has exited an EL program and is in the second year of monitor status</li> <li>○ AY3 - accountability year 3 (not monitored but recognized as a former EL in the accountability system)</li> <li>○ AY4 - accountability year 4 (not monitored but recognized as a former EL in the accountability system)</li> </ul> </li> </ul>
<p>1A. Identify ELs</p> <p>b. nonWIDA states: The procedures and documents that your school system uses to identify ELs who</p>	<ul style="list-style-type: none"> <li>● Use a Language Use Survey (LUS) to identify potential ELs.</li> <li>● <a href="#">Placement of ELs in age appropriate grade level</a> pp.8-9</li> </ul>	<p>nonWIDA states:</p> <ul style="list-style-type: none"> <li>● Review Student Records <ul style="list-style-type: none"> <li>○ Locate language scores by contacting previous school/s, collect as much EL information and data as possible</li> </ul> </li> <li>● Use past school designation to determine next steps. <ul style="list-style-type: none"> <li>○ If RCV in past district, must give WIDA Screener to determine eligibility</li> <li>○ If MY1, MY2, AY3, AY4, NLP in past district, honor the districts determination and check in for first few months to determine if student needs to be placed back in EL</li> </ul> </li> </ul>

transfer from other schools.		<p>program (data collection)</p> <ul style="list-style-type: none"> <li>• If meets English learner definition, add appropriate EL designation in MOSIS/Lumen</li> </ul>
<p>1A. Identify ELs</p> <p>c. WIDA states: The procedures and documents that your school system uses to identify ELs who transfer from other schools.</p>	<ul style="list-style-type: none"> <li>• Use a Language Use Survey (LUS) to identify potential ELs.</li> <li>• <a href="#">Placement of ELs in age appropriate grade level</a> pp.8-9</li> </ul>	<p>WIDA states:</p> <ul style="list-style-type: none"> <li>• Use past school designation for student based on ACCESS scores <ul style="list-style-type: none"> <li>○ If RCV in past district, still RCV</li> <li>○ If MY1, MY2, AY3, AY4, NLP in past district, honor the districts determination and check in for first few months to determine if student needs to be placed back in EL program (data collection)</li> </ul> </li> <li>• If meets English learner definition, add appropriate EL designation in MOSIS/Lumen</li> </ul>
<p>1A. Identify ELs</p> <p>d. Annual parent notification of new or continuing EL placement</p>	<p>Notify parents within 30 days of identification of their child's EL status.</p>	<ul style="list-style-type: none"> <li>• Send home the Parent Notification of Eligibility Form</li> <li>• Notifications are provided in English and/or a language the parents can understand</li> <li>• The notification will include: the reasons for identification and placement, student's level of English proficiency, how the student was assessed, the status of the student's academic achievement, the type of language acquisition program and method of instruction used in the program, how the program will help the student learn English and meet appropriate academic achievement standards for grade level, program exit requirements, expected rate of transition and expected rate of graduation, opt out procedures, and if applicable, how the program meets the students IEP needs.</li> </ul>
<p>1B. Identify Migrant Students</p> <p>The procedures and documents that your school system uses to identify migrant students</p>	<p>The SEA is responsible for the proper and timely identification and recruitment of all eligible migrant children in the State, including securing pertinent information to document the basis of a child's eligibility. Typically, SEAs or their local operating agencies record eligibility data on a Certificate of Eligibility (COE). Recruiters obtain the data by interviewing the person responsible for the child, or the child him or herself, in cases where the child</p>	<p>Every student, upon enrollment, will answer the following question: Has either parent/guardian or the student or student's spouse been employed within the past 3 years (or any of the persons mentioned currently employed) in some form of temporary or seasonal agricultural or agricultural-related work. Examples of this include, but are not limited to: planting or harvesting crops (vegetables, fruit, cotton, etc); transporting farm products to market; feeding or processing poultry, beef, hogs, gathering eggs, or working in</p>



	<p>moves on his or her own. The SEA is responsible for implementing procedures to ensure the accuracy of eligibility information. <a href="#">Guidance: Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965</a></p>	<p>hatcheries; working on a dairy farm or a catfish farm; cutting firewood or logs to sell; or landscaping?</p> <p>An answer of yes will trigger submitting the student's name to Missouri Migrant Education and English Language Learning Office (MELL) for review of eligibility.</p>
<p>1C. Identify Immigrant Students</p> <p>The procedures and documents that your school system uses to identify immigrant students</p>	<p>Use LUS to determine immigrant status</p> <p><a href="#">DESE defines:</a> Immigrant children and youth are individuals:</p> <ul style="list-style-type: none"> <li>● Who are ages 3 through 21</li> <li>● Who were not born in any State or territories including American Samoa, Guam, Marianas Islands, and U.S. Virgin Islands <ul style="list-style-type: none"> <li>○ includes US citizens born on foreign soil</li> <li>○ Includes students adopted by US citizens and foreign exchange students</li> </ul> </li> <li>● Who have not been attending one or more schools in any one or more states for more than three full academic years (36 months)</li> </ul>	<ul style="list-style-type: none"> <li>● Use the Language Survey on enrollment to identify students that may speak or understand another language</li> <li>● Use the full Language Use Survey and family interview to gather additional information about home language use if needed</li> <li>● Review Language Use Survey</li> <li>● If meets DESE immigrant definition, add identified students as Immigrant in MOSIS/Lumen</li> <li>● Use the date the student first entered school in the US (not date of US entry) in the US Entry Date field</li> </ul>
<p>1D. Identify ELs who qualify for multiple services</p> <p><b>a.</b> Special Education services: The procedures and documents that your school system uses to identify ELs who qualify for Special Education services</p>	<ul style="list-style-type: none"> <li>● ELs may participate in every program for which they are eligible. Placement in one does not preclude placement in a second or third. Programs referred to include Special Education, ESOL, Gifted, Migrant Education and Title I programs. <a href="#">Educating Linguistically Diverse Students: Requirements &amp; Practices</a>, p. 28</li> <li>● ELs are entitled to a timely identification and evaluation. Students who continue to demonstrate academic deficits not attributable to language acquisition or acculturation to school and life in the US should be referred to a multi-disciplinary team (MDT) that can provide multiple perspectives in relation to the challenges a student is facing. Additionally, approaches such as Response to Intervention (RtI) come into play. <a href="#">Identifying, Supporting, and</a></li> </ul>	<ul style="list-style-type: none"> <li>● EL teacher must be involved in the MTSS process for any EL student <ul style="list-style-type: none"> <li>○ Interventions should be culturally and linguistically appropriate for the student based on his or her needs and based on based practice for ELs</li> </ul> </li> <li>● Information on student's native language literacy and education should be gathered prior to identification</li> <li>● Follow the <a href="#">Pre-Referral Flowchart</a> to guide decisions related to Special Education Referral</li> <li>● For more information on learning behaviors that may be indicators of challenges caused by second language acquisition vs. a possible learning disability view <a href="#">Disability or Second Language Determination</a> (Adapted from Butterfield, 2014)</li> <li>● For additional guidance, refer to the <a href="#">Consideration of Factors that May Impact Academic Success for ELL's Flowchart</a></li> </ul>

	<p><a href="#">Reclassifying English Learners with Disabilities</a>, p. 6</p> <ul style="list-style-type: none"> <li>• Pre-Referral Flowchart <a href="#">Identifying, Supporting, and Reclassifying English Learners with Disabilities</a>, p. 12</li> </ul>	
<p>1D. Identify ELs who qualify for multiple services</p> <p><b>b.</b> Gifted services: The procedures and documents that your school system uses to identify ELs who qualify for gifted services</p>	<ul style="list-style-type: none"> <li>• ELs may participate in every program for which they are eligible. Placement in one does not preclude placement in a second or third. Programs referred to include Special Education, ESOL, Gifted, Migrant Education and Title I programs. <a href="#">Educating Linguistically Diverse Students: Requirements &amp; Practices</a>, p. 28</li> <li>• Those responsible for student selection must ensure that the criteria used to identify and select participants are not culturally or linguistically biased. To make decisions about students based on measures that assume English language proficiency is a violation of EL students' civil rights. If necessary, alternative routes to qualifying must be available to students from non-English language backgrounds. <a href="#">Educating Linguistically Diverse Students: Requirements &amp; Practices</a>, p. 28</li> </ul>	<p>A universal screener is given to all students at some point during K-7 grade.</p> <p>Multiple points of data are collected for identification. <a href="#">The Gifted Education Identification Process</a> has more information on the data analyzed for identification.</p> <p>Students who are English language learners (ELL), students with disabilities, and students with identified risk factors who demonstrate high ability but do not meet regular program criteria may be considered through a case study approach. A team of multidisciplinary professionals will review such cases as needed to make eligibility and placement decisions.</p>
<p>1D. Identify ELs who qualify for multiple services</p> <p><b>c.</b> Title I services: The procedures and documents that your school system uses to identify ELs who qualify for additional interventions</p>	<ul style="list-style-type: none"> <li>• ELs may participate in every program for which they are eligible. Placement in one does not preclude placement in a second or third. Programs referred to include Special Education, ESOL, Gifted, Migrant Education and Title I programs. <a href="#">Educating Linguistically Diverse Students: Requirements &amp; Practices</a>, p. 28</li> </ul>	<p>Language Arts Lab (LAL) - Eligibility is determined by the bottom 10% of students based on scores from the following:</p> <ul style="list-style-type: none"> <li>- MAP (3-6)</li> <li>- DRA Scores (when applicable)</li> <li>- FastBridge Assessments</li> <li>- Benchmark Assessments</li> <li>- The lowest 30% will be given CBM to determine if they should receive additional Tier III interventions.</li> </ul> <p>Title Reading - Eligibility is determined by the bottom 30% of students, not served by LAL, based on FastBridge Reading Assessments.</p> <p>Title Math - Eligibility is determined by the bottom 30% of students based on FastBridge Math Assessments.</p>

		Title programs are only available at four elementary schools: Augusta, Marthasville, South Point and West.
<p>1D. Identify ELs who qualify for multiple services</p> <p><b>d.</b> Universal Screening and Early Dyslexia Identification: The procedures and documents that your school system uses to identify ELs who qualify for multiple services</p>	<p>Since the 2018-19 school year, each public school shall conduct dyslexia screenings for students based on the recommendations of the task force created under section 633.420.</p> <p>As dyslexia is neurobiological in nature, it affects all people, not just English speakers. Students for whom English is not their native language will also be potential students with dyslexia characteristics. Many times, these students are missed because the difficulties in reading can be erroneously blamed on language acquisition. Although the process can be difficult and implemented with caution, English learners (ELs) can be screened for dyslexia-related risk factors through screening in the student's native language. EL's who have been reclassified should complete the screening process accordingly.</p>	<p>RCV English Learners are exempt from dyslexia screening if the following criteria is not met:</p> <ul style="list-style-type: none"> <li>• Dominant language assessments</li> <li>• Properly trained bilingual staff must administer and interpret results</li> </ul> <p>MY1-NLP</p> <ul style="list-style-type: none"> <li>• Will complete the screening process as prescribed by the district</li> </ul>

**Chapter 2: Providing English Learners with a Language Instruction Educational Program (LIEP)**

Description	State Provision	School System
<p>2A. Be an effective program reflective of the needs of ELs</p> <p>Type and description of English language development (ELD) services offered at your school system</p>	<p>School systems may choose their own ELD program model(s) as long as it is based on sound research.</p> <ul style="list-style-type: none"> <li>• Pull-Out ESOL (POE)</li> <li>• ESOL Class Period (CON)</li> <li>• ESOL Resource Classroom (RSC)</li> <li>• Structured English Immersion (SEL)</li> <li>• Content Based ESOL (CBE)</li> <li>• Sheltered English Instruction (SHC)</li> <li>• Newcomer Centers (NWC)</li> <li>• Bilingual Immersion/Dual Language (BLI)</li> <li>• Early and late Exit Programs/Transitional Bilingual (ELE)</li> <li>• Co-Teaching (COT)</li> <li>• ELD Coaching (COA)</li> </ul>	<p>ELD Program(s) in bold are models our school system currently uses</p> <ul style="list-style-type: none"> <li>• Pull-Out ESOL (POE) Typically used at the elementary level, students are pulled out of the regular classroom for intensive English instruction.</li> <li>• ESOL Class Period (CON) Typically used at the secondary level, students receive intensive English instruction in addition to the core content classrooms. English credit may be awarded for these classes.</li> <li>• ESOL Resource Classroom (RSC) Essentially, a resource classroom is the secondary variation of the pull-out model. The resource classroom is not limited to one content area, rather an ESOL certified teacher focuses on English skills</li> </ul>

		<p>across multiple disciplines.</p> <ul style="list-style-type: none"> <li>• Content Based ESOL (CBE) This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992). <ul style="list-style-type: none"> <li>◦ Ex. push-in and consult</li> </ul> </li> <li>• Co-Teaching (COT)/Push In An ESOL certified teacher and a content teacher collaborate during lesson planning, curriculum mapping, instructional practices, and assessment to ensure students experience a culturally and linguistically responsive classroom.</li> <li>• ELD Coaching (COA) is an approach to train all teachers over time to deliver effective instruction for English learners. This model recognizes and plans for the multiple duties of ESOL certified teachers. Districts cluster students into specific classrooms and the ELD Coach assists individual teachers or grade level teams in designing, delivering and assessing effective instruction for ELs. The ELD Coach is also available for interventions, co -teaching and other strategies to support the student.</li> </ul> <table border="1" data-bbox="1150 889 1984 1138"> <tr> <td data-bbox="1150 889 1984 948">Elementary: Pull Ou, Push-In and Co-Teaching</td> </tr> <tr> <td data-bbox="1150 948 1984 1044">Middle: Pull-Out, Co-Teaching, Push-In, ESOL Class Period, ESOL Resource Classroom</td> </tr> <tr> <td data-bbox="1150 1044 1984 1138">High: Pull-Out, Co-Teaching, Push-In, ESOL Class Period, ESOL Resource Classroom</td> </tr> </table>	Elementary: Pull Ou, Push-In and Co-Teaching	Middle: Pull-Out, Co-Teaching, Push-In, ESOL Class Period, ESOL Resource Classroom	High: Pull-Out, Co-Teaching, Push-In, ESOL Class Period, ESOL Resource Classroom
Elementary: Pull Ou, Push-In and Co-Teaching					
Middle: Pull-Out, Co-Teaching, Push-In, ESOL Class Period, ESOL Resource Classroom					
High: Pull-Out, Co-Teaching, Push-In, ESOL Class Period, ESOL Resource Classroom					
<p>2B. Be an effective program reflective of the needs of ELs</p> <p>Type of Newcomer services offered</p> <ul style="list-style-type: none"> <li>• Frequency of services</li> </ul>	<p>Newcomer services should be offered to ELs who demonstrate lower levels of proficiency</p>	<p>Select which ELD program your school system uses and give details in notes as follows.</p> <ul style="list-style-type: none"> <li>• Sheltered English Instruction Strategies</li> <li>• Pull-Out ESOL (POE)</li> </ul> <p>Staff: EL teacher</p>			

<ul style="list-style-type: none"> <li>Who provides services</li> </ul>		<p>Elementary: (Push-In)/ Pull-Out ESOL</p> <p>Middle: Pull-Out, Co-Teaching, Push-In, ESOL Class Period, ESOL Resource Classroom</p> <p>High: Pull-Out, Co-Teaching, Push-In, ESOL Class Period, ESOL Resource Classroom</p>
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**Chapter 3: Staffing and Supporting of LIEP**

Description	State Provision	School System																															
<p>3A. Employ appropriate EL and/or bilingual personnel</p> <p>List certified staff who provide EL services and their appropriate certifications</p>	<p>Districts are required to have a full-time ESOL certified teacher if there are more than 20 ELs enrolled in the district.</p> <p>When enrolling more than 20 ELs, the district must strictly follow their local student-teacher ratio. Use the calculations in the table below to determine the number of ESOL certified teachers needed if more than 20 ELs are enrolled.</p> <table border="1" data-bbox="430 958 835 1169"> <tr> <td rowspan="3" style="font-size: small;">Divide the number of students by the number of teachers to find each ratio. The ratios must be the same. If they are not, check the table below for an alternative standard.</td> <td style="text-align: center;">Ratio A</td> <td style="text-align: center;">Ratio B</td> </tr> <tr> <td style="text-align: center;">Total school enrollment</td> <td style="text-align: center;">Total enrollment of ELs</td> </tr> <tr> <td style="text-align: center;">Total number of teachers in classrooms</td> <td style="text-align: center;">Total number of ESOL certified teachers</td> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">Are Ratios A and B the same?</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Grade Level</td> <td style="text-align: center;">Minimum Standard</td> <td style="text-align: center;">Desirable Standard</td> </tr> <tr> <td style="text-align: center;">K-2</td> <td style="text-align: center;">25</td> <td style="text-align: center;">20</td> </tr> <tr> <td style="text-align: center;">3-4</td> <td style="text-align: center;">27</td> <td style="text-align: center;">22</td> </tr> <tr> <td style="text-align: center;">5-6</td> <td style="text-align: center;">30</td> <td style="text-align: center;">25</td> </tr> <tr> <td style="text-align: center;">7-12</td> <td style="text-align: center;">33</td> <td style="text-align: center;">28</td> </tr> <tr> <td style="text-align: center;">K-12 (total)</td> <td style="text-align: center;">30</td> <td style="text-align: center;">25</td> </tr> </table> <p>All students needing services must be included in the program. There must not be a waiting list of ELs in a district.</p> <p><a href="#">Educating Linguistically Diverse Students: Requirements and Practices</a> pp. 22-24</p>	Divide the number of students by the number of teachers to find each ratio. The ratios must be the same. If they are not, check the table below for an alternative standard.	Ratio A	Ratio B	Total school enrollment	Total enrollment of ELs	Total number of teachers in classrooms	Total number of ESOL certified teachers		Are Ratios A and B the same?					Grade Level	Minimum Standard	Desirable Standard	K-2	25	20	3-4	27	22	5-6	30	25	7-12	33	28	K-12 (total)	30	25	<p>Staff</p> <p><input type="checkbox"/> Below is a list of all staff assigned to provide EL services including licensure areas and any certifications, indicating if the staff member is fully certified or provisionally certified and a description of their role</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Barbara Eckenfels <ul style="list-style-type: none"> <li><input type="checkbox"/> Master of Arts in Teaching Early Childhood</li> <li><input type="checkbox"/> TESOL certification K-12</li> </ul> </li> <li><input type="checkbox"/> Lindsay Moritz <ul style="list-style-type: none"> <li><input type="checkbox"/> Master of education in learning, teaching and curriculum with an emphasis in teaching English to speakers of other languages</li> <li><input type="checkbox"/> TESOL K-12 Certification</li> <li><input type="checkbox"/> Elementary Teaching Certification: Grades 1 - 6</li> </ul> </li> <li><input type="checkbox"/> Sherry Schull <ul style="list-style-type: none"> <li><input type="checkbox"/> Master of Arts in School Administration</li> <li><input type="checkbox"/> TESOL K-12 Certification</li> <li><input type="checkbox"/> Elementary and Middle School Certification:</li> </ul> </li> </ul>
Divide the number of students by the number of teachers to find each ratio. The ratios must be the same. If they are not, check the table below for an alternative standard.	Ratio A		Ratio B																														
	Total school enrollment		Total enrollment of ELs																														
	Total number of teachers in classrooms	Total number of ESOL certified teachers																															
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5-6	30	25																															
7-12	33	28																															
K-12 (total)	30	25																															

		<p>Grades 1-8</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anne Stahl <ul style="list-style-type: none"> <li><input type="checkbox"/> Master of Arts in TESOL</li> <li><input type="checkbox"/> TESOL K-12 Certification</li> <li><input type="checkbox"/> Secondary English 9-12 Teaching Certificate</li> </ul> </li> <li><input type="checkbox"/> Priority in hiring is granted to candidates with completed ESOL certification</li> </ul>
<p>3B. Employ appropriate EL and/or bilingual personnel</p> <p>List non-certified staff who provide EL services and their appropriate certifications.</p>	<p>Paraeducators are identified as those who possess, at a minimum, 60 college hours or have passed the Paraprofessional or ParaPro Assessment (MEGA) and who work under the direct supervision of an appropriately certified teacher to provide instructional assistance. The Paraprofessional Assessment is for individuals seeking to be employed as teaching assistants residing in Title I schools. <a href="#">DESE Paraprofessional Resources</a></p> <p>Paraprofessionals may be employed to assist the ESOL teacher. Districts with fewer than 20 ELs (and no ESOL certified teacher) may employ paraprofessionals to assist in the provision of services, but they must work under the direct supervision of qualified classroom teachers.</p>	<p>Non-Certified Staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Below is a list of all non-certified staff assigned to provide EL services and a description of their role.</li> <li><input type="checkbox"/> N/A</li> </ul>
<p>3C. Employ appropriate EL and/or bilingual personnel</p> <p>List staff who provide additional support in the EL program</p>	<p>These additional staff may include directors, coordinators, instructional coaches, lead teachers, bilingual staff, home school communicators, social workers, etc</p>	<p>Additional Staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Below is a list of all additional staff and a description of their role in the EL program: <ul style="list-style-type: none"> <li><input type="checkbox"/> Dr. Mary Robertson - Building Administrator of EL program</li> <li><input type="checkbox"/> Maranda Anderson - Assistant Superintendent of Curriculum, Instruction, and Assessment; EL Coordinator for district</li> <li><input type="checkbox"/> JoAnne Spreckelmeyer - Administrative Assistant to Assistant Superintendent, WIDA ELL Test Coordinator</li> </ul> </li> </ul>

<p>3D. Employ appropriate EL and/or bilingual personnel</p> <p>Written plan for certifying fluency</p>	<p>Teachers in any Title III language instructional program are fluent in English and any other language used for instruction and have good written and oral communication skills (ESSA, 3116)</p>	<p>Certifying English fluency is a decision made by the hiring team in communication with the EL Coordinator.</p> <p>To judge oral English proficiency:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Candidate graduated from a university that uses English as the primary language of instruction</li> <li><input type="checkbox"/> Candidate graduated from a foreign university or college that the local educational agency (LEA) recognizes as meeting the US equivalency</li> <li><input type="checkbox"/> During the oral portion of the interview, the candidate demonstrated oral proficiency</li> </ul> <p>To judge written English proficiency:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Candidate graduated from a university that uses English as the primary language of instruction</li> <li><input type="checkbox"/> Candidate graduated from a foreign university or college that the local educational agency (LEA) recognizes as meeting the US equivalency</li> <li><input type="checkbox"/> Candidate demonstrates written proficiency on resume and/or cover letter</li> </ul> <p><a href="#">See page 3 for a sample document for certifying fluency</a></p>
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### Chapter 4: Meaningful Access to Core Curricular and Extracurricular Programs

Description	State Provision	School System
<p>4A. Align the instruction of ELs to state and local content standards</p> <p>Describe how ELs have access to Missouri Learning Standards and all general curriculum.</p>	<p>EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.</p> <p><a href="#">Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs Fact Sheet</a>- U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice p. 4</p> <p>EL students are required to meet the same standards as other district students and are provided with equal opportunities to participate meaningfully in “all programs and activities...whether curricular, co-curricular, or extracurricular</p> <p><a href="#">Ensuring English Learner Students Can Participate</a></p>	<p>ELs are provided access to all content areas through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Building content teacher capacity for EL support</li> <li><input type="checkbox"/> EL teacher support as listed in section 2: Effective Programming for ELD Instruction</li> <li><input type="checkbox"/> Scaffolded instruction with accommodations and modifications as indicated in student’s Individual Language Plan (ILP)</li> <li><input type="checkbox"/> Small groups</li> <li><input type="checkbox"/> Other (Describe in Notes)</li> </ul> <p>District materials that enhance EL learning:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tablets/Laptops/chromebooks 1:1</li> <li><input type="checkbox"/> Online access to textbooks and curriculum</li> <li><input type="checkbox"/> Online tools (i.e., translation software, closed captioning,</li> </ul>

	<p><a href="#">Meaningfully and Equally in Educational Programs Fact Sheet</a> U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice</p>	<p>speech-to-text, etc)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bilingual dictionary</li> <li><input type="checkbox"/> Online reading resources (EPIC)</li> <li><input type="checkbox"/> Curriculum and books that target English Language Development</li> </ul> <p><a href="#">Considerations for ELs Access to Missouri Learning Standards</a></p>
<p>4B. Align the instruction of ELs to state and local content standards</p> <p>Describe how ELs dually identified as EL and Special Education have access to curriculum</p>	<p>“School districts must provide EL students with disabilities both the language assistance and disability-related services to which they are entitled under Federal Law. Districts must also inform a parent of an EL student with an individualized Education Plan [describing] how the language instruction education program meets the objectives of the child's IEP”20 U.S.C.§6312(g)(1)(A)(vii)</p>	<p>Students receive direct ELD services as described in section 2 or indirect services described under Content Based ESOL (CBE). These services will layer with their special education services and neither will supplant the other.</p> <p>Dually Identified: Special Education and English Learner Content Based ESOL-Consult Form</p>
<p>4C. Align the instruction of ELs to state and local content standards</p> <p>Describe how ELs dually identified as EL and gifted have access to curriculum</p>	<p>Once identified, some possible options for gifted/talented programming that welcome English Language Learners are included in the following document:</p> <ul style="list-style-type: none"> <li>• <a href="#">Identifying and Serving Traditionally Underrepresented Gifted Students</a> p.11</li> </ul>	<p>Students receive direct ELD services as described in section 2 or indirect services described under Content Based ESOL (CBE). These services will layer with their gifted services and neither will supplant the other.</p> <p><a href="#">English Learner Content Based ESOL-Consult Form</a></p>
<p>4D. Align the instruction of ELs to state and local content standards</p> <p>Describe how ELs have access to Title I, co-curricular, and extracurricular activities (such as</p>	<p>EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP). <a href="#">Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs Fact Sheet</a> U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice p. 4</p>	<p>Parents should be informed of all school programming in a language they can understand.</p> <p>During the annual program evaluation process, equity of access to co-curricular and extracurricular programs for current and former ELs will be monitored using Lumen/MOSIS.</p>



<p>At-Risk, Career and Technical Education Programs, Counseling Services, Advanced Placement Courses, performing arts, visual arts, athletic clubs, etc.)</p>		
<p>4E. Align the instruction of ELs to state and local content standards</p> <p>Describe any supplemental resources used for English language development (ELD) paid through Title III.</p>	<p>The LEA uses Title III funds only to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.</p> <p><a href="#">DESE Local Educational Agency Allowable use of Funds or Activities</a></p>	<p>Supplemental curriculum or materials for ELD paid through Title III:</p> <p><input type="checkbox"/> Not Applicable (Currently, no Title III funding has been awarded for the School District of Washington.)</p>

**Chapter 5: Creating an Inclusive Environment and Avoiding Unnecessary Segregation**

Description	State Provision	School System
<p>5A. Creating an Inclusive Environment and Avoiding Unnecessary Segregation</p>	<ul style="list-style-type: none"> <li>• LEAs must limit the segregation of ELs to the extent necessary to reach the stated goals of an educationally sound and effective program.</li> <li>• LEAs should not keep ELs in segregated EL programs (or “EL-only” classes) for periods longer or shorter than required by each student’s level of English proficiency, time and progress in the EL program, and the stated goals of the EL program.</li> <li>• While ELs may receive intensive English language instruction or bilingual services in separate classes, it would rarely be justifiable to segregate ELs from their non-EL peers in</li> </ul>	<p>Before placing an EL in a LIEP that contains a degree of segregation, the LEA should ensure that (1) the degree of segregation in the program is necessary to achieve the goals of an educationally sound and effective program, (2) the EL has comparable access to the standard curriculum within a reasonable period of time, and (3) the ELs in the EL program have the same range and level of extracurricular activities and additional services as non-EL students.</p> <p>To meet these expectations, ongoing district-level EL professional development is offered to all staff who deliver instruction to or support the LIEP of ELs. These professional development opportunities include the following:</p> <ul style="list-style-type: none"> <li>• Co-teacher training for every EL teacher and 1 content</li> </ul>

	<p>subjects like physical education, art, music, or other activity periods outside of classroom instruction.</p> <p><a href="#">Creating an Inclusive Environment for an Avoiding the Unnecessary Segregation of English Learners</a>-Department of Education</p>	<p>area partner for each EL teacher per year</p> <ul style="list-style-type: none"> <li>● Pre-recorded training videos about co-planning, grading ELs, newcomers, and SLIFE, and linguistic scaffolding</li> <li>● ELevate Conference-partner school district</li> <li>● Opportunities are available through EdPlus for additional training</li> <li>● Unpacking WIDA ELD Standards and annual refresher for all EL teachers</li> </ul>
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**Chapter 6: Addressing English Learners with Disabilities**

Description	State Provision	School System
<p>6A. Addressing English Learners with Disabilities</p>	<p>Disabilities exist across languages and cultures. Child Find regulations, a term used to describe the district’s responsibilities to timely identify students with disabilities, apply to ELs to the same extent as they do to any other student population. In other words, ELs are entitled to a timely identification and evaluation.</p> <p><a href="#">Identifying, Supporting, and Reclassifying English Learners with Disabilities-DESE</a></p>	<p>Please see section 1D.a and 4B regarding addressing English learners with disabilities.</p> <p>1D. Identify ELs who qualify for multiple services</p> <p>Special Education services: The School District of Washington prides itself in considering all referrals and following the MO State Plan for identifying any student with a disability. First and foremost, the department would work with individual building staff to make families understand the process and have access to the referral process in their home language if needed.</p> <p><a href="https://dese.mo.gov/media/pdf/regulation-iii-identification-and-evaluation-2022">https://dese.mo.gov/media/pdf/regulation-iii-identification-and-evaluation-2022</a></p> <p><a href="https://dese.mo.gov/media/pdf/curr-eld-sped-special-education-testing">https://dese.mo.gov/media/pdf/curr-eld-sped-special-education-testing</a></p> <p><a href="https://dese.mo.gov/media/pdf/parents-guide-special-education-missouri-spanish">https://dese.mo.gov/media/pdf/parents-guide-special-education-missouri-spanish</a> (Spanish Version of Parents Guide to Special Education)</p> <p>4B. Align the instruction of ELs to state and local content</p>

standards

Students dually identified in the School District of Washington have the opportunity to receive services from both experts. This district allows for learning opportunities to take place in the general education environment and/or special education environment with the support of teachers highly trained in special education and EL acquisition. Our staff prides themselves in their collaborative nature to be able to work hand-in-hand with this unique student population. It is imperative that these students receive the level of expertise from all teachers working collaboratively to ensure the standards are unwrapped and the most important focus standards are taught to this population for future success.

<https://dese.mo.gov/media/pdf/contrasting-possible-explanations-typical-academic-difficulties-encountered-ell>

Chapter 7: Serving English Learners Who Opt-Out of EL Programs

Description	State Provision	School System
<p>7A. Serving English Learners Who Opt-Out of EL Programs</p> <p>Opt-Out of EL Services: The procedures and documents that your school system uses to identify ELs whom parent/guardian choose to opt of EL services</p>	<p>Federal law requires all students who are identified as an EL student to receive EL support. If a parent refuses EL services:</p> <ul style="list-style-type: none"> <li>the parent’s refusal of ESL services must be documented annually after a conference with EL teacher and administrator where recent assessments, student work, academic strengths and needs are discussed</li> <li>the RCV student must be administered that ACCESS for ELLs annually until that student attains the State’s definition of ELP</li> <li>the school district is still responsible for providing meaningful education to the EL student with collaboration of EL and content teachers to utilize EL strategies and resources</li> </ul> <p>A parent cannot refuse “education” and if an EL cannot access education without ESL services, then</p>	<ul style="list-style-type: none"> <li>Parent/guardians must contact the EL teacher with desire to opt out of EL services</li> <li>EL teacher sets up meeting with parent/guardians and administrator to review student data, district EL services and identification protocol, and parent reasoning for opting out of the EL services</li> <li>If parent/guardian chooses to opt-out of EL services             <ul style="list-style-type: none"> <li>Sign Denying Services Form annually</li> <li>EL student will receive support from content teacher in collaboration with EL teacher through consult (<a href="#">EL Opt-Out CBE-Consult Form</a>)</li> <li>EL student will be assessed with the ACCESS annually until meeting state exit criteria requirements</li> <li>Refusal of EL services does not indicate a refusal of special education services.</li> </ul> </li> <li>If parent/guardian chooses to not opt-out of EL service             <ul style="list-style-type: none"> <li>EL student will continue to receive direct EL support</li> </ul> </li> </ul>

	<p>the district must support the academic learning of the EL. If an ESL program is necessary in order to ensure academic progress for the EL, then ESL services must be provided. <a href="#">Missouri English Language Learner Identification and Placement Guidance Document</a>-DESE</p> <p>Missouri school districts do not need parental permission to test a student. <a href="#">MODESE EL Bulletin, January 21, 2020</a></p>	<p>from the EL teacher and content teacher</p>
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### Chapter 8: Monitoring and Exiting English Learners from EL Programs and Services

Description	State Provision	School System
<p>8A. Provide ongoing authentic assessments to monitor student progress toward EL proficiency and comprehension of academic content</p> <p>Describe the annual assessment provided to all ELs coded as RCV in MOSIS, training provided to educators and administration of the assessment</p>	<p>WIDA's ACCESS for ELLs is the English language proficiency assessment that Missouri has selected to meet the requirement of the Every Students Succeeds Act (ESSA) to annually assess Missouri's students who are eligible for EL (English Learner) services, including students with disabilities. ACCESS allows educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with the WIDA English Language Development (ELD) Standards. (<a href="https://dese.mo.gov/college-career-readiness/assessment/el-assessment">https://dese.mo.gov/college-career-readiness/assessment/el-assessment</a>)</p> <p>Individual test administrators must be trained annually in each assessment they will proctor including the WIDA ACCESS Online, Paper, Alternate ACCESS and Kindergarten ACCESS and agree to maintain the security of test questions. In addition, a test administrator must be a district employee that, at a minimum, meets the requirements of a paraprofessional under Title I. Only those under contract with the district may give the Assessment.</p>	<p>Every school in the district will administer the WIDA ACCESS for ELs assessment to all K-12 receiving (RCV) students regardless of opt out status.</p> <p>All EL teachers are required to complete the WIDA Modules and pass the certification quiz for all WIDA ACCESS assessments they will proctor including: WIDA ACCESS Online Training Course, WIDA ACCESS Paper Training Course, WIDA Alternate (Alt) ACCESS Training Course, and WIDA Kindergarten ACCESS Training. Time will be provided to work on certification for ACCESS.</p> <p>Prior to ACCESS test administration, the testing coordinator/data and assessment coordinator will review DRC for proof of completion of each ACCESS training assessment course/quiz for all proctors.</p>

<p>8B. Provide ongoing authentic assessments to monitor student progress toward EL proficiency and comprehension of academic content</p> <p>Describe procedures for exiting English Learners from EL Programs and Services</p>	<p>Missouri DESE ACCESS scores target and district actions:</p> <ul style="list-style-type: none"> <li>● 4.7-6.0- The student must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the LIEP</li> <li>● Below 4.7-The student must remain in the LIEP barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. The portfolio must include evidence that any unsatisfactory domain score on the ACCESS is not indicative of her or his ability.</li> </ul> <p>In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for a language instruction educational program.</p> <p><a href="#">Identifying and Reclassifying English Learners</a>-DESE pp. 9-10</p>	<p>Upon receipt of the ACCESS score reports, students with scores above 4.7, unless compelling evidence suggests they should remain in the LIEP, will be exited from EL services and will receive a notice of reclassification letter. Students with scores below 4.7 will continue to be eligible for EL services.</p> <p>After reclassification, the following codes will be used to track students exited from EL services. These classifications progress annually.</p> <ul style="list-style-type: none"> <li>● MY1: MY1 students are in the first year of monitor status</li> <li>● MY2: MY2 students are in the second year of monitor status</li> <li>● AY3: AY3 students are no longer monitored, but recognized as former ELs in the accountability system</li> <li>● AY4: AY4 students are no longer monitored, but recognized as former ELs in the accountability system</li> </ul> <p>*RCV, MY1, MY2, AY3, and AY4 students are included in the EL subgroup for state accountability on the MAP and EOC tests.</p>
<p>8C. Provide ongoing authentic assessments to monitor student progress toward EL proficiency and comprehension of academic content</p> <p>Describe procedures for exiting English Learners from EL Programs and Services via portfolio</p>	<p>The goal of the portfolio is simple: to ensure districts are exiting students according to the "Goldilocks Principle"-just the right time, in just the right manner. If a district exits a student too early, they are at risk of academic failure; however, prolonging a student's time in an EL support program potentially limits educational opportunities and demoralizes students. Those responsible for the student's education should collect evidence from existing formative assessments, projects, formal reports or writing assignments. In the final quarter, evidence can be easily selected from the portfolio to serve as a summary of the student's abilities and used to support what the student earns on the ACCESS for ELs when the performance reports are given to districts.</p> <p><a href="#">Identifying and Reclassifying English Learners</a>-DESE pp. 6-8</p>	<p>In the beginning of the year, teachers will identify students who might exit via ACCESS based on past performance. During the year, teachers will collect pieces of evidence in every domain and multiple content areas for the identified students. Upon receipt of ACCESS scores, portfolio evidence will be assessed, in the domains that did not meet 4.7, using the WIDA portfolio rubric for students on the identified list with scores that do not meet 4.7 overall reclassification criteria.</p> <p>If portfolio evidence demonstrates proficiency in all domains, then the parent will be notified of the reclassification plan. If the parent agrees with reclassification to MY1 status, a notice of reclassification letter will be sent. The students' EL status will be changed in SIS/IC to MY1 for the following school year.</p>

<p>8D. Provide ongoing authentic assessments to monitor student progress toward EL proficiency and comprehension of academic content</p> <p>Describe procedures for exiting English Learners from EL Programs and Services via portfolio</p>	<p>Some students who have IEPs may not be able to meet state-established reclassification criteria due to their disability, but this factor should not exempt them from the reclassification process. The purpose of reclassification is not to replace ELD services with SPED services, but rather to celebrate the point when language is no longer a barrier to the learner's full participation in their program of instruction, as specified by the goals of the IEP.</p> <p>Districts can create a reclassification team to establish individualized reclassification criteria for students with IEPs who participate in the ACCESS for ELs 2.0 or the Alternate ACCESS for ELs but who do not meet state-established reclassification criteria. This important step can be taken around the same time as the IEP meeting itself.</p> <p>After the reclassification team has determined that the learner should be reclassified, the student should be exited from the program in MOSIS using the portfolio for English Learners (POR) option, coded as Monitor Year 1 (MY1), and should follow the monitoring path to completion.</p> <p><a href="#">Identifying, Supporting and Reclassifying English Learners with Disabilities</a>-DESE pp. 20-22</p>	<p>In the beginning of the year, EL teachers and Special Education teachers collaborate and identify EL and SpEd students whose language may no longer be a barrier to participation in school based on their IEP goals. During the year, teachers will collect pieces of evidence to support the reclassification criteria established in the Reclassification of Special Education English Language Learners portfolio document for ACCESS or Alternate ACCESS.</p> <p>A reclassification team will review the portfolio. If the reclassification team determines the student should be reclassified, the student will be moved to MY1 status for the following year.</p> <p>The portfolio document will be uploaded to the students' EL Program and Service in SIS/IC.</p>
<p>8E. Provide ongoing authentic assessments to monitor student progress toward EL proficiency and comprehension of academic content</p> <p>Describe procedures for monitoring students who have exited from EL Programs and Services</p>	<p>Exit process: Monitoring MY1-2</p> <ul style="list-style-type: none"> <li>Missouri LEAs are required to monitor all students for two school years after exit from LEP classification. Districts must keep documentation (state assessment scores, final ELP scores, parental notification) on file throughout the two-year monitoring period. Students in the monitoring period do not take the yearly ACCESS for ELs.</li> <li><a href="#">Required Monitoring</a>-DESE</li> </ul>	<p>Students in years MY1 and MY2 will be monitored 3 times per school year. Monitoring should be done through collaboration with the core content teachers. Students in MY1 and MY2 should be performing at grade-level expectations compared to peers without scaffolding. If a student is not meeting standards or benchmarks, additional documentation is required.</p>

<p>8F. Provide ongoing authentic assessments to monitor student progress toward EL proficiency and comprehension of academic content</p> <p>Describe guidelines for retaining English Learners</p>	<p>Exit process: Retention guidelines-questions</p> <p>Retention of EL students shall not be based solely upon their level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v Nichols)</p>	<p>An English Language Development Specialist must be included and collaborate with the Retention Team when considering retaining an EL student.</p>
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**Chapter 9: Evaluating the Effectiveness of a District's EL Program**

Description	State Provision	School System
<p>9A. Evaluating the effectiveness of the District's EL Program</p>	<p>OCR Policy</p> <p>Districts are required to modify their programs if they prove to be unsuccessful after a legitimate trial. As a practical matter, recipients cannot comply with this requirement without periodically evaluating their programs.</p> <p>Generally, districts measure "success" in terms of whether the program is achieving the particular goals the district has established for the program and its students. If the district has established no particular goals, the program is successful if its participants are achieving proficiency in English and are able to participate meaningfully in the district's program. <a href="#">Office of Civil Rights: Developing ELL Programs</a></p> <p>Successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time.</p> <p>Student achievement data is necessary to determine</p>	<p>Items to be evaluated annually</p> <ul style="list-style-type: none"> <li>● Survey/input from stakeholders including parents, students, and staff</li> <li>● Professional learning opportunities offered to district staff</li> <li>● Staff is provided with curricular materials to support the selected instructional models</li> <li>● Scores on state and local assessments</li> <li>● Scores on annual English language proficiency tests</li> <li>● Grades in content courses</li> <li>● Retention in grade</li> <li>● Reclassification/exit rates</li> <li>● Effectiveness of curriculum and instructional models</li> <li>● Review and revision of Lau Plan</li> <li>● Staffing rates to support the selected instructional models</li> <li>● Family engagement opportunities offered to multilingual families</li> </ul> <p>Items to be evaluated during a large-scale program evaluation</p> <ul style="list-style-type: none"> <li>● Graduation and dropout rates</li> <li>● Participation rates in gifted and advanced courses (e.g., honors, Advanced Placement (AP), gifted and talented, and International Baccalaureate (IB) courses)</li> </ul>

	<p>an EL program's effectiveness and ensure compliance with SEA and federal reporting requirements. An evaluation of an EL program should not be limited to data required for ESEA accountability purposes; it should be continuous and include multiple data points on ELs. If an LEA or SEA has more than one EL program, data should be disaggregated, by program, to determine if each is effective. The data should be gathered, analyzed, and used to change or modify the EL program and services, as appropriate. Schools can also use individual student achievement data to inform decisions about appropriate instruction and interventions.</p> <p>LEAs should collect longitudinal data to monitor and compare the performance of current ELs, former ELs and never-ELs in the LEA's standard instructional program. Data should not be limited to data collected for ESEA accountability purposes.</p> <p>When EL programs do not produce both English proficiency and parity participation within a reasonable period of time, SEAs and LEAs must modify the EL program.</p> <p>View the checklist to assist with evaluating programs and services for ELs, page 3.</p> <p><a href="#">Evaluating the Effectiveness of a District's EL Program</a> p. 1</p>	<ul style="list-style-type: none"> <li>● Participation in Seal of Biliteracy testing</li> <li>● Participation in programs at Four Rivers Vocational School</li> <li>● Participation in ACT/SAT testing</li> <li>● Participation in college rep visits at the high school</li> <li>● Enrollment rates in pre-kindergarten, magnet, and other choice programs</li> <li>● Enrollment rates in special education and related services</li> <li>● Mobility and attendance rates</li> <li>● Participation in extracurricular programs</li> <li>● Suspension rates</li> <li>● Other indicators of college and career readiness</li> </ul> <p>An EL program evaluation committee will review data collected and make recommendations to the Board of Education.</p> <p>If evaluations show that EL programs are not effective, the district must make appropriate programmatic changes.</p>
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**Chapter 10: EL Plan Checklist for Self-Monitoring**

Description	State Provision	School System
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10A. EL plan checklist for self-monitoring	<p>ESEA Program Self-Monitoring Checklist (Migrant and ELL) October Cycle</p> <p><a href="https://dese.mo.gov/media/pdf/esea-october-checklist-migrant-and-ell-questions-and-evidence-sources-web">https://dese.mo.gov/media/pdf/esea-october-checklist-migrant-and-ell-questions-and-evidence-sources-web</a></p>	The School District of Washington completes all necessary documents as outlined in the self-monitoring checklist and reported to DESE.
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**Chapter 11: Ensuring Meaningful Communication with Limited English Proficient Parents**

Description	State Provision	School System
<p>11A. Ensuring meaningful communication with Limited English Proficient Parents</p> <p>Meaningful communication with Limited English Proficient Parents for notification of placement</p>	<p>Per DESE guidance, the LEA has 15 days to notify parents of ACCESS score availability once final data is in DRC.</p> <p><a href="#">ACCESS for ELLs Checklist 2021-2022</a> p. 13</p> <p>LEA will distribute Individual Score Reports and Continued Eligibility or Notice of Reclassification Parent Letters within 30 days of the beginning of the school year.</p> <p><a href="#">English Learner Parent Notice of Reclassification</a>-DESE</p>	<p>Within 15 days of receiving ACCESS scores, the district notifies parents/guardians that scores are available.</p> <p>Individual Score Reports are provided in English and/or a language the parents can understand if available from WIDA.</p> <p>Continued Eligibility or Notice of Reclassification Parent Letters are provided in English and/or a language the parents can understand if available from the district.</p>
<p>11B. Ensuring meaningful communication with Limited English Proficient Parents</p> <p>Meaningful communication with Limited English Proficient Parents</p>	<p>Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English. This includes, but is not limited to, information related to:</p> <ul style="list-style-type: none"> <li>● registration and enrollment in school and school programs</li> <li>● language assistance programs</li> <li>● report cards</li> <li>● grievance procedures and notices of nondiscrimination</li> <li>● parent handbooks</li> <li>● gifted and talented programs</li> </ul>	<p>The district will provide translation and/or interpreter services to aid parents with Limited English Proficiency in accessing district-wide documents and procedures as needed.</p> <p>All families have the right to an interpreter at no cost to them.</p> <p>All district staff will be trained on using translation and interpreter services by district EL teachers.</p>

	<ul style="list-style-type: none"><li>• student discipline policies and procedures</li><li>• magnet and charter schools</li><li>• special education and related services, and requests for parent permission for meetings to discuss special education</li><li>• student participation in school activities</li><li>• parent-teacher conferences</li></ul> <p><a href="#">Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them</a>-Office of Civil Rights</p>	
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## Appendices

### Language Use Survey (LUS)



Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Relationship of person completing this survey: \_\_\_\_\_

In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English. Please provide information about your child's language abilities.

**Tier I: Language Background** – Questions 1-3 were answered during the original enrollment process.

**Tier II: Expanded Language Background**

4. Does the student understand when someone speaks with him/her in a language besides English? Yes / No

5. Does the student read in a language other than English? Yes / No

6. Does the student write in a language other than English? Yes / No

7. Does the student interpret for you or anyone else in a language other than English? Yes / No

**Tier III: Educational History**

8. How many years did the student attend school where the native language was used for instruction? \_\_\_\_

9. What was the most recent month and year the student attended school? \_\_\_\_\_

10. Do you believe that your child has learning difficulties that affects his/her ability to understand? \_\_\_\_  
If you, please explain: \_\_\_\_\_

11. Has your child been referred to be evaluated for special education?  Yes  No  
If you, please explain: \_\_\_\_\_

All correspondence should be sent home in?  English  Other \_\_\_\_\_

Student's Birth Country: \_\_\_\_\_ Date Entered the United States: \_\_\_\_\_  
Birth State/Province: \_\_\_\_\_ Date first enrolled in U.S. Schools: \_\_\_\_\_  
Birth City: \_\_\_\_\_ Date first enrolled in MO Schools: \_\_\_\_\_  
Birth County: \_\_\_\_\_

The school is required to assess the English language proficiency of all students who indicate, or are suspected of having, a first language other than English. If the results of the assessment show a student needs language support, you will be notified in writing and the school district will provide language support as deemed appropriate by district staff.

**Notice to School Staff:** This form must be given to all new and enrolling students that answered "Other" on initial enrollment. Any student that indicates use of a language other than English must be assessed to determine the student's English language proficiency. Please notify district staff responsible for the next steps immediately and when ready, keep this form in the student's permanent records.



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220 Locust Street  
Washington, MO 63090  
636-231-2000

Dr. Jennifer Kephart, Superintendent

Dr. Rachael Franssen- Assistant Superintendent, Maranda Anderson- Assistant Superintendent, John McColloch- Assistant Superintendent

**Parent Notification Form  
Eligibility for Language Support**

Date:

Dear Parent/Guardian of:

Grade:

After a thorough review of the enrollment forms, your child was tested on \_\_\_\_\_ using the WIDA Online Screener to determine the level of English your child has acquired. The results of the assessment show that your child is eligible for the school's chosen language instruction educational program. The results of the assessments are shown below:

Language Domain Scores	Proficiency Level
Listening	
Speaking	
Writing	
Reading	
Composite Scores	
Oral Language-50% Listening + 50% Speaking	
Literacy-50% Reading +50% Writing	
Overall- 35% Reading + 35% Writing + 15% Listening + 15% Speaking	

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for a language instruction educational program.

The goal of our program is to support your child as he or she acquires English proficiency and meets the learning goals of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child's education, please contact \_\_\_\_\_ (name) at \_\_\_\_\_ (phone) to set up a meeting. Language assistance services are available if you need them.

We are confident that our program will meet the needs of your child. However, you have the right to decline the specific support plan we have designed in favor of another approach. Please contact the above named EL instructor if you would like to discuss options for your child.

Language Instruction Notes:

Sincerely,

Maranda Anderson  
Assistant Superintendent  
Curriculum, Instruction and Assessment

# Denying ELL Services Form



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220 Locust Street  
Washington, MO 63090  
636-231-2000

Dr. Jennifer Kephart, Superintendent

Dr. Rachael Franssen- Assistant Superintendent, Maranda Anderson- Assistant Superintendent, John McColloch- Assistant Superintendent

## Denying English Language Services:

I understand that my child is currently being provided educational services appropriate to his/her status as an English language learner. I also understand that my child has not reached the level of Proficiency in the English language. This evaluation is based on my child's scores on the state standardized MAP test and the state's test of language acquisition – W-APT and ACCESS. However, I choose at this time to refuse EL services through the School District of Washington and understand my child will not receive pull-out/push-in services during the school day from English language learner instructors. I also understand, this refusal does not exempt my child from participating in the yearly federal mandated ACCESS assessment.

I understand that my child may be able to return to the EL program upon the consideration of the EL team.

### TEST SCORES:

MAP Communication Arts:

EOC English:

W-APT:

ACCESS:

Additional Scores Considered:

Child's name:

Parent Signature:

Date:

EL Teacher Signature:

Date:

Portfolio Summary

**EL Portfolio Summary**

Student Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_  
 District/School: \_\_\_\_\_ Grade: \_\_\_\_\_

Criterion	Evidence	Date(s)
Oral Language Proficiency	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Classroom Interaction	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Content-Area Writing	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Grade-level Content Comprehension	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Sociolinguistic Competence		

**Additional Evidence:**

- ACCESS Domain Scores
- Reading comprehension data
- Recorded audio samples
- Writing process artifacts (graphic organizers, drafts)
- Classroom observation documentation

Stakeholder Portfolio Review Meeting Date: \_\_\_\_\_

# Monitoring Forms

## MY1 & MY2 Monitor Form

Student Name: \_\_\_\_\_ Date Reclassified: \_\_\_\_\_  
 School Name: \_\_\_\_\_ EL Instructor Name: \_\_\_\_\_  
 Grade Level (MY1) \_\_\_\_\_ (School Year)

	Screening 1	Screening 2	Screening 3	
FastBridge Reading				
FastBridge Math				
Quarterly Analysis	Quarter 1 (Mandatory)	Quarter 2	Quarter3	Quarter 4
Grades	Grades	Grades	Grades	Grades
ELA				
Math				
Science				
Social Studies				
QA	Quarterly Assessment	Quarterly Assessment	Quarterly Assessment	Quarterly Assessment
ELA				
Math				
Science				
Social Studies				

Annual Analysis	Proficiency Rate
MAP – Gr 3-8	MAP Result
ELA	
Math	
Science	
EOC – Gr 8-HS	EOC Result
ELA	
Math	
Science	
Social Studies	

Input from some Stakeholders (EL teacher, Classroom/Content teacher, Counselor/Admin, Parent, Student)

**Recommendation:**

- Remain in Monitoring Status
- Re-establish Services

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

Administration/Counselor: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student Name: \_\_\_\_\_ Date Reclassified: \_\_\_\_\_  
 School Name: \_\_\_\_\_ EL Instructor Name: \_\_\_\_\_  
 Grade Level (MY2) \_\_\_\_\_ (School Year)

	Screening 1	Screening 2	Screening 3	
FastBridge Reading				
FastBridge Math				
Quarterly Analysis	Quarter 1 (Mandatory)	Quarter 2	Quarter3	Quarter 4
Grades	Grades	Grades	Grades	Grades
ELA				
Math				
Science				
Social Studies				
QA	Quarterly Assessment	Quarterly Assessment	Quarterly Assessment	Quarterly Assessment
ELA				
Math				
Science				
Social Studies				

Annual Analysis	Proficiency Rate
MAP – Gr 3-8	MAP Result
ELA	
Math	
Science	
EOC – Gr 8-HS	EOC Result
ELA	
Math	
Science	
Social Studies	

Input from some Stakeholders (EL teacher, Classroom/Content teacher, Counselor/Admin, Parent, Student)

**Recommendation:**

- This student has successfully completed the monitoring process.
- Re-establish Services

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

Parent Reclassification letter



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Dr. Jennifer Kephart, Superintendent

Dr. Rachael Franssen- Assistant Superintendent, Maranda Anderson- Assistant Superintendent, John McColloch- Assistant Superintendent

Date:

Dear Parent/Guardian of \_\_\_\_\_ Grade \_\_\_\_\_

Congratulations! After a thorough review of your child's academic performance and test scores this past school year, your child will exit the district's language instruction educational program. A primary factor for this determination was your child's performance on the yearly language assessment called the ACCESS for ELLs. Exit criteria also includes MAP Proficiency Level, student grades, EL teacher recommendations and classroom teacher recommendations.

Assessment	Exit Level Score (Needed to be dismissed from program)	Student Score
WIDA ACCESS for ELLs (State Mandated)	4.7	
MAP Communication Arts (State Mandated grades 3-8)	Basic	
MAP Math (State Mandated grades 3-8)	Basic	
MAP Science (State Mandated grades 5 & 8)	Basic	
End of Course English II (State Mandated grades 9-12)	Basic	
End of Course Algebra I or II or Geometry (State Mandated grades 8-12)	Basic	
End of Course Biology (State Mandated grades 9-12)	Basic	
End of Course Government (State Mandated grades 9-12)	Basic	

In Missouri, a student who has an overall score of 4.7 or higher on ACCESS is considered proficient and not eligible for a language instruction educational program. Some students may remain in the language instruction educational program with a score higher than a 4.7 if the district has additional evidence that shows English proficiency may still be a barrier to success.

We will continue to monitor your child for two years to ensure he or she continues to be successful in all classes. If at any time we suspect that your child is struggling and in need of our support, we will bring him or her back into the program.

As always, if you have any questions or concerns, please contact the school.

Sincerely,

Maranda Anderson  
Assistant Superintendent  
Curriculum, Instruction and Assessment



## Links to Guidance Documents Used to Inform Lau Plan

[ACCESS for ELLs Checklist](#) -WIDA

[Consideration of Factors that May Impact Academic Success for ELL's Flowchart](#)-DESE

[Creating an Inclusive Environment for an Avoiding the Unnecessary Segregation of English Learners](#)-Department of Education

[DESE Local Educational Agency Allowable use of Funds or Activities](#)

[DESE Paraprofessional Resources](#)- DESE

[Developing ELL Programs](#)-Office of Civil Rights

[EL Assessment](#)- DESE

[EL Identification Flowchart](#) - DESE

[EL Screening Guide 2021-2022](#) -DESE

[Educating Linguistically Diverse Students Requirements & Practices](#)-DESE

[Effective Practices for Identifying and Serving English Learners in Gifted Education](#)-DESE

[English Learner Parent Notice of Reclassification](#)-DESE

[English Learners \(EL\) Enrolling And Graduating ELs](#) -DESE

[English Learners \(EL\) Reclassification Criteria](#)- DESE

[Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs](#)-U.S. Department of Justice & U.S. Department of Education, Office of Civil Rights

[Evaluating the Effectiveness of a District's EL Program](#)-DESE

[Guidance: Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965](#)-DESE

[Identifying and Serving Traditionally Underrepresented Gifted Students](#)-DESE

[Identifying, Supporting And Reclassifying English Learners \(EL\) With Disabilities](#)-DESE

[Immigrant Children and Youth Grant](#)-DESE

[Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#)-Office of Civil Rights

[Missouri English Language Learner Identification and Placement Guidance Document](#)-DESE

[MODESE EL Bulletin, January 21, 2020](#)

[Newcomer Kit Screening 2021-2022](#)- DESE

[Required Monitoring](#)-DESE

[Serving Students At-Risk for Dyslexia: Guidance to LEA's](#)-DESE

[Teacher English Fluency Plan Sample](#)-DESE