

English Learners Plan (Lau) Ozark R-VI School District

Legal: Federal and state laws, acts and court decisions address the need and requirement of supporting English language learners. They also describe the program requirements. A summary of these laws, “The Legal Foundation for EL Programs in Public Schools” is provided in the appendix.

Definitions:

EL – English learners; students with limited English proficiency

ESL – program of techniques, methodology and extra support designated to teach ELL students English language skills in speaking, listening, reading and writing.

EL - English for Speakers of Other Languages

Home language – Language spoken in the home by significant others

Language proficiency – The level of competence a person is able to use language for both conversational and academic purposes.

LEP – Limited English proficient

MY1 - Monitor Year 1

MY2 - Monitor Year 2

AY3 - Students no longer monitored, recognized as a former EL in accountability system

AY4 - Students no longer monitored, recognized as a former EL in accountability system

NEP – Non-English proficient

NRC – Not Receiving Services

Identification:

All students of Ozark R-VI public schools will be surveyed upon enrollment to determine the following things: A) student ages 3-21 B) student enrolled or preparing to enroll in an elementary or secondary school C) (i) student 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; (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. D) student 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 the State

assessments...; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

- Upon enrolling in the district
 - Parents will answer a series of questions related to the student and family's language background through the on-line enrollment process.
 - If the parent indicates the presence of another language in the home, a "Language Use Survey" will be issued to parents to complete. The "Language Use Survey" will be completed by parents and returned to the secretaries. (Appendix 1a-English, 1b-Spanish, 1c- Russian)
 - Once the "Language Use Survey" has been completed, the secretaries will contact the appropriate EL teacher within three days of receiving the survey. Elementary K-5 schools will contact the elementary EL teachers. Schools housing students 6-12 will contact the secondary EL teacher.
 - If parents cannot communicate with school staff, a secretary will contact the EL teachers to secure the help of an interpreter or may call language interpreting services for assistance with communication.

- Upon contacting the EL teacher
 - Upon receiving notification of an affirmative "Language Use Survey", EL teachers will contact the regular education teacher to schedule a time to assess the new enrollee.
 - Assessment will take place within the first 30 days of enrollment of a new school year, or first 10 school days following enrollment, if after October 1 upon receiving the language use survey.

- English language learners will not be discriminated against. All potential EL students will receive services if eligibility requirements are met including:
 - Students of all ages and grade levels
 - Students of all races and national origins
 - Native-born students
 - Students of all socioeconomic backgrounds, including homeless
 - Students who speak multiple languages
 - Immigrants, migrants, refugees, adoptees
 - Educated students, literate in primary language
 - Non-educated students, illiterate in primary language

- Initial identification and assessment documents will be placed in the student's permanent record and on the SIS database if possible.

Initial Assessment and Placement:

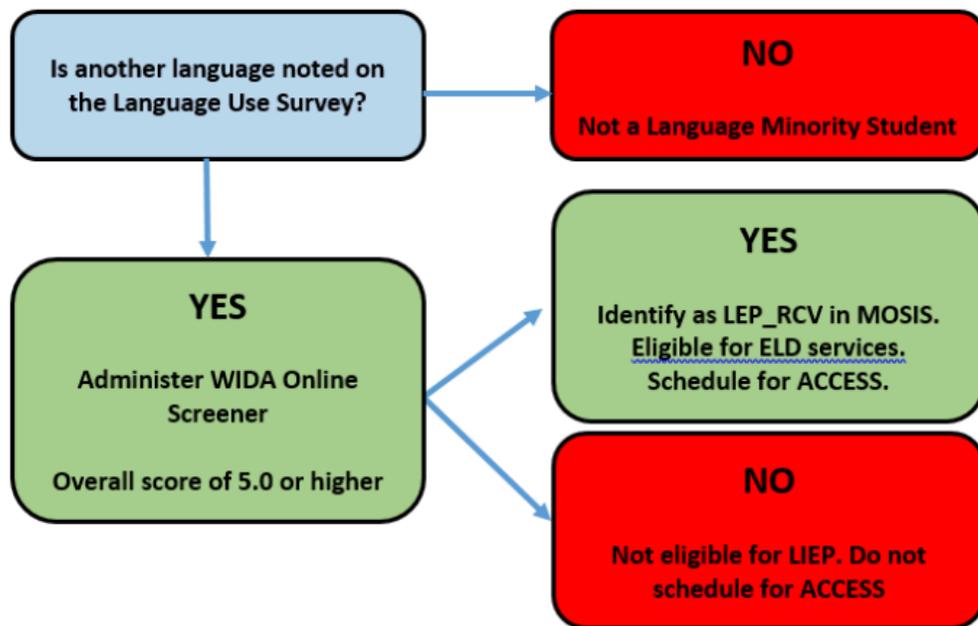
All students who are identified as having a first language other than English or have another spoken language in the home will be assessed to determine eligibility for EL services. If a child meets eligibility requirements, students will be placed in the EL program.

- First semester Kindergarten students will only take the speaking and listening sections of the Kindergarten Screener and must take ACCESS.
- All other students take all four domains of the appropriate screener.
- All potential EL students will be administered a WIDA screener, as required by the State of Missouri, by the EL teachers certified to administer the WIDA screeners. The following chart will be utilized to determine eligibility for services.

Grade Level	The student is ELIGIBLE for ELD services if:
First Semester Kindergarten	Screener For Kindergarten Student has an Oral Language score of less than 5.0. This student should enter services and take ACCESS. Re-evaluate using ACCESS score. <i>Note: Students who score a 5.0 or higher may be entered into services. The student must take ACCESS. Re-evaluate using ACCESS score.</i>
Second Semester Kindergarten / First Semester First Grade	Screener For Kindergarten Student has an Overall score of less than 5.0. This student should enter services and take ACCESS.
Second Semester First Grade Through Grade 12	Student has an Overall score of less than 5.0.

First Semester Student	Second Semester Student	Take This Screener
Kindergarten and Grade 1	Kindergarten	WIDA Kindergarten Screener
Grades 1 and 2	Grade 1	Online Screener Grade 1
Grades 3 and 4	Grades 2 and 3	Online Screener Grades 2-3
Grades 5 and 6	Grades 4 and 5	Online Screener Grades 4-5
Grades 7, 8, and 9	Grades 6, 7, and 8	Online Screener Grades 6-8
Grades 10, 11, 12	Grades 9, 10, 11 and 12	Online Screener Grades 9-12
Grades 1 through 12 newcomer students in the US less than four months with no English exposure		Newcomer Kit

Flowchart for Identifying 2nd Semester 1st Graders through 12th Graders



- Instructional time and modes of instruction and intervention will be based on the needs of the individual students.
- Assessment results will be kept in the student's cumulative file and on SIS, if possible, and shared with the student's regular education teacher.

Parental Notification, Communication and Community Involvement:

- If a student meets eligibility for the EL program, the EL teacher will send written communication to parents informing them that services will be provided to their child. This letter will be translated upon need.
- Translation services will be provided on an "as needed basis" for items such as parent conferences, special meetings and events, etc.
- Parents of EL students will be encouraged to attend school opportunities such as parent-teacher conferences, grandparents' day, family nights, etc.

Education Approach: Instruction, Assessment and Evaluation: Ozark R-VI Public School district will utilize a program that will implement researched based theories of language acquisition for instruction, assessment and evaluation in order to meet the needs of identified English language learners.

- Research based instruction and curriculum will be implemented by Missouri certified EL teachers.
- EL language proficiency will be determined yearly through the review of annual ACCESS assessment scores. In addition, students' annual standardized test scores (state and district assessments) will be monitored. In addition, for secondary students EOC scores will be reviewed. These state guidelines will be utilized to determine whether students meet the overall district goals for educational programs. Students in the EL program will need to meet the same standards as native English speakers.
- Authentic and alternative assessments will be utilized with the EL students to achieve state content standards.
- EL instructional models utilized will be determined by the individual needs of the students. Some students will receive individualized and/or small group (less than 15 students) pull out or push in content based instruction. Also, co-teaching will be

considered on an as needed basis. At the secondary level, sheltered immersion will also be used as needed. The students will receive instruction that develops language proficiency in all four domains.

- EL teachers will collaborate on a biweekly basis through email, phone conversations, and/or meetings. In addition, communication will take place between EL teachers and regular education teachers via email, team meetings or individual meetings. Communication will take place as often as needed to ensure the success of the EL student.
- EL teacher will provide a list of modifications that can be utilized by the content teachers. Upon receiving a list of modifications, the regular classroom teachers will be responsible for reviewing and delivering modifications that best meet the needs of the EL student in their specific classroom setting to provide the student the opportunity for success.
- A notification of the student's WIDA Screener scores, ACCESS scores, transition letters and other documentation related to the student's EL history will be placed in their permanent record.
- EL students will have access to the following services based on procedures already established by the Ozark R-VI school district:
 - Special education
 - Gifted and talented services
 - Reading Recovery/Literacy Intervention
 - "At Risk" services
 - Course electives
 - Extracurricular activities

Exit Criteria and Monitoring

Students are reclassified based on one of the following methods:

- The student scores an overall proficiency level of 4.7-6.0 on the ACCESS for ELs® ELP assessment. The student must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the LIEP.

or

- The student scores an overall proficiency level of 4.6 or below on -the ACCESS for ELs® ELP assessment and achieves a proficiency level at least equal to Basic on the state assessment of English Language Arts, AND meets the criteria in Table 1.

Table 1

Academic records such as semester and course grades
Agreement between the EL teacher, classroom teacher(s), other relevant staff and parents/guardians that language is no longer a barrier to the students' ability to access academic content.

- Students that meet the criteria of reclassification will be moved from Limited English Proficient (LEP) to Monitored Year 1 (MY1) in the student information system.
- Upon the first successful year of monitoring (MY1), the student will be moved to Monitored Year 2 (MY2) in the student information system.
 - In order to transition students from (MY1) to (MY2) the student will need to meet the criteria in Table 1.
- Parents will be notified of the student's change of placement.
- Exiting of Special Education students: Students who are identified as both special education and English language learners may be provided services by both the special education teacher and EL teacher. Some students may receive consultation services, while some may receive EL pull out or push in minutes. Determination will be made on an individual basis according to need. EL services will be documented on the IEP and the EL teacher should be included on IEP meetings. Students can be exited from the EL program if the IEP team determines that the student's disability and not language is the underlying factor in their failure to make progress or if the district's EL exit criteria are met.
- An EL student's progress will be monitored for two years following their attainment of proficiency. Documentation will be kept in the students file (grade cards, district benchmark assessments and additional annual evidence of language proficiency).
- EL teacher will conference with the student's regular classroom teacher or check assessment scores at least once a semester. In addition, the regular classroom teacher will complete a monitoring form evaluating student success or lack of success.
- If the student is not performing to expected level, and/or maintaining grades due to language abilities for one semester, the student will re-enter the EL program.

Immigrant Students:

All students of Ozark RVI Public Schools will be surveyed upon enrollment to determine if they are classified as immigrants. If the student is identified as immigrant the following steps will be taken:

- The building secretary will notify the appropriate EL teacher within the district within three days.
- If the parents cannot communicate with school staff, a secretary will notify the EL teacher to secure the assistance of an interpreter.
- The immigrant child and his parents will be provided an orientation to the building and district by the appropriate EL teacher.
- The orientation will include the following:
 - Information about participation in extracurricular activities
 - Information about district programs including gifted services, special education services, intervention services, and other instructional opportunities.
 - Information will be provided about parent participation including parent conferences, after school parent involvement activities, and PTA.
 - Information about the school health program.

The EL teacher will assist with the transition of the student in his new school and will collaborate with the appropriate teachers and other staff.

Migrant Students:

Migrant students will be identified during the enrollment process. If the student answers affirmative to the migrant question, the MELL Program Parent Survey Form will be provided. This form can be obtained from the Federal Programs Director or the EL teacher. The completed form will be forwarded to the MELL representative.

Evaluation, Review and Improvement:

An annual review of the EL program will be completed. This review will include the following:

- Identification of potential EL students
- Assessment of English language proficiency
- Services to eligible students
- Implementation of effective instructional strategies
- Provision of appropriate resources
- Transitioning and monitoring

Personnel:

- All EL students will be provided instruction from a certified EL teacher or under the guidance and supervision of EL certified personnel. Determination of the number of teachers will be determined by the number of students in need of services.
- When an interpreter is needed, the services will be obtained and provided upon the approval of the Federal Programs Director.

Professional Development:

- EL teachers will be provided with collaboration opportunities among teachers within the district.
- EL teachers will attend research-based training and conferences as they become available. State assessment training will be attended by certified EL teachers, as required.
- Professional development will be provided to regular classroom teachers through presentations, videos, and conferencing with EL teachers in order to improve the instruction and assessment of EL students. Such professional opportunities will be designed to enhance teachers' understanding and use of curricula, assessment measures and instructional strategies for EL students.
- Teachers will participate in district-required evaluation program.

Resources and Equity:

- EL teachers will be provided with materials and resources needed to implement the EL program, including specialized books, technology resources, visual aids, reference materials, implemented curriculum and native language support materials.
- Resources are provided as needed and evaluated once a year.
- EL teachers will be provided equitable instructional space.
- Tutoring (at all grade levels) and STOMP (OJH and OHS) program services are available to students.
- Wage scales for EL teachers follow the district salary scales of regular education teachers.

Goals for EL Program

Goals	Description	How it will be measured
Goal(s) for EL achievement	The number of ELs scoring above approaching basic	1. WIDA ACCESS Scoring 2. Student Growth Progress
	Provide enrollment assistance for families.	1. Enrollment day sign-in sheet

Goals for Identify EL Students

Requirements	Description	How it will be measured: School/State Requirements
Identify EL	Utilize procedures and documents to identify ELs.	<ul style="list-style-type: none"> ● Use a Language Use Survey to identify potential ELs. ● Use a family interview to gather additional information about home language use. ● Screen potential ELs with WIDA Screener within 30 days of enrollment.

Appendix

- 1a – Language Use Survey (English)
- 1b – Language Use Survey (Spanish)
- 1c – Language Use Survey (Russian)
- 2a – Migrant Survey (English)
- 2b – Migrant Survey (Spanish)
- 2c – Migrant Survey (Russian)
- 3a – Cover letter to parents (English)
- 3b – Cover letter to parents (Spanish)
- 3c – Cover letter to parents (Russian)
- 4a – New Student Entry Reporting of Scores (English)
- 4b – New Student Entry Reporting of Scores (Spanish)
- 4c – New Student Entry Reporting of Scores (Russian)
- 5a – Continuing EL Student Reporting of Scores (English)
- 5b – Continuing EL Student Reporting of Scores (Spanish)
- 5c – Continuing EL Student Reporting of Scores (Russian)
- 6 – Regular Classroom Modifications for EL Students
- 7 – EL Monitoring Form
- 8a – EL Program Description for New Enrollees (English)
- 8b – EL Program Description for New Enrollees (Spanish)
- 8c – EL Program Description for New Enrollees (Russian)
- 9a – EL Transition/Parent Notification (English)
- 9b – EL Transition/Parent Notification (Spanish)
- 9c – EL Transition/Parent Notification (Russian)
- 10 – Parental Opt-Out of EL Services (English)
- 11 – The Legal Foundation of EL Programs in Public Schools

Language Use Survey

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

Student's Name: _____ Date: _____

School: _____ Grade: _____

Relationship of person completing this survey: _____

Tier I: Language Background

- 1. What was your child's first language? English Other: _____
- 2. Which language(s) does your child use (speak) at home and with others? English Other: _____
- 3. Which language(s) does your child hear at home and understand? English Other: _____

If any of these answers indicate a language other than English, please complete the rest of the survey.

Tier II: Expanded Language background

- 4. Does the student understand when someone speaks with him/her in a language besides English?
- 5. Does the student read in a language other than English?
- 6. Does the student write in a language other than English?
- 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 you child has learning difficulties that affects his/her ability to understand? _____
If yes, please explain: _____
- 11. Has your child been referred to be evaluated for special education? If yes, please explain _____

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. 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.

Cuestionario del Uso de Idiomas

Para proveer a su hijo(a) la mejor educación posible, necesitamos determinar el nivel del habla, lectura, escritura y comprensión en el inglés. Favor de proveer información de las habilidades de su hijo(a).

Escuela: _____ Grado: _____

Relación de la persona que completa este cuestionario: _____

Nivel I: Conocimientos de idiomas

4. ¿Cuál es su primer idioma? inglés otro: _____
5. ¿Cuál idioma(s) habla su hijo(a) en la casa y con otras personas? inglés otro: _____
6. ¿Cuál idioma(s) escucha su hijo(s) en la casa o con familia y puede entender? inglés otro: _____

Nivel II: Conocimientos de idiomas expandidos

4. ¿Entiende su hijo(a) cuando alguien habla en un idioma otro de inglés?
5. ¿Puede su hijo(a) leer en un idioma otro de inglés?
6. ¿Puede su hijo(a) escribir en un idioma otro de inglés?
7. ¿Le interpreta o traduce su hijo(a) para Ud. u otras personas?

Sí	No

Nivel III: Historia educacional

8. ¿Cuántos años asistió su hijo(a) a una escuela donde usa su primer idioma durante las clases? _____
9. ¿Cuál fue el último mes que su hijo(a) estaba matriculado en una escuela? _____
10. ¿Cree Ud. que su hijo pueda tener dificultades educacionales que le afecten su aprendizaje? _____
Si afirmativo, explique por qué: _____
11. ¿Se le ha recomendado a su hijo(a) que reciba una evaluación de educación especial? Si afirmativo, explique por qué y sus resultados. _____

Se requiere que la escuela evalúe las habilidades en inglés de todos los estudiantes que hablen o entiendan un idioma otro de inglés. Si los resultados indican que el estudiante requiere apoyo desarrollando el inglés, será notificado y el (la) estudiante entrará el programa de apoyo lingüístico que el distrito considere apropiado.

Notice to School Staff: This form must be given to all new students. 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 assessment immediately and when ready, keep this form in the student's permanent records.

Чтобы обеспечить вашему ребенку наилучшее образование, мы должны определить, насколько хорошо он/она понимает, говорит, читает и пишет по-английски. Пожалуйста, предоставьте информацию о языке вашего ребенка.

Имя учащегося: _____ Дата: _____

Школа: _____ Класс: _____

Кем вы приходитесь учащемуся: _____

Часть I: Языковые Основы

1. Каким был родной язык для вашего ребенка? Английский Другой (поясните):

2. На каком языке ваш ребенок разговаривает дома и с другими? Английский Другой (поясните):

3. Какие языки ваш ребенок слышит дома и понимает? Английский Другой (поясните):

Если любой из вышеперечисленных ответов указывает на язык, отличный от английского, пожалуйста, заполните остальную часть опроса.

Часть II: Расширенные Знания Языка

4. Понимает ли ваш ребёнок, какой-либо язык помимо английского?
5. Читает ли ваш ребёнок на другом языке, кроме английского?
6. Пишет ли ваш ребёнок на другом языке, кроме английского?
7. Переводит ли ваш ребёнок для вас или кого-либо еще с английского на другой язык?

Да	Нет

Часть III: Обучение На Родном Языке

8. Сколько лет ваш ребёнок посещал школу, в которой для обучения использовался родной язык?

9. Когда в последний раз ваш ребёнок посещал школу? (укажите год/месяц)?

10. Считаете ли вы, что у вашего ребенка есть трудности с обучением, которые влияют на его способность понимать? Да Нет
Если да, пожалуйста, поясните:

11. Давалось ли вам направление на обследование для получения специального образования?
 Да Нет Если да, пожалуйста, объясните:

Language Use Survey, cont. Appendix 1c - Russian

Школа обязана определять уровень владения английским языком всех учащихся, которые могут владеть другим языком помимо английского. Если результаты тестирования покажут, что ваш ребёнок нуждается в языковой поддержке, вы будете уведомлены в письменном виде, и школьный округ предоставит вашему ребёнку эту языковую поддержку.

Для школьного персонала: эта форма должна быть предоставлена всем ново-зачисленным ученикам. Любой ученик, владеющий языком, отличным от английского, должен пройти тестирование для определения уровня владения английским языком. Пожалуйста, немедленно поставьте в известность персонал, ответственный за следующий этап в процессе и храните эту форму в личном деле учащегося.



Parent Migrant Survey

School District: _____

Enrollment Date: _____

Please complete the following survey information. Your child may be eligible for special services to better serve them in their education.

Have you moved in the past three (3) years: Yes ___ No ___

In the last three years have you worked or are you currently working in any of these areas. If so, which ones?

Working in a nursery (A place where plants are grown for sale, transplanting or experimentation.)

Planting or harvesting crops

Feeding poultry, gathering eggs, working in a hatchery

Processing meat, poultry, fruit, vegetables, dairy products

Milking cows on a dairy farm

Commercial fishing or working on a fish farm

Growing and tending to trees to be sold

If you checked any box above, did you move to seek or obtain that job? ___yes ___no

Name of present school district: _____

Parents/Guardians: _____

Address: _____

City: _____ State _____ Zip _____

Phone (home) _____ Place of employment: _____

Number of children in home _____ Date of move _____

Name of Child	Birthdate	School Building	Grade

Attention school staff, please mail ALL surveys to:

Diane Herx, Grants & Resources, Office of Quality Schools, DESE, P.O. Box 480, Jefferson City, MO 65102. If you have any other questions please call her at 573-526-6989

Attention Parents:

If you answered yes to any of the questions above, an education representative may contact you to find out whether you, your child, or any member of your family is eligible for additional educational service

Formulario para los Padres

Distrito Escolar: _____
Fecha de Inscripción: _____

Favor de completar este formulario. Sus hijos pueden ser elegibles para recibir servicios especiales para ayudarlos en su educación.

¿Se han mudado en los últimos tres (3) años?: Sí ____ No ____

¿En los últimos tres años han trabajado o están trabajando actualmente en uno de los siguientes empleos?:

(Marque todos los que aplican)

Trabajando en un vivero (de plantas)

Sembrando, cosechando o cultivando productos agrícolas

Alimentando pollo, recogiendo huevos, trabajando en una incubadora

Procesando carne, pollo, frutas, verduras, productos lácteos (derivados de la leche)

Ordeñando vacas en una lechería

Pescando comercialmente o trabajando en un criadero de pescado

Cultivando o cortando árboles para vender

¿Se mudaron con la intención de buscar u obtener uno de los trabajos mencionados arriba? __sí __no

El distrito escolar actual es: _____

Padres o guardianes: _____

Dirección: _____

Ciudad: _____ Estado _____ Código _____

Teléfono (casa o celular) _____ Lugar donde trabaja: _____

Cuantos niños en casa ____ En que fecha llegaron _____

Nombre del niño	Fecha de nacimiento	Edificio escolar	Grado

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Diane Herx, Grants & Resources, Office of Quality Schools, DESE, P.O. Box 480, Jefferson City, MO 65102. If you have any other questions please call her at 573-526-6989.

Atención Padres: Si contestaron "si" a cualquiera de las preguntas arriba, puede que sean contactados por un representante educativo para determinar si ustedes, su(s) hijo(s), o cualquier miembro de su familia es elegible para servicios educacionales adicionales.

Анкета для Родителей-Мигрантов

Школьный округ: _____

Дата зачисления: _____

Пожалуйста, предоставьте следующую информацию для того, чтобы определить подходит ли ваш ребёнок под программу для детей-мигрантов.

Переезжали ли вы в течение последних трех (3) лет: Да _____ Нет _____

В течение последних трёх лет, работали ли вы или работаете в настоящее время в какой-либо из нижеперечисленных областей: Да _____ Нет _____

Если да, отметьте, где именно?

- Работа в теплице
- Работа на полях
- Работа на прицеферме
- Работа на фабрике по переработке мяса, птицы, фруктов, овощей, молочных продуктов
- Доеение коров на молочной ферме
- Работа на рыбной ферме либо коммерческая рыбалка
- Выращивание и уход за деревьями для продажи

Если вы ответили "Да", связан ли ваш нынешний переезд с попыткой устроиться на одну из этих работ?

Да _____ Нет _____

Название данного школьного округа _____

Родители / Опекунуны _____

Адрес _____

Город _____ State _____ Zip _____

Телефон (домашний/сотовый) _____ Место Работы _____

Количество детей в доме _____ Дата переезда _____

Имя ребенка	Дата рождения	Школа	Класс

Attention school staff, please mail ALL surveys to:

Diane Herx, Grants & Resources, Office of Quality Schools, DESE, P.O. Box 480, Jefferson City, MO 65102. If you have any other questions please call her at 573-526-6989

Внимание Родители:

Если вы ответили «да» на любой из вышеуказанных вопросов, представитель отдела образования может связаться с вами, чтобы выяснить, имеете ли вы, ваш ребенок или любой член вашей семьи право на дополнительные образовательные программы.

Date: _____

Dear Parent or Guardian,

Title III of the ESSA Act of 2015 is a federal law that requires school districts to identify language minority students, to assess progress in English proficiency, and to provide eligible children with services that would increase their English language proficiency and their academic achievement. To comply with this law, the included form is being sent to inform you of your child's participation in the program.

Sincerely,

EL teacher

Fecha: _____

Querido Padre o Guardián,

En el título III del acto “ESSA” de 2015 una ley federal que requiere que los distritos escolares identifiquen los estudiantes de lenguas de minoridad, para evaluar el progreso en su nivel de Inglés y su logro académico. Para cumplir con esa ley, el siguiente formulario está incluido para informales de la participación de su hijo en el programa.

Atentamente,

Maestra de EL

Дата: _____

Уважаемый Родитель/Опекун,

Глава III Федерального Закона ESSA 2015 года обязывает каждый школьный округ определять уровень владения английским языком, оценивать прогресс в знании английского языка и предоставлять соответствующую языковую поддержку всем учащимся, которые владеют другим языком помимо английского. Чтобы соответствовать этому закону, вам отправляется прилагаемая форма, чтобы проинформировать вас об участии вашего ребенка в программе.

С уважением,

Преподаватель EL (Английский для говорящих на других языках)

Date: _____

Dear Parent or legal Guardian of _____:

We are pleased to inform you that this school year your child qualifies for the EL (English Learner) program. The program will help your child learn academic English. We believe it is the best option to meet your child's instructional needs and promote academic success in school. We may provide pull-out services or assist your child in their classroom.

This placement is based on your child's English test results and other measures. Your child's English language test scores indicate that your child is not yet proficient in academic English. We may provide services in small groups or in their classroom.

In the state of Missouri, we give the WIDA Screener to assess English language proficiency. Based on the information below, the student would receive EL services:

- First Semester Kindergarten has an Oral Language Score of **less than 5.0**.
- Second Semester Kindergarten through 12th grade has an Overall Score **less than 5.0**.

Your child's scores are attached to this letter as a reference.

If you have any questions about the services your child will receive or their test scores please feel free to contact me at:

Phone _____

Email _____

Sincerely,

Ozark EL teacher

Fecha: _____

Querido Padre o Guardián Legal de _____

Estamos contentos de informarles de que este año escolar su hijo califica para el programa de EL (aprendiente de inglés). El programa ayudará a su hijo a aprender inglés académico. Creemos que es la opción ideal para cumplir con las necesidades del aprendizaje de su hijo y promover el éxito académico en la escuela. Podemos proveer un servicio de sacar o ayudar a su hijo en su aula.

Para determinar el nivel de su hijo los resultados del examen de inglés y otras medidas serán evaluados. Las calificaciones de los exámenes de inglés de su hijo indican que su hijo no es muy competente en inglés académico. Podemos proveer servicios en grupos pequeños o en su aula.

En el estado de Missouri, ofrecemos el WIDA Screener para evaluar el dominio del idioma inglés. Según la siguiente información, el estudiante recibiría servicios EL:

- El jardín de infantes del primer semestre tiene una puntuación de lenguaje oral de menos de 5.0.
- El segundo semestre, desde jardín de infantes hasta el grado 12, tiene una puntuación general inferior a 5.0.

Los puntajes de su hijo se adjuntan a esta carta como referencia.

Si tiene alguna pregunta sobre los servicios que recibirá su hijo o los puntajes de sus exámenes, no dude en comunicarse conmigo al:

Telefono _____

Email _____

Atentamente,

Maestra de EL

Дата: _____

Уважаемый Родитель/Опекун _____,

Мы рады сообщить вам, что в этом учебном году ваш ребенок имеет возможность заниматься по программе EL (английский для говорящих на других языках). Эта программа поможет вашему ребенку в изучении академического английского языка и повышении уровня успеваемости в школе.

Это решение основано на результатах тестирования и предоставленной нам информации. Результаты тестирования академического английского показали, что ваш ребенок еще не владеет достаточными знаниями и нуждается в языковой поддержке. Мы предоставляем помощь либо занимаясь с вашим ребёнком в небольшой группе либо находясь в его/её классе.

В штате Миссури мы предоставляем WIDA Screener для оценки уровня владения английским языком. На основании приведенной ниже информации учащийся будет получать услуги EL:

- Первый семестр детского сада имеет оценку устной речи менее 5.0.
- Со второго семестра от детского сада до 12-го класса общий балл составляет менее 5.0.

Баллы вашего ребенка приложены к этому письму в качестве справки.

Если у вас есть какие-либо вопросы об услугах, которые получит ваш ребенок, или о его результатах тестов, пожалуйста, свяжитесь со мной по адресу:

- по телефону _____
- через электронную почту _____

С уважением,

Преподаватель EL (Английский для говорящих на других языках)

Continuing EL Student
Appendix 5a - English

Date: _____

Dear Parent or legal Guardian of _____:

We are writing to inform you that your child continues to be eligible to receive EL services. The program will help your child learn academic English. We believe it is the best option to meet your child's instructional needs. We may provide pull out services or assist your child in the regular classroom.

This placement is based on your child's ACCESS test results and other measures. Your child's scores indicate that your child is not yet proficient in academic English. Attached are your child's ACCESS test results. To exit the program automatically a student must obtain a score of 4.7-6.0. To be manually classified as a proficient language learner the student must obtain a score below 4.7 and meet the criteria set by the district. Your child's scores are attached to the the letter as a reference:

If you have any questions about the services your child will receive or their test scores please feel free to contact me at:

Phone _____

Email _____

Sincerely,

Ozark EL teacher

Fecha _____

Querido padre o guardián legal de _____

Queremos informarle que su hijo sigue elegible para recibir servicios de EL. El programa ayudará a su hijo a aprender inglés académico. Creemos que es la opción ideal para cumplir las necesidades de aprendizaje de su hijo. Puede ser que proveemos servicios de sacar a su hijo del aula o ayudar a su hijo en su aula respectiva.

Esta aplicación está basada en los resultados del examen ACCESS de su hijo y otras medidas. Las calificaciones de su hijo indican que su hijo aún no es muy hábil en inglés académico. Abajo encontrará las calificaciones de su hijo. Para salir del programa el estudiante debe adquirir un resultado de 4.7-6.0. Para ser clasificado de manera manual como un estudiante proficiente en aprendizaje escolar debe obtener un resultado de menos de 4.7 y alcanzar los requisitos del distrito escolar.

Los puntajes de su hijo se adjuntan a la carta como referencia:

Si tienes alguna pregunta acerca de los servicios que recibirá su hijo o los resultados de los exámenes. Favor de contactarme en:

Teléfono _____

Correo electrónico _____

Atentamente,

Maestro de EL

Дата: _____

Уважаемый Родитель/Опекун _____,

Мы рады сообщить вам, что в этом учебном году ваш ребенок имеет возможность продолжать заниматься по программе EL (английский для говорящих на других языках). Эта программа поможет вашему ребенку в изучении академического английского языка и повышении уровня успеваемости в школе.

Это решение основано на результатах теста на знание академического английского языка ACCESS и других показателях. Результаты тестирования показали, что ваш ребенок еще не владеет достаточными знаниями и нуждается в языковой поддержке. Мы предоставляем помощь либо занимаясь с вашим ребёнком в небольшой группе либо находясь в его/её классе. Для того, чтобы автоматически выйти из программы, общий балл должен составить от 4.7-6.00. Если общий балл составляет 4.7 или ниже, учащийся должен продолжать заниматься по программе EL. Если общий балл составляет 4.7 или ниже, учащийся может завершить участие в программе ТОЛЬКО на основании решения школьного округа.

Баллы вашего ребенка приложены к письму в качестве справки:

Если у вас есть какие-либо вопросы об услугах, которые получит ваш ребенок, или о его результатах тестов, пожалуйста, свяжитесь со мной

по телефону _____

через электронную почту _____

С уважением,

Преподаватель EL (Английский для говорящих на других языках)

Regular Classroom Modifications for EL Students

PACING:

- Extend time requirements
- Omit assignments
- Other: _____

ENVIRONMENT:

- Assign preferential seating
- Assign peer buddy
- Other: _____

REINFORCEMENT AND FOLLOW THROUGH:

- Check often for understanding/review
- Give immediate feedback
- Have student repeat directions
- Teach study skills
- Use study guides to organize materials
- Repeat/review
- Other: _____

ASSIGNMENTS:

- Lower reading level /alternative reading
- Give directions in small, distinct steps
- Use written backup for oral directions
- Lower difficulty level
- Shorten assignment
- Read directions to students
- Give oral clues or prompts
- Use alternate assignments
- Other: _____

PRESENTATION OF SUBJECT MATERIAL:

- Use individual/small group instruction
- Demonstrate concepts
- Use manipulatives
- Emphasize critical information
- Use graphic organizers
- Pre-teach vocabulary
- Other: _____

MATERIALS:

- Provide oral copies of textbooks
- Provide digital copies of textbooks
- Highlight textbooks/study guides
- Provide teacher notes/outline of lecture
- Use supplementary materials
- Use bilingual dictionaries, language learner dictionaries and electronic translators
- Use adapted/modified textbooks if available

Other: _____

TESTING ADAPTATIONS;

- Allow students to answer orally
- Use multiple-choice format
- Read test to student
- Modify format
- Shorten test length
- Require only selected test items
- Create alternative assessment
- Other: _____

GRADING:

- Modify grading system:
- No penalty for spelling/grammar errors
- Modify weights of course components
- Modify course objectives/outcomes (for beginner ELs)

EL Instructor: _____ **Date:** _____

Administrator: _____ **Date:** _____

Classroom Teacher: _____ **Date:** _____

Classroom Teacher: _____ **Date:** _____

Ozark R-VI School District
[EL Monitoring Form link](#)

Ozark English Learner Monitor Form

Please complete this form regarding your Monitor Years students (students who have tested out of English Learner services in the past one to two years). Fill out one form per student. Contact the English Learner Teacher at your building with any questions.

Ozark R-VI School Building ⋮ *

- East Elementary
- North Elementary
- South Elementary
- West Elementary
- Middle School
- Junior High School
- High School
- Finley River School

Student Name *

Short answer text

Student Grade/Subject *



Short answer text

Teacher Name *

Short answer text

Date *

Month, day, year



To what degree does the student participate in class and small group discussions? *

- Little to no interaction
- Interacts with prompting
- Interacts fluently with native English-speaking peers and teacher

Does the student request help as needed? *

- Never
- Sometimes
- As often as needed

...

Can the student follow directions with understanding? *

- Cannot follow directions without assistance
- Can follow one-step directions
- Can follow multi-step directions

Can the student produce grade-level work in Reading? *

- No
 - Sometimes
 - Yes
 - N/A
-



Can the student produce grade-level work in Writing? *

- No
- Sometimes
- Yes
- N/A

Can the student produce grade-level work in Math? *

- No
- Sometimes
- Yes
- N/A

In the area of attendance, the student is *

- Seldom/never absent
- Occasionally absent
- Absent often



If absent often, do you notice a pattern (i.e. always gone on Fridays or on testing days, etc.)?

Short answer text

.....

Other Information pertinent to this student's English language proficiency or related comments/concerns:

Long answer text

.....

English Learners Program
Ozark R-VI School District

Ozark Public Schools has a program designed to help students whose first language is not English and are still in the process of learning English. Students receive extra help with English skills in a small group or individualized setting.

To qualify for the program, the students are given a language test by the EL teacher within the first few weeks of enrolling in the district. Students who do not score a proficient score in speaking, listening, reading or writing skills will be eligible for services. If a student does not speak any English at all, he or she may be enrolled in the program before the screening has been completed. All students who speak two languages in the home are required to be tested to determine if further testing needs to take place.

The location where the student will receive extra help depends on the grade the student is in, as well as individual need.

- Kindergarten through 4th grade students: These students attend their home elementary school. The amount of extra instruction is dependent upon the student's needs.
- 5th and 6th grade students: These students will attend Ozark Middle School. They will be either pulled out of their regular class a few times a week for extra English instruction or the EL teacher will push in during their core classes.
- 7th and 8th grade students: These students will attend Ozark Junior High. Students will receive extra English instruction and help with homework and assignments from their other classes (such as science and social studies). Additional support will be provided as needed.
- 9th through 12th grade students: These students will attend Ozark High School. Students will receive extra English instruction and help with homework and assignments from their other classes (such as science and social studies). Additional support will be provided as needed.

In addition, each spring English learners are given the ACCESS language test that is required by the state. Parents will be given the results in the fall when school starts so that they can see the progress the student made in English the previous year.

El Program Description: New Enrollees
Appendix 8b-Spanish

English Learners Program
Ozark R-VI School District

Las Escuelas Públicas de Ozark tienen un programa creado para ayudar a los estudiantes cuyo primer idioma no es inglés y que aún están en el proceso de aprender inglés. Los estudiantes reciben ayuda adicional con su inglés en grupos pequeños o en una clase individualizada.

Para poder entrar al programa, el maestro de EL entrega un examen de lengua a los estudiantes en las primeras semanas de matricularse en el distrito. Los estudiantes que no sacan un resultado proficiente en las aptitudes de hablar, escuchar, leer o escribir podrán ser elegibles para los servicios. Si un estudiante no sabe nada de inglés, pueden matricularse en el programa sin completar el examen. Se requiere que todos los estudiantes que hablan dos idiomas en el hogar tomen el examen para determinar su nivel.

El lugar donde recibirá el estudiante ayuda extra, depende en el grado del estudiante.

- Estudiantes de kinder hasta 4th grado: Estos estudiantes asistirán a su propia escuela primaria.
- Estudiantes de 5to y 6to : Estos estudiantes asistirán a Ozark Middle School. Serán sacado de su aula normal durante la semana para clases extras de inglés.
- Estudiantes de 7^{to} y 8^{avo}: Estos estudiantes asistirán a Ozark Junior High. Estudiantes recibirán clases y ayuda en tareas con sus otras clases (como ciencias y ciencias sociales)
- Estudiantes de 9no hasta 12avo: Recibirán clases extras de inglés y darán ayuda en tareas de otras clases.

También, cada primavera los estudiantes de EL serán dado un examen de lengua requerido por el estado. Serán entregado los resultados en el otoño cuando comienza el año escolar para que puedan observar el progreso del estudiante del año previo en ingles.

Программа для изучающих английский язык
Ozark R-VI School District

В школьном округе существует программа EL (английский для говорящих на других языках), предназначенная для помощи учащимся, чей родной язык не английский. Эта программа помогает вашему ребенку в изучении академического английского языка и повышении уровня успеваемости в школе. Мы предоставляем помощь либо занимаясь с вашим ребёнком в небольшой группе либо находясь в его/её классе.

Чтобы участвовать в программе EL, учащиеся должны пройти тестирование в течение первых нескольких недель после зачисления в округ. Учащиеся, не набравшие проходной балл на достаточный уровень владения академическим английским, будут включены в программу. Если учащийся вообще не говорит по-английски, он/она будут зачислены в программу до завершения тестирования. Школа обязана определять уровень владения академическим английским языком всех учащихся, говорящих на любом другом языке помимо английского.

Где и в какой степени вашему ребёнку будет предоставлена языковая помощь зависит от результатов тестирования и от того, в каком он/она классе:

- Учащиеся с подготовительного класса (Kindergarten) и до 4 класса посещают начальную школу по месту жительства. Степень и количество занятий зависит от уровня знания английского языка.
- Учащиеся 5-х и 6-х классов посещают Ozark Middle School. Языковая поддержка будет предоставляться вашему ребёнку либо в небольшой группе либо находясь в его/её классе.
- Учащиеся 7-х и 8-х классов посещают Ozark Junior High. Учащимся будет предоставляться языковая поддержка и дополнительное обучение английскому языку а также помощь при выполнении школьных и домашних заданий по естественным и общественным наукам.
- Учащиеся с 9-го по 12-е классы посещают Ozark High School. Учащимся будет предоставляться языковая поддержка и дополнительное обучение английскому языку а также помощь при выполнении школьных и домашних заданий по естественным и общественным наукам.

Каждую весну все, находящиеся в программе EL, сдают обязательный тест штата Миссури ACCESS, определяющий уровень владения академическим английским. Родители получают результаты тестирования в начале следующего учебного года.

Ozark R-VI School District
EL Student Transition /Parent Notification Form

To the parents/guardian of _____

We are pleased to inform you that your child has met the District's requirements and no longer needs to receive English language support.

Reclassification

Students are reclassified based on one of the following methods:

- ✓ The student scores an overall proficiency level of 4.7-6.0 on of the ACCESS for ELs® ELP assessment. The student must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the LIEP.

or

- ✓ The student scores an overall proficiency level of at least 4.6 or below of the ACCESS for ELs® ELP assessment and achieves a proficiency level at least equal to Basic on the state assessment of English Language Arts, AND meets all of the criteria in Table 1.

Table 1

Academic records such as semester and course grades
Agreement between the EL teacher, classroom teacher(s), other relevant staff and parents/guardians that language is no longer a barrier to the students' ability to access academic content.

We have based this decision on the following:

Date: _____

Signatures of teacher(s): _____

**LA ESCUELA DEL DISTRITO OZARK R-IV
TRANSICION EL DE ESTUDIANTE / FORMULARIO DE NOTIFICACION PARA PADRES**

A los padres / guardián de _____

Es un placer informar que su hijo/a ha reunido los requerimientos del Distrito y no necesita continuar recibiendo el apoyo del lenguaje de Inglés.

RECLASIFICACION

Los estudiantes son reclasificados basados en uno de los siguiente métodos:

- El estudiante obtiene un nivel competente total entre 4.7- 6.0 en la prueba de Evaluación de Comprensión y Comunicación en Inglés de Estado a Estado para los aprendices del lenguaje Inglés (ACCESS para ELs ELP).

0

- El estudiante obtiene un nivel competente total menos de 4.7 en el ACCESS en la prueba de evaluación ELs ELP, y logra llegar al menos a un nivel competente igual al Básico en la prueba de evaluación estatal de Artes del Lenguaje de Inglés, Y reúne todos los criterios de la table 1.

TABLE 1

<p>Los puntos de referencia del Distrito o valoración interina (en las múltiples áreas contenidas). Acuerdo entre el maestro de ESL (Inglés como segunda lengua), maestro(s) de la clase, cualquier otro personal pertinente y padres/ guardianes, que el lenguaje no es más una barrera para el estudiante para acceder al contenido o material académico.</p>
--

Firmas del maestro (s): _____

Fecha: _____

Ozark R-VI School District
Реклассификация

Уважаемый Родитель/Опекун _____,

Мы рады сообщить вам, что ваш ребенок выполнил требования школьного округа и больше не нуждается в поддержке по английскому языку.

Учащийся может завершить участие в программе на основании одного из следующих методов:

- ✓ Общий балл по тесту ACCESS составляет 4.7 или выше. Учащийся будет переклассифицирован за исключением убедительных доказательств, указывающих на то, что ученик должен остаться в программе.

или

- ✓ Общий балл по тесту ACCESS составляет 4.7 или ниже, но тогда учащийся должен сдать тест штата (MAP-тест) минимум на уровень Basic И соответствовать ВСЕМ критериям в Таблице 1.

Таблица 1

доказательства успеваемости за каждый семестр и за год
соглашение между учителем EL, учителями других предметов, администрацией, и родителями/опекунами в том, что язык больше не является препятствием в изучении школьной программы.

Наше решение основано на следующем:

Подпись учителя (учителей): _____

Дата: _____

ESL Services
Parental Opt-Out Form

Student Name:	School:
Grade:	DOB:
MO SIS ID:	Years in US:
First Language:	Opt-Out Date:

As required by federal law, I recognize that my child has been identified as an English Learner and are eligible to receive ESL instruction in a program designed to help students acquire English language proficiency and access grade level content instruction. I have considered the options offered by the district and have chosen to decline ESL services. I understand that my decision to opt-out of ESL services will not affect the requirements the district needs to follow in order to comply with the state and federal laws.

I understand that:

1. As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
2. My refusal of ESL services does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support.
3. The school district will report my child in the Student Information System (SIS) as an English Learner (EL) until my child attains English proficiency.
4. As long as my child is enrolled in Missouri public schools, they will be tested annually with ACCESS until they attain English proficiency.
5. As long as my child is enrolled in Missouri public schools, the school district will monitor my child's academic progress without benefit of receiving specialized ESL instruction until my child attains English proficiency, and up to four years after.
6. The school district will continue to inform me of my child's progress in attaining English proficiency.
7. I can change my preference at any time by notifying the school district in writing.

Parent/Guardian Signature: _____

EL Teacher Signature: _____

Date: _____

The Legal Foundation for EL Programs in Public Schools

Federal Legislation

Every Student Succeeds Act – 2015 -

- Title III funding dedicated to the Education of the English Language learners. uses the term “limited English proficient” to describe individuals, aged three through twenty-one, who are enrolled or preparing to enroll in an elementary or secondary school whose difficulties in speaking, reading, writing or understanding English may affect their ability to participate fully in society and to succeed in school and on state assessments. These students also referred to as English language learners, or ELs, may include immigrants and migrants as wEL as U.S. born citizens whose language proficiency is affected by an environment in which a language other than English is spoken in the home

No Child Left Behind (NCLB) Act of 2001

- The NCLB Act uses the term “limited English proficient” to describe individuals, aged three through twenty-one, who are enrolled or preparing to enroll in an elementary or secondary school whose difficulties in speaking, reading, writing or understanding English may affect their ability to participate fully in society and to succeed in school and on state assessments. These students also referred to as English language learners, or ELs, may include immigrants and migrants as wEL as U.S. born citizens whose language proficiency is affected by an environment in which a language other than English is spoken in the home.
- Under the general provisions of NCLB’s Title IX, Part A, Section 9101, any student identified as EL must have a home language survey that identifies the student as bilingual and a score of showing limited English proficiency in one or all of the four domains – listening, speaking, reading and writing.

Equal Education Opportunities Act of 1974

- Chapter 39, Subchapter 1, Part 2, Section (f)state: “No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin, by failure by an educational agency to take appropriate action to overcome language barriers that impeded equal participation by its students in its instructional programs.

Title VI of the Civil Rights Act of 1964

- The Secretary is authorized, upon the application of any school board, State, municipality, school district, or other governmental unit legally responsible for operating a public school or schools, to render technical assistance to such applicants in the preparation, adoption, and implementation of plans for the desegregation of public schools. Such technical assistance may, among other activities, include making available to such agencies information regarding effective methods of coping with special education problems occasioned by desegregation, and making available to such agencies personnel of the Department of Education or other persons specially equipped to advise and assist them in coping with such problems.

Court Decisions

Lau v Nichols (1974)

- A school district must identify ELs, design an effective program reflective of their needs, employ appropriate English as a Second Language or bilingual personnel (or both), align the instruction or ELs to state and local content standards, and provide ongoing assessment to ascertain their growth in English language proficiency and in the comprehension of academic content.

Plyler v Doe (1981)

- The U.S. Supreme Court decided that school districts are required to provide education to all children, regardless of legal status.

Castaneda v Pickard (1981)

- Established three basic criteria for a program that serves Limited English proficient students: (1) it must be based on sound educational theory, (2) it must be implemented effectively with adequate resources and personnel, and (3) after a trial period, it must be evaluated as effective in overcoming language handicaps.

Office of Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited English Proficiency (1991)

- Set up steps in evaluating effective ESL programs and whether school districts are meeting requirements. More information can be found at: <http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html>

ESSA

- Uses “English Learner” instead of “Limited English Proficient” (LEP) or “English Language Learner”

Executive Order 13166: Improving Services for Persons with Limited English Proficiency (2000)

- The Executive Order requires Federal agencies to examine the services they provide, identify any need for services to those with limited English proficiency (LEP), and develop and implement a system to provide those services so LEP persons can have meaningful access to them.

State requirements

MSIP

- MSIP 6.3.4 (Fourth Cycle) states: “The district identifies and provides targeted instruction or other needed services/interventions for educationally-disadvantaged, EL, migrant, and homeless students, as well as students who may, for other reasons, be at risk of leaving school.