



"A Culture of High Expectations and Excellence!"

**Hazelwood School District's
Department of English Learner, Immigrant, and
Migrant Education Services**



**Lau Plan
2024-2025**

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Mission & Vision Statements

Hazelwood School District's Vision Statement

The Hazelwood School District develops culturally-aware critical thinkers prepared to lead with 21st-century skills in an ever-evolving global society.

Hazelwood School District's Mission Statement

In a culture of high expectations and excellence, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Department of English Learner, Immigrant, and Migrant Education Service's Vision Statement

The Hazelwood School District Department of English Learner, Immigrant, and Migrant Education Services inclusively develops multilingual and multiliterate critically thinking leaders with 21st-century skills to be college or career ready.

Department of English Learner, Immigrant, and Migrant Education Service's Mission Statement

In the culture of high expectations and excellence of Hazelwood School District, we advocate for multilingual and multicultural families so we can foster cross-cultural communication and understanding for the entire HSD community. We uphold the expectation that English language development is influenced by all, including teachers, administrators, parents, and students, and use these relationships to maximize our educational impact.

Introduction and Legal Foundation

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 Hazelwood School District (HSD). 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, and assessment.

HSD recognizes that there are school children in the district that are still becoming proficient in English. This population continues to grow annually. The number of multilingual families in Hazelwood has increased significantly in recent years. These families include immigrants, refugees, and others whose children may still be learning the academic English needed to succeed in school. These children are attending Hazelwood 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. These students are at higher risk of dropping out of school and may consequently have reduced opportunities for employment.

HSD is committed to providing all students an equal opportunity to benefit from educational programs and services. Further, HSD 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.

HSD 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. HSD 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.

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 Coordinator of English Learner, Immigrant, and Migrant Education Services 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

Glossary of Terms

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)- The code for students who are no longer monitored but recognized as a former EL in the accountability system

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

Castaneda v. Pickard- On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning the education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for EL students: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy, (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively, and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? [648 F.2d 989 (5th Cir.,1981)]

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

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])

Individualized Language Plan (ILP)- A tailored instructional framework designed to address the specific language learning needs of English learners (ELs), encompassing language proficiency assessment, targeted instructional strategies, progress monitoring, accommodations, and collaboration to support the student's English language development

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

LIEP (Language Instruction Educational Program)- A district's choice of program model for the support of ELs

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

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)- The code that indicates a student who has exited an EL program and is in the first year of monitor status

MY2 (Monitor Year 2)- The code 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

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 in their educations in their native countries and/or the United States, and/or are unfamiliar with the culture of schooling (Calderón, 2008)

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.

Chapter 1: Identifying All English Learners

Every school district in Missouri must have procedures in place to identify students who meet the federal definition of an English learner.

Step 1: Notify all families of their right to an interpreter at no cost to them

Any school-aged child residing within the boundaries of HSD is eligible to attend the appropriate local school. The following documents are required for enrollment:

- The student's birth certificate
- The student's immunization records
- A photo ID for the parent
- Proof of residency in the LEA (not in the U.S.)

Hazelwood schools do not explicitly or implicitly ask for any information related to residency status in the U.S.

Every one of the schools in HSD, Pre-K-12, displays the Right to an Interpreter (Appendix A) and the I Speak document (Appendix B) in a prominent place at the entrance to the school or in the main office lobby. Secretaries and registrars have been trained annually in how to utilize the district-provided interpretation services after a parent indicates they would prefer to communicate in a language other than English for the registration process (Appendix C).

Step 2: Registrar sets the parent portal to NEW student

HSD screens for EL students by administering the first three questions of the Language Use Survey (LUS) created by the Missouri Department of Elementary and Secondary Education (DESE) to all enrolling students during Online Registration. Any student who indicates a language other than English as their first language, the language used at home and with others, or the language heard and understood at home is flagged and sent daily to the Coordinator for follow-up (Appendix D). These questions are incorporated into the Online Registration portal as a required field. This acts as a safeguard to ensure each and every student enrolling in the district has completed the survey.

Upon identification of a language other than English, EL Teachers call the family using district-provided interpretation services to conduct an extended LUS (Appendix E). This form verifies all reported information, expands upon the language and educational background of the student, and provides information that will be included in the Student Portrait section of the Individualized Language Plan (ILP) for verified immigrant, migrant, and EL students.

Step 3: Initial English Language Proficiency Screening

Students whose LUS indicates a language other than English and possible language barriers are referred back to the EL teacher for additional screening using the DESE-adopted screening tool for determining the level of English language proficiency. All EL Teachers in HSD have trained annually on administering the WIDA Online Screener, Kindergarten Screener, and Missouri's Newcomer Screener Kit. The screening results are used to identify students eligible for EL services and assist in selecting a program placement that meets the students' needs.

The district will complete the screening process within 30 calendar days of the first day of school or, for students who enroll after the first day, within 15 calendar days of the student's enrollment. The following table breaks down identification based on student criteria.

Criteria	Possible EL not previously identified	EL transferring from non-WIDA state	EL transferring from WIDA state
Action	Use extended LUS to gather additional information about home language use. Screen based upon table below.	Use extended LUS to gather additional information about home language use. Review student records <ul style="list-style-type: none"> ● Locate language scores by contacting previous school/s, collect as much EL information and data as possible Use past school's designation to determine next steps <ul style="list-style-type: none"> ● If RCV in past district, must give WIDA Screener to determine eligibility ● If MY1, MY2, AY3, AY4, NLP in past district, honor the district's determination and check-in for first few months to determine if student needs to be placed back in EL program (data collection) 	Use extended LUS to gather additional information about home language use. Use past school designation for student based on ACCESS scores <ul style="list-style-type: none"> ● If RCV in past district, still RCV ● If MY1, MY2, AY3, AY4, NLP in past district, honor the district's determination and check-in for first few months to determine if student needs to be placed back in EL program (data collection)

Students who are newly enrolled in HSD and are potential ELs are formally screened to help determine whether or not the student is in need of a language instruction educational program (LIEP). Missouri is a member of the WIDA Consortium. DESE has adopted the WIDA Online Screener and the Kindergarten Screener to determine eligibility for placement in an ELD program. DESE also offers a Newcomer Screener Kit for students in 1st through 12th grade who have been in the US less than 4 months and have no previous English education to determine eligibility for placement into an ELD program. The screening tests assess English language proficiency in all four domains of language development - listening, speaking, reading, and writing - as well as comprehension, and evaluates Social and Instructional English as well as academic language corresponding to the subject areas of Language Arts, Mathematics, Science, and Social Studies. The screening test score is used to determine the student's initial ELP level. Screeners are administered by the EL teacher based on the table below.

Screener Choice Table

Grade Level	Screening Tool
Kindergarten - 1st semester 1st Grade	WIDA Kindergarten Screener
2nd semester 1st Grade - 12th Grade	WIDA Online Screener
1st Grade - 12th Grade newcomer students in the US less than 4 months with no English exposure	Missouri Newcomer Screener Kit If score is over 4, also administer WIDA Online Screener

The completed LUS and all other screening results are retained in the student's permanent record and within our student information system.

Step 4: Parent/Legal Guardian Notification

Parents/Legal Guardians will be notified by the department secretary about the screening test results and placement decisions no later than 30 calendar days after the beginning of the school year or within 15 calendar days if the student enrolls in the school district during the school year. Scores are reported to the family by mail in English as well as in a language they understand (Appendix F). Student scores below 4.7 are marked RCV in the student information system and are part of the EL Department until they score a 4.7 or higher on the WIDA ACCESS test. Scores above 4.7 are marked NLP and are not part of the EL Department. All screener reports are retained in the student's permanent file as well as within the student information system .

Step 5: Student Placement

Coordinator, EL Teacher, and School Counselor or Secretary recommend student placement, including transfer if appropriate, via email to the building principal. The EL teacher and School Counselor or Secretary then collaborate on classroom assignment and/or schedule creation to meet the needs of the students.

Students are placed in a language instruction educational program (LIEP) based on their current level of English proficiency and in accordance with the standards established by DESE. The district's LIEP is designed to increase English proficiency and academic achievement. Students in these programs will be held to the same academic achievement standards established for all students. If the district offers more than one type of LIEP, students will be placed in an LIEP that is in their best educational interests and which segregates them into EL-only classes no more than is absolutely necessary to meet their language development needs. Students transition out of an LIEP only after meeting state-established exit standards.

Step 6: Coding students in the district student information system

All students identified as RCV will be coded as such in the student information system and documentation to reflect this identification will be contained in the student's cumulative folder located in each building's main or guidance office as well as in the EL Program and Service in the student information system. All students identified as NLP from screening or record review

or MY1, MY2, AY3, AY4 from record review will be coded as such in the student information system, and documentation to reflect this identification will be contained in the EL Program and Service. The responsibility for the student information system and cumulative folder documentation falls on the building EL teacher in collaboration with the building secretary.

Nonpublic Participation

The district consults with representatives of nonpublic schools as required by federal law.

Chapter 1b: Identifying Migrant Students

Upon enrollment, every child in HSD is presented with 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 hatcheries; working on a dairy farm or a catfish farm; cutting firewood or logs to sell; or landscaping? The Coordinator of English Learner, Immigrant, and Migrant Education Services receives daily reports of potential migrant students who answered "yes" to the previous question. The department secretary reports these potential migrant students to the Missouri Migrant Education and English Language Learning Office (MELL) where students' eligibility is determined for Migrant Status. The EL Department marks students as Migrant in the student information system after MELL has verified eligibility. Certificates of Eligibility are mailed by MELL and are placed in the records of students who are determined to be migratory.

Migrant students may or may not also be ELs. If the student is NOT an English learner, she/he does NOT take the Kindergarten Screener, Newcomer Screener, WIDA Online Screener, or ACCESS for ELLs 2.0. Regardless of EL status, migrant students are placed on the EL teacher's caseload and clustered in EL-cluster classrooms. English proficient migrants automatically receive free lunch and are monitored three times a year along with MY1 and MY2 ELs. This monitoring includes checking on their grades and emotional and physical well-being at least three times a year in order to intervene in a timely manner.

Migrant Student "Priority for Services" Action Plan

To comply with ESEA, Section 1304(d) requirements, LEA/Title I.A Migrant Education Program will utilize Migrant Education Program funds and other available resources to address the unique needs of PFS migratory students first, before expending funds on other migratory children.

PFS migratory students are students who:

1. are failing, or are most at risk of failing, to meet the state's challenging academic content and achievement standards and,
2. whose education has been interrupted during the regular school year.

An "educational interruption" occurs when a child, in the preceding 12 months, has changed schools or missed a "significant" amount of school time (e.g., ten days or more) during the regular school year (defined as August through June) due to the child's or family's migrant lifestyle. This determination is made on a "rolling" basis, that is, at the time an eligible migratory child is identified and enrolls in school, the preceding 12-month enrollment history will be reviewed for significant absences.

The LEA will develop and provide to all schools with sufficient numbers of enrolled migrant

students, a Migrant Data Report that will provide MAP results, retention, GPA, EL status, absenteeism, age/grade discrepancy, and credit accrual data for all students enrolled in a particular school. PFS students will be flagged with an asterisk on the report.

PFS migratory students will be provided with one or more of the following Migrant Support Services based on the student's individual needs, and available resources:

1. Administration of formal, informal, and alternative student assessments and analysis of test data and student performances;
2. Monitoring of attendance, follow-up assistance, and implementation of interventions to increase students' attendance;
3. Referrals to other programs and/or community agencies (i.e., reading coach, guidance counselor, EL Programs, community health center);
4. Access to individual and/or small group supplementary instruction provided by a highly qualified teacher;
5. Access to computer-assisted and/or online instruction;
6. Participation in before-, during-, and after-school tutoring;
7. Participation in Extended Learning Programs and/or Extended School Year Programs;
8. Access to family literacy resources, training, and follow-up assistance; and,
9. Access to take-home reading materials and reading incentive programs.

Migrant advocates, aides, and school social workers will document services that have been provided to PFS migratory students on a PFS Report that will be maintained at school sites for program audits, and copies forwarded on a semi-annual basis to the Migrant Education Program Supervisor.

On an ongoing basis, school and LEA Migrant Education Program personnel will evaluate the educational performances of PFS migratory. The LEA will annually review and analyze student MAP assessment, promotion, retention, and graduation data as part of Title I.A Migrant Education Program Annual Needs Assessment and Evaluation.

Chapter 1c: Identifying Immigrant Students

During enrollment, every parent must answer the following question for each of their children, “Was the student born outside of the United States?” Parents can select “no” or “yes.” If a parent selects “yes,” they are presented with the question “Where was the student born?” Parents are then prompted to type the country of birth. This information is sent to the Coordinator in a daily email of any students who identified a country of birth outside of the United States. Students identified on this list are referred to an EL teacher to conduct an extended LUS (Appendix E) to solicit additional information about their country of origin.

Students positively identified as immigrants are coded as such in the student information system and documentation to reflect this identification will be contained in the student’s cumulative folder located in each building’s main or guidance office as well as in the IMM Program and Service in the student information system. The date the student first entered a U.S. school will be used as the starting date, not the date of U.S. entry. Students will be eligible for immigrant services for 3 years from US school enrollment.

Students identified as immigrants will receive the following services:

- Orientation during the first week of school
- Check-in with case manager 1 time per week for the first 2 months
- Check-in with case manager 1 time per month for the first year
- Check-in with case manager 1 time per quarter for year 2 and 3
 - Grade check
 - Any necessary interventions

Services will layer for any students who are identified as both EL and immigrant. Immigrant students may or may not be English learners. If the student is not an EL, she/he does NOT take the Kindergarten Screener, Newcomer Screener, WIDA Online Screener, or ACCESS for ELLs 2.0. Regardless of EL status, immigrant students are placed on the EL teacher’s caseload and clustered in the EL-cluster classroom at their school. Non-EL immigrants are monitored three times a year along with MY1 and MY2 ELs. This monitoring includes checking on their grades and emotional and physical well-being at least three times a year in order to intervene in a timely manner. Students who are both EL and immigrant will receive support and monitoring through their assigned instructional model for ELD services.

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

A. Goals for EL Programming

	Description	How it will be measured
Goal(s) for English Language Proficiency (ELP) Growth	<ul style="list-style-type: none"> Percentage of students meeting their growth target as defined by DESE and MELL 	<ul style="list-style-type: none"> WIDA ACCESS for ELLs 2.0 assessment
Goal(s) for ELs exiting the EL program	<ul style="list-style-type: none"> Percentage of students exiting services annually 	<ul style="list-style-type: none"> WIDA ACCESS for ELLs 2.0 assessment and portfolio

B. Grade Level Placement

Before making a permanent grade-level placement decision for a language minority student, the LIEP team will need to have pertinent background information about the child. That information would include, as a minimum:

- Chronological age
- Educational background
- English language proficiency level through WIDA assessments
- Academic performance

With this information, which should have been collected as expeditiously as possible, a decision will be made regarding grade level placement. As a general rule, all students are placed in their age-appropriate grade level. Under no circumstances will a student be placed in a grade level that is more than one year below his/her chronological age. Although it may seem logical to place a language minority child at a grade level that matches the kind of English skills he/she needs to acquire, it would be a great disservice to the child both socially and cognitively to do so. The district is obligated to provide a structured language support program that meets the language, as well as content area, needs of the student consistent with state and federal statutes and case law precedent.

C. Program Models

School systems may choose their own ELD program model(s) as long as it is based on sound research. The following models are offered in Hazelwood School District. Any student receiving services will be monitored using a Releveling Form (Appendix H) that will be updated quarterly.

CBE - Content-based ESOL/Push-in/Consult: 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, and study skills. English is used as the medium of instruction (Crandall, 1992). Any student being serviced through consult will be monitored using a Releveling Form and consultation with the content area teacher will be tracked on the English Learner Content Based ESOL-Consult Form (Appendix I).

COT- Co-Teaching: 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.

POE - Pull-out: The pull-out method requires EL teachers to periodically remove, or pull out, EL students from the classroom. During the pull-out time, teachers may work one-on-one with students or group them according to ability or grade level. The pull-out method is more successful when the EL teacher collaborates effectively with regular classroom teachers, who are employing helpful content-based strategies. This method is used for intensive English interventions.

COA - ELD Coaching: ELD Coaching 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.

SHC - Sheltered Classroom: This term refers to a class where only EL students are taught a content-area course. Students are taught the same curriculum as their peers, but in a context where the teacher can employ techniques designed to help make the content understandable to them. These techniques include language simplification and additional contextual clues.

CON - ESOL Class Period: 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.

The following models are not offered in Hazelwood School District but are options that our students may have received in other districts or other states.

TBE - Transitional Bilingual Education: ELs may receive instruction in both English and their home language for one to three years, but the goal is to develop English language proficiency as soon as possible

BLI - Dual Language Bilingual Education: ELs receive instruction in both English and their home language throughout elementary school and into the upper grades. The goal is to develop full bilingualism and biliteracy for ELs. The students receive instruction in English and another language in a classroom that is usually comprised of half native English

speakers and half native speakers of the other language. Also known as two-way or developmental bilingual education.

SEL - Structured English Immersion: ELs learn English through content area instruction in English. The goal is full English language proficiency.

NWC - Newcomer Center: All new EL students will come to a single classroom for assessment and initial English instruction

RSC - Resource Classroom: 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.

Hazelwood Services By Level

HSD Early Childhood Center Services

The early childhood EL service model consists of one EL teacher. This EL teacher serves two early childhood centers. The early childhood EL service model combines Content-Based ESOL and Pull-Out ESOL. All instruction focuses on English language development and adheres to the Missouri Early Learning Standards.

HSD Elementary School Services

The elementary EL service model consists of thirteen EL teachers. One EL teacher serves one to three elementary schools. The elementary EL service model combines four approaches as described by MO DESE: Content-Based ESOL, Pull-Out ESOL, Co-Teaching, and ELD Coaching. Elementary EL teachers service most EL students by co-teaching or pushing into the regular classroom. During this time, EL teachers either work exclusively with EL students, co-teach with the classroom teacher to the entire class, or teach small groups that include EL and native English-speaking students. EL teachers also pull-out students. In certain situations, elementary EL teachers provide ELD coaching to classroom teachers through a coaching cycle. All instruction focuses on English language development and adheres to the Missouri ELP standards, as provided by WIDA. Students enrolled at an EL elementary center will remain at the elementary school until completion of fifth grade and graduation from the EL program and will then continue at their neighborhood middle school or be transferred to the middle school center if services are needed.

HSD Middle School Services

The middle school EL service model consists of five EL teachers. One EL teacher serves one or two middle schools. The middle school EL service model combines four approaches as described by MO DESE: Content-Based ESOL, Pull-Out ESOL, Co-Teaching, and ELD Coaching. Middle School EL teachers service most EL students by co-teaching or pushing into the regular classroom. During this time, EL teachers either work exclusively with EL students, co-teach with the classroom teacher to the entire class, or teach small groups that include EL and native English-speaking students. EL teachers also pull-out students on an as-needed

basis. In certain situations, middle school EL teachers provide ELD coaching to classroom teachers through a coaching cycle. All instruction focuses on teaching the board-approved curriculum in English in an understandable manner. Students enrolled at the EL center will remain at the middle school until completion of eighth grade and graduation from the EL program and then be placed at their neighborhood high school or be transferred to the high school center if services are needed.

HSD High School Services

The high school EL services model consists of four EL teachers. The high school EL service model combines five approaches as described by MO DESE: Content-Based ESOL, Sheltered Courses, Co-Teaching, ELD Coaching, and ELD as a Content Course. All high school EL teachers teach one or more levels of ESOL courses and co-teach various content area courses including math, science, social studies, and communication arts. One high school EL teacher is dual certified in ESOL and in Mathematics. Due to this dual certification, they teach sheltered mathematics courses. An ESOL resource course is utilized at the newcomer high school to support the scaffolding of non-co-taught courses. All instruction focuses on teaching the curriculum in English in an understandable manner. Students enrolled at an EL high school center will remain at the high school until graduation.

Chapter 3: Staffing and Supporting of LIEP

LIEP Staff

Teachers and paraprofessionals working in the district's LIEP will have all required state and federal certifications and other qualifications required by law. In addition, teachers and paraprofessionals providing services to English learners will be comparable in terms of education, experience, and effectiveness to teachers and paraprofessionals who are providing services to students who are not English learners. The following table lists the EL teachers by school site as of July 2024.

School	EL Teacher	School	EL Teacher
Armstrong	Sandy Dobson	Russell	Andrea Kaufman
Arrowpoint		Townsend	Michele Lashly
Barrington	Jamie Bozif	Twillman	Erin Banks Michele Lashly
Brown	Liz Dix	Walker	Steve Wehmeyer
Cold Water	Donisha Abdul-Mumin	Central Middle School	Megan Baker
Garrett	Lauren Bax	North Middle School	Sam Noel
Grannemann		Northwest Middle School	Janice Pouncil Linda Buchanan
Jamestown		West Middle School	Susan Flaherty
Jury	Michele Lashly	East Middle School	Megan Baker
Keeven	Michele Lashly	Southeast Middle School	Megan Baker
Larimore		East High School	
Lawson	David Askuvich	West High School	Shannell McCain Liz Dix
Lusher	Megan Baker	Central High School	Emily Philipponne Meredith Ogden
McCurdy	Cheryl Yankolovich	ECC East	
McNair	Anna Coe Cheryl Yankolovich	ECC Central	Lisa Hemby
		ECC West	Lisa Hemby

Gray denotes a non-center school. The EL teacher listed consults with teachers at this school and is not there full-time. Please email the EL teacher to set up a meeting. If there is no EL teacher listed, email the department secretary with your name, your school, and your concern.

Instructional Guidelines

As of July 2024, HSD has 21 full-time certified teachers with ESOL certification and 1 full-time certified teacher with provisional ESOL certification assigned to teach over 450 RCV students and 60 Pre-K dual language learners. Our student-teacher ratios are based upon the following chart from DESE’s guidance Educating Linguistically Diverse Students: Requirements and Practices.

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
	$\frac{\text{Total school enrollment}}{\text{Total number of teachers in classrooms}}$	$\frac{\text{Total enrollment of ELs}}{\text{Total number of ESOL certified teachers}}$
	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

Teacher English Fluency

Teachers in any Title III language education instructional program (LIEP) are fluent in English and have proficient written and oral communication skills. Oral English proficiency can be certified through the following paths:

- Candidate graduated from a university that uses English as the primary language of instruction
- Candidate graduated from a foreign university or college that the local educational agency (LEA) recognizes as meeting the U.S. equivalency
- During the oral portion of the interview, the candidate demonstrated oral proficiency

Written English proficiency can be certified through the following paths:

- Candidate graduated from a university that uses English as the primary language of instruction
- Candidate graduated from a foreign university or college that the LEA recognizes as

meeting the U.S. equivalency

- Candidate demonstrates written proficiency on resume and/or cover letter

The Coordinator of English Learner, Immigrant, and Migrant Education Services is authorized to provide the English fluency certification to any EL Teacher meeting the above standards.

EL Teacher Roles & Responsibilities

The teacher for English learners provides leadership in Hazelwood schools by advocating for multilingual students and their families, and by working flexibly and collaboratively with the EL Coordinator, EL team, classroom teachers, and building administrators to facilitate English learners' acquisition of academic and social language and academic learning targets. Their duties include

1. Identification and assessment of English learners
2. Facilitating English Learners' acquisition of academic English and academic achievement
3. Monitoring student achievement and offering guidance to student scheduling needs.
4. Maintaining records for state and federal reporting
5. Connecting students and families with wrap-around services
6. Performing other duties as assigned or required such as
 - a. Collaborating with teachers and administrators to communicate rules and standards of behavior clearly via non-linguistic representations to ensure comprehension
 - b. Assisting administrators and teachers in providing communication to parents in a language and manner they can understand
 - c. Participating fully in faculty and professional meetings, educational conferences, and teacher training workshops

Coordinator of English Learner, Immigrant, and Migrant Education Services Roles & Responsibilities

The Coordinator of English Learner, Immigrant, and Migrant Education Services shall have the following duties in Hazelwood School District:

1. Directs the administration and coordination of the school district's educational programs for EL, Immigrant, and Migrant students K-12.
2. Provides leadership to ensure the attainment of the educational objectives of the school district.
3. Provides leadership in the development, implementation, and evaluation of EL, Immigrant, and Migrant curriculum and instructional services; assists in determination of EL, Immigrant and Migrant program needs and makes appropriate recommendations.
4. Guides development, implementation, and evaluation of staff development and professional growth programs for EL, Immigrant, and Migrant teaching staff; conducts in-service workshops.
5. Keeps informed on the latest legislation, research, trends, and developments, in the areas of English Learners, Immigrant and Migrant Students, English language development, and interprets these for the staff as needed.
6. Works to coordinate best instructional practices for all EL, Immigrant and Migrant

learners K-12.

7. Prepares and files reports required by federal, state, and local regulations in relation to EL, Immigrant and Migrant services in the district.
8. Evaluates personnel under her/his direction for the purpose of improving instruction and reemployment.
9. Develops effective schedules, curriculum, and accountability measures for EL, Immigrant, and Migrant district-wide.
10. Assists in the development of an annual budget for EL, Immigrant, and Migrant programs.
11. Researches, plans, and recommends innovative programming for our EL, Immigrant and Migrant learners.
12. Oversees the identification and qualifications of students identified as language minority, EL, Immigrants, and Migrants.
13. Provide parents/guardians with notice of and information regarding the LIEP as required by law
14. Ensure that students whose LUS indicates the use of a language other than English will be further screened and assessed for English proficiency using the state-provided assessment instruments
15. Supports the district in utilizing tools that will provide parents and guardians with information about school programs in a language and manner they can understand

Allowable Use of Title III Funds

The HSD Director of Federal Programs and Special Projects compiles and submits a Title III plan annually. Title III funds are used for professional development and/or language instruction educational programs based on scientific research.

Allowable uses include the following. Bolded items describe specific uses of funds planned for the 2024-2025 school year.

- 1. Professional development for classroom teachers, ESL staff, and administrators on effective instruction for ELs;**
- 2. Professional materials related to effective instruction for ELs beyond LEA-provided funds;**
- 3. Registration and expenses for ESL-specific conferences (TESOL, MELL, NABE, etc.);**
4. Peer coaching to develop teacher expertise in providing effective instruction to ELs;
5. Stipends for teachers to obtain ESL endorsement;
- 6. Implementation of English Language Proficiency (ELP) Standards;**
7. Additional enhancements to ESL services beyond the core program including supplemental staff;
8. Summer learning opportunities;
- 9. Instructional materials to support additional ESL services:**
 - a. Native language reading and resource materials;**
 - b. Leveled readers and trade books in addition to core textbook;

c. English Language Development (ELD) software

10. Transportation to before-school, after-school, or Saturday ESL-specific tutoring programs;
11. Stipend for teachers for before-school, after-school, or Saturday ESL-specific tutoring programs;
12. Salaries for certain paraprofessionals that provide services beyond Lau requirements (TA/BA);
- 13. English language classes for parents;**
- 14. Parental involvement programs that are above and beyond general school functions such as parent-teacher conferences and interpreters for family nights;**
15. Electronic devices, such as electronic translators and audio equipment; and,
16. Capital outlay (instructional resources and parent education)

Title III Immigrant Services Funds

Title III Immigrant funds are used for enhanced instructional opportunities for both proficient and EL immigrant children and youth. These may include family literacy and parent outreach, tutoring, academic or career counseling, identification and acquisition of curricular materials, and other instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the United States.

HSD EL staff develop Student Portraits (Appendix J) and monitor the progress of proficient immigrant, migrant, refugee, and MY1/MY2 EL students three times a year using the forms found in the Appendix (Appendix K). The purpose of the monitoring is to provide a timely referral to applicable student services and to advocate for families and their children in a meaningful way with the goal of helping every student succeed in HSD.

The Department of English Learner, Immigrant, and Migrant Education Services parent involvement programs include but are not limited to

1. Festival of Nations
2. Multi-Literacy Night
3. Read Across America
4. Informational Meetings
5. Adult ESOL

Chapter 4: Meaningful Access to Core Curricular and Extracurricular Programs

The Hazelwood School District mission states that *all* “students will become lifelong learners equipped with 21st Century skills for success as global citizens.” EL students in HSD 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 (U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice, January 2015).” This includes the obligation to:

- Provide ELs with equal access to all school facilities-including computer labs, science labs, etc
- Pre-kindergarten
- Career and technical education programs
- Counseling services
- Online and distance learning opportunities
- Performing and visual arts
- Athletics
- Extracurricular activities, such as clubs and honor societies
- Advanced Placement or honors courses
- Gifted programs

At the secondary level, some activities, such as sports, require students to maintain academic eligibility to participate. Consideration needs to be given to EL students who may struggle in core curricular areas due to limited English proficiency.

While ELs are required to participate in annual state achievement testing, some localized common assessments will not show reliable, appropriate, or valid results for students with limited English proficiency. It is inappropriate to believe that teachers will be able to effectively drive instruction for these students with scores that do not reflect their true content knowledge. For these students to be successful, teachers will need to modify or accommodate students’ assignments and assessments to show accurate data to utilize for instructional planning.

Curriculum and Supplemental Resources

The Missouri Learning Standards require that ELs meet rigorous, grade-level, academic standards. The following principles are meant to guide teachers, coaches, EL teachers, curriculum coordinators, school principals, and district administrators as they work to develop standards-aligned instruction for ELs. These principles are applicable to any type of instruction regardless of grade, proficiency level, or program type. Additionally, no single principle should be considered more important than any other. All principles should be incorporated into the planning and delivery of every lesson or unit of instruction.

- **Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.** Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.

- **Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.** ELs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.
- **Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction that is rigorous and standards-aligned requires that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.
- **Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and the students' home language(s), previous experiences in school, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.
- **Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, participate in academic discussions, and express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.

ELs are provided access to all content areas through

- Building content teacher capacity for EL support
- EL teacher support as listed in Chapter 2, Section C: Program Models
- Scaffolded instruction with accommodations and modifications as indicated in student's Individualized Language Plan (ILP) (Appendix Q)
- Small group instruction

Materials used in HSD that address the needs of ELs include the following:

- *Chromebooks:* HSD provides a Chromebook for every student K-12 (1:1) which has proven a valuable and vital supplemental resource for students. The Chromebooks enhance core materials, allow for translation, and include text to speech and dictation capabilities.
- *Tablets:* Tablets are used by the Department of English Learner, Immigrant, and Migrant Education Services for benchmark testing, to assist newcomers with translation, and to enhance core materials.
- *Curriculum & Texts Available Electronically:* Math, Science, Social Studies, and ELA textbooks and curriculum are electronic. This makes it possible for access to materials in other languages or for text to speech read aloud.
- *Curriculum & Texts in Students' Native Languages:* When available, students who have received content area instruction in their native language will be provided with content

area texts in their native language to supplement their English-only texts.

- *Edge by National Geographic*: The Edge curriculum is used to supplement the ESOL 1-4 courses at the high school level and was purchased using district funds.
- *Learning A-Z*: Learning A-Z is used to provide supplemental reading materials at students' individual levels in all grade level bands.
- *Bilingual Dictionaries*: Bilingual dictionaries are available to students for use in classrooms, on assessments, and on MAP/EOC testing.
- *Online Tools*: 1:1 Chromebooks and tablets allow for the use of translation software, closed captioning, and speech-to-text.
- *GrapeSEED*: GrapeSEED is an oral language English language development intervention designed for K-2 English learners and K-5 newcomers.

Meaningful Access to All Co-Curricular and Extracurricular Programs

Every student in Hazelwood School District will be given equal educational opportunities. It is the responsibility of all staff to treat students without discrimination on the basis of linguistic background when determining students' eligibility for district services.

1. Process for Identifying and Serving Gifted/Talented ELs

EL students will have the opportunity to participate in the Hazelwood School District Gifted Program. All students in HSD are screened for gifted services in 1st and 2nd grade. This universal screener contains four sections that are administered by a gifted teaching specialist: creative drawing, logic and analogies, visual and spatial, and a gifted characteristics observation checklist. Students who score within the desired range on the first task are selected for further screening. Students who are not identified during universal screening, due to entering the school district after the first semester of 2nd grade or lack of performance, can be referred by their classroom teacher for additional screening at a later date. Any EL students enrolled in HSD's gifted programming will be serviced by the most appropriate program model at their home school.

2. Process for Identifying and Serving ELs in Special Education

EL students who experience academic difficulty in the general education setting may or may not be in need of special education services. But, limited English proficiency is not a disability and limited English proficiency cannot be the determining factor for special education eligibility. HSD utilizes the RtI process to monitor student learning and recommend interventions. The following steps should be taken to determine if ELs meet the requirements for services in both Special Education and EL:

- a. Additional testing
- b. Review of records including teacher interviews, student interviews, and parent interviews
- c. Academic achievement records
- d. State assessments
- e. Native language and literacy information

The Pre-RtI Referral Checklist for ELs (Appendix L) provides an awareness of EL-specific considerations to ensure students aren't identified for special education due to English proficiency, cultural factors, or prior education/instruction. If any of these

exclusionary factors are deemed the primary reason for the student's academic/behavioral concerns, the student will not be found eligible for special education services.

The building EL teacher is to be a member of the IEP team and RtI discussions if EL students are involved. EL students who are placed in special education services will receive services in both areas by highly qualified teachers. Some students, due to the number of minutes required by their IEP, will not receive direct ELD services and will instead be serviced through CBE coaching. If these dually identified students are serviced through CBE coaching, collaborative meetings with the student's Special Education teacher will be tracked on the Dually Identified: Special Education and English Learner Content Based ESOL-Consult Form (Appendix M).

3. Process for Identifying and Serving ELs in all Co-Curricular Programs (e.g., Title I, At-Risk, Career and Technical Education Programs, Counseling Services, Advanced Placement, etc.)

EL students can make the choice to participate in any school-sponsored, extra-curricular activities, vocational and technical programs, counseling services, clubs, assemblies, and elective courses. We want to encourage all students, from all backgrounds, to engage in different educational opportunities and activities open to all students. Coaches, counselors, teachers, and principals encourage students to become involved in any additional programming. Each coach or club sponsor will be responsible for communication with the parent, ensuring any written or verbal communication is provided in the parent's native language. When necessary, language accommodations will be provided as needed within the capacity of these activities. Lack of English proficiency does not prevent a student from accessing other district support either, such as at-risk programming or supplemental reading instruction. EL students (and their families) will have the opportunity to receive at-risk/family services. These services are similar to those available to all students in our school and community. EL students will also have the opportunity to participate in Title I programming if it is deemed that the student would benefit from this type of small group instruction. All EL students will be fully integrated into related arts. The related arts teachers will receive support from the EL team as needed.

4. Process for Identifying and Serving ELs in all Extra-Curricular Programs (e.g., performing arts, visual arts, athletic clubs, honor societies)

EL students can make the choice to participate in any school-sponsored, extra-curricular activities and clubs. We want to encourage all students, from all backgrounds, to engage in different educational opportunities and activities open to all students. Each coach or club sponsor will be responsible for communication with the parent, ensuring any written or verbal communication is provided in the parent's native language. When necessary, language accommodations will be provided as needed within the capacity of these activities.

Chapter 5: Creating an Inclusive Environment and Avoiding Unnecessary Segregation

Schools should take steps to create positive school climates that welcome diversity and that prevent and address inappropriate behaviors, such as bullying and harassment. Such positive steps include training staff, engaging families and community partners, and helping students develop social-emotional skills that include conflict resolution. As part of an inclusive school climate, LEAs should implement educationally sound and effective EL programs and limit the degree of segregation of ELs to what the program requires.

EL programs may not segregate students on the basis of national origin or EL status unless there is a program-related, educational justification for doing so. Programs that allow for continuous inclusion and interaction between ELs and non-ELs, such as two-way immersion programs, do not raise concerns about segregation.

In addition, LEAs should not keep EL students in EL programs for periods that are longer or shorter than necessary to achieve the program's educational goals. The degree of segregation should be necessary to achieve the stated goals of the program and required by each student's level of English language proficiency and his or her time and progress in the EL program. For example, while ELs may receive intensive English language development instruction in separate classes, it would rarely be justifiable to segregate them from their non-EL peers in subjects like physical education, art, music, or other activity periods (e.g., lunch, recess, assemblies, and extracurricular activities). Research shows that when placed at length in segregated settings, ELs may be at risk of school failure, delayed graduation, and negative academic self-concepts (Gandara & Orfield, 2010).

Therefore, 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.

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:

- In-service trainings and Summer Institute offerings for all staff involved in the educational process of ELs on the topics of instructional techniques, modifications, and grading
- Co-teacher training for every EL teacher and 1 content area partner for each EL teacher per year
- Pre-recorded training videos about co-planning, grading ELs, newcomers, and SLIFE, and linguistic scaffolding
- ELevate Conference-partner school district
- Opportunities are available through EdPlus for additional training
- Unpacking WIDA ELD Standards and annual refresher for all EL teachers

Chapter 6: Addressing English Learners with Disabilities

ELs may have multiple exceptionalities, such as being intellectually gifted or having a learning disability, like any other student. Limited English proficiency is not a disability and is not covered by IDEA or Missouri Special Education regulations. ELs should not be placed in any special education program unless exceptionality is well-documented, including, when appropriate, assessment of a student's native language skills. To assist in determining the appropriateness of a referral to special education or gifted and talented programs, the district's established pre-referral process for interventions will be followed, independent of EL identification.

In Bilingualism and Special Education: Issues in Assessment and Pedagogy, Cummins explains how social proficiency of language can be acquired in approximately 2 or 3 years whereas academic language may take a student 5 to 7 years to achieve a level of native-like proficiency (1984).

When it comes to ELs with possible disabilities, the district must:

- Identify, locate, and evaluate ELs with disabilities in a timely manner
- Consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials
- Assist with providing and administering special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs
- Not identify or determine that EL students are students with disabilities because of their limited English proficiency
- Provide EL students with disabilities with both the language assistance and disability-related services they are entitled to under federal law

Educators must distinguish between the behaviors exhibited when one is learning another language and those exhibited when there are cognitive or learning disabilities. Because many of these behaviors may appear similar, it is essential that school personnel have a reliable process for distinguishing between those EL students who are simply going through normal language acquisition processes and those who also have special education needs. Research in the area of bilingual special education has provided some proven tools for this purpose. One of the most practical is a flowchart that takes educators through a questioning process designed to prevent inappropriate referrals for special education testing (Appendix P).

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

Parents/Guardians of EL students have the right to decline the placement of their student in an LIEP, choose a LEIP other than the one recommended by the district (if other programs are offered by the district), or have their student immediately removed from an LIEP upon their request.

Parents/Guardians may opt their student out of the district's LIEP by contacting the Coordinator and attending a meeting with the Coordinator and one or more LIEP instructors to discuss the results of the student's screening assessment and information about the LIEP.

Parents/Guardians who decline language instruction will be asked to sign a waiver exempting their student from instruction (Appendix R). Students removed from the district's LIEP will continue to receive language support in the regular classroom and the district will continue to monitor the student's progress toward English proficiency with the district Releveling Form (Appendix H). Parents/Guardians may not refuse regular classroom support and **may not opt their students out of statewide assessments to determine English proficiency.**

A written copy of these rights, which may be a copy of this policy, will be provided to parents/guardians of EL students and, to the extent practicable, will be provided in a language the parents/guardians understand.

Chapter 8: Monitoring and Exiting English Learners from EL Programs and Services

Exit Criteria

After receiving the ACCESS for ELLs 2.0 reports, district staff will carefully review the performance of any student considered for reclassification. Students will no longer meet the definition of an English learner and will be reclassified from EL services when they demonstrate proficiency on the annual ACCESS for ELLs 2.0 Assessment and are able to succeed in age/grade-appropriate learning environments. The scores that warrant reclassification are in the table below.

In the case that the district feels a student's score was a false positive, or too high, additional evidence must be in the student's portfolio that directly contradicts a specific domain score on the ACCESS.

To account for false negatives, students who score low but by all other measures are not an EL may be exited provided the district has collected a body of evidence that directly disputes low domain scores. Students whose overall scores are lower than 4.7 may be reclassified with satisfactory evidence.

ACCESS for ELLs 2.0 Score	District Actions
4.7-6.0	The student must be exited; barring compelling evidence in the EL Portfolio suggesting the student should remain in the LIEP.
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 his or her ability.

The following considerations should be included in any portfolio exit:

- ACCESS for ELLs 2.0 scores
- Grades and performance in content area courses
- Observation information from content-area teachers
- Parent opinion

The final decision on the exit of a student will be made by the EL teacher, Coordinator of English Learner, Immigrant, and Migrant Education Services, and parent(s).

*Please Note: Once students exit from their second monitoring year, they will remain at their center until completion of that programs' grade level. Students who are exited are expected to progress with schooling at their neighborhood school should services not be needed. (i.e. A student exits in 7th grade. She/he will finish out middle school and then return to the area high

school for the remainder of his/her school career.)

HSD will notify parents or guardians when students are reclassified (Appendix F.e).

Portfolio Exit

Portfolio evidence should be taken from authentic classroom assignments and from a variety of content areas. Results from the Missouri Assessment Program (MAP) Grade-Level Assessments and the End-of-Course (EOC) Assessments cannot be the sole source of information when considering reclassification of an EL. EL teachers will collect additional evidence, commonly referred to as a portfolio, to complement the student's ACCESS scores when making reclassification decisions (Appendix N).

Additional evidence should support inferences about an EL's English language proficiency as used in general education classrooms and should directly confirm or dispute individual domain scores earned on ACCESS. The following chart shows possible evidence items that could be used in a portfolio to complement ACCESS scores. It is important to note that the first step in this process is obtaining consent from the parents of the EL student to collect evidence and pursue reclassification

Domain	Possible Portfolio Item
Speaking	Observation Checklist(s) Interaction Rubric(s) Video or audio file of project requiring oral language with graded WIDA rubric
Listening	
Reading	District benchmark assessment intended to measure grade-level reading (i.e., DRA, DIBELS, STAR) Running record(s) with comprehension checks
Writing	Authentic content area writing sample(s) with graded WIDA rubric

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 (Linguanti, 2001; Callahan, 2009; Robinson, 2011). Since exited students should be able to demonstrate full academic potential in content area classrooms without additional English language support services, HSD will use multiple measures taken from various content areas to comprehensively verify any reclassification decision.

The EL teacher will collect data on students from existing formative assessments, projects, formal reports, or writing assignments. The EL teacher will select pieces of evidence for the portfolio that serve as a summary of the student's abilities and confirm or dispute the score the student earned on ACCESS for ELLs 2.0 and grade those components according to the WIDA

rubric. The EL teacher will use 3 pieces of evidence from varying content areas for any domain that is being assessed. A different EL teacher will blind score the same pieces of evidence according to the WIDA rubric. All of this information is recorded on the portfolio cover sheet and submitted to the Coordinator for review. The process culminates in a meeting with the EL teacher, parent(s), Coordinator, a translator if necessary, and student, as appropriate, to discuss the portfolio and determine a reclassification decision.

HSD will notify parents or guardians when students are reclassified.

Special Education Reclassification

There are unique situations in which EL students with disabilities can be exited from EL services when they no longer meet the federal definition of an EL. If the student's skills in academic English are commensurate with his/her cognitive ability due to a diagnosed disability such as intellectual disability, traumatic brain injury, autism, etc, evidence can be collected to justify reclassifying that student to MY1.

The first step in this process is obtaining consent from the parents of the EL student to collect evidence and pursue reclassification. This form can be found on page 1 of the Alternate Reclassification of Special Education English Language Learners Form (Appendix O). The EL teacher will collect background information, grades, historical testing data, and information about the student's disability and English performance in their core classes and record it on the Alternate Reclassification Form. After this information is collected, a meeting with the parent/guardian, school psychologist, special education case manager, EL Teacher, Coordinator of English Learner, Immigrant, and Migrant Education Services, and, if needed, a translator will be conducted. During this meeting, all pertinent information is reviewed and the team will decide if the student should be reclassified as MY1 or if the process should be revisited in the following school year.

Reclassification Coding in Student Information System

The final step to reclassification is coding in the student information system. Two years are required for monitoring (MY1 and MY2) after a student is reclassified. The additional codes AY3 and AY4 identify former ELs who have successfully completed the two-year monitoring period. See the chart below for the codes needed for reclassification.

Field	Code	Description
LEP/ELL Service Status	MY1	MY1 students are in the first year of monitor status
LEP/ELL Service Status	MY2	MY2 students are in the second year of monitor status
LEP/ELL Service Status	AY3	AY3 students are no longer monitored, but recognized as former ELs in the accountability system

LEP/ELL Service Status	AY4	AY4 students are no longer monitored, but recognized as former ELs in the accountability system
Exit Test	ACS - ACCESS for ELLs	Students reclassified due to a score of 4.7-6.0 on the ACCESS for ELLs 2.0 Assessment
Exit Test	POR - Portfolio for ELLs	Students reclassified due to a score lower than 4.7 on the ACCESS for ELLs 2.0 Assessment with an approved portfolio

Guidelines for Monitoring

ESSA requires that students exiting from EL status must be monitored for at least two years to ensure that (1) they have not been prematurely exited, (2) they have had adequate time to address any academic challenges they may have faced, and (3) they are meaningfully participating in the standard program of instruction comparable to their never-EL peers. To better understand reclassification, consider it as a “conditional exit” from EL services. They are exited from the program with the condition that they continue to perform on par with their English-speaking peers. Monitored students follow all of the same rules and procedures as all other students. They do not receive accommodations, modifications, or alternative assignments. They do not receive direct support from the EL teacher and they do not take ACCESS for ELLs 2.0. If a monitored student begins to struggle or if concerns arise that English language proficiency is a barrier to achievement, that student can be placed back into the EL program and continue as if he or she never left the program. This includes taking the annual ACCESS for ELLs 2.0.

Documentation is required to prove these students were indeed monitored to ensure each student is performing on par with the average non-EL in the classroom. The HSD MY1 and MY2 monitoring form (Appendix K.a) will be updated on all monitor students three times annually: after the first quarter, second quarter, and third quarter. This form and any evidence collected should be included in the student’s permanent file. After successful completion of the two years of monitoring, there are no further actions with regard to data collection.

After two years of monitoring, students are still a part of the EL subgroup for an additional two years. Although there will be special coding (see chart above), there are no further actions to be taken by teaching staff for former ELs.

Retention Guidelines for ELs

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). Prior to considering retention of an EL student, the following list of questions should be addressed in consultation with the EL teacher and Coordinator.

1. Has the student’s level of English language proficiency been assessed using the

- state-approved instrument?
2. Has the student been enrolled in the school district for more than one full academic year?
 3. To ensure meaningful participation, are classroom modifications being made in the areas of
 - a. Teacher lesson delivery
 - b. Assignments
 - c. Homework
 - d. Assessments (quizzes and tests)?
 4. Do the EL files for the student document classroom modifications and student progress?
 5. How much individual English language development instruction is the student receiving via pull-out, push-in, co-teaching, or an ESOL course during the school day?

The above questions should be discussed for any student being considered for retention. Retention of EL students will not facilitate English language acquisition and, based on the Supreme Court ruling in *Lau v. Nichols* (1974), retention based on lack of English proficiency would be considered discriminatory and illegal. The process of language acquisition should occur at all grade levels and in all mainstream classrooms. Questions or concerns may be directed to the Coordinator of English Learner, Immigrant, and Migrant Education Services.

Chapter 9: Evaluating the Effectiveness of a District’s EL Program

Districts are required to modify their programs if they prove to be unsuccessful after a legitimate trial. 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 (*Developing programs for English language learners: OCR memorandum 2020*).

On-going evaluation of the Department of English Learner, Immigrant, and Migrant Education Services will provide valuable information for decision-making and, ultimately, lead to improved service delivery to English learners. The evaluation process includes parent, staff, and administrator surveys conducted annually. The data from the surveys are collected and analyzed with the following data:

- The percentage of ELs making growth in English proficiency as measured by the DESE/MELL Growth Targets



Overall Proficiency Level	Expected Annual Growth by Grade Cluster				
	1st	2-3	4-5	6-8	9-12
1.0-1.9	1.2	1.0	0.9	0.8	0.7
2.0-2.9	0.9	0.8	0.8	0.7	0.6
3.0-3.9	0.6	0.6	0.6	0.5	0.4
4.0-4.6	0.4	0.4	0.4	0.4	0.4

- The percentage of ELs attaining proficiency on ACCESS for ELLs 2.0 (proficient is a score greater than or equal to 4.7)
- Number of EL students enrolled

The program evaluation committee uses the data collected in the evaluation process to make recommendations in the following areas:

- Professional development needs
- Adjustments to LIEP
- Staffing
- Teacher schedules
- Curricular needs
- Meeting the needs of individual ELs and/or subgroups
- Additional language access needs

Chapter 10: EL Plan Checklist for Self-Monitoring

Legal Foundation: *(Introduction of Lau Plan Template)*

Beginning with the Civil Rights Act of 1964, federal statutes require school districts to have a plan that ensures equal access for English language learners to instructional programming. The numbers under each heading refer to sections of Title III of NCLB and are required elements in a Title III Plan.

Identification *(Chapter 1 of Lau Plan Template)*

3116(b)(1)

This section of the plan describes the procedure for identifying students who may be English Language Learners. The following checklist of questions may be used in developing this section of the plan or assessing the effectiveness of the identification procedure in an existing plan.

<input type="checkbox"/>	Does the plan contain a detailed description of the procedure for identifying potential ELLs?
<input type="checkbox"/>	Is the procedure designed to ensure that all students potentially in need of ELL services are identified?
<input type="checkbox"/>	Do identification criteria for potential ELLs include consideration of the following? <ul style="list-style-type: none"> ● 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
<input type="checkbox"/>	Is the title of the responsible person for each step in the identification procedure listed in the plan?
<input type="checkbox"/>	Does the plan describe how special staff, such as interpreters, is integrated into the identification procedure?
<input type="checkbox"/>	Are the timeframes for each step in the identification procedure defined in the plan?
<input type="checkbox"/>	Does the plan describe how the district will maintain documentation of the following? <ul style="list-style-type: none"> ● Identification results ● Potential ELL status ● Referral for language proficiency screening assessment ● Other referral requests

English Language Assessment *(Chapters 1 and 8 of Lau Plan Template)*

3116(b)(1)

This section of the plan describes the procedure for assessing potential ELLs to determine which students are in need of services in order to participate meaningfully in the regular instructional program. The following checklist of questions may be used in developing this

section of the plan or evaluating the effectiveness of the assessment procedure in an existing plan.

<input type="checkbox"/>	Does the plan contain a detailed description of the procedure for assessing potential ELLs?
<input type="checkbox"/>	Is the assessment procedure designed so that all students identified as potential ELLs will be evaluated for English language proficiency?
<input type="checkbox"/>	Does the assessment procedure include a description of all skill areas and modalities to be assessed and measured?
<input type="checkbox"/>	Does the assessment procedure include a statement of the instruments used to assess English language proficiency and academic level?
<input type="checkbox"/>	Are the guidelines and criteria for the use of each instrument included in the assessment procedure?
<input type="checkbox"/>	Is the title of the person(s) responsible for assessing each student listed in the plan?
<input type="checkbox"/>	Does the plan detail any special abilities, skills, and/or training that assessor(s) may need to conduct the assessments?

Placement (*Chapter 2 of Lau Plan Template*)

3116(b)(1)

This section of the plan addresses student placement, instructional time and documentation. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of the placement procedure in an existing plan.

<input type="checkbox"/>	Does the plan describe the criteria that qualify a student for ELL services, including English language proficiency level?
<input type="checkbox"/>	Does the plan specify appropriate instructional time based on English language proficiency level and grade level?
<input type="checkbox"/>	Does the plan define how the district will maintain documentation of assessment results and its decision regarding qualification, placement and instructional time, including where the documentation is kept and by whom?

Parental Notification and Communication (*Chapters 1 and 10 of Lau Plan Template*)

3116(b)(4)

This section of the plan addresses parental notification and communication. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of the placement procedure in an existing plan.

<input type="checkbox"/>	Are parents of newly enrolled students notified, in a language they understand, of results of language proficiency assessments, availability of services, types of programs, and other options for ELLs?
<input type="checkbox"/>	Do the notification procedures enable parents to make well-informed educational decisions about the participation of their children in the district's ELL program, other educational options, and services?

<input type="checkbox"/>	<p>Does the plan describe how the district will communicate with parents in a language they understand, including notices related to the following:</p> <ul style="list-style-type: none"> ● School notifications and calendars ● Parent conferences ● School activities, such as field trips and extracurricular activities ● Student progress reports ● Student handbooks ● Special meetings and events
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Parental and Community Involvement (Chapter 10 of Lau Plan Template)

3116(b)(4)

This section of the plan describes parental and community involvement. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of parental and community involvement programs in an existing plan.

<input type="checkbox"/>	Does the ELL plan include a policy document on use of translations and interpreters?
<input type="checkbox"/>	Does the ELL plan describe programs for parental involvement in the schools?
<input type="checkbox"/>	<p>Does the ELL plan include a description of the following programs?</p> <ul style="list-style-type: none"> ● Community-based mentoring ● Business sponsorships ● Higher Education Collaboration

Instruction, Assessment and Evaluation (Chapters 2, 4, 5 and 8 of the Lau Template)

3115(e), 3115(f), 3116(b), 3121(b), 3121(c) and 3122(b)(2)

This section of the plan addresses in detail the instructional program that is used 1) to develop English language proficiency and 2) to ensure equal access to core academic content and special programs in the district. It also describes the procedure for evaluating the effectiveness of the instructional program. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of the instructional, assessment and evaluation program in an existing plan.

Educational Theory	
<input type="checkbox"/>	<p>Is the educational approach based on language acquisition theories of the following linguists?</p> <ul style="list-style-type: none"> ● Chomsky ● Krashen ● Cummins ● Swain ● Spolsky
Educational Goals	
<input type="checkbox"/>	Does the plan include measurable goals for ELLs <i>making progress</i> in learning English?
<input type="checkbox"/>	Does the plan include measurable goals for ELLs <i>attaining</i> English proficiency?
<input type="checkbox"/>	Does the plan include measurable goals for ELLs <i>making</i> annual yearly progress (AYP)? (NOT required under ESSA)

<input type="checkbox"/>	Are the long-term educational goals for ELLs comparable to those for non-ELLs?
<input type="checkbox"/>	Do these long-term goals prepare ELLs to meet district goals for its overall education program?
Instructional Services (Describe for each school separately - and by each classroom teacher where ELs are enrolled - See Chapter 2 of the Lau Plan Template)	
<input type="checkbox"/>	<p>Is the direct language instruction educational program scientifically research-based and consistent with sound educational theory in English language development?</p> <ul style="list-style-type: none"> ● Structured Immersion ● Transitional Bi-lingual ● Dual Language ● Content-Based ESL ● CALLA (Cognitive Academic Language Learning Approach)
<input type="checkbox"/>	Does the plan detail instructional practices that develop language proficiency in the four domains?
<input type="checkbox"/>	<p>Does the plan detail instructional programs that will enable ELLs to meaningfully participate in academic content programs and other special programs, including the following?</p> <ul style="list-style-type: none"> ● Sheltered Instruction ● Co-Teaching ● Dual Language ● Structured Immersion
Coordination of Services (District with Schools)	
<input type="checkbox"/>	<p>Does the plan include policies and procedures for the following?</p> <ul style="list-style-type: none"> ● Communication among multiple ESL teachers and content teachers ● Staff teaming, including grade-level, vertical and content teams ● Permanent record maintenance across grades and content areas
Additional Services (District and schools)	
<input type="checkbox"/>	<p>Does the plan include procedures for ensuring that ELLs have access to the following, as appropriate?</p> <ul style="list-style-type: none"> ● Developmental Reading ● Special Education Services - Chapter 6 of Lau Plan Template) ● Gifted & Talented Services ● Speech Therapy ● "At Risk" Services ● Course Electives & Special Subjects ● Extra-Curricular Activities ● Acculturation Support ● Interpreters
Assessment (Describe by each school - See Chapter 8 of Lau Plan Template)	
<input type="checkbox"/>	<p>Does the plan describe provisions for the following?</p> <ul style="list-style-type: none"> ● Authentic assessments ● Alternate assessments
<input type="checkbox"/>	Does the plan include procedures for the following?

	<ul style="list-style-type: none"> ● Monitoring progress in attaining English language proficiency ● Monitoring for achievement of state content standards ● Transition or exit criteria
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Evaluation, Review and Improvement - (Chapter 9 of Lau Plan Template)	
<input type="checkbox"/>	Does the plan contain a procedure for program evaluation?
<input type="checkbox"/>	Does the program evaluation include review of the following? <ul style="list-style-type: none"> ● Identifying potential ELLs ● Assessing English language proficiency ● Serving all eligible students ● Implementing effective instructional practices ● Providing appropriate resources consistent with program design and student need ● Transitioning and monitoring
<input type="checkbox"/>	Does the program evaluation use observational data as well as a review of records considered?
<input type="checkbox"/>	Is data organized and arrayed in a manner that enables the district to evaluate student performance over time and to monitor performance after transitioning?
<input type="checkbox"/>	Does the data provide sufficient information to enable the district to determine program effectiveness and to identify areas of that require improvement? <ul style="list-style-type: none"> ● ELL program implementation ● ELL student achievement
<input type="checkbox"/>	Has a process been established for designing and implementing program modifications in response to concerns identified through the evaluation process?
<input type="checkbox"/>	Does the plan include a procedure for creating a Title III improvement plan should the district fail to meet AMAOs for two or more consecutive years?

Personnel (Chapter 3 of Lau Plan Template)

3116(c)

This section of the plan describes district instructional staffing policies, including support staff. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of instructional staffing policies in an existing plan.

<input type="checkbox"/>	Does the plan identify the number and categories of instructional staff determined appropriate to implement the district's program of services (e.g., qualified teachers, interpreters, translators, teaching assistants, and other categories of support staff)?
<input type="checkbox"/>	Does the plan state the qualifications for instructional staff assigned to implement the program of services?

Professional Development (Chapter 3 of Lau Plan Template)

3115(c)(1), 3115(c)(2), 3115(d)(2) and 3115(e)(1)(b)

This section of the plan describes how the district plans to provide high-quality professional development related to the needs of ELLs. The following checklist of questions may be used in

developing this section of the plan or evaluating the effectiveness of professional development offerings in an existing plan.

<input type="checkbox"/>	<p>Does the plan identify the training needs of instructional staff and administrators including the following?</p> <ul style="list-style-type: none"> ● In-service training ● Conferences ● Formal college coursework
<input type="checkbox"/>	Does the plan include the amount, type, and schedule of training provided to instructional staff and administrators?
<input type="checkbox"/>	<p>Does the plan describe how the professional development will be implemented and how it will be evaluated for its effectiveness including the following?</p> <ul style="list-style-type: none"> ● Classroom observations ● Mentor meetings & coaching ● Walkthroughs ● Teacher collaboration time
<input type="checkbox"/>	<p>Does the plan include a detailed description of on-going ELL-specific professional development for instructional staff that works with ELLs including the following?</p> <ul style="list-style-type: none"> ● ELL Teachers ● Mainstream Classroom Teachers ● Special Education Teachers ● Administrators ● Support Staff ● Other Certified and Classified Staff Members
<input type="checkbox"/>	Is the professional development specifically designed to improve the instruction and assessment of ELLs?
<input type="checkbox"/>	Is the professional development content scientifically research-based and consistent with sound educational theory in English language development?
<input type="checkbox"/>	Is the professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs?
<input type="checkbox"/>	<p>Is the professional development designed to:</p> <ul style="list-style-type: none"> ● Increase English proficiency ● Improve academic achievement ● Increase teaching knowledge ● Improve teaching skills
<input type="checkbox"/>	Is the professional development of sufficient intensity and duration to have a positive and lasting impact on teacher performance in the classroom?

Resources & Equity (Chapters 2 and 5)

3115(d)

This section of the plan addresses the resources provided to support the ELL program of services, including issues related to equity. The following checklist of questions may be used in developing this section of the plan or evaluating resource and equity policies in an existing plan.

<input type="checkbox"/>	Does the plan describe the materials and resources, including specialized books and equipment that are needed to fully implement the ELL program?
<input type="checkbox"/>	If the district does not currently have all the resources necessary to implement its program of services for ELLs, does the plan outline a timeline for obtaining such resources?
<input type="checkbox"/>	Does the plan describe how a review of resources needed for the district program of services for ELLs will be accomplished on an ongoing basis?
<input type="checkbox"/>	Does the plan ensure equitable instructional space?
<input type="checkbox"/>	Does the plan ensure equitable access to special programs?
<input type="checkbox"/>	If there are any variations in the district program of ELL, parental and community services among schools and grade levels, are the variations described?
<input type="checkbox"/>	Does the plan describe all of the following? <ul style="list-style-type: none"> ● Delivery of ELL services ● ESL curriculum ● Instructional materials ● Technology resources ● Native language support ● Peer support ● Before- and after-school programs
<input type="checkbox"/>	Are wage scales for ELL teachers equitable to those of other specialized teachers?

Chapter 11: Ensuring Meaningful Communication with Limited English Proficient Parents

HSD reaches out to parents of EL students to inform them about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet their grade-level standards. Parental information is provided in “an understandable and uniform format, and to the extent practical, in a language that parents can understand [NCLB Sec. 3302(c)].” HSD utilizes Globo Language Solutions for direct conversations with multilingual families, TalkingPoints for direct messaging with multilingual families, and ParentSquare for mass communication with multilingual families. Communication that is sent out via BlackBoard to the district population is sent in families’ preferred language via ParentSquare. Parents can choose to communicate with district staff through TalkingPoints or ParentSquare or they can request an interpreter for a phone call or in-person meeting.

HSD informs parents of a student identified for participation in a language instruction educational program supported by Title III not later than 30 calendar days after the beginning of the school year. For a student who enters school after the beginning of the school year, the parents are informed within 15 calendar days of the child’s placement in such a program.

HSD informs parents of

1. the reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for ELs;
2. the child’s level of English proficiency in reading, writing, speaking, and listening, including how the level was assessed and the status of the child’s academic achievement;
3. The method of instruction that will be used in the program, including a description of other alternative programs;
4. How the program will meet the educational strengths and needs of the child;
5. How the program will help the child learn English and meet academic achievement standards; and,
6. Their rights, including written guidance that:
 - a. Specifies the right parents have to have their child immediately removed from a language instruction educational program upon their request,
 - b. Describes the options parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and
 - c. Assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Parent Notification

Pursuant to federal law, if the district’s English language program fails to make progress on annual measurable achievement objectives, the district will notify parents/guardians of students participating in the district’s program. Such notice shall be provided within 30 days after the district learns of the failure.

According to MO DESE, the district must provide notification to parents within 30 calendar days from the start of the school year that their child is being placed in an EL program. If a child enters the program during the school year, this time frame is 15 calendar days. The Department of English Learner, Immigrant, and Migrant Education Services communicates with parents using the following letters. These letters are translated into numerous languages.

1. Initial Placement Letter

A letter that indicates that a child qualifies for EL services based on the Department's adopted language acquisition assessment tool and any previous school records. A translated version in the home language is sent along with the English letter. (Appendix F,a-d)

2. Change of Placement Letter

A letter that indicates a change of services an EL student is receiving based on assessment data or portfolio evidence. In August, using a master list (database) of all EL students, the EL secretary is responsible for mailing the Change of Placement letter, along with the English proficiency state test results to any student changing service level for the upcoming school year. Copies of these letters will be provided in the family's native languages. Appendix F,e)

Initial and Change of Placement Letters all give parents the opportunity to refuse services. Copies of all letters are placed in the students' working files.

In order to fully comply with federal and state guidelines, students who are not identified as EL but whose families require language assistance will also be provided with services upon request. These services could include translations for

- School notifications and calendars
- Enrollment
- Parent conferences
- School activities
- Student progress reports and report cards
- Student handbooks
- Special meetings and events

Parent Advisory Council (PAC)

A Parent Advisory Council is required by ESSA for any districts that receive Title funding. Parents of EL students are invited along with district staff members that are in contact with EL students. The purpose of the meeting is to encourage parents to help in the planning, implementation, and evaluation of the EL program. A meeting must be held once a year but there is no restriction on the number of meetings. The Coordinator of English Learner, Immigrant, and Migrant Education Services and the Director of Federal Programs are responsible for the meeting agenda.

Adult ESOL

The Department of English Learner, Immigrant, and Migrant Education Services offers Adult

ESOL classes throughout the school year on Tuesday and Thursday evenings. Any parent can sign up to attend these classes. These classes are offered in-person and child care is offered to reduce barriers to participation.