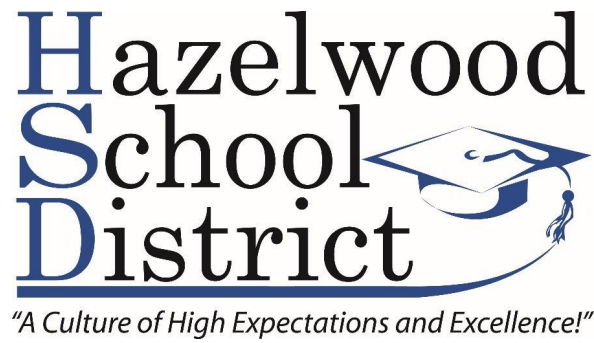




**Hazelwood School District's
Department of English Learner, Immigrant, and
Migrant Education Services**



**Lau Plan
2026-2027**

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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- 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 program 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 (Appendix C) after a parent indicates they would prefer to communicate in a language other than English for the registration process.

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 for verified immigrant, migrant, and EL students.

Step 3: Initial English Language Proficiency Screening

Students whose extended 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 are 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 "Screener Choice Table".	Use extended LUS to gather additional information about home language use. Review student records • 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 • If RCV in past district, must give WIDA Screener to determine eligibility • If MY1, MY2, AY3, AY4, NLP, or PELL 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 • If RCV in past district, still RCV • If MY1, MY2, AY3, AY4, NLP, or PELL 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 (second semester) 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 (2nd semester) - 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

The 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. 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 (PFS)" 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 3 times per year 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. Regardless of EL status, immigrant students are placed on the EL teacher’s caseload and clustered in the EL-cluster classroom at their school, as possible. Non-EL immigrants are monitored based on the services and timeline listed above. 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	- Percentage of students meeting their growth target as defined by DESE and MELL - Percentage of students showing positive growth	WIDA ACCESS for ELLs assessment
Goal(s) for ELs exiting the EL program	Percentage of students exiting services annually	WIDA ACCESS for ELLs 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.

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.

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

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 twelve EL teachers, with each teacher serving one to three elementary schools. The elementary EL service model incorporates four service delivery approaches described by Missouri DESE: Content-Based ESOL, Pull-Out ESOL, Co-Teaching, and ELD Coaching. Most English Learner services are provided through co-teaching and push-in support within the general education classroom. During instructional time, EL teachers collaborate with classroom teachers to provide language support through whole-group instruction, targeted small-group instruction, and individualized support based on students' language and instructional needs. Pull-out instruction is also provided when appropriate to address students' English language development needs. In certain situations, elementary EL teachers provide ELD coaching to classroom teachers through a coaching cycle to strengthen instructional practices that support multilingual learners. All instruction focuses on English language development and is aligned with the Missouri English Language Proficiency (ELP) Standards, as adopted from WIDA. Students enrolled at an elementary EL center remain at that school through the completion of fifth grade. After fifth grade, students transition to their neighborhood middle school if they have exited the EL program or to the designated middle school EL center if they continue to require EL services.

HSD Middle School Services

The middle school EL service model consists of four EL teachers, with each teacher serving one or two middle schools. The middle school EL service model incorporates four service delivery approaches described by Missouri DESE: Content-Based ESOL, Pull-Out ESOL, Co-Teaching, ESOL class period, and ELD Coaching. Students receive services through a combination of a dedicated ESOL class, co-teaching, and push-in support within the general education classroom. During instructional time, EL teachers collaborate with classroom teachers to provide language support through whole-group instruction, targeted small-group instruction, and individualized support based on students' language and instructional needs. Pull-out instruction may also be provided when appropriate to address specific English language development needs. In certain situations, middle school EL teachers provide ELD coaching to classroom teachers through a coaching cycle to strengthen instructional practices that support multilingual learners. All instruction is aligned with the Missouri English Language Proficiency (ELP) Standards, as adopted from WIDA, while supporting students' access to the district's board-approved curriculum. Students enrolled at a middle school EL center remain at that school through the completion of eighth grade. After eighth grade, students transition to their neighborhood high school if they have exited the EL program or to the designated high school EL center if they continue to require EL services.

HSD High School Services

The high school EL service model consists of five EL teachers. The high school EL service model incorporates four service delivery approaches described by Missouri DESE: Content-Based ESOL, Co-Teaching, ELD Coaching, and ELD as a Content Course. High school students receive services through one or more levels of dedicated ESOL courses and co-taught core content classes, including mathematics, science, social studies, and communication arts, as appropriate based on students' language proficiency and instructional needs. During instructional time, EL teachers collaborate with content teachers to provide language support through whole-group instruction, targeted small-group instruction, and individualized support that promotes access to grade-level curriculum. In certain situations, high school EL teachers provide ELD coaching to classroom teachers through a coaching cycle to strengthen instructional practices that support multilingual learners. All instruction is aligned with the Missouri English Language Proficiency (ELP) Standards, as adopted from WIDA, while supporting students' access to the district's board-approved curriculum. Students enrolled at a high school EL center have the option to remain at that school through 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 2025.

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

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 2026, HSD has 22 full-time certified teachers with ESOL certification assigned to teach approximately 500 RCV students and 50 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 Education Services district-wide.
10. Assists in the development of an annual budget for EL, Immigrant, and Migrant

Education Services programs.

11. Researches, plans, and recommends innovative programming for EL, Immigrant and Migrant learners.
12. Oversees the identification and qualification 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 2026-2027 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 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 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 I). 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. Informational Meetings
4. 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
- Scholarship opportunities

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 J)
- 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.

- *Learning A-Z*: Learning A-Z is used to provide supplemental reading materials at students' individual levels in all grade level bands. Additionally, instruction and assessment tools are used for English language development intervention in grades K-5.
- *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.
- *ELLI*: ELLI (English Language Learners Institute) is a structured support program designed to accelerate English language development in grades 6-12. ESOL classes and Academic Excellence classes use ELLI with targeted instruction, scaffolding, and academic language practice across content areas.

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. During the referral and identification process, the district will ensure that English language proficiency is not the sole factor influencing gifted identification for English Learner students by considering multiple sources of evidence, including nonverbal measures, classroom performance, observations, and other appropriate data, while providing linguistically appropriate supports, such as interpreters or translated information, as needed to ensure equitable access to gifted services. Any EL students enrolled in HSD's gifted programming will be served through 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 K) 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 or the Coordinator 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 L).

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 M).

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 an interpreter if needed, 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 to their student from instruction (Appendix N). 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 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 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 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 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 O).

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, iReady) 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 across multiple months. 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 and grade those components according to the WIDA rubric. The EL teacher will use a minimum of 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.

The Coordinator 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 P). 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
Program Status	Exited EL	Program Exit Date: end of school year student is exited from the program; student information system will then calculate the end of the year for MY1, MY2, AY3, and AY4 students
Exit Reason	ACS - ACCESS for ELLs	Students reclassified due to a score of 4.7-6.0 on the ACCESS for ELLs Assessment
Exit Reason	POR -	Students reclassified due to a score lower

	Portfolio for ELLs	than 4.7 on the ACCESS for ELLs Assessment with an approved portfolio
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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. 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.

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 G.b) 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, 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?
- 6. Is there documented communication with the parent/guardian in a language they understand?

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 (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.

☐	Does the plan contain a detailed description of the procedure for identifying potential ELLs?
☐	Is the procedure designed to ensure that all students potentially in need of ELL services are identified?
☐	Do identification criteria for potential ELLs include consideration of the following? • 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
☐	Is the title of the responsible person for each step in the identification procedure listed in the plan?
☐	Does the plan describe how special staff, such as interpreters, is integrated into the identification procedure?
☐	Are the timeframes for each step in the identification procedure defined in the plan?
☐	Does the plan describe how the district will maintain documentation of the following? • 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.

☐	Does the plan contain a detailed description of the procedure for assessing potential ELLs?
☐	Is the assessment procedure designed so that all students identified as potential ELLs will be evaluated for English language proficiency?
☐	Does the assessment procedure include a description of all skill areas and modalities to be assessed and measured?
☐	Does the assessment procedure include a statement of the instruments used to assess English language proficiency and academic level?
☐	Are the guidelines and criteria for the use of each instrument included in the assessment procedure?
☐	Is the title of the person(s) responsible for assessing each student listed in the plan?
☐	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.

☐	Does the plan describe the criteria that qualify a student for ELL services, including English language proficiency level?
☐	Does the plan specify appropriate instructional time based on English language proficiency level and grade level?
☐	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.

☐	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?
☐	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?

☐	Does the plan describe how the district will communicate with parents in a language they understand, including notices related to the following: • 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.

☐	Does the ELL plan include a policy document on use of translations and interpreters?
☐	Does the ELL plan describe programs for parental involvement in the schools?
☐	Does the ELL plan include a description of the following programs? • 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	
☐	Is the educational approach based on language acquisition theories of the following linguists? • Chomsky • Krashen • Cummins • Swain • Spolsky
Educational Goals	
☐	Does the plan include measurable goals for ELLs <i>making progress</i> in learning English?
☐	Does the plan include measurable goals for ELLs <i>attaining</i> English proficiency?
☐	Does the plan include measurable goals for ELLs <i>making</i> annual yearly progress (AYP)? (NOT required under ESSA)

☐	Are the long-term educational goals for ELLs comparable to those for non-ELLs?
☐	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)	
☐	Is the direct language instruction educational program scientifically research-based and consistent with sound educational theory in English language development? • Structured Immersion • Transitional Bi-lingual • Dual Language • Content-Based ESL • CALLA (Cognitive Academic Language Learning Approach)
☐	Does the plan detail instructional practices that develop language proficiency in the four domains?
☐	Does the plan detail instructional programs that will enable ELLs to meaningfully participate in academic content programs and other special programs, including the following? • Sheltered Instruction • Co-Teaching • Dual Language • Structured Immersion
Coordination of Services (District with Schools)	
☐	Does the plan include policies and procedures for the following? • 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)	
☐	Does the plan include procedures for ensuring that ELLs have access to the following, as appropriate? • 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)	
☐	Does the plan describe provisions for the following? • Authentic assessments • Alternate assessments
☐	Does the plan include procedures for the following?

	• 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)	
☐	Does the plan contain a procedure for program evaluation?
☐	Does the program evaluation include review of the following? • 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
☐	Does the program evaluation use observational data as well as a review of records considered?
☐	Is data organized and arrayed in a manner that enables the district to evaluate student performance over time and to monitor performance after transitioning?
☐	Does the data provide sufficient information to enable the district to determine program effectiveness and to identify areas of that require improvement? • ELL program implementation • ELL student achievement
☐	Has a process been established for designing and implementing program modifications in response to concerns identified through the evaluation process?
☐	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.

☐	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)?
☐	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.

☐	Does the plan identify the training needs of instructional staff and administrators including the following? • In-service training • Conferences • Formal college coursework
☐	Does the plan include the amount, type, and schedule of training provided to instructional staff and administrators?
☐	Does the plan describe how the professional development will be implemented and how it will be evaluated for its effectiveness including the following? • Classroom observations • Mentor meetings & coaching • Walkthroughs • Teacher collaboration time
☐	Does the plan include a detailed description of on-going ELL-specific professional development for instructional staff that works with ELLs including the following? • ELL Teachers • Mainstream Classroom Teachers • Special Education Teachers • Administrators • Support Staff • Other Certified and Classified Staff Members
☐	Is the professional development specifically designed to improve the instruction and assessment of ELLs?
☐	Is the professional development content scientifically research-based and consistent with sound educational theory in English language development?
☐	Is the professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs?
☐	Is the professional development designed to: • Increase English proficiency • Improve academic achievement • Increase teaching knowledge • Improve teaching skills
☐	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.

☐	Does the plan describe the materials and resources, including specialized books and equipment that are needed to fully implement the ELL program?
☐	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?
☐	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?
☐	Does the plan ensure equitable instructional space?
☐	Does the plan ensure equitable access to special programs?
☐	If there are any variations in the district program of ELL, parental and community services among schools and grade levels, are the variations described?
☐	Does the plan describe all of the following? • Delivery of ELL services • ESL curriculum • Instructional materials • Technology resources • Native language support • Peer support • Before- and after-school programs
☐	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.

Appendices

A. Right to an Interpreter Sign

Your Right to an Interpreter		You have the right to an interpreter at no cost to you. Please point to your language. An interpreter will be called. Please wait.
Albanian Shqip Keni të drejtën për përkthyes falas gjatë vizitës mjeksore. Ju lutem tregoni me gisht gjubën që flisni. Ju lutem prisni, do t'ju gjejimë një përkthyes për viziten mjekësore.	Amharic አማርኛ ያለምንም ወጪ አስተርጓሚ የማግኘት መብት አለዎት። የሚናገሩትንና የሚረዱትን ቋንቋ በመጠቀም ያመልክቱ። አስተርጓሚ አስኪጠራ ድረስ አባከዎ ይታገሉ።	Arabic عربي بحق لك الحصول على خدمات ترجمة فورية دون أي مقابل. يُرجى منك أن تُشير بإصبعك إلى لغتك كي نستدعي المترجم المعني. . يُرجى منك الإنتظار لحين استدعاء المترجم.
Armenian Հայերեն Դուք իրավունք ունեք առանց որևէ վճարի թարգմանիչ ունենալ: Խնդրում ենք մատնանշել ձեր լեզուն և ձեր համար թարգմանիչ կկանչենք: Խնդրում ենք սպասել:	Bengali বাংলা আপনার অধিকার রয়েছে বিনামূল্যে একজন দোভাষী পাওয়া। অনুগ্রহ করে আপনার ভাষা কোনটি তা দেখিয়ে দিন। একজন দোভাষীকে ডাকা হবে। অনুগ্রহ করে অপেক্ষা করুন।	Cape Verdean Creole Criolu di Cabu Verdi Nhôs tem direito a um intérprete gratuito di nhôs língua. Mostra qual qui nhôs língua pa nô podi tchoma intérprete. Nhôs aguarda um momento, por favor.
Chinese - Simplified 中文 你有权利要求一位免费的传译员。请指出你的语言。传译员将为你服务，请稍候。	Chinese - Traditional 中文 你有權利要求一位免費的傳譯員。請指出你的語言。傳譯員將為你服務，請稍候。	Dari دري شما حق دارید که یک مترجم داشته باشید بدون آنکه پولی بابت آن بدهید. لطفاً به زبان خود اشاره کنید. یک مترجم برایتان درخواست خواهد شد. لطفاً منتظر بمانید.
French Français Vous avez droit gratuitement aux services d'un interprète. Veuillez indiquer votre langue. Nous allons contacter un interprète. Veuillez patienter si'il vous plaît!	German Deutsch Sie haben kostenlosen Anspruch auf eine/n Dolmetscher/in. Bitte deuten Sie auf Ihre Sprache. Ein/e Dolmetscher/in wird gerufen. Bitte warten Sie.	Greek Ελληνικά Είναι δικαίωμά σας να χρησιμοποιήσετε διερμηνέα χωρίς καμία χρηματική επιβάρυνση. Σας παρακαλούμε, υποδείξτε τη γλώσσα που μιλάτε. Θα ειδοποιησουμε ένα διερμηνέα. Παρακαλώ περιμένετε.
Haitian Creole Kreyòl Ayisyen Ou gen dwa a yon entèprèt gratis. Tanpri montre nou lang pa w la. N ap relé yon entèprèt pou ou. Tanpri ret tann.	Hebrew עברית יש לך את הזכות למתורגמן ללא כל עלות לך. אנא הצבע על השפה שלך. המתורגמן ייקרא. אנא המתן.	Hindi हिंदी आपको बिना कोई शुल्क दिए दुभाषिया सेवा पाने का अधिकार है। कृपया अपनी भाषा को इंगित करें। दुभाषिया को बुलाया जाएगा। कृपया प्रतीक्षा करें।
Hmong Hmoob Koj muaj cai txais kev pab txhais lus dawb tsis them nyiaj. Thov taw tes rau koj hom lus nov. Mam hu tus txhais lus. Thov nyob tos.	Italian Italiano Avete diritto ad un interprete. Il servizio è gratuito. Indicate la vostra lingua e attendete; un interprete sarà chiamato al più presto.	Japanese 日本語 通訳を無料でご利用になれます。該当する言語を指示して下さい。通訳を手配いたしますのでお待ち下さい。

<i>Khmer</i> ខ្មែរ លោកអ្នក- នសិទ្ធិឱ្យមានអ្នកបកប្រែដោយឥតគិតថ្លៃ។ សូមមេត្តាចង្អុលទៅភាសារបស់លោកអ្នក។ គេនឹងរក្សា: ហៅឱ្យអ្នកបកប្រែម្នាក់មក។ សូមមេត្តាអរគុណ។	<i>Korean</i> 언어 여러분은 무료로 전문 통역자의 도움을 받을 권리가 있습니다. 왼쪽의 “한국어”를 손가락으로 가르켜 주십시오. 전문 통역자에게 연결될 것입니다. 잠시만 기다려 주십시오.	<i>Laotian</i> ລາວ ທ່ານມີສິດຂໍນາຍໄປພາສາໂດຍບໍ່ເສັງຄ່າ. ກະຮຸນາຊີ້ໃສ່ພາສາຂອງທ່ານ. ນາຍພາສາຈະຖືກເອົ້ມມາ. ກະຮຸນາລໍຖ້າ.
<i>Persian</i> فارسی شما حق دارید که یک مترجم داشته باشید بدون آنکه پولی بابت آن بدهید. لطفاً به زبان خود اشاره کنید. یک مترجم برایتان درخواست خواهد شد. لطفاً منتظر بمانید.	<i>Polish</i> Język Polski Macie prawo do korzystania z usług polskiego tłumacza. Usługa ta jest na nasz koszt. Proszę wskazać swój język. Proszę czekać. Łączymy z tłumaczem.	<i>Portuguese</i> Português Você tem o direito a um intérprete de graça. Por favor aponte para a língua que você fala. Um intérprete será chamado. Por favor espere.
<i>Russian</i> Русский Вы имеете право на услуги бесплатного переводчика. Укажите, пожалуйста, на Ваш язык. Переводчик будет вызван. Пожалуйста, подождите.	<i>Serbo-Croatian</i> Srpsko-Hrvatski jezik Vi imate pravo na besplatnog prevodioca. Molimo vas da pokažete na vaš govorni jezik. Prevodilac će biti pozvan. Hvala i molimo vas da sačekate.	<i>Somali</i> Soomaali Waxaad xaq u leedahay in tarjumaan lacag la'aan ah laguugu yeero. Fadlan farta ku fiq luqaddaada. Tarjumaan ayaa laguugu wacayaa. Ee fadlan sug!
<i>Spanish</i> Español Usted tiene derecho a un intérprete gratis. Por favor, señale su idioma y llamaremos a un intérprete. Por favor, espere.	<i>Swahili</i> Swahili Ni haki yako kuwa na mtafsiri bila malipo yoyote. Tafadhali chagua lugha yako kati ya hizi. Mtafsiri ataitwa. Tafadhali ngoja.	<i>Tagalog</i> Tagalog Ikaw ay may karapatan na magkaroon ng tagapagsalin na walang bayad. Ituro ang iyong wika. Ang tagapagsalin ay tatawagin. Maghintay.
<i>Thai</i> ไทย ท่านมีสิทธิขอล่ามแปลภาษาโดยไม่เสียค่าใช้จ่ายใด ๆ กรุณาชี้ที่ภาษาของท่าน กรุณาอสักครู่ เราจะ โทรศัทพ์เรียกล่ามให้ท่าน	<i>Ukrainian</i> Українська У Вас є право на безплатного перекладача. Будь ласка, вкажіть на Вашу мову, і Вам покличуть перекладача. Почекайте, будь ласка.	<i>Urdu</i> اردو آپ مفت ترجمانی کی خدمات کے مستحق ہیں۔ براہ کرم اپنی زبان کی طرف اشارہ کیجئے۔ آپ کے لئے ایک ترجمان کا انتظام کیا جائیگا۔ براہ کرم انتظار کیجئے۔
<i>Vietnamese</i> Tiếng Việt Quý vị có quyền được một thông dịch viên miễn phí. Xin chỉ vào ngôn ngữ của quý vị. Chúng tôi sẽ gọi một thông dịch viên. Vui lòng chờ trong giây lát.		

B. I Speak Sign

A
Amharic አኒ የምናገለግሉ አማርኛ ነው።
Arabic أنا أتكلم العربية
Armenian Ես խոսում եմ հայերեն
B
Bengali আমি বাংলা বলতে পারি
Bosnian Ja govorim bosanski
Bulgarian Аз говоря български
Burmese ကျွန်တော်/ကျွန်မ မြန်မာ ဝို ဝိုဘာသာ ဝါတယ်
C
Cambodian ខ្ញុំនិយាយភាសាខ្មែរ
Cantonese 我講廣東話 (Traditional) 我讲广东话 (Simplified)
Catalan I parlo català
Croatian Govorim hrvatski
Czech Mluvím česky
D
Danish Jeg taler dansk
Dari من دری حرف می زنم
Dutch Ik spreek het Nederlands
E
Estonian Ma räägin eesti keelt
F
Finnish Puhun suomea
French Je parle français
G
German Ich spreche Deutsch
Greek Μιλώ τα ελληνικά
Gujarati હું ગુજરાતી બોલુ છું
H
Haitian Creole M pale kreyòl ayisyen
Hebrew אני מדבר עברית
Hindi मैं हिंदी बोलता हूँ ।
Hmong Kuv hais lus Hmoob
Hungarian Beszélék magyarul

R
Romanian Vorbesc românește
Russian Я говорю по-русски
S
Serbian Ja govorim srpski
Sign Language (American) I, ME SIGN, SIGN LANGUAGE
Slovak Hovorím slovenská
Slovenian Govorim slovensko
Somali Waxaan ku hadlaa af Soomaali
Spanish Yo hablo español
Swahili Ninaongea Kiswahili
Swedish Jag talar svenska
T
Tagalog Marunong akong mag-Tagalog
Tamil நான் தமிழ் பேசுகிறேன்
Thai พูดภาษาไทย
Turkish Türkçe konuşurum
U
Ukrainian Я розмовляю українською мовою
Urdu میں اردو بولتا ہوں
V
Vietnamese Tôi nói tiếng Việt
W
Welsh Dwi'n siarad Cymraeg
X
Xhosa Ndiithetha isiXhosa
Y
Yiddish איך רעד יידיש
Yoruba Mo ńsọ Yorùbá
Z
Zulu Ngiyasikhuluma isiZulu

Human trafficking is a form of modern day slavery and involves the use of force, fraud, or coercion to exploit men, women or children and subject them into some type of labor or commercial sex act. Any minor exploited for commercial sex is a victim of human trafficking, even if not induced by force, fraud, or coercion.

Trafficking victims can be any age, race, gender, or nationality. Victims can find themselves in a foreign country and may not speak the language.

Report human trafficking to the U.S. Department of Homeland Security (DHS) Immigration and Customs Enforcement (ICE) Homeland Security Investigations (HSI) Tip line at 1-866-347-2423 or online at www.ice.gov/tips. The HSI Tip line is available 24/7 with language capability in over 300 languages and dialects. If calling from outside the United States, please call the non toll free worldwide number of 802-872-6199."

To get help from the National Human Trafficking Resource Center (NHTRC) call 1-888-373-7888 or text HELP or INFO to BeFree (233333). The NHTRC is a national, toll-free hotline available to answer calls from anywhere in the country, 24 hours a day, 7 days a week, every day of the year with language capability in over 170 languages. The NHTRC is not a law enforcement or immigration authority and is operated by a nongovernmental organization funded by the federal government.

To get digital copies of this poster or "I Speak" booklet, visit www.dhs.gov/blue-campaign or contact the DHS Blue Campaign at BlueCampaign@hq.dhs.gov

www.dhs.gov/blue-campaign
Email: BlueCampaign@hq.dhs.gov
Report suspicious activity to
1-866-347-2423

I Speak is provided by the Department of Homeland Security Office for Civil Rights and Civil Liberties (CRCL). Other resources are available at www.dhs.gov. Special thanks to the Department of Justice Bureau of Justice Assistance and the Ohio Office of Criminal Justice Services for inspiration and permission to use their *I Speak* guide. Permission may be required for the use of Ohio Office of Criminal Justice Services information other than as included in this booklet.

Version BC 2.4 March, 2015

C. Directions for Using Globo Interpreters

Directions for using GLOBO Telephonic Interpretation

1. Call the number for your school/site listed below:

Administrative Offices	855-761-3700	Northwest Middle School	855-980-7612
Armstrong Elementary	855-377-9297	Southeast Middle School	855-923-4324
Arrowpoint Elementary	855-604-9360	West High School	855-864-2632
Barrington Elementary	855-623-7440	West Middle School	855-941-1927
Brown Elementary	855-708-0433	Jamestown Elementary	855-593-1375
Central Office	855-950-0237	Health Services	855-930-1173
Cold Water Elementary	855-610-3308	Jury Elementary	855-647-3181
Enrollment & Residency	855-659-1814	Keeven Elementary	855-704--1656
Galactic	855-780-8856	Larimore Elementary	855-546-1769
Garrett Elementary	855-749-2296	Lawson Elementary	855--765-0313
Grannemann Elementary	855-973-0800	Lusher Elementary	855-641-5377
Central High School	855-981-8174	McCurdy Elementary	855-340-3368
Central Middle School	855-422-4360	McNair Elementary	855-384-5769
Early Childhood Center Central	855-910-7858	Opportunity Center	855-651-4411
Early Childhood Center East	855-492-0246	Russell Elementary	855-651-5542
Early Childhood Center West	855-972-9509	Townsend Elementary	855-912-7214
East High School	855-951-5655	Twillman Elementary	855-963-1069
East Middle School	855-451-1175	Walker Elementary	855-976-3219
North Middle School	855-647-4067		

2. You will be connected to an operator who will take down all pertinent information.
 - a. School Name
 - b. Target language (the language you want them to translate into)
 - c. Your name
 - d. The student's name (If you do not know the student's name, please provide the principal's name.)
 - e. If you want 3rd party connect (meaning they will call the parent for you)
 - f. All phone numbers you will want to try for this family
3. The operator will connect you with the interpreter for your target language
4. Brief the interpreter on the purpose of the phone call
5. The operator will dial out
 - a. No answer-interpreter will leave a message
 - i. Operator will attempt the other available phone numbers
 - b. Answer-proceed with the phone call

Video Interpretation

1. Go to globohq.com
2. Enter your user name and password
3. Choose Video Interpreting
 - Be prepared with:
 - Target language (the language you want them to translate into)
 - School Site Name
 - Student Name
4. Scroll down and click “Start Video Call”

In Person Interpretation

1. Contact your school EL teacher or Sheri Lawson (slawson@hazelwoodschoools.org) to set up in-person interpretation.
2. Make sure you have the language, student name, parent name, date, time, and location of the meeting.
3. Please give at least 36-48 hours notice if possible for in person interpretation.
4. Remember, Back to School and Parent Teacher Conferences happen at many districts at the same time. The sooner you schedule these, the better chance you have of getting an in-person interpreter.
5. Note: all languages are not available for in-person interpreting. When this happens, video interpretation will be used.

D. Online Registration Language Use Questions

Language Use Survey

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

Language Background

What was your child's first language? *

 This field is required

What language(s) does the student use (speak) at home and with others? *

 This field is required

Which language(s) does the student hear at home and understand? *

 This field is required

Was the student born outside of the United States? *

 This field is required

Has the student attended less than three (3) full academic years in the United States? *

 This field is required

Where did the student last attend school? *

 This field is required

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

< Previous

Next >

E. Follow-Up Language Use Survey

LUS Follow Up

Student Name:

School:

Grade:

Date of Interview:

Interviewer Name:

Verify LUS Tier 1 answers with the family.

What was the student's first language?	
Which language(s) does the student use (speak) at home and with others?	
Which language(s) does the student hear at home and understand?	

Determine immigrant years in school

Was the student born outside of the US?	
If "yes"-where was the student born?	
Has the student attended less than three (3) full academic years in the US?	
Please expand on where they have attended school and the timeframes.	

Expanded language background

Does the student understand when someone speaks with him/her in a language other than English? Which language?	
Does the student read in a language other than English? Which language?	
Does the student write in a language other than English? Which language?	

Educational History

Did the student attend a school where English was not the language used for instruction? For how many years?	
What was the most recent month and year the student attended school and the location (as specific as possible)?	
Do you believe that your child has learning difficulties that affect his/her ability to understand? (If yes-please explain)	
Has your child been referred to be evaluated for special education? (If yes-please explain)	

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

What language would you like the school district to contact you in?

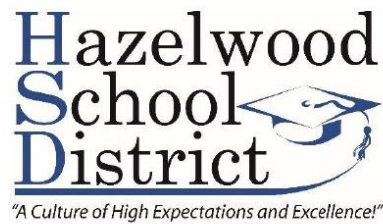
Preferred language for contact by telephone	
Preferred language for written contact	

After the interview is complete:

1. Save this document as a PDF (click File, Download, PDF Document)
2. Add this document to the student's EL Google Folder
3. Email this document to your school secretary to print and place in the student's permanent file
4. Complete the Online Screener with the student within 1 week
5. Attach this document and the screener report in the student's Programs and Services in SIS
6. Email the department secretary (Alisa Smith) and coordinator (Jess Marty) with this document and the screener report

F. Parent Notification Letters
a. Initial Identification: Kindergarten

Parent Notification: WIDA K-WAPT



Date:

To the Parents/Guardians of:

Welcome to the Hazelwood School District! After a thorough review of enrollment forms, we have assessed your child’s proficiency in academic English in listening and speaking. Your child will be assessed again in academic English later in the school year.

The results of this assessment show your child is eligible for English language development services. The results of the assessment are attached to this letter and indicated below.

Assessment Used	Date of Testing	Proficiency Score
Kindergarten Screener (WIDA)		

The goal of English language development services is to support your child as he or she acquires academic English proficiency and meets the grade-level standards of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child’s education, please contact the Department of English Learner, Immigrant, and Migrant Education Services at 314-953-4954 to set up a meeting. Interpretation services are available if you need them.

We are confident that our program will best meet the needs of your child. However, you have the right to decline the specific support plan we have designed in favor of another approach. Please contact the Coordinator of English Learner, Immigrant, and Migrant Education Services if you would like to discuss options for your child.

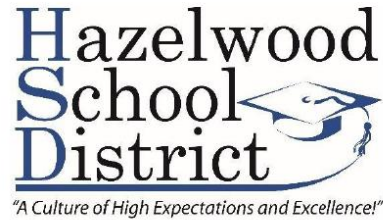
Sincerely,

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

Department of English Learner, Immigrant, and Migrant Education Services
15955 New Halls Ferry Road | Florissant, MO 63031
314-953-4954 | www.hazelwoodschools.org/englishlearner

b. Initial Identification: 1-12 Online Screener

Parent Notification: WIDA Online Screener



Date:

To the Parents/Guardians of:

Welcome to Hazelwood School District! After a thorough review of enrollment forms and records from previous school districts, your child is eligible for English language development services. A primary factor for this determination is your child's performance on the yearly English language assessment called the ACCESS for ELLs performed in a previous school district. A copy of the parent report of this assessment is included with this letter.

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for English language development services.

The goal of English language development services is to support your child as he or she acquires academic English proficiency and meets the grade-level standards of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child's education, please contact the Department of English Learner, Immigrant, and Migrant Education Services at 314-953-4954 to set up a meeting. Interpretation services are available if you need them.

We are confident that our program will best meet the needs of your child. However, you have the right to decline the specific support plan we have designed in favor of another approach. Please contact the Coordinator of English Learner, Immigrant, and Migrant Education Services if you would like to discuss options for your child.

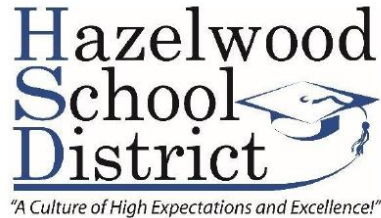
Sincerely,

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

Department of English Learner, Immigrant, and Migrant Education Services
15955 New Halls Ferry Road | Florissant, MO 63031
314-953-4954 | www.hazelwoodschools.org/englishlearner

c. Initial Identification: ACCESS Scores from Sending District

Parent Notification: ACCESS Scores from Sending District



Date:

To the Parents/Guardians of:

Welcome to Hazelwood School District! After a thorough review of enrollment forms and records from previous school districts, your child is eligible for English language development services. A primary factor for this determination is your child's performance on the yearly English language assessment called the ACCESS for ELLs performed in a previous school district. A copy of the parent report of this assessment is included with this letter.

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for English language development services.

The goal of English language development services is to support your child as he or she acquires academic English proficiency and meets the grade-level standards of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child's education, please contact the Department of English Learner, Immigrant, and Migrant Education Services at 314-953-4954 to set up a meeting. Interpretation services are available if you need them.

We are confident that our program will best meet the needs of your child. However, you have the right to decline the specific support plan we have designed in favor of another approach. Please contact the Coordinator of English Learner, Immigrant, and Migrant Education Services if you would like to discuss options for your child.

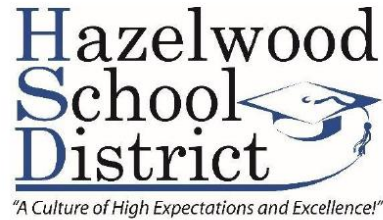
Sincerely,

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

Department of English Learner, Immigrant, and Migrant Education Services
15955 New Halls Ferry Road | Florissant, MO 63031
314-953-4954 | www.hazelwoodschools.org/englishlearner

d. Initial Identification: Newcomer Screener

Parent Notification: Newcomer Screener



Date:

To the Parents/Guardians of:

Welcome to Hazelwood School District! After a thorough review of enrollment forms, your child was screened using a newcomer screener to determine your child's English proficiency level. The results of the assessment show that your child is eligible for English language development services.

The goal of English language development services is to support your child as he or she acquires academic English proficiency and meets the grade-level standards of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child's education, please contact the Department of English Learner, Immigrant, and Migrant Education Services at 314-953-4954 to set up a meeting. Interpretation services are available if you need them.

We are confident that our program will best meet the needs of your child. However, you have the right to decline the specific support plan we have designed in favor of another approach. Please contact the Coordinator of English Learner, Immigrant, and Migrant Education Services if you would like to discuss options for your child.

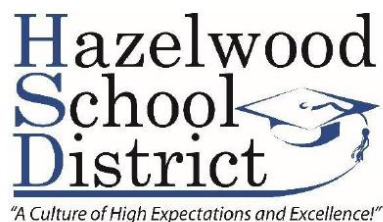
Sincerely,

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

Department of English Learner, Immigrant, and Migrant Education Services
15955 New Halls Ferry Road | Florissant, MO 63031
314-953-4954 | www.hazelwoodschools.org/englishlearner

e. Notice of Reclassification Letter

Notice of Reclassification



Date:

To the Parents/Guardians of:

Congratulations! After a thorough review of your child's academic performance and test scores this past school year, your child will exit the district's language instruction educational program. A primary factor for this determination was your child's performance on the yearly English language proficiency assessment called the ACCESS for ELLs 2.0. A copy of the parent report of this assessment is included with this letter.

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for English language development services. Some students may still exit the program with a score lower than a 4.7 if additional evidence disproves a lower than expected score in speaking, listening, reading, or writing.

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

As always, if you have any questions or concerns, please contact the Coordinator of English Learner, Immigrant, and Migrant Education Services.

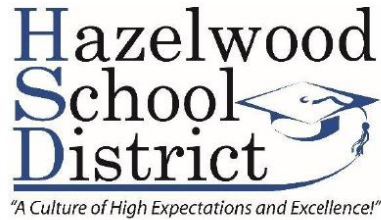
Sincerely,

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

Department of English Learner, Immigrant, and Migrant Education Services
15955 New Halls Ferry Road | Florissant, MO 63031
314-953-4954 | www.hazelwoodschools.org/englishlearner

f. Continued Eligibility Letter

Parent Notification: Continued Eligibility



Date:

To the Parents/Guardians of:

After a thorough review of your child's academic performance and test scores this past school year, your child will continue to be eligible for the district's language instruction educational program. A primary factor for this determination was your child's performance on the yearly English language proficiency assessment called the ACCESS for ELLs 2.0. A copy of the parent report of this assessment is included with this letter.

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

The goal of English language development services is to support your child as he or she acquires academic English proficiency and meets the grade-level standards of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child's education, please contact the Department of English Learner, Immigrant, and Migrant Education Services at 314-953-4954 to set up a meeting. Interpretation services are available if you need them.

We are confident that our program will best meet the needs of your child. However, you have the right to decline the specific support plan we have designed in favor of another approach. Please contact the Coordinator of English Learner, Immigrant, and Migrant Education Services if you would like to discuss options for your child.

Sincerely,

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

Department of English Learner, Immigrant, and Migrant Education Services
15955 New Halls Ferry Road | Florissant, MO 63031
314-953-4954 | www.hazelwoodschools.org/englishlearner

G. Monitoring Form
a. Immigrant

Hazelwood Immigrant Monitoring Form

School: _____ Student: _____ Case Manager: _____

Grade Level (IMM Year 1) _____ Grade Level (IMM Year 2) _____ Grade Level (IMM Year 3) _____

During first week of school: [Orientation](#)

During first 2 months: weekly check-in focusing on acclimation, problem-solving any issues together, and offering supports for academic and social success.

Month 1:			
Week of:	Week of:	Week of:	Week of:
Items discussed:	Items discussed:	Items discussed:	Items discussed:

Month 2:			
Week of:	Week of:	Week of:	Week of:
Items discussed:	Items discussed:	Items discussed:	Items discussed:

During first year: monthly check-in focusing on acclimation, problem-solving any issues together, and offering supports for academic and social success.

Month 1 (see above)	Month 2 (see above)	Month 3:	Month 4:	Month 5:	Month 6:	Month 7:	Month 8:
Items discussed:	Items discussed:	Items discussed:	Items discussed:	Items discussed:	Items discussed:	Items discussed:	Items discussed:

During year 2 & 3: quarterly grade check and meeting with the student as needed (if there are any failing grades) to offer interventions.

Criteria to be Monitored	IMM Year 2 Check 1 (October)	IMM Year 2 Check 2 (January)	IMM Year 2 Check 3 (April)	IMM Year 3 Check 1 (October)	IMM Year 3 Check 2 (January)	IMM Year 3 Check 3 (April)
Benchmarking Data (SRI, DRA, Mastery Connect, etc)						
English Grades						
Math Grades						
Science Grades						
Social Studies Grades						
Classroom teacher(s)' input*						
Guidance counselor(s)' input*						
Student input*						
Parent input*						

* as needed, if there are any failing grades

This student has been monitored through their 3 years of qualifying for immigrant services.

EL Teacher

Coordinator of English Learner, Immigrant,
and Migrant Education Services

Date

- G. Monitoring Form
 b. MY1 & MY2

Hazelwood EL MY1 & MY2 Monitor Form

School: _____ Student: _____

Grade Level (MY1) _____ Grade Level (MY2) _____

Monitor Form to be completed a minimum of three times annually (spaced by trimester or quarter)

Criteria to be monitored:

- District Benchmarks (Evaluate, SRI, USTest Prep)
- Current Grades
- Input from some Stakeholders (EL teacher, Classroom/Content teacher, Counselor/Admin, Parent, Student)

Criteria to be monitored	MY1 1st check date:	MY1 2nd check date:	MY1 3rd check date:	MY2 1st check date:	MY2 2nd check date:	MY2 3rd check date:
SRI USA Test Prep						
Grades: ELA Math SS SC						
As needed based on grades: Classroom teacher(s) input						
Guidance Counselor input						
Student input						
Parent input						

Adapted December 2018 from: Office of College and Career Readiness Missouri Department of Elementary and Secondary Education 205 Jefferson Street Jefferson City, Missouri 65101 573-751-3926
dese.mo.gov/college-career-readiness/curriculum/english-language-development-eld

Notes/Observation:

This student has successfully completed the monitoring process.

EL Teacher

EL Coordinator

Date

Guidelines for Monitoring

ESSA continues the requirement of the two-year monitoring period. To better understand reclassification, consider it as a “conditional exit” from the LIEP. 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 assessments. They do not receive direct support from the ELD specialist and **they do not take the ACCESS for ELLs**. 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 LIEP and continue as if (s)he never left the program. This includes taking the yearly 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. Evidence should reflect how each monitored student performs on typical assignments, projects and/or assessments and be taken from what all students.

This form and evidence should be included in the student’s permanent file. After successful completion of the two years of monitoring, there are no further actions with regards 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 above), there is no further actions to be taken by teaching staff for former ELs.

Adapted December 2018 from: Office of College and Career Readiness Missouri Department of Elementary and Secondary Education 205 Jefferson Street Jefferson City, Missouri 65101 573-751-3926
dese.mo.gov/college-career-readiness/curriculum/english-language-development-eld

H. Releveling Forms

a. Grades K-5

Created 5/20/21 HSD Elementary EL Team
Revised 1/24/22 HSD Elementary EL Team

Student Name: _____

EL Teacher:						
Grade:	Kindergarten	1st	2nd	3rd	4th	5th
EOY Goal:	DRA: 4	DRA: 18	DRA: 30	DRA: 34-40 SRI: 520-820	DRA: 40-44 SRI: 740-940	SRI: 830-1010
DRA/SRI	EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:
EL Reading Benchmark (TELL-scale score)	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:
EL Listening Benchmark (TELL-scale score)	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:
EL Speaking Benchmark (TELL-scale score)	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:
EL Writing Benchmark (TELL-scale score)	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:
Overall Benchmark Score (TELL-ACCESS correlation and scale score)	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:	BOY: MOY: EOY:

Created 5/20/21 HSD Elementary EL Team
Revised 1/24/22 HSD Elementary EL Team

Screener Score: Date:						
ACCESS score:	L: S: R: W: O:	L: S: R: W: O:	L: S: R: W: O:	L: S: R: W: O:	L: S: R: W: O:	L: S: R: W: O:
English Language Arts Quarterly Grade				1st: 2nd: 3rd:	1st: 2nd: 3rd:	1st: 2nd: 3rd:
Social Studies Quarterly Grade				1st: 2nd: 3rd:	1st: 2nd: 3rd:	1st: 2nd: 3rd:
Math Quarterly Grade				1st: 2nd: 3rd:	1st: 2nd: 3rd:	1st: 2nd: 3rd:
Science Quarterly Grade				1st: 2nd: 3rd:	1st: 2nd: 3rd:	1st: 2nd: 3rd:
MAP ELA Scale score & Achievement score						

Created 5/2021 HSD Elementary EL Team
Revised 1/24/22 HSD Elementary EL Team

MAP Math score Scale score & Achievement score						
EL Model: Co-teaching, Pull out, Coaching, etc.						
Level for Following Year RCV, MY1, MY2, AY3, AY4						

Comments:

Kindergarten:
1st:
2nd:
3rd:
4th:
5th:

H. Releveling Forms
b. Grades 6-8

Hazelwood EL Level Documentation Form (Grades 6-8)

Rev. 5/2023

Name:

SIS ID#:

Home Language:

Entry into the district/EL Program Date:

EL Teachers

6th:

7th:

8th:

CBE = Push-in COT= Co-teaching CON= (HS) ELD as Content course aka ESOL 1, 2, 3, 4 POE = (ES) Pull-out ESL COA = ELD Coaching	6 Year: Program models/min.per wk CBE/ POE / COT/ CON COA/	7 Year: Program models/min.per wk CBE/ POE / COT/ CON COA/	8 Year: Program models/min.per wk CBE/ POE / COT/ CON COA/
English Language Placement Test: WIDA Online Screener or Newcomer Screener	Score: Date:	Score: Date:	Score: Date:
English Proficiency Test ACCESS	Score: L: S: R: W:	Score: L: S: R: W:	Score: L: S: R: W:
MAP scores 1. ELA 2.Math	ELA: MA:	ELA: MA:	ELA: MA:
Scholastic Reading Inventory	Score: Date:	Score: Date:	Score: Date:
TELL BOY	Overall: Listening: Speaking: Reading: Writing:	Overall: Listening: Speaking: Reading: Writing:	Overall: Listening: Speaking: Reading: Writing:
TELL MOY	Overall: Listening: Speaking: Reading: Writing:	Overall: Listening: Speaking: Reading: Writing:	Overall: Listening: Speaking: Reading: Writing:
TELL EOY	Overall: Listening:	Overall: Listening:	Overall: Listening:

	Speaking: Reading: Writing:				Speaking: Reading: Writing:				Speaking: Reading: Writing:			
Grades – Core Classes	ELA:	ELA:	ELA:	ELA:	ELA:	ELA:	ELA:	ELA:	ELA:	ELA:	ELA:	ELA:
	MA:	MA:	MA:	MA:	MA:	MA:	MA:	MA:	MA:	MA:	MA:	MA:
	SS:	SS:	SS:	SS:	SS:	SS:	SS:	SS:	SS:	SS:	SS:	SS:
	SCI:	SCI:	SCI:	SCI:	SCI:	SCI:	SCI:	SCI:	SCI:	SCI:	SCI:	SCI:
Feedback from HSD Gen. Ed Teacher / Comments	Q1:	Q2:	Q3:	Q4:	Q1:	Q2:	Q3:	Q4:	Q1:	Q2:	Q3:	Q4:
EL Level for Following School Year - Circle 1: RCV MY1* MY2 AY3 AY4	RCV MY1* MY2 AY3 AY4				RCV MY1* MY2 AY3 AY4				RCV MY1* MY2 AY3 AY4			

- *NOTE: *Students are reclassified as MY1 when they score 4.7 or higher on the ACCESS.
- MY1 and MY2 students are monitored three times a year for two years after exiting the EL program. They do not receive accommodations and they do not take the ACCESS for ELs test..
- AY3 and AY4 Students are included in the EL subgroup for state accountability on the MAP and EOC tests. AY3 and AY4 students are proficient in academic English and showed no regression during the two years of monitoring. NLP, AY3, and AY4 students can be referred for English proficiency screening if lack of proficiency in English is perceived to be a contributing factor to a student's success in school.

H. Releveling Forms
c. Grades 9-12

Subject	Course Name	Year Taken	Q1 Grade	S1 Grade	Inc	S1 earned	Q3 Grade	S2 Grade	Inc	S2 earned	Credits Needed	Total Earned		Missing Credits
ELA	English 1/ESOL					0.0				0.0	1	0	☐	1
ELA	English 2/ESOL					0.0				0.0	1	0	☐	1
ELA	English 3/ESOL					0.0				0.0	1	0	☐	1
ELA	English/Comm/ESOL					0.0				0.0	1	0	☐	1
Math	Foud of Alg					0.0				0.0	1	0	☐	1
Math	Algebra 1					0.0				0.0	1	0	☐	1
Math	Geometry					0.0				0.0	1	0	☐	1
Math	Algebra 2					0.0				0.0	1	0	☐	1
Math	College Prep Math					0.0				0.0	1	0	☐	1
Social Studies	US History					0.0				0.0	1	0	☐	1
Social Studies	World History					0.0				0.0	1	0	☐	1
Social Studies	Govemment					0.0				0.0	0.5	0	☐	0.5
Social Studies	Soc Studies Elec (1 Sem).					0.0				0.0	0.5	0	☐	0.5
Science	Physics First					0.0				0.0	1	0	☐	1
Science	Chemistry					0.0				0.0	1	0	☐	1
Science	Biology					0.0				0.0	1	0	☐	1
Science						0.0				0.0			☐	
Fine Arts						0.0				0.0	0.5	0	☐	0.5
Fine Arts						0.0				0.0	0.5	0	☐	0.5
Practical Arts						0.0				0.0	0.5	0	☐	0.5
Practical Arts						0.0				0.0	0.5	0	☐	0.5
Phys Ed	Physical Ed A					0.0				0.0	0.5	0	☐	0.5
Phys Ed	Physical Ed B					0.0				0.0	0.5	0	☐	0.5
Phys Ed	Health					0.0				0.0	0.5	0	☐	0.5
Personal Finance	Personal Finance					0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
Elective						0.0				0.0	0.5	0	☐	0.5
											24	0		24

I. English Learner Content Based ESOL - Consult Form

English Learner Content Based ESOL-Consult Form

An English learner (EL) is defined by ESEA (section 8101(20)(D)) as “an individual whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.”

Student Information:

Student Name	
DOB	
Student Identification Number	
School	
Grade	
District Entry Date	
Student's Primary Language (language used most at home)	
Student's Home Language (language student first learned to speak)	
ELD Program Placement	
EL Teacher	

Collaborative Notes between EL Teacher and Content Area Teachers

Meetings should discuss the student's ELD goal(s), progress in English language development, and suggestions for continuing English language development that is commensurate with the student's current English proficiency level. Content area teachers should bring examples of student work to collaborative meetings for review with the EL teacher. One meeting per month is required and will be documented below. Additional meetings can be recorded on a subsequent line in the month it occurred.

ELD Goal(s) for Current School Year

During your first collaborative meeting, establish at least one goal for the student's English language development for this upcoming school year. Record it here.

August Collaborative Meeting(s)

Date:
 Teachers present:
 Discussion topics: Discuss ACCESS Individual Score Report, Linguistic Scaffolding Templates, and

create ELD goal(s)
Suggestions for ELD/Next Steps:

September Collaborative Meeting(s)

Date:
Teachers present:
Discussion topics:
Suggestions for ELD/Next Steps:

October Collaborative Meeting(s)

Date:
Teachers present:
Discussion topics:
Suggestions for ELD/Next Steps:

November Collaborative Meeting(s)

Date:
Teachers present:
Discussion topics:
Suggestions for ELD/Next Steps:

December Collaborative Meeting(s)

Date:
Teachers present:
Discussion topics: ACCESS Testing, Scheduling and Accommodations
Suggestions for ELD/Next Steps:

January Collaborative Meeting(s)

Date:
Teachers present:
Discussion topics:
Suggestions for ELD/Next Steps:

February Collaborative Meeting(s)

Date:
Teachers present:
Discussion topics:
Suggestions for ELD/Next Steps:

March Collaborative Meeting(s)

Date: Teachers present: Discussion topics: MAP/EOC Testing, Scheduling and Accommodations Suggestions for ELD/Next Steps:
--

April Collaborative Meeting(s)

Date: Teachers present: Discussion topics: Suggestions for ELD/Next Steps:

May Collaborative Meeting(s)

Date: Teachers present: Discussion topics: Suggestions for ELD/Next Steps:

J. Individualized Language Plan (ILP)

Hazelwood School District, MO
ELL Student Plan
7/30/2025

Student:
Student ID:

ELL Student Plan

Student Information

Student		Grade Level		School	
Student ID		ELP Designation	ELL	LEP Status	RCV
Home Language	Swahili	Native Language	Swahili	Enrolled in US	
Years in US Schools		Birth Country		City/Town of Birth	
Date of Birth	4/14/2016				

English Language Proficiency Tests

Each LEP student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on their raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit criteria, they will no longer be considered an LEP student and will not receive LEP services.

Test Name and Date	Results																							
ACCESS for ELLs 2.0 1/31/2025	Composite						Listening						Speaking						Oral					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	3.9						3.7						2.9						3.2					
	(338)						(324)						(281)						(303)					
	Reading						Writing						Comprehension						Literacy					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	5.1						4.1						4.5						4.3					
	(355)						(352)						(346)						(354)					

Descriptors

At this LEP student's level of English proficiency, you can expect that they will be able to:

Domain	Current Descriptors	Successive Descriptors
Listening	3.7: Developing Students at this level: - Follow multi-step oral directions - Identify illustrated main ideas from paragraph-level oral discourse - Match literal meanings of oral descriptions or oral reading to illustrations - Sequence pictures from oral stories, processes, or procedures	4: Expanding Students at this level: - Interpret oral information and apply to new situations - Identify illustrated main ideas and supporting details from oral discourse - Infer from and act on oral information - Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media

Speaking	2.9: Emerging Students at this level: - Ask simple, everyday questions (e.g., "Who is absent?") - Restate content-based facts - Describe pictures, events, objects, or people using phrases or short sentences - Share basic social information with peers	3: Developing Students at this level: - Answer simple content-based questions - Re/tell short stories or events - Make predictions or hypotheses from discourse - Offer solutions to social conflict - Present content-based information - Engage in problem-solving
	5.1: Bridging Students at this level: - Summarize information from multiple related sources - Answer analytical questions about grade-level text - Identify, explain, and give examples of figures of speech - Draw conclusions from explicit and implicit text at or near grade level	6: Reaching Students at this level: Student has achieved English proficiency in this domain.
Reading		
Writing	4.1: Expanding Students at this level: - Take notes using graphic organizers - Summarize content-based information - Author multiple forms of writing (e.g., expository, narrative, persuasive) from models - Explain strategies or use of information in solving problems	5: Bridging Students at this level: - Produce extended responses of original text approaching grade level - Apply content-based information to new contexts - Connect or integrate personal experiences with literature/content - Create grade-level stories or reports

Standardized Test Results

No Standardized Test Results available

LEP Services

Academic Period	Service	Provider	Schedule
2025/2026 - Year	Co-Teaching		

Goals

Academic Period	Domain	Goal	Progress
2025/2026 - Year	Speaking	3-5 Speaking: Level 2 student moving to Level 3 Student will move from a Level 2 (Emerging) to a Level 3 (Developing) by demonstrating mastery of the following Can Do Descriptors: - Ask simple, everyday questions (e.g., Who is absent?) - Restate content-based facts - Describe pictures, events, objects, or people using phrases or short sentences - Share basic social information with peers	No status

Classroom Modifications

The following Classroom Modifications are to be used throughout the year in the regular classroom for this student.

- Instruction ~ Highlighted test/materials

- Setting ~ Incorporate culture into the classroom (decorations, story-telling, discussions, side-by-side timelines, language conn
- Assignments ~ Provided or fill in the blank notes or picture notes
- Assignments ~ Extended time

Testing Accommodations

The next section shows the testing situation for this particular student. The Testing Accommodations listed below will be used by the student during standardized testing. All Testing Accommodations must be implemented in the classroom.

Test Period	Test Name	Testing Accommodations
2025/2026 - Year	Mathematics 3-8	• Testing with small groups

K. Pre-Rtl Checklist for ELs

HSD Pre-Rtl Referral for English Learners**Evaluation Data** (What to consider and what resources to use)**1. EL Pre-referral Packet**

This information is essential. Without this information, a referral for a special education evaluation is premature.

- ☐ Home language: _____ (from LUS)
- ☐ School history: Grades completed: _____ Where? _____
- ☐ Native language academic history & current achievement: At what level can the student read in his/her native language? _____
- ☐ Number of years in an English-speaking school setting: _____
- ☐ Number of years receiving EL instruction: _____
Specific instructional models used: _____
- ☐ Hearing screening completed? (Pass/Fail) _____
- ☐ Vision screening completed? (Pass/Fail) _____
- ☐ Attendance stability: Are there gaps in the student's education history? _____
Is there an attendance issue currently? _____
- ☐ Classroom & EL teacher observations & concerns
- ☐ Classroom progress data
- ☐ MAP/EOC & District Benchmark Assessment data
- ☐ ACCESS Scores: _____
TELL Scores: _____
- ☐ Strategies employed to address noted concerns, durations, & success rate
- ☐ Parent observations & concerns
- ☐ Student work samples
- ☐ Current academic performance

2. Information on Cultural & Linguistic Characteristics of Student's Home Language and Community

Characteristics may differ greatly from the English speaking U.S. culture; therefore educators need to recognize whether the concern is typical or atypical of the native culture and language.

3. Developmental & Medical History

Obtain from the parent. May need a trained interpreter. Understand that some questions may be considered inappropriate within a specific culture.

4. Academic History in Primary Language

If a student has received schooling in their native language, the acquisition of the second language tends to be quicker.

5. Parent Observations (comparison to siblings)

Ask specific questions about the child's skill level at home in comparison to either siblings or peers within their linguistic and cultural community.

6. Classroom Teacher & EL Teacher Observation

Not student's academic skills in comparison to other students from similar linguistic and cultural background with similar educational experience. Include strategies specific to EL students that have been used.

7. BICS Development

(Basic Interpersonal Communication Skills) Known as conversational or social language, BICS take approximately 2 years to emerge and become established following entering a formalized English-speaking school setting.

8. CALP Development

(Cognitive Academic Language Proficiency) Known as academic language, CALPs are more complex and context reduced. This language skill typically starts to emerge during the 2nd or 3rd year of EL services. Research suggests CALPs take 5 to 10 years to develop fully.

9. EL Testing Data

WIDA ACCESS for ELLs 2.0; TELL benchmarking data, Pre-IPT for early childhood

10. Information pertaining to the student's communication skills in both languages

Comparisons of student's communication skills in both languages should be made across communication contexts and with the assistance of an interpreter.

11. Current Academic Performance

It's important to note CALP acquisition as well as the discrepancy that may exist between the bilingual student and the average monolingual student. It may be completely normal for a student to have a delay in his/her academic performance due to where he/she is on the BICS/CALP continuum.

12. Response to Intervention

Measure student's ability to learn new information, retain the information, and transfer the information to other tasks.

13. Capacity to Learn

Assessment instruments must be sensitive to culturally and linguistically diverse populations.

14. Utilize Translated Documents for Parents

"Informed consent" requires educators to utilize translated documents if they are available.

15. Additional Data

The depth of assessment will be dependant upon the complexity of the case. It's important to interpret information that is obtained through the "cultural lens."

L. Dually Identified: Special Education and English Learner Content Based ESOL - Consult Form

Dually Identified: Special Education and English Learner Content Based ESOL-Consult Form

An English learner (EL) is defined by ESEA (section 8101(20)(D)) as “an individual whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.”

“School districts must provide EL students with disabilities both the language assistance and disability-related services to which they are entitled under Federal Law. Districts must also inform a parent of an EL student with an individualized Education Plan [describing] how the language instruction education program meets the objectives of the child’s IEP” [20 U.S.C. §6312(g)(1)(A)(vii)]

Student Information:

Student Name	
DOB	
Student Identification Number	
School	
Grade	
District Entry Date	
Student's Primary Language (language used most at home)	
Student's Home Language (language student first learned to speak)	
Special Education Program/Service	
ELD Program Placement	
EL Teacher	

IEP Goals for Current School Year

Copy goals from IEP and insert in this box

Collaborative Notes between EL Teacher and Special Education Teachers

Meetings should discuss the student's IEP goals, progress in English language development, and suggestions for continuing English language development that is commensurate with the student's current English proficiency level. One meeting per month is required and will be documented below. Additional meetings can be recorded on a subsequent line in the month it occurred.

August Collaborative Meeting(s)

Date:
 Teachers present:
 Discussion topics: Discuss ACCESS Individual Score Report and Linguistic Scaffolding Templates
 Suggestions for ELD/Next Steps:

September Collaborative Meeting(s)

Date:
 Teachers present:
 Discussion topics:
 Suggestions for ELD/Next Steps:

October Collaborative Meeting(s)

Date:
 Teachers present:
 Discussion topics:
 Suggestions for ELD/Next Steps:

November Collaborative Meeting(s)

Date:
 Teachers present:
 Discussion topics:
 Suggestions for ELD/Next Steps:

December Collaborative Meeting(s)

Date:
 Teachers present:
 Discussion topics: ACCESS Testing, Scheduling and Accommodations
 Suggestions for ELD/Next Steps:

January Collaborative Meeting(s)

Date:
 Teachers present:
 Discussion topics:
 Suggestions for ELD/Next Steps:

February Collaborative Meeting(s)

Date:
 Teachers present:
 Discussion topics:
 Suggestions for ELD/Next Steps:

March Collaborative Meeting(s)

Date:
Teachers present:
Discussion topics: MAP/EOC Testing, Scheduling and Accommodations
Suggestions for ELD/Next Steps:

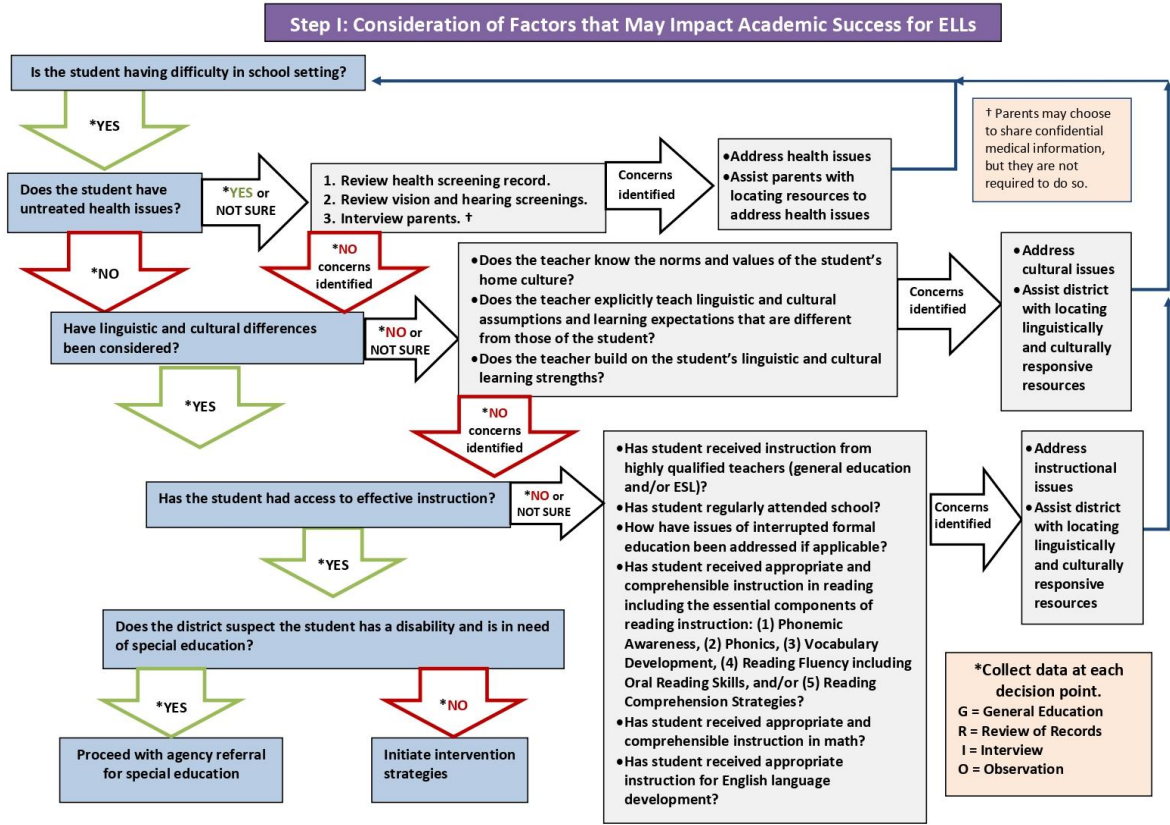
April Collaborative Meeting(s)

Date:
Teachers present:
Discussion topics:
Suggestions for ELD/Next Steps:

May Collaborative Meeting(s)

Date:
Teachers present:
Discussion topics:
Suggestions for ELD/Next Steps:

M. Consideration of Factors that May Impact Academic Success for ELLs Flowchart



Step 2: Initiate Intervention Strategies

It is crucial that all data collected be considered when determining interventions. Use of the data during the intervention process will help ensure an appropriate intervention for ELLs. It is important that the team recognize the potential need for involving specialized personnel and/or curricula during the intervention process, particularly when considering the need for an increase in the frequency, duration, and intensity of interventions. After considering intervention data, the team must answer the post-intervention questions below.

Interventions for ELLs should:

- Be comprehensible and culturally responsive (Banks, 2005; Bialystock, 2001).
- Actively engage students in contextualized and authentic language use (Bialystock, 2001; Lightbown & Spada, 2003).
- Facilitate transfer of concepts, language, and skills across contexts and languages (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).
- Be provided at the student's English language proficiency level (Bialystock, 2001; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Paradis, 2011).
- Employ the students' conversational and academic proficiency in home language(s) and English (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).

Source: *Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI²) for English Language Learners* (2013) Board of Regents of the University of Wisconsin System. www.wida.us

POST INTERVENTION QUESTIONS

(1) Does data show that intervention was successful to address the student's difficulty?

YES: continue the intervention
NO: proceed to question 2

(2) Does data suggest there is a reason to suspect the student has a disability and is in need of Special Education services?

YES: proceed with agency referral for special education
NO: use data from previous intervention to develop new intervention

Continue using appropriate interventions until data suggest there is a reason to suspect an educational disability or the difficulty the student is experiencing is resolved.

N. Parent Opt-Out Waiver

ENGLISH LANGUAGE DEVELOPMENT PROGRAM
Parental Waiver Form

Student Name: _____ School: _____

Opt-out Date: _____ Grade: _____ Student ID#: _____

As required by federal law, your child has taken an English language proficiency test to determine if she or he qualifies for English Language Development (ELD) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that she or he is eligible to receive ELD instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

The school has described the ELD program they recommend for my child in detail. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those only provided for English Learners, for example ELD pull out classes, ESL tutoring, after- school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction.

Parental Right to Refuse ELD Services: (By ✓ checking each item below, I acknowledge that I have read and understand each statement.)

_____ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.

_____ My decision to decline or opt-out of specialized ELD instruction is voluntary.

_____ The school district will report my child to the Missouri Department of Education as an English Learner (EL) until my child attains English proficiency.

_____ Federal and state law requires that **my child will be tested annually with the WIDA ACCESS for ELs 2.0** until he or she attains English proficiency and is no longer considered EL status.

_____ The school district will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from EL status.

_____ The school district will continue to inform me of my child's progress in attaining English proficiency.

_____ I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELD program (s) offered by the school.

I, _____ (*parent/guardian name*), with a full understanding of the above information, wish to

_____ decline **all** of the specialized ELD programs and services offered to my child.

_____ decline **some** of the ELD programs and/or particular ELD services offered to my child.

I wish to decline (*List program/services*):

Parent/Guardian Signature: _____ Date: _____

ENGLISH LANGUAGE DEVELOPMENT (ELD) PROGRAM LEA Guidance Document

Parental Right to Refuse English Language Development Services

Refusal of English Language Development (ELD) programs and/or services or “opt out of ELD” indicates an informed, voluntary decision by the parent to not have the child placed in any separate, specialized ELD service or instructional program. A “waiver” indicates a desire by the parent to waive the child from participation in all or some of the English Language Development programs or services offered by the school.

LEA Obligations Under the Parent Refusal of ELD Program Scenario

Specialized services or instruction are those only provided for English Learners, for example ELD pull out classes, ESL tutoring, after school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction.

LEAs may not recommend that a parent opt a child out of EL programs or services for any reason.

LEAs must...

- inform parents within 30 days of the beginning of the school year or 14 calendar days within the school year of their child's EL identified status in the parents' preferred language
- describe in sufficient detail to the parents the ELD program recommended for their child and the advantages to their child in terms of English language acquisition and academic success
- inform parents of their right to decline ELD programs or services in whole or in part, and supply the parents with the state-required ENGLISH LANGUAGE DEVELOPMENT PROGRAM Parental Waiver Form
- ensure that parents do not opt their children out of any ELD programs or services based on schedule conflicts with other programs (such as special education programs); insufficient space in the available ELD programs; or insufficient offerings within the ELD program
- annually test opt-out ELs with the state-required WIDA ACCESS for ELs 2.0 test until the student attains English proficiency by meeting the state exit criteria and is reclassified non-EL status
- maintain the student's EL status on all reporting even though the student's parents declined services
- provide English language development instruction within the general education content area instruction to meet the needs of the opt-out EL student.
- notify parents if their child is struggling in general education classes and recommend the ELD

program and services again.

- present the ELD Program Inclusion Form to parents who wish to opt their child back into the school's ELD programs and services.

LEAs must have policies and procedures in place for all of the above actions.

If you have any further questions, please contact Sheri Lawson
slawson@hazelwoodschoools.org.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

PARENTAL REINSTATEMENT REQUEST FORM

Student Name: _____ Date of Inclusion: _____

School Name: _____ Student ID#: _____

I, _____ (insert parent name) reviewed my child's academic progress and English language proficiency level to date, and wish to...

_____ have my child participate in **all** of the ELD programs and services offered to my child.

_____ have my child participate in **some** of the ELD programs and/or particular ELD services offered to my child.

I wish to include my child's participation in (*List program/services*)

Parent/Guardian Signature: _____ Date: _____

- O. Portfolio Reclassification
 a. Parent Consent



Portfolio Exit from English Language Development Services

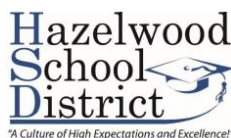
Each State must establish and implement standardized entrance and exit procedures for ELs. Students can be exited from EL services when they no longer meet the federal definition of an EL. An EL is defined as "an individual whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (1) the ability to meet the challenging State academic standards; (2) the ability to successfully achieve in classrooms where the language of instruction is English; or (3) the opportunity to participate fully in society."

The Department of English Learner, Immigrant, and Migrant Education Services believes your child has demonstrated proficiency in academic English. With your consent, we will begin collecting portfolio evidence to exit your student from EL services. Please complete this form and return it to your child's EL teacher. After we collect evidence, we will schedule a meeting to discuss reclassifying your student and exiting them from EL services. If you have any questions, please contact your EL teacher or the Coordinator of English Learner, Immigrant, and Migrant Education Services.

☐	I DO NOT consent. I do not want my child exited from EL services.
☐	I consent. Please collect evidence to exit my child from EL services and schedule a meeting to discuss your findings with me.

Student Name	Parent Name	Parent Signature

O. Portfolio Reclassification
 b. Portfolio Cover Sheet



Student's Name: _____ Grade _____ School: _____ EL Teacher: _____

- ☐ Portfolio evidence supports **reclassification** for domains with ACCESS score of a 4.6 or below based on WIDA Performance Definitions
☐ Portfolio evidence supports **continued EL services** for domains with ACCESS score of a 4.7 or above based on WIDA Performance Definitions

Modality

Listening ACCESS Score: _____ ☐ 4.7 or above ☐ 4.6 or below	Evidence 1:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:
	Evidence 2:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:
	Evidence 3:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:
Speaking ACCESS Score: _____ ☐ 4.7 or above ☐ 4.6 or below	Evidence 1:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:
	Evidence 2:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:
	Evidence 3:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:
Reading ACCESS Score: _____ ☐ 4.7 or above ☐ 4.6 or below	Evidence 1:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:
	Evidence 2:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:
	Evidence 3:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:
Writing ACCESS Score: _____ ☐ 4.7 or above ☐ 4.6 or below	Evidence 1:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:
	Evidence 2:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:
	Evidence 3:	☐ ELA ☐ Math ☐ Science ☐ Social Studies Discourse Level: Sentence Level: Word/Phrase:

Rater #1:

Rater #2:

Additional Evidence Reviewed (list materials):

Stakeholder Portfolio Review Meeting Date:

Stakeholders (list names):

Is this student able to effectively communicate in English? Yes/No If no, explain.

P. Alternate Reclassification of Special Education English Learners Form

**Alternate Reclassification of Special Education English Language Learners**

Each State must establish and implement standardized entrance and exit procedures for ELs including ELs with disabilities. ELs with disabilities can be exited from EL services when they no longer meet the federal definition of an EL. An EL is defined as "an individual whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (1) the ability to meet the challenging State academic standards; (2) the ability to successfully achieve in classrooms where the language of instruction is English; or (3) the opportunity to participate fully in society."

The Department of English Learner, Immigrant, and Migrant Education Services, in collaboration with Special School District, believe that your child is making progress in academic English commensurate with their ability due to a diagnosed disability. With your consent, we will begin collecting evidence to exit your student from EL services. Please fill out this form and return it to your child's EL teacher. After we collect evidence, we will schedule a meeting to discuss reclassifying your student and exiting them from EL services. If you have any questions, please reach out to your EL teacher, SSD case manager, or the Coordinator of English Learner, Immigrant, and Migrant Education Services.

☐	I DO NOT consent. I do not want my child exited from EL services.
☐	I consent. Please collect evidence to exit my child from EL services and schedule a meeting to discuss your findings with me.

Student Name	Parent Name	Parent Signature
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**Alternate Reclassification of Special Education English Language Learners**

Under Title III (section 3113(b)(2) of the Elementary and Secondary Education Act (ESEA)), reauthorized in 2015, each State must establish and implement standardized entrance and exit procedures for ELs including ELs with disabilities. Consistent with this requirement, the U.S. Department of Education (2014, p. 9) stated that ELs with disabilities can be exited from EL services when they no longer meet the federal definition of an EL. An EL is defined by ESEA (section 8101(20)(D)) as "an individual whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society."

This form is for use with English Learners with IEPs who do not meet standard district reclassification criteria. If the team agrees the student should be reclassified as MY1, please submit to the Coordinator for English Learner and Immigrant Education after completing this form for final approval and to meet state reporting requirements.

Student Information:

Student Name	
DOB	
Student Identification Number	
School	

Grade	
HSD Entry Date	
Student's Primary Language (language used most at home)	
Student's Home Language (language student first learned to speak)	
Special Education Program/Service	
ELD Program Placement	

Factors considered by the IEP team:

--

Current Modified Grades					
ELA		Math		PE	
Science		Social Studies		Related Arts	

Historical ACCESS Information									
	Current			One Year Prior			Two Years Prior		
	Prof.	Test Date	Scale	Prof.	Test Date	Scale	Prof.	Test Date	Scale

	Level		Score	Level		Score	Level		Score
Overall									
Listening									
Speaking									
Reading									
Writing									

MAP/EOC Data								
Year	Content	Score	Year	Content	Score	Year	Content	Score
	ELA			Math			Science	
	ELA			Math				
	ELA			Math				

The student's disability has been diagnosed as:

--

The student has not met all criteria for graduation from EL services as measured by the ACCESS for ELs due to a diagnosed disability:

- ☐ Yes
☐ No

The student's skills in academic English appear to be commensurate with his/her cognitive ability due to a diagnosed disability such as intellectual disability, traumatic brain injury, autism, etc.

☐ Yes

☐ No

Other Comment:

--

Mark One

☐ The team agrees the student should be reclassified as MY1.

☐ The team agrees the student should not be reclassified at this time. Review again next year.

Parent Input: My signature indicates that I have been given an opportunity to express my opinion and to consult with school staff during the reclassification process.

Signature of Parent/Guardian	Printed Name of Parent/Guardian	Date
Signature of School Psychologist	Printed Name of School Psychologist	Date
Signature of SSD Case Manager	Printed Name of SSD Case Manager	Date

Signature of EL Case Manager	Printed Name of EL Case Manager	Date
Signature of Coordinator of English Learner, Immigrant, and Migrant Education Services	Printed Name of Coordinator of English Learner, Immigrant, and Migrant Education Services	Date

Links to Guidance Documents Used to Inform Lau Plan

[HSD English Learner, Immigrant, and Migrant Education Website](#)

[Enrolling and Graduating English Learners](#) - DESE

[EL Screening Guide](#) - DESE

[EL Assessment](#) - DESE

[English Learners \(EL\) Identifying and Serving Underrepresented Gifted Students](#) - DESE

[Title III - Allowable Use of Funds](#) - DESE

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

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

[Educating Linguistically Diverse Students](#) - DESE

[Identifying, Supporting, and Reclassifying English Learners with Disabilities](#) - DESE

[Developing Programs for English Language Learners: OCR Memorandum](#) - US Department of Education