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1. Legal Foundation and Program Overview

The Neosho ELD (Lau) Plan addresses federal statutes (Title VI of the Civil Rights Act of 1964; Lau vs. Nichols, 1974) to ensure equal access for English Learners (ELs) to instructional programming. The plan is designed to enable ELs to achieve the academic standard of proficiency required of all students by supporting the acquisition of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) in a timely manner. ELs have equal opportunities to participate in all programs and extracurricular activities, the same as all district students. The Assistant Superintendent is responsible for the oversight of the ELD Program. The ELD Coordinator administers all aspects of the English Language Development (ELD) program and is responsible for working with teachers to improve student learning and teacher practice. The Assistant Superintendent and ELD Coordinator collaborate to plan and implement individual and group professional learning that will expand and refine understanding about effective instruction.

Title I & Title III Under ESSA

With the shifted requirements for ELs to Title I, effective collaboration and allocation of funding will be essential to comprehensive implementation of EL requirements under the new Every Student Succeeds Act (ESSA). Title III will still provide funding to support ELs and their families. This funding bucket has three main requirements related to ELs:

1. Provide programs for ELs to attain English proficiency and acquire content knowledge.
2. Provide professional development to teachers and school leaders in the area of educational strategies to best meet the academic and language needs of ELs.
3. Deliver activities that promote EL family and community engagement.

One of the biggest shifts in responsibility with ESSA is the move of accountability for EL progress toward English proficiency from Title III to Title I. Title I has always had the requirement to meet the academic needs of ELs, but now, under ESSA, it is more clearly noted that Title I funds can be used for programs to help ELs attain English proficiency.

The grade levels in which EL accountability is determined are also shifting. Under NCLB, Title III accountability determinations were made for ELs in all grades, with ESSA these determinations will only be made for ELs in Title I-funded school districts in grades three through eight and once in high school. This change will require a heightened focus by Title I and Title III staff in the earlier grades so that EL programs in these grades provide quality language instruction and appropriate access to content knowledge.

These are Civil Rights requirements that include evaluation to ensure that EL programs are effective in helping ELs make progress toward English proficiency and meet grade level academic performance targets. Tracking EL achievement and adjusting programs when there is a strength or deficiency will help ensure that when ELs reach the grade levels where accountability measures are calculated, those ELs will meet the State’s EL accountability goals.

Title III requires that funds be spent to help ELs attain English proficiency and access academic content. Additionally, Title III requires implementation of programs that help ELs meet the long-term goals and interim measures set for ELs under Title I. Due to the shift in EL requirements, Title III districts can only spend money for EL activities that have moved from Title III to Title I if they’ve funded all the required
activities under Title III. This means that Title I is ultimately responsible for these activities and must meet these requirements if no Title III funds are available.

When it comes to funding, Title I dominates the landscape. Title III Grants (formula grants to states) collectively receive about $650 million in funding annually from the Department of Education. Title I receives upwards of $12 billion. Therefore, Title III districts may not have funding available to cover requirements under Title I because Title III is required to use funding to provide EL programs, professional development, and parent, family, and community engagement activities. Once Title III funds have been budgeted for these activities, there may be no funds left to cover these EL requirements that have been moved to Title I. It is important for Title I and Title III staff to coordinate their efforts to ensure all funding is allocated appropriately and EL requirements are met under both Title I and Title III.

Values for Educating English Learners in Neosho

- Valuing Language and Culture as Assets: English learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.
- Ensuring Equity in Intellectual Richness: English learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across the disciplines.
- Building Content Knowledge and Language in Tandem: English learners engage in instruction that promotes content and language learning in tandem in all disciplines, including ELA, mathematics, social studies, science, the fine arts, and other subjects. Further, ELs have full access to a multi-disciplinary curriculum, including those subjects listed here.
- Attending Specific Language Learning Needs: English learners’ content and language learning is fostered when targeted language instruction builds into and from content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.
- Integrating Domains of Communication: English learners develop full proficiency in English in the integrated domains of listening, speaking, reading, and writing, consistent with expectations for all students.
- Providing Appropriate Scaffolding: English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding. Scaffolding is tailored to student needs with the ultimate goal of student autonomy.
- Evaluating Progress Appropriately: English learners’ progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.
- Sharing the Responsibility: English learners’ positive educational experiences and academic success is a responsibility shared by all educators, the family, and the community.

2. Identification 3116(b)(1)

When a family arrives at any Neosho school to enroll a student, a school enrollment packet is completed. Language assistance services such as interpreters and/or translated forms are advertised in a visible location and provided upon request to assist parents with the accurate completion of enrollment paperwork.

The district enrollment form contains the following language usage questions:
• 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?

If the answer to any of these questions notes a language other than English is either spoken or understood, the student is potentially an English learner and the district must take active steps to determine if the student qualifies for a language instruction educational program (LIEP). The enrollment secretary/counselor will check to ensure that the parent/guardian has fully completed the Language Use Survey (LUS) and has indicated a preference of language for contact purposes. During the enrollment process, there is a need to fully understand the student’s past educational history, such as native language proficiency and academic content knowledge, as well as to gain information about socio-emotional and behavioral issues that may have arisen due to past experiences in the home country and/or the journey to the United States. For this reason, an intake interview is recommended. Sample questions can be found in Appendix B. As with the enrollment paperwork, an interpreter that is able to communicate in a language the family can understand is important.

The parent/guardian will also complete the MELL Parent Survey which aids in determining migrant status. If the form indicates a family has moved within the past three years, and currently works in one of the categories listed on the survey, the form is sent to the MELL Project Office. A MELL recruiter then interviews the family to determine if the student meets qualifying criteria for migrant eligibility. A Certificate of Eligibility is sent to the school district when a student is identified as a migrant. At that time, the Curriculum and Instruction Office notifies the student’s attendance center and Food Service so that the need for appropriate services can be determined and rendered.

When the enrollment is complete, the secretary/counselor will notify the ELD Instructional Specialist of a potential EL and provide copies of enrollment documents. If student records do not indicate that proficiency testing was administered at a previous school, the ELD Instructional Specialist will administer the state approved language proficiency test (WIDA Screener) after a MOSIS identification number is assigned to the student and within the first 30 days of the first day of the school year or within the first 10 days of attendance if the student enrolls after the first 30 days.

Exceptions: During the 2021-2022 school year, newcomers – defined as students who have been in the country 4 months or less and demonstrate compelling evidence that they have never been exposed to English, may take the Newcomer Kit found on the DESE ELD Assessment webpage.

Using the Language Use Survey, results of the English language proficiency screener, information from the student/family interview, and previous school records, the ELD Instructional Specialist will determine if the student qualifies for ELD services and will begin EL documentation.

District EL documentation will be maintained as follows:
• The ELD Instructional Specialist will update and maintain ELD related data in PowerSchool for each EL.
• Permanent Records are maintained for each student in the district.
  ○ Student Language Survey (incorporated in enrollment form)
  ○ Student Language Use Survey
  ○ Language proficiency test results for initial placement
  ○ State English language proficiency test results for each qualifying school year (ACCESS)
  ○ If parents choose to deny services, a waiver must be signed by a parent or guardian during a meeting with the ELD teacher.
  ○ Migrant qualifying information, if applicable (Certificate of Eligibility – COE)
• The **ELD Instructional Specialist** will maintain ELD data within the Ellevation data management platform. Through the Ellevation platform, the ELD Instructional Specialist will provide teacher(s) responsible for content instruction of the EL with the following:
  ○ An IAP which includes student demographic information such as: native language, place of birth, and date of arrival in the United States
  ○ the student’s level of language proficiency
  ○ student CAN DO’s and formative / summative expectations for their proficiency level
  ○ language goals for their proficiency level
  ○ suggestions for modifying/accommodating the student’s assignments and assessments, if needed
  ○ cultural information
  ○ the preferred method for communicating with parent/guardian
  ○ A schedule and description of services to be provided by the ELD program.

### 3. English Language Assessment 3116(b)(1)

Students will be assessed using the following:
- The state English language proficiency placement test (WIDA Screener)
- Newcomer Screener Kit
- The state English language proficiency annual measure (ACCESS for ELLs)

### 4. Placement 3116(b)(1)

To be classified as an EL, the following criteria will be considered:
- student is age 3-21
- student is enrolled or preparing to enroll in an elementary or secondary school
- who was not born in the United States
- whose native language is a language other than English;
- 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;
- who is a Native American or an Alaska Native, or a native resident of an outlying areas and who is migratory and who comes from an environment where a language other than English is dominant
- student has difficulties in speaking, reading, writing or understanding the English language which may be sufficient to deny the individual –
  ○ the ability to meet the state’s proficient level of achievement on the State assessments;
  ○ the ability to successfully achieve in classrooms where the language of instruction is English; or
  ○ the opportunity to participate fully in society.
- student is transferring from another school where he/she is receiving ELD services.
- student is identified as non-English proficient or Limited English proficient by an English language proficiency test (WIDA Screener).
  ○ First semester kindergarten students with an Oral Language score of 5.0 or lower should enter services and take the ACCESS for ELLs. Students with a score higher than 5.0 may be entered into services, but must take the ACCESS for ELLs for reevaluation.
  ○ Second semester kindergarten and first semester first grade students with an Overall Score of less than 5.0 should enter services and take the ACCESS for ELLs. Those with a score of 5.0 or greater do not qualify.
○ Second semester first grade through twelfth grade students with an overall score of less than 5.0 should enter services and take the ACCESS for ELLs. Those with a score of 5.0 or higher do not qualify.

A qualifying EL will be placed in the ELD program at his/her attendance center. At the start of the school year, ELD Instructional Specialists will notify parents of placement within 30 days. After the first 30 days of school, the ELD Instructional Specialist will provide information to the school counselor and content teacher(s) regarding ELD services within 10 days.

If the ELD Instructional Specialist determines the student does not qualify for ELD services, the ELD Instructional Specialist will notify the school counselor and teacher(s). Student test results and Language Use Surveys will be maintained by the office in each student’s permanent file.

English language proficiency may be used to guide decisions on student grade placement. However, state regulations mandate that ELs not be placed more than one grade level below age-appropriate peers. Special circumstances may warrant variance from this standard but should not be the norm and should be well documented and substantiated. It is desirable and in the student’s best interest to keep them with same-age peers whenever possible.

The district will maintain EL documentation as described in #2. Identification 3116(b)(1).

5. Parental Notification and Communication 3116(b)(4)

The enrollment form and LUS ask parents to indicate the language in which they prefer to receive correspondence and by what method (written, face-to-face, text, or telephone). The district will make every attempt to provide notifications in English and in a language that the parents can understand. Notification of services must be sent to parents on an annual basis.

Notifications must include:
- Eligibility for ELD services
- Student’s level of proficiency and how it was assessed
- Method of delivery of instruction for ELD
- How the program will help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation
- Specific requirements for exiting the program
- Information pertaining to parental rights that includes written guidance detailing the parents’ right to have their child immediately removed from Title III supplemental programs upon their request.

Note that this is a notification of the student’s ELP level and how the district will meet the student’s ELD needs, not a consent for the child to receive services. Parents have the right to choose whether or not their child receives Title III Supplemental ELD services.

Although parents may opt-out or refuse the services provided by the district, districts must still take necessary steps to overcome language barriers that potentially prevent students from achieving proficiency on content assessments or participating in a classroom where English is the language of instruction. The district will provide ELD services within core content by providing the student’s teacher(s) with sheltered instruction strategies or through push-in/co-teaching/coaching services. Even though parents may opt-out of services, all qualified ELs are still required to take the ACCESS test.
Translated student grade and assessment reports are made available to parents for grades K-12. Interpreters are provided for parent-teacher conferences and other meetings. A current list of qualified interpreters is maintained by the office of the Director of Student Services and distributed annually to school district employees. Other correspondence is translated on an as-needed basis by district employed translators. Interpreters are also utilized when parents are contacted by telephone.

Training will be provided for interpreters regarding efficacy of the teacher’s reports and the requirements of interpreters for privacy under FERPA guidelines.

The school district continues to expand its resource bank of translated forms and materials for families. Copies of the translated forms are kept in the office of the Director of Student Services. Every attempt is made to translate forms on an as-needed basis.

6. Parental and Community Involvement 3116(b)(4)

Parents and guardians of ELs within the Neosho School District are encouraged to be involved in their children’s education. The Parents as Teachers program serves families with children from birth through three years of age, including families with children whose native language is not English. A bilingual parent educator serves Hispanic families in the PAT program. Every attempt is made to provide an interpreter for other families, as needed.

At each school, parents of school-age children are invited and encouraged to participate in family night activities and special programs. Every attempt is made to provide an interpreter when needed at any school-wide, department, or grade-level event.

A district Parent Advisory Committee will be developed each year to involve parents of ELs and migrant students in planning, implementing, evaluating, and making recommendations for improvements to programs and services provided to ELs and migrants in the Neosho school district. One Parent Advisory Committee meeting will be held each year. Committee membership is open to EL parents, migrant parents, ELD Instructional Specialists, classroom teachers, Title I teachers, district administrators and board members, YMCA After-school Program Director, Federal Programs Director, a representative from the MSSU English as a Second Language program, Missouri Migrant Education and English Language Learning (MELL) program representatives, and local community interest groups and businesses. Interpreters will be provided for these meetings as needed. Documentation of meetings (invitations, agendas, sign-in sheets, meeting notes) is kept in the office of the Assistant Superintendent of Curriculum and Instruction.

Family activity nights will also be scheduled throughout the year in conjunction with Title I. These meetings are designed to improve literacy and address other needs/interests of families within the district. Translated meeting notices will be sent to families detailing the time, location, and purpose of the meeting. Interpreters will be available for all meetings.

The district will coordinate with Missouri Southern State University, Missouri State University and other colleges/universities to train and recruit qualified ELD Instructional Specialists. Neosho School District is currently partnering with MSU on a grant (Show-Me Multiliteracy) to provide TESOL certification to cohorts of classroom teachers K-12. The Neosho Director of Students Services and ELD Coordinators are currently on the advisory board for the Show-Me Multiliteracy grant.
SIOP, WIDA and other research-based models will be part of the district professional development plan.

District students are regularly provided time for sustained silent reading, a practice strongly supported by Stephen Krashen (which he refers to as free voluntary reading) for promoting language-literacy development. Students at the elementary level will also participate in The Partnerships in Comprehensive Literacy (PCL) Model.

The district provides teachers with training in the use of interactive learning strategies, such as cooperative learning which support Swain’s emphasis on ‘Comprehensible Output’ and Krashen’s ‘Comprehensible Input’ to provide students with opportunities to use their language skills in direct communication, for the purpose of negotiating meaning in real-life situations.

**Essential Knowledge for Teachers of ELs (ALL teachers)**

**Support Oral Language Development**
- Oral language proficiency allows students to participate in academic discussions, understand instruction, and build literacy skills.
- Students with more developed first language skills are better able to develop their second language skills.
- Vocabulary knowledge plays an important role in oral language proficiency. ELs require direct teaching of new words along with opportunities to learn new words in context through hearing, seeing, and saying them as well as during indirect encounters with authentic and motivating texts.
- Building oral proficiency in a second language can be supported by the use of nonverbal cues, visual aids, gestures, and multisensory hands-on methods. Other strategies that support oral communication include establishing routines, extended talking on a single topic, providing students with immediate feedback, providing opportunities to converse with teachers, speaking slowly, using clear repetition, and paraphrasing.
- Students should receive explicit instruction in the vocabulary and grammatical features necessary for speaking with others in academic settings.

**Explicitly Teach Academic Language**
- Academic language is decontextualized, abstract, technical, and literary. It is difficult for native speakers and even more difficult for ELs.
- Academic language requires skills in multiple domains, including vocabulary, syntax/grammar, and phonology.
- Understanding the differences between informal language and academic language is important. Opportunities to learn and practice academic language are essential. Students must be exposed to sophisticated and varied vocabulary and grammatical structures. Slang and idioms should be avoided in academic language.
- Instruction in and opportunities for using academic language accurately in multiple contexts and texts is of critical importance for all ELs.
- School-wide efforts and coordination of curriculum across content areas help teachers build on a foundation of prior knowledge.
Value Cultural Diversity

- ELs typically face multiple challenges in the transition from home to school as most are from culturally diverse backgrounds. Schooling experiences should reaffirm the social, cultural, and historical background of all students.
- Teachers, staff, and students should be expected to accept, explore, and understand different perspectives and to be prepared as citizens of a multicultural and global society.
- Opportunities for teachers and students to interact with diverse cultures can be created in multiple ways through inclusive teaching practices, reading and multimedia materials, school traditions and rituals, assembly programs, and cafeteria foods that represent all backgrounds.
- Involving parents and community in a meaningful way with outreach, letters to homes, bulletin boards helps build appreciation of diversity.


7b. Educational Goals

As required by the federal Every Student Succeeds Act (2016), Neosho follows Missouri English Language Proficiency (ELP) standards and assesses English Learners (ELs) served by language instructional programs. The Neosho School District will strive to:

- increase the percentage of children making progress in learning English
- increase the percentage of children attaining English proficiency

ELs are held to the same standard of performance as all students in the Neosho District to graduate from high school and be job and/or college ready.

7c. Instructional Services

The Neosho School District offers a K-12 ELD program which supports the development of English language proficiency in the four domains (reading, writing, listening, and speaking).

Pedagogy

English Learners will have access to culturally and linguistically relevant teaching and learning strategies. These strategies include:

- Complex, hands-on learning experiences in a nurturing and academically challenging context.
- Opportunities for active processing, critical thinking, reflection, and connecting new content to prior knowledge.
- Use of culturally relevant instructional materials in the classroom.
- The use of on-going formal and informal, summative and formative assessments to drive instruction.
- Multiple opportunities for students to participate in collaborative learning and discourse development.
- Expectations that students will demonstrate appropriate language strategies, structures, and content knowledge.
- Use of ELD, Content-Based ELD, and SIOP strategies to facilitate access to the core curriculum.
Lessons that address the four domains of language (listening, speaking, reading, and writing), aligned to the Missouri and WIDA ELD standards, and taught on a daily basis.

Scaffolding strategies will be used during ELD instruction.

Visual and Performing Arts will be integrated into the ELD curriculum.

The district will follow the WIDA guidelines in the implementation of high standards of curriculum design and equitable educational opportunities for English language learners. Placement in ELD is determined primarily through the WIDA ELD standards-based placement and proficiency testing. Identified ELs are required by law to take the WIDA ACCESS test each school year. Other considerations for placement are students’ previous grades, previous coursework, and teacher observations.

Language develops across different levels of language proficiency. WIDA’s standards framework distinguishes five levels of language proficiency, defined by specific criteria. The levels are 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5- Bridging, and 6- Reaching. Level 6, Reaching, represents the end of the continuum rather than another level of language proficiency. The ELD specialist in each building will provide content teachers with an Individual Academic Plan (IAP) for each English learner. The IAP describes student demographics, language proficiency levels in reading, writing, listening, and speaking, suggested accommodations, and goals specific to student proficiency levels.

To insure academic success at grade level for each EL, the NSD offers Integrated ELD, Designated ELD, ESOL class periods, Basic Skills for ELD classes, content-based and language intensive pull-out classes, and core content co-teaching classes that accommodate the student’s proficiency level.

**Integrated ELD**

Integrated ELD will occur throughout the day for all grade levels and content areas to meet the needs of all students enrolled in the NSD. Teachers will use ELD Standards in tandem with Missouri learning standards to support students in learning rich content and developing advanced levels of English proficiency. All educators have a responsibility to support ELs with integrated ELD learning during all learning periods.

During integrated ELD, content area learning should be the primary goal; however, teachers should intentionally provide ELD support through strategies such as sentence frames, oral rehearsal, and comprehensive academic vocabulary development. Learning should center on collaborative conversation and require all learners to regularly use speaking and listening skills. Facilitators provide explicit support for all students in acquiring the language needed to comprehend and express understanding of grade-level work. ELD learning standards should be evident in lesson planning during both integrated and designated ELD blocks. This model ensures that all learning facilitators offer intentional English language support to all learners at all times. In support of this goal, NSD will ensure that all teachers engage in ongoing professional development in designing rigorous content-based, standards aligned units and lessons which adhere to the principles of effective instruction.

Effective instructional experiences for ELs throughout the day and across the disciplines:

- are interactive, engaging, meaningful, relevant, intellectually rich, and challenging
- are appropriately scaffolded in order to provide strategic support that moves learners toward independence
- build both content knowledge and academic English
- value and build on primary language and culture and other forms of prior knowledge

(Anstrom, and others 2010; August and Shanahan 2006; Francis, and others 2006; Genesee, and others 2006; Short and Fitzsimmons 2007)
Designated ELD (Content Based Instruction)
Designated ELD will meet the needs of ELs with proficiency levels 3.5 and above who have not yet qualified to exit the ELD program. Teachers will build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. Speaking and listening activities should represent at least 50% of the learning session. Content standards can be utilized during Designated ELD but only in a supporting role in the development of English language skills. The goal of the session is to increase English proficiency, not necessarily to master non-ELD content standards. In support of this goal, NSD will ensure that all teachers engage in ongoing professional development in designing rigorous content-based and standards-aligned units and lessons in which language is the focus. ELD Specialists will collaborate with classroom teachers and may occasionally push-in the classroom for added support. Lesson design will adhere to the principles of effective Designated ELD Instruction as outlined below.

Essential Features of Designated ELD Instruction:
- Intellectual Quality
- Academic English Focus
- Extended Language Interactions: during Designated ELD there is a strong emphasis on oral language development. Ample opportunities for students to communicate in meaningful ways using English is central. As students progress along the ELD continuum, these activities should also increase in sophistication.
- Focus on Meaning
- Focus on Forms
- Planned and Sequenced Lesson Events
- Scaffolding: Teachers use context for language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned in advance as well as provided when a need is evident.
- Clear language objectives based on ELD Standards and grounded in the appropriate content standard.
- Corrective Feedback: Teachers provide students with judicious, positive corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.
- Formative Assessment Practices: Teachers frequently monitor student progress through informal observations and ongoing formative assessment practices. They analyze student writing, work samples, and oral language production in order to prioritize student instructional needs.

Elementary/Middle School ELD
At the Elementary level, ELD services are based on an ELs proficiency level on the WIDA Screener, ACCESS proficiency test, or other comparable proficiency assessment and factors such as time in the United States, previous schooling, and academic progress. A certified ELD Specialist provides scaffolding and support through the use of ELD strategies to teach language and content area standards in a push-in or pull-out program. The goal is to increase English proficiency, not necessarily to master non-ELD content standards. The time allotted for each ELD class is determined by proficiency and grade level of the ELs served. The ELD Instructional Specialists are attentive to both the ELP standards for language acquisition, the Missouri state standards, and the NSD priority standards.

ELs with a limited proficiency level of 1-3 can be considered for a grade of G for a given standard on the grade card based on: grade level, qualifying ACCESS score, number of years in an English speaking school, and collaborative decision of the teachers working with the student.
Junior High ELD
The Neosho Jr High School is set up with a neighborhood teaching model. There are six neighborhoods: three seventh and three eighth grade. In each neighborhood there are five classrooms. The co-teaching model is used throughout the building. ELD will be integrated into every classroom.

ELs who score at proficiency levels 1-3.4 on the language proficiency assessment may be placed in sheltered grade level courses for English Language Arts with collaborative decisions of the teachers working with the student. Once a student has been identified as needing ELD services through the WIDA Screener placement test, ACCESS proficiency test, or other comparable proficiency assessment, the student is placed in an ELA/ELD class based on their grade levels. Access to the content area curriculum is provided through a dual endorsed ELD/content area teacher providing scaffolding and support through the use of ELD strategies to teach language and content area standards. The ELD Instructional Specialists are attentive to both the ELP standards for language acquisition, the Missouri state standards, and the NSD priority standards.

High School ELD
ELs who score at proficiency levels 1-2 on the language proficiency assessment may be placed in sheltered grade level courses for English Language Arts.

ELD English 1-This course is parallel to English I, however, facilitated to make content comprehensible to English language learners. Students will receive 1 period of English I-Reading/ELA instruction.

ELD English 2-This course is parallel to English II, however, facilitated to make content comprehensible to English language learners. Students will receive 1 period of English II Reading/ELA instruction.

Indirect Services-Students will be (monitored or supported) with appropriate accommodations in grade-level mainstream classes. Core content is modified to the appropriate language level by core teachers with training in working with ELs.

7d. Coordination of Services

District ELD Coordination:

- Monthly coordination meetings with all district ELD Instructional Specialists are held throughout the school year.
- Documentation of meetings (agendas, sign-in sheets, meeting notes) is kept in the office of the Director of Student Services.
- Notices and updates are provided through ongoing electronic communication.
- District ELD Instructional Specialists regularly receive support and information on procedures, practices, and legislation from the Department of Elementary and Secondary Education and MELL Instructional Specialists.
- Ellevation and PowerSchool are used to share information on individual ELs, groups of ELs, and ELs in the 2-year monitoring phase
- Google data portfolios are used to showcase student work and demographics

Permanent Record Maintenance
- Permanent Records including ELD data are maintained for each EL according to district policy.
## 7e. Additional Services

EL students are entitled to equitable instruction in the school district’s curriculum. This includes equal access to the school facilities, including the computer and science labs, in addition to all other curricular resources. Meaningful access to the core curriculum is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms. The NSD has an obligation to ensure that students are included in gifted and talented education opportunities or specialized programs such as advanced placement and honors programs. The NSD responds to this obligation through the following processes for any of the above types of programs:

- Standardized assessment
- Teacher recommendation including the ELD Instructional Specialist
- Parent advocacy and recommendation
- Alternative assessments as needed

### Title I.C Services for Migrant Students

Title I.C services are provided to all qualifying district students, Pre-Kindergarten-Twelfth Grade. Migrant students who are at risk of failing to meet the Show-Me Standards and whose education has been interrupted during the school year, whether English-speaking or non-English-speaking, will receive priority placement in intervention classes. Migrant students scoring below grade level in reading will be given appropriate grade-level reading assessments in order to diagnose specific skills that a student is lacking. An Individual Academic Plan (IAP) will be developed and implemented promptly for the migrant EL student. Modifications will also be made, if necessary, in the delivery of instruction for all migrant students in the regular classroom.

### Priority Services for Migrant At-Risk Students

Migrant students who are failing or are most at risk of failing to meet the Show-Me Standards and whose education has been interrupted during the regular year, whether English-speaking or non-English-speaking, will receive priority placement in intervention classes. They will also receive priority services in order to maximize learning opportunities and to raise academic achievement. Migrant students scoring below grade level in reading will be given appropriate grade-level reading assessments in order to diagnose specific skills that the student is lacking. An IAP will be developed and implemented promptly for the migrant student. Copies of the student’s Certificate of Eligibility are kept in the permanent files. Originals are kept in the office of the Assistant Superintendent of Curriculum and Instruction.

### Continuity of Migrant Services

District procedures for providing continuity of migrant services:

- Even though a migrant student’s End of Eligibility occurs during a semester, the district will continue to track the student and provide instructional services until the end of the semester.
- When a migrant student transfers to an elementary school within the district, information on the student is shared with the receiving school.

### ELs and Special Education Services

In alignment with best practices for identification, multiple criteria are examined to determine students in need of modifications, accommodations, and specially designed instruction. While the identifying criteria must comply with state and federal eligibility criteria, the measures may include standardized assessments, portfolio or performance data, classroom input, building team input, parent input, student input.
Identification does not rest solely on standardized assessments. A student’s rate of progress must be compared against EL peers in order to determine the need for Special Education services. At the same time, efforts are made to prevent over-identification of students from any sub-group. The district strives to develop tools that allow for appropriate screening of students who are culturally and linguistically diverse, from low socio-economic status, and/or with disabilities.

The district policies and procedures for Special Education will be followed when an ELL is referred for evaluation. Prior to referral, consideration will be given to the student’s:

- Native language development
- Length of time in an appropriate ELD program
- Below grade level academic achievement, not related to language or culture
- Failure to make progress through an intervention process
- Systematic identification of low achievement and corrective actions taken

Students receive direct instruction from highly-qualified ELD Specialists and Special Education teachers who support language needs and needs identified in the IEP.

The IEP team is made up of Special Education teachers, ELD instructional specialists, and parents.

**ELs and Enrichment Services**

In alignment with best practices, identification of ELs for enrichment services follows the district policies and procedures for identifying qualified students. Multiple criteria are examined to determine students in need of additional differentiation through our Gifted Learning Program. Multiple criteria may include but are not limited to standardized assessments, characteristic chart data, primary enrichment thinking skills, portfolio or performance data, classroom input, building team input, parent input, and student input. Identification does not rest solely on standardized assessments or language based measures. The district continues to study screening tools that allow for appropriate screening of students who are culturally and linguistically diverse, from low socioeconomic status, and with disabilities. Gifted and Talented ELs still receive language development support from an ELD Instructional Specialist that aligns with their language needs.

Prior to referral, consideration will be given to these characteristics of a possible candidate for the Gifted Program if the student:

- Is highly curious
- Enjoys discovering/manipulating language
- Thinks of unusual ways to solve problems
- Learns quickly to speak a second language

**Co-Curricular Programs (e.g., Title I, Reading Recovery, At-Risk, Counseling, AP)**

In alignment with best practices for identification, multiple criteria are examined to determine students in need of additional support. Multiple criteria may include but are not limited to standardized assessments, further diagnostic testing, and classroom input. Identification does not rest solely on standardized assessments. The district continues to study tools that allow for appropriate screening of students who are culturally and linguistically diverse, from low socioeconomic status, and with disabilities. Identification, review of data, and program placement/consideration is done by a team of teachers including the ELD Instructional Specialist. Parents and students are included in the communication about programs and eligibility in a language most easily understood or with the help of an interpreter. Once identified and
served in a co-curricular program, students' language needs are continued to be met through service and collaboration with the ELD Instructional Specialist. NSD encourages growth and inclusion of new experiences for EL students.

- Title I
- Reading Recovery
- Reading and Math Resources
- Learning Lab
- Career and Technical Education Programs
- Counseling Services
- Advanced Placement, Scholar, Honors, International Baccalaureate

**Course Electives and Special Courses**

ELs will have an equal opportunity to enroll in course electives and special courses available to all students.

**Extracurricular Activities**

ELs are entitled to equitable opportunities to participate in extracurricular activities. Parents and students are included in the communication about programs and eligibility in a language most easily understood or with the help of an interpreter. Once a student participates in any extracurricular program their individual language needs are supported through translation or interpreter services.

NSD encourages growth and inclusion for EL students in programs such as the following:

- Performing and Visual Arts
- Athletics
- Clubs
- Honor Societies

**Acculturation Support**

ELs will have opportunities to share their culture through special events and activities. Classroom teachers will be aware of the student’s cultural background and can assist in acculturation.

**Interpreters**

Interpreters are provided for parent-teacher conferences and other communications as needed. The contact information of interpreters and access to translated materials is available at each office within the district. A current list of qualified interpreters will be kept in the office of the Director of Student Services and made available to district staff. The school district continues to expand its base of trained/qualified interpreters, as well as its collection of translated forms and materials for families, so as to ensure that ELs and their parents/guardians receive notice of school district programs and services that are comparable to the notice afforded other students and their families.

7f. **Assessment**

**Authentic & Alternate Assessment of ELs**

The district assesses all kindergarten – 12th grade ELs each year using the state English language proficiency test (ACCESS for ELs) following DESE guidelines.

To assess language development during the school year, ELs may be assessed using one or more of the following:

- DRA for elementary students
Monitoring of Progress in Attaining English Language Proficiency

The following are used to monitor EL progress in attaining English Language Proficiency:
- State English Language Proficiency Assessment (ACCESS for ELLs)
- DRA for elementary students
- Quarterly Progress reports for Receiving Services and by semester for MY1 and MY2
- IAP Goals
- iReady

Monitoring for achievement of state content standards

ELs are assessed along with their grade level peers using the following instruments:
- Teacher-developed classroom formative assessments
- Students in 3rd - 8th grades are given the MAP Grade-Level Assessment each spring.
- High school students are assessed using End-of-Course Exams.

Guidelines for Reclassification

ESSA includes a statutory provision that requires states “to include uniform criteria that are applied statewide” (USED, Federal Register, 34586) and must not include the performance on content assessments. “Relying on content assessments may result in students being included in the English Learner subgroup beyond the point when they are actually English Learners, which may lead to negative academic outcomes for an individual student…” (USED, Federal Register, 34587). These statutes conflict with previous reclassification criteria used by many Missouri districts and require all states to respond by using alternative measures that provide evidence that language is no longer a barrier to achievement on state content assessments and the student is performing on par with native English speakers in a class where English is the language of instruction.

- 4.7–6.0 The student must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the LEP.
- or -
- Below 4.7 The student must remain in the LEP barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. The portfolio must include evidence that any unsatisfactory domain score on the ACCESS is not indicative of her or his ability.

ELLevation Portfolios

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 the district exits a student too early, the student is at risk of academic failure; however, prolonging a student’s time in an EL support program potentially limits educational opportunities and demoralizes students (Linquanti 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, multiple measures will be taken from various content areas to comprehensively verify any reclassification decision. The districts will start the data collection process early in the school year for students with an overall ACCESS score of 4.3 or higher. Those responsible for the student’s education should collect evidence from existing formative assessments, projects, formal reports, or writing assignments. In the final quarter, evidence can easily be selected from the portfolio to serve as a
summary of the student’s abilities and used to support what the student earns on the ACCESS for ELLs when the performance reports are received by the district.

After receiving the ACCESS for ELLs reports, ELD Building Teams will carefully review the performance of any student considered for reclassification. Students will no longer meet the definition of an English Learner and consequently be reclassified from ELD services when they demonstrate proficiency on the annual English language proficiency assessment and are able to succeed in age/grade appropriate learning environments. As noted above, Missouri’s defined score for English proficiency is a minimum 4.7 (4.5 or 4.6 with portfolio) on the ACCESS for ELLs. In the case 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.  **ESSA specifically notes that exit criteria be objective; opinions cannot be included.**

Once the ELD Team has determined that a student has met the criteria to be exited, the ELD Instructional Specialist will then notify the parent with the Notification of English Language Program Exit letter.

ESSA continues the requirement of the two-year monitoring period. To better understand reclassification, it is considered to be a “conditional exit” from the LEP. 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 LEP 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 is required of all students. The monitoring form completed each semester and evidence should be included in the student’s ELD data file. After successful completion of the two years of monitoring, there are no further actions with regard to data collection.

The final step to reclassification is coding in MOSIS. ESSA allows for states to include former ELs in the accountability system for 4 years; however, only two years are required for monitoring. The additional MOSIS codes AY3 and AY4 were added for the 2017-18 school year and beyond to identify former ELs who have successfully completed the two-year monitoring period.

### 7g. Retention and High School Credit

The NSD will adhere to the following retention and high school credit guidelines.

- ELs may not be retained based solely on lack of language proficiency in English.
- ELs may not be retained if instructional strategies, materials, and assessments have not been accommodated and/or modified to meet their linguistic and academic needs as required by state and federal mandates. There must be documented evidence of the accommodations and/or modifications made to the curriculum, materials, and assessments throughout the school year to ensure comprehensible instruction if an EL is to be considered for retention.
- See Memorandum in Appendix A (English Language Learners (ELL) Retention – Graduation.
Reference district policy: Promotion, Acceleration and Retention of Students.

At times, districts are faced with an older student who wants to enroll without transcripts. Some of these students may reach the age of 21 prior to earning enough credits to graduate. Districts are obligated to enroll a student if they have not yet turned 21.

All students enrolling from another country “may be graduated upon successfully completing the Individual Program of Studies which school officials, parents and students agree will prepare the students for post-high school goals, even though the program of studies may not include 24 units of credit as defined by Missouri. Seniors transferring from other states or countries may be graduated without meeting the requirement of Section 170.011, RSMo.” (U.S and Missouri Constitutions and American History and Government). See Memorandum in Appendix A.

Credits from schools previously attended in another country will be honored as credits that are similarly offered at the Neosho High School.

7h. Evaluation, Review and Improvement

The district will evaluate the ELD program annually. The evaluation will include:

- Any DESE required reports and assessments
- Surveys of suggested program improvements from parents, classroom teachers, students, district/building administrators, and ELD Instructional Specialists
- Data for individual ELs and the results of their ongoing assessments
- Data sufficient to indicate whether any language barriers (as opposed to cultural, socioeconomic, or other barriers) exist that prevent EL and former ELs from participating in or benefiting from the school district’s programs, services, and activities to an extent comparable to their non-EL peers. Such data might include information on current and former ELs indicating whether former ELs are keeping up with their non-EL peers in the regular educational environment; current and former ELs are retained in grade, dropout, and graduate at rates similar to non-ELs; current and former ELs participate successfully in curricular and extracurricular programs, including awards and honors; and current and former ELs are successful on college entrance exams, college admission, and job placement at rates similar to non-ELs.
- Annual evaluation by the Neosho School District Board of Education
- District PAC meetings
- ELD Coordination Team meeting discussions (members may include ELD Instructional Specialists, Federal Programs Director, building principals, counselors, Title I teachers, and a Special Education process coordinator).
- The Neosho School District administration (superintendents, principals and coordinators) will also evaluate the ELD Program and determine improvements to be made by reviewing the current ELD student population and making forecasts concerning the number of students that will be in each grade level in each school for the coming year. The forecast will be used to determine if there are enough certified ELD Instructional Specialists employed by the district to support the academic achievement of the students. The administration will evaluate the performance of all subgroups to determine if they are making Adequate Yearly Progress under the Every Student Succeeds Act.
- Analysis of student academic performance is an ongoing process in the Neosho School District. ELD/migrant/immigrant students are assessed informally through observation and conferencing, as well as, through formal assessments. Formative assessments, district quarterly common assessments, and district and state achievement tests are parts of the assessment process. Each student’s data is analyzed by the teacher and evaluated using the Ellevation Program. Data is shared with others in the school district with a need to know. If there are concerns, further assessments are conducted in order to diagnose the areas in which the student has deficiencies and needs intervention. An Individual Academic Plan for each student which details what the student can do
and prescribes the areas of instruction the student needs in order to build proficiency is generated through the Ellevation Program. The classroom teacher, ELD Instructional Specialist, Title I teacher, and others working with the student will all focus their attention on helping the student to reach a higher level of performance. EL, migrant, and immigrant students receive priority when services are provided.

- **Long-term Learners** - A Long-Term English Learner is a student who….
  - Has been enrolled in U.S. schools for 6 or more years.
  - Is making inadequate progress in English language development (ACCESS has remained at Emerging or Developing level for 2+ years, or has lost ground on ACCESS)
  - Is struggling academically (e.g., Elementary – Grades of 1-2, Middle/High School - GPA below a 2.0 or grades of D or F in two or more core classes.)

- Missouri English language proficiency assessment (ACCESS for ELLs) and State data are analyzed to determine strengths and weaknesses in the ELD program. Ongoing formative assessment data is also disaggregated and analyzed to determine if there are weak areas in the curriculum and/or in instruction. Observations and recommendations from the quarterly meetings of the District Parent Advisory Committee, as well as, ELD/migrant/immigrant parent survey data are also included in the program evaluation. The Neosho School District Board of Education evaluates the ELD program annually.

- At the end of each school year, the ELD Instructional Specialist Coordination Team evaluates the program, identifying concerns, needed improvements, modifications, and plans for the next school year.

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### 8. Personnel 3116(c)

Recruiting, developing, and retaining excellent educators is essential in order to ensure that ELD program models successfully achieve their educational objectives. Neosho SD employs teachers who are qualified to provide EL services, and core-content teachers who are highly qualified in their field as well as trained to support ELs. These teachers meet state requirements and have mastered the skills necessary to effectively teach in the Neosho EL program.

The district uses the student/teacher ratio recommended by MELL and DESE as a guide for student services. (See Appendix p. 34)

District EL students are served by ELD certified teachers, fluent in English and/or another language. (See Job Description in Appendix A p. 35)

Paraprofessionals in all elementary schools support instruction according to Title I guidelines (have passed the Paraprofessional Praxis or have 60 college hours). ELD Paraprofessionals, fluent in English, assist ELD Instructional Specialists in the implementation of the curriculum for ELs. They work with individual students or in small groups as directed by ELD Instructional Specialists.

Paraprofessionals paid with Title III funds must follow these guidelines:
- work under the direct supervision of a ESOL certified teacher when providing any instructional services
- may provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when the student would not otherwise receive instruction from a teacher
may assume limited duties that are assigned to similar personnel, including duties beyond classroom instruction, so long as the amount of time spent on such duties is the same proportion of total work time to similar personnel in the same school

may conduct parental involvement activities

may serve as a translator/interpreter

shall be included in professional development activities

shall work with no more than 5 students at a time.

A current list of qualified interpreters is maintained at the office of the Assistant Superintendent of Curriculum and Instruction and distributed to school district employees annually.

9. Professional Development 3115(c)(1), 3115(c)(2), 3115(d)(2) and 3115(e)(1)(b)

The Professional Development Committee makes recommendations for in-service opportunities. All ELD Instructional Specialists, mainstream classroom teachers, Special Education teachers, administrators, support staff, and other certified and classified staff members are offered in-services which target ELs and at-risk students. Also, individual schools within the district provide on-site training for all of the building’s teachers and support staff addressing building specific needs.

The fact that the nation’s teachers are encountering and will increasingly encounter a diverse range of learners requires that every teacher has sufficient breadth and depth of knowledge and range of skills to be able to meet the unique needs of all students, including those for whom English is not their primary language. While it is true that there are educational specialists who have expertise in supporting ELs, many teachers do not. Yet the reality is that most, if not all, teachers have or can expect to have ELs in their classroom and therefore must be prepared to best support these children.

The increasing EL numbers and shifts in accountability under ESSA will require NSD to establish a more robust structure that facilitates collaboration and allows for the sharing of expertise between Title I and Title III staff. This will mean a breakdown of divisions so that Title I and Title III staff work together to design programs and interventions that address the unique language and academic needs of the ELs in our district. A one size fits all solution does not typically work with ELs and two competing programs (one under the Title I program and another under the Title III program) can lead to a waste of time, effort, and resources.

Since English proficiency is new to Title I, Title I staff at the district level may lack the knowledge or skills to meet the shifting requirements. Our Title III English Language specialists possess that capacity because accountability for progress toward, and attainment of, English proficiency is a long-standing requirement under NCLB Title III.

Title III programs must provide an assurance that all ELs served by Title III will participate in the annual assessment of ELP required under Title I. This means Title I is responsible for the annual ELP assessment, which includes administration of this assessment. ELP assessment administration requires special training that in most cases has been provided to many more Title III staff than Title I staff. The implementation of the requirement for the administration of an annual ELP assessment will go much more smoothly if there is coordination between Title I and Title III.

Roadmap for Collaboration Between Title I & Title III Staff
Title I staff will likely need to rely on the knowledge and expertise of Title III staff to meet the new EL requirements under Title I. There are many ways that Title I and Title III staff can collaborate, including working together during the development of goals for ELs and accountability indicators for progress.

Here are a few collaboration ideas:

- **Student Identification**: It is essential that Title I and Title III staff cooperate in the identification of students who participate in their programs, because Title I includes parent notification requirements for ELs that participate in EL programs funded by either Title I or Title III.
- **Accommodations and Programming**: Title I accountability standards also include academic progress, so district Title I and Title III staff should work together to identify accommodations for ELs and design programs that help ELs acquire academic knowledge.
- **Professional Development**: Title III requires the use of funds for professional development of staff working with ELs, and while Title I funds may also be used in this area, Title I and Title III staff should work together to identify the type of professional development that will:
  a. Help content area teachers instruct ELs in the knowledge and skills of their subject
  b. Have the greatest impact on ELs in the provision of services by EL teachers who help ELs attain English proficiency
- **Joint Activity Planning**: In planning for the expenditure of Title I and Title III funds for ELs, it is allowable to use both funds for the same activities, therefore Title I and Title III staff should jointly plan programs that meet the needs of ELs in the schools throughout the district and agree on tracking and reporting mechanisms.
- **Interventions**: Title I and Title III staff should work together to develop interventions for ELs in schools identified for either of the two Support and Improvement categories under Title I accountability.

Source: (n.d.). How should Title I & Title III Directors work together to prepare for …. Retrieved July 23, 2018, from https://www.transact.com/blog/working-together-prepare-for-essa-el-requirements

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**Essential Components of Effective Professional Development for General Education Teachers of ELs**

General education teachers need practical, research-based information, resources, and strategies to teach, evaluate, and nurture ELs. NEA recommends focusing on the following essential components of a comprehensive professional development program for general education teachers of ELs:

- A process for establishing high standards for English language acquisition, English language development, and academic content in lesson planning and instruction.
- A process for integrating teachers’ understanding of academic content and English-language proficiency standards with instruction in teaching methods and assessments.
- Knowledge and use of effective pedagogy.
- Methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible.
- Exposure to a demonstration showing how to implement strategies that simultaneously integrate language acquisition, language development, and academic achievement.
- Exposure to a demonstration showing why increasing academic achievement of ELs is dependent upon multiple instructional approaches or methodologies.
- Providing a “strategies toolkit” for teachers, which offers ways to enhance and improve instruction for struggling students, based on assessment results.
- Cultural awareness is also an important component of a professional development program. To maximize achievement opportunities for ELs, educators must understand and appreciate students’ different cultural backgrounds.

On-going, in-district training is provided through face-to-face workshops as well as through Canvas and other online platforms. Presentations include research-based topics such as the following:

- What you need to know when working with ELs
- PCL Model
- RTI
- SIOP
- Ellevation
- Positive Behavioral Interventions and Support
- BIST
- Professional Learning Communities
- WIDA Standards and Assessments

District ELD Instructional Specialists and content teachers are also encouraged to participate in high quality professional development opportunities outside the district throughout the year. ELD Instructional Specialists participate in the ELD Collaborative through the Missouri Department of Elementary and Secondary Education and MELL Region 4 collaborations and trainings.

The Neosho School District is a member of several cooperatives (such as the SWC) which offer frequent ELD-specific training.

The district is participating in the Show-Me Multiliteracy grant through Missouri State University. The project’s goal is to provide access to affordable, customizable, state-of-the-art English language teacher training to better the educational outcomes of the language minority student population within the Ozarks region. The Missouri K-12 EL Endorsement provides a 30-hour graduate-level experience for in-service teachers in Missouri. Additionally, there is an extended service learning project coupled with teacher inquiry that focuses on educators’ felt difficulties and the systematic implementation of current best practices.

10. Resources & Equity 3115(d)

The Neosho School District offers a K-12 English as a Second Language program for English language learners. Depending on the needs of the students, services are provided through resource classrooms, sheltered classrooms, team teaching, push-in or pull-out services and Designated or Integrated ELD. The district ELD classes are conducted by certified teachers who have additional ELD endorsement. As much as possible, ELs will participate in regular classroom activities. Through the Integrated ELD model, classroom teachers will modify instruction, assessments, and grading procedures, as needed.

**ESL Program Instructional Supplies**

ELs have equitable access to all district facilities, programs, and services. Appropriate and comparable instructional materials and resources are provided to ELs in the district. Students are given appropriate support services, when needed. Identification of ELs for special education services follows district policies and procedures. Identification of ELs for enrichment services follows the district plan for identifying qualified students.

Each building hosting an ESL program will be allocated a budget to support the purchase of instructional and professional materials. The amount will be determined annually and communicated to the ELD Instructional
Specialists and the building administrator along with account numbers. If a site has more than one ELD Instructional Specialist, they should coordinate their purchases in order to stay within budget. To manage the allocation, it is important to not spend more than the total amount allocated, but a teacher may over or under spend in any one budget category.

Purchase orders will be written and go through the district’s approval process. Budgets are annually appropriated and will not carry forward from year to year. All expenditure requests must be in support of the ELs, their teachers and the ELD program.

At the end-of-year ELD Instructional Specialist coordination meeting the focus is on evaluating the program, identifying concerns, needed improvements, modifications, and plans for the next school year. Recommendations for purchasing additional resources are presented to the administration.

The ELD program is delivered consistently district-wide. District coordination meetings are held to ensure uniform practices.

The district will follow the WIDA standards and implement high expectations for curriculum and equitable educational opportunities for English Language Learners.

The Director of Student Services and ELD Coordinator work together to supervise the administration of the Neosho School District ELD Program in accordance with the Neosho School District ELD Program/Lau Plan.
APPENDIX - A

Documents
Legal Provisions for the Education of English Learners

To ensure English Learners are properly and adequately served, the following court cases have formed the regulations and guidelines that direct and impact ELD Instruction:

**Title VI of the Civil Rights Act of 1964** Title VI prohibits discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student’s limited proficiency in English.  

**Title VII of the Elementary and Secondary Education Act of 1968** The Bilingual Education Act recognizes the unique educational disadvantages faced by non-English speaking students. It establishes a Federal policy to assist educational agencies to serve students with limited English proficiency by authorizing funding to support those efforts. It also supports professional development and research activities. Reauthorized in 1994 as part of the Improving America’s Schools Act, Title VII was restructured to provide for an increased state role and give priority to applicants seeking to develop bilingual proficiency. The Improving America’s Schools Act modified eligibility requirements for services under Title I so ELs are eligible for services under that program on the same basis as other students.  
[https://www2.ed.gov/policy/elsec/leg/esea02/pg98.html](https://www2.ed.gov/policy/elsec/leg/esea02/pg98.html) (access full text)

Title VII was replaced in the most recent reauthorization of the ESEA, the No Child Left Behind Act of 2001, and is now Title III “Language Instruction for Limited English Proficient and Immigrant Students.”

**U.S. Department of Health, Education, and Welfare - May 25 Memorandum (1970)** The Memorandum clarified a school district’s responsibilities with respect to national-origin-minority children, stating, in part, that “where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students.”  
[http://www2.ed.gov/about/offices/list/ocr/docs/lau1970.html](http://www2.ed.gov/about/offices/list/ocr/docs/lau1970.html)

**Supreme Court - Lau v. Nichols (1974)** The Supreme Court ruled that equality of educational opportunity is not achieved by merely providing all students with the same facilities, textbooks, teachers, and curriculum (because) students who do not understand English are effectively foreclosed from any meaningful education. The court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.  

**Equal Education Opportunities Act of 1974** This civil rights statute prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.  
[https://www2.ed.gov/about/offices/list/ocr/eeolep/index.html](https://www2.ed.gov/about/offices/list/ocr/eeolep/index.html) (full text)

**Fifth Circuit Court - Castañeda v. Pickard (1981)** The court established a three-part test to evaluate the adequacy of a district’s program for ELs: 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?  
[http://scholar.google.com/scholar_case?case=16848723757397550913&hl=en&as_sdt=2&as_vis=1&oi=scholar](http://scholar.google.com/scholar_case?case=16848723757397550913&hl=en&as_sdt=2&as_vis=1&oi=scholar) (full text)

**Supreme Court - Plyler v. Doe (1981)** The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status, that all students
in public schools must be appropriately served, including any students who may not be documented as legal immigrants. The court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational services to any student.

https://www.law.cornell.edu/supremecourt/text/457/202 (text)

**Congress - Civil Rights Restoration (1988)** This law clarified previous laws to ensure that discrimination is prohibited throughout an entire institution or agency, if any part receives federal assistance. If any state and local agencies, school systems, and corporations were found to be in violation of civil rights laws and refused to comply with the law, all of the federal funding for that institution would be in jeopardy of being withdrawn.

**Office for Civil Rights - Enforcement Policy of 1991** This addressed components within the compliance points: 1) ELD Instructional Specialists must have been adequately trained and be evaluated by someone familiar with methods being used, 2) exit criteria should be based on objective standards, 3) schools cannot have policies of “no double services” refusing alternative language service and special education to children needing them and, 4) cannot be categorically excluded from gifted/talented or other special programs.

**Office for Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students With Limited English Proficiency (1991)** adopted the three prongs of *Castañeda v. Pickard* (1981), above, required that all language minority students be assessed for fluency, that parents be provided school information in a language they understand, and that schools assure that instruction to limited English proficient students is carried out by qualified staff.  
http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html

https://www.justice.gov/crt/executive-order-13166 (full text)

**Title III of the Elementary and Secondary Schools Act of 2001 - No Child Left Behind Public Law 107-110** This federal mandate holds state educational agencies, local educational agencies, and schools accountable for increases in English language proficiency and core academic content knowledge of limited English proficient students. It requires states to implement yearly student academic assessments that include, at a minimum, academic assessments in mathematics and reading or language arts. These assessments must be aligned with state academic content and achievement standards. Each state, school district, and school is expected to make adequate yearly progress toward meeting the state standards. This progress is measured by disaggregating data for specified subgroups of the population. NCLB also requires that states provide for an annual assessment of English language proficiency (listening, speaking, reading, writing, and comprehension in English) of all students identified as limited English proficient in schools served by the state [ref. Title I, SEC. 1111 (a) (7)].  
http://www.ed.gov/policy/elsec/leg/esea02/index.html (full text)  
http://www.ed.gov/esea (U.S. Department of Education's official ESEA Web site; includes NCLB links)
Distribution of ELD Instructional Specialists 2022-2023

**Benton**
2 Teachers
2 iELT Teachers

**Carver**
½ Teacher

**Central**
1 ½ Teachers

**Goodman**
½ Teacher
1 iELT Teacher

**South**
1 Teacher

**Middle School**
1 ½ Teachers
½ Para
1 iELT Certified Teachers

**Jr High**
1 Teacher

**High School**
½ Teacher
1 Para
½ ELD Assistant Coordinator
State Staffing Regulations

Districts are given a reasonable period of time in which to provide the qualified staff needed to run their chosen program. The State of Missouri requires districts to have a full-time ESOL certified teacher if there are more than 20 ELLs enrolled. Districts that consistently enroll twenty (20) or more than 20 ELLs but do not have full-time ESOL certified teacher must provide a plan for hiring a new teacher or training an existing one.

When enrolling more than 20 ELLs, the district must strictly follow their local student-teacher ratio. Use the calculations in the table below to determine the number of ESOL certified teachers needed if more than 20 ELLs are enrolled:

<table>
<thead>
<tr>
<th>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.</th>
<th>Ratio A</th>
<th>Ratio B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total school enrollment</td>
<td>Total enrollment of ELLs</td>
</tr>
<tr>
<td></td>
<td>Total number of teachers in classrooms</td>
<td>Total number of ESOL certified teachers</td>
</tr>
<tr>
<td>Are Ratios A and B the same?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minimum Standard</th>
<th>Desirable Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>3-4</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>5-6</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>7-12</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>K-12 (total)</td>
<td>30</td>
<td>25</td>
</tr>
</tbody>
</table>

All students needing services must be included in the program. There must not be a waiting list of ELLs in a district.
JOB DESCRIPTIONS

JOB TITLE: ELD Instructional Specialist
TYPE OF POSITION: Certified
REPORTS TO: Building Principals, ELD Program Coordinator, and Director of Student Services

POSITION PURPOSE: The ELD Instructional Specialist is responsible for: planning, coordinating, and implementing a comprehensive English Language Development program in one or more schools; participating in problem-solving programmatic determinations on behalf of ELs; identifying and providing staff development and follow-up coaching related to English language proficiency development as part of the problem-solving process; and expanding relationships with school and community groups (e.g., Leadership Team, ELD Committee, Parent Action Committee, Title I, etc.) to help ELs reach their highest potential. The ELD Instructional Specialist will follow the regulations associated with ELD standards and reporting requirements that pertain to Title III.

QUALIFICATIONS:
● Appropriate teaching certification as required by the state of Missouri Department of Education
● ESL/TESOL certification
● Other qualifications as deemed desirable by the School Board.

KNOWLEDGE, SKILLS, AND ABILITIES:
● Communicates effectively with students, faculty, staff, and administrators in written and oral form using positive interpersonal skills.
● Utilizes effective data-based problem-solving skills.
● Develops a code of conduct for the classroom which is consistent with established administrative policies and develops rules of classroom behavior which are enforced in a fair and just manner.
● Creates a classroom environment that is conducive to learning and appropriate to the maturity, interest, and abilities of students, and provides both social and emotional support of ELs.
● Organize, prioritize, manage, and carry out duties efficiently and within established time frames.
● Acts as a liaison between the students and other teachers, staff members, and family.
● Coach teachers in the effective use of ELD instructional strategies in a variety of content areas and the effective use of strategies for differentiating instruction for ELs.
● Exhibit understanding of acculturation and of second language acquisition theory and their impact upon the social and academic development of K-12 students.
● Exhibit knowledge of standards-based curriculum and the design and delivery of equitable instruction.

ESSENTIAL FUNCTIONS: To perform this job successfully, an individual must be able to perform each essential function satisfactorily.

Planning
Administers the WIDA ACCESS test and the WIDA Screener to identified English Learners (ELs) to determine eligibility in the ELD program.

Guides the learning process toward the achievement of established District curriculum goals, establishes and communicates clear objectives to the students for all lessons, units, and projects.

Maintain current lesson plans, assessment data and attendance records using a defined school-sanctioned electronic interface.

Coordinates lesson plans with general education staff to share in instructional responsibilities for ELs. Team teaches with general education teachers as appropriate, modeling instructional techniques appropriate for classroom containing ELs and promoting multicultural material in the curriculum.

Maintains a toolbox of instructional techniques and teaching strategies to meet different aptitudes and interests of students, including current technology and whole group /small-group or individual learning.

Seeks the support of other district specialists when concern regarding student progress arises.

Provides age-appropriate communication with students on instructional expectations and keeps them informed of their progress in meeting those expectations.

Ensures the classroom and/or instructional environment is attractive, healthful, safe and conducive to learning and that materials are in good condition and accessible to students.

Designs, administers and evaluates a range of formative and summative assessments as appropriate.

Completes administrative tasks by set deadlines as defined in the District Lau Plan.

Programming

Consults with teachers, guidance counselors, and administration to select and schedule ELs into appropriate educational courses to meet their social and developmental needs.

Creates a schedule of support for ELs through the ELD program.

Manages allotted learning time to maximize student achievement.

Develops specific objectives for each student on an individualized basis (IAPs).

Provides targeted language acquisition interventions, for newcomers or ELLs who have reached a plateau in their academic and linguistic growth.
  ○ Scaffolds and differentiates to meet individual student needs within the instructional core.
  ○ Provides support for levels 1&2 in small groups within or outside of the classroom as needed.

Collaborates with guidance counselors, teachers, and other school personnel in scheduling and conducting parent/teacher conferences related to EL progress.

Attends IEP, Section 504, or other related meetings necessary for student assessment and/or compliance with federal and/or state law.

Professional Development

Attends District meetings and serves on District committees and school-based ELD Committee as required.

Meets regularly with ELD Program Coordinator and/or staff for training, and to ensure consistent teaching practices throughout the ELD program.

Assesses school personnel needs for professional development in problem-solving related to EL social, English language proficiency development and academic progress.

Facilitates various ELD-related staff development sessions.
• As a follow-up to professional development, coaches teachers, administrators and staff in the implementation of ELD best practices for curriculum design, delivery and assessment.
• Coaches classroom teachers in the delivery and documentation of comprehensible instruction to ELs in content area classes.
• Pursues professional growth through reading, workshops, seminars, conferences, membership in appropriate professional organizations, and advanced course work that satisfies District requirements and personal expectations as a professional.
• Is a knowledgeable point of reference for cultural mores and traditions of students countries and cultures.

Public Relations
• Utilizes and promotes the School’s Interpreter/Translation Request system.
• Demonstrates interest and concern in students and parents through notes, phone contact, and/or home visits.
• Acts as a point of reference to provide awareness and community resources for immigrants and language learning.
• Attends and supports Parent Advisory Council meetings.
• Attends and participates in established traditional school-sponsored activities (i.e., back-to-school night, open house, and other activities customarily attended by classroom teachers and/or faculty members), which may be outside of regular school hours.
• Assists in the preparation of an ELD newsletter and press releases for District and community media.
• Follows up on the Home Language Survey for each newly identified ELL student and explains the continuum of ESL/Bilingual services available for ELLs.
• Assists families to ensure understanding of the school/district communication systems and resources.

Monitoring and Reporting
• Assesses the accomplishments of students on a regular basis, providing progress reports as required, and communicates with parents while also providing families with opportunities for socialization and acculturation.
• Analyzes and evaluates data related to EL progress, and coaches personnel in data-based decision-making for progress monitoring and academic enhancement.
• Maintains EL data collection and reporting in collaboration with administrators and data entry operators to report EL data to local, federal and related educational agencies.
• Monitors EL student social progress, English language proficiency development, academic proficiency.
• Maintains accurate and complete records for EL enrollment and English language proficiency levels for all ELs as required by the law, District policy, and administrative regulation.
  ○ Kindergarten WIDA Screener
  ○ ACCESS score reports
  ○ EL Individual Academic Plans (IAP) forms
  ○ Description of transition information
  ○ Description of interventions implemented through the Response to Instruction and Intervention (RtI²) framework, with specific time frames, results, and next steps.
  ○ Any other assessment information
• Monitors quarterly progress through data-management program (Ellevation).
• Maintains ongoing student portfolio through monitoring documentation.

Leadership
• Supports and assists in implementing the district vision, school mission, and school improvement plan.
• Demonstrates knowledge, skills, and disposition of a change agent.
• Applies the process and principles of change toward improved educational practice.

Other
• Performs other duties as assigned

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**JOB TITLE:** ELD Coordinator  
**TYPE OF POSITION:** Certified  
**REPORTS TO:** Director of Student Services

The ELD Coordinator will supervise the administration of the District ELD Programs in accordance with the Neosho School District ELD Program/Lau Plan.

**Duties:**
• Annually review/revise/update District Lau Plan
• Maintain database and data collection for the ELD program
• Organize and head District ELD departmental meetings and ELD parent meetings
• Oversee iELT for the district /observations for iELT teachers
• Chair Parent Advisory Council
• Mentor new ELD teachers and assist with data and scheduling
• Manage contracted services (Ellevation, Rosetta Stone…)
• Prepare annual School Board Report for the ELD Program
• Assist with ELD Coding and state reporting
• Collaborate with Title 1 Coordinator regarding reading services for ELs
• Attend designated District leadership meetings
• Built-in PD such as EdCamp and faculty meetings
Monthly Responsibilities for ELD Instructional Specialist

Before ELD Classes Commence:

_____ Back to School night for paperwork
_____ Open House
_____ Write and file IAPS using ELLevation
_____ Review all language usage surveys
_____ Review transfer records for a previous ACCESS test or screener
_____ Administer the screener if needed
_____ File screener on Perm Record***EVEN IF THE STUDENT DOES NOT QUALIFY****
_____ Send EITHER the notice on ELLevation that states the student qualifies for service or the notice stating that the student does not qualify for services.
_____ Assign services and create an IAP if needed for new students to the district.
_____ Meet with teachers to discuss if the students qualifies and IAPs if necessary
_____ Create ELD Class Schedule and share that with your principal

August / September

_____ Identify any students who have moved buildings and begin providing service
_____ Send parent notification of qualifying or continuing services within 30 days of the student beginning school and file a copy in ELLevation.
_____ Send a copy of the ACCESS scores home
_____ File a copy of the ACCESS scores in the perm file
_____ Do exiting paperwork for exiting students and file hard copy in the perm record
_____ Attach ACCESS stickers to perm files if the student is reclassified

_____ File a copy of the Parent Notification Letter in ELLevation

_____ Meet with classroom teachers to go over IAPs and discuss strategies

_____ Enter Beginning of the year data ELD Data Sheet

_____ Make sure all ELL information is correct in PowerSchool by 9/30 for reporting

**MY1:** ELs who achieved an Overall Composite 4.7 on WIDA ACCESS may transition (exit).

_____ Change RCV to MY1 in PowerSchool.
_____ Record change in status and service in Ellevation, IAP, and permanent records
_____ Send home an exit letter.
_____ Put copy of exit letter in student's ELD data file and permanent record.

**MY2:** Students who were on MY1 status in the previous school year should be changed to MY2 for the current year.

_____ Make change in ELLevation, student's IAP, and permanent records.
_____ Notify classroom teachers of student's status.
_____ Change status in PowerSchool.

**Former:** When students finish their MY2 year and have shown success in the regular classroom through continual monitoring, they are ready to officially leave the ELD program. These students are considered former students. (FLEP)

_____ Make sure Ellevation and the permanent records show FLEP.
_____ Let classroom teachers and principal know that the student has left the ELD program.
_____ Change student's status in PowerSchool to FLEP.

**Waiver:** Some students' parents may refuse or waive ELD supplemental services.

_____ Parents must sign a waiver showing their desires.
_____ Copy of refusal filed in ELD and permanent records.
_____ Student does not receive services from the ELD Instructional Specialist; however s/he is still considered an English Learner and the ELD specialist works with the classroom teacher to supply language service resources.
_____ Student must still take WIDA ACCESS in the spring. The student continues to take WIDA ACCESS and remains on the database until s/he scores proficient and completes the MY2 year.

**October**

_____ Collaborate with teachers

_____ Check in on monitor students and designated students
Consult with teachers on testing accommodations-- students MUST practice the accommodations that they will be using on the MAP or EOC

Plan and attend parent teacher conferences--facilitate interpreters for conferences

Plan PAC Meeting

**November**

Plan ELD Event

Turn in ACCESS 2.0 Orders

Schedule ACCESS training

**December**

Complete ACCESS training

Create ACCESS testing schedule-- Turn that schedule in to Crystal, your principal and ELD coordinator

Check technology and electronic devices needed for testing

Begin preparing ELs for the ACCESS assessment

**January / February**

Share your ACCESS schedule with teachers

ACCESS Testing

**March**

Turn in ACCESS testing materials

Meet with teachers/counselors to finalize plans for MAP or EOC accommodations

Assist in creating a schedule for MAP or EOC for ELLs
**April / May**

- Help administer MAP/EOCs.
- Awards Recognition (if ACCESS scores are available)

**End of year**

- Work with ELD team, counselors, and principals to make student recommendations for the following year.
Summary of ELD Paperwork

Paperwork is an important part of the ELD Instructional Specialist's job. Accurate and up-to-date databases and IAPs document students for funding. They also are used to code EL categories for MAP and EOC and to determine who receives EL accommodations. Appropriate paperwork in the permanent record is a requirement for compliance with the Office of Civil Rights.

Student ELD Ellevation Portfolio
- Copy of WIDA ACCESS scores
- Notes from teachers and parents
- IAPs updated when there has been a change in status
- Progress Reports completed by classroom teacher in Ellevation
- Copies of report cards or grades from PowerSchool
- Intake test or test results
- WIDA Screener results - The WIDA Screener is a secure document. Do not place the test in the student file, you should use the WIDA Screener summary sheet.
- Writing samples/work samples
- Copy of Exit Letter sent after student scored Composite 4.7 higher on WIDA ACCESS for ELLs 2.0.
- Copy of Letter Waiving or Refusing Services, if applicable. ***

Permanent/Cumulative records
- Home Language Survey
- Current IAP and goals
- Updated IAP and goals when there is a change in status
- Copy of annual WIDA ACCESS scores
- WIDA Screener results - The WIDA Screener is a secure document. Do not place the test in the student file, you should use the WIDA Screener summary sheet.
- Copy of Exit Letter
- Copy of Letter Waiving or Refusing Services, if applicable****
Memorandum

November 13, 2008

TO: School Administrators  
    ELL Coordinators
FROM: Yaya Badji, Supervisor  
    Federal Discretionary Grants
SUBJECT: English Language Learners (ELL) Retention - Graduation

There have been several inquiries from school district personnel related to ELL retention and graduation requirements. I would like to confirm that ELLs cannot be retained solely because of English language barriers. Grades represent what the student understands about the subject matter, after appropriate modifications and interventions have been documented, not the level of English proficiency.

Page 7 of the current Graduation Handbook states the following: “Transfer students from another state, country, or a home school may, by local policy, be graduated upon successful completion of an individualized program of studies which school officials, parents and students agree will prepare the students for post-high school goals, even though the program of studies may not include 24 units of credit as defined in Missouri. Seniors transferring from other states or countries may be graduated without meeting the requirement of Section 170.011, RSMo.” (U.S. and Missouri Constituents and American History and Government).

Page 65 of the Administrative Manual, Consolidated Federal Programs, indicates the following: “There are no restrictions on how many ESOL classes a school may accept for credit towards graduation. Students completing ‘sheltered ESOL’ content classes should receive content credit. ESOL classes should qualify for communications arts credit. Mainstream classes may reflect LEP modifications (for example, ESOL American History or ESOL Chemistry).”

Schools must follow local guidelines or policies. Pro-active steps to involve parents and to modify/adapt the curriculum to meet the ELLs’ needs require early dedication of the involved school personnel. The graduation handbook adds the following: “Local boards of education must adopt and disseminate written policies concerning graduation. The policies must clearly set forth all requirements and all allowable variations.”

If you have more questions concerning this issue, please feel free to contact me by phone at 573-522-1597 or at the address given below.

References:  
pages 14, 24, and 27: Educating Linguistically Diverse Students handbook  
Page 7: Graduation Handbook (DESE 3341-51 1/07)  
Page 65: Administrative Manual, Consolidated Federal Programs
Guidelines for Identifying English Learners

Figure 1.1 Steps districts must take to identify English Learners

1. Identify potential ELS during enrollment using the Language Use Survey (LUS)
2. Screen any students whose LUS notes a language other than English is spoken or understood by the student.
3. Determine whether the student meets the eligibility criteria
4. Notify parents or guardians of assessment results and placement decisions within 30 days of enrollment
5. Code students correctly in MOSIS

From Identifying and Reclassifying English Learners: Guidance on Missouri’s Entry and Exit Criteria; August 2017

EL Identification Codes

<table>
<thead>
<tr>
<th>Codes</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY1</td>
<td>MY1 students are in the first year of monitor status.</td>
</tr>
<tr>
<td>MY2</td>
<td>MY2 students are in the second year of monitor status</td>
</tr>
<tr>
<td>AY3</td>
<td>AY3 students are no longer monitored, but recognized as a former EL in the accountability system.</td>
</tr>
<tr>
<td>AY4</td>
<td>AY4 students are not monitored, but recognized as a former EL in the accountability system</td>
</tr>
<tr>
<td>ACCESS</td>
<td>Students reclassified due to a score of a 5.0-6.0 on the ACCESS for ELs assessment.</td>
</tr>
<tr>
<td>POR</td>
<td>Students reclassified due to a score of 4.5-4.9 on the ACCESS for ELs with an approved portfolio.</td>
</tr>
</tbody>
</table>
**Screener Decision Tree**

From Missouri DESE EL Screening Guide 2018-2019, Version 1, p.4
Appropriate Screener

Please use the following chart to determine which Screener should be used. For first semester students, WIDA recommends that students should NOT be screened at a grade level where they have yet to receive instruction.

NOTE: The Grades 1-12 paper W-APT is no longer supported by WIDA and is no longer allowed to be used in Missouri for screening purposes.

<table>
<thead>
<tr>
<th>First Semester Student in</th>
<th>Second Semester Student in</th>
<th>Take This Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten and Grade 1</td>
<td>Kindergarten</td>
<td>K W-APT</td>
</tr>
<tr>
<td>Grade 1 and Grade 2</td>
<td>Grade 1</td>
<td>Online Screener</td>
</tr>
<tr>
<td>Grade 3 and Grade 4</td>
<td>Grades 2 and 3</td>
<td>Online Screener</td>
</tr>
<tr>
<td>Grade 5 and Grade 6</td>
<td>Grades 4 and 5</td>
<td>Online Screener</td>
</tr>
<tr>
<td>Grades 7 through 9</td>
<td>Grades 6 through 8</td>
<td>Online Screener</td>
</tr>
<tr>
<td>Grades 10 through 12</td>
<td>Grades 9 through 12</td>
<td>Online Screener</td>
</tr>
</tbody>
</table>

About the Newcomer Kit

DESE recognizes that in rare instances the assessment may place an undue hardship on students whose complete lack of English abilities prevent them from meaningfully participating in the assessment. In response to these rare instances and to ensure a smooth transition to Missouri schools, districts may forego ELP screening in very specific circumstances.

True newcomer students, defined as 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.

All possible ELs in Kindergarten through 1st semester first grade students are expected to take the K W-APT paper screener.

The newcomer kit can be downloaded from the DESE site: [https://dese.mo.gov/college-career-readiness/assessment/access-ells](https://dese.mo.gov/college-career-readiness/assessment/access-ells) in the Resources section.

From Missouri DESE EL Screening Guide 2018-2019, Version 1, p.5
English Language Learners:
Principles and Guidelines for Standards Based Grading

English language learners are not blank slates. Students’ educational backgrounds vary widely. They come to school with a range of conceptual understandings and skills and diverse cultural and linguistic backgrounds. Ultimately, the goal is for students to become proficient listeners, speakers, readers and writers of academic English without losing their cultural and linguistic heritage.

Enduring Understandings: Standards Based Grading for English Language Learners

- Language proficiency levels (language performance descriptors) need to be considered when designing differentiated instruction and assessment. Scaffolds and supports used to differentiate instruction also inform decisions about grading.
- English language learners deserve access to the same content and are held to the same standards as their native English counterparts in all content areas. These standards are aligned for students in the grade level Model Performance Indicators.
- Content instruction and language instruction occur simultaneously throughout the school day. When grading English Language Learners, two things are measured:
  - growth in English language proficiency
  - content understandings
- ELD instruction is not based on grade level standards, but rather language proficiency levels. ELD has different guidelines for grading because it is intended to measure the growth of English learners as they advance from one level to the next.
- Students who qualify for ELD services will receive a grade of G if the student is listed in levels 1-3 on the Model Performance Indicators for that specific standard.

“…there is no equality of treatment merely by providing (LEP) students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” Lau v. Nichols 414 U.S. 563 (1974)
Guidelines for Assigning Marks to English Language Learners
(adapted from “Standards-Based Instruction for English Language Learners” By Joseph Laturnau)

<table>
<thead>
<tr>
<th>English Language Development (ELD)</th>
<th>Standards Based Grading for ELLs in Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
</tr>
<tr>
<td>To communicate a student’s <strong>language growth</strong> to parents and others.</td>
<td>To communicate a student’s <strong>achievement status</strong> towards content standards to parents and others</td>
</tr>
<tr>
<td><strong>Gathering Evidence</strong></td>
<td></td>
</tr>
<tr>
<td>Use multiple forms of assessment to gather concrete evidence of student proficiencies and achievement. This complements diverse ways of knowing and learning and reveals productive “entry points” that build on students’ strengths and lead to new areas of learning.</td>
<td>Evidence of content understandings demonstrated through a <strong>variety</strong> of assessment tools.</td>
</tr>
<tr>
<td>Evidence of expressive (oral and written) language allows for assessment of each student’s current level of English language proficiency.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment and Monitoring</strong></td>
<td></td>
</tr>
<tr>
<td><em>Draw conclusions based on a body of work.</em> Follow a process to analyze student work. A body of evidence can be collected through daily and weekly formative assessments to document student understandings.</td>
<td>Assess and Monitor Content Understandings utilizing content standards and language proficiency descriptors. Interim assessments are not the sole assessment used for grading purposes.</td>
</tr>
<tr>
<td>Assess and Monitor Language Development utilizing language proficiency descriptors. WAPT scores are used to initially identify and place students by proficiency level. Annual ACCESS scores should not be used for grading purposes.</td>
<td>Assess and Monitor Content Understandings utilizing content standards and language proficiency descriptors. Interim assessments are not the sole assessment used for grading purposes.</td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td></td>
</tr>
<tr>
<td>Expectations are based on <strong>growth</strong>. <em>The expectation and goal is that English learners will grow one English language proficiency level per year.</em> Simply recording a proficiency level limits the teacher’s ability to account for the progress or growth over the course of the school year. For this reason, teachers are asked to gauge where each English learner is currently performing within a given proficiency band.</td>
<td>Expectations for <strong>mastery</strong> of grade level content are based on <strong>differentiation</strong> by language proficiency level. Differentiated instructional and assessment opportunities must be provided to allow students of all language proficiency levels to demonstrate grade level content understandings.</td>
</tr>
</tbody>
</table>
## Language Proficiency Descriptors to Support Standards Based Grading

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>The student utilizes:</th>
</tr>
</thead>
</table>
| **6-Reaching (Advanced/FEP)** | • Specialized or technical language reflective of the content areas at grade level  
                                • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
                                • Oral or written communication in English comparable to English-proficient peers |
| **5-Bridging (Proficiency)** | • Specialized or technical language of the content areas  
                                • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
                                • Oral or written language approaching comparability to that of English proficient peers when presented with grade level material |
| **4-Expanding (Intermediate)** | • Specific and some technical language of the content areas  
                                • A variety of sentence lengths of varying linguistic complexity in extended oral discourse or multiple, related sentences or paragraphs  
                                • Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support |
| **3-Expanding (Intermediate)** | • General and some specific language of the content areas  
                                • Expanded sentences in oral interaction or written paragraphs  
                                • Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| **2-Emerging**           | • General language related to the content areas  
                                • Phrases or short sentences  
                                • Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one-to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support |
| **1-Entering (Newcomer)** | • Pictorial or graphic representation of the language of the content areas  
                                • Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support  
                                • Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support |
## Research-Based Instructional Accommodations for ELs

### Integrated and Designated ELD

<table>
<thead>
<tr>
<th>Instructional Accommodations for ELs</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide native language instruction and materials.</td>
<td>The strategic use of the students’ native language to focus on the development of higher order thinking skills and on the clarification and elaboration of key concepts and vocabulary has great potential for accelerating and enhancing ELs’ access to mainstream curricula. Additionally, when ELs’ native language is valued and utilized, they are more likely to have increased self-esteem and greater self-efficacy. Access to materials written in their native language supports ELs’ literacy and cognitive development (Hakuta, 2001).</td>
</tr>
<tr>
<td>Provide “think alouds” and modeling.</td>
<td>ELs benefit when teachers explain strategies and steps for tackling instructional tasks, check for student understanding before students start the task independently, and present numerous examples of concepts being taught (Gersten, Baker, &amp; Marks, 1998).</td>
</tr>
<tr>
<td>Set language, content, and learning-strategy objectives.</td>
<td>Chamot and O’Malley (1994) contend that content should be the primary focus of instruction, academic language skills can be developed as the need for them arises from the content, and ELs can learn and apply learning strategies to a variety of contexts if those strategies are explicitly taught.</td>
</tr>
<tr>
<td>Tap students’ prior knowledge.</td>
<td>Instruction that values and continues to cultivate the educational and personal experiences ELs bring to the classroom, rather than ignores or tries to replace these experiences, enables students to make meaningful connections with what is being taught (Cummins, 1994).</td>
</tr>
<tr>
<td>Use visuals/manipulatives.</td>
<td>Concrete examples and experiences give ELs a variety of ways of understanding the information being presented.</td>
</tr>
<tr>
<td>Teach key vocabulary.</td>
<td>Traditional instructional processes aimed at improving vocabulary acquisition in which students are given word lists to look up in the dictionary, followed by practice in a definition or synonym exercise, and then tested, do not work well with ELs (O’Malley &amp; Pierce, 1996). Teachers need to utilize a variety of approaches and strategies (e.g., graphic organizers) to help ELs gain a deep understanding of abstract concepts.</td>
</tr>
<tr>
<td>Adjust speech.</td>
<td>The Center for Applied Linguistics (1998) suggests 11 ways teachers can adjust their speech to increase comprehensibility: face the students; pause frequently; paraphrase often; clearly indicate the most important ideas and vocabulary through intonation or writing on the blackboard; avoid “asides”; avoid or clarify pronouns; use shorter sentences; use subject–verb–object word order; increase wait time for students to answer; focus on students’ meaning, not grammar; and avoid interpreting on a regular basis.</td>
</tr>
<tr>
<td>Utilize cooperative learning methods.</td>
<td>Cooperative learning is a key instructional strategy for ELs because it enhances interactions among students, promotes the development of positive academic and social support systems for ELs, prepares students for increasingly interactive workplaces, and allows teachers to manage large classes of students with diverse needs (Holt, 1993)</td>
</tr>
<tr>
<td>Teach coping strategies.</td>
<td>ELs may not have the confidence or facility in English to ask for help or clarification. They may also come from cultures where it is inappropriate to directly ask a teacher for help.</td>
</tr>
</tbody>
</table>
# Language Assistance Services

## Your Right to an Interpreter

<table>
<thead>
<tr>
<th>Language</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>العربية</td>
</tr>
<tr>
<td>Armenian</td>
<td>Հայերեն</td>
</tr>
<tr>
<td>Bengali</td>
<td>বাংলা</td>
</tr>
<tr>
<td>Cape Verdean Creole</td>
<td>Criolu di Cabu Verdi</td>
</tr>
<tr>
<td>Chinese - Simplified</td>
<td>中文</td>
</tr>
<tr>
<td>Chinese - Traditional</td>
<td>中文</td>
</tr>
<tr>
<td>Dari</td>
<td>دری</td>
</tr>
<tr>
<td>French</td>
<td>Français</td>
</tr>
<tr>
<td>Greek</td>
<td>Ελληνικά</td>
</tr>
<tr>
<td>Language</td>
<td>Text</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>Ou gen dwa a yon intèpret gratis. Tanpri montre nou lang pa w la. N esp réle yon intèpret pou ou. Tanpri ret tann.</td>
</tr>
<tr>
<td>Hebrew</td>
<td>העברית</td>
</tr>
<tr>
<td>Hindi</td>
<td>हिन्दी</td>
</tr>
<tr>
<td>Hmong</td>
<td>Ⴋႇọ၀ေႇ</td>
</tr>
<tr>
<td>Italian</td>
<td>Italiano</td>
</tr>
<tr>
<td>Japanese</td>
<td>日本語</td>
</tr>
<tr>
<td>Komor</td>
<td>ꡐꡇꡖ</td>
</tr>
<tr>
<td>Korean</td>
<td>언어</td>
</tr>
<tr>
<td>Laotian</td>
<td>ທາງ</td>
</tr>
<tr>
<td>Persian</td>
<td>فارسی</td>
</tr>
<tr>
<td>Polish</td>
<td>Język Polski</td>
</tr>
<tr>
<td>Portuguese</td>
<td>Português</td>
</tr>
</tbody>
</table>

You have the right to an interpreter at no cost to you. Please point to your language. An interpreter will be called. Please wait.
# 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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian</td>
<td>Вы имеете право на услугу бесплатного переводчика. Укажите, пожалуйста, на Ваш язык. Переводчик будет вызван. Пожалуйста, подождите.</td>
</tr>
</tbody>
</table>
| Soomaali | Waaad caawin karaa arrimaha in aanu taariikhda. Fadlan fahaam kuna faahfaahin adduunka. Taariikhda ayaan lagu u farax. Ee fadlan xaq!
| Spanish | Usted tiene derecho a un intérprete gratis. Por favor, señale su idioma y llamaremos a un intérprete. Por favor, espere. |
| Tagalog | Ikaw ay may karapatan na magkaroon ng tagapagsalin na walang bayad. Ituro ang iyong wika. Ang tagapagsalin ay tatawagin. Maghintay. |
| Thai | คำสั่งสิทธิ์ของคุณแปลภาษาโดยไม่เสียค่าใช้จ่ายโดยการบริการขับเคลื่อนของท่าน ท่านจะรอจึงจะมีอีกท่านให้ท่าน |
| Ukrainian | У Вас право на бесплатного переводчика. Будь паска, вкажіть на Вашу мову. І Вам покидачу перевідника. Пожачайте, будь ласка. |
| Urdu | ایک مفت ترجمہ کی خدمات کی ممکنہ، بیان، براہ کرم اپنی زبان کی طرف اشارہ کیجیئی، اپ کی کئی ایک ترجمہ کا نظام کیجا گیا۔ براہ کرم اپنی ترشی کیجیئی |
| Tiếng Việt | Quý vị có quyền được một phiên dịch viên miễn phí. Xin chỉ vào ngôn ngữ của quý vị. Chúng tôi sẽ gọi một phiên dịch viên. Vui lòng chờ trong giây lát. |
APPENDIX - B

Forms
Language Use Survey (LUS)

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

Student’s Name:______________________________________________ Date: ______________
School: _____________________________________________________ Grade: _____________
Relationship of person completing this survey: ________________________________

Tier I: Language Background

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

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

Tier II: Expanded Language Background

4. Does the student understand when someone speaks with him/her in a language besides English? YES ___ NO ___
5. Does the student read in a language other than English? YES ___  NO ___
6. Does the student write in a language other than English? YES ___  NO ___
7. Does the student interpret for you or anyone else in a language other than English? YES ___  NO ___

Tier III: Educational History

8. How many years did the student attend school where the native language was used for instruction? ______
9. What was the most recent month and year the student attended school? ____________________________
10. Do you believe that you child has learning difficulties that affects his/her ability to understand? __________
    If yes, please explain: ___________________________________________________________________
11. Has your child been referred to be evaluated for special education? _______________________________
    If yes, please explain: ___________________________________________________________________

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

Notice to School Staff: This form must be given to all new and enrolling students. Any student that indicates use of a language other than English must be assessed to determine the student’s English language proficiency. Please notify district staff responsible for the next steps immediately and when ready, keep this form in the student’s permanent records.
Language Use Survey (LUS) - Spanish

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

Nombre del Estudiante: ___________________________________________ Fecha: _____________

Escuela: _____________________________________________________ Grado: _____________

Relación de la persona que completa este cuestionario: _______________________________________

Nivel I: Conocimientos de idiomas

1. ¿Cuál es su primer idioma? inglés: _____ otro:_____

2. ¿Cuál idioma(s) habla su hijo(a) en la casa y con otras personas? inglés: _____ otro:_____

3. ¿Cuál idioma(s) escucha su hijo(s) en la casa o con familia y puede entender? inglés: _____ otro:_____

Nivel II: Conocimientos de idiomas expandidos

4. ¿Entiende su hijo(a) cuando alguien habla en un idioma otro de inglés? si _____ no _____

5. ¿Puede su hijo(a) leer en un idioma otro de inglés? si _____ no _____

6. ¿Puede su hijo(a) escribir en un idioma otro de inglés? si _____ no _____

7. ¿Le interpreta o traduce su hijo(a) para Ud. u otras personas? si _____ no _____

Nivel III: Historia educacional

8. ¿Cuántos años asistió su hijo(a) a una escuela donde usa su primer idioma durante las clases?___

9. ¿Cuál fue el último mes que su hijo(a) estaba matriculado en una escuela? ____________________

10. ¿Cree Ud. que su hijo pueda tener dificultades educacionales que le afecten su aprendizaje? ___

Si afirmativo, explique por qué: ______________________________________________________________________________________

11. ¿Se le ha recomendado a su hijo(a) que reciba una evaluación de educación especial? _____________

Si afirmativo, explique por qué: ______________________________________________________________________________________

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

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

- Was your child born in the United States? Yes ___ No ___
  If no, where was the student born? __________________
  When did the student enter the United States? ___/___/___

- What is your child’s home language? ______________

- What was the language of instruction in his or her school? __________

- At what age did your child begin attending school? __________

- What was the last year of schooling for your child? __________

- Has your child studied English (ESL)? Yes ____ No ____ For how many years? ____

- Does your child have complete records from the home country? Yes ____ No ____

- Has your child attended school in another school in the United States? Yes ___ No ___
  If yes, where and when? ______________ ______________

- Did you bring the records? Yes ___ No ___

- Before coming to the United States, was your child separated from other family members? Yes ___ No ___
  If yes, for how long?

- Has your child ever lived in a refugee camp? Yes ___ No ___

Notes for Placement:

- Number of years behind peers in schooling (if applicable): ______
- Records/transcripts from home country (translated when necessary):

- Is a follow-up interview necessary to discuss the transcript or when one is not available, to gain an understanding of prior learning at the high school level?

- Does the student need an orientation to life and school in the United States?
Preguntas de la entrevista familiar

● ¿Nació su hijo en los Estados Unidos? Si ___ no ___

Si no, ¿dónde nació el alumno? ____________________

¿Cuándo el estudiante ingresó a los Estados Unidos? ____ / ____ / ____

● ¿Cuál es el idioma del hogar de su hijo? ________________

● ¿Cuál era el idioma de instrucción en su escuela? ____________

● ¿A qué edad comenzó su hijo a asistir a la escuela? _________

● ¿Cuál fue el último año de escolaridad para su hijo? _________

● ¿Ha estudiado su hijo inglés (ESL)? Sí ____ No ____ ¿Por cuántos años? ____

● ¿Tiene su hijo registros completos del país de origen? Si ___ no ____

● ¿Ha asistido su hijo a la escuela en otra escuela en los Estados Unidos? Si ___ no ___

● Si es así, ¿dónde y cuándo? ___________________ ________________

● ¿Trajiste los registros? Si ___ no ___

● Antes de venir a los Estados Unidos, ¿su hijo estaba separado de otros miembros de la familia? Si ___ No ___ En caso afirmativo, ¿por cuánto tiempo? ____________

● ¿Ha vivido su hijo alguna vez en un campo de refugiados? Si ___ no ___

Notes for Placement:

● Number of years behind peers in schooling (if applicable): _______

● Records/transcripts from home country (translated when necessary):

● Is a follow-up interview necessary to discuss the transcript or when one is not available, to gain an understanding of prior learning at the high school level?

● Does the student need an orientation to life and school in the United States?

Adapted from Custodio & O’Loughlin (2017)
Neosho School District Waiver of ELD Services

Dear Parent,

We understand that you would like to decline the English Learner (EL) program or particular EL services proposed for your child (insert child’s name). EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of the EL program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date, and return the form to your child’s school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

- I am aware of my child’s English language assessment score and other information about my child’s current academic progress, and understand why he/she was recommended for additional English language instruction.
- I am familiar with the EL programs and services the school has available for my child.
- I have had the opportunity to discuss the available EL programs and services with the school.
- I understand that the school believes its recommendation is the most academically beneficial for my child.
- I understand that my child will still be designated an “English Learner” and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner.
- All of this information has been presented to me in a language I fully understand.

I, __________________________, with a full understanding of the above information, wish to

- □ decline all of the EL programs and EL services offered to my child.
- □ decline some of the EL programs and/or particular EL services offered to my child.

I wish to decline (List program/services)______________________________________________

Parent’s Signature ____________________________________  Date _______________________

Notification to Opt a Child Back Into EL Programs or Services

Student: ___________________________________ School: _______________________________________
ELD Specialist: ______________________________________

Dear Parent,

On (insert date of Notice to Opt-Out), you notified us of your desire to decline the English Learner (EL) program or particular EL services proposed for your child (insert name).

We understand that you have revisited your previous decision and would now like to accept the EL program or particular EL services proposed for your child. EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level academic content. We believe these services will be a tremendous benefit to your child.

Please indicate below the EL program or particular EL services you would like your child to participate in. We will keep this form on file indicating that you have revisited your previous decision and do indeed want EL services for your child.

I, _________________________________________, wish to:

□ opt my child back into all of the EL programs and services offered to my child.
□ opt my child back into some of the EL programs or particular EL services offered to my child.

I wish to accept (List program/services) _________________________________________________________

Parent’s Signature ___________________________________________ Date _______________________

Source: Bell, T., & Zantal-Wiener, K. (2015). Sample notification to opt a child back into English learner programs or services. Silver Spring, MD:
## EL Reclassification Form

School: ___________________________  Student: ___________________________

Student ID: _______________________  Grade: _________  Current EL Level: ______________

Portfolio and ACCESS scores are required for students 4.7 and below to be considered for reclassification.

<table>
<thead>
<tr>
<th>RECLASSIFICATION CRITERIA</th>
<th>QUALIFICATION</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS</td>
<td>4.7 Overall</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>Portfolio contains objective, valid and reliable evidence suggesting the student is ready should exit the ELD Program.</td>
<td>Majority Recommended</td>
</tr>
<tr>
<td>Input from Stakeholders (ELD Instructional Specialist, Classroom/Content teacher, Counselor/Admin, Parent)</td>
<td>Majority Recommended</td>
<td></td>
</tr>
</tbody>
</table>

Based on the criteria listed above, the stakeholders agree that ______________ should be reclassified from the ELD support program to monitor status beginning _________________. The school’s ELD program personnel will monitor the student’s progress for two years.

**Signatures**

ELD Team

___________________________________________  _____________________________________

Parent/Guardian Consultation – Conducted Via: ___ conference ___ phone call ___ email

___________________________________________  _____________________________________
Sample: Individualized Academic Plan (IAP)

This EL Student IAP provides basic demographic information, ELP Test Scores and instructional information related to this student’s English Language Development.

<table>
<thead>
<tr>
<th>Test ID #:</th>
<th>EL Student IAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Neosho R-5 School District</td>
</tr>
<tr>
<td>Time:</td>
<td>Student: Report: Page: 1</td>
</tr>
</tbody>
</table>

**Grade:** 2  
**Native Language:**  
**Birth Country:**  
**ACCESS for ELLs Tier:** B  
**ELP Designation:** ELL  
**Enrolled in US:**  
**DOB:**  
**Yrs in US Schools:** 1  
**City/Town of Birth:**  
**School:**  
**EL Status:** ELP  
**Homeroom Teacher:**

**English Proficiency Test Scores**

Each EL 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 her 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 EL student and will not receive EL services.

Majorita took the **ACCESS for ELLs 2.0** on 2/20/2018 and her test results are listed below.

<table>
<thead>
<tr>
<th>Listening</th>
<th>Writing</th>
<th>Reading</th>
<th>Speaking</th>
<th>Literacy</th>
<th>Oral</th>
<th>Comprehension</th>
<th>Composite Proficiency Level (CPL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 - Reaching</td>
<td>2.8 - Emerging</td>
<td>2.4 - Emerging</td>
<td>3.8 - Developing</td>
<td>2.7 - Emerging</td>
<td>4.5 - Expanding</td>
<td>3.5 - Developing</td>
<td>3.2</td>
</tr>
</tbody>
</table>

The test results are ranked into one of six categories, as shown below:

**Proficiency Level**

1. **Entering**
   - Knows and uses minimal social language and minimal academic language with visual support
2. **Emerging**
   - Knows and uses some social English and general academic language with visual support
3. **Developing**
   - Knows and uses social English and some specific academic language with visual support
4. **Expanding**
   - Knows and uses social English and some technical academic language
5. **Bridging**
   - Knows and uses social and academic language working with grade level material
6. **Reaching**
   - Knows and uses social and academic language at the highest level measured by this test

**WIDA Can Do Descriptors**

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

- Student has achieved English proficiency in this domain.
- Ask questions of a social nature
- Express feelings (e.g., “I’m happy because...”)
- Retell simple stories from picture cues
- Sort and explain grouping of objects (e.g., sink v. float)
- Make predictions or hypotheses
- Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)
- Search for pictures associated with word patterns
- Identify and interpret pretaught labeled diagrams
- Match voice to print by pointing to icons, letters, or illustrated words
- Sort words into word families
- Provide information using graphic organizers
- Generate lists of words/phrases from banks or walls
- Complete modeled sentence starters (e.g., “I like _____”)
- Describe people, places, or objects from illustrated examples and models

**WIDA ELP Standards © 2007 Board of Regents of the University of Wisconsin System. WIDA is a trademark of the Board of Regents of the University of Wisconsin System. For more information on using the WIDA ELP Standards please visit the WIDA website at www.wida.us. The WIDA Can Do descriptors work in conjunction with WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. Linguistic complexity; 2. Vocabulary usage; and 3. Language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.**

**Instructional Accommodations**

The following Classroom Instructional Accommodations are to be used throughout the year in the regular classroom for:

1. Establish a set routine.
2. Provide word wall/word banks/picture dictionary.
3. Use visual cues to accompany oral directions.
4. Frequently monitor for comprehension.
5. Give short instructions (1 or 2).
6. Include the student’s culture, values, and experiences in instruction.
7. Make connections to student’s prior learning.
8. Pre-teach important vocabulary terms.
9. Provide an example of a completed assignment.
10. Provide frequent feedback.
11. Provide hands-on and/or multisensory activities.
12. Use manipulatives and realia.
13. Allow extended time for testing.
14. Keep a portfolio of work as a form of assessment.
# Sample: Individual Career and Academic Plan (ICAP)

**Individual Career and Academic Plan (ICAP)**

(Name of School)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirements/Credits</th>
<th>Credits</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Review Each Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Language Arts</td>
<td>1</td>
<td></td>
<td></td>
<td>9th Grade Review</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>1/2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.E.</td>
<td>1/2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives or Fine/Practical Art Requirements</td>
<td>2</td>
<td></td>
<td></td>
<td>Advisor’s Signature(s):</td>
</tr>
</tbody>
</table>

| 10    | Language Arts        | 1       |              |              | 10th Grade Review    |
|       | Social Studies       | 1       |              |              |                      |
|       | Mathematics          | 1       |              |              |                      |
|       | Science              | 1       |              |              |                      |
|       | Personal Finance*    | 1/2     |              |              |                      |
|       | P.E. or Fine/Practical Art Requirement | 1 | | | Advisor’s Signature(s): |
|       | Electives            | 3       |              |              |                      |

| 11    | Language Arts        | 1       |              |              | 11th Grade Review    |
|       | Social Studies       | 1       |              |              |                      |
|       | Mathematics          | 1       |              |              |                      |
|       | Science              | 1       |              |              |                      |
|       | Electives            | 4       |              |              |                      |

| 12    | Language Arts        | 1       |              |              | 12th Grade Review    |
|       | Electives            | 7       |              |              |                      |

*The grade level at which Personal Finance may be taught is ultimately an individual school district’s decision.

**Select a Career Path**
- Arts & Communication
- Business Management & Technology
- Health Services
- Human Services
- Industrial & Engineering Technology
- Natural Resources & Agriculture

**Career Cluster**

**Program of Study**
- A+ Program
- Career and Technical Education Certificate
- Honor Diploma
- Industry Recognized Credential
- Missouri Seal of Bilinearity
- NCAA
- Technical Skill Attainment

**Postsecondary Goals**

<table>
<thead>
<tr>
<th>Postsecondary Options</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Career Center</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
</tr>
<tr>
<td>Military</td>
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<tr>
<td>2-year College</td>
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<tr>
<td>Major:</td>
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<tr>
<td>Minor:</td>
<td></td>
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<tr>
<td>4-year College or University Major:</td>
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<tr>
<td>Other:</td>
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*revised 08/2017*
<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirements/Credits</th>
<th>Credits</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Review Each Semester</th>
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<tbody>
<tr>
<td>9</td>
<td>Language Arts</td>
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<td>9th Grade Review</td>
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<td>Health</td>
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<td>P.E.</td>
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<td>10</td>
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<td>10th Grade Review</td>
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<td></td>
<td>Social Studies</td>
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<td>Student’s Signature(s):</td>
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<td>Science</td>
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<td>Parent(s)/Guardian(s):</td>
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<td></td>
<td>Requirement</td>
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<td>11th Grade Review</td>
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<tr>
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<tr>
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<tr>
<td></td>
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<td>Student’s Signature(s):</td>
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<tr>
<td></td>
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<td>Parent(s)/Guardian(s):</td>
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<td>Electives</td>
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<td>Advisor’s Signature(s):</td>
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</tbody>
</table>

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**Postsecondary Goals**

**Postsecondary Options**
- Area Career Center
- Employment
- Military
- 2 year College
- 4 year College or University
- Minor
- Other
### Accommodations: ACCESS for ELLs Online

**Completed by:**

**Date:**

**Student:**

**Student ID:**

**District/School:**

**Grade:**

**Team Members:**

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Listening</th>
<th>Reading</th>
<th>Speaking</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille (BR): Not available for the online format</td>
<td></td>
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<tr>
<td>Extended Speaking test response time (ES): Pre-select in WIDA AMS.</td>
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<tr>
<td>Extended testing of a test domain over multiple days (EM): Provide written request and evidence of need to state education agency.</td>
<td></td>
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</tr>
<tr>
<td>In-Person Human Reader (IR): Read item text, graphics labels, and answer choices exactly as they appear.</td>
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<tr>
<td>Repeat In-Person Human Reader (RP): Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.</td>
<td></td>
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<tr>
<td>Interpreter signs test directions in ASL (SD): Sign administration instructions, test directions, and practice items. Do not sign scored items.</td>
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<td>Large Print (LP): Order materials in advance.</td>
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<tr>
<td>Manual control of item audio (MC): Pre-select in WIDA AMS.</td>
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<tr>
<td>Repeat item audio (RA): Pre-select in WIDA AMS.</td>
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<tr>
<td>Scribe (SR): A trained adult records student responses during testing.</td>
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<tr>
<td>Student responds using a recording device, which is played back and transcribed by the student (RD): Clear device after transcription.</td>
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<tr>
<td>Test may be administered in a non-school setting (NS): Provide written request and evidence of need to state education agency.</td>
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<tr>
<td>Word processor or similar keyboarding device to respond to test items (WD): Clear device after verbatim transcription.</td>
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</tbody>
</table>