



Moberly School District #81

LAU Plan Program Manual

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Introduction

Moberly School District #81

Mission Statement

Create a safe environment that fosters mutual respect & responsibility. Inspire and value life-long learners.

The Spartan way is excellence for ALL!

District Vision

To ensure that students have a quality education and sense of direction.

Board Policy (IGBH) – Programs for English Learner (EL)

The Board of Education recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs.

Identification Procedure

The district will screen for EL students by administering the Language Use Survey (LUS) created by the Missouri Department of Elementary and Secondary Education (DESE) to all enrolling students. The LUS will be administered in a language the parent/guardian understands using translation or interpretation. This survey is incorporated into district enrollment forms provided to all students. The LUS includes three key questions:

- What was your child's first language?
- Which language(s) does your child currently speak?
- Which language(s) does your child hear and understand?

Students whose LUS indicates a language other than English and possible language barriers will be referred to the superintendent or designee for additional screening using the DESE-adopted screening tool for determining the level of English language proficiency. The screening results will be used to identify students eligible for EL services and assist in a program placement that meets the students' needs. The district will make every effort to complete the screening process within thirty (30) days of the first day of school or, for students who enroll after the first day, within thirty (30) days of the student's enrollment.

The completed LUS and all other screening results will be retained in the student's permanent record.

English Learner Assessment

When a student is identified as a potential EL student at the beginning of the school year, the EL screener will be administered within thirty (30) days or if a student enrolls during the school year, the language assessment will be given within two (2) weeks of enrollment. No parental/guardian consent is needed to test. The district assessment coordinator or designee will attend the EL screener training and be responsible for the testing.

Placement

Students will be placed in a language instruction educational program (LIEP) based on their current level of English proficiency and in accordance with the standards established by DESE. The district's program is designed to increase English proficiency and academic achievement. Students in these programs will be held to the same academic achievement standards established for all students. If the district offers more than one type of LIEP, students will be placed in an LIEP that is in their best educational interest. Students will transition out of an LIEP only after meeting state-established exit standards.

Parental Rights

Parents/Guardians will be notified within thirty (30) days after the opening of school enrollment if their student is identified for participation in or is participating in an LIEP. For those students who were not identified as EL prior to the beginning of the school year, but are identified during the school year, such notice shall be provided within two (2) weeks of the student being placed in an LIEP.

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

Parents/Guardians may opt their student out of the district's LIEP by contacting the EL coordinator and attending a meeting with the coordinator and one or more LIEP instructors to discuss the results of the student's screening assessment and information about the LIEP. Parents/Guardians who decline language instruction will be asked to sign a waiver exempting their student from instruction. Students removed from the district's LIEP will continue to receive language supports in the regular classroom, and the district will continue to monitor the student's progress toward English proficiency. Parents/Guardians may not refuse regular classroom supports and may not opt their students out of statewide assessments to determine English proficiency.

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

Parental Information

The district will, through parental involvement and outreach activities, provide parents/guardians of English learners with information about how the parent/guardians can be active participants in helping their students learn English, achieve at high levels in core academic subjects and meet state-established learning standards.

The parent/guardians of each student identified as EL student will be informed of:

1. The reasons for identifying their student as an English learner in need of placement in the district's LIEP.
2. The student's level of English proficiency in reading, writing, speaking and listening; how that level was assessed; and the status of the student's academic achievement.
3. The method of instruction that will be used in the program the student is or will be participating in and the methods of instruction used in available alternative programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction.
4. How the program will meet the education strengths and needs of the student.
5. How the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements of the program, including expected rate of transition from such programs into classrooms that are not tailored for EL students.
7. The expected rate of graduation from high school, including four-year and extended-year adjusted cohort graduation rates for the program if Title III funding is used in high schools.
8. If the student has an individualized education plan (IEP), how the LIEP will meet with student's IEP objectives.

Parents cannot refuse EL services, if their child (ren) qualify. They can, however, refuse Title III services. The Moberly School District will work to include parents in extra-curricular and community projects. As stated above, if a family makes a request, an interpreter will be provided for school functions such as PTO meetings. The school district realizes that it is not responsible for translators in regard to a student's immunizations; however, Moberly School District will do their best to provide material to the family in a language they will understand. The school district also realizes its responsibility in referring families to community-based mentoring groups, business sponsorships, and higher education collaborations.

Parental Notification

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

Instruction, Assessment, and Evaluation

An EL team will be comprised of the administrator, school counselor, and the classroom teacher. This team will document student gains and performance and will determine modification of the student's instruction and student exit from the EL program. Each student plan will include specific goals. Progress will be measured by student grades, student observation, scores on the ACCESS test, Stanford test, and MAP scores. These scores will also be used to determine English Proficiency, since the EL Screen may only be given once. EL students and the district

are held accountable for progress on the annual AYP report the same as English speaking students. WIDA has standards that can be used to help the team in creating an individual educational plan. Specific dates and times for student evaluations/re-evaluations and possible modifications should be included in the plan.

The individual student plan will be kept in the student's blue folder with their permanent record. The school office will be responsible for safeguarding the plan.

The Moberly LIEP primarily utilizes the content-based and pull-out models. Instruction will be scientifically based and structured around the four domains – reading, writing, listening, and speaking. The classroom teachers of students with EL will collaborate with the EL instructor(s) on modifications and adaptations to regular classroom instruction. The teachers are provided opportunities to observe other classrooms with inclusive services and receive professional development to support their needs. The EL instructors may use the “Into English” curriculum or another appropriate EL curriculum to address the students reading, writing, speaking, and listening. The District may provide sheltered English and / or native language support as appropriate. The three broad goals for the program are for EL students to use English: to communicate in social settings, to achieve academically in all content areas and in socially and culturally appropriate ways.

The program curriculum is used to address the WIDA standard and ensure that the students develop appropriate skills. EL students will not be exempted from the MAP/EOC test or other district administered tests, however accommodations may be made according to the Examiner's/Test Coordinator's Manual only if they have been in the country less than a year.

Grading for EL students may be modified. Alternative grading procedures may include use of a checklist, pass/fail grading, modified percentages, regular grades or portfolio system. The classroom teacher in consultation with the EL coordinator and teacher shall decide on the system to be used for each particular student.

Adjunct support services may be provided as determined by the EL advisory committee and EL coordinator.

The district realizes that provisions may need to be made regarding authentic and alternate assessments for EL students such as shorter tests, oral tests, and partner tests. However, students should not receive assistance on tests. They need to work and function the same as their peers. For more information in the area of testing the district can contact the MELL Instructional Specialist housed at the RPDC in Warrensburg, Missouri.

LIEP Staff

Teachers and paraprofessionals working in the district's LIEP will have all required state and federal certifications and other qualifications required by law. In addition, teachers and paraprofessionals providing services to English learners will be comparable in terms of

education, experience and effectiveness to teachers and paraprofessionals who are providing services to students who are not English learners.

The Moberly School District uses the pull-out program. The school recognizes the fact that even though a student's accuracy and fluency in everyday spoken English may be very good; the student may not have achieved the corresponding academic language proficiency.

An endorsed EL teacher will be employed if more than twenty (20) students in the school qualify for the program. Otherwise, a language support classroom teacher trained in modification will be sought out.

Wage scales for EL teachers will be equitable to those of other specialized teachers. However, education and years of experience will be considered when setting the salary.

Reclassification

ESSA has progressed beyond traditional methods of reclassifying students by no longer permitting the option to use content assessments as part of the reclassification criteria. In other words, results from the Missouri Assessment Program (MAP) Grade-Level Assessments and the End-of-Course (EOC) Assessments cannot be used. Without content assessments, districts are encouraged to find alternative evidence that proves an EL can fully participate in classrooms where English is the language of instruction. This provision includes all content classes and electives to complement the student's ACCESS score when making reclassification decisions.

Professional Development

Teachers working with EL students may train at the RPDC/MELL conference. The MELL Instructional Specialist, with the RPDC can visit the school to assist EL teachers with anything needed. The professional development will help to establish and increase teaching knowledge.

Resources & Equity

In the event the district receives an EL student, the school will seek resources from the MELL office in Warrensburg, Missouri. The district will then purchase the necessary materials and review the usage of the materials.

Classroom Placement – EL students should be placed at the age appropriate level, unless special situations indicate otherwise. (For example, a student that arrives during the middle of the school year and has limited or no prior schooling may need to have a placement at a younger age level.)

Special Education Testing – An EL student should be referred for special education only when the behaviors they are exhibiting are not a result of learning another language. A flow chart is located in Appendix C that can assist in determining whether special education referral is warranted. It is illegal to refer every EL student without just cause.

Promotion of Students and Senate Bill 319 – Students with limited English proficiency are exempt from the required reading assessment and the third grade proficiency ruling.

Gifted and Other Special Services – EL students may participate in any program for which they are eligible. Placement in one program does not preclude placement in a second or third (i.e., Special Education, Title I, Gifted, EL, etc).

Nonpublic Participation

The district will consult with representatives of nonpublic schools as required by federal law. Parents of students attending private schools are afforded the right to request services from their local public school district. Services will be determined in consultation with the public and private school staff. The district will coordinate with private schools in a timely manner for equitable service delivery. Delivery of EL services must be at a public school or a neutral site. The district will notify parents when the EL program is failing to ensure language proficiency.

Key Terminology

English Learners (EL) – Any student who:

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

Immigrant Student – A student between the ages of 3 and 21 who was not born in a state of the United States of America and who has not been attending schools in any one state for more than three full academic years.

Office of English Language Acquisition (OELA) – An office in the US Department of Education, primarily responsible for the administration of Title III programs.

OCR – Office of Civil Rights

WIDA – World-Class Instruction Design & Assessment Consortium (assesses language proficiency of students)

EL Screeners – DESE Approved Placement Screeners: Newcomer Kit; W-APT Screener; WIDA Online Screener

ACCESS 2.0 for EL – Annual Language Proficiency Test (Federally required)

Monitoring

EL committee, coordinator and teacher will follow up on the placements impact within two weeks of transfer and continue periodic monitoring for four years after the exit from EL. Sometimes it may be necessary for the EL student to return to partial EL intervention.

Program Effectiveness

Review of data from ACCESS for EL, MAP/EOC and EL screener, along with a survey will be used to determine program effectiveness. The survey will address; student progress, program accuracy, program content, program context, professional development, fiscal procedures and parental involvement. The Moberly EL program survey is attached in Appendix B.

Biennial Evaluation

Districts must complete and submit a biennial report to DESE that includes the following information:

- a) A description of the programs and activities conducted during the two immediately following fiscal years;
- b) A description of the progress made by EL students in learning English and meeting challenging State academic content and student achievement standards;
- c) The number and percentage of children attaining English proficiency at the end of each school year;
- d) A description of the progress made by students in meeting challenging State academic content and student achievement standards for each of the two years after students no longer receive services;
- e) A percentage of children who (1) are making progress in attaining English proficiency; (2) transitioned into classrooms not tailored to EL children; (3) are meeting the same challenging State academic content and student achievement standards as all other children and (4) are not receiving waivers for the reading or language arts assessments.

EL Coordinator

The district's coordinator is the director of special services. The EL coordinator shall coordinate the following duties:

1. Provide parents/guardians with notice of and information regarding the LIEP as required by law.
2. Ensure that a student whose LUS indicates a language other than English will be further screened and assessed for English proficiency using the state-provided instruments.
3. Determine the appropriate instructional environment for EL students.
4. Maintain records relating to the LIEP and prepare reports for submission to DESE.
5. Reach out regularly to parents/guardians of EL students, assist them in becoming active participants in their students' learning, and provide information about the district's parent and family involvement and engagement activities.
6. Evaluate the effectiveness of the LIEP and make recommendations for revisions.
7. Prepare reports on immigrant students for submission as required by DESE.

Appendix A

(Insert Date)

Dear Parent/Guardian,

Title III, under the Every Student Succeeds Act (ESSA), is a federal law that requires school districts to identify language minority students, to assess progress in English proficiency, and to provide eligible children with services that would increase their English proficiency and their academic achievement. The Language Use Survey (LUS) created by the Missouri Department of Elementary and Secondary Education (DESE) is given to all students at the time of enrollment. Students whose LUS indicates a language other than English and possible language barriers will be referred for further screening using the appropriate DESE approved EL screening assessment.

Your student's LUS indicated a language other than English or possible language barrier was present. Therefore, the District administered the EL screening assessment.

Below are the results of the screening. If you would like to discuss your child's scores, please call to set up an appointment with the Director of Special Services and Director of Quality Improvement and Accountability at 660-269-2690.

Sincerely,

Dr. Erin Oligschlaeger
Director of Special Services

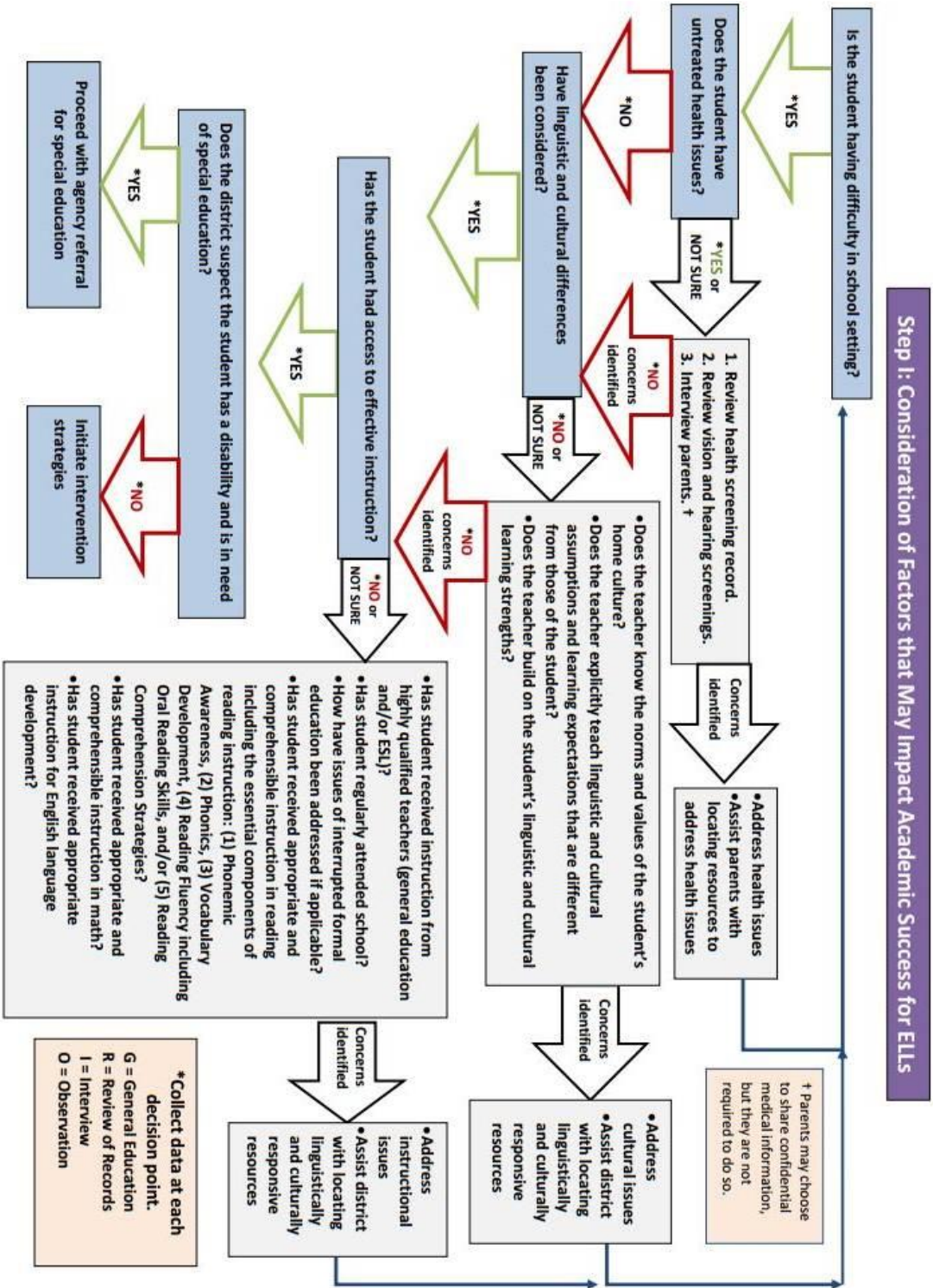
(include test scores)

Appendix B

Moberly EL Program Survey

This survey is to be completed by Moberly Staff and Parents of EL participating students to determine the effectiveness of the program. (Some of the statements are more relevant to staff than to parents.) Place an X in the appropriate response box. Please return the completed form to the Director of Special Services. Thank you for your participation.

Statement	Not Applicable	Needs Immediate Attention	Could Be Improved	Done Well	Excellent Performance
All enrolling students have been surveyed using Language Use Survey (LUS)					
The English language proficiency of suspected EL students is assessed					
The academic needs of EL students are assessed and an alternative program is offered					
EL students are provided understandable instruction in content areas					
EL students are provided opportunities to develop identification with and positive images of their cultural heritage					
Appropriate and comparable instructional materials are provided					
EL students have equitable access to all district programs and services					
Staff training opportunities are offered to enhance all teacher's abilities to instruct multilingual students					
Students are given appropriate support services when needed					
The school involve parents and appropriately communicates with them					
Student progress is monitored and the school maintains adequate records					
Student transition criteria are clear and follow-up procedures are implemented					
Program materials are equal to and prepare EL students for grade level work					
My EL student(s) is making average academic progress as compared to his/her peers					
My EL student(s) has equal access to the regular curriculum					
The EL curriculum and class enhances my EL student(s) progress					
Parents of EL students are aware of the program and involved in their student's education					



Appendix D

Moberly School District
Language Instruction Educational Program
1623 Gratz Brown
Moberly, Missouri 65270

Notification of Meeting

A meeting has been arranged to discuss your child’s placement in the Language Instruction Educational Program. This meeting is very important to your child’s education. The meeting is scheduled for:

Date of Meeting: _____ Time of Meeting: _____

Location of Meeting: _____

The meeting will take approximately _____ minutes.

The following people will be in attendance at the meeting to provide information about your child and to assist in formulating any plans or program development:

Name	Position	School or Agency
_____	_____	_____
_____	_____	_____
_____	_____	_____

If you have questions concerning the meeting, please contact:
Dr. Erin Oligschlaeger– Director of Special Services
Moberly School District
1623 Gratz Brown
Moberly, MO 65270
(660) 269-2690

If you cannot attend this meeting as scheduled, please schedule the meeting at an alternative time and/or location. Please complete the response form below and return to contact person at the address above or send with your child to school.

I cannot attend the meeting scheduled on _____ but I could come to school at:

Date: _____ Time: _____

Parent Date Signed

Appendix E

Method of Provision

- Personally Presented
- Mailed

Moberly School District

NOTICE OF DISMISSAL

Language Instruction Educational Program (LIEP)

Name of Student:

Date Notice Provided:

Prior Written Notice must be given before our district takes certain actions. Your child has met the criteria for dismissal from the Language Instruction Educational Program (LIEP).

Explanation of Action:

Options Considered and Why Rejected by the team:

- Option(s) that was/were considered: _____

- The reason(s) why each option was rejected: _____

Basis for the Action: (A listing or attached description of each evaluation procedure, assessment, record, or report used as a basis for the action)

Other Factors Relevant to the Action:

If you have any questions or object to this action, please contact:

Name Title Phone Number