



**Blue Springs R-IV  
School District**

**English Language Learner (ELL)  
Program Guidelines**

# **BLUE SPRINGS SCHOOL DISTRICT ENGLISH LANGUAGE LEARNER (ELL) PROGRAM GUIDELINES**

## **I. General Purpose of the ELL Program**

The English Language Learner (ELL) Program serves students whose first and/or spoken language in the home has been identified as other than English. Qualified ELL teachers and support staff (e.g., interpreters, translators, paraprofessionals) provide instruction and guidance to program students from kindergarten through the twelfth grade. A range of services and delivery models are provided, including pull-out, resource, and total immersion, so that ELL students are taught in the educational environment, manner, and/or setting which best meets their instructional needs and facilitates rapid acquisition of the English language.

A student will be considered for ELL Program screening if:

1. Residing in a home where the language usually spoken is other than English; and/or
2. Declared by a parent/guardian to have first learned a language other than English (i.e., English is not the native language); or
3. The district feels there is an English language deficiency.
4. Designation for students who are ages 3 through 21, were not born in any State, and who have not been attending one or more schools in any one or more State for more than three full academic years.

A student will be considered for ELL Program services if scoring significantly below the average for peers of the same age on a nationally norm-referenced English proficiency test, which assesses reading, writing, speaking, listening, and/or comprehension, as a result of an English language deficit.

ELL students are encouraged to develop a self-image and approach to life which reflects a comfortable combination of their native and American cultures. Intensive English language instruction is provided using a variety of techniques, activities, and methods. Oral and written English, as well as reading and comprehension skills, are presented simultaneously to enable ELL students to function effectively in the school and community as soon as possible.

## **II. Goal of the ELL Program**

The overarching goals of the Blue Springs School District English Language Learner (ELL) Program are to equip qualifying students to: 1) achieve proficiency in English (i.e., as measured by language development assessments and mastery of subject matter aligned with state academic content and student achievement standards); and 2) participate meaningfully in the district's educational and extracurricular programs.

The district recognizes that ELL students may be separated instructionally from non-ELL peers for part of the school day; however, overall program design is intended to minimize

this as much as possible. When not mainstreamed in a regular education setting, ELL students may leave the classroom for individual or small group work with an ELL teacher for a specified period of time each day and/or week. The amount of time away from the regular classroom is determined by the individual needs of the respective ELL student.

To ensure a quality educational experience, ELL students are provided instructional services in comparable facilities to those in which non-ELL students are taught. Additionally, when English is temporarily emphasized over other subjects, the district provides assistance necessary to remedy academic deficits that may occur (e.g., before and/or after school tutoring).

### **III. ELL Language Assessment Committee**

Each school housing an ELL Specialized Instruction Program (SIP) shall establish a Language Assessment Committee (LAC) and/or CARE Team for advisement in respect to identifying, assessing, and exiting qualifying students from a language support system. The LAC and/or CARE Team may also meet with the entire school staff to inform them of their observations and recommendations for meeting the needs of ELL students. The LAC and/or CARE Team should be comprised of the following school staff: administrator, guidance counselor, academic content teacher(s), and ELL teacher(s).

### **IV. Parent Notification Provisions**

At the time of enrollment, provisions are made when necessary to provide parents notice of ELL Program services and other options in a language that may be clearly understood. Provisions are also made for language appropriate notice to the parents of ELL students regarding school activities (e.g., progress reports, schedules, handbooks, extracurricular opportunities, special meetings, and/or events). All notification procedures are designed to ensure parents the ability to make well-informed educational decisions about the participation of their student(s) in the district's ELL Program and/or related services.

### **V. ELL Program Identification and Screening Process**

Upon district entry, an Online Enrollment Information Form (see Appendix A) and a Language Survey are completed by a parent/guardian to determine if a language other than English is the student's primary one spoken in the home (see Appendix B). Questions are as follows:

- a. **Primary language of student if not English**
- b. **What language do you speak to your child?**
- c. **What language did your student first learn?**
- d. **Which language does your student use at home?**

If an answer to any of the above questions is a language other than English, a copy of the enrollment form is sent to the district's ELL program coordinator – the Deputy Superintendent of Curriculum and Instruction.

## VI. ELL Program Timeframe

ELL screening and related services will occur according to the following timeframe:

- a. The ELL program coordinator will be notified by resident school staff within one week of a student being identified as a screening candidate (e.g., Language Survey).
- b. Screening will take place:
  - within 30 days if occurring at the beginning of the school year; or
  - within two weeks if occurring during the school year.
- c. Placement in the appropriate educational setting, including a Specialized Instruction Program (SIP), will occur upon eligibility being confirmed.
- d. Students who are evaluated and no longer qualify for SIP services will be transitioned back to their resident school on a monitor basis after demonstrating English proficiency on the WIDA ACCESS for ELLs 2.0.
- e. Students who demonstrate English proficiency for two years will be exited from ELL Program services.

## VII. Student Evaluation

Student evaluation includes comprehensive assessment of both formal and informal measures of listening, speaking, reading, and writing proficiency in English, as well as input from the classroom teacher(s) and/or other staff members involved with the student. Formal evaluation will be conducted by a certified ELL teacher and/or guidance staff member (e.g., school counselor) using district approved screening instruments (i.e., must be trained and/or qualified for this purpose). Even though work samples, teacher observation data, and past assessment results can be used to determine eligibility, students must demonstrate the need for services as measured by a qualifying test score to be classified as ELL.

The following instrument is used in the Blue Springs School District for ELL screening, scoring, and placement purposes (i.e., **publisher guidelines are followed for test administration and identification of minimum criteria for eligibility determination**):

- W-APT (WIDA-ACCESS Placement Test or WIDA Screener) – The W-APT and WIDA Screener are screening instruments used by educators to measure English language proficiency and to help determine whether or not a student is in need of English language instructional services, and, if so, at what level.

Following the screening process, parents/guardians are sent a letter communicating the findings in one of the following two formats:

1. **Qualified** (see Appendix C).
2. **Did not qualify** (see Appendix C).

Other factors to be considered for possible ELL placement:

- a. Classroom teachers detect problems and request an ELL **reevaluation**.
- b. Learning difficulties that appear **not** to be ELL related are in need of identification.

When factors “a.” and/or “b.” are taken into consideration, an informal staffing will be scheduled and an Individual Accommodations Plan will be developed (see Appendix D).

ELL assessment results are maintained in the respective student’s Permanent Record according to state guidelines. Pertinent ELL documentation will be maintained and updated annually, or on an as needed basis, for students who qualify for program services (i.e., in a file separate from the Permanent Record).

Annually, ELL students receiving services are assessed on the WIDA ACCESS for ELLs 2.0 English Language Proficiency Test. The WIDA ACCESS for ELLs 2.0 Individual Student Report along with a Parent/Guardian Eligibility for ELL Services Notice (see Appendix C) or Parent/Guardian Reclassification Notice (see Appendix F) are sent to parents.

## **VIII. Placement**

Whenever possible, the ELL student should be placed at a grade level with peers of like chronological age (i.e., not more than one, or in extreme cases, two years behind). The number of years of formal education in the ELL student’s native country, as well as any differences in program configuration (e.g., grade level groupings, curriculum, instructional format), should be taken into consideration prior to placement.

Students, determined by ELL screening and observation results to be Limited English Proficient (LEP), will remain at their resident school in a total immersion instructional setting and be assisted by visits from program staff under the supervision of a certified teacher. Students in grades K-5, determined to be Non-English Speakers (NES), will be transported by the district to an ELL Specialized Instruction Program (SIP) site housed at designated elementary schools (i.e., determined by geographic location of resident school). Students qualified as NES in grades 6-12 will be served at their resident school and receive one to two hours of intensive English instruction each day from an ELL teacher. The remainder of the day will involve mainstreaming experiences at the student’s respective grade level.

## **IX. Instructional Models**

ELL program services vary according to the individual student’s educational needs. Following are various instructional models utilized to meet the needs of district ELL students:

- Pull-Out – Students are removed from the regular education classroom for specialized instruction. Instruction is focused on reading, writing, speaking, and/or listening skills in the context of grade appropriate content.
- Specialized Instruction Program (SIP) – The ELL teacher works with a self-contained class of ELL students (i.e., class size is small).

- Co-Teaching/Team Teaching – The ELL teacher plans and instructs in cooperation with the content teacher in a setting containing both ELL and native English speaking students.
- Resource/Academic Lab – A certified teacher provides ELL students help with work from content area classes (i.e., can be tutorial in nature and design).
- Reading/Literacy – A certified Literacy Coach or reading specialist focuses on the literacy needs of ELL students. Technology and relevant software (e.g., “Rosetta Stone”) are utilized.
- Monitor – ELL students are in regular classes all day. The ELL teacher routinely checks with content area teachers regarding student progress and achievement.

## **X. Instructional Staff**

The district’s ELL Program is serviced by qualified ELL teachers, interpreters (i.e., as required according to the respective student’s educational need), translators (i.e., as required according to the respective student’s educational need), and paraprofessionals. In order to provide services within a SIP setting consistent with program objectives, instructional ratios for ELL students per teacher will not exceed 15 to 1.

ELL teachers must have educational expertise and training, consistent with state and local standards, to meet program goals respective of the implemented delivery model. If the ELL teacher is responsible for subject matter content as well as English language development, s/he must be qualified in both areas of responsibility as verified by the district’s Human Resources Department.

ELL Program support staff, including interpreters, translators, and paraprofessionals, are required to provide proof of qualification to service students as verified by the district’s Human Resources Department (e.g., certificate, credential, Missouri Content Assessment Test score).

ELL teachers participate in annual and as-needed in-service provided within and/or outside of the district. In addition, the district provides in-service for regular classroom teachers and support staff (e.g., interpreters, translators, paraprofessionals) so that ELL students can comprehend the academic material being presented and effectively participate in subject (e.g., communication arts, science, social studies) related activities.

## **XI. ELL Individual Accommodations and Individual Outcomes Plans**

An Individual Accommodations Plan (IAP) is developed once the student qualifies for ELL services. This plan is developed to determine what services and modifications should be provided to the respective ELL student (see Appendix D). Parents/guardians, the student (i.e., when appropriate), the ELL teacher, all other pertinent instructional staff, and administrative designee(s), work to cooperatively develop the IAP. Once implemented, the IAP is reviewed four times annually spaced by grading period to assist program and regular education staff with effectively meeting the respective ELL student’s educational needs. In addition to the IAP, an Individual Outcome Plan (IOP) will be written and updated yearly for each ELL program student to monitor English proficiency progress and guide program services (see Appendix E). Parents/Guardians have a right to request and participate in a conference to explain the progress of their ELL student at any time during the school year.

## **XII. Grading Practice**

When mainstreamed, the regular classroom teacher modifies instructional requirements according to the ELL student's abilities as stated on his/her IAP. Classes that require language skills beyond those exhibited by ELL students may be considered for **Pass/Fail** assessment and/or taken on a **Pass/Fail** basis. This occurs when the teacher determines that demonstrated progress is not up to the level for a grade A, B, or C to be designated (i.e., high potential work would be reflective of a D or F). If the ELL student is capable of earning an A, B, or C, with minimal modifications, letter grades should be given.

Ultimately, a letter grade for a class/course should represent what the student knows about the subject matter, not his/her level of English proficiency. No matter what the designated grading scale or system, there should be no reference to the student's ELL status on the report card.

## **XIII. Service Status/Exit Criteria**

### **Definitions of Placement/Program Service Status**

The following definitions relate to placement/program service for English Language Learner (ELL) students:

- Active Status – The ELL student receives program services in a Specialized Instruction Program (SIP) or regular classroom placement.
- Monitor Status – The ELL student is monitored for a period of two years after being exited from direct program services. A Reclassification Parent/Guardian Notice and Reclassification Form are used to communicate all ELL program service modifications (see Appendix F).
- Exit Status – The ELL student is removed from “Monitor” status (i.e., generally two years after direct program services). A Monitor Exit Parent/Guardian Notice is used to communicate all ELL program service modifications (see Appendix F).

### **Monitor Process**

Once an ELL student no longer qualifies for direct program services, s/he is placed on monitor status and performance is checked according to the following process using an ELL Monitor Status Student Progress Tracking Report and ELL MY1 and MY2 Monitor Form. (see Appendix G):

- Classroom teachers are notified an ELL student has been placed on monitor status.
- The ELL teacher will contact the classroom teacher(s) three times annually (spaced by trimester or quarterly) as to the progress of the monitored student.
- Classroom teachers are to notify the ELL teacher if they perceive an English language problem has reoccurred.
- Upon consultation with classroom teachers, other pertinent staff, and parent(s)/guardian(s), the ELL teacher may reevaluate the student to determine if more program intensive services should be reinstated.

### **Exit Process**

After completing two years of monitor status, an ELL student who demonstrates satisfactory grade level proficiency, including daily work, teacher observation, and formal assessments will be exited from the program. Before being exited totally from service, input from ELL staff and classroom teachers is gathered and a targeted level of performance must be

demonstrated on program specific achievement tests (e.g., WIDA ACCESS for ELLs 2.0). **An ELL student may not be exited solely on the basis of test scores.**

### **Demonstrated Levels of Achievement**

ELL students are formally assessed on an annual or as-needed basis (i.e., ELL and/or regular classroom staff recommendation) to determine whether or not they have achieved a level of English proficiency necessary to be exited totally from program services. In order for an ELL student to exit the program, his/her levels on the WIDA (World-Class Instructional Design and Assessment) ACCESS for ELLs 2.0 (Assessing Comprehension and Communication in English State to State for English Language Learners) should be as follows:

<b>ACCESS Scores</b>	<b>District Actions</b>
<b>4.7-6.0</b>	The student must be exited barring compelling evidence in the ELL Portfolio suggesting the student should remain in the district's ELL program. Portfolio Summary Sheet (See Appendix F)
<b>Below 4.7</b>	The student must remain in the district's ELL program 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.

The WIDA ACCESS for ELLs 2.0 Individual Student Report along with a Parent/Guardian Eligibility for ELL Services Notice (see Appendix C) or Parent/Guardian Reclassification Notice (see Appendix F) are sent to parents.

## **XIV. Program Operations**

### **Biennial Review**

In accordance with Missouri School Improvement Plan (MSIP) standards, the Blue Springs School District evaluates the ELL program biennially (see Appendix H). The biennial review focuses on all program components implemented to ensure the identification and appropriate education of all district ELL students. The evaluation entails stakeholder involvement; includes a review of federal and state requirements, district policy, district process and procedures, and student data and is intended to identify program strengths, concerns, and recommendations for improvement.

### **Professional Development/Collaborative Support**

ELL and other pertinent school and district personnel benefit directly from instruction and technical assistance provided by state department support staff, consultants, practitioners in the field, and other area content experts while attending in-district and/or out-of-district professional development opportunities (e.g., in-service, workshops, conferences, coursework). ELL designated staff and classroom teachers at all levels – elementary, middle, and high school – remain in continuous contact and work as a team in evaluating student needs and program



operations. In addition, ELL staff from the various buildings across grade levels within the district work together to ensure continuity of services.

**ELL Room and/or Classroom Time Guidelines**

The amount of time an ELL student spends in a self-contained and/or regular classroom setting depends on the level of English proficiency (i.e., as English skills increase, specialized assistance decreases). ELL and regular classroom staff work closely to determine the amount of help required based upon the student's individual needs with ELL staff providing no less than 45 minutes of service per week. Federal desegregation legislation prohibits the isolation of ELL students from the regular education population for a substantial part of the school day. For this reason, ELL students are mainstreamed for part of the school day no matter how limited the degree of English proficiency.

# APPENDICES

# **APPENDIX A**

## **Enrollment Information Form**

**BLUE SPRINGS R-IV SCHOOL DISTRICT**  
**Online Registration**

The following information is required to begin the registration process. The information you provide allows us to more effectively serve your student(s) and/or communicates a clear understanding of district expectations.

Please contact your school principal directly if further clarification is required pertaining to any aspect of the district's school enrollment process. Your time and attention are greatly appreciated regarding this matter.

***Student Demographics***

**Name:** \_\_\_\_\_

(Last, First, MI) Must be legal name from birth certificate

**Date of Birth:** \_\_\_\_\_

**Gender** (circle one): M F

**Is the student Hispanic or Latino?** (circle one): Yes No

**What is the student's race?** (circle all that apply):

Asian      Black/African American      American Indian/Alaska Native      Pacific Islander      White

**Student Primary Phone:** \_\_\_\_\_

**Student Home Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State** \_\_\_\_\_ **ZIP** \_\_\_\_\_

**Student Mailing Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State** \_\_\_\_\_ **ZIP** \_\_\_\_\_

**Nickname:** \_\_\_\_\_

**Student Cell Phone:** \_\_\_\_\_

**Student Email:** \_\_\_\_\_ @ \_\_\_\_\_

**Medically diagnosed health condition?** (circle one): Yes No

**If yes, which health condition(s)?** \_\_\_\_\_

**Does your student plan to ride the bus?** (circle one): Yes No

**Does your student require a wheelchair?** (circle one): Yes No

**Student currently on IEP/504?** (circle one): Yes No

**Primary language of student if not English:** \_\_\_\_\_

**What language do you speak to your child?** \_\_\_\_\_

**What language did your student first learn?** \_\_\_\_\_

**Which language does your student use at home?** \_\_\_\_\_

**During past 3 years, household member migrant?** (circle one): Yes No

**Student resides with another family, shelter, car?** (circle one): Yes No

**If homeless, you are current residing in--** (circle one):

Another      Family/Doubled Up      Campsite      Car      Motel/Hotel      Shelter      Temporary Housing

**Student or Family Military Status** (circle one):

Not Military      Connected      Active Duty      National Guard/Reserve      Unknown

# **APPENDIX B**

## **Home Language Survey**

# HOME LANGUAGE SURVEY

Blue Springs School District

School \_\_\_\_\_ Grade Level \_\_\_\_\_

Name \_\_\_\_\_  
(Last) (First)

Birth Date \_\_\_\_\_  
(Month) (Day) (Year)

**Primary language of student if not English:** \_\_\_\_\_

**What language do you speak to your child?** \_\_\_\_\_

**What language did your student first learn?** \_\_\_\_\_

**Which language does your student use at home?** \_\_\_\_\_

This information will be used to identify students who may require help learning English. The Blue Springs School District will not place any student in a special program without parent/guardian notification. If you have questions and/or concerns about this form, please contact the school counselor, enrollment secretary, or principal. Your assistance with completing and returning this form is greatly appreciated.

# **APPENDIX C**

## **Parent/Guardian Notice of Qualification for Services Form**



**PARENT/GUARDIAN NOTICE OF QUALIFICATION  
FOR SERVICES FORM  
Blue Springs School District  
English Language Learner (ELL) Program**

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Classroom Teacher & Grade Level

\_\_\_\_\_  
Student's Resident School Name

Dear Parent/Guardian:

After a thorough review of the enrollment forms, your student was tested on \_\_\_\_\_ using the W-APT (WIDA ACCESS Placement Test) or WIDA Online Screener to determine the level of English proficiency your student has acquired. The results of the assessment show that your student qualified to participate in the district's ELL program to increase their English proficiency and academic achievement. In addition, parental input is required in deciding whether or not a child should participate in program(s) through which services are to be delivered.

**Please read the following carefully:**

A recent evaluation of your student by district ELL program personnel included the following (Specify evaluation components):

Based upon the evaluation findings, the following is recommended (Description of actions proposed and why):

Please clarify your understanding of the student's qualification status. (Place an "x" by the appropriate statement.)

\_\_\_\_ I understand that my student qualified for district ELL program services.

\_\_\_\_ I understand that my student did not qualify for district ELL program services.

\_\_\_\_\_  
Parent/Guardian Name & Signature

\_\_\_\_\_  
Date

Thank you for your time and attention regarding this matter. If you have any questions, please do not hesitate to contact me at your earliest convenience.

\_\_\_\_\_  
ELL Staff Member Name & Signature

\_\_\_\_\_  
ELL Staff Member Title & Contact Phone #

(ELL Procedures Appendix C – Parent/Guardian Notice of Qualification for Services Form)



# Blue Springs School District

*Education with Distinction*

## **ELIGIBILITY PARENT/GUARDIAN NOTICE** **English Language Learner (ELL) Program**

Ms. Vanessa Blomquist, ELL Teacher / Franklin Smith / 874-3640 / [vblomquist@bssd.net](mailto:vblomquist@bssd.net)

Ms. Jessica McCoy, ELL Teacher / William Yates / 874-3740 / [jmccoy@bssd.net](mailto:jmccoy@bssd.net)

Ms. Melissa Jackson, ELL Teacher / Blue Springs HS / 874-3400 / [mjackson@bssd.net](mailto:mjackson@bssd.net)

Date:

To:

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

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for a language instruction educational program. Some students may still exit the program with a score lower than 4.7 if additional evidence from the portfolio and the majority of stakeholders disputes a lower than expected score in speaking, listening, reading, or writing.

The goal of the program is to support your student as he or she acquires English proficiency and meets the learning goals of each subject. In addition, parental input is required in deciding whether or not a child should participate in program(s) through which services are to be delivered. We are confident our program will best meet the needs of your student.

Your time and attention regarding this matter are greatly appreciated. Please feel free to contact your student's ELL teacher if further clarification is required.

Sincerely,

BSSD ELL Instructional Team

# **APPENDIX D**

## **Individual Accommodations Plan Form**

**Individual Accommodations Plan Form (Plan to Support Outcomes)**

**Blue Springs School District  
English Language Learner (ELL) Program**

**Student:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Language:** \_\_\_\_\_

**School Year:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Accommodations:**

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Implementation Team:**

	<b>Staff Member (print name)</b>	<b>Signature:</b>	<b>Date:</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

**Counselor:** \_\_\_\_\_ **ELL Coordinator:** \_\_\_\_\_

**Principal:** \_\_\_\_\_ **ELL Teacher:** \_\_\_\_\_

**Quarterly Review (An X indicates the IAP was reviewed by an ELL teacher / Initials identify the ELL teacher)**

- Quarter 1:** \_\_\_\_\_ / \_\_\_\_\_
- Quarter 2:** \_\_\_\_\_ / \_\_\_\_\_
- Quarter 3:** \_\_\_\_\_ / \_\_\_\_\_
- Quarter 4:** \_\_\_\_\_ / \_\_\_\_\_

# **APPENDIX E**

## **Individual Outcome Plan**

**Individual Outcome Plan**  
**Blue Springs School District**  
**English Language Learner (ELL) Program**

Student's Legal Name (First, Last): \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Ethnicity/Language: \_\_\_\_\_  
 Resident School: \_\_\_\_\_ Attendance School: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_ ELL Teacher: \_\_\_\_\_  
 Present School Year: \_\_\_\_\_ Date 1<sup>st</sup> enrolled in USA: \_\_\_\_\_  
 Date 1<sup>st</sup> enrolled in District: \_\_\_\_\_ Date 1<sup>st</sup> placed in ELL: \_\_\_\_\_  
 Date placed on Monitor Status: \_\_\_\_\_ Date exited from Program: \_\_\_\_\_  
 Date & Purpose (e.g., transfer, drop, graduate) exited District: \_\_\_\_\_  
 Attendance (i.e., # of days absent for school year): \_\_\_\_\_  
 Transferring School Name: \_\_\_\_\_  
 Transferring School Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Transferring School Phone #: \_\_\_\_\_  
 Transfer Date: \_\_\_\_\_

**ASSESSMENT OF ENGLISH PROFICIENCY FOR PLACEMENT**

Grade Level: \_\_\_\_\_

ENGLISH LANG PROF*	INSTRUMENT USED	RESULTS	DATE
Listening	WIDA Screener/W-APT		
Speaking	WIDA Screener/W-APT		
Reading	WIDA Screener/W-APT		
Writing	WIDA Screener/W-APT		
Overall	WIDA Screener/W-APT		

**PREVIOUS YEAR'S STATE ENGLISH PROFICIENCY ASSESSMENT**

Grade Level: \_\_\_\_\_

ENGLISH LANG PROF*	INSTRUMENT USED	RESULTS	DATE
Listening	ACCESS for ELLs 2.0		
Speaking	ACCESS for ELLs 2.0		
Reading	ACCESS for ELLs 2.0		
Writing	ACCESS for ELLs 2.0		
Overall	ACCESS for ELLs 2.0		

**CURRENT YEAR'S STATE ENGLISH PROFICIENCY ASSESSMENT**

Grade Level: \_\_\_\_\_

ENGLISH LANG PROF*	INSTRUMENT USED	RESULTS	DATE
Listening	ACCESS for ELLs 2.0		
Speaking	ACCESS for ELLs 2.0		
Reading	ACCESS for ELLs 2.0		
Writing	ACCESS for ELLs 2.0		
Overall	ACCESS for ELLs 2.0		

MAP Exempt \_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ N/A

\*ENGLISH LANGUAGE PROFICIENCY

# **APPENDIX F**

## **Reclassification Documentation**



# Blue Springs School District

*Education with Distinction*

## ELL PORTFOLIO SUMMARY SHEET

To Be Assessed by Qualified ELL/ACCESS Examiner(s)  
 Blue Springs School District: English Language Learner (ELL) Program

Student Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Current Status: \_\_\_\_\_ Grade: \_\_\_\_\_ District/School: \_\_\_\_\_

CRITERION	EVIDENCE	DATE(S)
<b>Oral Language Proficiency</b>	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
<b>Classroom Interaction</b>	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
<b>Content-Area Writing</b>	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
<b>Grade-Level Content Comprehension</b>	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
<b>Sociolinguistic Competence</b>	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	

**Additional Evidence:**

- ACCESS Domain Scores
- Reading comprehension data
- Recorded audio samples
- Writing process artifacts (graphic organizer, drafts)
- Classroom observation documentation
- Other:

**Stakeholder Portfolio Review Meeting Date:** \_\_\_\_\_





**RECLASSIFICATION PARENT/GUARDIAN NOTICE**  
**English Language Learner (ELL) Program**

Ms. Vanessa Blomquist, ELL Teacher / Franklin Smith / 874-3640 / [vblomquist@bssd.net](mailto:vblomquist@bssd.net)  
Ms. Jessica McCoy, ELL Teacher / William Yates / 874-3740 / [jmccoy@bssd.net](mailto:jmccoy@bssd.net)  
Ms. Melissa Jackson, ELL Teacher / Blue Springs HS / 874-3400 / [mjackson@bssd.net](mailto:mjackson@bssd.net)

Date:

To:

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

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for a language instruction educational program. Some students may still exit the program with a score lower than 4.7 if additional evidence from the portfolio and the majority of stakeholders disputes a lower than expected score in speaking, listening, reading, or writing.

During this school year and the next, the ELL department will monitor your student's progress to ensure continued academic success. In conjunction with the monitor status, your student's regular classroom teachers will provide periodic updates and contact ELL program personnel if the need for additional assistance arises.

An ELL program "Reclassification Notice" is enclosed with this letter. Please review the information on the form. After signing and dating the form, please have your student return it to the school office.

Your time and attention regarding this matter are greatly appreciated. Please feel free to contact your student's ELL teacher if further clarification is required.

Sincerely,

BSSD ELL Instructional Team



# Blue Springs School District

*Education with Distinction*

## RECLASSIFICATION NOTICE

Blue Springs School District: English Language Learner (ELL) Program

Student Name: \_\_\_\_\_ District/School: \_\_\_\_\_

Current Program Level: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Reclassification date must be within 30 days after receiving ACCESS scores. Portfolio and ACCESS scores are required for ALL students to be considered for reclassification.

RECLASSIFICATION CRITERIA	MINIMUM SCORE REQUIRED	RESULTS
Portfolio	All areas met	
ACCESS	5.0 Overall <b>OR</b> 4.5-4.9 Overall with additional criteria below	
Input from Stakeholders (ELL Teacher, Content Teacher(s), Counselor/Admin, Parent)	Majority Recommended	

Based on the criteria above, the stakeholders agree that \_\_\_\_\_ should be reclassified from the Blue Springs School District ELL program to monitor status beginning \_\_\_\_\_. The school's ELL program personnel will monitor the student's progress for two years.

### SIGNATURES

\_\_\_\_\_  
*ELL Teacher*

\_\_\_\_\_  
*Content Teacher(s)*

\_\_\_\_\_  
*Counselor/Principal*

Parent/Guardian Consultation conducted via (select one) \_\_\_ conference \_\_\_ phone call \_\_\_ email

\_\_\_\_\_  
*Parent/Guardian*

\_\_\_\_\_  
*Date*

**\*Please sign and return this form to the school office.**  
(ELL Procedures Appendix F – Reclassification Notice)



# Blue Springs School District

*Education with Distinction*

## MONITOR EXIT PARENT/GUARDIAN NOTICE English Language Learner (ELL) Program

Ms. Vanessa Blomquist, ELL Teacher / Franklin Smith / 874-3640 / [vblomquist@bssd.net](mailto:vblomquist@bssd.net)  
Ms. Jessica McCoy, ELL Teacher / William Yates / 874-3740 / [jmccoy@bssd.net](mailto:jmccoy@bssd.net)  
Ms. Melissa Jackson, ELL Teacher / Blue Springs HS / 874-3400 / [mjackson@bssd.net](mailto:mjackson@bssd.net)

Date:

To:

During the last two school years, the ELL department monitored your student's progress to ensure continued academic success. In conjunction with the monitor status, your student's regular classroom teachers provided periodic updates and contacted ELL program personnel if the need for additional assistance arose.

After a thorough review of your student's academic performance and ELL portfolio this past year, your student will exit monitor status and is no longer eligible for the district's ELL services. To verify you are aware of this change of status, please sign, date, and have your student return this letter to the school office.

Your time and attention regarding this matter are greatly appreciated. Please feel free to contact your student's ELL teacher if further clarification is required.

Sincerely,

BSSD ELL Instructional Team

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*Parent/Guardian*

*Date*

**\*Please sign and return this form to the school office.**

(ELL Procedures Appendix F –Monitor Exit Parent/Guardian Notice)

# **APPENDIX G**

## **ELL Monitor Status Student Progress Tracking Report**



Blue Springs School District  
ELL Monitor Status Student Progress Tracking Report

Student Name \_\_\_\_\_ School \_\_\_\_\_ Status: 1<sup>st</sup> yr / 2<sup>nd</sup> yr

MS/HS Couns or Elem Instructor \_\_\_\_\_ Grd Lev \_\_\_\_ Sch Yr 20 \_\_\_\_ - 20 \_\_\_\_

The above student has qualified for **Monitor Status**, which requires close tracking of academic performance for two years. Accordingly, the ELL teacher will routinely check with appropriate staff regarding student progress. **If deemed necessary** after consultation with instructional, other pertinent staff, and the student’s parent(s), the ELL teacher will conduct a re-evaluation to determine if program intensive services should be reinstated.

Check description **A or B**. Also **attach a copy of the current grade report**.

A) \_\_\_\_\_ This student requires **ONLY** the learning strategies provided **all** other students in the class to achieve at grade level proficiency.

B) \_\_\_\_\_ This student requires individualized strategies/accommodations to ensure grade level proficiency.

1) Describe strategies for the completion of daily work. Write **NA** if not applicable. Continue on the reverse side if needed.

**Listening** \_\_\_\_\_  
\_\_\_\_\_

**Speaking** \_\_\_\_\_  
\_\_\_\_\_

**Reading** \_\_\_\_\_  
\_\_\_\_\_

**Writing** \_\_\_\_\_  
\_\_\_\_\_

2) Describe \*accommodations on **formal testing**. Write **NA** if not applicable.

\_\_\_\_\_  
\_\_\_\_\_

3) Describe \*accommodations on **grade reports**. Write **NA** if not applicable.

\_\_\_\_\_  
\_\_\_\_\_

\*accommodation refers to any change in the routine assessment of skills and/or of grade reporting.

\_\_\_\_\_  
ELL Teacher Name & Signature

\_\_\_\_\_  
Date

Final grade report attached



# Blue Springs School District

*Education with Distinction*

**Blue Springs School District  
ELL MY1 and MY2 Monitor Form**

School: \_\_\_\_\_ Student: \_\_\_\_\_

Student ID: \_\_\_\_\_ Current Grades: MY1- MY2-

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

<b>Criteria to be monitored:</b>
District Benchmarks (Pathways, DIBELS, SRI, Common Assessments, etc.)
Current Grades
Input from some Stakeholders (EL teacher, Classroom/Content teacher, Counselor/Admin, Parent, Student)

MY1 1st check date	MY1 2nd check date	MY1 3rd check date	MY2 1st check date	MY2 2nd check date	MY2 3rd check date

**Notes/Observation:**

This student has successfully completed the monitoring process.

\_\_\_\_\_  
**ELL Teacher**

\_\_\_\_\_  
**Date**

# **APPENDIX H**

## **Biennial Review/ Program Evaluation Documentation**

**ENGLISH LANGUAGE LEARNER (ELL) PROGRAM**  
**BIENNIAL REVIEW COMMITTEE**  
**Blue Springs School District**

In accordance with Missouri School Improvement Plan (MSIP) standards, school districts must evaluate ELL services biennially. The biennial review focuses on all program components implemented to ensure the identification and appropriate education of all district ELL students. The evaluation entails stakeholder involvement; includes a review of federal and state requirements, district policy, district process and procedures, and student data; and is intended to identify program strengths, concerns, and recommendations for improvement.

Following is a list of the program stakeholders who shall serve on the ELL Biennial Review Committee:

Deputy Superintendent of Curriculum & Instruction  
Director of Secondary Education  
Director of Elementary Education  
Co-Director of Special Education  
Secondary Level Principal  
Elementary Level Principal  
Secondary Level Counselor  
Elementary Level Counselor  
Secondary Level ELL Teacher  
Elementary Level ELL Teacher  
Secondary Level Core Content Teacher  
Elementary Level Core Content Teacher  
ELL Parent (2)  
ELL Student (2)



**PROGRAM EVALUATION FORM**  
**Blue Springs School District**  
**English Language Learner (ELL) Program**

**GOAL(S):** The overarching goals of the Blue Springs School District English Language Learner (ELL) Program are to equip qualifying students to: 1) achieve proficiency in English (i.e., as measured by language development assessments and mastery of subject matter aligned with state academic content and student achievement standards); and 2) participate meaningfully in the district's educational and extracurricular programs.

**EVALUATION:** The Deputy Superintendent – Curriculum & Instruction will evaluate district, state, and federal annual standards and proficiency targets pertaining to English Language Learners (ELL) and academic achievement.

CSIP Goals (circle goals which apply): 1, 2, 3, 4

**CRITERIA FOR EVALUATION**

**YES**                      **NO**

- |  |   |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
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| <ol style="list-style-type: none"> <li>1. Board policy and program procedural guidelines are followed?             <ol style="list-style-type: none"> <li>a. Potential ELL students are identified in a timely manner?</li> <li>b. Potential ELL students are referred for assessment in a timely manner?</li> <li>c. ELL services are provided in a timely and adequate manner?</li> <li>d. ELL teachers and support staff (e.g., interpreters, translators, paraprofessionals) are highly qualified and meet program design?</li> <li>e. Established ELL transitioning and exiting criteria are followed?</li> <li>f. Exited ELL students are monitored adequately and appropriately?</li> </ol> </li> <li>2. Students have the regular classroom teacher support necessary to succeed?</li> <li>3. Resources (e.g., fiscal, human, material, physical) are effective in meeting specific ELL student needs, program goals, and proficiency targets?</li> <li>4. Program data/statistics are reviewed annually?             <ol style="list-style-type: none"> <li>a. Student files and records are accurate and current?</li> <li>b. Staff input has been obtained through interviews and surveys?</li> <li>c. Parent input has been obtained through interviews and surveys?</li> <li>d. Student input has been obtained through interviews and surveys?</li> </ol> </li> <li>5. School and program staff members are in-serviced annually?</li> <li>6. Parents are communicated with when necessary in their native language (e.g., translation software, translator)?</li> </ol> | <table border="0"> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </table> | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
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**ADDITIONAL INFORMATION:** Attach Yearly Goals and Activities

**ANNUAL REPORT COMPLETION DATE:** February

**ANNUAL REPORT TO BOARD OF EDUCATION:** February Board Meeting

**EVALUATOR(S):** Deputy Superintendent – Curriculum & Instruction

\_\_\_\_\_  
 Name & Signature of Individual Submitting this Report

Date: \_\_\_\_\_

**(All supporting data is attached)**

## STUDENT PERFORMANCE INFORMATION

### English Language Development

The following items are considered in evaluating the success of the district's ELL programs with meeting English language development goals:

#### **Evaluation Criteria**

- Rate of English language Development

Describe how students are acquiring English language skills at a pace that is consistent with ELL program goals or expectations

Describe how ELL student are progressing in English language development at a rate compatible with the district's objectives for academic progress.

- English Language Proficiency

Describe how ELL students are performing in English language skills compared to the district's goals and standards.

Describe how ELL students are progressing in English language skills so they will be able to successfully handle regular coursework.

Describe how former ELL students who no longer receive English language development services continue to demonstrate English language skills that enable them to successfully handle regular coursework.

#### **Source Information/Documentation**

MAP data/Grades/Common assessments/EOC assessments/SRI/DIBELS/Pathways

MAP data/Common assessments/EOC assessments

MAP data/Grades/Common assessments/SRI

Grades/Common assessments/SRI/ACCESS for ELLs

MAP data/Grades/Common assessments/SRI

Academic Performance

The following criteria address whether ELL students are demonstrating academic progress.

**Evaluation Criteria**

**Source Information/Documentation**

- Rate of Academic Progress

Describe how ELL students receiving English proficiency services are progressing academically relative to program goals or expectations (i.e., targeted increase of 3% on MAP/EOC).

Describe how, depending upon the district’s goals and educational model (concurrent or sequential), ELL students are making sufficient academic progress so that they are either at grade level or will be able to “catch up” after English proficiency services have been discontinued.

**Evaluation Criteria**

**Source Information/Documentation**

- Comparison to Other Students

Describe how present and former ELL students are performing academically, over time and by school and grade level, as compared to non-ELL peers.

Describe how multiple measures are used to assess overall performance of ELL students in meeting the district’s proficiency goals and targets.

Describe how current and former ELL students retained in-grade rates compare to non-ELL peers.

**Evaluation Criteria**

**Source Information/Documentation**

- Comparison to Other Students

Describe how current and former ELL students drop out of school rates compare to non-ELL peers.

Describe how current and former ELL student graduation rates compare to non-ELL peers.

Describe how current and former ELL students mobility, transient, and attendance rates compare to non-ELL peers.

## **DATA FACTORS SUBJECT TO REVIEW**

- State tests (e.g., achievement tests, state and local school reform goals);
- Standardized tests, including norm-referenced and criterion-referenced examinations;
- Teacher observation measures and checklists;
- Portfolios;
- Grade-point averages;
- Attendance rate, including truancy;
- Mobility rate;
- Graduation/Promotion rates;
- Inclusion of ELL students in gifted and talented and other special programs;
- Participation in extra-curricular activities;
- Drop-out rates; and
- Measures related to meeting state or local school reform goals.

## REVIEW OF RESULTS

### Findings and Conclusions/Identification of Areas for Improvement

Following are questions that may be considered with respect to compiling, organizing, and summarizing the information collected for each area where the district is not meeting the educational goals it established

- **Evaluation Criteria** (If not checked, a rationale for the response will be provided and the cause for the disparity or deficiency will be identified.)

### **Source Information/Documentation**

- Is each identified area of concern evaluated to determine why it arose and how it is interfering with program objectives?
- Were adequate resources allocated to the area of concern?
- Were responsible staff adequately trained with respect to their responsibilities?
- Were goals and expectations realistic?
- Were goals and other program expectations adequately communicated?
- Does the concern suggest the need to take another look at some aspect of the program design?
- Are there any contributing factors, explanations, or reasons for each area of concern?

### Planning and Designing Modifications and Improvements

The following questions relate to planning and designing corrective measures or improvements tailored to address the specific concerns identified, while promoting the overall success of the program:

- **Evaluation Criteria** (If not checked, a rationale for the response will be provided and the cause for the disparity or deficiency will be identified.)

### **Source Information/Documentation**

- Has a description of the changes been developed? (e.g., What procedural and program modifications will be undertaken? Who is expected to be responsible for what? When will the changes be implemented?)
- Has a description of the rationale and objective(s) been developed? (e.g., What are the changes expected to accomplish? How will success be measured?)

### Implementing Program Changes

Once the planned modifications are developed, they can be put in place. Questions about implementation procedures may include:

- **Evaluation Criteria** (If not checked, a rationale for the response will be provided and the cause for the disparity or deficiency will be identified.)

### **Source Information/Documentation**

- Have all stakeholders (responsible and interested parties) been notified of any program changes?
- Has necessary training been identified? Have appropriate steps been put in place so that responsible persons understand expectations and are prepared to implement the changes as planned?

### Summary of Findings and Conclusions

A written summary of the following three basic components will be provided:

- 1) Goal or Standard – The program goal or standard where a concern has been identified will be described.
- 2) Actual Outcome – What the evaluation demonstrated with respect to shortcomings in achieving the desired goal or standard will be described.
- 3) Contributing Factors – The factors and circumstances that may have influenced the goal or standard will be described (e.g., Why was it not as expected?).

### Compliant/Grievance Process

Verbal and/or written complaints or grievances made by students, parents, members of the public, etc., regarding the district's ELL program or services shall be included with the evaluation summary for consideration along with the district's response to each complainant, and the action taken by the district with respect to each complaint.

### Program Improvement Process Clarification

To facilitate clear understanding of the program improvement process, the following clarification is provided:

Staff Responsibilities – Key personnel have been assigned responsibility for all program related activities. Program staff are aware of what is required, including expected outcomes, and have been granted the authority to carryout assigned tasks.

Predetermined Scheduling – A schedule of due dates has been identified and disseminated pertaining to program related events, action steps, and designated outcomes. The schedule helps assure prompt task completion and equal educational opportunities for all ELL students.

Follow-Up as Appropriate – Careful planning, monitoring, and management of ELL services occurs so that the process moves forward as expected and pertinent follow-up is assured. Key program personnel have overall responsibility for the process so that quality service is provided.



# **APPENDIX I**

## **English Language Learner Program Policy**

# **ENGLISH LANGUAGE LEARNER PROGRAM**

## **Blue Springs School District Board Policy 5.17**

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 due to national origin or non-English speaking environments 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. The Board directs the administration to develop and implement procedures which:

- Appropriately identify and evaluate students with Limited English Proficiency (LEP).
- Determine the appropriate instructional environment for LEP students.
- Monitor progress of students receiving English Language Learner (ELL) or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
- Establish professional standards for staff members who teach bilingual or English Language Learner programs and provide development opportunities for staff members when needed.
- Where feasible, the district may provide support for the student's use of the native language while developing English language skills.

# **APPENDIX J**

## **ELL Glossary**

# ENGLISH LANGUAGE LEARNER (ELL) PROGRAM GLOSSARY

## Blue Springs School District

**Basic Interpersonal Communication Skills (BICS):** The language ability required for “everyday” or practical language skills that generally develop first and more naturally than “CALP” skills (see CALP). Depending on many factors (e.g., age, social setting), these skills can develop in as little as 1-2 years.

**Bilingual Education:** Educational programming that explicitly focuses upon the student’s native language in instruction. The approach of choice for schools where many ELL students share the same native language, and where qualified bilingual (i.e., appropriately fluent) teachers are available in content areas.

**Cognitive Academic Language Proficiency (CALP):** The scholastic, formal use of language that is typically required for academic achievement (i.e., found in texts and classroom settings), as opposed to the more informal, interpersonal kind used in everyday settings (i.e., see BICS). This proficiency develops along with schooling and can take a non-English speaker 3 to 7 years or more to refine.

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

**Content-based English as a Second Language:** This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

**Dual Language Program:** Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

**English Language Learner (ELL):** Speakers of other languages in the process of learning English (i.e., a national-origin-minority student who is limited in English proficiency). This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

**English as a Second Language (ESL):** A program of techniques, methodology and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

**English for Speakers of Other Languages (ESOL):** Currently accepted term for English-language programs that teach language skills to speakers from non-English language backgrounds. The approach of choice for schools where bilingual teachers are not available, and where ELL students represent many languages, Replaces the term “English as a Second Language” or ESL. Common delivery models are as follows:

- 1) Structured Literacy Immersion – Process of co-teaching involving a bi-lingual teacher and a self-contained classroom teacher.
- 2) Content-Based Instruction – Process where student remains in the regular classroom with focus on delivering content in an adapted English format.
- 3) Pull-Out Instruction – Student is periodically removed from the regular classroom for instruction in English.

**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. [20 U.S.C. §1203(f)]

**FEP:** Fluent (or fully) English proficient.

**Informed Parental Consent:** Permission granted or refused by parents/guardians regarding enrollment of their student in an ELL program after being provided effective notice of the educational options and the district's instructional recommendation.

**Language Dominance:** Measurement of the degree of bilingualism, which implies a comparison of the proficiencies in two or more languages.

**Language Instruction Education Program:** An instructional course in which an ELL student is placed for the purpose of developing and attaining English proficiency while meeting challenging academic achievement standards as required by law. The program may make instructional use of both English and the student's native language and may include the participation of English proficient students if such course designed to enable all participants to become proficient in English as a second language.

**Language Minority (LM):** A student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's language background and not on proficiency.

**Language Proficiency:** Degree to which the student exhibits control over the use of language, including the measurement of expressive and receptive language skills in the areas of phonology, syntax, vocabulary, and semantics and including the areas of pragmatics or language use within various domains or social circumstances. Proficiency in a language is judged independently and does not imply a lack of proficiency in another language.

**Lau vs. Nichols:** A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]

**Limited English Proficient (LEP):** Proficiency in reading, writing, listening, or speaking English that is below grade level and age level peers (see ELL). Limited English Proficiency is based on an assessment of a student's English language proficiency. As defined by the Missouri Department of Elementary and Secondary Education, the term "limited English proficient" when used in respect to an individual, means an individual –

- A) who is aged 3 through 21;
- B) who is enrolled or preparing to enroll in an elementary or secondary school;
- C) (i) who was not born in the United States or whose language native language is other than English
- (ii)(I) who is a native American or Alaska native, or a native resident of the outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (III) who is migratory, whose native language is a language is other than English, and who comes from an environment where a language other than English is dominant; and

- D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
- (i) the ability to meet the state's proficient level of achievement on annual assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

**L1:** Student's first or "native" language.

**L2:** Student's second or non-primary languages (i.e., for ELL students, L2 usually means English).

**Maintenance bilingual education (MBE):** A program that uses two languages, the student's primary language and English, as a means of instruction (i.e., may also be referred to as late-exit bilingual education). The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas.

**The May 25 Memorandum:** To clarify a school district's responsibilities with respect to national-origin-minority children, the U.S. Department of Health, Education, and Welfare, on May 25, 1970, issued a policy statement 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."

**NEP:** Non-English-proficient.

**OELA:** Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (i.e., [www.ed.gov/offices/OELA](http://www.ed.gov/offices/OELA)). An office of the U.S. Department of Education, that is primarily responsible for the administration of Title III programs.

**Newcomer Program:** Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

**Parent/Guardian:** Persons otherwise legally responsible for a student.

***Plyler vs. Doe:*** A case in which the Supreme Court struck down a state statute denying funding for education to children who were illegal immigrants and simultaneously struck down a municipal school district's attempt to charge illegal immigrants an annual \$1,000 tuition fee for each undocumented student to compensate for the lost state funding. The Court found that where states limit the rights afforded to people (specifically children) based on their status as aliens, this limitation must be examined under an immediate scrutiny standard to determine whether it furthers a substantial goal of the state. [457 U.S. 202 (1982)]

**Sheltered English Instruction:** An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

**Structured English Immersion Program:** A program intended for the acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.

(ELL Procedures Appendix J – English Language Learner Program Glossary)

**Student:** Qualified individual age 3-21 enrolled for educational services.

**Submersion Program:** A submersion program places ELL students in a regular English-only program with little or no support services on the theory that they will pick up English naturally. This program should not be confused with a structured English immersion program.

**TESOL (Teaching English to Speakers of Other Languages):** The international professional organization for educators involved with ESOL (i.e., [www.tesol.edu](http://www.tesol.edu)). Also refers to the discipline of teaching English to non-native speakers.

**Title III:** The part of the Every Student Succeeds Act (ESSA) of 2015 authorizing appropriations for bilingual education and specific alternative language programs, the Foreign Languages Assistance Program, and the Emergency Immigrant Education Program can be viewed at [www.ed.gov/legislation/ESEA](http://www.ed.gov/legislation/ESEA). Title III funds must be used by qualifying districts to supplement the level of Federal, State, and local funds that, in their absence would have been expended for programs for LEP students and immigrant children and youth. Additional Title III information can be found at <http://dese.mo.gov/divimprove/fedprog/discretionarygrants>.

**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:** The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA), recognizes the unique educational disadvantages faced by non-English speaking students. Enacted in 1968, the Bilingual Education Act established a federal policy to assist educational agencies to serve students with limited-English proficiency by authorizing funding to support those efforts. In addition to providing funds to support services to limited-English-proficient students, Title VII 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 also modified eligibility requirements for services under Title I so that limited-English-proficient students are eligible for services under that program on the same basis as other students.

**Transitional Bilingual Education (TBE) Program:** A program designed to utilize a student's primary language in instruction (i.e., also known as early-exit bilingual education). The TBE program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELL student's transition to a full-immersion English instructional approach while receiving academic subject instruction in the native language to the extent necessary.

# **APPENDIX K**

## **English Language Learner Program Legal Citations**



**ENGLISH LANGUAGE LEARNER (ELL) PROGRAM  
LEGAL CITATIONS  
Blue Springs School District**

The following citations relate to the legal foundation for English Language Learner (ELL) Program services, including the Lau Plan, as established by law:

**Federal Legislation**

- Every Student Succeeds Act (ESSA) of 2015
- Title VI of the Civil Rights Act of 1964
- Equal Education Opportunities Act of 1974

**Court Decisions**

- Lau vs. Nichols (1974)
- Castaneda vs. Pickard (1981)
- Plyler vs. Doe (1982)
- Office of Civil Rights Policy Update on School's Obligations Toward National Origin Minority Students with Limited English Proficiency (1991)
- Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency (2000)

**State Requirements**

- MSIP