

Marshall Public Schools
860 West Vest
Marshall, MO 65340
Phone: 660-886-7414
Fax: 660-886-5641

**Language Instruction Educational Program
(LIEP)**

Teacher Handbook
&
District Procedures

Revised November, 2017

MARSHALL SCHOOL DISTRICT
LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM
Procedures

The Marshall School District has developed a Language Instruction Educational Program which seeks to provide English instructional programs appropriate for each student according to specific background, capabilities, learning styles, interests and aspirations. The Language Instructional Educational Program has these goals:

- To assist students in acquiring skills to communicate needs, interests, and ideas in English (communicative competency in listening, speaking, reading, and writing).
- To assist students in understanding the social and cultural patterns of English-speaking people.
- To assist students in attaining a level of academic English proficiency that will enable them to meaningfully access the district's instructional program, and meet a proficient achievement on the state tests.
- To meet the needs of teachers and staff working with EL students.

The district has developed procedures in the areas of:

- A. Student Identification
- B. Student Assessment
- C. Program Description
- D. Program Staff
- E. Program Exit Criteria
- F. Program Evaluation
- G. Parent Notification
- H. Segregation of Facilities
- I. Special Opportunity Programs
- J. Special Education Programs
- K. Appendices

RATIONALE

Marshall School District has established an English Language Development (ELD) program to support students whose primary language is not English. The ELD program is based on sound educational theory recognized by experts in the field. ELD programs properly implemented by qualified personnel with adequate resources can meet the educational needs of language minority students. The Missouri Department of Elementary and Secondary Education (DESE) endorse ELD programs as an acceptable instructional approach that meets Federal guidelines for education of Limited English Proficient (LEP) students. Funds for Marshall's ELD program are provided by the Marshall School District, and, when available, (Title 1.C) Migrant Education Program and Title III – LEP and Immigrant funds and grant money.

English and native language (i.e. Spanish) if necessary and known by teacher, is used by trained English Language (EL) teachers as the language of instruction in the ELD program. Students' English language proficiency is developed to a level that permits the student to participate and learn in an academic setting conducted entirely in English. Students' language and cultural backgrounds are considered when planning instructional activities. Students participate in regular classroom programs for part of the day and receive EL instructional support for part of the day until the English skills necessary to succeed adequately in all subject areas are developed. The regular classroom and EL staff collaborate on the content to be taught providing context for subject areas and facilitating English language learning.

Different ELD program services are offered at various grade levels because the needs of kindergarten students are not the same as high school students. At the elementary level, students are scheduled into small group "pull-out" classes or have the EL staff "push-into" their regular education classrooms from 1-5 hours a week depending upon their language acquisition level. Students may spend more time with the EL staff if needed. EL students also receive Title I reading services, if they qualify.

Middle and High School students identified as EL may be placed in one or more ELD classes depending upon their English proficiency level. EL staff also "push-into" the regular education classroom from 1-5 hours a week depending upon student language acquisition levels. Some high school classes may also be co-taught with an EL teacher and a regular classroom teacher. Each successfully completed ELD class at the high school receives full credit toward graduation requirements.

If available, International high school transcripts are evaluated by qualified counselors with the aid of translators. Students are placed in appropriate grade levels based on transcript evaluations. LEP students entering school with no previous school records are placed in age appropriate grade levels to work toward completion of requirements for a high school diploma.

Parents/guardians are notified each year that their child is participating in the ELD program. Parents/ guardians may decline ELD pull-out services for their child at any time, but EL students will still receive ELD support in the classroom, either through the EL teacher, or the regular classroom teacher through collaboration with the EL teacher. Parents who decline receive a follow-up phone call. Reentry into the ELD program remains an option for LEP students. (See Appendix 1 parent notification letter).

Procedures

A. *Student Identification*

1. Students enrolling in Marshall School District will complete on-line enrollment forms which include a Language Use Survey (See Appendices, Language Use Survey). All students are eligible to enroll in Marshall Public Schools regardless of immigrant status. Only two kinds of information for enrollment are necessary: (a) proof of residency in the district (not in the U.S.), including legal guardianship for students under the age of 18; and (b) proof of required vaccinations.
2. During enrollment, the Language Use Survey questions must be completed before the enrollment process is complete.
3. The District's EL instructors have access to the survey through the Student Information System (SIS), and examine questions on the Language Use Survey to see if any are answered as "Other." The Expanded Language Background and Educational History questions are also reviewed to correctly identify students who have a first language other than English, and who come from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.
4. An annual review of the identification process is conducted and adjustments are made to ensure that all Language Minority students are identified.
5. The district receives help from community members to translate and interpret when a student and/or parent has difficulty communicating in English and there is no school staff member available who speaks the student's native language. The community members are provided professional development with regard to their responsibilities as interpreters.

B. *English Learner Student Assessment*

1. Students identified as potential English learners on the Language Use Survey have their English language proficiency assessed by trained ELD staff as soon as possible, but no later than the first 30 calendar days after enrollment.
2. Students identified as potential English learners are assessed by the ELD staff in the areas of listening, speaking, reading, and writing proficiency with WIDA's Online Screener.
3. First semester Kindergarten students will take the speaking and listening sections of the paper-based Kindergarten Screener, and if deemed appropriate by the test examiner, will also take the reading and writing sections. If students do not test out, they must take the ACCESS for ELLs in the spring. Second semester kindergarteners and first semester first graders must take all four domains of the paper-based Kindergarten Screener.
4. Assessments are administered, evaluated, and interpreted by school personnel trained in administering and interpreting WIDA assessments.
5. If a potential EL student was previously enrolled in a state belonging to the WIDA consortium, the student should have a WIDA score and educational history in an ELD program in their file. That score is used in lieu of administering the Online Screener to determine eligibility in the LIEP.

6. The screener will produce a series of scores by domain and an overall English language proficiency (ELP) score. The Kindergarten Screener for kindergarten and first semester first graders will produce a combined score for speaking & listening and individual scores for both reading and writing.
7. Please see the chart below for specific scores that determine eligibility for ELD services.

Grade Level	The Student IS ELIGIBLE for ELD services if:	The Student is NOT ELIGIBLE for Services if:
1st Semester Kindergarten	<input type="checkbox"/> Has a combined score of 28 or lower on listening and speaking on the kindergarten screener.	<input type="checkbox"/> All first semester kindergarten students identified as potential ELs can receive support until earning a passing score in all four language domains.
2nd Semester Kindergarten 1st Semester 1st Grade	<input type="checkbox"/> Has a combined score of 28 or lower on listening or speaking, <input type="checkbox"/> OR Has a score of 10 or lower on reading; OR Has a score of 11 or lower on writing.	<input type="checkbox"/> Has a combined score of 29 or higher on listening and speaking; AND <input type="checkbox"/> Has a score of 11 or higher on reading; AND <input type="checkbox"/> Has a score of 12 or higher on writing.
2nd Semester 1st Graders through 12th grade	<input type="checkbox"/> Has an overall composite proficiency level 4.7 or below.	<input type="checkbox"/> Has an overall composite proficiency level of a 4.7 or higher.

8. Standardized assessment instruments (MAP) are administered to LEP students following the modification guidelines set by DESE.

C. ELD Program Description

1. Language Minority students identified as English Learners are eligible for placement in the K-12 ELD program.
 - a. Placing students with age appropriate peers is the most important factor to consider in ELD and regular education classes.
 - b. Educational history, informal and formal assessment results may also be considered in classroom placement.
 - c. EL students are eligible for other district programs the same as non-EL students. (i.e. Title I, special education, Gifted, McKinney-Vento)
2. Language Minority students identified as English Learners are offered appropriate ELD services as determined by EL staff, classroom teachers, counselors, parents, and school administration. Students are placed in the ELD program as soon as possible after their identification as an English Learner.
3. Parents receive written notification, in a language they understand, if possible, as soon as placement of their child in the ELD program (See Appendices, Eligibility for Language Support).
 - a. Parents may choose to alter or decline the recommended ELD program support. Parent waivers will be put in the student's school file (See Appendixes, Parent Waiver).
 - b. If parents waive ELD services, EL students will still receive ELD support in the classroom to overcome language barriers, either through the EL

teacher, or the regular classroom teacher through collaboration and coaching in sheltered instruction strategies with the EL teacher. Parents who decline receive a follow-up phone call.

- c. Parents may enroll their child in the ELD program at a later date.
4. The EL staff collaborate with regular education programs to:
 - a. Align curriculum goals
 - b. Provide ELD curriculum and modifications.
 - c. Provide interpreting services when necessary for Parent/ Teacher conferences. (Even though the district advertises for interpreting services; interpreting services can be limited based upon availability of interpreters.)
 - d. Provide translations of communication with parents when necessary.
5. Each satisfactorily completed ELD class at the high school level is given full credit.
6. The District provides the materials necessary as funding allows to adequately meet the language and academic needs of EL students.

D. *EL Program Staff*

1. EL staff requirements:
 - a. EL teachers meet state requirements for teaching certificates and English for Speakers of Other Languages (ESOL) endorsement.
 - b. Teacher Aides meet state and District requirements.
 - c. EL teachers are fluent in English with good written and oral communication skills.
2. The District provides enough qualified staff to ensure the success of its ELD program.
3. The District makes every effort to employ ESOL endorsed teachers. Certified teachers who are currently receiving training in ESOL methodology may be recruited when ESOL endorsed teachers are not available.
4. Paraprofessional personnel do not have primary responsibility for instruction of EL students. Paraprofessional personnel may help with instruction when supervised by a qualified EL teacher.
5. Teachers and other staff working directly with EL students are given annual opportunities for continued professional development. Training may be in the form of workshops, in-services, professional conferences, etc. Documentation of employee professional development will be placed in personnel files.

E. *ELD Program Exit Criteria*

1. The District has established criteria to determine when students will exit the ELD program. Students remain in the ELD program only as long as their English language proficiency requires assistance. Students who are able to participate meaningfully and successfully in the District's regular education program are exited from the ELD program.

- a. All EL students receiving services will take the ACCESS for ELLs test during the WIDA testing window each year.
 - b. A portfolio will be maintained on all students who have an overall ACCESS score or 3.5 or higher. Portfolio items may include observation checklists, interaction rubrics, video or audio file, district benchmark assessments, and writing samples. (See Appendices, Student Oral Language Matrix, Oral Language Data Tools, Tools for Evaluating Writing) Portfolio items should directly confirm or dispute individual domain scores earned on the ACCESS.
 - c. EL students scoring 4.7 or higher on the overall ACCESS score will be considered for reclassification.
2. Annually, the EL teacher will meet with an appropriate team of people (i.e. teachers, counselors, parents, etc.), review the portfolios, and evaluate the students' progress, and determine if the child still requires ELD services. (See Appendices, EL Reclassification Form) The goal is to exit students at "just the right time, in just the right manner."
3. Students not ready to be reclassified will continue receiving ELD services, and parents will be notified (See Appendices, Continued Eligibility for Language Support).
4. Students ready to be reclassified will be placed on a monitor status for two years. A written letter will be sent to the parents. (See Appendices, Notice of Reclassification) Monitored students do not receive accommodations, modifications, or alternative assessments. They do not receive direct support from the EL teacher, and they do not take the ACCESS for ELLs.
 - a. If a monitored student begins to struggle, that student can be placed back into the LIEP and continue as if he/she never left the program. Reentry into the ELD program may be recommended if evidence suggests that the problems are related to language skills. Parents will receive written notification in a language they understand (if possible) when major changes are made in their child's instructional program.
 - b. Monitored students will be monitored quarterly to ensure each student is performing on par with the average non-EL in the classroom. The monitoring form (See Appendices, MY1 & MY2 Monitor Form) and evidence will be included in the students' permanent file.
5. After successful completion of the two years of monitoring, no other data will be collected. Students will continue to be a part of the EL subgroup for an additional two years in the state accountability system.
6. Exiting is successful when the former EL student demonstrates the same classroom progress as his/her non-EL peers.

F. *Program Evaluation*

1. Annually, the district will make available a report of the progress and performance of students in the ELD program. (school board, superintendent's annual report)
2. Annually, the effectiveness of the ELD program will be reviewed by the District's administration and school board.
 - a. Statistics including graduation, attendance, drop-out rates, grade retention, college admissions, and job placement of EL and former EL students will be compared to their peers.
 - b. Student progress, length of time in the ELD program, and successful exit into regular education classes will also be reviewed.
 - c. Surveys and opinions from staff, parents, and students will be part of the evaluation.
 - d. Program evaluation will identify areas that need modifications in order to continue achieving the district's goals for EL students.

G. *Parent Notification*

1. The EL staff identifies and informs school personnel of the existence of non-English proficient parents/guardians of students in the district.
 - a. The district communicates with parents of EL students in a language understood by the parents through bilingual/ multilingual school personnel and/ or qualified community interpreters and translators.
 - b. The district provides school documents and written communication in a language understood by parents.
2. The district maintains and makes available to school personnel an annually updated list of qualified interpreters or translators to assist in communication with parents.

H. *Segregation and Facilities*

1. The district ensures the quality of services and facilities available to EL students are comparable to those of non-EL students, to the extent that facility space allows.
2. The district ensures that the quality and quantity of instructional materials in the ELD program are comparable to the instructional materials provided to non-EL students. Annual budget provisions for the ELD program are comparable to budget provisions for the district's non-ELD programs and students.
3. Students enrolled in the ELD program participate in classes, activities, and assemblies with non-ELD peers.
4. Students enrolled in the ELD program have access to the full school curriculum, both required and elective courses, including vocational education.
5. Students enrolled in the ELD program have access to the same counseling services as non-ELD students. Translators/ interpreters are utilized as needed for these services.
6. All EL students have access to the same curricular opportunities as non-EL peers.
7. All EL students have access to the same honors, awards, and other recognition as non-EL peers.

I. Special Opportunities Programs

1. The district ensures that access and full participation in special opportunity programs is available to students enrolled in the ELD program
2. The district ensures that the assessment for participation in special opportunity programs is comparable for EL and non-EL students.
3. The district provides alternatives to test requiring English language proficiency to assess EL students for participation in special opportunity programs.

J. Special Education Programs

1. Special Education Services are provided for EL students for whom a need of such services is established. Identification and assessment will follow the district's established guidelines for Special Education Services for non-EL students. No student is placed in Special Education based solely on criteria which only measures English language proficiency.
2. The team for assessing and identifying EL students for special education services includes the EL teacher and / or coordinator who ensures that the student's unique language and cultural needs are addressed.
3. Special education tests for EL students are administered by qualified personnel trained in assessment procedures. When possible, test in the student's native language are used. ELD assessment methods are documented when language barriers interfere with tests given in English.
4. Placement of EL students in special education programs is based on evidence that the special need exists in the student's native language.
5. Individualized Educational Programs developed for special needs EL students include programs which address their English language skills until English proficiency is demonstrated.
6. EL students are placed in special services programs in ways comparable to non-EL students with similar needs.
7. The district provides, in a language they understand, the same documents and communications to parents of special needs EL students as it provides to non-EL students' parents. When translations are unavailable, interpreters/ translators are used to ensure that parents are informed of all rights and privileges. Documentation of the interpretation is placed in the student's file.
8. The district ensures that students who need special education receive services in a timely manner. Identification, assessment, evaluation, and services are provided on a timetable comparable to non-EL students.