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Lau Plan

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Jefferson City Public Schools

Rationale

All school districts in Missouri are required to provide equal educational opportunities to students regardless of race, national origin, sex, color, or disabilities. To have access to school programs, English language learners (ELLs) (including immigrant children and youth, refugees, migrants, and undocumented students) must receive instruction that increases their English proficiency and core academic content knowledge. Suitable instruction involves the application of rigorous, systemic and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. This is important to the success of the student. ELLs cannot be retained solely because of language barriers. Grades represent what a student understands about the subject matter, not the level of English language proficiency (ELP).

To comply with Missouri School Improvement Program (MSIP) requirements, all school districts in Missouri must have in place an ELL policy or plan and an ELL assessment tool. A plan or policy in this context does not contain enough information to be called a program. An instructional ELL program addresses specific needs through a methodic course of action stated to allow ELLs to acquire expected ELP. ELLs are expected to acquire ELP in reading, writing, listening, speaking, and comprehension. This will enable them to meet the challenging state academic content and student academic achievement standards. An ongoing evaluation allows for program improvement.

--Missouri Department of Elementary and Secondary Education

Federal Legislation

- No Child Left Behind Act of 2001
- Title VI of the Civil Rights Act of 1964
- Equal Education Opportunities Act of 1974

Court Decisions

- Lau vs. Nichols (1974)
- Plyler vs. Doe (1981)
- Castaneda vs. Pickard (1981)
- Office of Civil Rights Policy Update on Schools' 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

I. Registration and Identification of ELLs

A. Referral Process for Students Who Enroll at the Beginning of the School Year

All students in the district register at the beginning of each school year. They or their parent/legal guardian will fill out the Language Survey section and Migrant section of the District's enrollment forms during registration. Enrollment forms are available in English and Spanish and may be interpreted or translated, if necessary.

If answers to the Language Survey section indicate the potential need for ELL screening, the school secretary or District Welcome Center (depending on registration location) will notify the appropriate English for Speakers of Other Languages (ESOL) certificated staff.

If answers to the Migrant section indicate the potential need for migrant evaluation, the school secretary or District Welcome Center (depending on registration location) will notify the District's Migrant Coordinator.

B. Referral Process for Students Who Enroll Mid-year

New potential ELL students will be identified upon enrollment at the District Welcome Center by means of the Language Survey section of the District's enrollment forms. The Welcome Center will notify the appropriate ESOL certificated staff.

C. Referral Process for Non-Language Minority (LM) Immigrant Students

New Immigrant students will fill out the Language Survey section on the District's enrollment forms during the District's regular registration process. If the country of birth field or birth certificate lists a country other than the United States, the Welcome Center or building secretary will contact the appropriate ESOL certificated staff, even if the Language Survey questions indicate no other language besides English is spoken. The appropriate ESOL certificated staff will work with these students and families to determine whether services are needed.

D. Referral Process for Parents as Teachers (PAT) and Preschool (PK) Families

The ESOL office provides Language Surveys to the PAT program. If answers to the Language Survey or visits with a family indicate the potential need for ELL screening, the PAT coordinator is notified for potential assignment to a bilingual parent educator.

PK families complete the District's registration packets, including the Language Survey. If answers to the Language Survey or teacher observations indicate the potential need for ELL screening, the Early Childhood Principal will be notified.

II. Screening Process for Placement and Parent Notification of Services

Screening Grades K-12

The ESOL certificated staff will develop schedules by school to screen students with the WIDA W-APT to determine eligibility for the ESOL program. The results will be shared with the student's parent/legal guardian by means of a Notification of Eligibility Form. The ESOL program will complete testing and notify parents within 30 days after the first day of the school year, or within 10 days of the student's first date of attendance for mid-year enrollments.

The Notification of Eligibility Form includes the following:

- a. Reason for student's identification for screening and the method of screening.
- b. Student's level of academic language proficiency.
- c. Method of instruction to be used.
- d. Requirement for annual language proficiency evaluation.
- e. Process for reclassification to monitor status.
- f. Procedures and rights for student's withdrawal from the program or reclassification back into the program.
- g. Information regarding other services for which a student may qualify.
- h. Placeholder for parent/legal guardian signature/acknowledgment.

Should the parent/legal guardian have concerns about the need for ESOL services, he/she is invited to meet with the appropriate ESOL certificated staff and, if necessary, the child's

building principal and teaching team to discuss those concerns. The Notification of Eligibility Form is available in English and Spanish and may be interpreted or translated, when possible.

Screening for PAT and PK

PAT staff will administer the Ages and Stages Questionnaire (ASQ and ASQ:SE) to all students ages one month through 5 ½ years, as well as the Developmental Indicators for the Assessment of Learning (DIAL-4) for childrens ages 2 ½ through 5 years and 11 months. PAT will also assign bilingual parent educators to work with ELL children and their families. ESOL professional development for parent educators may also be provided by the appropriate ESOL certificated staff, as needed.

PK staff will administer the DIAL-4 screening and assign bilingual parent educators to work with those children and their families.

III. Placement

A. Placement of Elementary ELL Students

Elementary ELL students will be placed at the age appropriate grade level. A student may be placed one grade level below if the student has had little or no prior formal schooling in his/her native country. The elementary principal determines the grade level. The principal may consult with the appropriate ESOL certificated staff to help make a determination.

B. Placement for Secondary ELL Students

The ESOL teacher and other appropriate ESOL certificated staff may be asked to assist in determining grade placement and class scheduling. The middle and high school counselors will assign the ELL students to the ESOL Content-Based English class for a minimum of one course block. Additional content support for ELL Immigrants and those students who may struggle academically will be considered and provided as needed.

C. Special Services

“LEP students may participate in every program for which they are eligible. Placement in one does not preclude placement in a second or third. Programs referred to include special education, ESOL, Gifted, Migrant Education, and Title I programs.”

(Educating Linguistically Diverse Students: Requirements and Practices, Missouri Department of Elementary and Secondary Education, p.15)

D. Special Education

Testing must distinguish between the language acquisition behaviors and those exhibited when there are psychological processing or physical problems or other deficits. The attached flow

chart at the end of this document outlines the district's procedure for preventing inappropriate placement of ELL students in Special Education. Non-biased testing and parental involvement are fundamental to the district's procedure.

Special Services referrals are initiated at the building level by staff. Parents may also initiate the process. Appropriate ESOL certificated staff are involved in the process. They will be asked to provide documentation of progress and to give observations. An interpreter may be secured for the parents or to assist in testing if translation is necessary.

IV. Description of Program

The Jefferson City ESOL Program serves approximately 200 ELLs from 30 different nations each year. There are over 30 different languages identified as the primary home language for the ELLs served. The school district practice is to enroll the new ELL students in their neighborhood school in the grade level that is appropriate for the student's age and previous school experience.

In addition to the certificated ESOL teacher assigned to each building, the elementary school ELLs are assigned supplemental ESOL tutors who work with the regular classroom teachers to assist students with basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP).

The appropriate ESOL staff participate in ESOL professional development workshops. The tutors are supervised by appropriate ESOL certificated staff.

An Individual Academic Plan (IAP) is prepared for each student. The IAP goals, objectives, and strategies are planned at the appropriate level of ELL instruction as determined by the student's scores and ELP levels indicated and described on the student's language proficiency assessment (the WIDA W-APT or WIDA ACCESS for ELLs).

The student's needs are based on their proficiency level as determined by the English proficiency evaluations, Scholastic Reading Inventory (SRI) tests, Missouri Assessment Program (MAP) and End of Course (EOC) results, classroom participation, input from the regular classroom teacher, and parent input. The IAP plan is created in accordance with the ACCESS scores, WIDA "Can Do" descriptions and Grade Level Expectations. The plan includes measurable goals and appropriate objectives to meet those goals. Strategies and activities are research-based.

The secondary level ELL students have a scheduled, content-based ESOL class that focuses on the individual student's need in BICS and CALP as it assists them with modified content-based instruction. The ESOL teacher designs an IAP for each student by coordinating with the core classroom teachers. The student's needs are based on classroom performance, SRI scores, MAP/EOC scores, core teachers' evaluations, and parental input. The IAP goals, measurable objectives, and assessments are aligned to State and local standards, as well as with the ACCESS

scores and WIDA “Can Do” descriptions. Additional ESOL tutors assist the ESOL teachers with immigrants and those students who may have more intensive language or content area needs.

The PAT program provides parent educators to those families with ELL children from birth to age 5. The children are identified from the District’s Language Survey.

A. Non-Public

ELL students in non-public institutions are eligible to enroll in the ESOL language instruction program offered by Jefferson City Public Schools (JCPS). The District’s Federal Programs Coordinator will consult with the non-public institution staff to determine needs and what needs will be addressed.

B. ESOL Vision Statement

The ESOL program staff views its role as assisting the District in welcoming, valuing, and supporting all ELL students so that they are included in academic and extra-curricular activities and can work towards full proficiency in English language skills and achievement in all content areas.

C. ESOL Value Statements

- All students’ cultures, languages, physical appearances, manners of dress, families, and personal beliefs are respected.
- All students can learn.
- All students deserve the opportunity to participate fully in school activities.
- All students deserve the care and attention of the staff.
- All ELL students deserve instruction that is comprehensible and appropriate for their level of ELP.

D. ESOL Mission Statement:

The mission of the Jefferson City ESOL program is to ensure that all ELL students enrolled in the district receive quality ESOL services which will enable them to “communicate in social settings, to use English to achieve the same educational standards set for all students in all content areas, and to use language in socially and culturally appropriate ways.”

****Adapted from Teachers of English for Speakers of Other Languages (TESOL)
ESL Standards 11/5/98*

E. ESOL Goals

The goals of the ESOL program are to:

1. Provide instructional programs based on research-based educational practices that are aligned to all national, state, and local content standards.
2. Provide support and advocacy for students socially, culturally, and academically.
3. Provide a link between the schools and the ELL families by making contact visits and calls, counseling with the families, translating/interpreting communication between schools and families, and by affording the parents/guardians the ability to make decisions regarding their child's participation in the ESOL program.
4. Provide appropriate and regular assessment in order to properly place the students, measure their progress, guide adjustments to their instructional plans, and determine when the students are proficient enough to be reclassified to monitor status. The students will continue to be monitored for two years before exiting the program.
5. Provide qualified ESOL-endorsed certificated staff to supervise and train ESOL tutors and new ESOL teachers.
6. Provide professional development opportunities for all District staff members to assist them with differentiating instruction to best meet ELL student needs.

V. Instruction

Elementary

The student will be assigned to a regular classroom teacher, an ESOL certificated teacher, and an ESOL tutor when applicable. The appropriate ESOL certificated staff will create a schedule to provide services in collaboration with the classroom teacher.

The district ESOL staff strives to provide effective, age appropriate English instruction in the four domains of reading, writing, listening and speaking in a safe, nonthreatening environment. Our staff utilizes scientifically research-based language instructional practices consistent with the noted language acquisition theories of respected linguists Stephen Krashen, Noam Chomsky, and Jim Cummins.

Content-based instruction at the elementary level is delivered in small groups, when possible. Group size and duration of instruction is based on students' grade level, English proficiency level, and content proficiency level. Instruction is typically a combination of push-in and pull-out based on student need and content material.

Teacher Support Team meetings may be convened to address needs of ELL students struggling with academic achievement, behavioral concerns, and/or social concerns. The team meetings are initiated by the ELL student's classroom teachers. The team invites the appropriate ESOL certificated staff to participate in sharing observations, language proficiency evaluation results,

and concerns. The team develops interventions to assist the child in overcoming his/her difficulties. Follow-up meetings are determined upon need.

Secondary

The middle and high school ELL students will be assigned to an ESOL content-based class for a minimum of one class period. ESOL instruction is based on Sheltered Instruction Observation Protocol using content-based instruction and thematic units from across the curriculum. Supplemental tutors may support ELL students who are immigrants or who are in need of more intensive language or content area assistance.

VI. Measuring Progress

A. Individualized Academic Plan (IAP)

The ESOL teacher will be responsible for coordinating with the classroom teacher, the ESOL tutor, and the ESOL evaluator to design the initial goals and objectives for the child. The student's IAP will be monitored to allow for adjustments based on assessment results and classroom progress.

The teacher/tutor instructional responsibilities will be guided by the ELL's IAP and by the appropriate ESOL curriculum for student, by the results from:

1. WIDA W-APT
2. WIDA ACCESS for ELLs
3. Classroom teacher's observations and testing results

B. ESOL Informal Assessment

The WIDA "Can Do" descriptors are used as an informal assessment to provide information on student progress.

Other informal assessments may include weekly quizzes, writing samples, completion of graphic organizers, or other demonstrations of lesson comprehension.

C. ESOL Formal Assessment

All new ELL students, grades K-12, will be screened with the WIDA W-APT to determine eligibility for ESOL services during the first 30 days of school in the fall, or within 10 days mid-year.

All ELL students will be administered the MAP/EOC testing during the testing window at their schools. ELL students may be exempt from the Communication Arts section of the MAP if they

have been in the United States less than one year. MAP administration instructions and accommodations must be checked annually for changes.

The ELL students who are actively receiving services will be evaluated with the State selected language proficiency test (WIDA ACCESS for ELLs) to measure progress in ELP during the statewide testing window in January or February.

Results of all formal assessments will be placed in the student's cumulative file. Annual results will be shared with the parents in the annual notification letter. Translated parental notification letters are available in other languages and provided by WIDA.

VII. Reclassification

Students are reclassified based on **one** of the following methods:

- The student scores an overall proficiency level of 6.0 on Tier C of the *ACCESS for ELLs*® ELP assessment¹
- The student scores an overall proficiency level of at least 5.0 on Tier C of the *ACCESS for ELLs*® ELP assessment and achieves a proficiency level at least equal to Basic on the state assessment of English Language Arts, AND meets some additional criteria in Table 1
- The student scores an overall proficiency level of at least 4.7 on Tier C of the *ACCESS for ELLs*® ELP assessment and achieves a proficiency level at least equal to Basic on the state assessment of English Language Arts, AND meets all of the criteria in Table 1

Table 1 outlines additional criteria beyond an *ACCESS for ELLs*® test score. Evidence should include demonstrations of grade-level proficiency, without the use of adapted or modified English materials or ELL accommodations on standardized measures.

Table 1

District benchmark or interim assessments (in multiple content areas)
Writing performance assessments scored with the Missouri standardized rubric
Writing samples
Academic records such as semester and course grades
Agreement between the ESL teacher, classroom teacher(s), other relevant staff and parents/guardians that language is no longer a barrier to the students' ability to access academic content.

Note: Students with disabilities under the Individuals with Disabilities Education Act (IDEA) should meet the above standards or have Individual Education Plans (IEPs) that specify parallel, alternate standards-related criteria.

Students that meet the criteria of reclassification should be moved from Limited English Proficient (LEP) to Monitored Year 1 (MY1) in the student information system.

¹ The LEA may determine that a student who scored 6.0 on the *ACCESS for ELLs*® should remain in LEP status due to a lack of additional criteria.

A. Reclassification Monitor Status Procedure

The ESOL teacher, ESOL tutor, regular classroom teachers, or parents may initiate the reclassification process. The appropriate ESOL certificated staff will review the student's most recent ELP test scores, MAP or EOC scores, and grades. Additional criteria may be considered.

If the scores or other criteria indicate grade level or competency in each area, a letter and the scores will be sent to notify the parent/legal guardian that the student is ready to be reclassified to "monitor" status. The letter will invite the parent/legal guardian to call the appropriate ESOL certificated staff if they have any concerns. The letter will also assure them that the student will be monitored for two years and should the student experience ELP difficulties later, the student may be reclassified for active services again.

The monitored student's grades will be checked by the appropriate ESOL certificated staff. Should any student experience difficulties with grade level work, the appropriate ESOL certificated staff will contact the teacher to determine what issues the student is having. The appropriate ESOL certificated staff will work with the teacher to resolve the issue either by calling the parent, seeking after school tutoring, or by other means. If the problem appears to be language or comprehension related, the appropriate ESOL certificated staff will contact the parent/legal guardian to meet and discuss their desire to have the child reclassified for active ESOL services.

B. Reclassification to Exit Status

After two years on monitor status, if the student does not exhibit language-related issues in the classroom, the student's status will be reclassified to "Not Limited English Proficient."

VIII. Parental Involvement

A strong partnership between parents, the appropriate ESOL certificated staff and other school district staff is welcomed and encouraged. Parents are notified of screening and eligibility and are encouraged to participate in the ongoing educational process. Parents are notified of all school and district-level parent involvement activities.

An English Language Program Advisory Committee will meet annually to advise and assist in the ESOL program on educational programs and parent involvement opportunities.

The appropriate ESOL certificated staff will be asked to invite parents to participate on the ESOL Advisory Committee. The committee membership will reflect the different demographics of the ELL student population. The committee is composed of the Assistant Superintendent of Special Services, a building administrator, a minimum of one academic content teacher, an ESOL-endorsed teacher, an ESOL/Immigrant tutor, a guidance counselor, a special education teacher, and a minimum of one parent/legal guardian. The advisory committee meetings are scheduled and led by the Assistant Superintendent of Special Services.

The advisory committee responsibilities include the following:

1. Meet at least annually to evaluate or revise the ESOL program.
2. Make recommendations for placement procedures and program type for the following school year.
3. Review the Lau Plan annually and recommend revisions if necessary.
4. Determine ESOL program's strengths and weaknesses based on data and develop plans for improvement.
5. Based on program's strengths and weaknesses as well as parents' needs, determine topics of focus for parent activities.

IX. ESOL Staff Requirements

A. ESOL Certificated Staff

ESOL certificated staff will hold a valid State of Missouri certification with ESOL. In the event an ESOL certificated staff member cannot be employed, the District will employ a teacher with a valid State of Missouri certificate with the assurance that the staff member will work toward ESOL certification.

B. ESOL Tutors

ESOL tutors are required to have a minimum of 60 hours of college credit. They must be fluent in listening, speaking, reading, and writing English. New tutors will attend ESOL training provided by appropriate ESOL certificated staff before being assigned to a student. They are required to review the Lau Plan with the appropriate ESOL certificated staff. They will have an introduction to the following topics before being placed with an ESOL certificated staff member. They will receive training throughout the school year on a variety of topics including, but not limited to:

1. ESOL program mission, values, vision, services, and procedures
2. Second language acquisition
3. Cultural awareness
4. ELL levels and ELL assessments
5. Teaching strategies
6. Accommodations
7. IAP
8. Appropriate national, state and local content standards
9. Collaboration with classroom teachers

The appropriate ESOL certificated staff will mentor the new tutor during the first week of employment. All tutors will participate in appropriate professional development.

C. Professional Development Activities

ELL professional development activities are provided for the ESOL staff annually, based on current needs.

Jefferson City School District requirements for all employees include training in:

1. Cultural Competency
2. Suicide Prevention
3. Bullying
4. FERPA and Confidentiality

X. Program Evaluation

Certified staff members are evaluated by their immediate supervisors with the district's Performance Based Evaluation. The ESOL certificated staff member evaluates the tutor's work using the District developed evaluation tool. The ESOL staff monitors the students' progress annually by examining the MAP/EOC test results, the State selected annual language proficiency results, the SRI tests, semester grades, and IAPs.

The Missouri Department of Elementary and Secondary Education conducts periodic evaluations of federal programs.

XI. Title III

A. Title III: LEP

For the 2013-2014 school year, JCPS has received a Title III: LEP grant to provide supplemental resources to increase the English proficiency and academic achievement of ELLs using scientifically-based methods. Supplemental instruction will be provided by ESOL tutors. Tutors will collaborate with classroom teachers and ESOL teachers to determine each student's needs.

ELL students are assigned supplemental ESOL tutors, under the direction of ESOL certificated teachers who work with the regular classroom teachers to supplement the content-based delivery method in developing students' BICS and CALP at the beginning levels. The focus shifts more heavily to CALP with modified content area work as ELLs become increasingly proficient in English.

XII. Immigrant Services

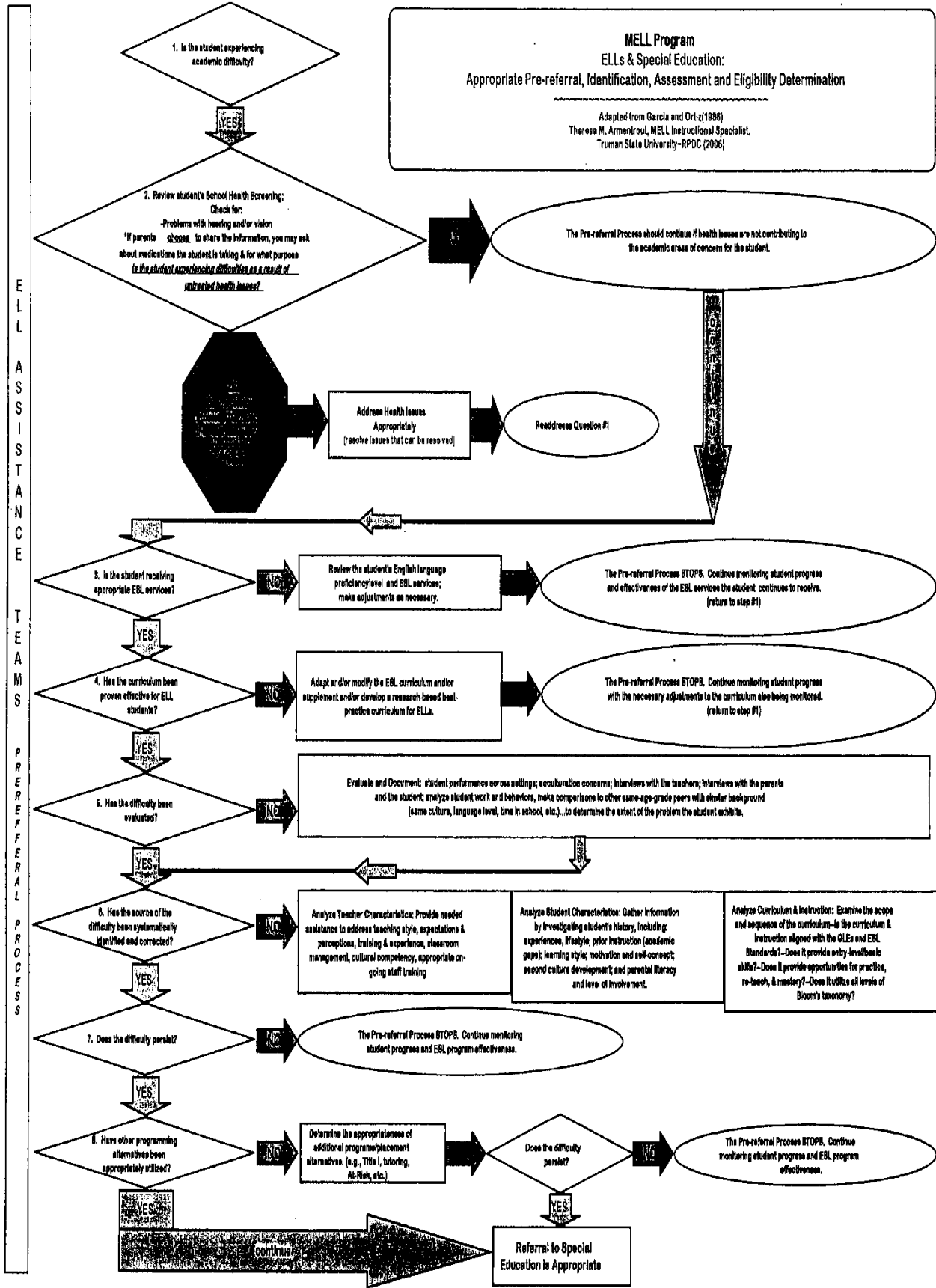
Immigrant families are identified on the LM Survey by indicating the date they arrived in the United States. The Welcome Center provides ESOL families information about how the school district operates, which school the children will attend, the school calendar, school

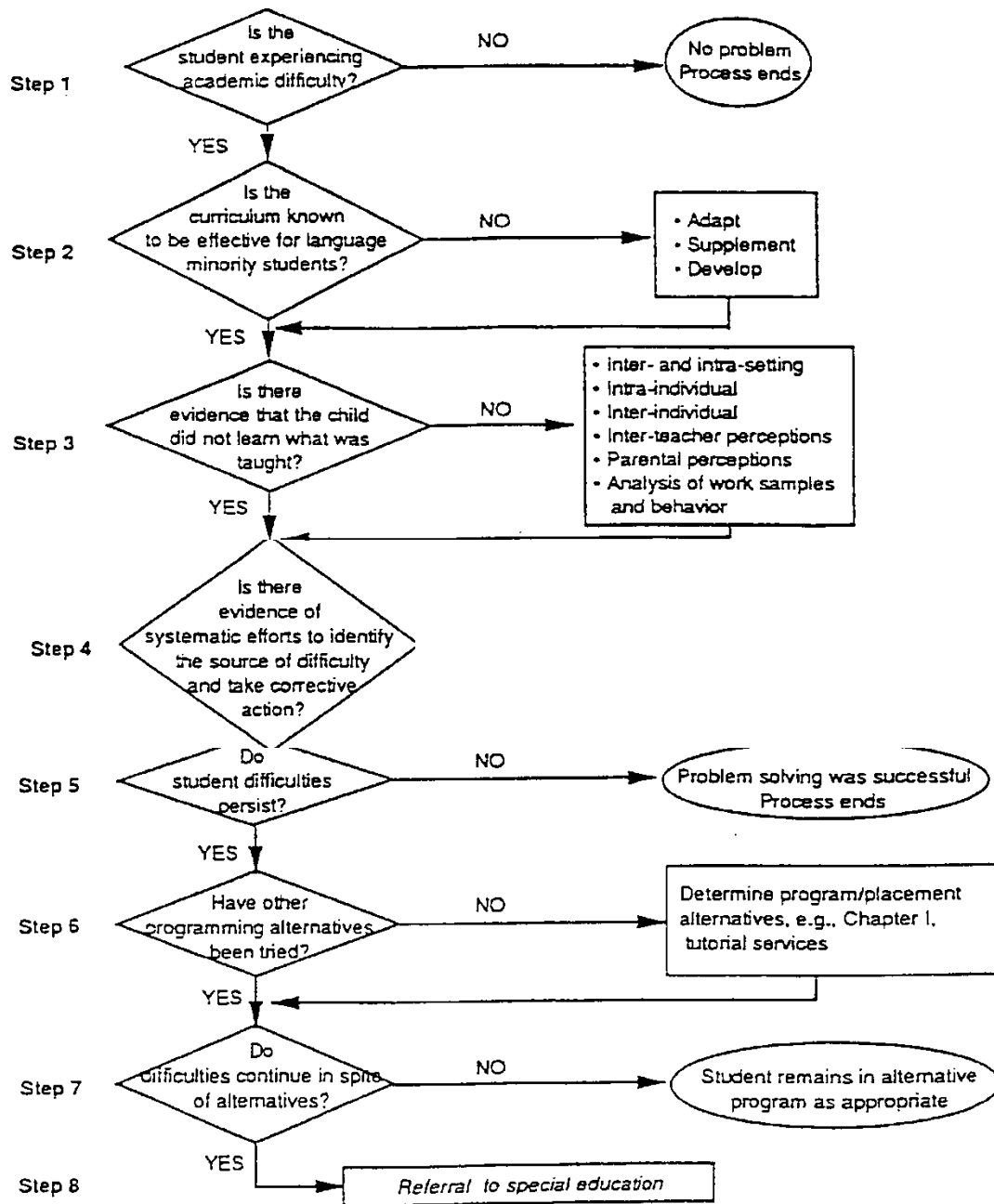
requirements for calling in absences, bus transportation, the free and reduced school lunch program, vaccination requirements, and school supplies.

The Welcome Center assists families with filling out all school registration forms and involves an ESOL certificated teacher, if needed. There are English and Spanish versions of the forms. Forms may be made available in other languages as needed.

The appropriate ESOL certificated staff begins testing the children with the ELP placement tests at that time to determine eligibility. The parents are informed about the legality and need for the tests and the benefits of ESOL services. They understand that they will receive the results and have input in the child's service delivery method.

The District offers a free Adult ESOL program to interested families.





Adapted from Garcia, S. B. and Ortiz, A. A. (1988). Preventing inappropriate referrals of language minority students to special education. New Focus Series. No. 5. Washington, DC: National Clearinghouse for Bilingual Education.

GLOSSARY

BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
DIAL-4	Developmental Indicators for the Assessment of Learning
EOC	End of Course
ELLs	English Language Learners
ELP	English Language Proficiency
ESOL	English for Speakers of Other Languages
IAP	Individual Academic Plan
JCPS	Jefferson City Public Schools
LM	Language Minority
MAP	Missouri Assessment Program
MSIP	Missouri School Improvement Plan
PAT	Parent as Teachers
Preschool	PK
RIS	Refugee and Immigration Services
SRI	Scholastic Reading Inventory
W-APT	WIDA-ACCESS Placement Test
WIDA	World-Class Instructional Design and Assessment