



English Language Development Program (ELD)  
Jefferson City School District  
315 E. Dunklin St  
Jefferson City, MO 65101

Bridget Frank, Coordinator  
573-659-3016

## **EL Services 2020-2021**

### **Jefferson City School District**

#### **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 learners (ELs) (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 and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. This is important to the success of the student. ELs 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).

#### **I. Registration and Identification of EL students**

##### **A. Referral Process for new Students**

All new students to the district register at the District Welcome Center. They or their parent/legal guardian will fill out the Language Use Survey (LUS) (see Figure 1.A.1) Tier I questions on the District's enrollment forms. Enrollment forms are available in English and Spanish and may be interpreted or translated as needed.

**Figure 1.A.1** - Filled out during student registration - Language Use Survey (LUS)

##### **Tier I Language Background**


1. What was your child's first language?  
☐ English ☐ Other
2. Which Language(s) does your child use (speak) at home and with others?  
☐ English ☐ Other
3. Which Language(s) does your child hear at home and understand?  
☐ English ☐ Other

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

If the answers to Tier I LUS (see Figure 1.A.1) indicate a language other than English is either spoken or understood, District Staff will take active steps to determine if the student qualifies for the language instruction educational program (LIEP) by sharing the results of the LUS with appropriate EL staff.

- have parent/legal guardian fill out the paper LUS Tier II & III Questions (see Figure 1.A.2) to understand more about the student's linguistic and educational background.
- Email the LUS to the appropriate ELD endorsed teacher and the EL secretary.
- check the ELD referral box in Campus.

**Figure 1.A.2** - If the LUS Tier I questions in the registration notes a language other than English is either spoken or understood, the LUS Tier II & III Questions are given to the family to fill out



## LANGUAGE USE SURVEY - Tier II and III Questions

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

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

### Tier II: Expanded Language Background

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

### Tier III: Educational History

8. Did the student attend a school where English was not the language used for instruction? \_\_\_\_\_

If yes, how many years did the student attend this school? \_\_\_\_\_

9. What was the most recent month and year the student attended school? \_\_\_\_\_

10. Do you believe that your child has learning difficulties that affects his/her ability to understand? \_\_\_\_\_

If yes, please explain: \_\_\_\_\_

11. Has your child been referred to be evaluated for special education? \_\_\_\_\_

If yes, please explain: \_\_\_\_\_

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

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

**Notice to School Staff:** This form must be given to all new and enrolling students if any answers to the Student Registration Home Language section indicate a language other than English. Any student that indicates use of a language other than English must be assessed to determine the student's English language proficiency. Please notify district staff responsible for the next steps immediately and when ready, keep this form in the student's permanent records.

Modified 10/16/19

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

- For new immigrant students (the date student entered the US is less than 3 years); and
- For students whose country of birth field or birth certificate list a country other than the US,

District staff will take active steps to determine if the student qualifies for the language instruction educational program (LIEP) by sharing the results of the LUS with appropriate EL staff.

- have parent/legal guardian fill out the paper LUS Tier II & III Questions (see Figure 1.A.2) to understand more about the student's linguistic and educational background
- Email the LUS to the appropriate ELD - endorsed teacher and the EL secretary
- check the ELD referral box in Campus

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

The English Language Development (ELD) program office provides Language Use Surveys to the PAT program. If answers to the Language Survey or visits with a family indicate the potential need for EL 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 EL screening, the Early Childhood Principal will be notified.

- D. **For more State information on Identifying students, reference:** Missouri Department of Elementary and Secondary Education (DESE) *Identifying and Reclassifying English Learners: Guidance on Missouri's Entry and Exit Criteria*: <https://dese.mo.gov/sites/default/files/curr-eld-entry-exit-criteria.pdf>

## II. Screening Process for Placement and Parent Notification of Services

### Screening Grades K-12

The ELD certificated staff will develop schedules by school to screen students with the WIDA W-APT to determine eligibility for the ELD program. The results will be shared with the student's parent/legal guardian by means of a Notification of Eligibility Form. The ELD program will complete testing and notify parents within 30 days after the student enrolls.

The Notification of Eligibility forms (see Appendix A for letter samples) include 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 ELD services, he/she is invited to meet with the appropriate ELD 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 developmental screening for children ages one month through 5 1/2 years using the Ages and Stages Questionnaire, 3rd edition (ASQ:3) plus the Ages & Stages Questionnaire: Social-Emotional, 2nd edition (ASQ®:SE-2) or the Devereux Early Childhood Assessment (DECA). Alternatively, children ages 3 years through 5 years 11 months may be screened using the Developmental Indicators for the Assessment of Learning, 4th edition (DIAL-4). PAT will also assign bilingual parent educators and/or offer interpretation and translation services.

Incoming preschoolers will be screened with the Speed DIAL-4. Families participating in preschool will be assigned bilingual parent educators and/or interpretation and translation services will be offered.

## **III. Placement**

### **A. Placement of Elementary EL Students**

Elementary EL 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 or the Assistant Superintendent of Elementary Education determines the grade level. The principal may consult with the appropriate ELD certificated staff to help make a determination.

### **B. Placement for Secondary EL Students**

The ELD teacher and other appropriate ELD certificated staff may be asked to assist in determining grade placement and class scheduling. The middle and high school counselors will assign the EL students to the ELD Content-Based English class for a minimum of one course block. Additional content support for EL 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, ELD, Gifted, Migrant Education, and Title I programs."

*(Educating Linguistically Diverse Students: Requirements and Practices, Missouri Department of Elementary and Secondary Education Revised 2018, p.28)*

## **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 EL 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 ELD 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 ELD Program serves approximately 200 ELs from 30 different nations each year. There are over 30 different languages identified as the primary home language for the ELs served. The school district practice is to enroll the new EL 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 ELD teacher assigned to each building, the elementary school ELs are assigned supplemental ELD tutors when available, who work with the regular classroom teachers to assist students with basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP).

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

The student's needs are based on their proficiency level as determined by the English proficiency evaluations (WIDA Access), i-Ready, Missouri Assessment Program (MAP) and End of Course (EOC) results, classroom participation, input from the regular classroom teacher, and parent input.

The secondary level EL students have a scheduled, content-based ELD class that focuses on the individual student's needs in BICS and CALP as it assists them with modified content-based instruction. The student's needs are based on classroom performance, i-Ready, MAP/EOC scores, core teachers' evaluations, and parental input. Additional ELD tutors assist the ELD 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 EL children from birth to age 5. The children are identified from the District's Language Survey.

## **A. Non-Public**

EL students in non-public institutions are eligible to enroll in the ELD language instruction program offered by Jefferson City School District. Services will not be provided at the non-public institution. The District's Federal Programs Coordinator will consult with the non-public institution staff to determine needs and what needs will be addressed.

## **B. ELD Vision Statement**

The ELD program staff views its role as assisting the District in welcoming, valuing, and supporting all EL 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. ELD 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 EL students deserve instruction that is comprehensible and appropriate for their level of ELP.

## **D. ELD Mission Statement:**

The mission of the Jefferson City ELD program is to ensure that all EL students enrolled in the district receive quality ELD services, which will enable them to "communicate in all 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. ELD Goals**

The goals of the ELD 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 EL families by making contact calls, counseling with the families, translating/interpreting communication between schools and families, and giving the parents/guardians the ability to make decisions regarding their child's participation in the ELD 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 ELD-endorsed certificated staff to supervise and train ELD tutors and new ELD teachers.
6. Provide assistance to classroom teachers to aide them with differentiating instruction to best meet EL student needs.

## **V. Instruction**

### **Elementary**

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

The district ELD 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 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.

Student Support Team (SST) meetings may be convened to address the needs of EL students struggling with academic achievement, behavioral concerns, and/or social concerns. The team meetings are initiated by the EL student's classroom teachers. 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 EL students will be assigned to an ELD content-based class for a minimum of one class period. ELD instruction is based on Sheltered Instruction Observation Protocol using content-based instruction and thematic units from across the curriculum. Supplemental tutors may support EL students who are immigrants or who need more intensive language or content area assistance.

## **VI. Measuring Progress**

### **A. ELD Informal Assessment**

The WIDA “Can Do” descriptors are used as an informal assessment to provide information on student progress. We use informal assessments across the four domains of listening, speaking, reading and writing.

### **B. ELD Formal Assessment**

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

All EL students will be administered the MAP/EOC testing during the testing window at their schools. EL students may be exempt from the Communication Arts section of the MAP if they have been in the United States for less than one year. MAP administration instructions and accommodations must be checked annually for changes.

The EL students who are actively receiving services will be evaluated with the State selected language proficiency test (WIDA ACCESS for ELs) 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 electronic 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**

After receiving the ACCESS for ELs reports, district staff should carefully review the performance of any student considered for reclassification. When a student demonstrates proficiency on the annual English language proficiency assessment and is able to succeed in age/grade appropriate learning environments, they will no longer meet the definition of an English learner and consequently be reclassified from ELD services. As noted in figure VII.1, Missouri’s defined score for English proficiency is a minimum 4.7 on the ACCESS for ELs. In the case the district feels a student’s score was a false positive, or too high, additional evidence must be in the student’s portfolio that directly contradicts a specific domain score on the ACCESS. For example, the student earned a score in the 5 range for each domain, but the district has gathered evidence that the student is reading below grade level or is not able to write authentic, content-area reports at an acceptable level. The district is able to prove the student still needs language support.

To account for false negatives, students who score low but by all other measures is not an EL, may be exited provided the district has collected a body of evidence that directly disputes low domain scores. As shown in Figure VII.1, students whose overall scores are lower than 4.7 may be reclassified with satisfactory evidence. Since this data may be

difficult to collect after the score reports are received, EL teachers are encouraged to develop a portfolio, either traditional or digital, for students throughout the school year.

EL Teachers should carefully consider reclassifying students in grades K-2 as EL as any transition between buildings (i.e. elementary to middle school). Young learners are still acquiring their first language and there is a documented “slump” many ELs make in 3rd or 4th grade as they change from learning-to-read to reading-to-learn. Transitions between buildings have produced similar results.

**Figure VII.1 – Missouri ACCESS scores targets and district actions**

ACCESS Scores	District Actions
<b>4.7-6.0</b>	The student must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the LIEP.
<b>Below 4.7</b>	The student must remain in the LIEP 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.

If student qualifies for reclassification, the EL teacher sends EL Reclassification form (see Figure VII.2) to EL secretary to process. If student was marked as Below a 4.7 or as mis-identified, the District’s Assessment Coordinator must approve the reclassification. Once the reclassification is ready to process, the EL secretary Exits the student from EL in campus and mails home the appropriate parent letter. See Appendix A for letter samples.


Kindergarteners who did not qualify for services based on their W-APT scores from the fall became LEP/ACCESS Only.

- If the EL teacher anticipates Kindergarteners could pass the reading and writing portions of the W-APT, they can be tested prior to the ACCESS test. If they pass, they are marked as Not EL in the student information system, released from the program, and a parent letter is sent home. See Appendix A for letter samples.

Students who are continuing in the EL program get the Continued Eligibility for Language Support Letter. See Appendix A for letter samples.

Students who have graduated from the Jefferson City School District get the Graduate Student Letters. See Appendix A for letter samples.

**Figure VII.2 - EL Reclassification Form submitted to EL secretary for processing**



### EL Reclassification Form

English Learners (EL)  
 Jefferson City Public Schools English Language Development Program (ELD) Office 573-659-3016  
 Bridget Frank, ELL Coordinator

Date:		Student's First Name:	
Student ID:		Student's Last Name:	
Current Grade:		Current EL Level:	
School:		ELL Teacher's Name:	

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

RECLASSIFICATION CRITERIA (select one)	ACTION	EVIDENCE/SUPPORTING DOCUMENTATION
<input type="checkbox"/> ACCESS 4.7+ Overall	Student placed on monitor.	Teacher provides evidence/supporting documentation: <ul style="list-style-type: none"> <li>Portfolio that contains objective, valid and reliable evidence suggesting the student should exit the LIEP (Language Instruction Educational Program).</li> <li>Input from Stakeholders (ELL teacher, Classroom/Content teacher, Counselor/Admin, Parent). Need majority recommendation.</li> </ul> <p style="text-align: center;">[ATTACH EVIDENCE TO THIS FORM]</p>
<input type="checkbox"/> ACCESS under 4.7 Overall (May be reclassified with satisfactory evidence.)	Student placed on monitor.	
<input type="checkbox"/> Mis-identified (May be reclassified with satisfactory evidence.)	Student exited from program.	

Based on the criteria above, the stakeholders agree that \_\_\_\_\_ should be reclassified from the ELD (English Language Development) support program to monitor status beginning \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_. The school's ELD program personnel will monitor the student's progress for two years (a minimum of 3 times annually). The Monitor Form and monitor evidence should be included in the student's permanent file.

**Signatures**

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

\_\_\_\_\_  
Classroom/Content Teacher

\_\_\_\_\_  
Counselor/Principal/Coordinator

Parent/Guardian Consultation (conducted via: ☐ conference ☐ phone call ☐ email)

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

\_\_\_\_\_  
Date

ELL Reclassification Form – Internal Use February 2018

**RECLASSIFICATION NOTES:**

Gathering and Evaluating Evidence for Reclassification: ESSA has progressed beyond traditional methods of reclassifying students by no longer permitting the option to use content assessments as part of the reclassification criteria. In other words, results from the Missouri Assessment Program (MAP) Grade-Level Assessments and the

End-of-Course (EOC) Assessments cannot be used for the purpose of reclassification. Because the content assessments are no longer utilized, EL teachers are encouraged to find alternative evidence that proves an EL can fully participate in classrooms where English is the language of instruction. This provision includes all content classes and electives. To meet such a challenge, EL teachers collect additional evidence to complement the student's ACCESS score when making reclassification decisions.

#### **A. Reclassification Monitor Status Procedure**

ESSA continues the requirement of the two-year monitoring period. To better understand reclassification, consider it as a "conditional exit" from the LIEP. They are exited from the program with the condition that they continue to perform on par with their English-speaking peers. Monitored students follow all of the same rules and procedures as all other students. They do not receive accommodations, modifications or alternative assessments. They do not receive direct support from the ELD specialist and they do not take the ACCESS for ELs. If a monitored student begins to struggle or if concerns arise that English language proficiency is a barrier to achievement, that student can be placed back into the LIEP and continue as if (s)he never left the program. This includes taking the yearly ACCESS for ELs 2.0.

Documentation is required to prove these students were indeed monitored to ensure each student is performing on par with the average non-EL in the classroom. Evidence should reflect how each monitored student performs on typical assignments, projects and/or assessments and be taken from what all students. This form and evidence should be included in the student's permanent file. After successful completion of the two years of monitoring (MY1 & MY2), there are no further actions with regards to data collection. See Figure VII.3 JC Schools ELD MY1 and MY2 form - this form is filled out, turned in 3 times a year for MY1 and MY2 to the EL secretary to process, and put in student's permanent file (scan a copy to Yellow Folder).

**Figure VII.3 - JC Schools ELD MY1 and MY2 form**

JC Schools English Language Development Monitor Year 1 and Monitor Year 2

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

Classroom Teacher (MY1): \_\_\_\_\_ Grade (MY1): \_\_\_\_\_

Classroom Teacher (MY2): \_\_\_\_\_ Grade (MY2): \_\_\_\_\_

	MY1- Beginning of the year	MY1- Middle of the year	MY1- End of the Year	MY2- Beginning of the year	MY2- Middle of the year	MY2- End of the Year*
Date						
ELA iReady Score						
Reading Grade						
Writing Grade						

ELD Teacher \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Classroom Teacher (CT) Year 1: The student is working at or above grade level, as compared to peers. **Yes/No**  
There are no academic or second language concerns. **Yes/No**

CT Signature (provided at the end of the school year) \_\_\_\_\_ Date: \_\_\_\_\_

Supporting Comments/Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Classroom Teacher (CT) Year 2: The student is working at or above grade level, as compared to peers. **Yes/No**  
There are no academic or second language concerns. **Yes/No**

CT Signature (provided at the end of the school year) \_\_\_\_\_ Date: \_\_\_\_\_

Supporting Comments/Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**This student has successfully completed the monitoring process. Date** \_\_\_\_\_

\_\_\_\_\_  
English Language Development Teacher

\_\_\_\_\_  
School Administrator or Counselor

**B. Reclassification to Exit Status**

After two years of monitoring, students are still a part of the EL subgroup for an additional two years (AY3 & AY4). Although there will be special coding, there is no further actions to be taken by teaching staff for former ELs.

## **VIII. Parental Involvement**

A strong partnership between parents, the appropriate ELD 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 parent involvement activities.

## **IX. ELD Staff Requirements**

### **A. ELD Certificated Staff**

ELD certificated staff will hold a valid State of Missouri certification with ELD. In the event an ELD certificated staff member cannot be employed, the District will employ a teacher with a valid State of Missouri certificate. In the event the staff member is not certified, that staff member will work towards certification. They must be fluent in listening, speaking, reading, and writing English. Speaking and listening fluency is assessed in the interview, as EL as on an ongoing basis through staff and student interactions. Fluency in reading and writing are assessed through a written performance task at the time of hire.

### **B. ELD Tutors**

ELD tutors are required to have a minimum of 60 hours of college credit. They must be fluent in listening, speaking, reading, and writing English. Speaking and listening fluency is assessed in the interview, as EL as on an ongoing basis through staff and student interactions. Fluency in reading and writing are assessed through a written performance task at the time of hire.

New tutors will attend ELD training provided by appropriate ELD certificated staff before being assigned to a student. When a tutor is hired, the tutor will work with the Certified EL teacher to get a good understanding of the following:

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

The appropriate ELD 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**

EL professional development activities are provided for the ELD staff annually, based on current needs.

## **X. Program Evaluation**

Certified staff members are evaluated by their immediate supervisors with the district's Performance Based Evaluation. The ELD staff monitors the students' progress annually by examining the MAP/EOC test results, the State selected annual language proficiency results, the i-Ready tests, and semester grades.

## **XI. Title III**

### **A. Title III: LEP**

Annually, the Jefferson City School District receives a Title III: LEP grant to provide supplemental resources to increase the English proficiency and academic achievement of ELs using researched-based methods. Supplemental instruction will be provided by ELD tutors. Tutors will collaborate with classroom teachers and ELD teachers to determine each student's needs.

EL students are assigned supplemental ELD tutors, under the direction of ELD 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 ELs become increasingly proficient in English.

## **XII. Immigrant Services**

Immigrant families are identified on the student enrollment forms which indicates the date they arrived in the United States. The Welcome Center provides ELD 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 ELD 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 ELD 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 ELD services. They understand that they will receive the results and have input in the child's service delivery method.

## Appendix A - Letter Samples (Letters are available in English and Spanish)

### Parent Letter for: Reclassification -Exited/Mis-Identified Students - Student goes to "Not EL"



English Language Development Program (ELD)  
Jefferson City School District  
315 E. Dunklin Street  
Jefferson City, Missouri 65101  
573-659-3016

Date:

Dear Parent/Guardian:

English for Speakers of Other Languages is a program designed for students whose primary language is not English.

In the Jefferson City School District, your child has been receiving services within the program since (time/period). Certified teachers and trained tutors have been providing instructions to help your child gain competence in the areas of listening, speaking, reading, and writing academic English to be successful in school alongside his/her native-English speaking peers.

As this time, \_\_\_\_\_, is functioning at a level, whereby his/her second language inference is no longer an issue to overall academic success.

At the end of the \_\_\_\_\_ school year, your child will be released from the ELD program.

Sincerely,

Teacher Name, ELL Teacher  
School Name  
School Phone

## Parent Letter for: Reclassification - Student goes to MY1 "Exited EL"



### English Language Development Program (ELD)

Jefferson City School District

315 E. Dunklin Street

Jefferson City, Missouri 65101

573-659-3016

Date:

Dear Parent/Guardian:

Congratulations! After a thorough review of your child's academic performance and test scores this past school year, your child will exit the district's language instruction educational program. A primary factor for this determination was your child's performance on the yearly language assessment called the ACCESS for ELs. A copy of the parent 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 a 4.7 if additional evidence disproves a lower than expected score in speaking, listening, reading or writing.

We will continue to monitor your child for two years to ensure he or she continues to be successful in all classes. If at any time we suspect that your child is struggling and in need of our support, we will bring him or her back into the program.

Thank you for giving us the opportunity to serve your child. Should you have any questions, please contact your child's school and ask to speak with the principal or ELL teacher.

**Parent Letter for Kindergarten Students released prior to ACCESS Test - student becomes "Not EL"**



**English Language Development Program (ELD)**

Jefferson City School District  
315 E. Dunklin Street  
Jefferson City, Missouri 65101  
573-659-3016

Date:

Dear Parent/Guardian:

We are pleased to inform you that your child, \_\_\_\_\_, is working at grade level and therefore does not need ELD services. The classroom teacher and the ELL teacher agree that your child is able to independently do academic work at grade level. Your child will not be given the ELD ACCESS assessment.

Should you have any questions, please contact your child's school and ask to speak with the principal or ELL teacher.

## Parent Letter for students who will continue in the ELD program



### English Language Development Program (ELD)

Jefferson City School District  
315 E. Dunklin Street  
Jefferson City, Missouri 65101  
573-659-3016

Date:

Dear Parent/Guardian:

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

In general, 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 remain in the language instruction educational program with a score higher than a 4.7 if the district has additional evidence that shows English proficiency may still be a barrier to success.

The goal of the program is to support your child as he or she acquires English proficiency and meets the learning goals of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child's education, please contact the ELL teacher at your school to set up a meeting. Language assistance services are available if you need them.

Should you have any questions, please contact your child's school and ask to speak with the principal or ELL teacher.

More information about this assessment can be found at [www.wida.us](http://www.wida.us).

## Student Letter for Graduate Students who have completed the ELD program.



English Language Development Program (ELD)  
Jefferson City School District  
315 E. Dunklin Street  
Jefferson City, Missouri 65101  
573-659-3016

Date:

Dear [student name]:

Attached is your CCYY ACCESS for ELLs English Language Proficiency Test.

In the Jefferson City School District, you have been receiving services within the English for Speakers of Other Languages program since [time/period]. Certified teachers and trained tutors have been providing instructions to help you gain competence in the areas of listening, speaking, reading, and writing academic English to be successful in school alongside your native-English speaking peers.

Because of your recent graduation from the Jefferson City School District, you have been released from the ELD program.

More information about this assessment can be found at [www.wida.us](http://www.wida.us).

## Parent Form for Opting Out of EL Services - Parent Waiver Form



### English Language Development Program (ELD)

Jefferson City School District  
315 E. Dunklin Street  
Jefferson City, Missouri 65101  
573-659-3016

### Parent Waiver Form

Student Name: \_\_\_\_\_

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

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

Our district offers English Language Development Program (ELD) for eligible children. **The ELD program services include:**

- Instruction that is individualized for the student and follows the high school, middle school, or elementary ELD curriculum. The teacher makes appropriate modifications for the student based on his / her level of English. The teacher uses research based strategies and techniques for ELD instruction in the areas of reading, listening, speaking, writing, critical thinking, and study skills.
- An ELD certificated teacher assigned to work with students in each building.
  - At the elementary level, students are assigned to a regular classroom teacher, an ELD certificated teacher and when appropriate, a Title III-funded ELD tutor. The ELD teacher will develop a schedule to provide services in collaboration with the classroom teacher. When appropriate, a Title III-funded ELD tutor works with the ELD teachers and regular classroom teachers to assist students with communication skills and academic language proficiency.
  - At the middle and high school level, students are scheduled in an ELD course for a minimum of one class period. An ELD teacher is assigned to each ELD course. Title III-funded ELD tutors supplement instruction, when needed.
- Annual language proficiency evaluation for measuring progress.
- An individual academic plan for each student developed by the ELD teacher by evaluating the student's English language proficiency levels and academic scores.
- Continued services until the English language proficiency evaluation and regular classroom grades indicate that the student is able to perform at grade level. Teacher recommendations and parental concerns are part of the continuous evaluation of student progress.
  - Once the student reaches English language proficiency, students will be reclassified and monitored for two years to ensure that the student is able to perform at grade level after progressing to the next grade. At the end of two successful years of monitoring, the student will likely no longer need ELD services.
- Assistance in evaluating your child for other services for which he / she may qualify such as credit recovery for students who need to make up credits to graduate or special education for students who have difficulty learning. If your child qualifies for those services, the ELD staff will attend meetings, evaluations, and IEP reviews to help you understand the process, or, if needed, to help you communicate your concerns.

**Parent Agreement:** According to the law, as a parent of the child, you have the right to authorize or not to authorize our district to enroll your child in any program. In addition, you have the right to remove your child from any program he or she is participating in at any time.

**Please check the box below if you wish to remove your child from the Title III instructional programs**

☐ I do not want my child to participate in the Title III supplemental instructional program(s) offered by Jefferson City Public Schools.

**Note:** All identified ELLs are required to take state and federal required exams. Districts are required to provide English language services mandated by the Office of Civil Rights (OCR).

**Print Full Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Return this signed form to:** Student Information, Planning & Assessment, 315 E. Dunklin, Jefferson City, MO 65101

## Parent Letter for Notification of Eligibility - Grades 1-12 Initial Online Screener Results



### English Language Development Program (ELD)

Jefferson City School District  
315 E. Dunklin Street  
Jefferson City, Missouri 65101  
573-659-3016

Date:

Dear Parent/Guardian:

After a thorough review of the enrollment forms, your child, \_\_\_\_\_, was tested on \_\_\_\_\_ using the WIDA Online Screener to determine the level of English your child has acquired. The results of the assessment show that your child [is\_ is not] eligible for the school's chosen language instruction educational program. The results of the assessments are shown below:

Language Domain	Score (1.0 6.0)
Listening	
Speaking	
Reading	
Writing	
Oral Language	
Literacy	
Overall	

(See backside of this form for performance definitions)

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.

The goal of the program is to support your child as he or she acquires English proficiency and meets the learning goals of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child's education, please contact the ELL teacher at your school to set up a meeting. Language assistance services are available if you need them.

We are confident that our program will best meet the needs of your child. However, you have the right to decline the specific support plan we have designed in favor of another approach. Please contact the school if you would like to discuss options for your child.

## Parent letter for Notification of Eligibility - Kindergarten Initial K-WAPT test results

### Kindergarten Parent/Guardian Notification

<b>Jefferson City Public Schools English for Speakers of Other Languages (ESOL) Office</b> <b>(573) 659-3122</b>			
ESOL Teacher's Name		ESOL Coordinator Bridget Frank	Date
School:	Student First Name	Student Last Name	Grade
<b>Background information:</b> Under Title III of the No Child Left Behind Act of 2001, which is a federal law, our district is required to identify language minority students, to assess progress in English, and to provide eligible children with services that would increase their English proficiency and their academic achievement. To comply with this law, your child has been identified and assessed. The following are the results of the assessment conducted to determine whether your child is eligible for services.			
<b>W-APT</b>			
Tested Areas		Student Score	Score Descriptors:
Listening and Speaking			0-10 Low 11-18 Mid 19-28 High 29-30 Exceptional
Additional Considerations	*At the beginning of kindergarten, students are only assessed on listening and speaking. Kindergarten students are required to be assessed again in the spring with the listening, speaking, reading and writing exams and eligibility will be re-evaluated when results are received. **This determination of ineligibility may be re-evaluated if the parent(s) or teacher(s) expresses academic concerns.		
<b>Eligibility Information:</b> According to the assessment results and additional considerations above, your child is _____ or _____ is <b>not</b> eligible to receive services through the program summarized below. If your child is eligible, our district research shows that the content and instruction of the ELL program will increase language abilities and academic achievement. Therefore, if your child qualifies our district <b>highly recommends</b> that your child participate in the ELL program listed below.			
Program name		Program Summary	
	Content-Based	The ESOL teacher focuses content and language instruction individually or with a small class of English language learners, either in the regular classroom or the ESOL classroom. (Elementary and Secondary Schools)	
	Resource/Academic Lab	The ESOL teacher helps students with work from content area classes. (Secondary Schools)	
I have been notified that my child _____ qualifies or _____ does not qualify for ELL.			
Parent Signature: _____			
<b>Return this signed form to:</b> <b>Student Information, Planning and Assessment</b> <b>315 E. Dunklin</b> <b>Jefferson City, MO 65101</b>			

## Appendix B - GLOSSARY

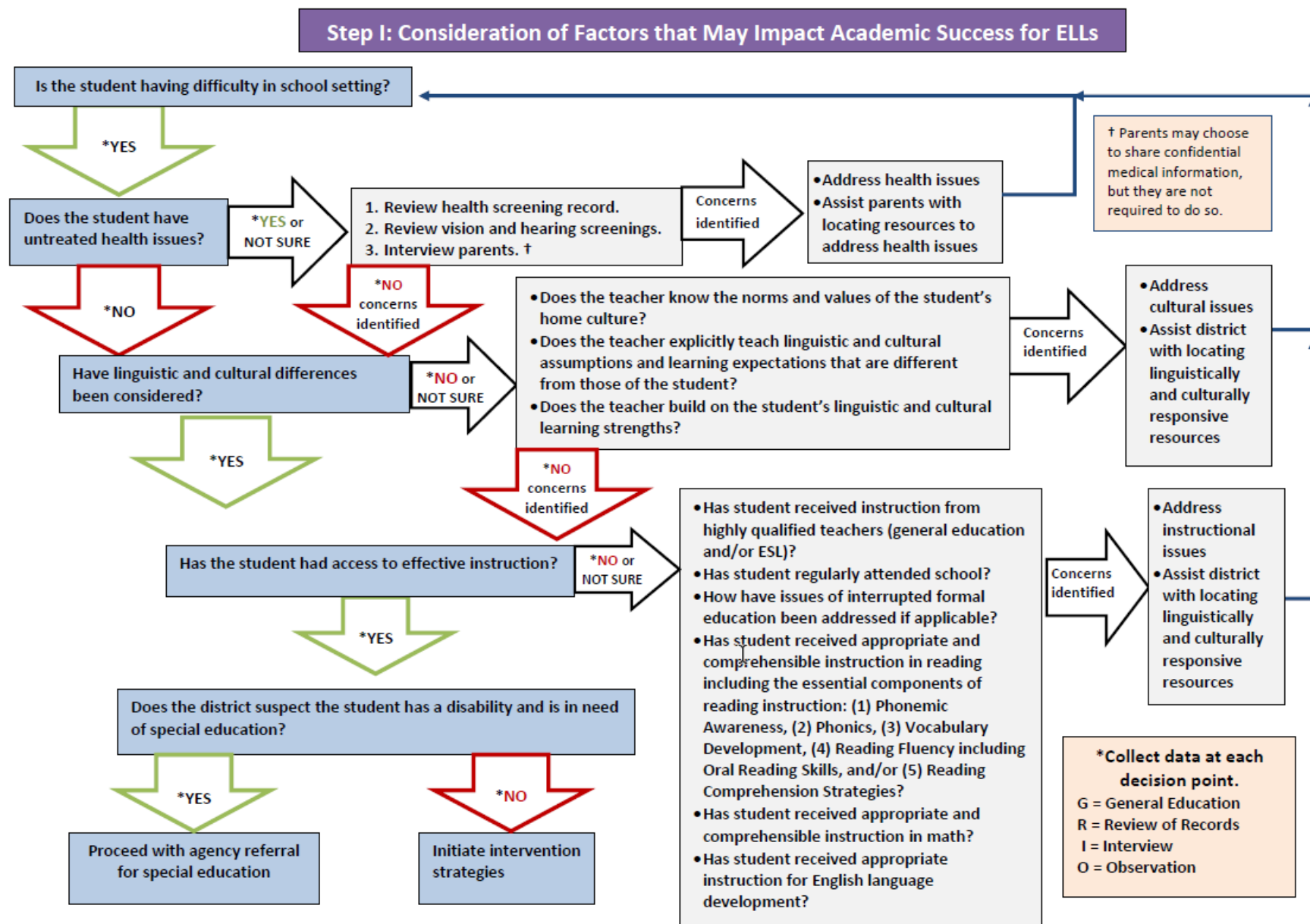
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
DIAL-4	Developmental Indicators for the Assessment of Learning
EOC	End of Course
ELs	English Learner(s)
ELD	English Language Development
ELP	English Language Proficiency
ELD	English for Speakers of Other Languages
IAP	Individual Academic Plan
JCPS	Jefferson City Public Schools
LM	Language Minority
LUS	Language Use Survey
MAP	Missouri Assessment Program
MSIP	Missouri School Improvement Plan
PAT	Parent as Teachers
PK	Preschool
RIS	Refugee and Immigration Services
SST	Student Support Team
W-APT	WIDA-ACCESS Placement Test
WIDA	World-Class Instructional Design and Assessment

## Appendix C: Contracting Explanations

Contrasting Possible Explanations for Typical Academic Difficulties Encountered by ELL

Observable Behavior	Possible ELL Explanations (Observed in English)	Possible Disability Explanations
Omits words or adds words to a sentence; forgets names of things that he or she knows has to describe them	<ul style="list-style-type: none"> <li>• Word not in English (L2) vocabulary yet</li> <li>• Word/concept not learned in home language (L1)</li> </ul>	<ul style="list-style-type: none"> <li>• Limited vocabulary due to poor oral comprehension and lack of opportunity to use vocabulary</li> <li>• Memory limitations</li> <li>• Word retrieval problems</li> </ul>
Becomes distracted easily	<ul style="list-style-type: none"> <li>• Is not getting comprehensible input in English</li> <li>• Is not getting visual/concrete support for material in English</li> <li>• Student may be exhausted from having to function in English all day</li> </ul>	<ul style="list-style-type: none"> <li>• Poor oral comprehension due to lack of lexical development or grammatical mastery</li> <li>• ADHD</li> <li>• ADD</li> </ul>
Has trouble following directions	<ul style="list-style-type: none"> <li>• Not enough English proficiency to understand what is being said</li> <li>• No demonstration or context given for directions/procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Can't process the entire set of directions with sufficient speed</li> <li>• Distractibility</li> <li>• Memory limitations</li> <li>• Not able to understand the temporal or spatial concepts</li> </ul>
Can do rote arithmetic on paper but has difficulty with math word problems	<ul style="list-style-type: none"> <li>• In word problems the computation is embedded in language that the ELL may not have acquired yet</li> <li>• Numerals may be unfamiliar to ELLs across linguistic and cultural context</li> </ul>	<ul style="list-style-type: none"> <li>• Processing</li> <li>• Abstract reasoning</li> <li>• Lack of generalization</li> <li>• Can't retain concepts while performing the processes</li> </ul>
Avoids writing	<ul style="list-style-type: none"> <li>• Writing in L2 takes longer to develop, (developing after listening, speaking, reading)</li> <li>• Afraid to make mistakes on paper</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor difficulty</li> <li>• Grammatical and lexical limitations that negatively affect clarity, topic expansion, and/or voice</li> <li>• Has difficulty expanding and/or controlling ideas</li> <li>• Frustration from over-correction</li> <li>• Expressive language difficulties</li> </ul>

## Appendix D: Flow Chart



## Step 2: Initiate Intervention Strategies

It is crucial that all data collected be considered when determining interventions. Use of the data during the intervention process will help ensure an appropriate intervention for ELLs. It is important that the team recognize the potential need for involving specialized personnel and/or curricula during the intervention process, particularly when considering the need for an increase in the frequency, duration, and intensity of interventions. After considering intervention data, the team must answer the post-intervention questions below.

Interventions for ELLs should:

- Be comprehensible and culturally responsive (Banks, 2005; Bialystock, 2001).
- Actively engage students in contextualized and authentic language use (Bialystock, 2001; Lightbown & Spada, 2003).
- Facilitate transfer of concepts, language, and skills across contexts and languages (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).
- Be provided at the student's English language proficiency level (Bialystock, 2001; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Paradis, 2011).
- Employ the students' conversational and academic proficiency in home language(s) and English (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006).

**Source:** *Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI<sup>2</sup>) for English Language Learners* (2013) Board of Regents of the University of Wisconsin System. [www.wida.us](http://www.wida.us)

### POST INTERVENTION QUESTIONS

(1) Does data show that intervention was successful to address the student's difficulty?

YES: continue the intervention  
NO: proceed to question 2

(2) Does data suggest there is a reason to suspect the student has a disability and is in need of Special Education services?

YES: proceed with agency referral for special education  
NO: use data from previous intervention to develop new intervention

Continue using appropriate interventions until data suggest there is a reason to suspect an educational disability or the difficulty the student is experiencing is resolved.