Lau Plan
Jefferson City School District

English Language Development Program (ELD)
Jefferson City School District
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Section 1: Educational Approach

Rationale/Legal Foundation

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 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).

ESOL Vision Statement

The ESOL 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 extracurricular activities and can work towards full proficiency in English language skills and achievement in all content areas.

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 EL students deserve instruction that is comprehensible and appropriate for their level of ELP.

ESOL Mission Statement:
The mission of the Jefferson City ESOL program is to ensure that all EL students enrolled in the district receive quality ESOL 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."

ESOL Goals

The goals of the ESOL program:	Description	How it will be Measured
Goal for English Language Proficiency	Increase proficiency rates of individual students across multiple domains and overall performance	WIDA ACCESS for ELLS 2.0 Assessment
Goal for EL (English Learner) exiting the EL Program	Track the percentage of students exiting services annually	WIDA ACCESS for ELLS 2.0 assessment and portfolio
Goal for reducing the Achievement Gap	Reduce the achievement gap between regular education students and EL students	District Academic Success score

Section 2: Identification

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) Tier I questions on the District's enrollment forms. The Tier I questions include:

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

Enrollment forms are available in English and Spanish and may be interpreted using Language Line or translated as needed. When necessary, the ESOL teacher will conduct a family interview using DESE's provided questionnaire. If staff have questions regarding if a student is to be screened or not, they reference the DESE Identification Chart for English Learners. Staff reference the Missouri Guide to EL Screening for other related questions.

If the answers to Tier I LUS indicate a language other than English is either spoken or understood, District Staff will implement the steps below to determine if the student qualifies for the language instruction educational program (LIEP).

Language Survey Tier I has responses other than English:

- have parent/legal guardian fill out the paper LUS Tier II & III Questions (See Appendix) to understand more about the student's linguistic and educational background
- Email the appropriate ESOL endorsed teacher and the ELL secretary. LUS is stored in the central enrollment folder for their digital access.
- check the ESOL referral box in Campus.

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 ELL staff.
- have parent/legal guardian fill out the paper LUS Tier II & III Questions (See Appendix) to understand more about the student's linguistic and educational background
- Email the appropriate ESOL endorsed teacher and the ELL secretary. LUS is stored in the central enrollment folder for their digital access.
- Welcome Center staff will check the ESOL 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 and/or use of interpreting services.

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. Screening Process for Placement and Parent Notification of Services

The ESOL certificated staff will screen students with the DESE required WIDA Screener to determine eligibility for the ESOL program. 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-enrollments. The results will be shared with the student's parent/legal guardian by means of a Notification of Eligibility Form, examples in Appendix A. The notification forms are available in Spanish, other languages are accessible as needed. Staff may implement the use of the phone interpreter service, Language Line, to further explain eligibility to parents.

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 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.

Parents are notified yearly regarding student placement in the EL program, see Appendix for WIDA ACCESS Annual Notification letter. Continued participation in the EL program is included in the letter that's sent home with ACCESS score results.

Section 3: Assessment

A. ESOL 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. EL teachers use formative assessments such as exit slips, learning logs, as well as writing and speaking samples to gather additional data.

B. ESOL Formal Assessment

All new EL students, grades K-12, will be screened with the WIDA Screener to determine eligibility for ESOL services during the first 30 days of school in the fall, or within 10 days mid-year. EL teachers are trained each August and take the WIDA Screener exam for certification. Certificates for the WIDA Screener and ACCESS training are kept by the EL Team.

All EL students will be administered the MAP/EOC testing during the testing window at their schools. Per DESE guidelines, 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 DESE selected language proficiency test (WIDA ACCESS for ELLs) to measure progress in ELP during the statewide testing window in January or February. EL teachers and tutors who will help administer the ACCESS are trained every year, usually in December. They are then required to pass the WIDA ACCESS training test and submit their certificate in order to participate in test administration.

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, see Appendix. The EL Team reviews WIDA ACCESS scores in August, this is part of the responsibility of the Lead EL teacher.

C. Use of Assessment Data

We regularly use a variety of data to guide and plan instruction. As an example, student performance on Access and district assessments are used at the elementary level to identify the appropriate amount and type (push-in/pull-out) services for a student. Similarly, at the secondary level, these assessment results are utilized to place students into ESOL specific classes. In addition, assessment results are also utilized to guide instructional lessons and support both in ESL classes as well as the general education setting. As an example, teachers will utilize these assessment results to design their lessons and identify appropriate instructional materials.

D. Exit Procedures

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 DESE's Reclassification via ACCESS information, 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 above 4.7 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 DESE's Reclassification via ACCESS information, 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, ELL teachers are encouraged to develop a portfolio, either traditional or digital, for students throughout the school year.

ELL Teachers should carefully consider reclassifying students in grades K-2 as well 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.

If a student qualifies for reclassification, the ELL teacher sends the EL Reclassification form (see Appendix) to the ELL secretary to process. If a student was marked as Below a 4.7 or as mis-identified, the District's Assistant Superintendent of Special Services must approve the reclassification. Once the reclassification is ready to process, the ELL secretary Exits the student from EL on campus and mails home the appropriate parent letter. See Appendix A for letter samples.

Kindergarteners who did not qualify for services based on their Screener scores from the fall become LEP/ACCESS Only. The ACCESS scores are then used to determine if a student exits the EL program. If the Kindergarten ACCESS score is 4.7 or higher, the student is taken off of ACCESS Only and removed from the program. They were not ever considered an English Learner, so they do not become part of the monitor process. If a Kindergarten student was receiving EL services based on their screener score and then passes the ACCESS test, they will go be included in the monitor process.

Students who are continuing in the EL program get the Continued Eligibility for Language Support Letter. Students who have graduated from the Jefferson City School District EL program get the "Reclassification - Exited to MY1" Letter. See the Appendix for letter samples.

Section 4: Services

I. Description of Program

The Jefferson City ESOL Program serves approximately 240 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's

practice is to enroll the new EL students in their neighborhood school at the grade level that is appropriate for the student's age and previous school experience.

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 Director of Elementary Education determines the grade level. The principal may consult with the appropriate ESOL certificated staff to help make a determination.

Placement for Secondary EL 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 and EL teachers will decide as a team the correct placement for the EL students. Beginning English speakers are assigned to ESOL I. Students gaining proficiency but still needing direction instruction will be placed in ESOL II. Students who are showing proficiency in other areas will be placed on a case by case basis with the EL teacher providing coaching to classroom teachers.

The student's needs are determined from a variety of data points and considerations, including but not limited to: their proficiency level as determined by the English proficiency evaluations (WIDA Screener & ACCESS), iReady, Missouri Assessment Program (MAP) and End of Course (EOC) results, classroom participation, input from the regular classroom teacher, and parent input. For parents who choose to Opt Out of direct EL services, the EL teacher will stay in touch via phone or email regarding the need to have student participation in state assessments (WIDA ACCESS).

The secondary level EL students have a scheduled, content-based ESOL 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, iReady, MAP/EOC scores, core teachers' evaluations, and parental input. Additional EL tutors assist the EL 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.

II. Instructional Delivery

A. 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 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 are 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.

B. Secondary

The middle and high school EL students will be assigned to an ESOL content-based class for a minimum of one class period. ESOL instruction is based on the 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 are in need of more intensive language or content area assistance.

C. Non-Public

EL students in non-public institutions are eligible to enroll in the ESOL language instruction program offered by Jefferson City School District. The Assistant Superintendent of Special Services will consult with the non-public institution staff to determine needs and what needs will be addressed.

Section 5: Staffing and Resources

ESOL certificated teachers are assigned to each building. In addition to these staff members, supplemental ESOL tutors are available to 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.

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. 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 well 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. ESOL Tutors

ESOL tutors are required to have a minimum of 60 hours of college credit or pass a substitute certification test. They must be fluent in listening, speaking, reading, and writing English. Speaking and listening fluency is assessed in the interview, as well 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 ESOL training provided by appropriate ESOL 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. 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. WIDA Can Do Statements
8. 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

EL professional development activities are provided for the ESOL staff annually, based on current needs. Each month an EL teacher attends the DESE ELD training to receive updates and ongoing instruction. Within our district, EL teachers participate in staff professional development. This includes professional development activities for both our EL staff and general education teachers. As an example, EL teachers present several trainings available to all district staff at the annual district learning fair. This includes topics such as language acquisition, accessing technological resources, and supporting EL students in the classroom setting. Our EL staff also provide professional development to general educators who support EL students during building professional development activities and faculty meetings. Outside of our district, EL teachers are offered the opportunity to attend a variety of professional conferences from WIDA, Mid-TESOL, MELL, and Federal Programs to name a few. EL teachers follow Jefferson City School District procedures to apply for the conferences that they think will best fit their students' needs.

D. Resources to Align Instruction of English Learners to State and Local Standards

ELs are provided access to all content areas through a variety of ways, including:

- Building content teacher EL scaffolding knowledge through collaboration with the EL teacher.
- EL teacher direct instruction of WIDA standards aligned with DESE priority standards.
- EL students are provided additional academic support when possible through Title I programs in reading and math.
- Students are provided a variety of tools to help make the academic content accessible to them. Examples include: chromebooks, online access to digital resources in a variety of languages, online versions of textbooks and presentations that can be translated, and bilingual dictionaries.
- Students who qualify for EL and SPED services receive additional support based on the needs of their IEP.
- The district provides materials that help EL students enhance their learning, such as chromebooks, online access to textbooks and curriculum, and educational tools such as bilingual dictionaries.

Section 6: Transition and Monitoring

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 these assessments are no longer utilized, ELL 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, we advocate for ELL teachers to collect additional evidence, commonly referred to as a portfolio, 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 that students on Monitor Status 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 all students. This form and evidence should be included in the student’s permanent file. A sample monitor form is included in the Appendix. The form is turned in 3 times a year for MY1 and MY2 to the ELL secretary to process and add to 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.

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.

C. Meeting the Needs of Students who Opt Out of Services:

Parents/Guardians of EL students have the right to decline the placement of their student in an LIEP or have their student removed from an LIEP upon their request.

There are two routes available to parents to remove their student from direct EL instruction. First, when a student has their initial screener and qualifies for EL services, the “Initial WIDA Screener Parent Letter - Program Overview '' (form in Appendix) has a section where parents can checkmark a box to opt out of EL services. The second way for parents to discontinue direct EL instruction for their child is the Opt Out form (see Appendix). The Parent Waiver -Opt Out form is available in Spanish and can be interpreted into other languages as needed.

Students removed from the district’s LIEP will continue to receive language support in the regular classroom and the district will continue to monitor the student’s progress toward English proficiency. In order to do this, EL teachers have access to a list of students in their buildings who have opted out of EL services. Parents/Guardians may not refuse regular classroom support and may not opt their students out of statewide assessments to determine English proficiency. The EL teacher will work closely with the students general education teacher in order to provide scaffolding and instructional strategies for the student.

Section 7: Other Programs

A. 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 children ages 2 ½ through 5 years and 11 months. PAT will also assign bilingual parent educators to work with EL children and their families when available.

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

B. 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 Revised 2018, p.28)*

C. Special Education

Special education eligibility determinations must distinguish between the language acquisition behaviors and those exhibited in disabilites. Jefferson City School District utilizes the flow chart and information provided by DESE ELD in the English Learners with Disabilities document. The linked information offers guidelines on scaffolding instruction, language acquisition steps and barriers, environmental factors, and more. Unbiased testing and parental involvement are fundamental to the district's procedure. Special education eligibility determinations are based upon multiple sources of data and with parental input.

Special Education referrals can be initiated at the building level by staff or through a parent referral. 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.

D. EER

EL students may be referred for consideration into our district's EER program through a variety of means. This includes obtaining a score of 119 or above on the district administered cognitive screener (OLSAT) or through a parent/school referral. ESOL teachers and general education teachers are encouraged to identify characteristics of giftedness (i.e. curiosity, perceptiveness, task commitment, etc.) and to make a referral for consideration into the EER program. Students who have been referred to the program will participate in an individual cognitive assessment. EL students may be administered a nonverbal cognitive assessment in order to eliminate the language demands of the cognitive assessment.

E. Extra Curricular Activities

EL students can participate in any extracurricular activities that are offered by the district. This includes but is not limited to athletics, clubs, etc. All students, including EL students, are encouraged to participate in extracurricular activities. EL teachers and school counselors encourage participation in these activities. When needed, EL Teachers will provide permission slips and information about extra curricular opportunities in a students native language.

F. 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 parent involvement activities. In order to provide meaningful access to curricular and extracurricular programs, we identify a list of all parents who report speaking a non-English language within the home. We utilize the list so that school staff are aware of parent needs and can provide additional communication within their home language as needed.

In order to communicate with all families, school staff can utilize a variety of translation services, including both in-person interpreters and web/telephone based interpreters. This can include both spoken and written translations. The district has a combination of translation services available. This includes approximately 5-10 interpreters available for in–person interpreting. In addition, we have Language Line services, which provides on-demand translation for over 380 languages. Through these services, staff can access translation services via phone or web-based. For formal written documents, the district utilizes both MotaWord and Language Line to translate these documents.

G. 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 ESOL tutors. Tutors will collaborate with classroom teachers and ESOL teachers to determine each student's needs.

EL 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 ELs become increasingly proficient in English.

H. 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 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 can use a Language Line interpreter when 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.

Section 8: Program Evaluation

Program evaluation is completed through a variety of means. Certified staff members are evaluated by their immediate supervisors through discussions of Professional Growth Plans and overall performance evaluation. The EL staff monitors the students' progress annually by examining the MAP/EOC test results, the State

selected annual language proficiency results, district assessments (i.e. I-Ready, unit assessments, etc), and semester grades. Finally, overall program performance will be measured through the District's School Improvement Plan and identified department goals. This will include examining trends and overall proficiency on WIDA Access Assessment and the District's academic success score.

The data gathered in the program evaluation process is used to make recommendations in the following areas:

- Professional development needs
- Adjustments to LIEP
- Staffing
- Teacher schedules
- Curricular needs
- Meeting the needs of individual ELs and/or subgroups.

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 Learner(s)
ELs	English Learner(s)
ELD	English Language Development
ELP	English Language Proficiency
ESOL	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
WIDA	World-Class Instructional Design and Assessment

Appendix
Language Use Survey

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 you 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

Parent letter for Notification of Eligibility - Kindergarten Initial WIDA Screener test results (pg1 of 3)

Kindergarten Parent/Guardian Notification

Jefferson City Public Schools English for Speakers of Other Languages (ESOL) Office		
ESOL Teacher's Name	**ESOL Coordinator** Bridget Frank	**Date**
School:	**Student Name**	**Grade** Kindergarten

Background information: 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.

WIDA SCREENER

Tested Areas	Student Performance	Performance Definitions:
Listening		1=Entering 4=Expanding 2=Beginning 5=Bridging 3=Developing 6=Reaching **See back side of this form for performance definitions.**
Speaking		
Writing		
Reading		
Oral Language		
Overall		

Additional Considerations	*At the beginning of kindergarten, students are usually only assessed on listening and speaking. If the score area is blank, that means the student was not tested in that content area. *This determination of ineligibility may be re-evaluated if the parent(s) or teacher(s) expresses academic concerns.

Eligibility Information: According to the assessment results and additional considerations above, your child **is _____or is not_____ 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 **highly recommends** 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)

I have been notified that my child _____ qualifies or _____ does not qualify for ELL.

Parent Signature: _____

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

Parent Consent/Release Form - English Septmember 2022

Parent Letter for Notification of Eligibility - Grades 1-12 Initial Online Screener Results (pg 1 of 3)

Grades 1-12 Parent/Guardian Notification

Jefferson City Public Schools English for Speakers of Other Languages (ESOL) Office		
ESOL Teacher's Name:	**ESOL Coordinator:** Bridget Frank	**Date:**
School:	**Student Name:**	**Grade:**

Background information: 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.

WIDA SCREENER

Tested Areas	Student Performance
Listening	
Speaking	
Writing	
Reading	
Oral Language	
Literacy	
Overall	

Performance Definitions:

1=Entering
2=Beginning
3=Developing
4=Expanding
5=Bridging
6=Reaching

See back side of this form for performance definitions.

Eligibility Information: According to the assessment results and additional considerations above, your child _____ **is or** _____ **is not** 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 **highly recommends** 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: _____

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

Parent Consent/Release Form - English September 2022

Initial WIDA Screener test results (page 2) WIDA Performance Definitions

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Initial WIDA Screener Parent Letter - Program Overview (page 3)

Student Name: _____ School: _____ Date: _____

Our district offers English for Speakers of Other Languages (ESOL) program for eligible children.

The ESOL program services include:

- Instruction that is individualized for the student and follows the high school, middle school, or elementary ESOL 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 ESOL instruction in the areas of reading, listening, speaking, writing, critical thinking, and study skills.
- An ESOL certificated teacher assigned to work with students in each building.
  - At the elementary level, students are assigned to a regular classroom teacher, an ESOL certificated teacher and when appropriate, a Title III-funded ESOL tutor. The ESOL teacher will develop a schedule to provide services in collaboration with the classroom teacher. When appropriate, a Title III-funded ESOL tutor works with the ESOL 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 ESOL course for a minimum of one class period. An ESOL teacher is assigned to each ESOL course. Title III-funded ESOL tutors supplement instruction, when needed.
- Annual language proficiency evaluation for measuring progress.
- An individual academic plan for each student developed by the ESOL 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 ESOL 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 ESOL 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 Consent/Release Form - English Septmember 2022

Parent Letter for Continued Placement- Annual WIDA ACCESS Results Letter

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.

Parent Letter for Continued Placement- Annual WIDA ACCESS Results Letter (Spanish)

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

Fecha:

Estimado Padre / Tutor:

Después de una revisión detallada del desempeño académico de su hijo(a) y las calificaciones de los exámenes este último año escolar, su hijo(a) seguirá siendo elegible para el programa educativo de instrucción de idiomas del distrito. Un factor primario para esta determinación ha sido el desempeño de su hijo(a) en la evaluación anual del idioma llamada ACCESS para EL's. Una copia del informe de los padres de esta evaluación se incluye con esta carta.

En general, un estudiante que recibe una calificación de 4.7 o superior se considera competente inglés no es elegible por el programa educativo de enseñanza de idiomas. Algunos estudiantes pueden permanecer en el programa de instrucción de idiomas con un puntaje superior a 4.7 si el distrito tiene evidencia adicional que muestre el dominio del inglés pueda ser una barrera para el éxito del estudiante.

El objetivo del programa es apoyar a su hijo a medida que él o ella adquiera el dominio del inglés y cumpla con los objetivos de aprendizaje de cada asignatura. Estamos comprometidos a trabajar estrechamente con todas nuestras familias. Si desea más información sobre el programa y en cómo ayudar a su hijo en casa para apoyar la educación de su hijo(a) favor de contactar con el maestro de ELL en su escuela para programar una reunión. Los servicios de enseñanza lingüística están disponibles si los necesita.

Si tiene alguna pregunta, comuníquese con la escuela de su hijo y solicite hablar con el director o el maestro de ELL.

Se puede encontrar más información sobre esta evaluación en www.wida.us

EL Reclassification Form

ELL Reclassification Form

English Language Learners (ELL)
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
☐ ACCESS 4.7+ Overall	Student placed on monitor.	Teacher provides evidence/supporting documentation: • Portfolio that contains objective, valid and reliable evidence suggesting the student should exit the LIEP (Language Instruction Educational Program). • Input from Stakeholders (ELL teacher, Classroom/Content teacher, Counselor/Admin, Parent). Need majority recommendation. [ATTACH EVIDENCE TO THIS FORM]
☐ ACCESS under 4.7 Overall (May be reclassified with satisfactory evidence.)	Student placed on monitor.	
☐ 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 (Required for Portfolio Only)

_____
Counselor/Principal/Coordinator (Required for Portfolio Only)

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

_____
Parent/Guardian Date

ELL Reclassification Form – Internal Use February 2018

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: Reclassification -Exited/Mis-Identified Students (Spanish)

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

Fecha:

Estimado Padre / Tutor:

Inglés para hablantes de otros idiomas es un programa diseñado para estudiantes cuyo idioma principal no es el inglés.

En el Distrito Escolar de Jefferson City, su hijo ha estado recibiendo servicios dentro del programa desde (tiempo / período). Los maestros certificados y tutores capacitados han proporcionado instrucciones para ayudar a su hijo a adquirir competencia en las áreas de escuchar, hablar, leer y escribir inglés académico para tener éxito en la escuela junto con sus compañeros de habla inglesa.

Como esta vez, _____, está funcionando a un nivel, por lo que su inferencia de segundo idioma ya no es un problema para el éxito académico general.

Al final del año escolar _____, su hijo será liberado del programa ELD.

Sinceramente,

Nombre del maestro, Profesor de ELL
Nombre de escuela
Teléfono de la escuela

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:

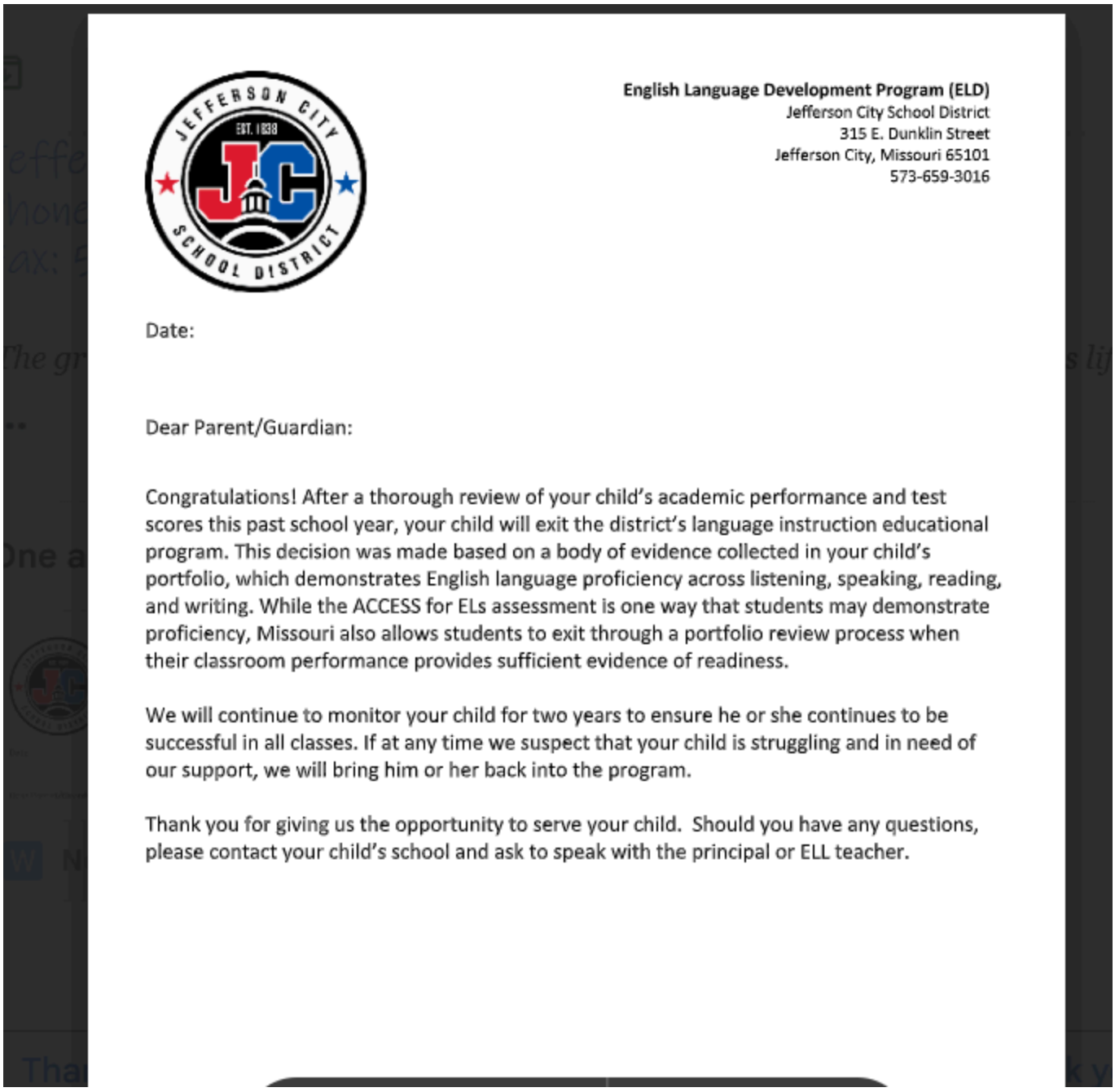
Congratulations! After a thorough review of your child's academic performance and test scores this past school year, your child will exit the district's language instruction educational program. A primary factor for this determination was your child's performance on the yearly language assessment called 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 Reclassification via Portfolio



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. This decision was made based on a body of evidence collected in your child's portfolio, which demonstrates English language proficiency across listening, speaking, reading, and writing. While the ACCESS for ELs assessment is one way that students may demonstrate proficiency, Missouri also allows students to exit through a portfolio review process when their classroom performance provides sufficient evidence of readiness.

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.

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.

Parent Form for Opting Out of ELL 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 <u>remove</u> 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 Waiver Form - English February 2018

Monitor Year 1 and Year 2 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