ST. JOSEPH
SCHOOL DISTRICT







LAU PLAN 2026-2027

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Overview

Definitions

- Alternative Assessment Procedures (Alternative WIDA ACCESS or Alternative WIDA Screener) - Assessments that replace the WIDA Screener and WIDA ACCESS for students who qualify with significant cognitive delays and additional IEP team criteriaChild- an individual between 3-21 years of age
- English for Speakers of Other Languages (ESOL) - Refers to an instructional approach for English learners
- English Language Development (ELD) - Refers to the academic department that supports English Language Learners
- English Language Proficiency (ELP) - Refers to the student's language abilities as defined by the WIDA Screener or ACCESS Assessment, which serves as an annual summative assessment of English proficiency abilities
- Language Instruction Educational Program (LIEP) - This is the type of instructional program used for an EL student, such as pull-out, push-in, ELD course, etc.
- Language Minority (LM)- Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority is based solely on the student's language background and not on proficiency.
- Language Use Survey (LUS) - Survey that all parents must fill out when enrolling their students(s), and the answers are part of the ELD Office procedures to determine who needs to be screened for ELD services.
- Limited English Proficient (LEP)-Refers to proficiency in reading, writing, listening or speaking English that is below grade- and age-level peers. Limited English proficiency is based on an assessment of the student's English language proficiency
- Missouri Assessment Program (MAP) - Statewide required assessments that occur each spring in Missouri
- Monitor – the four-year period post exit criteria completion during which the student is monitored for successful academic progress in relation to language
- MY1 - Term for an EL student who has passed the ACCESS test or met district criteria to exit the program but must be monitored for two years before being formally exited. He/She is in the first year of monitoring. You will collect documentation by collaborating with their teachers to monitor their progress.
- MY2 - Term for an EL student who has passed the ACCESS test or met district criteria to exit the program but must be monitored for two years before being formally exited. He/She is in the second year of monitoring. The ELD case manager will collect documentation by collaborating with their teachers to monitor their progress.

- Non-Limited English Proficient (NLP) - Completed all monitoring and exited all ELD services or they were never designated ELD.
- Non-English Speaker (NES) - Someone who has very limited to no speaking skills. This is a common term for a kindergarten student born in the U.S. who does not speak English yet.
- Parent- Parent, legal guardian or person otherwise responsible for the child.
- RCV - Designation for an EL student receiving ELD services.
- SLIFE - Students with Limited or Interrupted Formal Education - These students have gaps in their formal education due to war, immigration, etc.
- World-Class Instructional and Design and Assessment (WIDA) - This is a consortium of over 40 states plus territories, and federal agencies which provide our ELD Standards and assessments.
- WIDA ACCESS (formerly known as ACCESS or ACCESS 2.0)- This is the required test that all EL students must take each spring to measure their progress in English.
- WIDA Screener - The test administered to determine if a student in grades 1-12 needs ELD services.
- WIDA Kindergarten Screener - The kindergarten screener is now used for all incoming kindergarten students.

Data and Demographics

St. Joseph School District serves over 1300 students in either ELD services or as monitor students that have been reclassified. These students range from newcomers to studentswho have been in the district for a few years. The most prevalent languages are Spanish and Chuukese, but there are at least 31 languages spoken in the district. The ELD program at SJSD has greatly increased in size over the last 15 years, and teachers have been added to ensure that students are receiving the best services possible. Each building has at least one part-time or full-time ELD teacher. Paraprofessionals also assist in classes where needed. The ELD population makes up about __11.39___% (DESE, 2025b) of the SJSD population at this time.

EL students are making great strides in language development and academic achievement at SJSD. Students are monitored for English language proficiency, but the ELD Department also monitors their progress on DIBELS, iReady, and content assessments. All of this data is used to adjust lessons and goals for EL students. The number of students that are able to be reclassified by WIDA ACCESS test scores or portfolio criteria indicates the strength of this process.

Any questions about the ELD program should be directed to the ELD Department at 816-671-4119.

Legal References

Civil Rights Act (Title VI) of 1964

“Title VI of the Civil Rights Act of 1964 prohibits public schools from discriminating based on race, color, or national origin” (U.S. Department of Justice Office Civil Rights Division & U.S. Department of Education Office of Civil Rights, 2023).

Lau v. Nichols: U.S. Supreme Court Decision of 1974

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” (U.S. Department of Justice, 2024)

“Where inability to speak and understand the English language excluded national origin-minority children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students” (U.S. Department of Health, Education, and Welfare, 1970)

Legal Background

School districts in many parts of the country are experiencing a substantial increase in the enrollment of national-origin-minority students who cannot speak, read, or write English well enough to participate meaningfully in educational programs without appropriate support services. In the absence of specific steps to address the language-related limitations experienced by such students, these students are at risk of losing the educational opportunities provided to students generally.

The Office for Civil Rights (OCR) is responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin. In Lau v. Nichols, the U.S. Supreme Court affirmed the Department of Education's May 25, 1970, Memorandum, that directed school districts to take steps to help ELL students overcome language barriers and to ensure that they can participate meaningfully in the districts' educational programs.

Department of Education policies regarding ELL children are reflected in three OCR policy documents. The May 1970 memorandum to school districts entitled "Identification of Discrimination and Denial of Services on the Basis of National Origin" clarifies OCR policy under Title VI on the responsibility of school districts to provide equal educational opportunity to language minority students. The December 3, 1985, guidance document entitled "The Office for Civil Rights' Title VI Language Minority Compliance Procedures" outlines the procedures OCR

follows in applying the May 1970 memorandum and the Lau legal standard on a case-by-case basis. The September 27, 1991, memorandum entitled "Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited-English Proficiency (LEP)" is a policy update to be read in conjunction with the May 1970 and December 1985 memoranda. It provides additional guidance for applying the May 1970 and December 1985 memoranda in the context of staffing, transition and/or exit criteria, and program evaluation, as well as to special education programs, gifted and talented, and other special programs.

OCR does not require or advocate a particular program of instruction for ELL students and nothing in federal law requires one form of instruction over another. Under federal law, programs to educate children with limited proficiency in English must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary. These three fundamental principles of federal law are discussed below (United States Department of Education, Office of Civil Rights, 1991)

Developing ELD Programs

Goals

Students will make adequate yearly progress in English according to standards set forth by the state of Missouri and ESSA.

Growth of ELs:

Each student is evaluated and categorized as Met or Not Met based on growth expectations. Buildings are evaluated based on if they meet the percentage goal for the number of students making adequate growth (Cockrum & Goucher, 2019).

Starting Proficiency Level	1st	2nd-3rd	4th-5th	6th-8th	9th-12th
1.0-1.9	1.2	1	0.9	0.8	0.7
2.0-2.9	0.9	0.8	0.8	0.7	0.6
3.0-3.9	0.6	0.6	0.6	0.5	0.4
4.0-4.6	0.4	0.4	0.4	0.4	0.4

(Cockrum & Goucher, 2019)

Proficiency:

Proficiency is based on the percentage of all students who score a 4.7 or higher on the [WIDA] ACCESS test (Cockrum & Goucher, 2019). This table shows the expected percentage of growth in Cohort 1 and exits in Cohort 2 per year.

School Year	Cohort 1	Cohort 2
15-16	8.8%	10.7%
16-17	9.8%	11.7%
17-18	10.8%	12.7%
18-19	11.8%	13.7%
19-20	12.8%	14.7%
20-21	13.8%	15.7%
21-22	14.8%	16.7%
22-23	15.8%	17.7%
23-24	16.8%	18.7%
24-25	17.8%	19.7%
25-26	18.8%	20.7%

(C. Goucher, personal communication, June 5, 2026)

"DESE has developed an index score that provides an incentive for schools to address the needs of English learners by including two factors. An explanation of this index is found in the Missouri ESSA Consolidated State Plan. DESE has determined that 30 is the minimum number of students necessary to be included to carry out the requirements of any provision under Title I, Part A of the ESEA that requires disaggregation of information by each subgroup of students for accountability purposes. The new School Report Card has multiple indicators of student and school performance. These include Academic Achievement, Academic Progress, Graduation Rate, and Academic English Proficiency (AEP).

The total scale of this indicator ranges from 0-200. The first factor credits schools for the percentage of students achieving AEP. This factor is given 50 points. The second factor credits schools for the growth shown by each EL on WIDA ACCESS. This factor is given up to 150 points.

DESE will calculate an index score based on all the indicators of the accountability system. The index will be calculated for all schools. This index score will be used for improvement identification purposes for schools receiving Title I, Part A funds. The index will also be calculated for each subgroup of 30 or greater present in each of those schools. Because the scale of each indicator is of a significantly different magnitude and range, DESE will calculate and assign an NCE for each indicator that does not already have one. This will normalize the scales so that weighting of indicators is proportional.

- Academic Achievement – DESE will average the MPIs for ELA and mathematics and rank the resulting average MPI. An NCE will be calculated based on this rank and assigned to each school. The calculated NCE will be multiplied by four.
- Student Progress – DESE will average the NCEs for ELA and mathematics derived in the growth model calculation. The resulting average NCE will be ranked, and the rank will be multiplied by three.
- Graduation Rate – DESE will rank the three-year average graduation rates and calculate NCEs. The NCE will be multiplied by three.
- English language acquisition – DESE will assign up to 50 points for meeting the rate at which students become AEP on WIDA ACCESS, and 150 points for gains on the WIDA ACCESS. These total points will be ranked and NCEs calculated. The NCE will be multiplied by two.
- Student Success/School Quality – DESE will measure attendance, defined as the percentage of students attending at least 90 percent of the time. Attendance rates will be ranked and NCEs calculated. The NCE will be multiplied by one" (DESE, 2026).

"EL Subgroup for Academic Achievement: EL students in their first year of schooling in the U.S. will be exempt from state assessments in ELA but still need to take all other state achievement tests applicable for their grade level; however, their scores are not included toward district accountability measures. Instead, their scores serve to establish a baseline for their performance. In their second year of U.S. schooling, their state achievement scores factor into district accountability using a growth measure. Finally, in their third year of U.S. schooling, their state achievement scores count toward district accountability in the same manner as those of their non-EL peers.

AEP Indicator: All EL students who meet their individual growth targets on their paths to proficiency will count as "on track" and positively contribute toward the district AEP indicator. ELs who test as English proficient and exit services will have their proficient scores contribute towards the percentage of students who are counted as "on track" for the district AEP indicator during their two-year monitor periods, and for the two years following the end of their monitoring periods, with their scores counting toward the percentage of "on track" students for a total of four years.

EL Subgroup for Academic Achievement: Former ELs remain part of the EL subgroup for four years after the year in which they test as proficient in English. For example, an EL that tested proficient on his or her AEP in Spring 2019 could have their math and ELA achievement scores remain part of the EL subgroup until 2023-2024. Due to the hierarchical nature of the priority student groups for the Academic Achievement Indicator, an English learner who is also part of

the Economically Disadvantaged and/or Special Education subgroups may be included in one of those subgroups, rather than the English learner subgroup, for the purposes of the Academic Achievement indicator. However, please note that the academic subgroup performance of all English learners will be reported separately.

AEP Indicator: Former ELs will have their proficient AEP score factored into the percentage of students counted as “on track” for the AEP indicator during their two-year monitor periods, and for the two years following the end of their monitoring periods, with their scores counting toward the percentage of “on track” students for a total of four years” (DESE, 2026).

Measurement Tools

- ACCESS English proficiency test results
- WIDA Screener, Kindergarten Screener results
- MAP/End of Course (EOC) test results
- Permanent yearly file of ELP, test results, parental communication, E-mails/communication forms from teachers, and student grades and work.
- All professional development materials from in-service training sessions will be kept.

Legal Provisions

ELs must be provided equitable access to the educational program, meaning any class in which they are enrolled. The court decided that it was insufficient to place students in classes alongside native English speakers without supports, accommodations, or modifications as the students are deprived of a meaningful education (Lau v. Nichols, 1974) (DESE, English Language Development, n.d.)
The Missouri Department of Elementary and Secondary Education (DESE) has issued the following guidelines for school districts’ compliance with federal and state law.

School systems must identify all students who meet the qualifications of an English Learner according to the Title IX of Education Amendments of 1972 (DESE, English Learners (EL) Identifying ELs, n.d.)

Any specially designed support or instructional program shall be consistent with all federal acts and mandates and related federal regulations, as well as Missouri State acts, mandates and policies, which relate to the education of limited English proficient and migrant students.

The ELD curriculum used must be tied to scientifically based research on teaching ELs

and must have demonstrated effectiveness, which involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. Local school systems will use the Missouri English Language Development (ELD) Standards as a basis for developing their own curricula, incorporating a scope and sequence that can be adapted to their individual program requirements and their EL population. With the Missouri ELD Standards as a guide and through collaboration of EL and content area teachers, ELs are provided quality instruction that enables them to meet school expectations, perform well on mandated assessments, and become college and career ready (DESE, English Language Development: Instruction, n.d).

School districts will provide English language development programs to English Language Learners, and reclassify students from Limited English Proficient (LEP) to
Monitor status and exit from the program by using the recommended state criteria.

St. Joseph School District Board of Education Policy

St. Joseph School District Board of Education Policy (St. Joseph School District, 2022)

Educational Approach

Educational philosophy: English Language Learners need support in promoting schema and comprehension of academic content. Vocabulary instruction and literacy instruction are essential parts of the ELD program. Consideration is given to the language proficiency of students with a focus on monitoring progress and challenging students to perform at the next level. Collaboration between ELD teachers and mainstream teachers is key in providing instruction that supports content area curricula, while enhancing the language proficiency of students. Parental involvement includes educational opportunities to support literacy in the native language. Native language support is provided when possible, and appropriate (SJSD ESOL Policies and Procedures 2021, p. 7). EL services occur in a variety of forms described later under “Program of Services.”

Identification of Potential English Learners (EL Students)

Definitions

Every school district in Missouri must have procedures in place to identify students who meet the federal definition of an English learner. As stated in Title IX of the Education Amendments of 1972, an English learner is an individual who is:

a. age 3-21
b. who is enrolled or preparing to enroll in an elementary or secondary school
c. (i) who was not born in the United States or whose native language is a language
d. other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant
e. whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the state's proficient level of achievement on the State assessments ...; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (DESE, English Learners (EL) Identifying ELs, n.d.).

"The term newcomers refers to K-12 students born outside the United States who have arrived in the country in the last three years and are still learning English" (U.S. Department of Education, 2023, p. 6).

Enrollment Procedures

When students are enrolling it is important that we identify any students who have Limited English Proficiency (LEP) skills. In order to identify and provide support for these students, the following enrollment and identification procedures will be followed:

1. All new enrollees to the district must complete a Language Use Survey (LUS) indicating primary language used in the home.
2. If a language other than English is noted on the Language Use Survey, a copy of the completed Language Use Survey is sent to the ELD Office.
3. The ELD Department Staff will identify LUS that indicate any language other than English. The ELD Specialist/ELD teacher will gather more information on those students through the following means:
    a. Review records (previous grades, test results, teacher comments)
    b. Speak with Parent(s)/Guardian(s) and Teacher(s)
    c. Interview and/or observe student
    d. Other means, which may be applicable, but must be documented
    e. The ELD Specialist will review all data and do one of the following:
        i. Based on the data, determine that the student's proficiency level is not Limited in English.

        OR

ii. Based on the Language Use Survey, which identifies that a student may be of LEP, the student will take a test of language proficiency to measure the child's listening, speaking, reading, and writing skills in English. The WIDA Screener or Kindergarten Screener will be administered as the state designated language proficiency exams to inform placement of newly enrolled EL students for ELD services.

f. The results of the assessments may indicate the child is:
   i. Fluent in the English language or
   ii. English Language Learner at a proficiency level of 1) Entering, 2) Beginning, 3) Developing, 4) Expanding, 5) Bridging, 6) Reaching

4. Screening will be administered by district designee (i.e. ELD teacher, ELD administrative staff) using the WIDA Screener or Kindergarten Screener. Screening should take place within 30 days of enrollment at the beginning of the year and 30 days for identification of potential new LEP students that move in during the year.
5. Newcomers may be exempt from WIDA screening if they meet the criteria identified by DESE for exemption. ELD Administrative staff will approve the Newcomer Kit and submit it without Personal Identification Information (PII) to MO DESE for students who are eligible to forgo screening "no later than 15 days from the beginning of the academic year. Students will have ELD core subjects, as available, and co-teach courses in other key courses required for graduation. Foundations of ELA, Social Studies, Science, and Math will be available for students with educational gaps to fill before taking other courses required for graduation.
6. Screening results will be reviewed by the ELD Teacher and/or ELD Department. ELD teacher will formally share results with regular education teacher and building principal through an ELP plan, English Language Proficiency Plan. Parents will be notified of the screening test results by letter within 30 days of the first day of attendance.
7. Parent(s) must notify the district if they wish to decline participation in the ELD Title III services. If parent(s) wish to opt out of services, they must meet with the ELD Office staff to discuss why services are needed and sign a form. The student will still be required to take the WIDA ACCESS English proficiency exam each year until they demonstrate proficiency on the test or through the portfolio option.
8. An English Proficiency Plan will be developed in Ellevation that best suits the level of English proficiency for the student. The plan will be shared with the student's teachers.
9. The student's progress will be monitored throughout the year by an ELD teacher, as well as regular education teachers. A parent-teacher conference will occur. Other communication will take place as needed.
10. Students will be assessed annually in the Spring for English proficiency progress using the Missouri testing tool (currently (WIDA ACCESS) and new students will be screened within 30 days of enrollment using the district screening tool (WIDA Screener & Kindergarten Screener) until English proficiency is met. The student will then be reclassified to monitor status for a period of two years. If English and content proficiency is maintained for a period of two (2) years as measured by available standardized tests, the student may then be exited from the ELD Program. English Proficiency Plans will be revised in conjunction with student progress.

11. Students will continue to receive ELD program assistance until adequate levels of English proficiency are attained as determined by MO DESE.

Migrant Identification Procedures

When students are enrolling it is important that we identify any students who are migrants. In order to identify and provide support for these students, the following enrollment and identification procedures will be followed:

1. If a language other than English is noted on the Language Use Survey, a copy of the completed LUS is sent to the ELD Office.
2. The ELD Specialists will check the Language Use Survey to see if the student's family has moved in the last three years and works in a migrant job category as defined in the Language Use Survey.
3. Once per month, ELD staff runs a report of any new potential migrant families, and the ELD Specialists notify the DESE Migrant Recruiter for the area.
4. A MELL recruiter will meet with the family to complete the family interview form and needs assessment.
5. If the student qualifies as migrant, a Certificate of Eligibility is filed with the state and given to the district, and the student is coded as migrant in PowerSchool.
6. The student is given the WIDA screener or Kindergarten Screener, and ELD services are provided if he/she qualifies.
7. The WIDA ACCESS test is given during the Spring to measure English proficiency.
8. Migrant services will be provided under Title 1c, if available. Those services will be based on the needs assessment and focus on the students most at-risk as determined by the district.
9. At least one meeting will be held with migrant parents each year to assess needs and encourage participation in their child's school.
10. Information for the meeting and other school activities will be provided in the native language whenever possible.
11. MAP data, WIDA ACCESS data, and any other testing data will be used to monitor the progress of migrant students and modify services as needed.

Refugee Identification Procedures

After students have enrolled, it is important that we identify any students who are refugees. In order to identify and provide support for these students, the following enrollment and identification procedures will be followed:

1. If a language other than English is noted on the Language Use Survey, a copy of the completed LUS is sent to the ELD Office.
2. The ELD Specialists will check the Language Use Survey to see if the student's family has moved in in the last 5 years to the United States and from which country they moved.
3. A Family Advocate will call any student who identifies as being from a country that the Missouri Office of Refugee and Resettlement identifies as sending refugees to the U.S. from and ask if they are a refugee.
4. If the student is a refugee, the parent will be asked to provide an official government document with the Office of Refugee and Resettlement stamp.
5. The student will be added to the refugee spreadsheet.
6. Refugee services will be provided under the Missouri Refugee Office of Administration, if available. Those services will be based on the needs assessment and focus on the students most at-risk as determined by the district.
7. At least one meeting will be held with refugee parents each year to assess needs and encourage participation in their child's school.
8. Information for the meeting and other school activities will be provided in the native language whenever possible.
9. MAP data, WIDA ACCESS data, and any other testing data will be used to monitor the progress of migrant students and modify services as needed.

DESE Screener Decision Tree

DESE Screening Decision Tree (DESE, 2022)

ELD District Committee for ELD Status

The ELD District Committee will discuss in person or via email any placement or service issues for a student in a particular building to find solutions to increase student academic achievement. Team members may consist of ELD district staff, an ELD teacher or academic content teacher, parent/guardian and a building principal, or Director of Special Services. When there is a concern as to the potential for student status change, no less than three of these

members and one administrative member will be consulted to determine reclassification. The parents will be consulted on any recommendation prior to finalizing the change.

Program of Services for ELs

Educational philosophy: English Learners need support in promoting schema and comprehension of academic content. Vocabulary instruction and literacy instruction are essential parts of the ELD program. Consideration is given to the language proficiency of students with a focus on monitoring progress and challenging students to perform at the next level. Collaboration between ELD teachers, paras, and content teachers is key in providing instruction that supports content area curricula, while enhancing the language proficiency of students. Parental involvement includes educational opportunities to support literacy in the native language. Native language support is provided when possible and appropriate.

Program Models:

Pull-Out ELD (POE)

Typically used at the elementary level, students are pulled out of the regular classroom for intensive English instruction. Amount of EL pull-out time is determined by the students' English abilities, time in the country, and academic and social needs. An ELD-certified teacher provides explicit language instruction in the four domains (speaking, listening, reading, and writing) and including grammar, vocabulary and communication skills.

ELD as a Content Course (CON)

Typically used at the secondary level, an ELD-certified teacher designs and delivers a course providing intensive English instruction in addition to core content classrooms. English credit may be awarded for these classes.

ELD Resource Classroom (RSC)

Essentially, a resource classroom is the secondary variation of the pull-out model. The resource classroom is not limited to one content area, rather an ELD certified teacher focuses on English skills across multiple disciplines and provides supplemental instruction.

Co-Teaching (COT)

An ELD-certified teacher and a content teacher collaborate during lesson planning, curriculum mapping, instructional practices, and assessment to ensure students experience a culturally and linguistically responsive classroom. Accommodations are provided per each student's ELP plan by the teachers.

ELD Coaching (COA)

ELD Coaching is an approach to train all teachers over time to deliver effective instruction for English learners. This model recognizes and plans for the multiple duties of ELD-

certified teachers. Districts cluster students into specific classrooms and the ELD Coach assists individual teachers or grade level teams in designing, delivering and assessing effective instruction for ELs. The ELD Coach is also available for interventions, co -teaching and other strategies to support the student.

Collaboration

This model will be used only with the permission of the ELD District Office when other models are not appropriate.

English Learners (ELs) will receive research-based instruction designed for second language learners in addition to receiving instruction and accommodations in mainstream classes. Communication among classroom teachers and ELD staff is an integral part of differentiating instruction for ELs and providing access to our rigorous curricula.

Determinations for students are made on an individual basis, with consideration to language proficiency, language support needs, and educational backgrounds (SJSD ESOL Policies and Procedures 2021-2022, updated 7/2022).

Instructional Space

Instructional space for ELD pull-out or class-based courses will be provided that is comparable to that available for non-EL / LEP students.

Grade-Level Placement

All EL students will be placed in grade levels by following the Missouri state laws and St. Joseph School District Board of Education policies. Students will be placed at the grade level corresponding to their age. If they transfer from within the United States, the previous grade of completion will be used. If they transfer from outside the United States, previous school grade level will be considered when comparable to the U.S. grade system. Secondary students will also depend on the number of credits that they have to transfer to SJSD. A student may also have an alternative graduation plan when SJSD staff agree one is necessary for the success of the student. This will be evaluated on a case-by-case basis following the criteria outlined below. Those circumstances include:

1. Little or no past formal education
2. Major gaps in education due to war, trauma, or immigration
3. A migrant student with major gaps in education
4. Students receiving special education services will be placed in accordance with law.

Class Testing Accommodations

EL students will have their accommodation needs specified in the English Language Proficiency Plan and shared with all teachers. Classroom teachers are then responsible for providing those

accommodations. Accommodations for MAP tests and EOCs will be provided based on the individual student's needs, English proficiency and state guidelines.

Individual Career and Academic Plan (ICAP)

When new ELD students enroll, counselors work with the ELD Department and families to write an ICAP to help students on the journey to success after high school. This is in addition to the Alternative Graduation Plan that is written when students arrive after 9th grade from another country without transcripts. Course grades and plans are reviewed on a regular basis by counselors and ELD building and district staff. ICAP and Alternative Graduation Plans are revised as needed to ensure the success of each student and to meet their post-secondary goals (Missouri Senate SB 638, Section 167.903, 2016).

ELD Staff Requirements and Responsibilities

- The ELD Teacher will hold State of Missouri certification with TESOL endorsement. If teaching a core subject to ELD students, the teacher will be certified in both TESOL and the academic content area. If the academic content teacher is not certified in TESOL, then, a co-teacher in TESOL may be assigned. Tuition assistance may be available to qualifying applicants from the St. Joseph School District for teachers who need to add the TESOL endorsement. This is dependent on availability of funding. Staff to student ratio goal is to have comparable staff to student ratios with general education teachers in the district and state guidelines. The department has increased staffing at the Newcomer Center in order to provide ELD core classes and more support for newcomer ELs. The ELD paraprofessional may provide assistance under the supervision of the ELD Teacher.
- The ELD teacher will also serve as the Case Manager for their assigned EL students. Their duties in this role include checking grades for students at least every two weeks, collaborating with general education teachers about grades, communicating with families about grades when appropriate and with the assistance of Family Advocates, monitoring and working with counselors to ensure graduation credits are being met (high school only), and working with students to provide them with help with coursework. The Case Manager is also a friendly and trusted adult for the EL students.
- The ELD staff will have the opportunity to access appropriate professional development, both in academic core areas and TESOL. PD opportunities are available throughout the school year.
- The ELD staff will collect and evaluate the LUS, and staff will screen students for ELD services as appropriate based upon LUS answers and Missouri DESE guidance.

- Parents will be provided with the opportunity to access their child's school information in their native language, whenever possible. This includes providing documents in the native language whenever possible and hiring or using district interpreters as needed.
- The ELD Teacher Leaders will recommend ongoing modifications and revisions to the Lau Plan as needed for re-submission to the district.
- The ELD Teachers will recommend reclassification for exiting students based on the WIDA ACCESS or portfolio exit criteria as needed. ELD Office staff and district administration will make decisions on reclassification based on these recommendations.
- The ELD staff will provide meaningful cultural and language information to staff, students, and families.
- The ELD staff will ensure that high school students receive appropriate career and/or educational information and that all post graduate opportunities are available to them.
- The ELD staff will monitor currently enrolled students who have been reclassified from the ELD program to monitor status for a period of two years; monitor students screened but not considered eligible for ELD services.

Placement/Reclassification/Exit

Retention/Special Needs Placement of ELs

Regarding the issue of grade-level retention, it is not appropriate to retain an ELD / LEP child solely for the reason of limited English proficiency because the child has unique needs and must be given ample time from grade level to grade level to acquire English proficiency. The most advantageous way to avoid grade-level retention is to make accommodations for the EL / LEP child in the mainstream classroom and to maintain a close collaborative relationship between the mainstream teachers and ELD program. If an EL / LEP child is referred for retention, the District ELD office staff and Director of Special Services should be included in that process to ensure that language proficiency is not the sole reason for the referral.

Special Education Programs

OCR's overall policy on this issue, as initially announced in the May 1970 memorandum, is that school systems may not assign students to special education programs on the basis of criteria that essentially measure and evaluate English language skills. The additional legal requirements imposed by Section 504 also must be considered when conducting investigations on this issue. This policy update does not purport to address the numerous Title VI and Section 504 issues related to the placement of limited English-proficient students in special education programs. Although OCR staff are very familiar with Section 504 requirements, additional guidance on the

relationship between Section 504 and Lau issues that arise under Title VI may be helpful. A separate policy update will be prepared on those issues.

Pending completion of that policy update, Lau compliance reviews should continue to include an inquiry into the placement of limited-English-proficient students into special education programs where there are indications that LEP students may be inappropriately placed in such programs, or where special education programs provided for LEP students do not address their inability to speak or understand English. In addition, compliance reviews should find out whether recipients have policies of "no double services": that is, refusing to provide both alternative language services and special education to students who need them. Such inquiries would entail obtaining basic data and information during the course of a Lau compliance review regarding placement of LEP students into special education programs. If data obtained during the inquiry indicates a potential problem regarding placement of LEP students into special education, the regional office may want to consult headquarters about expanding the time frames for the review to ensure that it can devote the time and staff resources to conduct a thorough investigation of these issues. Alternatively, the region could schedule a compliance review of the special education program at a later date. In small to medium-sized school districts, regional offices may be able to gather sufficient data to make a finding regarding the special education program as part of the overall Lau review (OCR Memorandum, 1991).

Guidance from Missouri DESE

Considering program guidelines for ELs with Disabilities, as with other populations, one might expect to find a range of abilities among students whose English proficiency is limited. The difficulty often arises in determining whether a learning problem is related only to English Language Proficiency level or whether the student has an actual disability. Students learning English, because of their cultural and linguistic background, have special instructional needs. When a student is having difficulty mastering specific skills, it is important for the teacher to differentiate the instructional strategies and/or instructional pace for the student. Just because the student requires accommodations in his/her program, it does not necessarily mean that he/she has a disability or that he/she should be referred to special education for a comprehensive evaluation for possible services.

If the student continues to have difficulty after consistent language differentiation and instructional interventions have been implemented, the student can be referred for a comprehensive evaluation IF the team suspects a disability. The ELD teacher has training in English language acquisition regardless of the student's first language and should be a member of the team considering the referral. The ELD teacher is also familiar with the usual rate and stages of acquisition, as well as the typical errors to be expected. Once a referral is made, a comprehensive evaluation is conducted. The evaluation team will determine if the student is

eligible to receive special education services as a student with a disability under the Individuals with Disabilities Education Act (IDEA).

If the student is eligible for special education services, an Individual Education Program (IEP) is developed by the IEP team which includes required members as specified in the **Missouri State Plan Special Education, IDEA, Part B**. The IEP should address the student's need(s) for services based on the students' disability to be able to progress in the general education curriculum. If the IEP team deems appropriate, language assistance and support can be addressed in the present level of academic achievement and functional performance.

If the severity of the student's disability indicates more special education services are needed to meet the student's needs rather than ELD services, the ELD Specialist should work with school and district personnel to set up a consultative model or push-in model for that student's language development.

The ELD Specialist should meet regularly with the special education teacher and maintain a record of consultations. Missouri uses WIDA ACCESS as its annual English Language Proficiency assessment. Students who are in monitored status for EL do not take the assessment. Form D is used by the IEP team to address the student's participation with or without accommodations (DESE, Serving ELs with Disabilities, n.d).

Special Needs Placement

Determining special needs placement for students who are receiving ELD services is a complex process. There may be a number of individual or combined factors determining why language and cultural minority students are achieving little academic progress over time: the normal process of second language acquisition, the acculturation process, different learning styles, motivation to learn, or the student's lack of prior schooling are a number of potential factors instead of intrinsic learning problems. Building MTSS policies and procedures are completed when students are demonstrating academic difficulties. Support documents that we provide tailor the review to the language acquisition needs of the student. Interventions are then tailored to the student's needs. If interventions are unsuccessful in producing improvement, a referral for a special education screening may occur. Screening and diagnosing at-risk students receiving ELD services include a number of pre-referral steps to determine whether there exists temporary learning and behavior characteristics shared by learning disabled students and EL students, or whether referral to special education is warranted. The following procedure must be followed.

Consideration of Factors That May Impact Academic Success of ELLs Flowchart (Missouri Department of Elementary and Secondary Education, n.d.)

Gifted/Talented Programs and Other Specialized Programs

The exclusion of LEP students from specialized programs such as gifted/talented programs may have the effect of excluding students from a recipient's programs on the basis of national origin, in violation of 34 C.F.R. § 100.3(b)(2), unless the exclusion is educationally justified by the needs of the particular student or by the nature of the specialized program.

LEP students cannot be categorically excluded from gifted/talented or other specialized programs. If a recipient has a process for locating and identifying gifted/talented students, it must also locate and identify gifted/talented LEP students who could benefit from the program.

In determining whether a recipient has improperly excluded LEP students from its gifted/talented or other specialized programs, OCR will carefully examine the recipient's explanation for the lack of participation by LEP students. OCR will also consider whether the recipient has conveyed these reasons to students and parents.

Educational justifications for excluding a particular LEP student from a specialized program should be comparable to those used in excluding a non-LEP peer and include: (1) that time for the program would unduly hinder his/her participation in an alternative language program; and (2) that the specialized program itself requires proficiency in English language skills for meaningful participation.

Unless the particular gifted/talented program or program component requires proficiency in English language skills for meaningful participation, the recipient must ensure that evaluation and testing procedures do not screen out LEP students because of their limited-English proficiency. To the extent feasible, tests used to place students in specialized programs should not be of a type that the student's limited proficiency in English will prevent him/her from qualifying for a program for which they would otherwise be qualified (OCR memorandum, 1991).

Extracurricular Activities

ELs are eligible for any and all extracurricular activities and sports as their non-EL peers. Eligibility is solely based on MSHSAA and SJSD rules and guidelines for all students. Any EL wishing to participate in an extracurricular activity or sport is encouraged to do so. If any EL has questions or needs assistance with the process, he/she may contact their ELD teacher or a Family Advocate.

Process for Biliteracy

The ELD Department will review past and current students who had ELD services but are now proficient in English. Counselors will interview the students using a survey to determine the students' abilities in their home language(s) and desire to pursue a Seal of Biliteracy. Any of these students may then take the test in their home language during their junior or senior years

to prove proficiency, which is paid for by the district. If an ELD student inquires about the Seal of Biliteracy, the ELD teacher or counselor will also facilitate their testing as needed. Students who pass the test will have the Seal of Biliteracy on their transcript and diploma. A medal is also given.

Reclassification by Exit Score Criteria

Preface: St. Joseph School District will use multiple criteria to determine when Limited English Proficient (LEP) students are ready to be reclassified.

Monitor Process:

The ELD Department will:

- Send forms to teachers to monitor students' progress in mainstream classes.
- ELD teachers will keep records of exit criteria for each monitored student for review by the ELD Exit Team.

Reclassification Criteria:

Language Proficiency: WIDA ACCESS Score: 4.7-6.0

District Actions: The student must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the LIEP.

Below 4.7: 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. A traditional or digital portfolio must be collected and include evidence that any unsatisfactory domain score on the WIDA ACCESS is not indicative of her or his ability (DESE, English Language Development, n.d.)

EL students' progress will be monitored throughout the year by an ELD teacher, the District ELD Office, as well as regular education teachers. Parents will be notified of progress at least three times a year: beginning of the school year, at parent/teacher conferences, and at the end of the school year. Students will be assessed using a variety of methods to determine their English language proficiency. When WIDA ACCESS scores arrive, students who meet the following criteria may be reclassified as monitors. The following assessments and tools will be used:

1. Students will be monitored by the ELD teachers throughout the school year through classroom visits, observations, and skill-based rubrics.
2. ELD teachers will monitor grades for students currently on ELP plans or who are being monitored for each grading period. The ELD teachers will follow up with classroom teachers and students to address academic concerns.

3. ELD teachers will collect Exit Monitoring Forms for EL students who are being monitored. If any monitored student is not academically successful based on teacher Monitoring Forms and grades, the ELD Department will analyze why that student is not being successful. If it is determined a lack of English is the reason, the ELD Department will notify parents and discuss providing additional EL services. If the issue is with academic content, the ELD Department will notify parents and discuss additional support, such as a co-taught ELD course, tutoring, etc.
4. ELD teachers will analyze MAP scores, common assessments, and EOC tests for each student to determine progress and areas for academic improvement.
5. ELD teachers will monitor the students for any social or academic issues that require interventions and will locate appropriate help as needed.
6. ELD teachers will meet with parents of students enrolled in the ELD program during district scheduled parent/teacher conferences as needed and throughout the school year.
7. Parents of students who are eligible for reclassification to monitor status will be notified by letter to discuss the new classification and how it will be implemented during the school year.

Reclassification by Portfolio

English Language Learners who score between 3.5-4.6 may be considered for reclassification. Portfolios will be required for these students. DESE requires English learners to remain in ELD services "barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. A traditional or digital portfolio must be collected and include evidence that any unsatisfactory domain score on the WIDA ACCESS is not indicative of her or his ability" (DESE, English Language Development, n.d.) Districts are allowed flexibility in the evidence and criterion considered in the portfolio. **Students cannot be reclassified based on the ELD portfolio alone, and the team will review the following evidence: ELD portfolio, grades, benchmark assessments, teacher recommendations, state test scores, and parent input to make a final decision.**

1. A multidisciplinary team will meet in person or via technology regarding the validity of a portfolio reclassification and to render a decision **by the end of each school year.** Team members may consist of ELD district staff, an ELD teacher or academic content teacher, parent/guardian and a building principal, or Director of Special Services. When there is a concern as to the potential for student status change, no less than three of these members and one administrative member will be consulted to determine reclassification. The parents will be consulted on any recommendation prior to finalizing the change.

2. Portfolio Artifacts will include data in all four language modalities as needed to offset false negative scores on the WIDA ACCESS language proficiency exam.
    1. Depth of Listening Comprehension Matrix (DOLC)
        1. Observing participation in class
        2. Questions asked of presenters
        3. Group/collaborative academic discussions
    2. Student Oral Language Observation Matrix (SOLOM)
        1. Group/collaborative academic discussions
            1) Oral presentations
            2) Participation in laboratory sessions or other hands activities that require communication with others to complete
    3. Reading Scores
        1. District testing scores on grade level (Benchmark, DIBELS, ETC.)
        2. Lexile Scores on grade level
    4. Writing - 3 samples cross curricular
        1. Possible Evidence Pieces
            1) Essays with extended discourse (only 1 from ELA is required) - Final writing product including **all elements** of the writing process (brainstorming, drafting, revising, editing, final product) must be submitted
            2) ***Multiple paragraphs per content area and written records constitute one artifact per content area***
                1. Science journaling or written project
                2. Math constructed response with written explanation of thinking for multiple step problems
                3. Social Studies written reports or written project
                4. Any subject written test responses that accurately articulates a correct answer to the prompt
3. All portfolio artifacts must be submitted or uploaded into Ellevation.

Kindergarten Reclassification

Kindergarten students with a 4.7 and above will be exited barring compelling evidence; including reading below grade level per kindergarten evaluation (iReady, DIBELS, and EOY grade card); writing below grade level (Writing Samples and EOY grade card).

All students who test at a 4.5 or above on the Kindergarten WIDA Screener must be evaluated for full proficiency using these criteria and completed by April 30, 2026.

Kindergarten students will be reviewed for exit based on a portfolio, which MUST include

"evidence that any unsatisfactory domain score on the WIDA ACCESS is not indicative of their ability" (DESE n.d.).

Special Education Reclassification

DESE Guidance:

As stated in ESEA, an English learner is an individual whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual "(i) the ability to meet the state's proficient level of achievement on the State assessments …; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (National Clearinghouse for English Language Acquisition, n.d.)

Reclassification from an English Language Development (ELD) Program occurs when a student has acquired adequate English language proficiency to no longer meet the federal definition of an English learner. Many students who have Individualized Education Plans (IEPs) have difficulties meeting the defined proficiency score on the WIDA ACCESS for ELs because their disabilities prevent them from acquiring language at the rate and depth of their peers without disabilities. Language development is not finite. Students will continue to acquire and develop language throughout their academic careers. However, one goal of the ELD program is to reclassify students at the point when they no longer require language development services because their language proficiency is commensurate with monolingual peers functioning at a similar developmental and/or academic level. Some students who have IEPs may not be able to meet state-established reclassification criteria, but this factor should not exempt them from the reclassification process.

The purpose of reclassification is not to replace ELD services with special education services, but rather to celebrate the point when language is no longer a barrier to the learner's full participation in their program of instruction, as specified by the goals of the IEP. Reclassification is based on evidence of language ability demonstrated through [WIDA] ACCESS/ALT Access, MAP/MAP-A, demonstrating that language is not a barrier to meeting IEP goals, and portfolio evidence. (DESE's *Identifying, Classifying, and Supporting English Learners with Disabilities* p. 22, 2025a).

Parent Request to End Services

Parents may opt out of Title III English language services. If parents desire a change in services, they must attend a meeting with the ELD Office staff. The parents will sign a document that explains why the student needs Title III services and what services that the parent is opting out of at that time. The student must continue to take the WIDA ACCESS test each spring until he/she passes, or they can be reclassified using Portfolio Exit Criteria (United States Department

of Education, 2016). The district is still responsible for making sure that their English language needs are met.

The above criteria will be reviewed by the ELD Specialists, ELD Coordinator, and Director of Special Services. The varied assessment information collected will be used to make reclassification decisions.

Program Evaluation

Office of Civil Rights

"Students whose primary language is not English (English learners or EL students) may require language supports in order to meaningfully participate in school. Title VI requires that schools, districts, and state education agencies (SEAs) take affirmative steps to address language barriers so that EL students may participate meaningfully in their schools' educational programs. A district must effectively implement a sound educational approach in its programs for EL students. Title VI also requires schools to adequately communicate with limited English proficient (LEP) parents about important school-related information in languages they can understand. OCR has sought to ensure that limited English proficiency is not an obstacle for students or their LEP parents to access educational opportunities" (U.S. Dept. of Education, 2025).

ESSA

Under the ESEA, each State must establish a multi-measure accountability system that includes at least five indicators: (1) an Academic Achievement indicator for all schools; (2) an Academic Progress indicator for elementary and middle schools; (3) a Graduation Rate indicator for all high schools; (4) a Progress in Achieving ELP indicator for all schools; and (5) at least one School Quality or Student Success indicator (ESEA section 1111(c)(4)(B); 34 C.F.R § 200.14(b)) (ESSA Title III Resource Guide, 2017).

Missouri Evaluation Program

DESE has developed an index score that provides an incentive for schools to address the needs of English learners by including two factors. An explanation of this index is found in the Missouri ESSA Consolidated State Plan. DESE has determined that 30 is the minimum number of students necessary to be included to carry out the requirements of any provision under Title I, Part A of the ESEA that requires disaggregation of information by each subgroup of students for

accountability purposes. The new School Report Card has multiple indicators of student and school performance. These include Academic Achievement, Academic Progress, Graduation Rate, and Academic English Proficiency (AEP) (DESE, 2024).

The total scale of this indicator ranges from 0-200. The first factor credits schools for the percentage of students achieving AEP. This factor is given 50 points. The second factor credits schools for the growth shown by each EL on WIDA ACCESS. This factor is given up to 150 points.

DESE will calculate an index score based on all the indicators of the accountability system. The index will be calculated for all schools. This index score will be used for improvement identification purposes for schools receiving Title I, Part A funds. . The index will also be calculated for each subgroup of 30 or greater present in each of those schools. Because the scale of each indicator is of a significantly different magnitude and range, DESE will calculate and assign an NCE for each indicator that does not already have one. This will normalize the scales so that weighting of indicators is proportional.

- Academic Achievement – DESE will average the MPIs for ELA and mathematics and rank the resulting average MPI. An NCE will be calculated based on this rank and assigned to each school. The calculated NCE will be multiplied by four.
- Student Progress – DESE will average the NCEs for ELA and mathematics derived in the growth model calculation. The resulting average NCE will be ranked, and the rank will be multiplied by three.
- Graduation Rate – DESE will rank the three-year average graduation rates and calculate NCEs. The NCE will be multiplied by three.
- English language acquisition – DESE will assign up to 50 points for meeting the rate at which students become AEP on WIDA ACCESS, and 150 points for gains on the WIDA ACCESS. These total points will be ranked and NCEs calculated. The NCE will be multiplied by two.
- Student Success/School Quality – DESE will measure attendance, defined as the percentage of students attending at least 90 percent of the time. Attendance rates will be ranked and NCEs calculated. The NCE will be multiplied by one (DESE, 2024).

Resources for LEP Program Evaluation

1. Missouri Program Evaluation Scores
2. OCR 3-prong criteria
3. Evaluating Programs and Services for English Learners Tool

Parent Request for Documents

All student documentation, including LUS forms, ELD placement letters, ILPs, portfolio reclassification forms and exit monitoring forms are available in the ELD District Office files and uploaded into FileBound. These will be provided upon request to parents/guardians of EL students and, to the extent practicable, will be provided in a language the parents/guardians understand.

Using a School District Improvement Planning Checklist for LEP Programs

It is important that evaluations of EL programs and services focus on overall and specific program goals. The goals should address expected progress in English language development and core-content instruction. SEAs and LEAs are encouraged to develop continuous evaluation systems that align with both program design and the needs of EL students in each state or community.

English Learner Toolkit

Components of an Evaluation of Programs and Services for ELs

The tool attached below is based on the "English Learners Toolkit." It may help SEAs and LEAs identify elements for evaluating ELD programs and services. Questions and data sources focus on ELD program implementation information; staffing and professional learning; student performance in English language development and academic content areas; and analyzing the information collected and identifying areas for improvement. EL program evaluation will vary from LEA to LEA; thus, the information below is illustrative.

Tool 1 Evaluating Programs and Services for English Learners

Resources

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