

Nixa Public Schools District Policy for English Language Learners (Lau Plan)

- I. **LEGAL.** There are many Federal and State laws, acts and court decisions that address the education of English Language Learners (ELLs). They also discuss the English to Speakers of Other Languages (ESOL) program requirements. A summary of these laws, “The Legal Foundation for ESL Programs in Public Schools,” is provided in the appendix.

- II. **DEFINITIONS**
 - a. ESOL: English for Speakers of Other Languages
 - b. ESL: English as a Second Language
 - c. ELL: English Language Learner
 - d. CLD: Culturally and Linguistically Diverse
 - e. WIDA: World-Class Instructional Design and Assessment
 - f. W-APT: WIDA ACCESS Placement Test
 - g. ACCESS: WIDA’s annual Assessing Comprehension and Communication in English State-to-State language assessment
 - h. WMLS-R: Woodcock Munoz Language Survey – Revised
 - i. MELL: Missouri Migrant and English Language Learning program - administered by the State of Missouri
 - j. AMAO: Annual Measurable Achievement Objectives
 - k. NCLB: No Child Left Behind

- III. **IDENTIFICATION.** When registering to attend Nixa Public Schools, all students will be surveyed and/or interviewed to determine who may be considered a language minority student. This designation includes students who speak a second language as well as students who live in households in which a language other than English is spoken.
 - a. On the initial enrollment form, parents or students answer two questions regarding second language in the household. If the answer is yes to either question, the ESOL teachers will be notified and the Home Language Survey (HLS) will be sent home for completion –and/or a student interview will be conducted (Junior High and High School students).
 - b. The office manager or counselor of the school building will ensure that the student/parent complete the forms, and then forward the forms to the ESOL teacher.
 - c. When ESOL teachers are notified, they will schedule and administer a language assessment to determine if the student is eligible for services.
 - d. This assessment will occur during the first 30 days of a new school year, or within 10 school days of enrollment.

- e. Students may also be identified based upon teacher referrals and/or by requests for testing.
- f. Identification and initial assessment documents will be kept in the ESOL office as well as the student's permanent record.
- g. Based on identified need, translation services will be provided.

IV. **INITIAL ASSESSMENT.** All students identified as speaking a first language other than English, or who live in a household where a language other than English is spoken, will be assessed (and/or interviewed – Junior High and High School students) to determine if they qualify for ESOL screening services.

- a. The assessment to be used is the W-APT screener from WIDA.
- b. If a student in grades 2-12, and second semester first grade, receives a score of less than 5, they will be eligible for services.
- c. If the student is a first semester kindergartner and receives a score of 28 or less on the listening and speaking portion, they are eligible for services.
- d. If the student is a first semester kindergartner and receives a 29 or 30, he or she will be marked in core data as NRCV and given the ACCESS assessment during the next annual administration time frame so that a final determination, based on all four modalities (reading, writing, speaking, and listening) can be made. Students who score below a 6.0 on the subsequent ACCESS assessment will continue to receive ESOL services until they meet district/state defined exit criteria.
- e. Second semester kindergartners and first semester first graders must be given the kindergarten W-APT. The student is eligible for ESOL services if they have a combined score of 28 or lower in listening/speaking, OR have a score of 10 or lower on reading, OR have a score of 11 or lower on writing.
- f. If the student is eligible for services, the ESOL teacher will send a letter home to the parents informing them that the student will receive services. (Appendix B). This letter may be translated into other languages as needed to communicate with the parents.
- g. The parents may decline the manner of services provided but cannot decline services overall.
- h. The ESOL teacher will contact the teacher(s) of the student to inform them of the student's eligibility and provide any additional instructional information (including but not limited to "Can Do" Descriptors and Classroom Modifications /Accommodations).

V. **INSTRUCTION, ASSESSMENT, AND EVALUATION.** Based on the theories of linguists in the field of language acquisition, the Nixa Public School District will implement a program of instruction, assessment, and evaluation to meet the educational needs of ELLs in the district.

- a. Certified ESOL teachers will implement a scientifically research-based curriculum that is consistent with sound educational theory in English language development. This curriculum will cover the four language modalities: Reading, Writing, Listening, and Speaking.
- b. Based on assessed need and availability, ELLs may be provided with textbooks and materials in their native language.
- c. Based on assessed need, ESOL teachers may work with content teachers to provide ELLs with direct or indirect ESOL services such as instructional environments like sheltered instruction, co-teaching, or structured immersion.
- d. The curriculum will monitor the progress of ELLs in attaining English language proficiency and achievement of state content standards. It will also utilize authentic and alternate assessments.
- e. Based on need demonstrated through assessment, the following services will be available to all ELLs:
 - 1. Developmental Reading
 - 2. Special Education services
 - 3. Gifted and talented services
 - 4. Speech therapy
 - 5. “At Risk” Services
 - 6. Acculturation Support
 - 7. Interpreters
- f. Tutors and aides may be employed or volunteer to help students after school or during school time to give additional support to the students in areas of academic content and language development.
- g. ESOL teachers may write up an Individualized Academic Plan (IAP) to help the teacher and student understand what they need to do in school to achieve academic success.
- h. Each year, all ELLs will be assessed using WIDA’s ACCESS.
- i. The ESOL program will be assessed based on student performance as well as other information gained through surveys and questionnaires to parents, students, and other teachers. Changes will be made to the program based on needs and available resources. The program evaluation will include a review of the following:
 - 1. Identifying potential ELLs.
 - 2. Assessing English Language Proficiency.
 - 3. Serving eligible students.
 - 4. Implementing effective instructional practices.
 - 5. Providing appropriate resources consistent with program design and student need.
 - 6. Transitioning and monitoring.
- j. State guidelines will be used to measure students’ Annual Yearly Progress (AYP) in English acquisition and attainment of English Language Proficiency. Students will be held to the same education standards as

non-ELLs as assessed by MAP and EOC exams. These goals will prepare ELLs to meet district goals for the overall education program.

- k. Program data will be organized in a manner that enables the district to evaluate student performance over time and monitor performance after transitioning. Data will provide sufficient information to enable the district to determine program effectiveness and to identify areas that require improvement, such as program implementation and student achievement.
- l. A Title III improvement plan will be created should the district qualify for Title III funds and fail to meet AMAOs for two or more consecutive years.
- m. Program data will be analyzed and kept by the ESOL teachers. Scores for the ACCESS will be placed in the student's permanent record as well as in the Special Education office in the student's ESOL file. W-APT and/or WMLS-R scores will also be kept in the student's ESOL file.

VI. **EXIT CRITERIA.** The student will be exited from the program when he or she has met some or all of the following criteria:

- a. The student achieves a qualifying overall score of a 4.8 - 6 on WIDA's ACCESS (or other assessment as designated by the state of Missouri).
- b. The student receives a qualifying score on the W-APT intake assessment.
- c. The student achieves satisfactory grades in his/her classes (Overall average performance as comparable to peer level).
- d. The student's portfolio of his or her work shows "grade level" performance capabilities.
- e. The student has positive recommendations about academic performance and social skills from classroom content area ESOL teachers.
- g. The student achieves "basic" or better on the Communication Arts section of the MAP and/or EOC assessments.

VII. **EXITING OF SPECIAL EDUCATION STUDENTS FROM ESOL PROGRAM**

Students who are identified as both Special Education and ESOL are eligible for both programs. ESOL teachers can provide direct services or act as consultants to the Special Education team in serving these students. ESOL services are documented on the IEP. ESOL teachers are members of the IEP team and should be included in all IEP meetings. Students can be exited from the ESOL Program based on the following criteria:

- a. District ESOL Exit Criteria met.
- b. IEP meeting determines that the student's disability, not language interference, is the underlying factor in his or her failure to make satisfactory progress.

VIII. **MONITORING.** Once a student has exited the ESOL program, the student will be monitored for a period of two years.

- a. The ESOL teachers will conference with the students' classroom teacher(s) at least once a year.
- b. The classroom teacher(s) of the student will fill out the student evaluation form prior to conferencing with the ESOL teacher.
- c. The student will maintain satisfactory grades in core content classes.
- d. If the student does not meet the above criteria for one semester or more, the student may be required to re-enter the ESOL program for support services.
- e. Information on monitored students will be kept in the ESOL office in the student's file.

IX. MIGRANT STUDENTS

- a. Migrant students will be identified during the enrollment process. If the student answers affirmative to the migrant question, the MELL Program: Parent Survey (MPPS) form will be provided. The completed form will be forwarded to the MELL recruiter for region VII. Services to migrant students will be coordinated between the MELL office and the district. This information will be kept by ESOL teachers.

X. PARENT AND COMMUNITY INVOLVEMENT

- a. Based on identified need, translation services will be provided for parent-teacher communication, IEP meetings, and any other situations as necessary.
- b. Opportunities will be sought out to utilize students from higher education institutions for collaboration with ESOL classes.
- c. Business sponsorships, such as Adopt-A-Class, will be utilized.
- d. Community-based mentoring, such as A+ tutors and community volunteers will be utilized.
- e. The ESOL teachers may organize parent meetings after school to help parents understand more about what students are doing in school and how they can help.
- f. Information on parent and community involvement will be kept in the ESOL office.

XI. PERSONNEL AND PROFESSIONAL DEVELOPMENT

- a. All students will receive services from ESOL certified teachers.
- b. Personnel numbers will be determined by student population and language proficiency level.
- c. A list of interpreters has been provided to all school buildings.
- d. ESOL staff will participate in district collaboration opportunities in order to ensure communication among the ESOL department and content teachers.

- e. ESOL personnel will participate in in-service training, conferences, and formal college coursework in order to adequately meet the needs of ESOL students.
- f. Professional development is provided to staff through district resources.
- g. Teachers will participate in district-required Performance-Based Teacher Evaluation, which includes classroom observations, mentor meetings, and walkthroughs.
- h. ESOL personnel will provide scientifically research-based professional development opportunities consistent with sound educational theory to district personnel in order to educate mainstream classroom teachers, special education teachers, administrators, and support staff and improve the instruction and assessment of ELLs. The goal of the professional development will be to increase English proficiency, improve academic achievement, increase teaching knowledge, and designed to improve teaching skills. Finally, the professional development will be of sufficient intensity and duration as to have a positive and lasting impact on teacher performance in the classroom.
- i. Information on personnel and professional development will be kept in the District Personnel Office.

APPENDIX

The Legal Foundation for ESL Programs in Public Schools

Federal Legislation

No Child Left Behind (NCLB) Act of 2001

- The NCLB Act uses the term “limited English proficient” to describe individuals, aged three through twenty-one, who are enrolled or preparing to enroll in an elementary or secondary school and whose difficulties in speaking, reading, writing, or understanding English may affect their ability to participate fully in society and to succeed in school and on state assessments. These students, also referred to as English language learners, or ELLs, may include immigrants and migrants as well as U.S. born citizens whose language proficiency is affected by an environment in which a language other than English is spoken at home.
- Under the general provisions of NCLB’s Title IX, Part A, Section 9101, any student identified as ELL must have a home language survey that identifies the student as bilingual and a score showing limited English proficiency in one or all of the four domains- listening, speaking, reading, writing.

Title VI of the Civil Rights Act of 1964

- The Secretary is authorized, upon the application of any school board, State, municipality, school district, or other governmental unit legally responsible for operating a public school or schools, to render technical assistance to such applicant in the preparation, adoption, and implementation of plans for the desegregation of public schools. Such technical assistance may, among other activities, include making available to such agencies information regarding effective methods of coping with special educational problems occasioned by desegregation, and making available to such agencies personnel of the Department of Education or other persons specially equipped to advise and assist them in coping with such problems.

Equal Education Opportunities Act of 1974

- Chapter 39, Subchapter 1, Part 2, Section (f) states: “No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

Court Decisions

Lau v Nichols (1974)

- A school district must identify ELLs, design an effective program reflective of their needs, employ appropriate English as a Second Language or bilingual personnel (or both), align the instruction of ELLs to state and local content standards, and provide ongoing assessment to ascertain their growth in English language proficiency and in the comprehension of academic content.

Plyler v Doe (1981)

- The U.S. Supreme Court decided that school districts are required to provide education to all children, regardless of legal status.

Castañeda v Pickard (1981)

- Established three basic criteria for a program that serves Limited English Proficient students: (1) it must be based on sound educational theory, (2) it must be implemented effectively with adequate resources and personnel, and (3) after a trial period, it must be evaluated as effective in overcoming language handicaps.

Office of Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students with Limited English Proficiency (1991)

- Set up steps in evaluating effective ESOL programs and whether school districts are meeting requirements. More information can be found at:

<http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html>

Executive Order 13166: Improving Services for Persons with Limited English Proficiency (2000)

The Executive Order requires Federal agencies to examine the services they provide, identify any need for services to those with limited English proficiency (LEP), and develop and implement a system to provide those services so LEP persons can have meaningful access to them.

State Requirements

MSIP

- MSIP 6.3.4 (Fourth Cycle) states: "The district identifies and provides targeted instruction or other needed services/interventions for educationally-disadvantaged, ESOL, migrant, and homeless students, as well as students who may, for other reasons, be at risk of leaving school.

Regular Classroom Modifications for ELL Students

PACING:

- Extend time requirements
- Omit assignments
- Other: _____

ENVIRONMENT:

- Assign preferential seating
- Assign peer buddy
- Other: _____

REINFORCEMENT AND FOLLOW THROUGH:

- Use positive reinforcement
- Use concrete reinforcement
- Check often for understanding/review
- Arrange for peer tutoring
- Plan cooperative learning experiences
- Provide language experience
- Give immediate feedback
- Have student repeat directions
- Make/use vocabulary files
- Teach study skills
- Use study guides to organize materials
- Repeat/review/drill
- Other: _____

ASSIGNMENTS:

- Lower reading level
- Give directions in small, distinct steps
- Allow copying from paper/book
- Use written backup for oral directions
- Lower difficulty level
- Shorten assignment
- Read directions to students
- Give oral clues or prompts
- Record or type assignments
- Adapt worksheets, packets
- Use alternate assignments
- Other: _____

PRESENTATION OF SUBJECT MATERIAL:

- Use individual/small group instruction
- Use specialized curriculum
- Simplify language
- Tape lectures for playback

- Demonstrate concepts
- Use manipulatives
- Emphasize critical information
- Use graphic organizers
- Pre-teach vocabulary
- Other: _____

MATERIALS:

- Provide taped textbooks
- Highlight textbooks/study guides
- Use supplementary materials
- Give assistance in note taking
- Type handwritten teacher materials
- Use bilingual dictionaries, language learner dictionaries and electronic translators
- Use adapted/modified textbooks
- Allow use of computer/word processor
- Other: _____

TESTING ADAPTATIONS;

- Allow students to answer orally
- Use multiple-choice format
- Read test to student
- Modify format
- Write a different test
- Shorten test length
- Require only selected test items
- Create alternative assessment
- Other: _____

GRADING:

- Modify grading system: _____
- _____
- Modify weights of course components
- Modify course objectives/outcomes

ELL Instructor: _____

Administrator: _____

Classroom Teacher: _____

Student Home Language Survey

Student's Name _____ Date _____

School _____ Grade _____

Person completing the survey(circle one):

Mother Father Student Guardian Other (specify): _____

Circle the best answer for each question and provide additional information as requested.

1. Was English the first language the student learned? Yes No

2. Can the student speak a language other than English? Yes No

3. Is any language other than English used at home? Yes No

4. Which language does the student use most often with friends?

5. Which language does the student use most often with parents?

6. Which language does the student use most often with other relatives?

7. Was the student born in the United States? Yes No

If no, where was the student born? _____

When did the student enter the U.S.? ____/____/____

8.. Has the student attended school in another country? No
Yes → How long? _____ Which grades? _____

9. Has the student attended another school in the U.S.? No
Yes → Where? _____ How long? _____

10. Has the student attended another school in Missouri? No
Yes → Where? _____ How long? _____

11. Please provide any other additional information that would help the school (for example, referral to Gifted or Special Education programs at prior schools):

La Inspección de Idiomas en la casa

1. ¿Cuál es el primer idioma que aprendiste a hablar? _____
2. ¿Qué idioma hablas más? _____
3. ¿Qué idioma se habla más en casa? _____
4. Además del idioma que aprendiste en la escuela, ¿hablas otro idioma que no sea inglés?
¿Qué idioma? _____

Por favor responder las siguientes preguntas:

1. ¿De dónde es tu familia? _____
2. ¿En que país nació el estudiante? _____
3. ¿Sí no nació en EEUU, cuando llegó el estudiante a los Estados Unidos? ____/____/____
Mes Día Año
4. Idiomas
 - a. ¿En cuál idioma(s) habla el estudiante con sus padres? _____
 - b. ¿Con sus hermanos? _____
5. ¿En cuáles idiomas escribe el estudiante? _____ ¿Lee? _____

Date: _____

Dear Parent or legal Guardian of _____ :

We are pleased to inform you that this school year your child is able to enroll in the ESOL (English for Speakers of Other Languages) program. The program will help your child learn academic English. We believe it is the best option to meet your child's instructional needs and promote academic success in school. We may provide pull-out services or assist your child in their classroom.

This placement is based on your child's English test results and other measures. Your child's English language test scores indicate that your child is not yet proficient in academic English. We may provide services in small group or in their classroom. We give the W-APT screener to assess English language proficiency. For second semester, 1st grade students thru 12th grade students must have an overall composite proficiency of 4.9 or less to qualify for ESOL services. For first semester, students in kindergarten must have a combined score of 28 or below to qualify for ESOL services. For second semester, students in kindergarten and first semester first graders must have a combined speaking and listening score of 28 or below AND a score of 10 or lower on reading AND an 11 or lower on writing. Your child's scores are:

Proficiency level	score
speaking	
writing	
listening	
reading	
Literacy composite	
Oral composite	
Overall composite	

ESOL services are provided to students until they reach academic proficiency in the English language, as determined by advanced test scores, course work, and teacher consideration.

If you have any questions, please contact ESOL teachers directly: Mr. Richard Loebel at richardloebel@nixaschools.net or Ms. Tara Friga or tarafriga@nixaschools.net and/or Mrs. Allison Tilley at 417-875 -5649 or Allisontilley@nixaschools.net.

Sincerely,
Richard Loebel
Tara Friga
Allison Tilley
Nixa R-II ESOL Department