

# THE SOULARD★SCHOOL

## THE SOULARD SCHOOL'S LAU PLAN FOR ENGLISH LANGUAGE LEARNERS

Approved by the Soulard School Board of Directors on 4/22/21

### **Terms:**

**EL:** English Learner-use of special curriculum and services to help students who come from a non-English language background learn English.

**ELL:** English Language Learner or English Language Learning

**LEP:** Limited English Proficiency-students have a primary language other than English and are unable to participate effectively in school when English is the language of instruction (Also known as English Language Learners-ELL).

**FEP:** Fluent (Fully) English Proficient-students are capable of functioning in an English-only educational environment in the areas of comprehension, speaking, reading, and writing skills.

**Lau:** Informal reference to a set of investigations and law cases based on the Civil Rights Act. These cases required school districts to provide special assistance to English Language Learners who were unable to benefit from an education conducted primarily in English.

### **The Soulard School (TSS) Mission and Belief Statement**

The Soulard School's mission is to build a warm, welcoming learning environment that serves as an example of the profound and real possibilities of a community dedicated to educating its children. At The Soulard School, children and adults are encouraged to ask questions and broaden their understandings of themselves, others and the world. We create experiences and opportunities that emphasize respect, responsibility, self-management and the ability to view experiences from different perspectives. Our accomplished students become autonomous, caring, capable and responsible citizens.

The Soulard School is a learning institution itself. Just as in research there is no one way, in a school, there should be no one method but a continuous search for the answers. The Soulard School is dedicated to the search.

### **Legal References:**

- 20 U.S.C. : 1703 (f) Federal Statute

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- 20 U.S.C. : 6811-6871 English Language Acquisition, Language Enhancement and Academic Achievement Act
- NCLB Act of 2001
- Title VI, Civil Rights act of 1964
- Equal Education Opportunities Act as an amendment to the Education Amendments of 1974
- Office of Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students with LEP 1991
- Executive Order 13166: Improving Access to Services for Persons with LEP 2000.

## **Federal Court Decisions:**

- Lau vs. Nichols 1974
- Plyer vs. Doe 1981
- Castaneda vs. Pickard 1981

## **State Requirements:**

- MSIP

## **Responsibility of Lau Plan Implementation**

The Executive Director of The Soulard School has designated the Building Principal as having overall responsibility for the district's compliance with federal and state laws, regulations and guidance regarding the education of ELLs.

## **Identification, Initial Placement, and ELL Services**

Step 1: All new students enrolling in TSS will complete a Home Language Survey included on the TSS Enrollment Packet.

Step 2: An assessment will be completed for any student whose Language Survey indicates he/she speaks a language other than English, or there is evidence to suspect that a language other than English is a barrier to success.

Step 3: The WIDA Online Screener will be used to assess whether the student meets criteria to be identified as EL, as well as to make initial English language development placement decisions.

Step 4: TSS will notify all parents and/or legal guardians of the language screening results and initial placement in writing.

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Step 5: TSS will code all students identified as ELs correctly in their student information system to ensure accurate MOSIS reports submitted to DESE.

## **Classroom Placement**

TSS will ensure all ELLs are placed in the age-appropriate grade level.

## **Parental Notification**

TSS will notify parents about their child's screening results **no later than 30 calendar days** after enrollment. Parental notification shall be provided in English, and to the extent practicable in a language the parents can understand. Notification shall include:

- Eligibility for ELD services
- Student's level of proficiency and how it was assessed
- Method of instructional delivery
- How the program will help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation
- Specific requirements for exiting the program
- Information pertaining to parental rights that includes written guidance detailing
  - a. The right that parents have to immediately remove their child from the LEP Program
- Notification of services must be sent to parents on an annual basis.

## **Instruction**

Instruction will take place predominantly in the general education classroom, with small group and/or 1:1 support provided by a certified teacher, in which certification may be in elementary education, special education, and ESOL certification; and/or provided by a licensed speech-language pathologist. Strategies will include a language-rich classroom, a visually-rich classroom, language instruction in classwide, small group, and 1:1 settings, and culturally-responsive teaching.

Staff members who may serve ELL students in the regular course of their duties but who are not primarily responsible for implementation of the program are provided the following training and resources; professional development to include 1) identify students who may be ELL, 2) effective strategies for teaching and engaging English Language Learners and, 3) culturally responsive practices to be sensitive to the learner's native language and culture.

## **Language Proficiency and Assessment Tools**

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TSS currently uses the following assessment tools to determine language proficiency:

1. KG W-APT and WIDA Online Screener (Statewide English Proficiency Screener)
2. ACCESS for ELLs (Statewide English Proficiency Annual Assessment Tool)

## **Student Reclassification (exiting) Criteria**

In the case of English language proficiency, DESE defines proficiency as a score of 4.7 or above on the yearly ACCESS for ELLs assessment.

TSS follows the reclassification process listed below:

- a. ACCESS Scores of 4.7-6.0 (The student must be exited barring compelling evidence in the EL Portfolio suggesting he/she remain in the program.
- b. ACCESS Scores below 4.7 (The student must remain in the program barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction.
- c. All students will be monitored for two years after exit from LEP classification. TSS will keep documentation (state assessments, final LEP scores, parental notification) on file throughout the monitoring period. Students in the monitoring period do not take the yearly ACCESS for ELLs.

## **Required Notification**

TSS will keep parental notification describing the student's English Language Proficiency and supporting documentation on file. TSS will consult with parents prior to notification. A consensus among parents and educators regarding student reclassification must be reached.

## **Program Evaluation/Effectiveness**

TSS will hold an annual meeting with all stakeholders (parents of ELs, educators, and community members) to review and discuss the current ELL Program effectiveness and methods for improvement.