



Oklahoma City Public Schools

Lau Plan

Named after the landmark Lau vs Nichols U.S. Supreme Court Decision of 1974, this document describes how OKCPS ensures an equitable education for English Language Learners (ELLs).

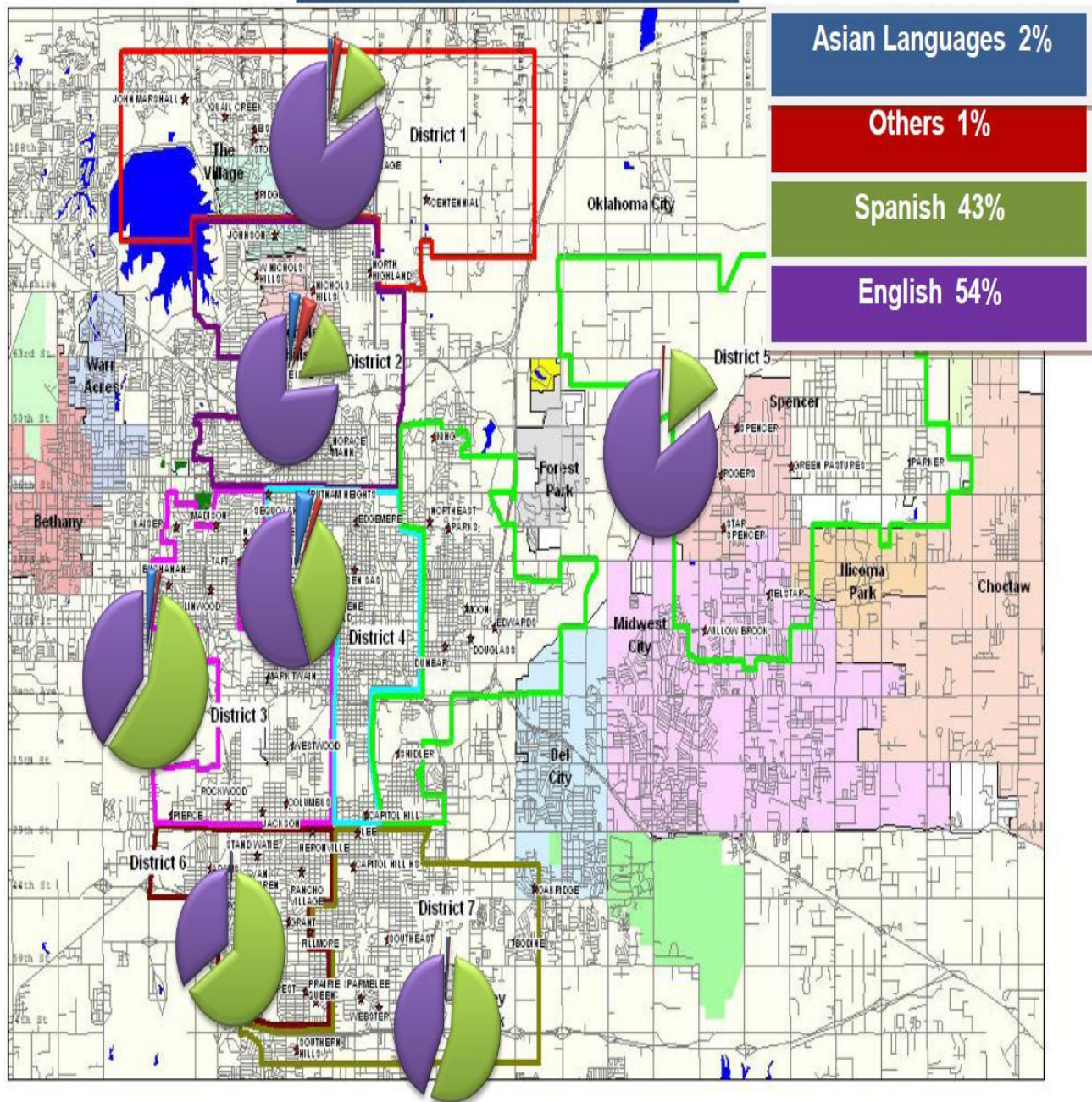
OKCPS
6/6/2013

OKCPS Demographics

Oklahoma City Public Schools is a multi-cultural district serving 43,000 students comprised of: 3% Asian, 5% Native American, 20% Caucasian, 27% African American, and 45% Hispanic individuals. Out of the total student body, 32% are English Language Learners.

OKLAHOMA CITY PUBLIC SCHOOLS

2012-2013 Linguistic Profile



Introduction

It is the policy of Oklahoma City Public Schools to provide equitable access to education for limited English proficient students (LEP), otherwise known as English Language Learners (ELLs). OKCPS is committed to providing appropriate placement for English language development services, along with curricular, instructional, and other related services, to ensure that English Language Learners participate successfully in the district's educational and extracurricular programs. To accomplish this, Oklahoma City Public Schools' Lau Plan details the procedural requirements and services provided to ELLs. In accordance with federal and state law, ELL services are coordinated through the Department of Language and Cultural Services (LCS), in consideration of recommendations from the Language Advisory Committee and the Superintendent's Diversity Council.

Furthermore, it is the policy of OKCPS to comply with all federal and state laws prohibiting discrimination against students on the basis of **all** civil rights categories, including national origin and proficiency in English, and school and district level personnel are required to comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements of the Civil Rights Act of 1964
- The requirements of the Office of Civil Rights Memorandum of May 25, 1970
- The requirements of the equal Educational Opportunities Act of 1974
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1980
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981

The purpose of OKCPS' Lau Plan is to ensure an **equitable education** for ELLs through the framework of the Six Goals of Educational Equity (which are explained in detail at the referenced website):

Goal 1: ELLs have comparably high academic achievement and other student outcomes

Goal 2: ELLs have equitable access and inclusion in schools, programs and activities

Goal 3: ELLs receive equitable treatment

Goal 4: ELLs have an equitable opportunity to learn

Goal 5: ELLs have equitable resources

Goal 6: Accountability for ELLs is shared by stakeholders

(Reference: IDRA South Central Collaborative for Equity)

http://www.idra.org/South_Central_Collaborative_for_Equity/General_Compliance_and_Equity_Plan/Six_Goals_of_Education_Equity/

Ensuring ELL success is distributed amongst a variety of stakeholders according to the following categories and descriptions:

ELLs:

- Develop academic proficiency in listening, speaking, reading and writing so that they are academically successful at age and grade level.
- Develop communicative competency and literacy proficiency at a level comparable to that of native speakers of English of the same age and grade level.
- Maintain their first language and are aware of the positive impact of bilingualism in enhancing educational opportunities.
- Retain a positive identity and pride in their cultural heritage.
- Utilize their first language as a support factor in instruction.
- Graduate from high school, college and career ready.

Parents and community members:

- Partner as leaders, along with school and community, in the educational success of ELLS (i.e., district and site-based decision-making committees, Parent-Teacher Association, Language Advisory Committee, Superintendent's Diversity Council, etc.)
- Will receive information from schools in a language that they can understand and be given opportunity to respond to such communication
- Will be offered opportunities to participate in the broader school community, i.e., parenting classes, English as a Second Language classes, literacy and technology classes, etc.
- Receive information on the status of their school campus' success in educating ELLs and closing the achievement gap with non-ELLs if one exists

OKCPS Staff:

- Will adhere to the English Language Development Program as developed and established by the Language Advisory Committee (LAC) and the Department of Language & Cultural Services (LCS)
- Will provide or oversee appropriate observable instruction, modifications, accommodations, and support for each ELL student, according to the student's Language Instructional Education Plan (LIEP)
- Will submit to LCS any proposals for ELL-related out-of-district professional development and/or technical assistance before any contractual agreements are reached so that LCS can review/approve/disapprove in order that the building plan aligns with the district Lau Plan and ELL policies, procedures, and guidelines
- Will encourage the utilization and maintenance of student's home language/s in order to, per research, strengthen the acquisition of English
- Will annually participate in ongoing professional development relating to ELL instruction, policies and procedures, parents, and community in order to upgrade and maintain their competency in teaching ELLs
- Will communicate and collaborate with parents and community on an ongoing basis
- Will communicate with other OKCPS staff about ELL needs, progress, and students' English language proficiency

- Will, through collaboration between ESL and content area staff and administration, create and monitor individual ELL progress using the LIEP
- Will follow equitable procedures for referrals for retention, discipline, Special Education and Gifted and Talented Programs
- Will ensure that ELLs have equitable access to athletics, clubs, extracurricular activities, honor societies, and other school activities
- Will comply with the policies, procedures, guidelines, and programs set forth in OKCPS' Lau Plan
- Will maintain records to note any discrepancies or disproportionalities in special education, gifted and talented programs, retention, graduation, and disciplinary actions

Language Advisory Committee

A Language Advisory Committee (LAC) will be created to coordinate and oversee the educational programs of limited English proficient students enrolled in OKCPS. The LAC will be composed of: the Director of Language & Cultural Services, the Chief Academic Officer or their appointed designee, one executive director for elementary schools, secondary, and turn around schools, one elementary school principal, one middle school principal, one high school principal, one ESL teacher, one or more LCS representatives, one regular education teacher, one special education teacher or representative from Special Education, a gifted and talented representative, parents and community members, at least one middle and one high school ELL student, and ESL consultants on an as-needed basis. The LAC meetings will be scheduled and conducted by the Director of Language & Cultural Services on a quarterly and as-needed basis. Committee membership will be individualized and changed from year to year as appropriate. Subcommittees may be formed to collect and analyze data needed for effective and efficient documented quarterly meetings with agendas, sign in sheets, and meeting minutes.

The LAC's responsibilities will include the following:

1. Ensure implementation of programs established by the district's Lau Plan so that ELL students become academically and linguistically proficient
2. Review the effectiveness of ELL programs in ensuring the academic and linguistic progress and success of ELLs, per Federal Annual Measureable Achievement Objectives (AMAOs)
3. Review and modify English language programs as needed to increase effectiveness
4. Review the effectiveness of individual schools' ELL programs and adjust programmatic implementation as needed to ensure ELL success, per AMAOs
5. Monitor compliance with all federal, state, and district ELL regulations, policies, and procedures including; identification, instruction, treatment, and assessment of ELL students
6. Review and recommend ESL staffing requirements, recommendations and allocations and placement of ESL staff
7. Oversee the development of Language Instructional Educational Plans (LIEP) and their documentation in the student information data system
8. Review annual discipline referral, drop out, and retention data to prevent disproportionate and discriminatory treatment of ELLs
9. Ensure documentation for each school's use of language translation and interpretation services to maintain necessary interpretation/translation services for parents
10. Conduct an annual assessment of ELL students' progress and programs for all stakeholders to determine future needs

11. Annually review the district's Language Instruction Program Delivery Plan

The Superintendent's Diversity Council (SDC)

This council will consist of community representatives, parents with a language other than English as a home language, other interested persons, the Director of LCS and the Superintendent and/or his/her appointed designee. The purpose of this council is to provide a forum reflecting and responding to the needs of OKCPS' diverse community. Director of LCS, in conjunction with the superintendent will set and publish agendas, sign-in sheets, and meeting minutes.

The responsibilities of the SDC:

1. Meet quarterly and document with agendas, sign in sheets and meeting minutes
2. Discuss education, language, cultural, and other pertinent issues in OKCPS
3. Make recommendations for educational programs, linguistic and cultural issues, community activities, and other pertinent topics to the Superintendent and to LCS
4. Appoint two community members and/or two parents to represent this council on the LAC
5. Suggest and/or present agenda items at OKCPS School Board Meetings

Language & Cultural Services (LCS)

The responsibilities of LCS:

1. Implement English Language Development Programs

Each LEP student will be enrolled in age and grade level appropriate mainstream and/or ESL classrooms, according to the Elementary and Secondary ELL Placement Guidelines (following). OKCPS' Core English Language Development Program consists of a combination of:

1. Sheltered Instruction (delivered by mainstream classroom-content teachers) and/or
2. ESL instruction (provided by ESL staff, i.e., ESL teachers, bilingual paraprofessionals, ELL Instructional Facilitators...).

This program description does not, in any way, exclude the future possibility of the establishment of dual language programs, bilingual programs, courses offered for credit in a language other than English, nor new, research-based, effective programs that are shown to increase academic success and English language fluency.

In OKCPS' English language development programs:

- The ESL teacher and classroom teacher will coordinate efforts to support students' academic success and acquisition of English
- English Language Development tutoring will be made available to LEP students, according to federal and state mandated provisions

- ESL teachers and bilingual paraprofessionals will be used **solely** to deliver English Language Development instruction and must be scheduled no more duty time than other grade level and content area staff
- ESL teachers will provide English Language Development instruction in accordance with District approved ELD curriculum/materials
- Bilingual paraprofessionals will only be pulled from these duties for translation and interpretation needs of the school campus
- Instructional space will be provided to ESL teachers and LEP students for English Language Development classes that is commensurate to that provided to classroom/content area teachers
- Concerning classroom modifications and testing accommodations, English Language Learners will receive instructional and assessment modifications based upon their Language Instruction Educational Plan (LIEP) in accordance to their English language proficiency level as illustrated by the State adopted:

WIDA Can Do Descriptors (http://www.wida.us/standards/CAN_DOs/)

WIDA's English Language Development Standards (<http://www.wida.us/standards/eld.aspx>)

until they are deemed to be proficient in the English language (as determined by State and Federal guidelines).

- The district adheres to the requirement that all students identified as English Language Learners participate in the Oklahoma Core Curriculum Tests (OCCTs) with the exception of students who have been enrolled in US schools for less than one full academic year. Students who have been enrolled in US schools for less than one full academic year must be identified as **exempt** from participating in the English Language Arts portion of the OCCTs, including the OCCT writing exam administered to 5th graders, 8th graders and students taking the English II writing exam. These students will participate in all other OCCT content area exams appropriate to their grade level and are entitled to the Oklahoma State Department of Education's approved individual students' Language Instruction Education Plan (LIEP) testing accommodations.
- **ELLs may not be retained** because of limited proficiency in English. Documented modifications and accommodations must be included in instruction and assessment on a continuous basis before considering retention and parents must be notified of aforementioned modifications and accommodations in a language they understand. Any consideration for retention of an ELL student must be made in conjunction with the classroom teacher, parent, administrator, ESL staff, and student and must be documented (Safety Net or other). Any meetings held with parents or notifications sent to parents, or documents to be signed by parents must be provided in a language parents understand.

Placement of ELL students in the English language development program

With an extremely high student mobility rate within OKCPS, OKCPS' Elementary and Secondary ELL Placement Guidelines are meant to standardize English language development services and content grade-level instruction offered to OKCPS' ELL students so that a continuum of service is in place in order that the linguistic and content area needs of our large ELL population are met. Furthermore, the guidelines strive to make orderly and clear, the rationale behind the scheduling and coordination of services of ESL teachers, bilingual paraprofessionals, and mainstream instructional staff, ensuring that ELLs receive educational services from staff that are highly qualified to meet their needs. Additionally, the guidelines clarify for which ELL students, at each site, ESL teachers and bilingual paraprofessionals are to be held accountable for regarding English language progress and proficiency (as documented by State and Federal guidelines).

Elementary Placement Guidelines for Served ELLs

OKCPS' Elementary ESL program design categorizes served ELL students into service priority groups based on research and the rationale that students with the lowest levels of English proficiency should receive higher priority status for services provided by ESL teachers and bilingual paraprofessionals. The Service Priority levels are as follows and indicate which students should be served (pull out and/or push in) by ESL staff by highest priority level:

Service Priority	ELL Student Classification	Curricular Requirements	Scheduling Parameters	Mainstream Classroom Requirements
Service Priority 1	<ul style="list-style-type: none"> 1st - 6th grade Newcomers <ul style="list-style-type: none"> New arrivals to the U.S. (less than a year), <u>AND</u> Both Listening <u>and</u> Speaking scores range from 1.0 to 1.9 	<ul style="list-style-type: none"> Newcomer program: In the USA Reading Instruction: Reading Horizons 	1-2 sessions daily 40 minutes	<p>The following are required in mainstream classrooms for all levels of served ELLs:</p> <ul style="list-style-type: none"> Sheltered Instruction Appropriate classroom modifications (class work and homework) Testing accommodations (district and state testing) <p>ELL students may not be retained on the basis of language proficiency. The above modifications must be in place before retention can be considered.</p> <p>Any ELL student targeted for retention shall be the highest priority within their subdivision (service priority level). <i>Example: If there are 25 students within Service Priority 3 and 5 of them are targeted for retention, then those 5 shall have precedence within their subgroup (Service Priority 3).</i></p>
Service Priority 2	<ul style="list-style-type: none"> 2nd - 6th grade students with a Literacy score of 1.0-1.9 	<ul style="list-style-type: none"> ESL program: Reach Reading Instruction: Reading Horizons 	Daily 40 minutes	
Service Priority 3	<ul style="list-style-type: none"> 1st grade students with a Literacy score of 1.0-1.9 	<ul style="list-style-type: none"> ESL program: Reach Reading Instruction: Reading Horizons 	Daily 40 minutes	
Service Priority 4	<ul style="list-style-type: none"> 2nd through 6th grade students with a Literacy score of 2.0-2.9 	<ul style="list-style-type: none"> ESL program: Reach Reading Instruction: Reading Horizons 	3-5 sessions/ week 40 minutes	
Service Priority 5	<ul style="list-style-type: none"> Served ELLs of any grade with a CRT Reading Score of Unsatisfactory or Limited Knowledge 	<ul style="list-style-type: none"> ESL program: Reach Reading Instruction: Reading Horizons 	3-5 sessions/ week 40 minutes	
Service Priority 6	<ul style="list-style-type: none"> 1st grade students with a Literacy score of 2.0-2.9 	<ul style="list-style-type: none"> ESL program: Reach Reading Instruction: Reading Horizons 	3-5 sessions/ week 40 minutes	
Service Priority 7	<ul style="list-style-type: none"> Kindergarten and Pre-K All other Served ELLs 		3-5 sessions/ week 40 minutes	

*If no teacher is available, please set up a conference with your ELL instructional facilitator.

Note: If a student falls into more than one category, their placement shall default to the highest priority.

*English Language Proficiency (ELP): Current WIDA ACCESS or W-APT scores (TERMS, panel S734). ELL students may not be placed for ESL services for a period of more than two weeks without a current WIDA ACCESS or W-APT score???

**Sheltered Instruction Observation Protocol

***Only for ELL students with a composite score of 3.5 and above

Note: ESL classes and/or bilingual paraprofessional scheduling is to be based on current ELL student data, i.e., ELL numbers, WIDA scores, CRT/EOI scores, and staffing allocations.

Students with lower levels of English language proficiency receive scheduling priority for ELL services by ESL teachers and bilingual paraprofessionals.

Placement of ELL/Special Ed. students should be determined according to placement guidelines and joint ELL Site Coordinator/Special Ed. Department recommendation???

Per District guidelines, ALL ELL teachers MUST teach only ESL classes and all Bilingual Paraprofessionals MUST be utilized for ESL services.

Bilingual Paraprofessionals MUST be scheduled and utilized in Content Area classes, serving Served (S in LP column in TERMS, Panel S313) students only, according to ELL student body's greatest need.

Elementary ESL Program Offerings

Elementary ELL Newcomer Program

Program model: Newcomers are pulled out of class each day starting as soon as they are identified. The target for newcomer classes is social/instructional language and phonics. Sixth grade newcomers are eligible to be transferred to the nearest middle school with a newcomer center. Contact LCS for more information.

Recommended Minimum Time: 45 minutes daily

Curriculum: **[District-adopted newcomer curriculum]** and Reading Horizons

Teacher training: Newcomer, Reading Horizons, and curriculum trainings

Role of the ESL Teacher

- Pull student out of class to teach social language and phonics
- Communicate with the classroom teacher to advise classroom modifications
- Keep the classroom teacher informed with what the student is learning/has learned
- Use SIOP* Instruction

Role of the Classroom Teacher-

- Use SIOP Instruction
- Use Can-Do Descriptors Level 1 and 2, as applicable, to provide classroom modifications
- Communicate regularly with ELL teacher to provide other needed modifications, discuss student progress and needs, and plan instruction
- Provide language enrichment activities, i.e. Imagine Learning, Reading Horizons online, partner work, Oxford Picture Dictionary...
- Provide L1 (student's native language) support, as applicable, i.e. peers, bilingual paraprofessionals...

Role of Bilingual Paraprofessionals

- Provide L1 (student's native language) support in mainstream classrooms, i.e. Preview-Review, vocabulary assistance...

Elementary Non-Newcomer ELL Program

Program Model: ELL students are removed from the classroom for English instruction

Curriculum: ESL Teachers will use:

- **[District-adopted non-newcomer curriculum]** and Reading Horizons
- Current best practices (SIOP) to support English proficiency in the communication of information, ideas and concepts necessary for academic success in:
 - Social/ Instructional language
 - The language of Language Arts
 - The language of Mathematics
 - The language of Science
 - The language of Social Studies

Training: LCS offers various trainings throughout the year, i.e. TPR, Second Language Acquisition, SIOP...



Role of the ESL Teacher:

- According to the placement guide, identify students who need to be pulled out, and adjust these groups throughout the year as needed. Students should be grouped by instructional needs rather than by homeroom assignment
- Communicate with the classroom teacher regularly; adjust strategies and materials as needed
- Suggest classroom modifications for mainstream teachers
- Participate in campus PLC meetings
- Use SIOP instruction
- Deliver lessons based on district-adopted non-newcomer curriculum as well as phonic/reading/writing support, i.e. Reading Horizons

Role of the Classroom Teacher:

- Communicate with the ELL teacher about student progress and needs, as well as collaborate with ELL teacher to ensure a continuum of services, i.e., vocabulary, content skills...
- Work with ESL teacher to create a schedule for ELL pull-outs so that students do not miss Reading and Math instruction (or to minimize time lost from lessons)
- Use SIOP instruction
- Modify assignments and assessments according to student's English language proficiency level (utilizing WIDA Can Do Descriptors as well as WIDA ELD Standards)
- Provide accommodations per the student's LIEP

OKCPS' Secondary ELL Placement Guidelines

Class Placement 	<u>ESL Classes</u>	<u>Content Area Classes</u>	<u>Additional Classes</u>
*ELP Level 	Taught by highly qualified ESL Teachers for elective credit **SIOPI in place	Taught by highly qualified content certified teachers for content credit SIOPI in place	SIOPI in place
WIDA Composite Level 1.0 – 1.9 Newcomer Center (<i>CHHS, Jackson, Jefferson, N.W. Classen, Roosevelt, Taft, and U.S. Grant</i>) <i>Class size not to exceed 15 students w/o approval.</i>	ESL I Foundations ESL I Entering English ESL I Math ESL I Science ESL I Social Studies ESL Language Lab Reading Horizons	<i>Not Recommended</i> <i>ELL Site Coordinator Approval Required</i>	Any elective such as P.E, Art, Music, ROTC...
WIDA Composite Level 2.0 - 2.9 (& non-newcomers 1.0-1.9)	ESL II Beginning English ESL II Math/Science ESL Language Lab Reading Horizons	Language Arts, Math, Science, Social Studies	Any elective such as P.E, Art, Music, ROTC...
WIDA Composite Level 3.0 - 3.9	ESL III Developing English ESL III Math/Science ESL Language Lab Reading Horizons	Language Arts , Math, Science, Soc. Studies, ***Ramp Up, Navigator	Any elective such as P.E, Art, Music, ROTC...
WIDA Composite Level 4.0 – 6.0 and CRT/EOI Reading or Math score of Unsatisfactory or Limited Knowledge	ESL IV Expanding English ESL IV Math/Science ESL Language Lab	Language Arts, Math, Science, Soc. Studies, Ramp Up, Navigator	Any elective such as P.E, Art, Music, ROTC...

*English Language Proficiency (ELP): Current WIDA ACCESS or W-APT scores (TERMS, panel S734). ELL students may not be placed for ESL services for a period of more than two weeks without a current WIDA ACCESS or W-APT score???

**Sheltered Instruction Observation Protocol

***Only for ELL students with a composite score of 3.5 and above

Note: ESL classes and/or bilingual paraprofessional scheduling is to be based on current ELL student data, i.e., ELL numbers, WIDA scores, CRT/EOI scores, and staffing allocations.

Students with lower levels of English language proficiency receive scheduling priority for ELL services by ESL teachers and bilingual paraprofessionals.

Placement of ELL/Special Ed. students should be determined according to placement guidelines and joint ELL Site Coordinator/Special Ed. Department recommendation???

Per District guidelines, ALL ELL teachers MUST teach only ESL classes and all Bilingual Paraprofessionals MUST be utilized for ESL services.

Bilingual Paraprofessionals MUST be scheduled and utilized in Content Area classes, serving Served (S in LP column in TERMS, Panel S313) students only, according to ELL student body's greatest need.

Secondary ESL Program Offerings

Secondary ELL Newcomer Program

Program model: Currently, there are seven Secondary ELL Newcomer Centers in OKCPS: Taft M.S., Jefferson M.S., Jackson M.S., Roosevelt M.S., Northwest Classen H.S., U.S. Grant H.S., and Capitol Hill H.S.

Recommended Minimum Time: One year

Curriculum: **[District-adopted newcomer curriculum]**, Reading Horizons, and that curriculum used in elective classrooms (Art, Music, P.E....)

Teacher training: Newcomer, WIDA, SIOP, Reading Horizons, curriculum trainings, and others as determined by LCS

Role of the ESL Teacher

- Provide intensive English language development instruction for social English and transfer of home language to academic English
- Communicate with the elective classroom teachers to advise regarding classroom modifications
- Use SIOP* Instruction and follow district approved curriculum, benchmark assessments, and scope and sequence

Role of the Classroom Teacher (per the Secondary ELL Placement Guidelines)-

- Use SIOP Instruction to make content comprehensible and build social and academic English language proficiency
- Use Can-Do Descriptors Level 1 and 2, as applicable, to provide classroom modifications
- Communicate regularly with ELL teacher to provide other needed modifications, discuss student progress and needs, and plan instruction
- Provide language enrichment activities, i.e. Imagine Learning, Reading Horizons online, partner work, Oxford Picture Dictionary...
- Provide L1 (student's native language) support, as applicable, i.e. peers, bilingual paraprofessionals...

Role of Bilingual Paraprofessionals

- Provide L1 (student's native language) support in mainstream classrooms when possible, i.e. Preview-Review, vocabulary assistance...

OKCPS and LCS are collaborating to restructure the secondary newcomer program to allow course credit and CRT/EOI testing in Spanish and other languages (as possible) so students can complete high school in the usual four year time frame.

Secondary Non-Newcomer ELL Program

Program Model: According to building staffing and numbers and levels of ELL students, ELLs will receive ELD classes, taught by certified ESL teachers per the Secondary ELL Placement Guidelines.

Curriculum: ESL Teachers will use:

- **[District-adopted non-newcomer curriculum]** and Reading Horizons
- Current best practices (SIOP) to support English proficiency in the communication of information, ideas and concepts necessary for academic success in:
 - Social/ Instructional language
 - The language of Language Arts
 - The language of Mathematics
 - The language of Science
 - The language of Social Studies

Training: LCS offers various trainings throughout the year, i.e. WIDA, Reading Horizons, TPR, Second Language Acquisition, SIOP...

Role of the ESL Teacher:

- According to the placement guide, identified students will receive ELD classes.
- Communicate/collaborate with the classroom teacher regularly; adjust strategies and materials as needed
- Participate in campus PLC meetings
- Suggest classroom modifications for mainstream teachers
- Use SIOP instruction
- Deliver lessons based on district-adopted non-newcomer curriculum as well as phonic/reading/writing support, i.e. Reading Horizons

Role of the Classroom Teacher:

- Communicate/collaborate with the ELL teacher about student progress and needs, as well as collaborate with ELL teacher to ensure a continuum of services, i.e., vocabulary, content skills...
- Use SIOP instruction to make content comprehensible and build academic English proficiency
- Modify assignments and assessments according to student's English language proficiency level (utilizing WIDA Can Do Descriptors as well as WIDA ELD Standards)
- Provide accommodations in class per the students LIEP

2. Identify English Language Learners (ELLs)/Limited English Proficient Students(LEP)

- Per Oklahoma State Department of Education guidelines, all newly enrolled students will be initially screened for subsequent assessment through the Home Language Survey during the enrollment process
- Students and their families will not be required to provide their Social Security numbers as the *Pyle v. Doe* Supreme Court Decision clearly established that all children in the United States up to the age of 21 are entitled to receive a free and equitable education regardless of their documentation/immigration status
- The results of the home language survey will provide each school with a list of potential students in need of ELL services and the language used for home communication
- All potential ELL students will be assessed using an English language proficiency placement test, specifically the WIDA ACCESS Placement Test (WAPT)
- Subsequently, results will be used to identify students as requiring English language development services and for which services they qualify
 - Students must be tested and placed in appropriate English language development services within the first 30 days of school
 - Students that enroll after the first 30 days of school must be assessed, identified and placed within ten school days of enrollment
 - Parents must be informed within the same windows of time mentioned above with a service placement letter written in the parent's primary language

3. Direct ESL Staff

In order to effectively implement the ELL plan as designed, and in coordination with building and district administrators and teachers, the following staff will provide leadership and service through the Department of Language and Cultural Services (LCS)-Title III/Immigrant/Migrant:

- Director of LCS
- ELL Instructional Facilitators
- Other LCS staff
- District Determination of Quantity of ESL Staff
- English as a Second Language (ESL) teachers
 - Hold current State of Oklahoma teacher certification with ESL certification and/or endorsement
 - ESL teachers are hired, supervised, and evaluated by building principals, however, LCS provides direction and supervision on curriculum, instruction, and professional development as well as other procedures, as needed, to comply with federal and state procedures
- Bilingual Paraprofessionals
 - Meet the district and state personnel requirements
 - Bilingual paraprofessionals are hired, supervised, and evaluated by building principals, however, LCS provides direction and supervision on curriculum, instruction, and professional development as well as other procedures, as needed, to comply with federal and state procedures

- Translators/interpreters
 - Collaborate to ensure that all school communication with parents, regardless of their student's LEP status, is communicated in a manner that keeps parents informed, in the language requested by parents, to ensure that families have appropriate notice regarding progress reports, report cards and other vital school information such school activities as IEP meetings, parent teacher conferences, extracurricular activities, and other special events.
 - Notice of the availability of language translation and interpretation services shall be posted in a visible location in all school offices. These notices will announce the availability of services in English, Spanish, Vietnamese, Laotian, and will include the statement that other language translation/interpretation will be provided upon request. This may be done by DTI or LCS.

4. Collect Data and Documentation

- Home Language Survey
- Translation and interpreting services
- Assessment and AMAO data by student, school, and district
- Student file
 - LIEP including accommodations
 - Academic progress
 - HLS
- School Data
 - ELL progress, proficiency, exit, and monitoring data
 - Discipline data
- LCS Data
 - Students
 - Programs
 - Schools
 - District Level
 -

5. Ensure Highly Qualified Staff through Professional Development:

- The Department of Language & Cultural Services will offer ongoing professional development in order to ensure that all instructional faculty and staff are trained on district instructional methods, policies and procedures that ensure ELL students have equitable access to the district's educational programs.
- All instructional staff will be trained on ELL instructional methods, policies and procedures as a part of the district induction process that occurs for all newly hired teachers.
- In addition, teachers and paraprofessionals who are hired to work with ELL students after the school year has started will receive training on instructional methods, policies and procedures for serving the needs of ELL students as a part of their orientation training. The hiring principals will contact Language & Cultural Services to arrange for this training when the hiring decision is made.
- Reviews/approves presentations or professional development, building requests for any consultants, agencies, private companies, outside parties, or non-LCS OKCPS staff to ensure that provided assistance aligns with the Lau plan and district policies, procedures, and guidelines relating to ELLs.

6. Document English Language Proficiency Goals for ELL students

The district and school based ELL program goal for language proficiency is to meet the Oklahoma Accountability Targets for Title III, the Annual Measurable Achievement Objectives (A.M.A.O.s) through the use of Performance Indicators set by federal/state mandates:

The Annual Measurable Achievement Objectives are:

- 1) The number or percentage of students making sufficient progress in learning English.
- 2) The number or percentage of students attaining English proficiency.
- 3) LEPs meet the same Reading and Math targets as non-LEPs, as set forth by the OSDE

If a school's AMAO's are not attained, then LCS in collaboration with the LAC and SDC will determine what changes, if any, need to be implemented in order to achieve language proficiency goals.

7. Monitor ELLs for a period of 2 years upon attaining proficiency in English as defined by the Oklahoma State Department of Education

8. Exit eligible ELLs from language programs according to district and state criteria

9. Provide assistance to eligible private schools as required until Title V.

Ongoing review, consideration, and implementation supervision of the OKCPS Lau Plan will strengthen the overall district's educational program, support OKCPS' Strategic Plan, as well as unite students, schools, communities and partners.

"Coming to America" by Tin Le, Capitol Hill High School ELL Newcomer Program Student

To be an immigrant means everything is different. In America I have freedom. I came to America because I want a future. My future will have a good education, freedom and success. I am looking for the freedom. Because a long time ago I did not have freedom, I could not do anything I wanted. So, I needed freedom. Now, I live in America. America is a free country. I love my life because I have freedom. I can do anything if I want. Good education if we are studious. Everyone who is students must have read the book and do homework at home. I want became a good student. I think I can. I will have success. I need to learn every day. I am new to America. Everything feels very hard to me. I want to become a good student. I will talk with everybody in America. I will learn English. I must have an education. My future will be full because I will have a good education, freedom and the success that goes with that. My future will be in America. Now, I am free in America. To be an immigrant means everything is different, thanks be to God.