Special Education / ELL Webinar Series

- An Overview of the ELL/SPED Programs and the Identification Process
- Issues and Implications in the Referral Process for Special Education
- Issues and Implications in Assessment for Determining Eligibility for Special Education
- Issues and Implications in providing FAPE to ELLs with disabilities
- Issues and Implications for collaboration between ELL and SPED to provide appropriate services
Today's webinar will be in “listen-only” mode

- Please print the handouts and have available
Learning Outcomes

After participating in this webinar, you will:

- Be aware of the factors that affect academic success for ELLs
- Identify factors that may impact academic success for ELLs (Tier 1 Instructional Support)
- Know where to obtain linguistically and culturally responsive resources for instructional practices
- Explore intervention strategies to address specific academic concerns (Tier 2 & Tier 3 ELL interventions)
- Know when to suspect a disability and make an initial referral for a special education evaluation
 Factors Affecting Academic Success for ELLs

Factors Impacting ELL Development

Adapted from: Hamayan, Marler, Sanchez-Lopez, & Damico (2013)
Culturally & Linguistically Responsive

Involves the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for them.

Teaches to and through the strengths of these students and is culturally validating and affirming.

Means going to where students are culturally and linguistically with the aim of bringing them where they need to be academically. (Gay, 2000)

Explaining Observable Behavior

From an ELL Perspective:
Pedro’s Listening Skills

- When given oral directions Pedro can only follow two-steps before becoming confused
- After listening to a story or informational text read aloud Pedro can only match illustrations that have literal meanings to oral descriptions
- When asked a direct question he smiles and shakes his head

Pedro’s Speaking Skills

- Is reluctant to ask questions
- Uses phrases or short sentences to answer content-based questions
- Shares social information with classmates at recess but avoids content discussions
Pedro’s Reading Skills

- He can usually identify facts and some story elements
- He can use some context clues and illustrations to determine meaning
- He can make most sound/symbol/word relationships

Pedro’s Writing Skills

- He can create simple sentences when he has word banks
- He can fill in graphic organizers, charts, and tables from the whiteboard
- He can make list of single words and phrases
- He adds words from his first language when writing extended text
- He only uses inventive spelling
Pedro’s Observed School Behaviors

- He becomes easily distracted
- He doesn’t eat lunch
- He doesn’t make eye contact with the teacher
- He doesn’t make good use of time
- He has a difficult time completing assignments
**Listening in a New Language**

Pedro may not understand what is being said because:

- The directions in English were not comprehensible at his proficiency level
- The cultural context of the stories or events is not relevant or familiar to him
- Oral storytelling in his home is centered around relationships such as “When my grandfather was a child...” as opposed to the “Once Upon a Time” structure of fairy tales

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**Speaking in a New Language**

It could be that Pedro understands what is being said in English but doesn’t feel comfortable speaking in front of the whole class because:

- His productive vocabulary is still developing
- The grammatical patterns of English varies greatly from his 1st language
- Articulation of English sounds is difficult
- In his culture children do not question adults
Reading in a New Language

Pedro’s reading skills are hindered due to:

- His understanding of the text reflects his cultural perspective
- Pedro may come from a culture where people do not keep animals in their house as pets, and he may be appalled and distracted by a story about pets. This makes it difficult for him to concentrate on reading comprehension and on the sequence of the story.

Writing in a New Language

Pedro’s is in the early stages of English language acquisition and is still developing his writing skills:

- He may be using his first language structures to negotiate writing in the second language; this may make the written text sound “out of sequence” in English.
Learning in a New Culture

Pedro’s schooling experiences vary from our education system

- He has always been told show respect by not directly looking at those in authority
- His food preferences are different from peers
- His cultural concept of time
- Time schedules are less important than relationships
- Parents’ role in education is different

Effective Instruction

Is the student having difficulty in school setting?

- Yes

   - Does the district suspect the student has a disability and is in need of special education?
     - Yes
       - Initiate intervention strategies
     - No

   - Is the student having difficulty with instruction?  
     - Yes
       - HAVE STAFF MEETING TO DETERMINE IF IEP IS NECESSARY
     - No

   - Parents: how have the issues of (name of educational issue) been addressed at home?  
     - Yes
       - Have student received appropriate and understandable instruction in (reading, math, etc.)
     - No

   - Has the student really attended school?

   - Has the student been instructed by a highly qualified teacher in (general education and/or ELL)?

   - Add instructional issues and/or strategies

   - Collect data at each decision point:
     - G = General Education
     - R = Review of Records
     - I = Intervene
     - O = Observe
Tier 1 Instruction

What is Tier 1?

- Universal/Core Instruction
  - All Students
  - Preventive, proactive

Includes English Language Development Instruction for ELLs
Tier 1 = Whole Classroom

- **Instruction**: How we teach
- **Curriculum**: What is being taught
- **Environment**: Where it is taught
- **Learner**: Who is being taught

Aligned with Both
- Missouri Learning Standards and
- WIDA ELD Standards

Based on Reading Research
- National Reading Panel and
- National Literacy Panel on Language Minority Children & Youth

Curricular Considerations for ELLs

- Normed & validated for ELLs
  - Were results disaggregated for subgroup?
  - Did research include significant # of ELLs?
  - Or does district have local data?

- Appropriate for ELLs
  - Linguistically appropriate?
  - Culturally responsive?
  - Across developmental spectrum of language acquisition & academic achievement?
Sheltering English Instruction

*Making Content Comprehensible for English Learners: The SIOP® Model 3rd Edition*

Jana Echevarria, Mary Ellen Vogt, Deborah J Short,

Paperback: 268 pages
Published: 2008
Example of Tier 1 for ELLs

- Begin instruction with engaging visual and experiential activity that builds schema related to the content of the text that will be read.
- Preview vocabulary and key ideas orally and visually.
- Use home language (oral and/or written) to build background and a foundation on which to develop English literacy.
- Oral language development and practice as previewed in Guided Reading.

Example of Tier 1 for ELLs

- Develop Guided Reading units connected by content theme and with the skills embedded into the instruction.
- Have students interact during opening experience so that they can practice their oral language.
- Use graphic organizers that match the text structure and thinking represented in the reading.
- Clear content, language, and literacy goals for each lesson, unit of study across the curriculum.
Example of Tier 1 for ELLs

- Multiple readings about the same topic at a range of reading levels in English and the home language
- Build Language Experience Approach (LEA) text with the whole class based on shared experiences (experiments, stories, films, video clips, simulations, etc.)
- Use academic language scaffolds (sentence frames, sentence starters) related to different content areas

National Literacy Panel on Language-Minority Children & Youth

**Instruction** that provides substantial coverage in the **key components of reading** has clear benefits for language-minority students

**Instruction** in the key components of reading is necessary, **but not sufficient**.

**Oral language development** in English is critical

Oral language development and literacy in the 1st language facilitates English literacy
Literacy Research into Practice

Literacy Instruction for English Language Learners: A Teacher’s Guide to Research-Based Practices

Nancy Cloud, Fred Genesee, Else Hamayan,

Paperback: 248 pages
Published: 2009

Language Experience Approach

Example: Shared Narrative

Oral Language

Talking

Re-writing

Reading

Student reads or retells

Student copies the transcription

Student reads the transcription

Student dictates to teacher

Talking
**What Tier 1 Supports Would Help?**

**LISTENING**
Provide visuals and speak clearly at a moderate rate

**SPEAKING**
Preview vocabulary and key ideas orally and visually

**READING**
Use visuals and graphic organizers to support text

**CULTURAL IMPACT**
Begin with an activity that builds schema related to the text

**WRITING**
Use sentence frames to guide summarizing the story.

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**MELL Instructional Specialist**

- Diane Mora
- Sarah Knoll
- Becky Smith
- Marlow Barton
- Debra Cole
- Jesse De Leon
- Claudia Franks
**MELL Instructional Specialist**

<table>
<thead>
<tr>
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<th>Name</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

**Migrant Education/ELL Web Page**

[Image of Migrant Education/ELL Web Page]
Features of Academic Language

The Features of Academic Language in WIDA’s Standards

<table>
<thead>
<tr>
<th>Performance/Options</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexical Level</td>
<td>Lexical Complexity of vocabulary and word use.</td>
</tr>
<tr>
<td></td>
<td>Amount of vocabulary use</td>
</tr>
<tr>
<td></td>
<td>Structure of vocabulary use</td>
</tr>
<tr>
<td></td>
<td>Structure of sentence level</td>
</tr>
<tr>
<td></td>
<td>Organization and interactional ideas</td>
</tr>
<tr>
<td></td>
<td>Nature of language use</td>
</tr>
<tr>
<td>Sentential Level</td>
<td>Language forms and conventions (structure, tone, and style)</td>
</tr>
<tr>
<td></td>
<td>Types and means of grammatical structures</td>
</tr>
<tr>
<td></td>
<td>Connection, mechanism, and fluency</td>
</tr>
<tr>
<td></td>
<td>Effects of language forms or properties</td>
</tr>
<tr>
<td>Word/Phrase Level</td>
<td>Vocabulary/image (representation of words and phrases)</td>
</tr>
<tr>
<td></td>
<td>General, specific, and technical language</td>
</tr>
<tr>
<td></td>
<td>High light usage of words and phrases</td>
</tr>
<tr>
<td></td>
<td>Formulas and other complex expressions</td>
</tr>
<tr>
<td></td>
<td>Phrases and chunks of meaning</td>
</tr>
</tbody>
</table>

The contextual reasons for language use involve the interaction between the reader and the language environment, encompassing:

- Expertise
- Genre/Text type
- Audience
- Emphasis
- Cultural relevance
- Subjective biases and cultural value

Performance Definitions

WIDA Performance Definitions - Listening and Reading Grades K-12

WIDA Performance Definitions - Speaking and Writing Grades K-12
**Model Performance Indicator**

The Model Performance Indicator (MPI) consists of three elements:

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Content Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4 Expanding</strong></td>
<td>Compare narrative points of view in extended texts using graphic organizers with a partner.</td>
</tr>
<tr>
<td>Support(s)</td>
<td></td>
</tr>
</tbody>
</table>

**WIDA Speaking & Writing Rubrics**

<table>
<thead>
<tr>
<th>PreK-K Writing</th>
<th>Grades 1-12 Speaking &amp; Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="PreK-K Writing Rubric" /></td>
<td><img src="image2" alt="Grades 1-12 Speaking &amp; Writing Rubric" /></td>
</tr>
</tbody>
</table>
CAN DO Descriptors

**Can Do Descriptors: Grade Level Cluster 3-5**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expecting</td>
<td>Emerging</td>
</tr>
<tr>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
</tr>
<tr>
<td>Writing</td>
<td>Reading</td>
<td>Writing</td>
<td>Reading</td>
<td>Writing</td>
</tr>
</tbody>
</table>

**Percentile Growth Charts**
ACCESS for ELLs Growth Reports

Bar Charts – Growth 2013 to 2014

These charts show the number and percent of your students within ACCESS for ELLs scale score growth in a WIDA scale percentile growth range based on WIDA scale score growth for the starting year’s ELP level and grade cluster.

Growth from 9th to 10th Grade
Total Number of Students: 58

Is the student STILL struggling in the school setting?

[Diagram: Flowchart showing a decision process for addressing the needs of students who are still struggling in school.]

Single Consideration of Factors that May Impact Academic Success for ELLs
Contrasting Possible Explanations for Typical Academic Difficulties Encountered by ELLs

<table>
<thead>
<tr>
<th>Observable Behavior</th>
<th>Possible ELL Explanations (observed in English)</th>
<th>Possible Disability Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omits words or adds words to a sentence;</td>
<td>• Word not in English (L2) vocabulary yet</td>
<td>• Limited vocabulary due to poor oral comprehension and lack of opportunity to use vocabulary</td>
</tr>
<tr>
<td>forgets names of things that he or she</td>
<td>• Word/concept not learned in home language (L1)</td>
<td>• Memory limitations</td>
</tr>
<tr>
<td>knows has to describe them</td>
<td></td>
<td>• Word retrieval problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Poor oral comprehension due to lack of lexical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>development or grammatical mastery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ADHD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ADD</td>
<td></td>
</tr>
</tbody>
</table>

Becomes distracted easily

- Is not getting comprehensible input in English
- Is not getting visual/concrete support for material in English
- Student may be exhausted from having to function in English all day

- Limited vocabulary due to poor oral comprehension and lack of opportunity to use vocabulary
- Memory limitations
- Word retrieval problems

• ADHD
• ADD
### Helpful Templates

#### Appendix B

**Contrasting Possible Explanations for Typical Observable Behaviors that ELLs May Exhibit in Academic Settings (Blank Template)**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Typical Observable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reinforcement</td>
<td>ELLs may exhibit behaviors to reinforce their learning or comprehension.</td>
</tr>
<tr>
<td>2. Avoidance</td>
<td>ELLs may avoid certain behaviors due to fear or discomfort.</td>
</tr>
<tr>
<td>3. Social</td>
<td>ELLs may use behaviors to interact socially or connect with others.</td>
</tr>
<tr>
<td>4. Executive Function</td>
<td>ELLs may exhibit behaviors related to executive function skills.</td>
</tr>
</tbody>
</table>

#### Appendix C

**Generating ELL Interventions: Listening, Speaking, Reading, Writing, and Cultural Impact (Blank Template)**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td><em>Example: Audio recordings</em></td>
</tr>
<tr>
<td>Speaking</td>
<td><em>Example: Oral presentations</em></td>
</tr>
<tr>
<td>Reading</td>
<td><em>Example: Reading groups</em></td>
</tr>
<tr>
<td>Writing</td>
<td><em>Example: Writing workshops</em></td>
</tr>
<tr>
<td>Cultural Impact</td>
<td><em>Example: Cultural awareness activities</em></td>
</tr>
</tbody>
</table>

### Resource for Educators

**RtI²: Developing a Culturally and Linguistically Responsive Approach to Instruction and Intervention for English Language Learners**

Available to download at [www.wida.us](http://www.wida.us)
Seven Integral Factors Data Collection

Guiding Questions for Data Collection
Tier 2 Interventions for ELLs

Step 2: Initiate Intervention Strategies

It is crucial that all data collected be considered when determining interventions. Use of the data during the intervention process will help ensure an appropriate intervention for ELLs. It’s important that the team recognize the potential need for involving specialized personnel and/or curricula during the intervention process, particularly when considering the need for an increase in the frequency, duration, and intensity of interventions. After considering intervention data, the team must answer the post-intervention questions below.

Interventions for ELLs should:
- Be comprehensible, and culturally responsive (Sanz, 2005; Bialystok, 2001).
- Actively engage students in context-based and authentic language use (Bialystok, 2001; Lightbown & Spada, 2003).
- Facilitate transfer of concepts, language, and skills across contexts and languages (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christen, 2006).
- Be provided at the student’s English language proficiency level ([C]x[LD], 2002; Genesee, Lindholm-Leary, Saunders, & Christen, 2006; Ferrié, 2011).
- Emphasize the students’ conversational and academic proficiency in home language(s) and English (Cummins, 2000; Genesee, Lindholm-Leary, Saunders, & Christen, 2006).


POST INTERVENTION QUESTIONS

1. Does data show the intervention was successful to address the student’s difficulty?

   YES: continue the intervention
   NO: proceed to question 2

2. Does data suggest there is a reason to suspect the student has a disability and is in need of Special Education services?

   YES: proceed with agency referral for special education
   NO: use data from previous intervention to develop new intervention

Continue using appropriate interventions until data suggest there is a reason to suspect an educational disability or the difficulty the student is experiencing is resolved.
What is Tier 2?

Tier 1
- Universal/Core Instruction
  - All Students
  - Preventive, proactive

Includes English Language Development Instruction for ELLs

Tier 2
- Targeted/Supplemental Group Intervention
  - Some Students (At-Risk)
  - High Efficiency
  - Rapid Response
  - Small Group
  - Some Individualized

Tier 3

Key Features of Tier 2 Interventions
- Supplementary resources implement high-quality instructional strategies
- Targeted intervention at high levels of intensity
- Ongoing formative/classroom as well as standardized assessment to monitor students’ responses to intervention (often referred to as progress monitoring)
- Team decision-making and collaboration
Implementing Tier 2 for ELLs

- Intervention groups are no more than 3-5 students.
- Build oral language skills and reading skills at the same time.
- Provide support in a timely manner; don’t wait for failure!

Examples of Tier 2 for ELLs

- Preview of the unit content and language (with different visuals, video clips, graphic, diagrams, etc. than the ones that will be used in class) prior to the whole class preview to facilitate transfer and generalization.
- More oral academic language practice in summarizing, inferring, cause and effect, questioning, etc. connected specifically to the content being taught.
Examples of Tier 2 for ELLs

- Small group generated Language Experience Approach (LEA) texts based on classroom content and experiences
- LEA texts (in English and home language) used for first reading prior to book used in class or chapter assigned
- LEA text bound into books to use for repeated readings and for home reading assignments

Strategic Literacy Interventions

English language Learners: Differentiating Between Language Acquisition and Learning Disabilities

Janette Klingner, Amy M. Eppolito,

ISBN: 978-0-86586-478-8
Paperback: 117 pages
Published: 2014
Language Experience Approach (LEA)

- LEA is a reading method based on the students’ own language.
- Students dictate a story to a scribe about an actual experience and then, at a later time, copy the story and illustrate it. Then the student would practice reading it aloud over and over again.

(LEA; Nessel & Dixon, 2008)

Dictado

- Dictado is a cross-language method addressing receptive & expressive language skills.
- In a Tier 2 Group, the teacher dictates a meaningful and skill focused story to the students and the students writes in pencil and then teacher and student create a corrected model of the text while student self-corrects using red pen.

(Escamilla, Geisler, Hopewell, Sparrow & Butvilofsky, 2009)
Collaborative Strategic Reading (CSR)

- CSR is a multicomponent reading comprehension strategy that teaches students metacognitive awareness when reading complex texts.
- In a Tier 2 Group, teachers lead students through text preview, then students lead each other through reading activities and after reading activities. The teacher then leads a wrap-up section.

(CSR; Klingner & Vaughn, 1999)

Peer-Assisted Learning Strategies (PALS)

- PALS is a supplemental reading activity that pairs an average or high reader with a lower reader.
- Pairs of readers are selected based on their reading fluency scores.
- The pairs read together for about 4 weeks.

(PALS; Fuchs, Fuchs & Burish, 2000)
Modified Guided Reading

- Modified guided reading uses the same structure as guided reading with modifications that benefit ELLs.
- In Tier 2, the teacher presents culturally relevant text through a guided discussion connecting the content and language structure to students’ personal lives.
- Authentic use of language rather than isolated, detailed vocabulary instruction that targets ELLs’ needs

(Avalos, Plasencia, Chavez, & Rascon, 2007)

Graphic Organizers

- Graphic organizers, such as tree diagrams, semantic maps, concept maps, and word maps, help students organize key topics or concepts and make connections among new vocabulary and concepts in reading materials.
- In Tier 2, graphic organizers assist learners to activate prior knowledge and put into context new vocabulary and concepts that are directly connected to new reading materials.
**What Tier 2 Interventions Would Help?**

<table>
<thead>
<tr>
<th>Listening</th>
<th>Reading</th>
<th>Speaking</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do additional pre-listening activities to prepare the students for comprehension.</td>
<td>Model a sequence graphic organizer during reading.</td>
<td>Use the text to create a short play and practice with a peer.</td>
<td>&quot;Write&quot; the text with visuals, pictures, or manipulatives, by pointing, sequencing the pictures, or recreating the event.</td>
</tr>
</tbody>
</table>

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**Tier 3 Interventions for ELLs**

[Image of a teacher and student]
What is Tier 3?

- **Universal/Core Instruction**: All Students, Preventive, proactive
- **Targeted/Supplemental Group Intervention**: Some Students (At-Risk), High Efficiency, Rapid Response, Small Group, Some Individualized
- **Strategic/Intensive Individualized Instruction**: Individual Students, Assessment Based, High Intensity

Characteristics of Tier 3 for ELLs

- Offers the highest level of instructional intensity or support for individual students or small groups (2-3 students)
- Uses supplementary resources to implement high-quality instructional strategies that supports and connects to the core curriculum
- Ongoing formal and informal assessments to check learning of skills
**Characteristics of Tier 3 for ELLs**

- Use meaningful, high-quality text matched to the students’ reading levels for the focus of skill development
- Skill development embedded in authentic reading experience
- Instruction has to be targeted and effective and used in the data driven decision making processes

**What Tier 3 Interventions Would Help?**

**LISTENING**
Each listening activity is contextualized and visually supported

**SPEAKING**
Target specific grammatical and cohesive devices through modeling

**READING**
Vocabulary and cultural references are understood with background building activities

**WRITING**
Explicitly teach text structure, highlighting its parts and organization
Steps in the SpEd Evaluation Process

1. Is a disability suspected that will require special education?
   - YES – proceed
   - NO – stop

2. Is there enough information to determine eligibility under IDEA?
   - Yes – Stop
   - No – proceed to obtain consent to evaluate

RED

3. Collect additional data to determine eligibility for IDEA

Evaluation and Eligibility

30 days

60 days

Questions?

Email questions to: nancy.thomas@dese.mo.gov

use the subject line “SPED and ELL Webinar”

LIVE Q&A Webinar on Monday, June 2 beginning at 1:30 p.m.
Thank You for Participating

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