

K.C. International Academy ELD Lau Plan/ Program Handbook

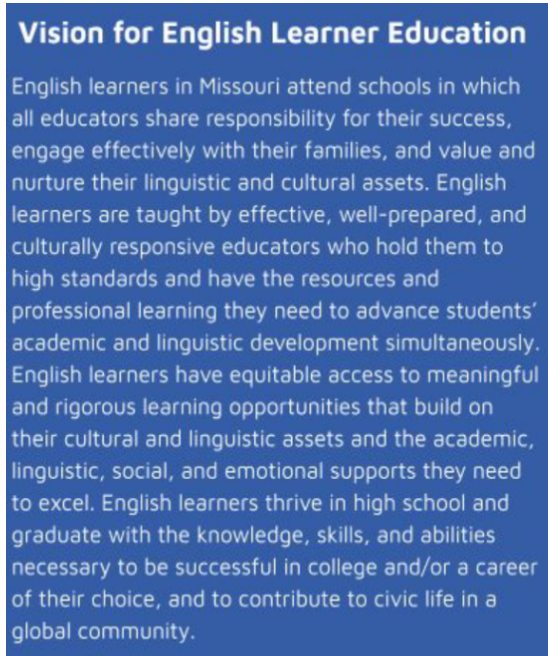
K.C. International Academy submits an annual English Language Learner Plan to the Missouri Department of Education, in accordance with DESE's legal responsibility under ESSA, Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act. This plan ensures all federal requirements are met to identify, assess and support multilingual learners through an effective English language development program.

A Lau Plan is required of both public and nonpublic accredited districts in accordance with Title III of the ESEA (PL 107-110) and federal civil rights law. Named after the landmark Lau vs. Nichols U.S. Supreme Court Decision of 1974, the equal access plan protects ELLs.

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1. Educational Approach and Legal Basis



(graphic from Missouri Blueprint for Successful ELD programs)

Federal legislation requires every school system to have a plan in place for how it will serve students who qualify as limited English proficient, ensuring that students have access to appropriate instructional plans for an equal opportunity education. This includes access to rigorous grade-level content and development of English language proficiency. This is in accordance with Title VI of the Civil Rights Act 1964, the Equal Education Opportunity Act 1974, and the Every Student Succeeds Act of 2015. Additional legal foundations for the provision of services and parent and students rights, are outlined in Missouri's Department of Education Guidance, Section 1: "Legal Requirements". DESE's detailed guidance surrounding the legally required actions of a district ELD program can be found in Missouri's Handbook for Educating Linguistically Diverse Students.

K.C. International Academy has selected a sound educational approach that provides English language development and meaningful program participation for migrant and/or ELL students. K.C. International Academy's educational approach is to provide ESL services to educate multilingual learners. Students receive content-based ESL instruction as well as focused language study instruction. This educational approach is recognized as a legitimate educational strategy to ensure multilingual students acquire English language proficiency and are provided meaningful access to the district's educational program.

The ESL Model allows students to receive comprehensible instruction using research-based strategies within their regular grade-level classrooms and within small pull-out groups. Instruction is provided in accordance with Stephen Krashen's theories of second-language acquisition, including the Learning/Acquisition Hypothesis; Natural Order Hypothesis; Monitor Hypothesis; Input Hypothesis; and

Affective Filter Hypothesis. Key elements of the educational approach are to provide students with comprehensible input as they learn and to ensure classroom conditions lower students' affective filters, in accordance with Krashen's theories. Another key element is to provide students with ample opportunities to produce language, both written and oral, which their peers and teachers can understand, in accordance with Merrill Swain's comprehensible output hypothesis. The difference between academic and conversational language investigated by Jim Cummins will be considered as students are placed in and exited from ESL programs.

KCIA measures the effectiveness of its program based on goals outlined in its strategic plan. The first goal is directly connected to students' language proficiency and scores on Missouri's annual language proficiency exam. Students should meet annual growth targets on the exam until achieving a 4.7/6.0, the score needed to meet state proficiency standards. KCIA students will also demonstrate content-area growth on the NWEA Measures of Academic Progress and achieve growth rates comparable to the general population of students.

56% of KCIA students will meet DESE's annual growth targets or achieve a 4.7 on the ACCESS language proficiency exam.

2017-18	2018-2019	2019-2020	2020-2021	2021-2022
57%	45%	44%	14%	30%

56% of KCIA students will meet or exceed their growth target on the NWEA test.

Subject	2019-2020	2020-2021	2021-2022
Math	48%*	25%	43%
Reading	49%*	27%	35%
Science	49%*	45%	45%

***Uses Winter assessment data, as spring assessments are unavailable.*

2. Identification and Placement

KCIA follows all state and federal guidelines to identify students with limited English proficiency. All new enrollees to the district complete a Language Use Survey (LUS) as part of the enrollment process to identify students who may potentially qualify for English Language Development services. The survey is a required part of the student application that must be completed, signed and dated and kept on file in the permanent file of every student that enters KCIA, ensuring that the procedure for identifying ELL students considers multiple languages, cultures and races. The LUS must be made available in students' home language and/or translated verbally, whenever possible, to ensure that the data recorded is accurate. Parents who require an interpreter to understand the LUS or other parts of the enrollment process will be provided with an interpreter. The LUS asks questions to determine:

- The student's first language
- The student's ability to speak or understand a language other than English
- All languages spoken in the home by the student's family

When an LUS indicates that a language other than English is used by the student or in the home, the student is referred to an English Language Development district professional for further assessment, using state-approved language screeners. If the student qualifies as an English Learner (EL), a plan is created for language development services. Students may also be referred by a teacher or parent for language screening, which would prompt ELD staff to consult the LUS and initiate a conversation with the parent or guardian. Family interviews are conducted when the LUS does not provide sufficient information to determine a student's need for language services. The purpose of this communication is to gather any needed background on the student's prior education and/or current learning needs, and to develop a plan for ELD services. If interpreters are needed during any part of the identification or assessment process, the district will provide, at no charge to the student, a qualified professional for interpretation needs.

When possible, KCIA conducts identification of LEP students and administers necessary language assessments before the student begins attending school. Language assessment must occur within 30 days of the start of the school year, or within two weeks of enrollment if students enroll after the first month of school. Once a student has been assessed and placed in an ELD program, ELD staff will communicate with parents/guardians about the placement. This communication must occur within 30 days and preferably occurs within 2 weeks. Notification must occur in an understandable, uniform format and will include the reason for placement; the method of instruction; and what is required for the child to exit the program. To the extent practicable, it must be communicated in a language or manner that the parents understand.

Copies of all LUS, language screener and/or WIDA ACCESS scores, and a description of the Language Instruction Education Plan (LIEP) provided by the ELD program are kept in the student's permanent file. ELD program staff also maintains a set of the records for those students currently served in the program. At the beginning of each school year, relevant staff will be informed of the ELL status of students at each grade level, students' overall proficiency levels and subtest scores. Staff members will continue to receive an updated list of ELL students as new students enroll.

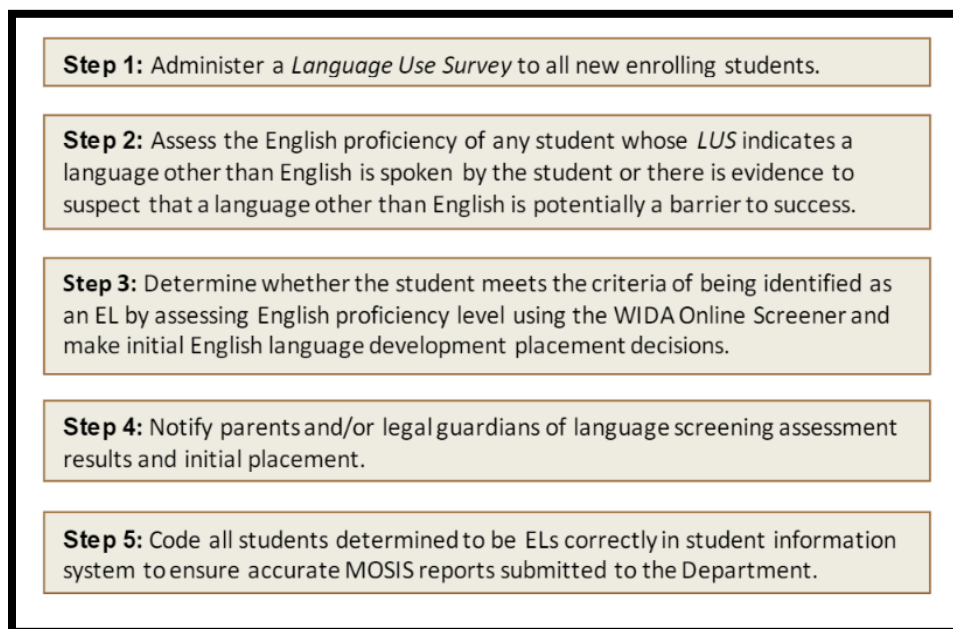
In compliance with the Office of Civil Rights, no student can be denied on the basis of English as a Second Language or Immigrant status. KCIA may only require students to have documentation of immunization or exemption from immunization, proof of residency within the district, transcripts and information verifying the student's age (i.e. Birth Certificates, hospital records or affidavits). In accordance with the 14th Amendment to the U.S. Constitution, staff members may not deny families enrollment because

the student or parent cannot provide a birth certificate, social security card and/or proof of legal residency within the United States.

Detailed descriptions of processes for the identification and assessment of ELs are included in the following documents:

- Missouri Identification and Placement Guidance
- KCIA Language Use Survey
- KCIA Process for Language Screening of newly enrolled students
- Required documentation and Parent communication
 - Notification of Assessment & Outcome: initial screener and/or annual ACCESS score
 - Description of Language Instruction Education Plan (LIEP), communicated annually
 - Parental Modification of Services Form

This graphic from DESE’s ELD Handbook provides a summary of the identification process followed at KCIA:



3. Instructional Plan

A variety of English Language Development services reflective of the needs of the district's diverse multilingual learners are offered. A menu of services accommodates learners at a variety of English proficiency levels who need varying degrees of language support. Instructional programs are evaluated at least annually to determine their effectiveness, and adjustments are made based on student outcomes and feedback from teachers, students, families and EL team members. This includes survey feedback as well as team conversations.

All ELD programs at KCIA adhere to state standards and are based on the WIDA Standards Framework. Length of time and frequency of services depends on the language needs of individual students, based on scores on the state's annual language exam as well as documented performance in both content and ELD instruction. Services offered include:

_____ Sheltered Content Instruction ; For beginning level English learners, provides intensive language support, introductory skills in reading, writing and oral proficiency. Students work on English skills and appropriate grade-level content.
_____ Team teaching ; ELL specialists work with teachers and students in the classroom to provide comprehensible input, increasing English proficiency while learning grade level content.
_____ Small group work with an ELL specialist ; Provides language and content support to small groups of students. Maybe pull-out or small group time within the classroom.
_____ Resource support ; Students bring class work to an ELL specialist, support is provided to fill language/academic gaps students may experience when working with grade level material.
_____ Supplemental programs specifically designed to increase English language proficiency (such as Imagine Learning online literacy program)

Language services are provided by ESOL certified educators to the greatest extent possible. When a teacher who is not ESOL certified is assigned to language development courses, that teacher is supported by an ESOL certified staff member. Space and resources for ESOL specific instruction is comparable to the space provided for general instruction. A portion of the district's curriculum budget is allocated to specific ELD core and supplemental curricular resources.

Multilingual students receive access to the Missouri Learning Standards and grade-level core curriculum. EL students are in classes with native English speaking peers for a portion of their school day and receive accommodations and support so that grade-level content is accessible. Professional development calendars are built to equip all teachers with tools and resources for scaffolding content for EL students, and additional support is available from EL coordinators and ELD teachers.

Once a student has qualified for EL services, the following process is followed to determine appropriate services:

- EL specialist and general education teachers collaborate to review the language and demographic information for the new student and plan next steps for welcoming them into the classroom using the supports outlined in the Elementary ELD Program Structure and the Middle School ELD Program Structure documents.
 - Use of the ELD department's shared resources, as appropriate for student needs, is expected. That includes but is not limited to provision of a visual schedule, providing students with a "frequently used phrases document," printing a bus/student information tag, conducting a new student background interview, and other relevant support.
- An EL Specialist places the new student into his or her support schedule based on the appropriate language instructional services plan. Decisions are based on student need, and services may change throughout the school year.
- Service plans are documented and maintained by ELD staff.

Multilingual students are entitled to all support services and programs that native English speakers participate in. This includes special education services, speech therapy, counseling, extracurriculars, developmental reading services, electives and other nonacademic activities. ELL students must have equal opportunities to participate in the range of programs made available to students generally, and all school staff must be made aware of this policy. Translators and interpreters are employed by the district and can communicate this information to students, parents and families in a language they understand. A phone translation service is also available for languages for which the district does not employ interpreters. All staff members can request translated communications or use a provided phone translation service to provide comprehensible information to families.

Students with limited English proficiency participating in the ESL program shall be evaluated for promotion or retention by the principal in consultation with the ESL teacher, the regular classroom teacher and the parents. To warrant retention in a grade, this consultation will have to determine if a student has made insufficient progress in both English proficiency and academic development. If a lack of English proficiency is what delays the mastery of academic objectives, then the student should be promoted and ESL program support should continue. If there is a severe gap in any academic language gain the student should be considered for further evaluation or testing to determine the cause.

Parents may request that their child opt out of ELD services. If a parent responds to a notification of service letter with a request to opt out, a follow up conversation is conducted to communicate about programming options for students. If a parent chooses to refuse services, that refusal is documented and a letter is placed in the student's records. Students who have opted out of specific ELD instruction must still be accommodated for and supported in content classes and must continue to take the annual language proficiency assessment.

KCIA ELD Framework

KCIA adheres to a two-pronged approach to support multilingual learners, utilizing both integrated content and language development and daily focused language instruction. Both methods are necessary to fully develop the academic and linguistic skills of EL students. Detailed descriptions of this framework with current staffing are detailed in the Overarching EL framework document. Specific program offerings and descriptions of services are documented here:

- Elementary ELD Program
- Middle School ELD Program

Coordination of services is necessary to ensure multilingual learners have access to core content. ELL teachers will communicate with classroom teachers by attending, to the extent feasible, grade-level data, curriculum and planning meetings both to review information about student achievement and progress and set instructional goals and priorities. Classroom teachers will make electronic copies of lesson plans available to ELL teachers to better coordinate instruction.

Understanding Proficiency Levels of English Learners

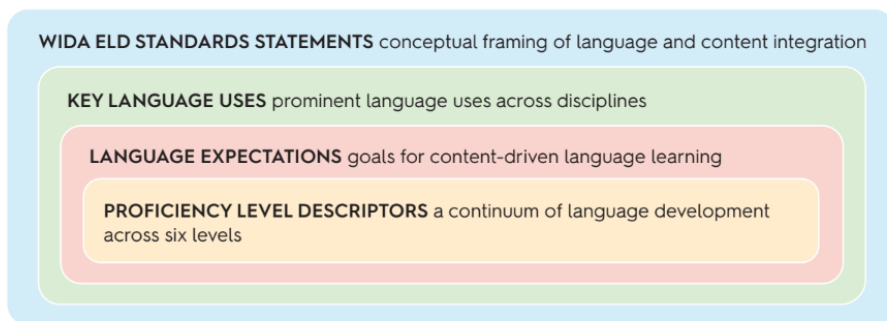
In accordance with DESE requirements, KCIA uses the definitions for English language proficiency levels as set forth by the WIDA consortium. Missouri is a member of this consortium, and as such, all districts in Missouri use the WIDA screeners to qualify students within the ELD program, and use the WIDA ACCESS as the state's annual language proficiency assessment.

WIDA's English language proficiency level definitions and descriptors align with industry accepted research regarding the stages of language acquisition, including the works of researchers such as Jim Cummins, Catherine Snow, Lily Wong Fillmore, and Stephen Krashen.

ELD Specialists are expected to have a strong understanding of the various proficiency levels. This professional expertise helps teachers know what students can currently process and produce in English, what they need next, and which teaching strategies will best facilitate comprehensible input and output for the English learner. Professional development is provided to all staff as a part of district orientation to ensure all teachers have a baseline understanding of the WIDA proficiency levels and their implications for instruction. Additional professional development regarding serving multilingual students is provided throughout the year in group learning sessions, team and/or department meetings and through instructional coaching. The following resources from WIDA are an integral part of the ELD team's tools for teaching and collaborating within the building.

In 2020, the WIDA Standards Framework was updated to be anchored in content standards, such as Common Core and International Baccalaureate. There has been a shift in moving from achievable activities to focusing on how language and content interact. The components of the framework are:

Figure 2-1: The Components of the WIDA ELD Standards Framework



WIDA ELA Standards Statements: These statements represent the language of schooling. Refer to [page 24-25](#).

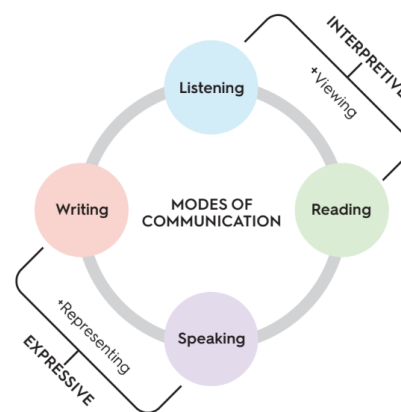
- Language for Social and Instructional Purposes
- Language for Language Arts
- Language for Mathematics
- Language for Science
- Language for Social Studies

Key Language Uses (Narrate, Inform, Explain, Argue): Using a functional approach, they prioritize the prominent uses of language found in academic content standards and literature. Refer to [page 26](#).

Language Expectations: These are divided into two modes - *interpretative* (listening, reading, and viewing) and *communicative* (speaking, writing, and representing). Using language functions features, these illustrate how language works in service of content learning. Refer to the [following pages](#) for each grade level cluster's language expectations:

- Page 44 - Kindergarten
- Page 64 - 1st Grade
- Page 86 - 2nd & 3rd Grades
- Page 108 - 4th & 5th Grades
- Page 142 - 6th, 7th, & 8th Grades

Figure 2-5: Modes of Communication



and

Proficiency Level Descriptors: There are no longer general K-12 proficiency level descriptors. Refer to the [following pages](#) for each grade level's proficiency descriptors.

- Page 57 - Kindergarten
- Page 79 - 1st Grade
- Page 101 - 2nd & 3rd Grade
- Page 135 - 4th & 5th Grade
- Page 171 - 6th, 7th, & 8th Grade

Appropriate Instructional Resources

Adequate instructional resources are necessary to support the implementation of the ELD program, including specialized books, equipment and instructional space. Resources for the ELL program should be equitable to resources for the general education program. The ELL program should be part of the district's annual review of resources. This includes resources for focused language study instruction and newcomer programs, as well as personalized learning platforms that support language study. A portion of the district's curriculum budget is allotted for EL-specific resources each year. Use and effectiveness of resources is monitored by the district's curriculum and instruction team, and formal feedback is gathered from teacher teams, including ELD teacher teams, each spring before finalizing curricular budgets for the coming school year. Teachers can request materials by speaking with their instructional coach or directly with the curriculum director. In addition, all general education curricular materials are reviewed before adoption with the impact on EL students in mind. Core curricular resources for all subjects should be research-based and effective for use with multilingual learners. ESOL-certified teachers are a part of resource adoption teams and committees, and as well as part of the district's curriculum and instruction team.

Current resources that support language instruction include:

- Imagine Learning Language & Literacy (site license)
- Continental Press: Team and Finish Line Materials
- Storyworks subscriptions
- Cengage Resources:
 - Reach materials (optional use)
 - In the USA (elementary newcomers)
 - Inside the USA (middle school newcomers)
 - Foundations (middle school newcomers, level 1-2)
 - Inside (blue book)
- Saddleback readers

KCIA has received grants and state and federal funding supporting the cost of educating immigrant and refugee students, though the amount fluctuates based on enrollment. Such funding is used to provide translation services and interpreters as well as curricular resources.

Guidance for English Learners and Special Education

English learners have the same opportunities for special education services as native English speakers. KCIA uses guidelines provided by the state to determine whether academic and/or behavioral difficulties would warrant a referral for special education services. No multilingual students should be referred for services because of limited English proficiency. Students with disabilities may require alternate reclassification criteria if their disability prevents them from achieving the state-defined proficiency score on annual language assessments. Students may be exited from ELL services based on a portfolio that demonstrates that language is no longer a barrier to fully participating in their program of instruction, as specified in IEP goals.

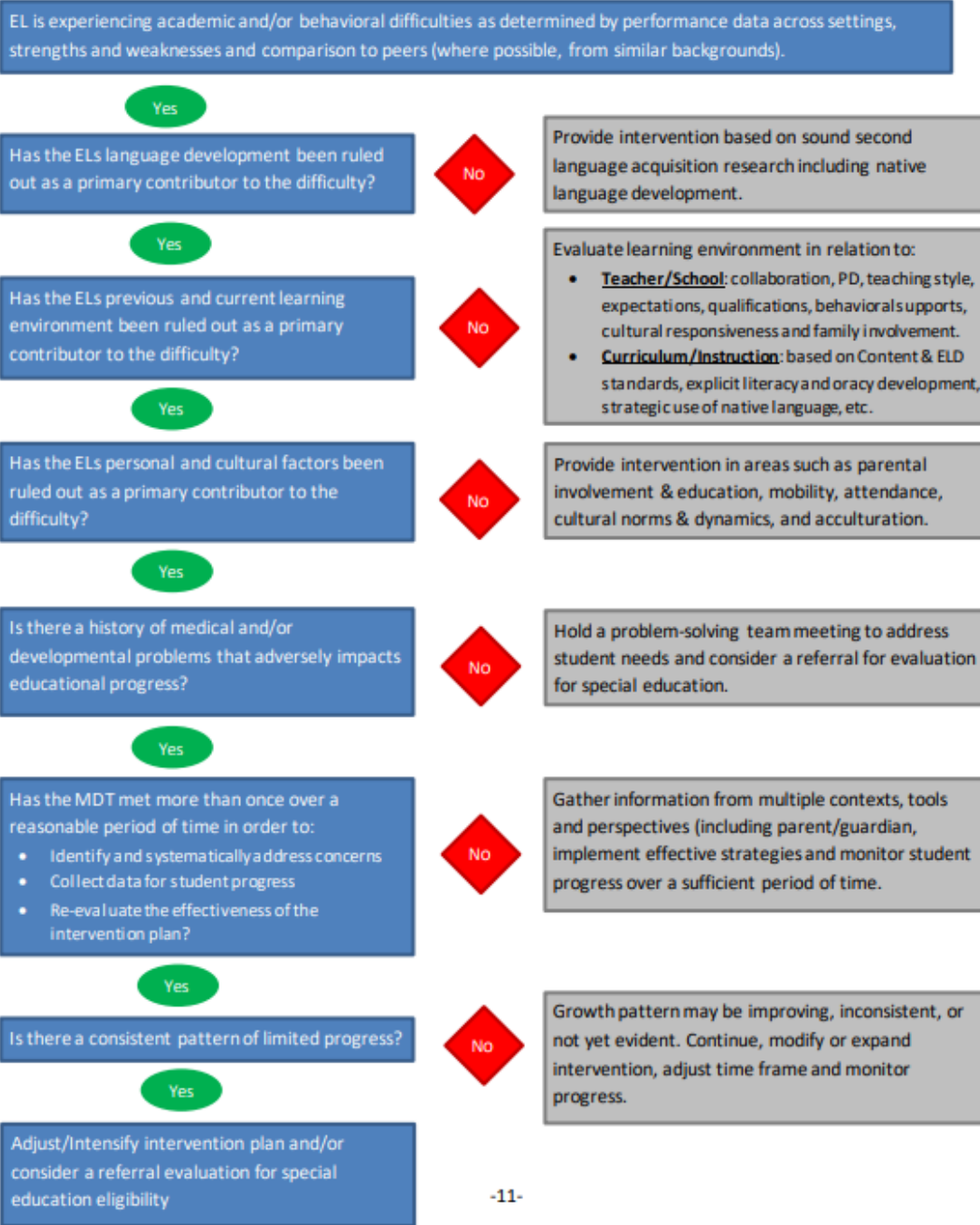
KEY POINTS

- LEAs must identify, locate, and evaluate ELs with disabilities in a timely manner.
- LEAs must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- LEAs must provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs.
- LEAs must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- LEAs must provide EL students with disabilities with both the language assistance and disability-related services they are entitled to under federal law.



Figure 3.1 – Pre-Referral Flowchart

Adapted from Gaviria & Tipton, 2012



- Identifying and Supporting ELs With Disabilities
- ELs with Disabilities UD Dept of Ed Guidance
- ELL and Special Education (DESE guidance)
- KCIA Parent Interview Questions prior to progress monitoring for ELs

4. Assessment and Reclassification

Assessment of multilingual learners serves multiple purposes. Language assessments are used to determine whether a student qualifies for EL services and to monitor his or her progress in language acquisition, as well as to monitor the effectiveness of the students' instructional program. Language assessments include the four domains of speaking, listening, reading and writing.

EL Coordinators support and plan administration of the annual WIDA ACCESS for ELLs language proficiency exam and initial language screeners. Both EL teachers and general education teachers participate in administration of the assessments. All teachers involved in proctoring or administering the assessments must complete learning modules and pass quizzes to become certified to proctor and score assessments, in accordance with state guidelines. KCIA follows the procedures outlined by the state. Test administration follows the district testing guidelines to ensure the assessment is administered in a standardized way.

Assessments to Identify English Language Learners

Entry into a language support program should be based on several criteria rather than a single test. However, language screeners are a primary tool for initially placing students in a specific mode of language development services. In general, the following considerations should apply:

- Establish the presence of a student's non-English language background using the Language Use Survey (LUS).
- Screen the student to determine English proficiency, using the appropriate WIDA Screener.
- Review multiple sources to assure authentic assessment information. Sources may include oral interviews with students/parents, student writing samples, portfolios, demonstrations, and other measures solicited from teachers and colleagues.

The screening assessment serves multiple purposes:

- a. Determine the capability of the student to manage classwork and homework in English.
- b. Determine if the student can be successful with the content academic language in all content areas and determine what, if any, additional support services may be necessary.
- d. Create an educational plan for the student and an appropriate placement.
- e. Prepare teachers that will be working with the student.

Assessments for Reclassification and Exit from the ELD Support Program

Missouri uses WIDA's ACCESS for ELLs for its federally required annual language proficiency growth assessment. All EL students at KCIA take the WIDA ACCESS for ELLs exam annually to determine their progress in the domains of reading, writing, speaking and listening. Results of the assessment are analyzed, along with formative and classroom measures, to determine whether students are appropriately progressing in their language development. Students who achieve a 4.7/6.0 on the annual exam should exit the ELD support program, barring compelling evidence that additional language support services are necessary.

Members of KCIA's EL and curriculum and instruction teams review the results of the assessment twice annually, both in the spring as results are made available and in the fall as final staffing and plans for services are created for students. Results of assessments inform schoolwide academic and language goals, particularly in terms of identifying strengths and areas for improvement in specific domains and at specific grade bands. Results of the assessment inform school wide goals as well as individual student services plans and lesson design.

Results of screening assessments and annual language proficiency exams are maintained in students' general files. EL Coordinators also maintain both paper and electronic assessment data for students currently receiving services and for at least two years while students are on monitor status. Results are shared with students and families, along with implications for placement in EL programs. Results are shared each spring when they are made available as well as in the fall with information about students' plan of services for language support.

Additional Information:

- [DESE Guidance and Requirements for Administering the Access](#)
- [WIDA Access Testing Information page](#)
- [Missouri WIDA Consortium Resources](#)
- [2022 ACCESS plans, roster and test locations](#)
- [Receiving Access scores and reclassification process](#)

Participation in Other State and District Assessments

EL students at KCIA receive applicable and approved accommodations when taking other state and district assessments. All students take math and science state content assessments, regardless of the amount of time they have spent in the U.S., per state guidelines. Students who have been in the U.S. less than one calendar year are exempt from ELA assessments. Students receive appropriate accommodations on assessments, including translation when that is deemed the most appropriate support to allow students to fully demonstrate their content knowledge.

[District Assessment Plan](#)

[Assessment Guidelines for ELs](#)

Monitoring and Exiting ELD Programs

Students are exited from the ELD program after they demonstrate sufficient proficiency in English so that their language skills are not a barrier to accessing grade-level content. In accordance with state guidelines, this proficiency level is defined as a score of 4.7/6.0 on the ACCESS exam. Students are exited from the ELD program once achieving that score, barring compelling evidence that the score is not an accurate reflection of students abilities. Students may be exited before reaching a 4.7 if a complete portfolio demonstrates that a student is performing at a proficient level in reading, writing, speaking and listening. A student may be recommended for exit by his or her ELL teacher, classroom teacher, parent or administrator.

ELs are not exited based on teacher recommendation unless a portfolio documenting proficiency also is provided. A team of teachers reviews exit criteria and portfolios to determine whether a student should be exited from the EL program; no one person may make the decision.

Parents and/or guardians are notified through a letter when students qualify to exit the program, and students are then monitored for two years to ensure language is not a barrier to mastery of grade-level content, in accordance with DESE guidance. KCIA monitors student progress through a quarterly check-in with classroom teachers of students with monitor status. Documentation of teacher feedback is added to the student's file, and upon successful completion of two years in the classroom without the support of the ELD program, the student is fully exited from the EL program. At that point, the student is reclassified as NLP in the student information system and notification is sent to parents. EL Coordinators coordinate the monitoring process and ensure codes are up-to-date as students move from LEP to monitor status and then exit monitor status. If a team of content and ESOL teachers determine that language is a continued barrier to a student's success in content area instruction, a student may be returned to the ELL program for additional support and/or intervention.

- KCIA's Monitor Survey (sent to homeroom teachers quarterly)

5. Family Connections and Parent Involvement

Facilitating active family engagement is a key component of KCIA's model to provide comprehensive support to multilingual families. A Family and Community Engagement Team works with the EL Department to engage families in student learning and facilitate school, family and community connections. A variety of programs and supports are extended to students and families to connect home and school.

KCIA values the relationships between the district and its students and families. To address the needs of multilingual families, KCIA recognizes the value of partnering with school-based and community-based agencies. Support begins with providing translation services to families for enrollment procedures as they enter the school system and conducting translated face-to-face meetings to answer questions families may have about the school. KCIA extends support beyond the walls of the school throughout a student's educational career via partnerships with local business and groups such as health agencies and area churches. These agencies provide services that include quality of life issues, legal and financial support, community-based English acquisition classes and translation services.

Staffing models at KCIA are designed to meet the needs of all families, including the unique needs of multilingual learners. Support teams focus on language assistance, wraparound services (health, daily physical and parental education), and social/emotional well being. Each team has a specific scope of responsibilities, designed to work together to encourage and facilitate meaningful engagement in students' educational experiences.

Support Teams include:

- Translator Team
- Family and Community Engagement (FACE) Team: Social work; family needs in health, housing, food and education.
- Social/Emotional: Care Room Supervisor, Counselors and Certified Therapist
- Special Education Department

Required Provision of Translation Services

A key element in the family connection system is KCIA's team of translators which provide first language support to students in the classroom, academic support through small group or one-on-one instruction in partnership with a certified teacher, social and emotional support as students adjust to new surroundings, and act as a communication bridge with KCIA families. The team of skilled and compassionate translators assist students and parents with school and home issues, in order to remove barriers for English learners and/or new immigrants to full participation in the academic process. Language

needs vary as enrollment patterns shift, but KCIA budgets for about 10 full-time translators to support students and families in a variety of languages. During the school year, parents should receive school communications in a language they understand to ensure all families, regardless of language background, can participate in school functions. All notices related to the following should be communicated with parents in a language they understand:

- School notifications and calendar information
- Parent-teacher conferences
- Student handbooks
- Information about school activities and events, as needed

Resources KCIA uses in connection to translation services include:

- Translation tools for staff (process descriptions and necessary documents to provide teachers access to outside service providers). Teachers use services such as Propio to make calls and speak directly with families, Talking Points to send translated text messages to their families, and other means for requesting additional onsite and document translation services for languages not currently staffed at KCIA.
- Roles and Duties of Translators in the Classroom

Parent Rights and Responsibilities

All English Language Learners have civil rights that must be upheld in the education setting, according to state and federal law. Refer to English Learners (EL) Family Rights for the list of parental rights and responsibilities. Parents also have the right to decline ESL services at any time. KCIA uses the following paperwork to document that a parent or legal guardian has elected to decline services:

- Parent Opt-Out Form

6. Qualified Personnel

Successful implementation of an ELD program is dependent upon sufficient qualified personnel. ESL staff must have had sufficient academic preparation to teach their content area, as with other instructional staff. The presence of ELD certified professionals is imperative for an effective and appropriate program to be implemented. This is stipulated in the 1991 Office of Civil Rights Memorandum, which applies to any school benefitting from federal funding:

"Districts have an obligation to provide the staff necessary to implement their chosen program properly within a reasonable period of time. Many states and school districts have established formal qualifications for teachers working in a program for limited-English-proficient students. When formal qualifications have been established, and when a district generally requires its teachers in other subjects to meet formal requirements, a recipient must either hire formally qualified teachers for LEP students or require that teachers already on staff work toward attaining those formal qualifications."

Missouri offers a certification for Teaching English to Speakers of Other Languages to credential ESL teachers as part of its state teacher licensure system. An education aide supervised by an ESL teacher in collaboration with the student's regular classroom teacher may provide ESL support services that do not supplant the standard curriculum. All classroom aides/ paraprofessionals supporting the ELD program must participate in appropriate ELD- related training. In accordance with state guidelines, staff implementing the ELD program at KCIA must be fluent in English and hold, or be actively working toward, the following certifications:

- A valid TESOL Certification through DESE. Teachers must maintain this certificate and ensure it is current.
- State-Approved Screeners and Annual Language Assessment Training. Missouri requires that teachers complete training modules and pass certification quizzes annually to administer state-required EL assessments.
 - WIDA Screener for Kindergarten
 - WIDA Screener: Speaking for Grades 1-5, 6-12
 - WIDA Screener: Writing for Grades 1-5, 6-12
 - Kindergarten ACCESS for ELLs
 - Online ACCESS for ELLs: Administration

KCIA provides additional support and training on district-specific practices and resources to ensure staff are prepared to execute the ELD program. Such resources include:

- Onboarding for new EL Specialists
- Orientation to Newcomer program resources
- Intro to WINN
- Ongoing professional development in scaffolding, collaborative work, WIDA writing and speaking rubrics and strategies, including training provided through the WIDA elearning

center.

- Grade-level ELA and Math curriculum orientation and internalization protocols, which include a focus on appropriately scaffolding content for multilingual learners.
- ELD staff should also be familiar with state and federal regulations regarding ESL instruction, which can be found with these resources:
 - [English Learner Toolkit from the US Dept of Education](#)
 - [DESE's ELD page](#)

ELD Staffing Plan

KCIA follows Missouri's guideline that all districts that serve at least 20 EL students must employ an ESOL certified teacher. At least one ESOL certified staff member is required when the school enrolls at least 20 EL students, and additional EL staff should be added at a ratio equivalent to the district's student to teacher ratio. Teachers assigned to implement the district's ELD program should maintain appropriate certification for Teacher English to Speakers of Other Languages in the state of Missouri. The district's leadership team maintains a list of staff members and their current certification areas, listing all staff who have completed or are currently enrolled in coursework to earn EL certification.

Recruiting staff qualified to implement the district's ELD program is a priority for the district. Relationships have been established with local universities to identify teacher candidates pursuing ESOL certification, and KCIA has partnered with universities applying for grants and additional funding sources to increase the number of teachers with appropriate certification to implement the district ELD program.

KCIA's ELD department is currently led by an [Elementary](#) and [Middle School](#) ELD Coordinator. KCIA staffs 5 general EL Specialists in K-5; with 4 additional EL specialists dedicated specifically to newcomer support. Additionally, several classroom and elective teachers are ESOL certified teachers. Middle School currently staffs 2 full time EL specialists and one part time EL specialist in grades 6-8, teaching foundational ELA courses, Content-Based ESOL, and co-teaching core content. Additional EL certified content teachers lead direct language instruction groups and/or courses for upper-level ELs, as well as sheltered content courses in the areas of Language Arts, Math, Science and Guided Reading for lower proficiency level students. Staffing plans are adjusted annually based on EL enrollment numbers.

KCIA employs a translator team as an additional support to the ELD team. It is currently staffed by 10 team members, collectively speaking: Somali, Arabic, Swahili, Spanish, Vietnamese, Burmese, Karen, Pashto, and Dari. KCIA does not offer formal bilingual instruction, however translators are assigned to provide native language support to students in specific content classes and newcomer classes based on student need. Translator schedules vary each school year depending on student enrollment and need.

7. Program Evaluation

KCIA will evaluate the success of its ELD program annually and determine whether students are making adequate gains in language development based on goals in the district's strategic plan. In accordance with regulation from the Office of Civil Rights, modifications to programming and practices are made when

students are not meeting goals for progress in language proficiency. Feedback on ELD programming and implementation is gathered annually through surveys and team meetings, as well as through parent advisory council meetings. The district's Lau plan is publicly available and shared with all staff who work with EL students.

English Learner Data

Comprehensive evaluation of an ELD program is supported by data. Decisions surrounding the staffing and student support offerings at KCIA are grounded both in second language acquisition research and regular data review. Data to be reviewed regularly includes student demographics and student performance measures. This review is coordinated by the EL coordinators and curriculum and instruction team and includes both EL and content teachers. In addition to the data traditionally captured for all students at KCIA, the ELD program reviews the following data to inform program needs and efficacy:

- Demographic data
- EL rosters and student portfolios, including historical ACCESS scores, monitoring forms, and student work samples
- WINN Planning (time and staffing)
- ACCESS Scores: District and grade level frequency reports; individual and grade level proficiency growth
- Data Dashboard- guided reading levels, growth assessments (NWEA), criterion-referenced assessments (MAP and Achievement Network) and foundational literacy assessments.