

K I R K W O O D
S C H O O L D I S T R I C T



Kirkwood R-VII School District
English Language Learners
(ELL)
District LAU Plan

LAU Plan Advisory Committee

Revised 02/20/2019

The following procedures shall be used by the English Language Learner (ELL) Coordinator to implement Board policy pertaining to the identification, instruction and assessment of students who are English language learners.

The ELL coordinator will appoint an ELL advisory committee to assist in the implementation of these procedures. The Lau Plan Advisory Committee will be responsible for the review of data, survey results, and our current policies regarding the Kirkwood R-7 School District's English Language Learners program. Together they will review available information and formulated this Lau Plan. The committee will be made up of building administrators, Special Programs administrators, ELL teachers, academic content teachers, guidance counselors, and parents of ELs.

Terms:

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

ELL: English Language Learner or English Language Learning

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

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

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

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I. Introduction and Legal Foundation

Kirkwood School District R-7 Mission and Belief Statements:

The mission of the Kirkwood School District is to develop students who will add value to our dynamic world using knowledge, character and problem-solving skills.

We Believe That:

- Every child can learn. We strive to empower students to achieve their personal best.
- Children achieve greater success when schools and families work together as a team. We strive to develop two-way communication and mutual support with families.
- Children come to school with valuable experiences that they have learned through their home language and culture, and/or family experiences. We strive to validate students' experiences and to build upon background knowledge in order to create new learning.
- Language development occurs simultaneously in all languages that a child is using and learning. Knowledge that students have in one language builds upon knowledge in the other language.
- The diversity that our students bring to our district enriches our community.
- Students must attain native-like proficiency in English in order to achieve overall academic success. Our goal is to facilitate learning so that students achieve at the highest academic levels.

Kirkwood School District R-7 English Language Learning Program

The Board of Education strives to provide equal educational opportunities for all students in the district. The Kirkwood R-7 ELL Program exists to serve the needs of Limited English Proficient (LEP*) students who are unable to participate effectively in academic programs due to their LEP status. In order to support these students in developing the skills necessary to achieve challenging performance standards in a regular classroom, the administration has established procedures which:

- appropriately identify and evaluate English Language Learners
- determine the appropriate instructional environment for ELLs
- monitor the progress of students receiving ELL instruction in order to determine continuation and level of need of ELL services
- establish professional standards for ELL staff members and provide development opportunities for staff members who work with ELLs
- where feasible, the district may provide support for the students' use of the native language while developing English language skills

*Limited English Proficient students (or English Language Learners) are those whose native/home language is a language other than English and whose English language skills of listening, speaking, reading and writing are not developed to a level at which they can achieve challenging performance standards in a regular classroom.

Legal Basis

School Policy:

- AC: Prohibition against discrimination, harassment and retaliation

- IGBH: Programs for English Learners
- DJFA: Federal Programs and Projects

Legal Refs:

- 20 U.S.C.: 1703(f) Federal Statute
- 20 U.S.C.: 6811-6871 English Language Acquisition, Language Enhancement and Academic Achievement Act
- Title VI, Civil Rights Act of 1964

Federal Court Decisions:

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

State Requirements:

- MSIP

Responsibility for Lau Plan Implementation

The Superintendent has designated the Special Programs Director at Kirkwood R7 School District as having overall responsibility for the district’s compliance with federal and state laws, regulations and guidance regarding the education of ELLs by:

- Overseeing the implementation of the district’s Lau Plan.
- Developing appropriate programming to assist ELLs in acquiring English language skills and achieving the content standards.
- Overseeing initial school registration, health screening, language assessment, and placement for all students with limited English language proficiency.
- Offering training and support for teachers.
- Providing professional development programs focused on educating linguistically and culturally diverse students.
- Coordinating the delivery of federal and state assessments to determine ELLs’ progress.
- Monitoring program effectiveness with the District ELL Vertical Team.
- Overseeing compliance with record-keeping requirements.
- Providing translation and interpretation services of school related activities.
- Implementing parent outreach programs to involve multilingual parents in the district’s education activities and programs.

II. Identification, Initial Placement and ELL Services

General Procedures for Enrollment, Screening, Identification, and Placement

An English Language Learner (ELL) is a student whose primary or home language is other than English and who lacks academic English language skills to perform at grade level in one or more areas of listening, speaking, reading or writing. Districts are required by Section 3116(b)(1) of the No Child Left Behind (NCLB) Act and Missouri State Improvement Plan (MSIP) 6.2.5 to identify students who have limited English proficiency and develop appropriate programming for them.

Enrollment Procedures for Limited English Proficient (LEP) students:

1. The school secretary or guidance office secretary enrolls the student following typical procedures and district enrollment packet.

2. If the student/parent indicates on the LEP/Migrant Children Identification form that English was not the first language spoken by the child and/or English is not the main language spoken in the home, the student should be referred to the ELL teacher for further evaluation. Student should also be referred if it is indicated on the Special Services section of the enrollment form that ELL services will be needed.

3. Once the ELL teacher is notified of new enrollees, s/he will collect background information regarding student history, academic records, and English proficiency. Within 10 days of enrollment, all incoming students will be tested using the W-APT or current statewide assessment.

4. After reviewing student information and English proficiency level, the student will be placed in the most age-appropriate grade level and class(es), as determined by the building instructional team, including the principal, ELL teacher, counselor, classroom teacher(s) and literacy specialist. The level of ELL services will be determined, instructional modifications will be recommended to the classroom teacher(s) and a personalized instructional plan will be implemented. Additionally, reading services will be determined and established as needed. Student progress will be monitored and services adjusted according to student need.

5. Any employee or volunteer of the district who suspects a student might have limited English proficiency must report the suspicion to the ELL coordinator or principal.

Grade Level Placement

Before making a permanent grade-level placement decision for a language minority student, the ELL team will need to have pertinent background information about the child. That information would include, as a minimum:

- The child's chronological age
- The child's educational background
- The child's English language proficiency level through WIDA assessments
- The child's academic performance

In most cases children are placed in the grade level consistent with their chronological age. In the case of limited or interrupted formal schooling a grade level placement determination will be made with the building and ELL team keeping in mind the child's social and cognitive development and needs.

Free & Reduced Lunch

The free and reduced lunch forms and other state/federal documents can be printed in many of the major languages and interpreters and phone and in-person interpreters are available on an as-needed basis to facilitate communication with families.

ELL Services for Students in Non-Public Schools

ELL services are available to students who live in our attendance area but attend non-public schools. These schools attend an annual meeting at Kirkwood in which they are given information on how to access the ELL program. ELs would follow the same enrollment procedures and would access ELL services during the times in which they are provided. Families must provide transportation for the non-public ELs to attend.

Teachers and administrators from non-public schools are welcome to attend any staff training that is offered, and we welcome the opportunity to work closely with non-public staff to provide personalized learning opportunities for their students.

Screening:

Trained personnel, including ELL teachers, paraeducators, counselors, and administrators, use the WIDA Screener for identification. Documentation of on-line training for the WIDA Screener is available at the Department of Special Programs. Additional informal assessments may be given by the general education

teachers to determine student skills. These multi-criteria assessments are utilized to identify a student's eligibility for ELL services. Objective, standardized measures of English proficiency and achievement testing are used, as well as information from less formal assessments, as follows:

- WIDA Screener
- Informal reading assessments such as A+ Reading, Fountas & Pinnell and teacher checklists
- Informal math assessments such as A+ Math and teacher checklists
- Informal writing assessments
- Home Language Survey
- Parent and/or student interviews
- Review of academic performance, student works and education records
- Review of previous state assessments

The WIDA Screener and the informal assessments will be given to every student identified as a language minority or migrant as identified on the Home Language Survey at enrollment. The WIDA Screener tests the four modalities of reading, writing, listening, and speaking.

Identification:

For the purposes of screening with the WIDA Screener, there are three groups of students to consider:

- 1st semester kindergarten students
- 2nd semester kindergarten students and first semester first grade students
- 2nd semester first grade students through 12th grade students

Most first semester kindergarten students cannot read or write, so for those students who have indicated that another language is spoken in the home or that English is not their native language, the district will screen them on the listening and speaking modalities only using the Kindergarten W-APT. If the student scores a combined 28 or less, he/she will be identified as LEP in MOSIS and be eligible for services. If the student scores a combined 29 or 30 (out of 30) he/she will be marked as not receiving services, which is a student who is LEP and not receiving services. All kindergarten students that have been tested will also be given the ACCESS 2.0 in the spring semester.

Second semester kindergarten and first semester first grade students will be given the Kindergarten W-APT. The student is eligible for services if he/she:

- 1) has a combined score of 28 or lower on listening and speaking; or
- 2) has a score of 10 or lower on reading; or
- 3) has a score of 11 or lower on writing.

The student is not eligible for services if he/she:

- 1) has a combined score of 29 or higher on listening and speaking; and
- 2) has a score of 11 or higher on reading; and
- 3) has a score of 12 or higher on writing.

Second semester first grade students through twelfth grade students who have a combined proficiency of 5.0 or higher meet the minimum criteria for English proficiency and are not eligible for ELL services. If they have a combined proficiency score of 4.9 or lower, they are eligible for ELL services.

ELL Services:

A continuum of services is available depending on the student performance of the WIDA Screener and other multi-criteria assessments. Decisions regarding ELL service implementation are made by the District ELL Team in conjunction with the Special Programs administrator and building administrators.

Individual Academic Plan

The ELL teachers will coordinate and oversee the interventions and services for ELs. Services will be determined by a team composed of a minimum of two of the following persons: Building Administrator or designee, Classroom teacher(s), Guidance Counselor, ELL Teacher, Parents/Guardians and other ELL consultants may be involved when needed/as appropriate. Meetings specific to ELs will be scheduled and conducted by the ELL teacher on an as needed basis.

Parent Notification:

Following registration and assessment, parents are notified of ELL service eligibility within 30 days of the beginning of the school year or 10 school days after enrollment as required by the Every Student Succeeds Act (ESSA) using the **ELL Parent Notification and Form** (See attached form). Parents of newly enrolled students are notified of results of language proficiency assessments, availability of services and types of programs and other options in a language the parents understand. Parents and guardians may opt their students out of the district's ELL services by attending a meeting with the coordinator and one or more of the ELL instructors to discuss the results of the student's screening assessment and information about ELL services. Parents/guardians who decline language instruction will be asked to sign a waiver exempting their student from instruction. Students removed from the district's pull-out ELL services will continue to receive language supports in the regular classroom and the district will continue to monitor the student's progress toward English proficiency. Parents/guardians may not refuse regular classroom supports and may not opt out of statewide assessments to determine English proficiency.

Kirkwood R-VII School District ELL Placement Continuum Chart

Guidelines	Program Name	Program Summary	Time
Level 1- Entering Level 2- Beginning Level 3- Developing Level 4- Expanding Level 5- Bridging	Content Based ELL	Focuses on delivering curriculum content through English in such a way as to make the content understandable to English language learners.	K-5: 120 min./week Grades 6-8: minimum 60 min./week Grades 9-12 300 min./week
Level 1- Entering Level 2- Beginning Level 3- Developing Level 4- Expanding Level 5- Bridging	Pull Out ELL	Periodically remove, or pull out, LEP students from the classroom.	K-8: 120 min./week
Level 1- Entering Level 2- Beginning Level 3- Developing Level 4- Expanding Level 5- Bridging	Team Teaching (Co-Teaching)	Both ELL teacher and content teacher are in general education classroom. Collaborate on planning, accommodations, modifications and student expectations.	Grades K-8 minimum 120 Min./week
Level 1- Entering Level 2- Beginning	Newcomer Curriculum	Beginning students will receive specialized English instruction for beginning English students. Instruction may occur in individual, small group or classroom setting.	Grades K-12 minimum 120 min. per week
Level 1- Entering Level 2- Beginning Level 3- Developing	ELL Resource (Tutoring)	Students drop in to discuss readings, complete tests, work on	Grades 6-12: 120 min./week

Level 4- Expanding Level 5- Bridging		projects or do individualized units of coursework.	
Level 5- Bridging Level 6- Reaching	Monitor	Students are in the general education classes all day long. The ELL teacher routinely checks with the teachers regarding progress and achievement.	

III. Instruction

The educational approaches in use by ELL staff in the district are based on natural language acquisition theories of noted linguists Noam Chomsky, Jim Cummins and Stephen Krashen. All ELL teachers are required to have both a Bachelor’s degree and a certificate to teach ELL from the state of Missouri. Fluency in English and one other language, as well as experience working with ELL populations is preferred.

Additionally, all ELL para-educators are required to have completed 60+ hours of college credit or have passed the Para Pro Praxis exam. Fluency in English and one other language, as well as experience working with ELL populations is preferred.

District ELL teachers utilize scientifically research-based direct language instruction practices consistent with sound educational theory in English language development. Our instructional programs include a variety of placements such as:

- Content Based ELL
- Pull Out ELL
- Team Teaching (Co-Teaching)
- Newcomer Curriculum
- ELL Resource (Tutoring)
- Monitor

Each placement entails instructional practices that develop language proficiency in the four domains of listening, speaking, reading and writing to enable ELLs to meaningfully participate in academic content programs and other special programs.

A list of recommended research-based resources for use with ELL students has been created by our District ELL team. This resource list is available on ELL district webpages for easy access. ELL students have access to all of the same textbooks as their peers in addition to the textbooks provided to them by the District ELL Vertical team.

District ELL teachers meet routinely with their general education co-teachers to facilitate planning and collaboration to meet ELL students’ needs. ELL teachers are also included in district teams and ASSIST meetings, and have regularly scheduled conference times available to their fellow faculty members in which to communicate and plan for ELL students. District ELL teachers help facilitate ELL student access to extra-curricular activities, course electives, and interpreters by acting as school/community liaisons; meeting with families, translating for school events, and encouraging school participation for all family members.

IV. Student and Program Evaluation:

Student Assessment:

Once a student is identified as eligible for ELL programming and parent permission for placement is obtained, an Individual Academic Plan (IAP) is developed. At least one District ELL teacher and other general education teachers working directly with the student, collaborate to create an IAP. The IAP outlines programming recommendations for students on an individual basis and contains individual goals toward progressing in learning English, attaining English proficiency, and/or making state required annual yearly progress (AYP).

IAPs are reviewed annually with ELL parents. Parents have a right to decline any program changes. If a parent declines ELL programming, the district still must provide meaningful education. Parent notices and information will be translated verbally or in writing into a language the parents can understand. In addition, an interpreter will be provided to assist parents in communicating with school staff and at conferences to discuss the student's programming and progress in attaining English proficiency. There will be ongoing communication between staff members and parents regarding student progress.

For students currently enrolled in school, parents shall be notified of their child's ELL programming annually using the Parent Notification Form (See Appendix A).

All IAPs and other ELL forms are maintained for documentation in district databases.

Individual student instruction is modified (essential outcomes are at a lower level and/or fewer outcomes are required than are required of the student's same age peers) or accommodated (essential outcomes required are the same as those required from their same age peers, but content, product and/or process may differ) as necessary. The supports to be provided will change as language proficiency increases. For example, students who score a 1 or 2 on the WIDA Screener will receive modified instruction/work and students who score a 3 or a 4 will receive accommodations as needed. The kinds of support required for one subject may be different from the kinds of support required for other subjects. Additionally, students may not require support in all subject areas at any given time. When making program decisions the District ELL Team uses current and historical qualitative and quantitative data including:

- K W-APT or WIDA Screener test scores for ELLs new to our district
- ACCESS for ELLs
- District-approved Curriculum Based Measurements
- District benchmarking
- Assessments of general and emotional readiness, as measured by daily classroom performance, attendance, behavior, and mastery of basic learning strategies
- Educational Background
- Classroom grades and academic performance
- State grade-level assessment and End of Course Exam (EOC) scores

A language minority student (a student whose first language is not English) who is experiencing classroom difficulties may be tested for English language proficiency at any time during the school year. Test results will be reviewed by the District ELL Team and Director of Special Programs, and recommendations will be made.

All students receiving direct ELL services are tested annually with the ACCESS test. They also follow the district and state standardized assessment schedule for all general education students. These scores, student grades, parent interviews and recommendations, and teacher interviews and recommendations are all taken into account when determining ELL student programming and services.

A score of 4.7 or higher on the ACCESS, academic grades, ELL teacher recommendations, and general education teacher recommendations may exit a student from receiving direct services. Students who are dismissed from receiving direct ELL instructional services are monitored for 2 years before completely exiting the program (students are classified as LEP/MY1 and LEP/MY2). Former ELs will continue to be included in accountability measures for an additional two years (LEP/AY3 and LEP/AY4) Students who have exited the program can be referred back to the program by an ELL teacher, a general education teacher, the student, or their parents. When a referral is made, the student will be reassessed to see what type of services, if any, are needed. A parent may remove their child from receiving pull-out ELL services with a written request. Parent recommendations and input are welcomed throughout the process.

Program Evaluation:

The ELL coordinator and advisory committee will evaluate the district's ELL program annually and prepare a report for the superintendent that will include the types of services provided, the number of students served, the number of students who have exited the program and assessment data. Information from student records will be reported in accordance with the Family Educational Rights and Privacy Act (FERPA). Based on the evaluation, the ELL coordinator and advisory committee will make recommendations for modifying and staffing the program and suggestions for resources necessary to improve the effectiveness of the program. The ELL advisory committee includes the ELL coordinator, Executive Director of Special Programs, a content teacher, counselor, school principal and two (2) parents.

The District ELL Team and Director of Special Programs review the program goals and resources and meet a minimum of three times per year. The District ELL Team collaborates weekly during the school year to review data to determine individual students' progress toward meeting department goals as well as personal goals as outlined on their IAP Plans and/or designated interventions.

District ELL staff are held to the same standards and evaluated in the same manner as other personnel in the district, as per the Kirkwood Educator Evaluation System (KEES). ELL personnel are on the same pay scales as all other certified and classified staff in the district. Kirkwood R-VII School District School Board Policy governs evaluation of professional staff.

ELL team and personnel goals are in line with district goals, which are directly aligned with state standards and with ELL grade level expectations. The ELL District Team goal is the same as it is for all students in the district: to either meet or exceed the state target for proficiency in communication arts state standardized testing or to have a 10% or greater gain in proficiency as demonstrated through state English proficiency assessments. In addition, the District ELL Vertical Team keeps data on general education communication arts and mathematics common assessment scores to track ELL student progress.

Longitudinal data regarding demographics, placement, and assessment is collected and maintained by the District Vertical ELL team. Data is kept on all students who receive ELL services from the screening through two years of monitoring after reclassification from receiving direct services. In addition to scoring a 5 or higher on WIDA Screener or 4.7 on ACCESS, student grades, common assessment scores, state and district standardized test scores, and teacher interviews regarding emotional/social adjustment are reviewed prior to dismissal from services.

Data is routinely analyzed to identify program effectiveness and areas that require improvement. The longitudinal data collected and maintained by District Staff will be analyzed and used to formulate annual goals and plans for further progress and improvement.

V. Maintenance of Records

Records concerning identification results, potential ELL status, referral for language proficiency screening assessments, other referral requests, assessment results, and decisions regarding qualification, placement and instructional time are maintained by the District ELL Team.

VI. Parent Communication and Involvement

Communication between the parents of all students, including ELL students, and the school district is maintained in a variety of ways. Our school website is open to all parents, and translation into various languages is available through a link on the site. School notifications, calendars, and notices for special meetings and events are either translated into a language the parents can read or a phone call is made to the family in a language that they are able to understand. Currently, we routinely have calls translated into languages identified by student data for parents who need translation and transmitted via School Reach or we use professional translation services to make phone calls in languages that are less prevalent when parents need to be informed of activities in the district. Members of our District ELL Team and office personnel throughout the district let parents know that they may ask for an interpreter at any time, and every attempt is made to find a person who speaks a language the family can understand. A list of available interpreters in the district and in the community is kept by ELL personnel.

Parent involvement is addressed in Board policy IGBC. Parents/Guardians will be informed about the district program, their rights and the plan for the student. Additionally, families are provided with interpreters, home visits, home-school communication, assistance in attending parent-teacher conferences and other school functions, assistance in accessing relevant school and community programs and services in order to support student or family needs that may impact school performance. ELL personnel participate in parent-teacher conferences, interpret for teacher meetings, translate school notices, conduct their own parent meetings, send out newsletters, and make frequent contact with parents. Sign in sheets and agendas for parent meetings are housed in the Special Programs Office.

The district offers Extended School Year programs for K-5, 6-8 and 9-12. Students in K-5 may in their regular grade level section. Students in 6-12 will be placed in regular Jump Start or Extended School Year programming according to their specific academic needs.

VII. Additional Services

ELLs may have multiple exceptionalities, such as being intellectually gifted or have a learning disability, like any other student. Limited English proficiency is not a disability and is not covered by IDEA or Missouri special education regulations. ELLs should not be placed in any special education program unless exceptionality is well-documented including assessment of a student's native language skills. To assist in determining the appropriateness of a referral to special education or gifted and talented programs, the district's established pre-referral process for interventions will be followed, independent of the ELL identification. The process documents approaches utilized to provide positive supports for student's learning.

Appendix A
Parent/Guardian Notice:

ELL Parent/Guardian Notice for English Language Learner Services

Date: _____ Dear Parent/Guardian of: _____

In recent assessments of English language proficiency, your child was identified to receive English Language Learning services. These services are research-based and will increase your child's English proficiency and academic achievement.

Assessment Used: (Drop-down menu here w/ 2 choices: WIDA Screener ACCESS	Overall Score: (Enter a Number)	Proficiency Level: (Enter a Description)
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In order to assist your child, we will use differentiated strategies to increase speaking, listening, reading and writing proficiency with the following service model:

- Newcomer curriculum
- Pull-out instruction with content-based materials
- Content-based instruction in the grade level classroom
- Co-taught classroom
- Consultative
- Academic monitoring

Services will be provided by _____ ELL Teacher, Kirkwood School District

Email: _____ Phone Number: _____

Students will be assessed each year with the ACCESS test. Students will exit from the program with a minimum score of 4.7. If you have further questions about these services please contact your child's ELL teacher.

Sincerely,

ELL Teacher

Appendix B
Parent/Guardian Opt-Out Notice:

ELL Parent/Guardian Notice for Refusal of English Language Learner Services

Date: _____

Dear Parent/Guardian of: _____

I hereby notify Kirkwood School District that I request my child to be opted out of pull-out ELL services and instead request language supports within the regular classroom for my child

_____ (name of student). I understand that my child will receive language supports within the classroom and his/her language proficiency will continue to be monitored annually with the statewide English assessment.

Parent Signature

Date