

Grant County Schools

District Plan for English Learners (Lau Plan)

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I. Lau Plan Guiding Principles

The District Plan for English Learners, often referred to as a Lau Plan (Lau v. Nichols, 1974) is designed to meet the district obligations to ELs under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA).

II. Enrollment, Identification and Placement of ELs in a Language Instructional Educational Program (LIEP)

In order to identify ELs, each school administers a home language survey to every student upon enrollment as part of the online enrollment process. The home language survey serves as a first screening process to identify students who may have limited English proficiency. The home language survey includes four essential questions:

- What is the language most frequently spoken at home?
- Which language did your child learn when he/she first began to talk?
- What language does your child most frequently speak at home?
- What language do you most frequently speak to your child?

When the answer to any of these home language survey questions is a language other than English (this includes Native Americans), our EL teacher administers a language proficiency screener. For students who are in Kindergarten, the Kindergarten WIDA ACCESS Placement Test (K W-APT) is administered, and the student is placed in the EL program, regardless of the score of the K W-APT. For students who are in 1st grade through 12th grade, the WIDA Online Screener is administered to determine LEP status and program placement. If a student scores below a level 4.5 on the WIDA Online Screener, he/she has demonstrated limited English proficiency (LEP) and is enrolled in the EL Program. If a student scores a level 4.5 or above, he/she is initially fully English proficient (IFEP) and is not enrolled in the EL Program.

Initial identification of ELs takes place within 30 days of the beginning of the school year, and within two weeks of enrollment during the school year.

Student eligibility for placement in the EL Program is not based on immigration status and schools are in fact prohibited from inquiring about the immigration status of a student or family. The U.S. Supreme Court ruled in Plyler v. Doe that public schools may not require social security numbers from all students as this may expose undocumented

status. Students are also not required to show an original birth certificate for enrollment. "Other reliable proof" such as a baptismal certificate, a family bible with dutiful records, or an affidavit would suffice in place of the birth certificate. *Kentucky Department of Education guidance on Student Identification Requirements for Initial Enrollment* was released in November, 2009 and further clarifies the information public schools may legally require or request of first-time enrollees.

III. Description of the LIEP

The Language Instruction Educational Program (LIEP) is designed to help students acquire proficiency in English, to provide students with equal access to the academic core curriculum, and to help students maintain a positive self-concept. We acknowledge that there are a variety of strategies and pedagogical approaches that may be used to accomplish these goals. The choice and combination of the instructional strategies used are aligned to individual student needs, state and federal guidelines, and parent requests.

Grant County Schools will accommodate EL's language needs in the classroom and, in some cases, provide direct language instruction to help the student attain English language proficiency. Multiple factors are considered when determining the educational approaches to use with individual students. These factors include, but are not limited to: ACCESS assessment data, other assessment data (such as MAP), previous school records, teacher recommendations, district size and resources, input from the Title III Director, and recommendations from the EL Teacher.

Grant County Schools are committed to ensuring a quality education for all students. In order to fulfill this mission and provide equal access to the curriculum, schools serve ELs through one or more of the educational approaches listed below. Each student's Program Services Plan (PSP) identifies the educational approach in use with that student. The following options are available:

CBE: Content –Based ESL Programs in which English is taught through the content areas of mathematics, English language arts, science, and social studies.

POE: Pull Out ESL/Resource Programs remove ELs from general education classes to pre-teach, teach, or re-teach English language skills and/or academic content covered by the general education classroom teacher.

SEI: Sheltered English Instruction Almost all instruction is in English. Instruction is adapted to the student's English proficiency levels, and student is provided modified curriculum-based content.

SEN: Structured English Immersion (Push-In) Program in which EL teachers or bilingual instructional aides provide linguistic and academic support to ELs in the general education classroom

With each educational approach, the classroom teachers are the primary providers of content area instruction and must accommodate the language needs of ELs using recommendations by the EL Teacher. In addition, teachers should modify lesson plans, classroom structure, and assignments to allow for the most favorable learning environment for ELs.

All students are expected to master the district's core curriculum goal expectations for each grade level. While it is understood that English Learners may master the content at different rates than their native English peers, all students are held to the same high academic standards. Alternative measures may be used to assess the progress of ELs who are learning English in addition to content or until the student is able to be assessed using mainstream English measures. Multiple measures are used to monitor student progress toward meeting grade level standards.

IV. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities

English Learners are identified as qualifying for Special Education or Gifted and talented using the same procedures and processes that are in place for the general student population. At times, Spanish language screeners or assessments are used to ensure that language is not skewing the results of the assessment.

The EL Program does not interfere with any extracurricular or non-academic activities. ELs and their families are notified of programs and activities available in the school district through translated newsletters and correspondence to the home. A Spanish Remind text group is used to announce school-wide events, activities, and schedule changes.

V. EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs

Our EL teachers receive professional development each year to increase their knowledge of specific strategies and techniques that work well for English Learners. They then work closely with other Grant County staff to train them to work successfully with English Learners in their classrooms.

The EL teachers participate in the Kentucky Teachers of English to Speakers of Other Languages (KY-TESOL) conference in Louisville, KY, each year. They also attend other

trainings in the state provided by KDE and WIDA. They are involved in a Northern Kentucky regional Professional Learning Community (PLC) in Erlanger which meets monthly throughout the school year, and OVEC EL Professional Learning Community, which meets every other month.. The EL Teachers share the content of this professional development with teachers in the district.

At the start of each year, the EL teachers provide the classroom teachers with training on how to interpret the PSP and how to provide appropriate testing accommodations and instructional accommodations and modifications. Frequent collaboration between the EL teachers and the classroom teachers allows for training as needed for each student's academic success.

VI. Annual English Language Proficiency Assessment and Administration

Students who demonstrate limited English proficiency on the K W-APT or WIDA Online Screener and are placed in the EL program take part in an annual English Language proficiency assessment each year, the ACCESS 2.0. The ACCESS 2.0 assessment is administered during a state-wide testing window which begins in January and lasts around 6 weeks. The EL Teachers administer the assessment. The EL Teachers complete the online ACCESS 2.0 training course and Kentucky's Administrative Code training prior to administering the assessment.

ACCESS 2.0 results arrive in the spring, and the results are shared with teachers, students, and students' families. ACCESS 2.0 test results are also filed in students' cumulative folders at each school and in students' EL folders at the District Office.

Students' ACCESS 2.0 assessment data is used to make program decisions and plan instruction for the ELs. The individual student scores are used to determine the type and level of EL program services needed by each student. ACCESS 2.0 test results are included in each student's PSP and are used to help choose appropriate assessment accommodations and instructional modifications and accommodations for that student. The EL Teachers share student ACCESS data with teachers and help them understand how to use the CAN DO Descriptors on the bottom of the individual ACCESS score report as a tool for scaffolding and modifying instruction.

VII. LIEP Exit Criteria and Procedures

ELs who demonstrate an overall proficiency level of 4.5 on the ACCESS 2.0 and have demonstrated the ability to do grade level academic work are re-designated fully English proficient (RFEP) and exit the EL program. Parents are notified of the student's exit from the EL program. Upon exit from the EL program, RFEP students enter a four year monitoring phase.

VIII. Monitoring Procedures after Students Exit the LEIP Program

The academic progress of exited students will be formally monitored for four full academic years after their exit. The EL Teachers will notify the RFEP student's teacher of their monitoring status. Each quarter for the duration of the four year time period, the EL teachers will collect data on the academic performance of each monitored student. The information will be documented in the student's records on the form provided by KDE. If monitoring shows that the student is struggling in academic performance and/or English language skills, the EL teachers will meet with school staff to discuss appropriate assistance and make recommendations for the student. It is possible that, during the four year monitoring period, the student's struggles will warrant re-testing the student in English language proficiency, and if the results warrant it, readmission into the district's EL program. In such cases, the EL teacher will document strong justification for the re-admission to the EL program.

IX. EL Program Evaluation

Evaluation of our district's EL program looks at specific goals (Did our students improve their language proficiency based on ACCESS scores? Did our EL students demonstrate a mastery of the content as shown by the state achievement test?). We also examine more overall components like the general participation rates of our students in extracurricular activities or the expertise of our teachers at meeting the needs of language learners.

Information collection practices include anecdotal records, EL folders within the cumulative folder of each EL student, which house the results of tests/screeners for each child and an ongoing monitoring of their academic progress in Infinite Campus. Daily interaction with the students in a variety of settings provides information about their academic, social and language development. Based on a variety of evidence, the ELL teachers work together to modify the support services needed for each child. Success or the need for improvement is determined by the results of the body of evidence collected.

When a concern is identified through the evaluation process, the EL staff works together with district staff, school level administrators and classroom teachers to develop and put into place additional supports. If a child needs more contact time with the EL teacher, schedules are modified. If a specific book or resource is needed to help the EL students be successful, the staff works to procure that resource.

EL staff review student performance, scheduling issues and resource use in an ongoing manner to be sure the modifications are made in a prompt manner.

Grant County Lau Plan team members: Jennifer Wright, Deputy Superintendent; Kristy Northcutt, EL teacher, Shelley Freeman, EL teacher, Leanne Adkins, Director of Preschool and Federal Programs

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