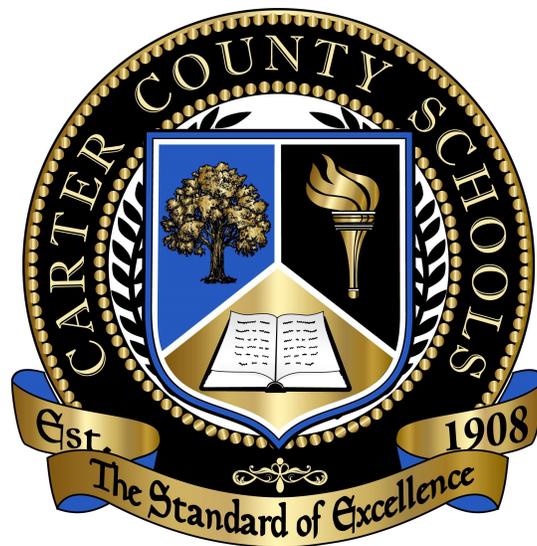


Carter County Schools

English Learners Program

LAU Plan

2021-2022



Carter County Schools shall provide an English language program to assist English learners to attain English proficiency, develop high levels of academic achievement in English, and achieve the same high standards in the same challenging state academic state standards that all students in the district are expected to meet.

Dr. Paul Green

Superintendent

<https://www.cartercountyschools.org/>

LAU Plan Committee Members

District EL Teacher

Teena Liles, Title III Coordinator, Instructional Specialist

Nickie Blackburn, Instructional Specialist NBCT, DAC

Corey Gee, Assistant Principal

Jason McGlone, Principal

Erica Perkins, Supervisor of Instruction and Curriculum

Overview of Guiding Principles

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The purpose of the Carter County Schools English Learners Program or "LAU Plan" is to ensure that English Learners are provided with an opportunity to attain English Language proficiency and be provided the same opportunity for academic achievement as students who are not English Learners, as defined by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA) of 1974.

ESSA includes provisions that will help to ensure success for students and schools across the country, including Kentucky. According to the U.S. Department of Education,

TITLE III Requirements

School districts must:

- Identify EL students in a timely, valid, and reliable manner
- Offer all EL students an educationally sound language assistance program
- Provide qualified staff and sufficient resources to instruct EL students
- Ensure EL students have equitable access to school programs, activities, and services
- Avoid unnecessary segregation of EL students from other students
- Monitor the progress of EL students in learning English and doing grade-level classwork
- Remedy any academic deficits EL students incur while in a language assistance program
- Move EL students out of language assistance programs when they are proficient in English and monitor them to ensure they were not prematurely exited

Kentucky State Regulations

Procedures for the inclusion of special populations in the state required assessment and accountability programs.

[703 KAR 5:080](#) Administration Code for Kentucky's Educational Assessment Program.

[703 KAR 5:070](#). Inclusion of Special Populations in the State-Required Assessment and Accountability Programs

District Policy

[08.13452](#) Curriculum and instruction: English as a Second Language

Enrollment, Identification, and Placement of ELs in a Language Instruction Program

Identification Process

Step 1:

Upon entering Carter County Schools, the parent/guardian of every student in the school shall complete a home language survey per 703 KAR 5:070. A person designated at the school level will review the home language survey. Translation and interpretation services shall be provided to parents/guardians when needed for communication of enrollment procedures.

If the survey results show a language other than English may be used in the home or by the student, a copy of the home language survey will be sent to the EL Coordinator, Teena Liles .

Step 2:

The next step is for the EL Teacher to administer either the W-APT for Kindergarten students or the WIDA online screener for students in grades 1-12. If a student is enrolled in Kindergarten, that student will automatically be enrolled in the EL Program. If the student is in grades 1-12 and receives a composite score of less than 4.5 on the WIDA screener the student will continue the process of entry in the EL Program. If the student scores above a 4.5 overall composite on the WIDA screener the student will be considered Initially Fully English Proficient.

Step 3:

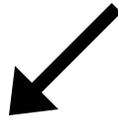
The third step in entry to the EL Program will then consist of a team creating a Program Service Plan (PSP) for the student. Parents will be notified within 30 days of the first day of school and 2 weeks if enrolled after the beginning of the school year. (703 KAR 5:070) The Program Services Plan for English Learners shall be made in compliance with appropriate state and federal education requirements.

Step 4:

Instructional and related services shall be designed to meet the English language and academic needs of students while supporting participation in the general education curriculum and to overcome language barriers.

Carter County Schools Entry into the EL Program Chart

Home Language Survey Given at Enrollment



English Provided on all Responses

Language **other than English**



No further Action needed

Level	Proficiency Assessment	Assessment Administrator	Score
K	WIDA Screener for Kindergarten	EL Teacher	All K students qualify for EL services
1-12	WIDA Paper or Online Screener	EL Teacher	Composite 4.5



Composite score is **LOWER**
than 4.5 = **enter into EL Program**

Contact Family and Meet to design PSP

Composite score=4.5
Monitor Student

Identification must occur within 30 calendar days of enrollment PRIOR to Brigance.

Description of the LIEP

Carter County Schools will provide a Language Instruction Educational Program (LIEP) through a structured English Immersion Program. The General Education Teachers will work in collaboration with the EL Teacher. Students may be served in a co-teaching or a pull out resource setting. This will be determined based on the needs of the individual student and as recommended by the Program Service Plan (PSP) committee. Other options within this program will consist of Professional Learning between the general education staff and the EL teacher.

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

EL students will have the same access to co-curricular and extra curricular programs and activities as their non-EL peers. Student interest inventory, classroom performance, parent input, teacher recommendations may be indicators used to help determine co-curricular placement. Extracurricular information will be shared through the school announcements, social media, and by letter in the student's home language to the extent possible.

EL Professional Development for Staff who Deliver Instruction or Support the LEIP for ELs

Based on individual school needs, administrators will receive support to develop plans for their schools. The EL teacher will participate in Professional Development based on his/her areas of need and when updates occur. Online professional development modules through WIDA will be offered.

Annual English Language Proficiency Assessment and Administration

Each year, EL students will participate in the WIDA ACCESS English Proficiency testing. Results from WIDA ACCESS in English Proficiency and growth will be monitored. These results will be based on the January administration of the WIDA ACCESS for EL online assessments for grades 1-2 and the K-ACCESS for Kindergarten as required by the Kentucky Department of Education.

LIEP Exit Criteria and Procedures

Carter County EL Students shall exit the program if they meet the guidelines established by the state of Kentucky. Those guidelines include a 4.5 or higher overall composite proficiency level on Tier B or Tier C ACCESS for ELL and in grades 1-12. Alternate ACCESS students shall exit the program if they score a P2 or higher Overall Composite.

Monitoring Procedures after Students Exit the LIEP Program

Carter County Schools will monitor students after they exit the LIEP Program. These students' academic progress will be monitored quarterly for four years after exiting the program to ensure that students were not prematurely exited, for any academic deficits they experienced as a result of participating in the EL Program. Students' performance in monitoring will be compared to the performance of non-ELL students performing in regular academic programs.

Designated staff will formally monitor the students academic performance on a regular basis. This shall be documented in the student records. If any deficits are noted then appropriate assistance and language instruction will be provided. If there is a continuing language issue causing a barrier to student achievement, the student will be retested using an appropriate ELP Assessment and additional services will be provided.

Monitoring Information collected during the four year period may include:

- Performance on Standardized Assessments
- Grades in classes
- Grade Point Average
- Teacher Observations
- Parent Observations / Parent Feedback
- Meeting promotion and graduation requirements

EL Program Evaluation

The EL Committee will evaluate the program yearly using ACCESS data, student participation data, how long individual students have been in the program, student, and parent input. The EL teacher will provide a needs list and recommendations for students in the upcoming year.

Program Description

1. After a student is identified as an English Learner (EL), a Program Services Plan (PSP) shall be developed within 30 calendar days of enrollment from the first day of school, or within 14 calendar days if the student enrolls any day after the first day of the school year.
2. The EL teacher shall organize a Language Assessment Committee meeting inviting all stakeholders, including families, to determine the appropriate instructional and assessment accommodations to appear on the individual student PSP.
3. At the LAC, the committee members shall review the EL student's data and discuss appropriate Limited English Proficient (LEP) services, instructional and assessment accommodations. Each EL student will have at minimum: one LEP service and one instructional or assessment accommodation.
4. The EL teacher shall enter the selected LEP services, instructional, and assessment accommodations into the EL Module in Infinite Campus.
5. The EL teacher shall generate and print a paper copy of the PSP for all stakeholders.
6. All stakeholders present at the meeting shall sign the PSP.
7. The building principal shall sign the PSP.
8. As required by ESSA 1112 (e) (3) (A), the District shall send written notification to parents of English learners addressing the following:
 - a. The process by which the child was identified
 - b. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement performance
 - c. The instructional services offered for English Learners
 - d. How the programs will meet the educational needs of the child
 - e. How the programs will specifically help their child learn English and meet age appropriate academic achievement standards
 - f. Specific requirements of the programs

- g. How the program meets the objectives of the individualized education program of the child, in the case of a child with a disability.
 - h. Notifications will be provided in the parent's native language and in English.
 - i. Parental Rights: information pertaining to the parental rights that include written guidance of:
 - i. The right to waive EL services for their child upon request
 - ii. The option to decline or to choose another method of instruction
9. This notification shall be sent as follows:
- a. For students already enrolled as an English Learner, parents shall be notified no later than 30 calendar days after the first day of school.
 - b. For new enrolling students after the first day of school, parents shall be notified no later than 14 calendar days following the student's placement in the program.
10. Parents shall receive annual notification of their child's progress on the state's English proficiency objectives and required state assessments.

Language Instruction Educational Program

To determine which EL services and programs are best suited for a student identified, the committee shall consider the student's

- A. English proficiency level
- B. Grade level
- C. Educational background
- D. Language background for bilingual programs
- E. Other assessment data
- F. Vision
- G. Hearing
- H. Articulation/Speech
- I. Student's native language literacy
- J. Student's native culture
- K. Length of time in U.S. schools

The WIDA English Language Development (ELD) Standards serve as Kentucky's required English Language Proficiency standards. These standards act as a companion document to the Kentucky Academic Standards(KAS) in guiding instruction for EL students. The WIDA standards do not replace the KAS. Instead, these

standards represent the social, instructional, and academic language that students need to engage with peers, educators, and curriculum in schools.

Program Services Plan and Required Student Records

Students receiving EL services require maintenance of records for each student. Carter County Schools maintains EL records in a Google Drive and in the student cumulative record including:

- Copy of the Home Language Survey
- Initial English Language Proficiency (WIDA Screener) which is uploaded in the Infinite Campus Portal
- Copy of Parent Notification letter containing the required information
- Level of Academic Achievement (report cards, mid-terms, other required school data)
- ACCESS for ELLs
- Program Service Plan (PLP) including
 - Name and date of the English Language Proficiency assessment administered to determine a student's EL status
 - Specific accommodations to be implemented in instruction and assessment
 - A list of the names of the PSP committee members

Meaningful Access

EL students must be provided meaningful access to all curricular and extracurricular programs. EL students may not be segregated based on national origin or EL status. Although EL program service options may require that EL students receive separate or pull-out instruction for a limited portion of the day, the chosen program must be carried out in the least segregated manner consistent with achieving the program's educational goals.

Meaningful access includes, but is not limited to:

- Grade-appropriate curricula so promotion and graduation requirements are achieved
- Equal opportunity to participate in all programs from preschool, kindergarten, gifted and talented, career and technical education, athletic programs, as well as Advanced Placement, and clubs.

EL students with disabilities must be provided with both the oral native language translation to English assistance and disability-related services to which they are entitled under federal law.

- EL students who may have a disability must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities based on limited English proficiency, EL students shall be evaluated in an appropriate language based on the student's needs and language skills.
- The team developing an Individualized Education Plan (IEP) must include participants knowledgeable about the student's language needs in order to provide services that address the language-related needs of an EL student, with special consideration for the EL Teacher.

Professional Learning

The Carter County Public School System strives to hire EL teacher(s) who are certified and/or endorsed to teach limited English proficient students.

The standard operating procedure for English Learners staffing formula shall be used to determine annual staffing allocations based on EL student enrollments and complexities. Student enrollment data shall be extracted from Infinite Campus on February 1 annually to project enrollments for the following school year.

Certified general education teachers have the opportunity to select professional learning to support the implementation of accommodations to provide equitable access to the general education curriculum for English Learners. EL teachers or district staff have the option to provide professional development.

English Language Proficiency Assessment

English Learners, who have not attained English language proficiency, shall be assessed during statewide testing in a valid, reliable manner and provided appropriate accommodations to yield accurate data regarding student knowledge and ability in academic content areas.

Kentucky uses the WIDA screener assessments to determine the English Language Proficiency (ELP) of students who have been identified as potential EL students based on the HLS. All students are screened using the WIDA Screener.

Annual Assessment

In Kentucky, Kindergarten ACCESS for ELL students and ACCESS for ELLs (1-12) is given to all EL students during the annual testing window typically beginning in February. ACCESS assesses the student's language in four domains: listening, speaking, reading, and writing.

ESSA requires districts to assess the English language proficiency of all EL students on an annual basis.

Any student with an EL identification must take the ACCESS test. An EL student will participate in the annual ACCESS test until meeting the state exit criteria.

The Alternate ACCESS is a paper-based test individually administered to EIs in grades 1-12 with significant cognitive disabilities. Each student's IEP team determines which assessment the student should take, and each student's IEP or 504 team determines if accommodations are required.

Exit Criteria and Procedures

The program guidelines shall include an evaluation process that includes objective exit criteria to indicate when students:

- A. have developed the required proficiency in using English to speak, listen, read, and write with comprehension
- B. can enter and successfully participate in classrooms not tailored for English learners
- C. Can expect to graduate from high school
- D. Achieve a score of 4.5 or higher overall composite proficiency level on The ACCESS for ELLs

The program exit date will be June 30 of the school year in which the student exited services.

Monitoring Procedures

The academic achievement of EL students who have exited the EL program and have been designated as Fully English Proficient shall be monitored for four years. Content teachers shall document information regarding a student's performance bi-annually to the EL teacher or District EL Coordinator. The following information may be considered:

- Performance on diagnostic assessments
- Performance on common assessments
- Grades in content area classes
- Parent observation/feedback
- Teacher observations

If monitoring shows that a student is struggling in academic performance, additional support will be offered to the student. If an exited EL student is not progressing despite the additional supports, the student may be re-evaluated using a valid, reliable, and grade appropriate assessment (e.g. WIDA Model) to determine if the student should be provided additional EL program services. If a student re-enters the EL program, the district shall document the reasons and obtain consent from the student's parent/guardian.

ESSA 3121 (a) (5) requires reporting on the number and percentage of ELs meeting KAS for four years after students are no longer receiving EL program services. Data must include results on content assessments for reading/writing, mathematics, and science and be disaggregated by English learners with disabilities.

Meaningful Communication with Parents/Guardians

Multilingual families are entitled to meaningful communication in their native language to provide adequate notice of information about any program, service, or activity communicated to English speaking families. These communications include, but are not limited to information regarding:

- Language assistance programs
- Special education and related services
- Progress Monitoring
- Grievance procedures
- Notices of discrimination
- Student discipline policies and procedures
- Registration and enrollment

- Report cards
- Requests for parent permission for student participation in district and school activities
- Parent-teacher conferences
- Parent handbooks
- Gifted and Talented

Parents/Guardians can select how they want to receive information about the district and school activities.

Carter County Schools offer interpreting and translation services as needed for the educational needs of the parents and students. Types of services include, but not limited to the following:

- Onsite interpreting
- Virtual interpretation (google meet, zoom, microsoft teams)
- Telephone
- Document translation