

2021-22 LAU PLAN

NKCES TITLE III CONSORTIUM

I. Team Members

The members Lau Plan Team for the NKCES Title III Consortium are: Ben Lusk, Beechwood Independent; Katrina Rehtin, Bellevue Independent; Rick Wolf, Dayton Independent; Jamee Flaherty, Fort Thomas Independent; Jennifer McMillen, Ludlow Independent; Lisa Manor, Pendleton County; Shannon Hansman, Southgate Independent; Robert Hartman, Walton-Verona Independent; Daniele Novak and Heather Ralphes, NKCES.

II. Guiding Principles

The districts of the NKCES Title III Consortium are committed to ensuring that all EL students may participate fully in both academic and extracurricular activities through our work in achieving the following goals:

- A. English language development:
 - 1) Identify and assess EL students in need of language assistance in a timely, valid, and reliable manner.
 - 2) Provide an effective language assistance program which accelerates ELs' language acquisition in the four language domains of listening, speaking, reading, and writing as measured by the ACCESS for ELLs assessment.
- B. Academic achievement:
 - 1) Ensure EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, gifted and special education programs, advanced courses and programs, and all sports and clubs.
 - 2) Monitor EL students' progress in acquiring English proficiency and grade level academic content.
 - 3) Exit EL students from language assistance programs when they demonstrate proficiency in English on ACCESS.
 - 4) Monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.
- C. Cross-cultural goals:
 - 1) Educate staff about English Learners' cultural and linguistic backgrounds.
 - 2) Provide ELs and their families with an equal opportunity to participate in the schools and in all district programs and activities.

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

The member districts of the NKCES Title III Consortium comply with the state policy that requires all local school districts in Kentucky to administer a home language survey (HLS) to students enrolled in the district as a first screening process to identify students with limited English proficiency. (703 KAR 5:070)

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

In order to identify ELs, each member district administers a home language survey to every student upon enrollment. When the response to any of these home language survey questions is a language other than English, an NKCES EL Program Consultant (in NKCES EL Program districts) or district staff (in Beechwood) administers either the WIDA Screener for Kindergarten a student in Kindergarten or the first semester of grade 1 or the WIDA Online Screener to the student to determine EL status and program placement. (If all responses on the HLS are English, no additional action needs to be taken. The student is not considered an EL.) All students taking the WIDA Screener for Kindergarten are enrolled in the EL program. If a student scores below a level 4.5 on the WIDA Online Screener, he/she is not considered English proficient and is enrolled in the EL Program. If a student scores 4.5 or above he/she is deemed initially fully English proficient (IFEP) and is not enrolled in the EL Program.

When a student with a home language other than English transfers to a member district from another school district within the U.S, the school staff and/or NKCES EL Program Consultant examines the student's previous school records for evidence of enrollment in an EL program or documentation that the student has exited an EL program. When previous school records do not contain the necessary information, an NKCES EL Program Consultant (in NKCES EL Program districts) or district staff (in Beechwood) administers the WIDA Screener for Kindergarten or WIDA Online Screener to determine EL status and program placement.

Once the student is identified as an EL, a Program Service Plan (PSP) is developed for the student. Parents are notified and invited to the PSP meeting within 30 days of the first day of school. If the student was enrolled after the start of the school year, the PSP meeting takes place within 2 weeks of the student's enrollment. All EL students take the ACCESS test during the state ACCESS testing window.

Student eligibility for placement in the EL Program is not based on immigration status and districts 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, family bible with dutiful records, or an affidavit would suffice in place of the birth certificate.

IV. Program Description

Beechwood, Bellevue, Dayton, Fort Thomas, Ludlow, Pendleton, Southgate, and Walton-Verona school districts all participate in the NKCES Title III Consortium. Additionally, Bellevue, Dayton, Fort Thomas, Ludlow, Pendleton, Southgate, and Walton-Verona participate in the local EL Program at NKCES. Additionally, Fort Thomas Independent, which has a larger EL student population, employs both a part-time EL Teacher and a full-time EL Teacher who work directly with students and meet regularly with the EL Program Consultants to develop the EL instructional program. Beechwood employs one full-time EL teacher using local funds.

The EL Program Consultants and/or EL Teachers in each district complete a variety of tasks to support the implementation of the English Learner Program, which include, but are not limited to the following: assessing students, developing Program Service Plans, providing direct services to students, collaborating with classroom teachers, providing professional development, monitoring exited students, and assisting Title III Directors with program planning and reporting. The EL Consultants regularly participate in professional development opportunities to expand their expertise in the field and offer PD opportunities to the EL Teachers in the NKCES Title III Consortium and throughout the region.

The EL Consultants and EL Teachers in each district work with classroom teachers to provide sheltered English instruction, pullout EL support, and consultation. EL students whose parents or guardians have waived services receive sheltered English instruction and their teachers receive consultative support, but these students do not receive pullout EL support.

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

The EL Consultants and/or EL Teachers assist districts to ensure that EL students suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner using culturally and linguistically appropriate measures.

The EL Consultants and/or EL Teachers also encourage districts to conduct universal screening of all students in one or more grade levels to identify students for gifted services, as well as to consider including reliable and valid nonverbal ability assessments as part of the identification process to ensure equal access for EL students to the gifted program.

All of the districts in our Title III Consortium use their own personnel and/or contracted interpreters as needed to ensure parent communication to ensure that parents are aware of school and district programs and events.

VI. Professional Development

The EL Consultants provide regular professional development opportunities to teachers to support the implementation of students' PSPs. This individualized PD includes explaining the ACCESS assessment and performance levels, the WIDA Can-Do and ELP standards, differentiating instruction for EL students, and providing accommodations and modifications to support students' learning.

Professional development sessions that will be offered include: Assessment and Modifications for EL Students, Your Responsibility with EL Students' PSPs, Differentiation for ELs, SIOP Training of Trainers by the Center for Applied Linguistics, the Northern Kentucky English Learner Professional Learning Network, and other PD sessions by request.

The NKY EL PLN is a forum where EL teachers extend the learning from Professional Development sessions. During the PLN meetings, teachers share about their learning from the PD sessions and how they are implementing the strategies that they learned in the classroom.

In addition, the EL Consultants or other staff in each district will follow up with classroom teachers who attend the district-specific PD sessions with follow-up meetings where teachers share evidence of implementation and work with the EL Consultants or staff in their districts to refine their practice in working with ELs. The trainings that are offered to all districts are multi-session and it is required that teachers share evidence of implementation to receive PD credit. Evidence of implementation, as well as teacher surveys, will be used to determine the effectiveness of, and to refine, the PD sessions.

The EL Consultant and/or EL Teachers who attend will share the strategies with all staff who serve ELs either during staff or individual meetings. Classroom teachers are encouraged to share strategies from trainings with their staff during staff or team meetings.

VII. ELP Assessment

All EL students in grades K-12 who are enrolled in the districts of the Title III Consortium during the ACCESS testing window will take the ACCESS for ELLs assessment in their respective districts. The ACCESS assessment measures English proficiency in the four domains of language: listening, speaking, reading, and writing.

VIII. EL Program Exit Criteria and Procedures

ELs who have attained a score of 4.5 or higher Overall Composite Proficiency Level on a Tier B or C ACCESS 2.0 assessment in Kindergarten or above will be considered English language proficient (ELP) and will exit the EL program.

IX. Monitoring Procedures

The members of the NKCES Title III Consortium adhere to the Kentucky Department of Education guidelines for monitoring exited EL students were updated 7/6/2017 which are as follows:

Districts have an obligation under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA) to monitor the academic progress of former English learner (EL) students who have been re-designated fully English proficient (RFEP). The students must be monitored for four years after exiting from a language instruction program [ESSA 3121(a)(5)].

Monitoring must ensure that RFEP students are able to participate meaningfully in the regular classroom. After students have exited an EL program, school districts must monitor the academic progress of exited EL students to ensure that:

- students were not prematurely exited;
- any academic deficits they experienced as a result of participation in the EL program have been alleviated; and
- they are successfully participating in the regular academic program comparable to their never-EL peers.

Designated instructional staff, such as English as a Second Language (ESL) staff or a guidance counselor, must formally monitor the RFEP student's academic performance regularly. The information must be documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services must be made available to the student.

If a district's monitoring of exited EL student indicates that a persistent language barrier may be the cause of academic difficulty, the district should re-assess the student with a valid and reliable, grade-appropriate English language proficiency test such as the WIDA MODEL to determine if there persist to be an English proficiency issue and must offer additional language assistance services where needed to meet its civil rights obligations.

The district must collect data on the academic performance of RFEP students for the duration of the four year period. The sources of information collected may include: records on length of time from entry in a U S English speaking school to exit from EL programs; performance on standardized achievement tests; grades in content area classes; Grade Point Averages (GPAs); teacher observations; parent observations and/or feedback; meeting promotion and graduation requirements; and/or graduation rates.

ESSA 3121(a)(5) requires that districts report on the number and percentage of ELs meeting the State academic standards for four years after students are no longer receiving Title III services. The data must include results on content assessments for reading/language arts, mathematics, and science and be disaggregated by English learners with disabilities (ELWD).

X. Program Evaluation

Each year, the EL Consultants and/or the district's EL Teachers meet with each district's Title III Coordinators, school principals, classroom teachers, and parents to review the students' ACCESS scores, grades, RTI data, and other available measures to ensure that the EL students are making adequate progress in developing English language proficiency. Program changes are made as needed, such as increasing the amount of direct services or increasing Tier level in RTI, when students are not making the expected amount of progress. The EL Consultants also work regionally with teachers and administrators through the Northern Kentucky English Learner PLN to compare data regionally to evaluate program effectiveness and to discuss strategies for improvement.

XI. OCR Assurances

All NKCES Title III Consortium member districts agree to the following Office of Civil Rights (OCR) Assurances:

1. All students/parents/guardians are administered the Home Language Survey (HLS) at enrollment. This survey is kept in the student's cumulative folder.
2. All students who could potentially be identified as EL are assessed with the required state screener to determine English proficiency.
3. EL parents of students are identified and served through translation or interpretation as needed.
4. Students who are identified as EL will receive English learner (EL) services that are educationally sound in theory and effective in practice whether or not the district is receiving Title III funds.
5. All teachers of EL students are providing accommodations as required to make Kentucky Academic Standards (KAS) accessible.
6. For EL students whose parents/guardians have declined EL services, the EL services are provided through the regular academic classrooms/teachers.
7. Students are not retained in grade levels or classes if language acquisition has any part in the decision for retention.
8. All students are receiving culturally appropriate and culturally sensitive instruction in all classes.
9. Students are exited using accepted SEA criteria.
10. Exited students are monitored as required under federal and state regulations. Assistance is provided to monitored students who are not making adequate progress.
11. EL students are eligible for all school and extra-curricular programs.
12. All ELs are age appropriate for the grade level in which they are placed.

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