



Kenton County School District | *It's about ALL kids.*

**THE KENTON COUNTY BOARD OF  
EDUCATION**

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Dr. Henry Webb, Superintendent of Schools

**KCSD ISSUE PAPER**

**DATE:**

5/9/18

**AGENDA ITEM (ACTION ITEM):**

Consider/Approve District LAU Plan for English Language Learner students for the 18-19 school year.

**APPLICABLE BOARD POLICY:**

1.11

**HISTORY/BACKGROUND:**

All KY school districts should have a Lau Plan that outlines how the EL program will fulfill its legal obligations to EL students under Title VI of the Civil Rights Act.

**FISCAL/BUDGETARY IMPACT:**

None

**RECOMMENDATION:**

Consider/Approve District LAU Plan for English Language Learner students for the 18-19 school year.

**CONTACT PERSON:**

Martha Setters

\_\_\_\_\_  
Principal

  
\_\_\_\_\_  
District Administrator

  
\_\_\_\_\_  
Superintendent

*Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.*

*Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.*

**Kenton County Board of Education**

Board Members: Carl Wicklund, Chairperson Karen L. Collins, Vice Chairperson Joshua Crabtree, Esq. Carla Egan Jessica Jehn  
"The Kenton County Board of Education provides *Equal Education & Employment Opportunities.*"

# KENTON COUNTY SCHOOLS

## LAU PLAN

### REQUIRED UNDER TITLE VI OF THE CIVIL RIGHTS ACT AND THE EQUAL EDUCATIONAL OPPORTUNITIES ACT (EEOA)

All schools districts in Kentucky are required to provide equal educational opportunities to students regardless of race, national origin, sex, color, or disabilities. An English Learner (EL) is a student who has a primary or home language other than English and who lacks the necessary academic English language skills to perform at grade level in one or more of the skill areas of listening, speaking, reading and writing. In order to provide equal access to school programs, English Learners (EL) (including immigrant, refugees, migrants and undocumented students) must receive instruction that increases their English proficiency and core academic content knowledge. The Lau Plan (Lau v. Nichols, 1974) is developed to meet the linguistic, academic, social and emotional needs of all English Learners (EL). The Kenton County School system is committed to providing appropriate placement, along with curricular, instructional, and other related services to ensure that ELs are able to participate effectively in the schools' educational programs.

#### **I. Enrollment and Identification of ELs**

Parents registering their children at neighborhood schools are asked to complete a Home Language Survey on the District's enrollment form. This survey identifies students whose first language is not English. If the answer on any of the questions on the survey indicate a language other than English, the school contacts the appropriate EL staff for initial referral. Trained personnel use multi-criteria assessments to identify a student's eligibility which may include WIDA online screener, SRI Reading Assessment, Parent/student interviews, and review of academic performance, student works and educational records.

The results are shared with the student's parent/legal guardian and other stakeholders to develop a Program Service Plan (PSP) which

includes the Language Proficiency assessment information, type of EL services, and the instructional/assessment needs of the student. Parents are invited to attend and participate in all meetings pertaining to their child. These meetings about student programming must be documented. A Notification of Eligibility Form is sent to the parent/guardian within 30 days after the first day of the school year, or within 10 instructional days of the student's first date of attendance for mid-year enrollments. This form includes the reason for student's identification for screening and method of screening, the levels of English proficiency and the type of EL services program. Parents are entitled to guidance in a language they can understand about their child's rights, the range of EL services their child could receive, and the benefits of such services.

Parents are also notified that they have a right to decline the EL services for their child in the Language Instruction Education Program (LIEP). If a parent declines EL programming, the school still must provide meaningful education. Services will be provided by the general education teacher with consultation from the EL staff. The student will be assessed annually through the WIDA ACCESS test and will remain in the LIEP program until exiting scores have been achieved.

A language minority student who is experiencing classroom difficulties may be tested for English language proficiency at any time during the school year. Test results are reviewed and recommendations made.

Non-public schools within the Kenton County district may participate in the District's LIEP program. An Intent to Participate form and needs assessment should be completed to determine EL services.

## **II. Placement of ELs**

### **A. Placement of Elementary EL Students**

Elementary EL students will be placed at the age appropriate grade level. A student may be placed one grade level below if the student has had little or no prior formal schooling in his/her native country. The Elementary principal determines the grade level. The principal may consult with EL staff to help make the determination.

### **B. Placement of Secondary EL Students**

The EL staff may be asked to assist in determining grade placement and class scheduling. The middle and high school counselors will assign the EL students to particular classes. Additional content support for EL students who may struggle academically will be considered and provided as needed.

### **C. Special Services**

EL students may participate in every program for which they are eligible. Placement in one does not preclude placement in a second or third program. Programs referred to include Special Education, EL, Gifted, Title program, Tier Interventions, Advanced Placement courses, etc.

## **III. Language Instruction Education Program (LIEP)**

LIEP programming provides ELs with access to the general educational curriculum through a continuum of instructional options. Information gathered from parents, academic records, and assessments informs programming placement in age-appropriate classrooms and determines the amount and type of language instruction. The LIEP program is

provided by a certified teacher with ESL endorsement as required by state and federal laws. Program delivery is provided by a team of educators which may include an EL teacher, a general education teacher, and other specialists.

The LIEP is a research-based instructional approach that effectively promotes English proficiency and high academic achievement. It is a systemic approach for serving ELs based on English Language Proficiency Standards and Kentucky Academic Standards.

A Program Services Plan (PSP) is prepared for each student. The goals, objectives and research-based strategies are planned at the appropriate level of EL instruction as determined by the student's scores and English proficiency levels indicated. Types of program services may include:

Content-Based EL – English is taught through the content areas of English Language Arts, Mathematics, Science and Social Studies

Pull-out/ Resource – Programs remove ELs from the general education classroom to teach English language skill and/or academic content.

Sheltered English Immersion – Student remains in the general education classroom and English language instruction is embedded within the curriculum.

Sheltered English Instruction – EL instructor collaborates with general education teachers to provide English language support in the general education classroom.

Newcomer program – Students with little to no English are placed in a program with intensive English instruction to accelerate the acquisition of early literacy skills in English and basic conversational fluency.

## **LIEP GOALS**

- A. Provide instructional programs based on research-based educational practices that are aligned to all national, state, and local content standards.
- B. Provide support and advocacy for students socially, culturally and academically.
- C. Provide a link between the schools and the EL families by making contact visits and calls, translating/interpreting communication between home and schools and by affording the parents/guardians the ability to make decisions regarding their child's participation in the LIEP program.
- D. Provide appropriate and regular assessment in order to properly place the students, measure their progress, guide adjustments to their instructional plans and determine when the students are proficient to be reclassified to monitoring status.
- E. Provide highly-qualified EL staff.
- F. Provide professional development opportunities for all District staff members to assist them to improve instruction and assessment, enhance their ability to understand and use curricula and instructional strategies for ELs that are of sufficient intensity and duration to have a lasting impact on performance.

## **IV. Annual English Proficiency Assessment and Administration**

The ACCESS for ELs is a federally and state-required annual assessment for all English Learners. If a student is identified as an EL, then that student must be administered the assessment annually until that student attains the State's definition of English language proficient, which is currently defined as a Level 4.5 Composite score. This assessment is administered by an individual who has received WIDA administration training. Schools do not need permission to test a student with ACCESS. If a student has been identified as EL and the

parents refuse services, that student must be administered the ACCESS for ELs annually until that student attains 4.5 Composite score overall.

Annual Measurable Achievement Objectives (AMAOs) include students making progress in proficiency (annual increase in the number of percentage of students making progress in learning English) and in attaining proficiency (annual increase in the number or percentage of children attaining English proficiency by the end of each school year as determined by the ACCESS assessment).

EL students are included in all Kentucky state-required assessments. Students may be eligible for the state's approved accommodations for ELs and are documented in the Student's Program Services Plan (PSP). Test scores for ELs who have lived in the United States for less than one year prior to taking these assessments are not counted for performance and are "Participation Only" students.

#### **V. Monitoring of Students Exiting LIEP**

A student who has been fully mainstreamed in the general education classes will be monitored by the EL staff for four (4) years. A letter to parents in their native language will notify them that their child is ready to be reclassified to "monitor" status. The letter will also assure them that the student will be monitored for 4 years and should the student experience English language proficiency difficulties later, the student may be reclassified for active services again.

The monitored student's grades and assessment results will be checked by the EL staff. If the student is experiencing difficulties with grade level work, the EL staff will contact the teacher to determine what issues the student is having. The EL staff will work with the teacher to resolve the issue. If the problem appears to be language or comprehension related, a meeting with the stakeholders will be held to discuss reclassification.

An Exit EL Monitoring Form (Elementary) and Exit EL Monitoring Form (Middle/Secondary) will be utilized for 4 years after the year of exiting with input from the general education teacher. A rating scale for Language Arts, Mathematics, Science and Social Studies is completed by

the general education teacher. The EL staff is responsible for reviewing and maintaining this form.

After 4 years on monitor status, if the student does not exhibit language-related issues in the classroom, the student's status will be reclassified to "Not Limited English Proficient".

## **VI. Program Evaluation**

The EL Advisory Committee may include parents, EL staff, teachers, administration, and district personnel. The Committee meets annually to address the following:

- a. Need to evaluate or revise the LIEP program.
- b. Make recommendations for placement procedures and program type for the following year.
- c. Review the LAU Plan and recommend revisions if necessary.
- d. Determine the LIEP strengths and weaknesses based on data and develop plans for improvement.
- e. Determine topics of focus for parent activities based on parents' needs.
- f. Review student data to assess student progress in achieving English proficiency and participation in school programs
- g. Review feedback and suggestions from staff, parents and students (if appropriate) concerning LAU Plan procedures and services provided to students
- h. Review Gifted/Talented identification process for ELs to increase the opportunities for ELs into GT and AP classes.

## **VII. Professional Development**

EL students face the unique challenge of developing skills and content mastery while simultaneously acquiring a new language – often when their native language is not yet fully mastered. This means that teachers



must also simultaneously meet these instructional goals. While supporting access to content, teachers of ELs are called upon to accelerate English language development and literacy. Thus teachers need to know how to create classrooms that are supportive of using and learning language.

Professional Development will be available to support teachers in the following areas:

- a. Build opportunities for students to learn language and content from each other through purposeful, carefully structured and scaffolded tasks.
- b. Create engagement and discussion opportunities that socialize students to the language of the discipline to amplify and enrich the activities for comprehension, discussion and interactions with ideas.
- c. Incorporate WIDA English Proficiency Standards and Model Performance Indicators into lesson plans to support EL students.
- d. Consider student's language proficiency and native language when differentiating lesson plans and supporting students with modifications/accommodations.
- e. Take advantage of the assets of diverse students by understanding students' language skills and their culture, background knowledge, and experiences.
- f. Acquire strategies designed to help instruct ELs in the general education classroom to meet the social, educational and affective needs of EL students.
- g. Analyze EL data to make instructional/assessment decisions for students.

PD opportunities will be available for all staff in the district to assist with EL student identification, understanding key concepts of second-language acquisition and developing cultural sensitivity and appreciation of diverse cultures.

