

Allen County Schools English Learners “Lau Plan” and Guidance Document 2022-2023

Rationale

Allen County School District is prepared to educate all students, including those who speak a language other than English, in compliance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. The district will provide the same educational opportunities and experiences to all students. We focus on increasing English language proficiency for all English Learners (EL) so that they may participate fully in educational programming. English Learner students are learning the language of English at the same time they are learning academic content.

Enrollment, Identification, and Placement

Students enrolling in Allen County Schools will be asked about their primary language spoken at home. If a family indicates anything other than English as their primary language at home, the family will be given a Home Language Survey. Translators will be provided to the parents/guardians if a language other than English is spoken as their primary language. We will verify the following:

- Was the student an EL student in another school district?
- Was the student previously screened to see if they qualify for English Language support?

A student identified as an English Learner should be administered the appropriate WIDA ACCESS Placement Test (W-APT) for Kindergarten students or the WIDA Online Screener for grades 1-12 by a teacher or staff member trained to administer the assessment.

- ☐ If a student's overall composite score is 4.5 or higher, the student will be identified as Initially Fully English Proficient (IFEP). These students will not take the ACCESS test during the state-identified assessment window.
- ☐ If the W-APT or WDA Online Screener indicates that the student is not English proficient, a Program Service Plan (PSP) should be developed for the student. The school where the student is attending must notify and provide the PSP to the parents within 30 days if the student was enrolled at the beginning of the school year and within two (2) weeks if the student enrolled after the start of the year per 703 KAR 5:070.
- ☐ A Kindergarten student who has taken the W-APT Test is enrolled as an English Learner student. They will have a PSP regardless of the score and take the annual ACCESS test during the state testing window. The student will not be able to exit the EL program until taking the ACCESS in first grade and meeting the exit criteria. The student's exit date would be June 30, following their first-grade year.

Each classroom teacher who serves the student will be given basic information about the student within the first 30 days of school. This will include basic information, screener scores, and the Program Service Plan with necessary support noted.

Program Service Plans

Identified English Learner students will be provided a Program Service Plan (PSP) developed by the Counselor in each building in consultation with the EL teacher, principal, and other appropriate staff members. The PSP will indicate which service delivery options are best aligned with the student's English Language Development (ELD). The plan will include accommodations and modifications for the classroom setting and for state testing. Parents/Guardians will be given notification in their native language regarding their child's inclusion in the EL program, the benefits of the program, and to inform them of their right to withdraw from the program at any time. Every opportunity is made to meet with families within the first 30 days of the school

year to provide input and/or an update to the plan. Students will be placed in an age-appropriate grade level.

ACCESS Testing

Annually, assessments will be given to determine if a student is fully English proficient through ACCESS testing. ACCESS for ELL 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through Grade 12 students who have been identified as English Learners. Students may be given the MODEL assessment up to two times prior to the ACCESS test to monitor student growth and plan needed instruction.

State-Required Assessments

In accordance with 703 KAR 5:070 and the document entitled Inclusion of Special Populations and in the State Required Assessment and Accountability System, each school shall assess all English Language learners. EL learners must participate in all parts of the state-required assessment unless the students are in their first year of enrollment in a United States school.

English Learners must participate in all:

- state-approved English language proficiency assessment annually. Regardless of the time enrolled in a U.S. school, all ELs enrolled in grades K-12 shall participate.
- state-required assessments after one full year of enrollment. The first full year of enrollment is defined as 240 days or 12 months. These are cumulative.
- mathematics tests for participation only if a student is enrolled in a grade in which a mathematics test is administered for first-year EL students with appropriate accommodations noted in their PSP.
- science tests for participation only if a student is enrolled in a grade in which a science test is administered for first-year EL students with appropriate accommodations noted in their PSP.

Exemptions

ELs in their first year of enrollment in a U.S. school, ELs are not required to participate in the state-required reading, writing (language mechanics or on-demand), or social studies assessments. These assessments are optional and at the discretion of the school or district.

Accommodations

For EL students who have been identified, it may be necessary to permit instructionally consistent accommodations for assessment administration. Any accommodation shall be based on an assessment of English language proficiency, consistent with the ongoing delivery of instruction services that are stated in the PSP. Accommodations shall not be solely for the purpose of state-required accountability testing.

Language Instruction Educational Services (LIEP)

The district supports the service delivery model of each school and ensures through regular monitoring and evaluation of the service delivery models are aligned with research to support English Language Development and attainment of academic curriculum for all students. When possible, students shall receive services in the regular classroom with PSP accommodations to ensure their success. When services warrant, the delivery models are outlined in each school's plan and should include structured and English language mainstream instruction to qualifying students.

Access to Meaningful Co-Curricular and Extracurricular Programs and Activities

All EL students will have the same opportunity and access to co-curricular, grade-level programs as general education students. EL students will be assigned a Chromebook in the same manner as their same-grade peers. Multiple data points will be used to determine the placement of intervention supports, special education, Primary Talent Pool, Gifted and Talented, and Advanced Placement courses, as test scores are not indicative of students' abilities in all areas. Classroom performance, parent input,

student interviews, student work, and teacher recommendations will also be considered. Announcements by schools, including school newsletters, shall include a translated version in the student's home language to ensure all students and families have access to the same information.

Exiting from EL Services

In order to exit from the English Learner Program services, the state requires a student must be in first grade or higher and achieve a score of 4.5 or higher on their overall Composite Score on a Tier B or Tier C. Exit status can only be determined by the ACCESS test given during the state testing window. Once the EL student exits the program, their status should be changed to monitor and all records in Infinite Campus should be updated to reflect the exit date.

Monitoring Former EL Students

The academic progress of former EL students who are now Fully English Proficient must be monitored for four years following their exit date from the program to ensure that student academic continues after the EL services cease. The monitoring of former EL students is completed by classroom teachers and school counselors under the supervision of a school administrator. Copies of the monitoring form should be sent home to parents/guardians twice a year, and a copy should be filed in the students' cumulative file.

Monitoring must include at least three sources of evidence to determine the successful growth. Those may be but are not limited to screeners, summative grades on classroom assessments, benchmark assessments, writing samples, and state-assessment data. School teams should review monitoring data and identify students not demonstrating growth after exiting. School CAP (Counselor, Assistant, Principal) Teams will identify students not making growth to the Chief Academic Officer, and the EL Committee will review data to determine if the student should be re-entered into program services. During monitoring, students are allowed to use accommodations in the classroom setting. No accommodations are given during testing.

School and District Committees

The district and schools will maintain teams/committees with a focus on identifying, serving, assessing, and eventually exiting an English Learner from the program. These committees meet minimally twice per year to monitor EL students' academic and language progress, including those who have exited the program. These committees may make recommendations to the Chief Academic Officer for needed revisions to the Lau Plan for the district. The committees will include a counselor, an administrator, teachers, and EL support personnel. It is the responsibility of each school to annually consider the needs of their EL program and make annual reports to the district.

Qualified Personnel

Instructional personnel must be qualified with academic preparation in English as a Second Language. These qualifications will also meet the certification requirements of the Kentucky Department of Education. EL services may also be provided by qualified instructional assistants who is supervised by an EL teacher in collaboration with the student's regular classroom teacher.

Engaging Family and Community

Engaging families is crucial for a successful EL program and student success. EL instructors are encouraged to contact parents on a regular basis with updates on progress, awards students may receive, and concerns they may have about student progress. EL parents and families should be invited to attend all school programs and meetings. To do so, all communication regarding such programs should be sent home to parents in their home language. The school is responsible for providing a translator when necessary for parents to communicate with school personnel. The schools and the district will also seek community partnerships that will increase the success of EL students and families in language acquisition.

Professional Development

All teachers of English Learners are provided professional development to support EL students in a variety of settings. EL instructors should be invited to PLCs and other meetings where data is being reviewed and interventions discussed. Staff are also responsible for collecting transition readiness data for all students. The data and discussions should inform needs assessments and improvement planning at the school and district levels. Specific professional development needed should be shared with school principals and the district's Chief Academic Officer.

Program Evaluation

The district and schools should use the WIDA Best Practice Framework and data to determine program effectiveness. At the end of each school year, each school should analyze the percentage of students making growth, the percentage of students exiting the program, and the data trends for each school, including College and Career Readiness for EL students graduating high school. The data from these meetings should be used in the school's continuous improvement process.