



2023-2024 Phase Four: English Learner Plan for Districts (Lau Plan)

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Jefferson County
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Table of Contents

2023-24 Phase Four: English Learner Plan for Districts (Lau Plan)	3
Attachment Summary	6

2023-24 Phase Four: English Learner Plan for Districts (Lau Plan)

To meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, all districts will develop a local plan for providing services to English learner (EL) students. All districts must have a plan in place, regardless of current EL enrollment.

The school district's EL plan is commonly referred to as a Lau Plan, in reference to the 1974 Lau v. Nichols Supreme Court case in which the Court ruled students cannot be denied access in and participation in an educational program due to inability to speak or understand English. The Court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

By completing these assurance statements districts are documenting that the district Lau Plan contains each of the required components and has been recently reviewed by the appropriate stakeholders and is easily available to the general public. In addition to completing the assurances, the district Lau Plan **must** be uploaded as an attachment.

Choose Yes or No for each statement and upload the district Lau Plan as an attachment.

Lau Plan Component Assurances

Please confirm that each required component has been included in the district's Lau Plan. Note: Additional information may be included in the plan at the discretion of the district.

1. Names of the Lau Plan team members

Yes

No

2. Guiding principles of the Lau Plan

Yes

No

3. Procedures for enrollment, identification, and placement of ELs in a Language Instruction Educational Program (LIEP)

Yes

No

4. Description of the LIEP

Yes

No

5. Process to provide meaningful access to all co-curricular and extracurricular programs and activities

Yes

No

6. EL professional development for staff who deliver instruction or support the LIEP for ELs

Yes

No

7. Information about the annual English language proficiency assessment and administration

Yes

No

8. LIEP exit criteria and procedures

Yes

No

9. Procedures for monitoring students who have exited the LIEP

Yes

No

10. Process for evaluation of the district's EL program

Yes

No

Lau Plan Development Assurances

Please confirm the following information related to the Lau Plan.

1. The Lau Plan is reviewed (and revised, when necessary) on a regular basis (i.e., every two years).

Yes

No

2. The Lau Plan is not altered without the participation and/or approval of the Lau Plan team members.

Yes

No

3. Lau Plan revisions take into account program evaluations and stakeholder feedback.

Yes

No

4. The Lau Plan is easily accessible to the general public (i.e., posted to the district website).

Yes

No

5. The district's Lau Plan has been uploaded in the attachment area directly below #5.

● I certify that I have uploaded the district's Lau Plan in the attachment area directly below.


ATTACHMENTS

Attachment Name

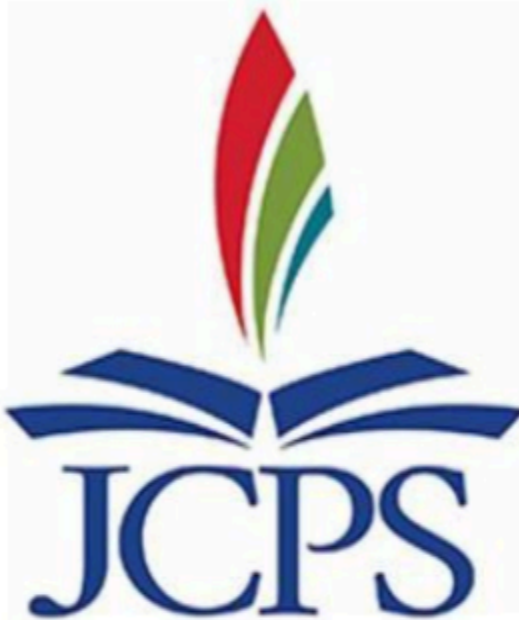


Revised 2024 JCPS LAU Plan

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Revised 2024 JCPS LAU Plan		• 5

Lau Plan



Jefferson County Public Schools

Jefferson County Public Schools shall provide an English language program to ensure multilingual learners attain English proficiency, develop high levels of academic achievement in English, and meet the same challenging academic standards all students are expected to meet.

Dr. Marty Pollio
Superintendent

2021-22

Revised January 2024

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Acknowledgments

We would like to acknowledge the work of the Lau Plan Advisory Committee in the development of the Jefferson County Public Schools Lau Plan.

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Table of Contents

- I. Lau Plan Guiding Principles
- II. Enrollment, Identification, and Placement of ELs in a Language Instruction Educational Program (LIEP)
- III. Description of the LIEP
- IV. Process to Provide Meaningful Access to All Cocurricular and Extracurricular Programs and Activities
- V. EL Professional Development for Staff Who Deliver Instruction or Support the LIEP for ELs
- VI. Annual English Language Proficiency Assessment and Administration
- VII. LIEP Exit Criteria and Procedures
- VIII. Monitoring Procedures After Students Exit the LIEP Program
- IX. EL Program Evaluation
- X. Meaningful Communications With Parents/Guardians

References

Section I: Lau Plan Guiding Principles

Jefferson County Public Schools (JCPS) believes in an asset-based approach to education. “As part of its asset-based belief system, WIDA uses the term 'multilingual learners' to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis ... in an effort to encourage the field to use terminology that is asset-based and inclusive, WIDA began to use the term 'multilingual learners’” (WIDA, 2020, p. 11). JCPS believes this shift in terminology is important as well. The term *multilingual learner* (ML) will be used throughout this document; however, in some instances in this document, the terms *English Learners* (ELs) and *English Language Learners* (ELLs) are used for policy purposes.

Kentucky is part of the [World-class Instructional Design and Assessment \(WIDA\) Consortium](#), promoting the Big Ideas of Equity, Integration, Collaboration, and Functional Approach to Language Development to support the English Language Development (ELD) process. Through this philosophy, JCPS provides the anchor for MLs to achieve at high levels, access a standards-based curriculum, and increase and attain English language proficiency.

This document provides guidance to ensure adherence to the federal laws and legal requirements for educators, parents, and stakeholders of JCPS. Below is a summary of federal laws and Supreme Court cases protecting MLs and outlining the district obligations for serving MLs:

- [Title VI of the Civil Rights Act of 1964](#)—Title VI prohibited discrimination on the basis of race, color, or national origin in any federally assisted program. It has been interpreted to include the prohibiting of equal access to education because of a student’s limited English proficiency.
- [Bilingual Education Act of 1968](#)—The act, also known as Title VII, provided supplemental funding for school districts interested in establishing programs to meet the “special educational needs” of large numbers of children of limited English speaking ability in the United States. It was reauthorized in 1994 as part of the Improving Schools Act. Under the No Child Left Behind (NCLB) Act, the Bilingual Education Act was renamed the **English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III)**.
- [Equal Educational Opportunity Act \(EEOA\) of 1974](#)—The civil rights statute prohibited states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional program.
- [Lau v. Nichols \(1974\)](#)—Supreme Court case in which the court ruled that students cannot be denied access to and participation in an educational program due to inability to speak or understand English. The court ordered that districts must take affirmative steps

to overcome educational barriers faced by non-English-speaking students. “There is no equality of treatment by providing students with the same facilities, textbooks, teachers and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.”

- [Castaneda v. Pickard \(1981\)](#)—Circuit Court ruling set the criteria for examining EL programs. The court established a three-pronged approach to evaluate the adequacy of a district’s program for ML students:
 1. Qualified teachers implementing sound theory
 2. Soundness of Educational Approach
 3. School districts must evaluate their programs and make adjustments where needed to ensure that language barriers are actually being overcome.
- [Plyler v. Doe \(1982\)](#)—U.S. Supreme Court ruled 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.
- [Dear Colleague Letter, January 7, 2015](#)—This joint guidance developed by the Department of Justice (DOJ) and the Office for Civil Rights (OCR) outlines state, district, and school legal obligations in providing services to EL students and families.
- [Every Student Succeeds Act \(ESSA\) of 2017](#)—The law replaced NCLB and is a reauthorization of the 1965 Elementary and Secondary Education Act. It provides accountability for the education of all children and provisions specific to limited English proficient students, Title I, and Title III.

Section II: Enrollment, Identification, and Placement of ELs in a Language Instruction Educational Program (LIEP)

Upon initial enrollment, the parent/guardian of every student in JCPS completes the [Home Language Survey](#) (HLS) to determine the primary or home language of the student(s). Translation and on-demand interpretation services are available to all schools and shall be provided to parents/guardians when needed for communication of enrollment procedures. The HLS questions are indicated below:

1. What is the language most frequently spoken at home?
2. Which language did your child learn when they 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?

If the answer to any of the four required HLS questions indicates a language other than English, the student is a potential English Learner (EL) and needs to be administered an English proficiency assessment for identification according to the federal definition in ESSA, Title III.

In order to be identified as an EL, the student must score below a 4.5 overall composite on the WIDA Screener for Kindergarten or WIDA Screener Online for grades one through twelve. The results of the English proficiency assessment are presented to the parent or guardian within the first 30 calendar days of enrollment or two weeks of enrollment during the school year.

All MLs in JCPS have access to a Language Instruction Educational Program (LIEP) to meet the English language and academic needs. In JCPS, the LIEP is provided through the English as a Second Language (ESL) Program. Parents have the right to decline their child's participation in the ESL Program; however, this will not change the EL status of the student. All ML students identified for the EL Program will be counted as part of the school accountability model regardless of EL status or student participation in the EL Program. Every JCPS school has a trained, certified ESL teacher to provide an ESL instructional program in grades K–12. In addition, some schools have Bilingual Associate Instructors (BAIs) to provide instructional and/or oral native language support where appropriate. Once ML students are assigned to a school, the on-site staff determines the EL service model for language development services based on student need. This is reflected on the individual Program Services Plan (PSP) for every ML student enrolled in JCPS, including declined students.

Section III. Description of the LIEP

“One of the first steps toward effectively advocating for ELs’ equitable education is recognizing that everyone involved in ELs’ education must share the responsibility for ensuring their success” (Fenner & Segota, 2014, p.27). The instruction of MLs in JCPS is a responsibility shared among all school staff. All teachers are responsible for providing English Language Development (ELD) instruction to MLs in their classroom. Therefore, it is essential that ESL teachers collaborate regularly with grade/content area teachers to plan and deliver instruction using appropriate academic language development strategies in all classrooms by integrating Kentucky Academic Standards (KAS) and WIDA Language Standards. Collaboration “is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive” (WIDA, 2020, p. 19). The [8 Key Practices to Support English Learners in Any JCPS Classroom](#) and [WIDA’s Can Do Descriptors](#) empower teachers to differentiate and scaffold instruction to fit the needs of individual students while supporting their ELD.

In JCPS, the ESL Program provides ELD instruction for MLs to achieve English proficiency in the four domains of listening, speaking, reading, and writing. Data and professional judgment help guide students’ ESL services. For MLs, “Tier I includes the English language development instruction that students may receive (e.g., bilingual, ESL, sheltered, or dual language instruction)” (WIDA Consortium, 2013, p. 6). MLs receive their Tier I core instruction in **IN ADDITION TO** any interventions that are appropriate. The following are in place to support quality ELD instruction for MLs:

- Kentucky Academic Standards for grade-level expectations and curriculum
- WIDA Standards and Framework to provide English language instruction and support ELD
- JCPS Curriculum Maps and Instructional Frameworks to support instruction and collaborative planning and conversations
- Multi-tiered Systems of Support (MTSS) to ensure that MLs receive appropriate and timely interventions and enrichment
- State and district data, as well as ongoing formative assessments, to inform MLs’ needs in content learning and ELD
- The Central Office ESL Instructional Unit supports professional learning, coaching, consultations, programmatic needs, and modeling.
- The Program Service Plan (PSP) indicates EL service types, instructional accommodations, and assessment accommodations for all MLs.

JCPS offers the ESL Program for MLs in all levels and in every school. JCPS LIEP service types are listed below:

- **ESL Pull-Out (POE):** ESL teachers pull out students from the general education

classroom to work in a small-group setting. ESL teachers pre-teach, teach, or re-teach English language skills and/or academic content by the general education classroom teacher.

- **Content-Based ESL (CBE):** English is taught through the content areas of mathematics, English language arts, science, and social studies.
- **Structured English Immersion (SEN):** In the SEN service type, ESL teachers push in to provide linguistic and academic support to MLs in the general education classroom. This is accomplished through the co-teaching model. It requires extensive collaboration between the ESL and classroom teacher to ensure that classroom time is specifically devoted to explicit and intentional language instruction. ESL teachers **co-teach** a standards-based lesson using instructional strategies to support English language development in the content areas. Collaborative planning and deliberate rostering of students **must** be a top priority to have an effective co-teaching model.
- **Sheltered English Instruction (SEI):** Instruction is in English and adapted to the student English proficiency levels and provides modified curriculum-based content.
- **Content Area Tutoring (CAT):** One-on-one or small-group tutoring/assistance to ELs during school hours in the content areas. Tutoring is generally provided by teachers other than bilingual or ESL teachers and may be provided by an aide under the direction of a teacher.
- **Two-Way Immersion (TWI):** Bilingual programs that serve English proficient speakers and ELs in the same classroom. Both English and the primary language of the EL students are used in content and language arts instruction.

JCPS also has the Newcomer Academy for newcomer MLs in grades six through twelve. In JCPS, ML students are defined as a newcomer if they are in their first calendar year or less of enrollment in a U.S. school and have scored less than 2.0 overall composite on the WIDA Screener or WIDA Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs. Newcomer Academy uses the SEI model, which integrates language and content-rich instruction. Students are provided with a comprehensive curriculum in content areas of mathematics, English language arts, science, and social studies. Instruction is in English and adapted to the students' English proficiency levels. Kentucky Academic Standards for grade-level expectations and WIDA Standards and Framework are used to provide quality instruction so that Newcomer students can acquire the English proficiency and content area knowledge needed to transition successfully to mainstream schools.

Section IV: Process to Provide Meaningful Access to All Cocurricular and Extracurricular Programs and Activities

JCPS is committed to ensuring that all students have access to the same quality programs and academic experiences. MLs shall continue to have equal access to district programs including, but not limited to, Gifted and Talented, Early Childhood, cocurricular, and extracurricular activities. MLs from all levels and backgrounds are encouraged to engage in different educational opportunities and activities open to all students.

JCPS offers the [Academies of Louisville](#) and [magnet](#) programs that focus on specialized fields and areas of study. All students follow the same application and selection process.

For Gifted and Talented identifications, JCPS follows the procedures outlined in the district's [Gifted and Talented Policy](#). Students in grades four through twelve will be formally identified for participation in the district's Gifted and Talented Program. The Naglieri Nonverbal Ability Test (NNAT3) is used for General Intellect identification. Measures of Academic Progress (MAP) is used to assess Specific Academic Math and English Language Arts. MLs will receive assessment accommodations allowable for the NNAT and MAP tests according to their PSPs and/or Individualized Education Plans (IEPs).

JCPS recognizes that all students, including MLs, express talents and gifted tendencies in ways that cannot be determined by a test alone. For this reason, various culturally and linguistically appropriate screeners can be used to help with the identification of students.

Exceptional Child Education

“Appropriate disability identification processes that evaluate the student’s disability-related educational needs and not the student’s English language skills will help school personnel to accurately identify students in need of disability-related services. In addition, LEAs must ensure that a student’s special education evaluation is provided and administered in the student’s native language or other mode of communication and in the form most likely to yield accurate information about what the student knows and can do, unless it is clearly not feasible to do so. Assessing whether a student has a disability in his or her native language or other mode of communication can help educators ascertain whether a need stems from lack of ELP and/or a student’s disability related educational needs” (U.S. Department of Education 6, 2017a, p.2).

For Exceptional Child Education (ECE) identification, JCPS follows the procedures outlined in the district’s ECE [Exceptional Child Education Procedures](#). All students, including MLs, should receive high-quality instruction and interventions in alignment with the Multi-Tiered System of Supports (MTSS), which provides support for **all learners**, whether behind, on track, or advanced based on need. When an ML is considered for an ECE referral, a multidisciplinary team should include an ESL teacher to help guide the referral process.

The special education referral process should begin with a review of the PSP along with any interventions and subsequent impact on educational performance. If it is clear that the student has had sufficient time to learn the skills presented to them with appropriate accommodations and considerations have been made regarding culture, experience, and individual personality traits, the Admissions and Release Committee (ARC) may proceed with the referral for special education. If it is determined that an ML should be evaluated for ECE, tests and other evaluation materials and procedures are chosen carefully and administered in a manner that will not be a measure of the student's English language skills but will yield the most accurate results about the student's abilities. Efforts should be made to administer tests in the student's home language or other mode of communication that will best measure the student's abilities unless it is not feasible to do so. The ESL Office Counselor must be notified of all EL special education referrals for students in grades K–12.

MLs who are dually identified as ECE and EL should receive ESL and ECE services in accordance with their PSPs and IEPs.

Section V: EL Professional Development for Staff Who Deliver Instruction or Support the LIEP for ELs

The ESL Instructional Unit is composed of an ESL Specialist and ESL Resource Teachers who support the work of providing ongoing Professional Development (PD), guidance, consultations, recommendations, and instructional support at the school and district level. Examples of PD topics include supporting MLs in any JCPS classroom with research-based instructional strategies and scaffolds, WIDA ELD Framework, standards-based curriculum with the alignment to district initiatives, and implementation of the PSP. The ESL Instructional Unit follows the [Learning Forward Standards of Professional Learning](#) when designing and developing PD sessions focused on improving student outcomes.

Vision

We believe all multilingual learners will become successful English language readers, writers, listeners, and speakers in a welcoming and culturally responsive environment.

Mission

To accelerate students' English language acquisition through high-quality language and content instruction so they are inspired to become critical and creative thinkers, effective communicators, and independent and collaborative learners.

At the district level, the ESL instructional unit collaborates within the department and other district departments to provide training and PD sessions to a variety of audiences, such as administrators, counselors, general education teachers, ESL teachers, and BAIs. Annual district ESL professional learning sessions are noted on the Office of Multilingual Learners (OML) Instructional Support [website](#). The ESL instructional unit also provides training and PD sessions at the school level, tailoring the sessions to school-based needs. Ongoing support from the instructional unit helps teachers and staff with application and implementation.

Section VI: Annual English Language Proficiency Assessment and Administration

ACCESS for ELLs is an annual summative English proficiency assessment given to all identified EL students in grades K–12. The assessment assesses ELs in the four language domains (Listening, Reading, Speaking, Writing) and is segmented in the following grade clusters:

K	1	2–3	4–5	6–8	9–12
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JCPS uses ACCESS for ELLs to measure English language proficiency for all EL students in the district. WIDA describes the ACCESS assessment as follows:

ACCESS for ELLs (ACCESS) is the collective name for WIDA’s suite of summative English language proficiency assessments. ACCESS is taken annually by English learners in kindergarten through grade twelve in WIDA Consortium member states (WIDA [n.d.]).

ACCESS for ELLs scores have many potential uses, from determining student placement to guiding the creation of new curricula. Test scores work best as a way to aid decision making, in cases such as the following:

- Establishing when multilingual learners have attained English language proficiency according to state criteria
- Making decisions about program entry and exit
- Informing classroom instruction and assessment
 - Which domains teachers could focus on
 - What the WIDA ELD standards say about students’ current proficiency levels
 - How teachers can scaffold using the next level up
- Monitoring student progress by comparing current scores to previous scores
- Deciding on staffing levels

The WIDA ACCESS for ELLs [Interpretive Guide for Score Reports](#) is a comprehensive document explaining the types of scores reported for EL students. All test administrators are trained annually through WIDA before administering the ACCESS for ELLs.

The Alternate ACCESS for ELLs is an annual summative English proficiency assessment given to all identified alternate assessment ML students in grades one through twelve. Each language domain (Listening, Reading, Speaking, Writing) is given separately and may take a different amount of time to deliver depending on the students’ grade level, abilities, and modes of communication.

The Alternate ACCESS for ELL test is given to students in kindergarten through grade twelve

who are identified as English learners (ELs) with the most significant cognitive disabilities.

Alternate ACCESS scores have many potential uses, from determining the placement of individual students to guiding instruction. Test scores should be just one element in the decision-making process to:

- Monitor student progress annually (using scores from two or more years)—scores from the first year taking Alternate ACCESS can establish a baseline to track future growth.
- Guide IEP teams in determining English language acquisition supports.
- Inform classroom instruction and assessment.
- Aid in programmatic decision making.

The WIDA Alternate ACCESS [Interpretive Guide for Score Reports](#) is a comprehensive document explaining the types of scores reported for Alternate assessment ML students. All test administrators are trained annually through WIDA before administering the Alternate ACCESS for ELLs.

Dually identified MLs receive their IEP accommodations allowable in accordance with the WIDA [Accessibility and Accommodations Manual](#).

Section VII: LIEP Exit Criteria and Procedures

The redesignation of EL status in Kentucky is determined by the ACCESS for ELLs results. MLs exit the EL status by meeting the following exit criteria.

Kindergarten

- 4.5 or higher Overall Composite Proficiency Level on Kindergarten ACCESS for ELLs

Grades One Through Twelve

- 4.5 or higher Overall Composite Proficiency Level Tier B/C on ACCESS for ELLs 2.0

Alternate Assessment

- P2 or higher Overall Composite Proficiency Level

The Program Exit Date will be **June 30** of the school year in which the student exited services. MLs who exit EL status have demonstrated English proficiency to participate successfully without EL service support.

The English Learner Progress indicator accounts for 5 percent of Kentucky’s Accountability model. The indicator provides data on how ML students are making progress in becoming proficient in English. It is calculated using the EL Growth chart below.

EL Progress Indicator Tables-ACCESS and Alternate ACCESS								
WIDA ACCESS score previous year	WIDA ACCESS score current year							
	1	1.5	2	2.5	3	3.5	4.0	4.5
4	0	0	0	0	0	0	0	80
3.5	0	0	0	0	0	0	60	100
3	0	0	0	0	0	60	100	140
2.5	0	0	0	0	60	100	140	140
2	0	0	0	60	100	140	140	140
1.5	0	0	60	100	140	140	140	140
1	0	60	100	140	140	140	140	140

WIDA Alternate ACCESS score previous year	WIDA Alternate ACCESS score current year				
	A1	A2	A3	P1	P2
P1	0	0	0	0	60
A3	0	0	0	60	100
A2	0	0	60	100	140
A1	0	60	100	140	140

Overall Accountability Weights						
	State Assessment Results (Reading and Mathematics)	State Assessment Results (Science, Social Studies and Writing)	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness	Graduation Rate (4- and 5- year cohort)
Elementary Schools	51	40	5	4	--	---
Middle Schools	46	45	5	4	--	--
High Schools	45	20	5	4	20	6

Section VIII: Monitoring Procedures After Students Exit the LIEP Program

The Kentucky Department of Education (KDE) District Guide for the English Learners Program outlines the following expectations for monitoring procedures after students exit the LIEP Program.

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 learners (EL) students who have been re-designated Fully English Proficient (FEP). The students must be monitored for four years after exiting from a language instruction program [Title III of Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) Section 3121 (a) (5)].

Monitoring must ensure that Redesignated Fully English Proficient (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: 1) Students were not prematurely exited; 2) Any academic deficits they experienced as a result of participation in the EL program have been alleviated; 3) The students are successfully participating in the regular academic program comparable to their never-EL peers (n.d., p. 12).

Schools receive an Exited EL monitoring report at the end of each term that includes current academic performance of exited EL students. The MTSS process is followed for all students, active or exited EL status. If exited ELs are exhibiting academic difficulties, the school will provide additional support and/or interventions through the MTSS process. The Office of Multilingual Learners (OML) will be available to explore recommended strategies that could address the needs of ML students who have exited EL status. If after additional support the student continues to struggle, consideration for ESL support will be evaluated.

Section IX: Program Evaluation

In alignment with the KDE District Guide for the English Learners Program, JCPS shall provide an English language program to assist MLs in attaining “English proficiency, develop high levels of academic achievement in English, and meet the same challenging state academic achievement standards as all children are expected to meet” (Kentucky Department of Education, n.d.).

JCPS evaluates its EL Program every two years to ensure that MLs have full access to academic, grade-level content that facilitates English attainment within a reasonable period of time, meaningful participation in classes without EL services, and preparation for college and career. Evaluation of the EL Program is conducted by the LAU Plan Advisory Committee.

Aspects of ML supports that are considered for Program Evaluation include, but are not limited to: the EL enrollment process, ML achievement rates on EL assessments and state standardized achievement tests, success rate of students exiting the EL program, and support services provided to MLs.

The district ESL Specialists, along with the Director of the ESL Department, shall collect, monitor, and evaluate how MLs are progressing academically, whether the EL program provides MLs with equal opportunities to participate, both instructional and extracurricular, and whether any achievement gaps exist between subgroups.

The following data elements will be used during program evaluation:

- Scores on the Kentucky Summative Assessment and MAP (kindergarten through grade eight) assessments
- Scores on WIDA ACCESS for ELLs and Alternate ACCESS for ELLs
- Grades in content courses
- Retention in grade
- Reclassification and exit rates
- Graduation and dropout rates
- Participation rates in gifted and talented courses (e.g., honors, Advanced Placement [AP], Gifted and Talented, and International Baccalaureate [IB] courses)
- Enrollment rates in prekindergarten, magnet, and other choice programs
- Enrollment rates in special education and related services
- Mobility and attendance rates
- Participation in extracurricular programs
- Suspension rates
- Other indicators of college and career readiness
- Student-to-EL-teacher staffing ratios

The ESL Department shall uphold systems for continuous improvement of the EL Program through monitoring and evaluation and adjust programmatic changes accordingly. The LAU

Plan is altered only with participation and/or approval of the LAU Plan Advisory Committee.
Feedback from stakeholders will be sought and reviewed during this process.

Section X: Meaningful Communications With Parents/Guardians

JCPS adopted the Certified Oral and Written Language Support Policy in 2021-22 to ensure that JCPS international populations, which include international students, parents, and employees, receive consistent, certified support across the district whenever needed. The policy also aligns our district to Federal and State Interpretation and Translation guidelines. This is our policy:

Certified Oral and Written Language Support

This policy identifies District obligations to provide interpreting and translation services for individuals who need language assistance, including students, parents/guardians, and employees. Individuals who provide these services on behalf of the District shall be trained, tested, and certified as interpreters and translators.

The District shall train staff how to access language support, including face-to-face interpretation, telephone interpretation, video remote interpretation, remote simultaneous interpretation, and document translation. The District shall inform international populations of language support services available to them and how to access those services. All language support services shall be provided by the District at no cost. In accordance with guidance from the Kentucky Department of Education, family members/friends or bilingual employees shall not be used to interpret or translate for formal school or District meetings/documents.

Notification of Programs, Services, and Activities to International Populations

When practicable, the District shall notify international populations in their native language of information related to any program, service, or activity provided by the District to all other populations, including the following:

- Registration, application, and enrollment
- Student discipline procedures
- Grievance and nondiscrimination procedures
- Gifted and talented programs
- Language support services
- Special education/related services
- Calendars and events
- Parent/guardian communications
- School handbooks
- Requests for parent/guardian permission
- Report cards
- Other communications deemed important by the District
- School choices

The District shall obtain a response to a Survey of Primary or Home Language as provided in

Board Policy 08.13452 from parents/guardians to determine languages spoken in the home. That language information shall be entered into the District's student information system. Language proficiency information gathered by District staff shall be used to determine the need for language support for multilingual learners and their parents/guardians. The District shall provide translation of documents into languages other than English for the top five (5) other languages spoken by students and families in the District, as determined by the Survey of Primary or Home Language, as well as any other language requested specifically. This includes providing parents with notification of their child's EL status identification and their placement in the LIEP as required by ESSA 1112(e)(3)(A-B). District international populations who need language support are obliged to request translation and interpretation services for school or District-related communications at will.

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