2024-2025 Phase Four: English Learner Plan for Districts (Lau Plan)

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Hopkins County
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To meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, all districts must 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 the following narratives, districts are documenting the required components of the districts EL/Lau Plan

1. Provide a narrative outlining the guiding principles of the district's Language Instruction Educational Program (LIEP).

The narrative outlining the guiding principles of Hopkins County Schools' Language Instruction Educational Program (LIEP) is based on the following key elements:

1. Engagement in Content-Specific Practices: The LIEP ensures that English Learners (ELs) engage in academic practices that build both conceptual understanding and language competence. This approach integrates reading, writing, speaking, and listening with content instruction, recognizing that learning is a social process. Teachers are tasked with designing learning opportunities that align with these practices across all disciplines.

2. Leveraging Home Language and Cultural Assets: The district values ELs' home language(s) and cultural backgrounds as assets. These are incorporated into the learning process to bridge prior knowledge with new information, making academic content both meaningful and accessible.

3. Rigor and Standards-Aligned Instruction: Instruction in the LIEP is designed to be rigorous, grade-level appropriate, and aligned with standards. This ensures that ELs receive both high expectations and the necessary support to meet them. Teachers are encouraged to create opportunities for ELs to engage with complex texts and academic discussions while providing tailored support to accommodate emerging language skills.

4. Consideration of Proficiency and Prior Experiences: ELs are diverse in terms of their English proficiency, literacy in their home language, previous schooling experiences, and time spent in the U.S. Instruction is differentiated to account for these variations, ensuring that ELs receive appropriate support based on their unique needs.

5. Fostering Autonomy: The program empowers ELs by equipping them with strategies to comprehend and use language in various academic settings. ELs are taught how to participate in discussions, engage with complex texts, and

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express themselves in writing across different academic contexts. The goal is to help ELs develop the independence needed for academic success.

6. Use of Formative Assessments: Teachers employ diagnostic tools and formative assessments to monitor students' progress. This includes tracking both content knowledge and language proficiency. These assessments guide instructional decisions and provide students with timely feedback, helping them reflect on their learning and improve their academic skills.

These principles are designed to create a robust and supportive educational environment for ELs, ensuring they have the tools and resources needed to succeed academically and thrive in their school communities.

2. Describe the district's procedures for identification, enrollment, and placement of ELs in a Language Instruction Educational Program (LIEP).

The district's procedures for the identification, enrollment, and placement of English Learners (ELs) in the Language Instruction Educational Program (LIEP) are as follows:

1. Identification:

   - Home Language Survey: A Home Language Survey is administered to all students in the district to identify whether a language other than English is spoken at home.

   - Notification: When a language other than English is identified, the school records clerk informs the EL staff.

   - Assessment: Students who are identified as potentially needing language support are assessed using the WIDA Online Screener (WOS) for grades 1-12 and the WIDA Screener for Kindergarten (WSK). This screening determines if there is a language barrier and whether EL services are required.

2. Enrollment:

   - Once students are identified as ELs, parents are notified that their child is eligible for EL services. Parents receive an abbreviated, family-friendly version of the district's LAU Plan.

   - The district ensures that all enrolled ELs are included in the appropriate LIEP services.

3. Placement:

   - Program Service Plan (PSP): After identification, a PSP committee meets within 30 days from the beginning of the school year or within two weeks if the student enrolls later. The committee consists of key stakeholders, including teachers, counselors, EL support staff, and principals.

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- ◦ The committee develops a Program Service Plan to specify necessary accommodations and modifications based on the student's English proficiency level and individual needs. These accommodations may include instructional strategies, classroom modifications, or additional support services to assist the student's language development.

These procedures ensure that ELs are promptly identified, appropriately enrolled, and placed in the correct educational setting with the necessary supports to facilitate their language development and academic success.

3. Provide a description outlining the specific components of the district's Language Instruction Educational Program (LIEP). Please include specific staffing and other resources provided to EL students under LIEP.

The district's Language Instruction Educational Program (LIEP) is designed to support English Learners (ELs) through a range of services and resources, ensuring their academic success while they develop proficiency in English. Below are the key components of the LIEP:

1. Staffing and Support: EL Teacher: The district employs dedicated an EL teacher who provide specialized instruction to ELs. This teacher conduct language screenings, participate in Program Service Plan (PSP) meetings, and provide direct support to EL students. EL Program Assistant: The EL Program Assistants plays a supporting role in assisting with data management, scheduling, and providing additional instructional support. School Counselors: School counselors work with EL students to address any social or emotional needs, assisting with their integration into the school environment. Special Education and Title III Coordinator: Staff members such as the Director of Special Education and the Director of Title III/EL Services ensure compliance with federal requirements and manage the implementation of services for ELs.

2. Instructional Support: Pull-Out/Push-In Services: Depending on the needs of the students, the district provides Pull-Out or Push-In language support services. Pull-Out Services: EL students are taken out of the general education classroom for targeted language instruction in a small group setting. Push-In Services: EL support staff collaborate with classroom teachers to provide in-class support, helping EL students engage in grade-level content while developing their English language skills. Collaborative Teaching: In some cases, EL teachers co-teach alongside general education teachers to ensure that ELs receive language instruction while engaging in the content areas.

3. Curricular and Instructional Resources: Language Acquisition Software: ELs have access to language acquisition software that supports their English language development. This includes technology-based programs that provide individualized learning opportunities tailored to the student's proficiency level. Tablets and Technological Resources: The district provides tablets and other technological tools to EL students, allowing them to access language learning applications, digital resources, and communication tools. Native Language/Bilingual Books: To support language development, the district offers a variety of bilingual and native language

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books to students. These resources allow ELs to access content in their home language while they build English proficiency.

4. Assessment and Monitoring: WIDA Assessments: The district uses WIDA's ACCESS test and the WIDA Online Screener to assess students' English language proficiency and monitor their progress. These assessments help inform instructional decisions and guide placement into appropriate services. Formative and Diagnostic Assessments: Ongoing formative assessments are used to evaluate ELs' content knowledge and language skills, allowing teachers to adjust instruction accordingly.

5. Professional Development: Job-Embedded Professional Development: EL staff receive continuous professional development opportunities, including district-wide training, workshops, and access to external conferences on EL pedagogy. Topics include instructional strategies for ELs, modifications for language support, and the use of technology in the classroom. Teacher Consultations: The district's EL staff provides consultative support to classroom teachers on effective modifications and accommodations for ELs. This ensures that content teachers are equipped with the tools to meet the needs of their EL students.

6. Program Flexibility: The amount and type of support provided in the LIEP can vary depending on the individual needs of EL students. Services are tailored to match each student's proficiency level and prior schooling experiences. For instance, students at lower proficiency levels may receive more intensive pull-out services, while higher proficiency students may transition into push-in or co-teaching models to continue their language development while engaging in core content areas.

7. Additional Support Services: Family Engagement: The district provides interpreters and translated materials to ensure that EL families are informed and engaged in their child's education. This helps build partnerships between home and school, ensuring that families can support their children's learning. Gifted and Talented (GT) Services: EL students are evaluated for participation in gifted and talented programs using a variety of academic assessments and qualitative data, ensuring that language barriers do not exclude them from such opportunities. In summary, the district's LIEP is comprehensive and multifaceted, providing EL students with targeted instruction, necessary resources, and consistent support to develop their English proficiency while succeeding academically. Through specialized staffing, tailored instructional practices, and an array of resources, the district ensures that EL students have the tools they need to thrive in their educational journey.

4. Describe the district's process for ensuring EL students receive meaningful access to all co-curricular and extracurricular programs and activities.

The district has established a thorough process to ensure that English Learner (EL) students receive meaningful access to all co-curricular and extracurricular programs and activities. The key components of this process are outlined below:

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1. Equal Access to Programs:

- Rights to Participation: EL students are afforded the same eligibility rights to participate in co-curricular and extracurricular activities as their non-EL peers. These include performing and visual arts, athletics, clubs, honor societies, and other student-led groups or events.

- Inclusion in Decision-Making: District staff, including EL teachers, counselors, and classroom teachers, work collaboratively to ensure EL students are informed about the availability and benefits of these programs. EL students are encouraged to participate and fully engage in these activities.

2. Clear Communication of Opportunities:

- Information Dissemination: EL staff and classroom teachers communicate details about extracurricular opportunities to students and their families. This communication includes information about clubs, sports teams, art programs, and other student organizations.

- Multilingual Support: The district ensures that information about extracurricular activities is made accessible to EL families through interpreters, translated documents, and other resources, as needed. This ensures that language is not a barrier to participation.

3. Support for EL Students in Co-Curricular and Extracurricular Activities:

- Cultural and Language Support: EL students receive support in navigating co-curricular and extracurricular programs. This includes guidance on how to engage in activities, make connections with peers, and access any language or cultural accommodations needed. EL staff may provide additional support to students participating in these activities, ensuring they feel included and comfortable.

- Use of Interpreters: When needed, interpreters are provided during meetings, events, or practices, ensuring that EL students and their families can fully understand expectations and instructions.

4. Co-Curricular Support:

- Integration with Academic Learning: Co-curricular programs, such as academic clubs or competitions, are designed to complement students' academic growth. EL students are encouraged to participate in these activities, which may help reinforce their language development while enhancing their academic skills. Teachers and program leaders are trained to provide necessary support and adjustments to meet ELs' unique needs in these settings.

- Differentiated Approaches: For students involved in academic competitions or clubs, EL staff work with teachers and leaders to ensure that language accommodations, such as simplified instructions or additional time, are in

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place. This ensures ELs can actively participate in co-curricular activities alongside their peers.

5. Extracurricular Engagement:

- Sports and Clubs: EL students are encouraged to join extracurricular activities such as sports, drama, music, and social clubs. These programs offer a unique opportunity for students to socialize, build confidence, and develop leadership skills in a non-academic environment.

- Inclusive Participation: Teachers and activity leaders are trained to be mindful of EL students' language needs and to ensure that these students are given meaningful opportunities to participate. For example, sports teams, clubs, and after-school activities are made inclusive by using visual aids, simplifying instructions, and offering peer support.

6. Monitoring and Support:

- Monitoring Participation: EL staff regularly monitor EL students' participation in co-curricular and extracurricular activities to ensure they are fully integrated and benefiting from the programs. This includes checking in with activity leaders to track EL students' involvement and satisfaction.

- Feedback Mechanisms: The district uses feedback from students, families, and teachers to assess how well EL students are being included in extracurricular activities. Adjustments are made as necessary to improve accessibility and ensure that EL students feel supported and engaged in all activities.

7. Ensuring No Exclusion Based on Language:

- No Discrimination Based on English Proficiency: EL students are not excluded from any extracurricular activities based solely on their English proficiency. Instead, the district makes a concerted effort to ensure that EL students are encouraged and supported in taking part in all school programs.

- Equitable Participation: All EL students, regardless of their proficiency level, are provided the same opportunities to engage in co-curricular and extracurricular activities. Special attention is given to ensuring that any academic or social challenges related to language barriers are addressed to enable full participation.

In summary, the district ensures meaningful access to co-curricular and extracurricular programs for EL students by providing clear communication, cultural and language support, and monitoring their engagement. By prioritizing inclusion, the district fosters an environment where EL students can participate fully in all aspects of school life, helping them build skills and relationships beyond the classroom.

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5. Describe the EL specific professional development opportunities provided to staff who deliver instruction or provide support to the district's LIEP.

The district provides a robust range of English Learner (EL) specific professional development opportunities to staff who deliver instruction or provide support to the Language Instruction Educational Program (LIEP). These opportunities are designed to equip educators with the necessary knowledge, skills, and strategies to support EL students effectively. The key components of the professional development program are as follows:

1. Job-Embedded Professional Development: In-District Training: District EL staff deliver ongoing professional development through in-district training sessions, which focus on the needs of EL students and the implementation of effective instructional strategies. These trainings are tailored to address specific challenges teachers face in the classroom, such as differentiating instruction for varying levels of language proficiency and integrating language support across content areas. Professional Learning Communities (PLCs): EL teachers and content teachers participate in PLCs focused on EL strategies, where they can collaborate, share best practices, and discuss student progress. These communities provide a space for teachers to receive continual, focused support on the implementation of strategies for supporting ELs in their classrooms.

2. Conferences and Workshops: External Conferences: Teachers and EL staff are provided opportunities to attend external conferences and workshops related to EL education. Examples include the TESOL (Teachers of English to Speakers of Other Languages) Conference, WIDA Conferences, and KYCEL (Kentucky Council for English Learners) workshops. These conferences offer professional development on best practices in EL pedagogy, language acquisition, and assessment. State and National Trainings: District staff participate in state and national level workshops and training programs to stay informed on the latest research, policies, and instructional methods related to EL education.

3. EL-Specific Instructional Techniques: Strategies for Language Acquisition: Training focuses on methods and techniques for teaching language acquisition, including effective scaffolding, differentiation, and academic language development. Teachers are trained in specific strategies such as sheltered instruction, scaffolding for comprehension, and culturally responsive teaching. Modifications for EL Students: Teachers learn how to modify content and assessments for EL students, providing the necessary language supports (e.g., visual aids, simplified language, extended time). Professional development sessions emphasize how to adapt lessons and assignments to be more accessible while maintaining academic rigor.

4. Use of Technology in EL Education: Technology Integration: EL staff are trained on the use of language acquisition software, digital tools, and online resources that support EL learning. This includes training on tools like Rosetta Stone, Lexia, or Google Translate to enhance language development. Tech-Supported Strategies: Training includes how to integrate technology into the classroom to help EL students improve their reading, writing, speaking, and listening skills. Teachers are also educated on how to use online formative assessments and diagnostic tools to track language development and academic progress.

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5. Culturally Responsive Pedagogy: Incorporating Culture and Background Knowledge: Professional development emphasizes the importance of integrating students' home languages and cultural backgrounds into the curriculum. Teachers are trained in culturally responsive teaching techniques to ensure that EL students' identities and experiences are valued and used as assets in the classroom. Building Relationships with EL Families: EL-specific professional development also includes strategies for engaging with the families of EL students, including ways to overcome language barriers, build trust, and create a collaborative relationship between school and home.

6. Assessment and Data-Driven Instruction: Using WIDA Assessments: Teachers receive professional development on the use of WIDA assessments (ACCESS for ELLs and WIDA Screener) to monitor EL students' progress and proficiency. This training helps educators understand the data from these assessments and use it to inform instruction and adjust supports for EL students. Formative Assessments: In addition to WIDA training, staff are trained on how to use formative assessments to gauge ELs' progress and language development throughout the year. This includes tracking improvements in speaking, writing, reading, and listening skills, as well as adapting instructional strategies based on assessment results.

7. Annual EL Trainings: Required Annual Training: All educational staff are required to receive a minimum of 24 hours of professional development annually based on a needs assessment. This training is in accordance with their professional growth plans and district goals, and it ensures that teachers remain informed about best practices in EL education. Job-Embedded Learning: In addition to formal training sessions, job-embedded learning opportunities are provided. These may include classroom observations, co-teaching opportunities, and reflective practices, where teachers learn from each other's teaching methods and student engagement strategies.

8. Targeted Support for Content Teachers: Consultative Support: EL staff provide ongoing consultative support for content teachers, especially those who may have limited experience working with EL students. This includes guidance on lesson planning, differentiation, and modifications to ensure that EL students can access content alongside their peers. Collaborative Planning: EL teachers collaborate with content area teachers to design lessons that are linguistically accessible and meet the needs of EL students. This may include joint planning sessions where both sets of educators share expertise and develop integrated strategies for language development within the curriculum.

9. Monitoring and Evaluation: Ongoing Evaluation of Professional Development: The district regularly evaluates the effectiveness of its EL professional development program through teacher feedback, student progress data, and classroom observations. Adjustments are made as needed to ensure that the professional development continues to meet the evolving needs of EL students and the staff who support them. In conclusion, the district provides a comprehensive array of EL-specific professional development opportunities that empower educators to effectively support EL students. By offering training in instructional strategies, culturally responsive pedagogy, technology integration, and assessment, the district

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ensures that all staff who work with EL students are equipped with the tools and knowledge to help these students succeed academically.

6. Describe the district's process regarding the administration of ACCESS and Alternate ACCESS English language proficiency assessment.

The district follows a structured process for the administration of the ACCESS and Alternate ACCESS English language proficiency assessments to ensure accurate measurement of EL students' language development. Below are the key components of the district's process for administering these assessments:

1. Scheduling and Preparation:

- Testing Window: The district adheres to the state-designated testing window for ACCESS and Alternate ACCESS assessments, which typically occurs annually between January and February. Testing schedules are coordinated to ensure that all EL students are assessed within this window.

- Test Coordinators: A designated Test Coordinator within the district oversees the entire testing process, ensuring that all logistics, materials, and staff are in place. The Test Coordinator ensures that each school within the district is prepared for testing, including securing appropriate testing spaces and allocating resources.

- Training for Test Administrators: All test administrators (teachers, EL staff, or other qualified personnel) receive mandatory training before administering the ACCESS assessments. This training covers test administration procedures, test security, and specific accommodations available for EL students.

2. Student Identification:

- Eligibility for Testing: All English Learner (EL) students who are in grades K-12 and are enrolled in the district are tested using ACCESS for ELLs unless they are identified as students who meet the criteria for the Alternate ACCESS assessment.

- Alternate ACCESS Eligibility: Students who have significant cognitive disabilities and cannot participate in the standard ACCESS for ELLs assessment with or without accommodations are eligible for the Alternate ACCESS for ELLs. These students are identified by the IEP (Individualized Education Program) team based on criteria established by the state.

- Assessment Selection: The decision on whether a student will take the standard ACCESS or the Alternate ACCESS assessment is made by the student's IEP team or other designated team based on the student's abilities and needs.

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3. Test Administration:

- ACCESS Administration: ACCESS for ELLs is administered to all eligible EL students in grades K-12. This assessment measures students' proficiency in the four language domains: Listening, Speaking, Reading, and Writing. Test administrators follow standardized procedures to ensure that each student is tested according to the guidelines, with necessary accommodations provided as outlined in the student's Program Service Plan (PSP) or IEP.

- Alternate ACCESS Administration: The Alternate ACCESS for ELLs is administered to students who are unable to participate in the standard ACCESS assessment. This assessment is designed for students with significant cognitive disabilities and is an individually administered, performance-based assessment. The test focuses on assessing the same four domains (Listening, Speaking, Reading, and Writing) but in a manner that is appropriate for the cognitive abilities of the students being tested.

- Accommodations: Both the ACCESS and Alternate ACCESS assessments allow for certain accommodations, such as extended testing time or a scribe for writing tasks. The accommodations are provided based on the student's individual needs, as documented in their PSP or IEP, and are designed to allow students to demonstrate their language proficiency to the best of their ability.

4. Test Security and Integrity:

- Confidentiality: The district follows strict guidelines to maintain the security and confidentiality of the testing process. Test materials are securely stored before and after testing, and only authorized personnel are involved in the administration and scoring of the assessments.

- Monitoring: The district ensures that test administrators monitor students throughout the testing process to avoid any potential disruptions or cheating. Any instances of irregularities during testing are documented and reported according to district procedures.

5. Data Collection and Reporting:

- Data Entry: Once testing is completed, all results are entered into the district's student information system (e.g., Infinite Campus), and the data is compiled for analysis.

- State Submission: The district submits ACCESS and Alternate ACCESS test results to the state as required by the state's accountability systems. These results are used to measure the progress of EL students in language proficiency and to guide instructional decisions.

6. Post-Assessment Review:

- Results Analysis: After the completion of testing and the receipt of results, the district's EL team reviews the data to assess each student's language proficiency level. The results of the ACCESS test are used to determine

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whether students continue to require language services and to monitor progress toward English language proficiency.

- Parent Notification: Parents or guardians of EL students receive notification of their child's ACCESS or Alternate ACCESS results. The results are communicated in an accessible format, and the district provides guidance on the meaning of the results and how they can support their child's academic growth.

- Action Based on Results: Students' results from ACCESS or Alternate ACCESS are used to inform decisions about continued placement in the LIEP, including whether a student is ready to exit the program. If a student is eligible to exit based on their proficiency score (typically a score of 4.5 or higher on the ACCESS), the district ensures that proper monitoring and support are in place to transition the student out of language services.

7. Ongoing Monitoring:

- Follow-Up Monitoring: After students exit the LIEP, their academic progress is monitored for four years to ensure that they continue to succeed in regular classroom settings. If a former EL student shows signs of academic difficulty, they may be re-assessed for language proficiency and provided with additional support services as needed.

- Use of Data: The data collected from ACCESS and Alternate ACCESS is also used to evaluate the effectiveness of the district's EL programs and to guide future instructional planning.

In conclusion, the district's process for administering ACCESS and Alternate ACCESS ensures that all EL students are assessed fairly and accurately, with necessary accommodations provided. The data from these assessments plays a crucial role in determining students' language proficiency levels, making placement decisions, and guiding instructional support to help EL students succeed academically.

7. Provide a description outlining the criteria and procedures regarding EL students transitioning and/or exiting the district's LIEP.

The district has clear criteria and procedures for transitioning and exiting English Learners (ELs) from the Language Instruction Educational Program (LIEP). These procedures ensure that EL students receive the support they need until they have developed sufficient proficiency in English to succeed in mainstream classrooms without additional language services.

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1. Criteria for Exiting the LIEP:

- English Proficiency Levels: The district follows the state's established criteria for exiting EL students from the LIEP. A key factor in determining whether a student can exit is their score on the ACCESS for ELLs assessment.

  ◦ Minimum Score: A student must achieve an overall score of at least 4.5 on the ACCESS assessment to be considered for exit from the program. This score indicates that the student has reached a level of English proficiency that allows them to fully participate in academic content without significant language support.

  ◦ Additional Considerations: In some cases, students may be considered for exit if they score below 4.5 but demonstrate academic success in their courses, such as receiving As and Bs, showing proficiency on content assessments, or meeting other academic benchmarks like those measured by the MAP test or other district-wide assessments.

2. Exit Procedures:

- Program Service Plan (PSP) Meeting: Before an EL student exits the LIEP, a Program Service Plan (PSP) meeting is held. This meeting includes key stakeholders such as:

  ◦ EL staff (teachers and program assistants)

  ◦ Classroom teachers

  ◦ School administrators

  ◦ The student's parents or guardians

- The PSP team reviews the student's ACCESS results, academic performance, and overall progress in language development. The team determines whether the student has reached the necessary proficiency level to exit from the LIEP and discusses the support services the student may need after exiting.

- Parent Notification: Once the decision to exit a student from the LIEP has been made, the parents are notified in writing. This notification includes:

  ◦ The student's test results (e.g., ACCESS scores)

  ◦ The criteria for exiting the program

  ◦ A summary of the student's academic progress

  ◦ Information on the district's plan for monitoring the student's progress after exiting the LIEP.

- Formal Exit: After the PSP meeting and parent notification, the student is formally exited from the LIEP. This means the student will no longer receive the specialized language support services provided through the LIEP.

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3. Post-Exit Monitoring:

- Monitoring for Four Years: After a student exits the LIEP, the district is required to monitor the student's academic performance for four years to ensure they continue to succeed in the regular classroom setting without additional language support.

  - Monitoring includes tracking the student's progress in core content areas (e.g., math, science, social studies, language arts) and ensuring that they are performing comparably to their non-EL peers.

  - The monitoring process includes reviewing grades, standardized test scores, and teacher feedback on the student's academic performance.

- Support as Needed: If the monitoring reveals that a former EL student is struggling academically, especially in the areas of language proficiency or academic content, the district provides additional support. This may include:

  - Reassessment of Language Proficiency: The student may be retested using the WIDA MODEL or another reliable language proficiency tool to determine if there are lingering language issues that need to be addressed.

  - Additional Language Support: Based on the reassessment, the student may re-enter the LIEP or receive targeted language support services to address specific areas of need.

4. Criteria for Re-entry into the LIEP:

- If a former EL student experiences academic challenges that can be linked to language proficiency, the district may decide to re-enter the student into the LIEP.

- Re-entry Criteria:

  - A re-entry decision is typically based on academic performance that suggests the student is struggling due to language barriers (e.g., low grades, difficulty participating in class discussions).

  - The student will be reassessed using appropriate language proficiency tools (e.g., WIDA MODEL, ACCESS) to determine if they require additional language services.

- Re-entry Process: If re-entry is warranted, the PSP team will reconvene to develop a new language support plan, which may include additional pull-out or push-in services, accommodations, and instructional modifications.

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5. Transition Procedures:

- Smooth Transition: When an EL student exits the LIEP, the district ensures a smooth transition into mainstream academic settings. This includes:

  ◦ Ongoing Support: Even after exiting the program, former EL students may receive occasional support, such as consultation from EL teachers, access to EL-related resources, and assistance from classroom teachers in adjusting to full academic participation.

  ◦ Transition Plans: The district provides guidance to classroom teachers on how to continue supporting the language development of students who have exited the program. This may include differentiation strategies, peer support, and language scaffolding techniques.

6. Exit Documentation:

- Exit Records: Once a student exits the LIEP, the district maintains detailed records of the exit decision, the criteria used for determining the student's exit, and any post-exit monitoring. This documentation is essential for state reporting purposes and ensures compliance with federal and state guidelines on EL services.

- Data Reporting: The district reports the number of students exiting the LIEP to the state, as required by Title III of the Every Student Succeeds Act (ESSA). This data is used for accountability purposes and to track the academic success of former EL students.

In summary, the district follows a systematic and transparent process for exiting and transitioning EL students from the LIEP. This process includes clear criteria based on language proficiency and academic performance, parent involvement, and ongoing monitoring to ensure that students who exit the program continue to succeed in the general education setting. The district also provides support for students who may need additional help after exiting, ensuring they have every opportunity to thrive academically.

8. Describe the district's procedures for monitoring EL students who have exited the program or opted out of the LIEP.

The district has established procedures for monitoring English Learners (EL) students who have exited the Language Instruction Educational Program (LIEP) or opted out of the program to ensure they continue to succeed academically and maintain meaningful participation in the general education environment. These procedures are designed to track the progress of these students and provide support if any language-related challenges persist. The key components of the monitoring process are as follows:

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1. Post-Exit Monitoring for Four Years:

- State Requirements: In compliance with federal guidelines (Title VI of the Civil Rights Act, EEOA, and ESSA), the district is required to monitor the academic progress of former EL students for four years after they exit the LIEP or opt out. This monitoring ensures that students are successfully participating in the general education program without the need for additional language services.

- Annual Monitoring: Each year for four years, the district reviews the performance of exited or opted-out students to ensure they are not experiencing academic difficulties due to residual language barriers.

2. Data Collection and Review:

- Academic Performance: The district collects and reviews key academic data for each student, including:

    ◦ Grades: Teacher input and grades in core subject areas (e.g., math, science, language arts, and social studies).

    ◦ Standardized Assessments: Performance on standardized tests, such as state assessments (e.g., Kentucky State Assessments), MAP (Measures of Academic Progress), or other district-specific assessments.

    ◦ Classroom Observations: Teacher observations regarding the student's ability to engage with the curriculum and participate in academic discussions.

- Language Proficiency: If any concerns arise about the student's language proficiency affecting their academic success, the district may use language proficiency assessments (e.g., WIDA MODEL or additional ACCESS testing) to reassess the student's language needs.

- Progress Reports: Regular progress reports are reviewed for students who have exited, focusing on their ability to meet grade-level expectations and academic standards.

3. Identifying Academic Struggles:

- Indicators of Struggles: If a student who has exited the LIEP is showing signs of academic difficulties, the district identifies whether language proficiency may be a contributing factor. Potential indicators include:

    ◦ Difficulty Understanding Content: Struggling to grasp complex academic content, particularly in reading, writing, and comprehension.

    ◦ Poor Academic Performance: Low grades or a pattern of underperformance in key academic areas.

    ◦ Challenges in Communication: Difficulty expressing ideas clearly in written or spoken English, especially in academic contexts.

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- Ongoing Communication: Teachers and EL staff maintain communication with each other to track concerns and offer additional support to the student if needed.

4. Support and Intervention:

- Targeted Support: If a former EL student is found to be struggling due to language challenges, the district may provide additional support to address their needs. This may include:

  - Consultative Support: EL staff may collaborate with classroom teachers to adjust instruction and provide additional language support, such as visual aids, scaffolding, or peer assistance.

  - Language Support Services: The student may receive targeted language interventions if necessary. This could involve brief sessions of pull-out support or push-in services depending on the severity of the student's challenges.

- Re-Entry into LIEP: If the student's academic challenges are linked to language proficiency, the student may be re-assessed using appropriate tools (e.g., WIDA MODEL or the ACCESS test) to determine if re-entry into the LIEP is required. If necessary, the student may rejoin the program to receive additional language services.

5. Annual Review of Progress:

- Yearly Progress Review: The district's EL team meets annually to review the progress of all exited or opted-out students. The team evaluates data such as grades, test scores, and teacher feedback to assess whether the student continues to perform on par with their peers in the general education setting.

- Meeting with Stakeholders: If the student is struggling, a meeting may be held with key stakeholders, including the student's teachers, EL staff, and parents, to discuss the student's progress and determine next steps. The meeting can include a discussion of:

  - Academic strategies for improvement

  - Potential language interventions

  - Parent involvement and support strategies

6. Parent and Family Engagement:

- Parental Involvement: Parents are notified annually of their child's progress after exiting the LIEP. This includes sharing updates on academic performance and any support provided.

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- Language Support for Parents: If the student or their family requires assistance, the district ensures that translated materials and interpreters are available. Parents are encouraged to be involved in monitoring their child's progress and to reach out if concerns arise about their child's academic success.

7. Exit Documentation and Reporting:

- Record Keeping: The district maintains detailed records of each student's post-exit monitoring process, including their academic progress, language assessments, and any additional support services provided.

- Reporting Requirements: The district is required to report the academic progress of exited EL students to the state as part of compliance with Title III of the Elementary and Secondary Education Act (ESEA). The data includes information on the performance of exited students in content assessments and their continued progress in English language proficiency.

8. Long-Term Monitoring (Four-Year Period):

- End of Monitoring Period: At the end of the four-year monitoring period, the district ensures that all data collected is reviewed to determine whether the student has successfully transitioned to full participation in the general education curriculum. If any language-related needs persist, the student may continue to receive additional support or services.

- Continual Progress Evaluation: After the four-year monitoring period, the district continues to assess the student's success through regular educational practices, although the formal monitoring process concludes.

In summary, the district's post-exit monitoring process ensures that former EL students are supported and tracked for academic success after they exit the LIEP. Through regular reviews of academic performance, targeted support, parent involvement, and re-assessment when necessary, the district works to ensure that students who have exited the program are able to thrive in the mainstream educational environment.

9. Provide a narrative outlining the process for evaluating the effectiveness of the LIEP.

The district has established a comprehensive process for evaluating the effectiveness of the Language Instruction Educational Program (LIEP) to ensure that it meets the needs of English Learners (ELs) and contributes to their academic success. The evaluation process is designed to gather data, assess program outcomes, and make informed decisions about program improvements. Below is a narrative outlining the district's process for evaluating the LIEP:

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1. Data Collection:

- Student Performance Data: The district collects and analyzes a variety of data related to the academic performance of EL students. This includes:

  - ACCESS for ELLs Scores: The performance of EL students on the ACCESS and Alternate ACCESS assessments is tracked annually to assess language proficiency growth and ensure that students are progressing toward English language proficiency.

  - Academic Achievement: Data on grades, standardized test scores (such as MAP and state assessments), and course completion rates are collected to evaluate the academic success of EL students in core content areas.

  - Program Participation: The district monitors the participation rates of EL students in the LIEP and the types of services they receive (e.g., pull-out, push-in, co-teaching, etc.). This helps assess whether students are receiving the appropriate level of support based on their individual needs.

2. Student Outcomes Analysis:

- Language Proficiency Growth: The primary measure of the LIEP's effectiveness is the growth of students' language proficiency over time. The district analyzes ACCESS scores year-to-year to determine if students are making adequate progress in their English language development. Students who consistently show improvement in their language proficiency scores indicate that the program is providing effective language support.

- Academic Success and Achievement: In addition to language proficiency, the district also tracks the academic achievement of EL students in subjects such as math, reading, writing, and science. If EL students show comparable or improved performance relative to their peers in these subjects, it suggests that the program is successfully integrating language development with content learning.

3. Program Fidelity and Implementation:

- Program Implementation Review: The district regularly reviews how well the LIEP is being implemented across all schools. This involves assessing:

  - Curriculum and Instruction: Whether the LIEP is being delivered as designed, including the use of WIDA-aligned instructional strategies and appropriate scaffolding for EL students. Classroom observations, feedback from teachers, and curriculum audits are conducted to ensure that instructional practices align with the goals of the LIEP.

  - Support Services: The effectiveness of the various support services (e.g., pull-out, push-in, co-teaching, tutoring) is evaluated. This includes tracking the amount of support EL students are receiving and

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determining whether the level of support matches students' needs based on their proficiency levels.

- Teacher and Staff Professional Development: The district evaluates the effectiveness of EL-specific professional development provided to educators. This includes reviewing teacher feedback, monitoring the implementation of new strategies learned through professional development, and assessing whether these strategies lead to improved outcomes for EL students.

4. Parent and Family Engagement:

- Parent Feedback: The district collects input from parents through surveys, meetings, and conferences to gauge the effectiveness of communication, support, and engagement efforts. This feedback helps the district understand how well families are informed about the LIEP and whether they feel their children are receiving appropriate support. Parental satisfaction with the services provided is an important indicator of program success.

- Communication Effectiveness: The district evaluates how well information about the LIEP is communicated to parents, including language support resources, program services, and their child's progress. The use of translated materials and interpreters ensures that non-English speaking parents have access to information.

5. Compliance and Accountability:

- Federal and State Requirements: The district regularly reviews the LIEP to ensure it complies with federal and state regulations regarding English Learner education. This includes ensuring that the program meets the requirements of Title III of the Every Student Succeeds Act (ESSA) and other state guidelines. Compliance with monitoring procedures for exited students, data reporting, and documentation is part of the evaluation process.

- Exit Criteria and Procedures: The district evaluates whether EL students are exiting the program at appropriate times based on the established exit criteria (e.g., ACCESS score of 4.5 or above). The effectiveness of the program is reflected in the number of students who exit the LIEP and perform well in regular education settings.

6. Continuous Improvement and Program Adjustments:

- Program Review and Adjustments: Based on the data collected, the district conducts an annual review of the LIEP to determine its strengths and areas for improvement. This review is conducted by the LIEP Leadership Team, which includes EL teachers, program coordinators, administrators, and other key stakeholders. The team uses the collected data to make decisions about:

  ◦ Adjusting instructional strategies to better meet the needs of students.

  ◦ Allocating resources more effectively based on the success of current services.

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- Enhancing professional development for teachers based on identified needs.

- Modifying support services to provide more targeted help for students who may be struggling.

- Action Plan: Based on the annual review, an action plan is developed to address any identified gaps or areas for improvement. The action plan outlines specific goals, strategies, and timelines for improving the program's effectiveness. This plan is shared with the district leadership team and other stakeholders for input and approval.

7. Stakeholder Involvement:

- Collaboration with Educators: The district ensures that all stakeholders, including classroom teachers, specialists, and administrators, are actively involved in evaluating the program. Their input helps to identify challenges and opportunities for program improvement.

- Community and Family Engagement: The district continues to engage families, community leaders, and local organizations in the evaluation process. Regular meetings and surveys provide valuable insights into how well the program is serving students and how it can be improved to better meet community needs.

8. Long-Term Impact Assessment:

- Tracking Long-Term Success: To assess the long-term impact of the LIEP, the district monitors the academic success of former EL students after they exit the program. This includes tracking their performance in higher-grade levels, graduation rates, and participation in advanced courses (e.g., AP, honors classes, etc.). Success in these areas reflects the effectiveness of the LIEP in preparing students for academic achievement beyond elementary and secondary education.

In conclusion, the district's process for evaluating the effectiveness of the LIEP involves the collection and analysis of various data sources, regular program reviews, feedback from stakeholders, and a focus on continuous improvement. This process ensures that the program is responsive to the needs of English Learners and that it evolves to meet changing demands and improve student outcomes. The ultimate goal of this evaluation process is to provide EL students with the necessary language and academic skills to succeed in the general education setting and beyond.

10. Describe the district's procedures for ensuring meaningful communication with limited English proficient parents.

The district has established clear and effective procedures to ensure meaningful communication with limited English proficient (LEP) parents. This ensures that all families, regardless of language proficiency, can be fully involved in their child's

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education. The district's procedures prioritize accessibility, inclusivity, and engagement, recognizing that strong parent involvement is a critical factor in the academic success of EL students. Below is a description of these procedures:

1. Use of Interpreters and Translation Services:

- Phone Interpreting Services: The district provides telephone interpreting services to assist in communicating with parents over the phone.

- Document Translation: The district translates key documents into the languages spoken by LEP families. This includes:

  ◦ Report cards

  ◦ Program information (e.g., LIEP, Title I, special education)

  ◦ Parent newsletters

  ◦ Consent forms

  ◦ School policies and procedures

  ◦ Emergency notifications These documents are made available to LEP parents to ensure they have access to critical information about their child's education.

2. Parent-Teacher Conferences and Meetings:

- Scheduled Interpretation Support: Parent-teacher conferences and other meetings are scheduled with interpreters when needed. The district ensures that interpreters are available during these events, so LEP parents can actively participate in discussions about their child's academic progress, behavior, and needs.

- Flexible Meeting Times: To accommodate parents with limited English proficiency, the district offers flexible meeting times for conferences and school events. This ensures that all parents, regardless of their work schedules or language barriers, have an opportunity to attend and engage in meaningful discussions about their child's education.

- Translated Invitations and Reminders: Invitations for parent-teacher conferences and other important school meetings are translated into the languages spoken by LEP parents. These invitations also include information about interpreter services to ensure parents are aware of available support.

3. Language Access for School Events and Activities:

- School-wide Communication: For school events such as orientations, school plays, parent workshops, and community meetings, the district ensures that interpreters or translated materials are provided to LEP parents. This allows

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them to fully participate in school activities and stay informed about school events.

- Bilingual Staff and Volunteers: The district actively seeks and employs bilingual staff and volunteers who can communicate with LEP families in their home language. This ensures that LEP parents have direct access to assistance and information in their preferred language.

4. Home Visits and Community Outreach:

- Community Liaisons: The district employs community liaisons who are often bilingual and culturally responsive. These liaisons work to bridge the gap between LEP families and the school. They help parents navigate the school system, ensure they understand their rights, and foster a positive relationship between home and school.

- Home Visits: In some cases, the district may arrange for home visits by bilingual staff or community liaisons to help connect with LEP families who may be less likely to visit the school in person. These visits allow the school to provide direct support and ensure parents are informed about their child's educational needs and services.

5. Digital Communication:

- Bilingual Websites and Portals: The district's website and online parent portals are made available in multiple languages to ensure LEP parents can access school information, grades, schedules, and announcements. This includes providing translated content for parents who may not be proficient in English.

- Automated Messaging Systems: The district utilizes an automated messaging system to communicate important information to parents. This system can send messages in multiple languages, ensuring that LEP parents receive timely updates regarding school events, emergencies, or changes in school policies.

6. Training for Staff on Culturally and Linguistically Responsive Communication:

- Professional Development: The district provides ongoing professional development for staff on best practices for communicating with LEP families. This training includes strategies for fostering culturally responsive communication, using interpreters effectively, and being mindful of cultural differences when interacting with LEP parents.

- Cultural Sensitivity: In addition to language proficiency, the district emphasizes the importance of cultural sensitivity. Staff are trained to be aware of the cultural backgrounds of LEP families and to recognize the unique challenges these families may face, such as understanding educational norms in a new country.

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7. Parent Advisory and Engagement:

- Bilingual Parent Advisory Committees: The district encourages LEP parents to participate in advisory committees, where they can provide feedback on school policies and programs. These committees are often facilitated in the parents' home language, with interpreters available to ensure effective participation.

- Parent Workshops: The district hosts parent workshops focused on topics such as understanding the educational system, supporting children's learning at home, and navigating school resources. These workshops are offered in multiple languages, and interpreters are provided to ensure LEP parents can fully engage in the learning process.

8. Feedback and Continuous Improvement:

- Parent Surveys: The district regularly conducts surveys to gather feedback from LEP parents on the effectiveness of communication strategies and services. These surveys are translated into various languages and help the district assess areas for improvement.

- Ongoing Communication Improvement: Based on the feedback from LEP families, the district continuously evaluates and refines its communication practices. This includes expanding translation services, improving outreach efforts, and adjusting strategies to ensure better engagement with LEP parents.

9. Legal Compliance and Policy Adherence:

- Compliance with Federal and State Laws: The district ensures that its communication practices with LEP parents comply with Title VI of the Civil Rights Act, which mandates that schools must provide meaningful access to information for parents with limited English proficiency. This includes translating important documents and providing interpreter services for parents who need them.

- Policy Development: The district maintains clear policies outlining procedures for communicating with LEP families. These policies are regularly reviewed to ensure that they meet the evolving needs of the community.

Conclusion:

The district's procedures for ensuring meaningful communication with LEP parents are designed to overcome language barriers and foster strong partnerships between home and school. Through the use of interpreters, translation services, flexible meeting times, bilingual staff, and community outreach, the district ensures that LEP parents are fully informed and actively involved in their child's education. This inclusive approach supports the academic success of EL students by creating a collaborative environment where parents are empowered to support their child's learning journey.

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Attachment Summary

Attachment Name	Description	Associated Item(s)