

2026-27 LAU PLAN

Bellevue Independent Schools

I. Guiding Principles

Bellevue Independent School District is committed to ensuring that all English Learners (ELs) may participate fully in both academic and extracurricular activities through our work in achieving the following goals:

A. English language development:

1. Identify and assess EL students in need of language assistance in a timely, valid, and reliable manner.
2. Provide an effective language assistance program which accelerates EL students' language acquisition in the four language domains of listening, speaking, reading, and writing as measured by the ACCESS for ELLs assessment.

B. Academic achievement:

1. Ensure EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, gifted and special education programs, advanced courses and programs, and all sports and clubs.
2. Monitor EL students' progress in acquiring English proficiency and grade level academic content.
3. Exit EL students from language assistance programs when they demonstrate proficiency in English on ACCESS.
4. Monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.

C. Cross-cultural goals:

1. Educate staff about English Learners' cultural and linguistic backgrounds.
2. Provide ELs and their families with an equal opportunity to participate in the schools and in all district programs and activities.

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

Bellevue Independent School District uses the process outlined by the KDE in the District Guide for the English Learners Program for enrolling, identifying, and placing ELs in our LIEP which is as follows:

Step One: Administer the Home Language Survey (using the KDE template) to all students upon initial enrollment.

Step Two: Review the responses to the Home Language Survey (HLS). If all responses to the HLS are English, no additional action is taken. The student is not considered an EL. If any of the answers on the HLS are a language other than English, the student would be considered a "potential EL" and must be screened.

Kindergarten - Administer the WIDA Screener for Kindergarten

A kindergarten student who has taken the WIDA Screener for Kindergarten test must be enrolled as an EL student, regardless of the screener score results in accordance with Kentucky's EL Identification and Placement Guidance. Although parents may decline EL services, kindergarten students may not exit EL status until receiving a 4.5 or higher overall composite score on the ACCESS for ELLs test.

Grades 1-12 - Administer the WIDA Screener Online

If the student in grades 1-12 scores a 4.5 or higher overall composite on the WIDA Screener Online, the student is identified as Initially Fully English Proficient (IFEP). Students in grades 1-12 identified as IFEP will not take the ACCESS for ELLs in January. If the student in grades 1-12 scores below a 4.5 overall composite, the student is identified as an EL.

Step Three: Notify parent(s) of placement in the language instruction educational program (LIEP).

For students newly enrolled at the start of the school year, districts have 30 calendar days to ensure proper identification of EL status, using Home Language Survey and appropriate EL Screener and to notify the parent of placement in the language instruction educational program (LIEP). Reference ESSA 1112(e)(3)(A). The district will notify parents of placement within this allotted time frame.

For students identified after the start of the school year, districts have 30 calendar days to ensure proper identification of EL status, using the Home Language Survey and appropriate EL Screener. Then districts have an additional 14 calendar days to notify the parent of placement in the language instruction educational program (LIEP). Reference ESSA 1112(e)(3)(B). The district will notify parents of placement within this allotted time frame.

Once a student is identified as an English Learner, a Program Service Plan (PSP) is developed for the student.

Student eligibility for placement in the EL Program is not based on immigration status as districts are in fact prohibited from inquiring about the immigration status of a student or family. The U.S. Supreme Court ruled in *Plyler v. Doe* that public schools may not require social security numbers from all students as this may expose undocumented status. Students are also not required to show an original

birth certificate for enrollment. "Other reliable proof" such as a baptismal certificate, family bible with dutiful records, or an affidavit would suffice in place of the birth certificate.

III. Description of LIEP

The EL Program provides language instruction using a variety of instructional models and EL-specific, appropriate instructional materials. The program models that are used are English Language Development (ELD) and Structured English Immersion (SEI). The EL Program incorporates language and content to support students' English language development and to access the Kentucky Academic Standards. All EL instruction is aligned to grade-level standards, and all grade-level instruction includes language support and promotes language acquisition in all four language domains: listening, speaking, reading, and writing.

All English Learners receive sheltered instruction (SEI) in their content-area courses. The EL Teacher meets with teachers to assist with the implementation of sheltered instruction practices in content-area courses.

In addition to sheltered instruction, students at intermediate levels of English development are pulled out for English Language Development (ELD) support. EL-specific, WIDA Standards aligned materials are used in these courses of study.

Additionally, some students at the earliest levels of English development receive push-in support (additional SEI) in key content courses. This language support is provided to assist students in accessing grade-appropriate content area instruction.

If an EL student's parents or guardians decide to waive services, the EL student would receive Structured English Immersion (SEI) services, and his or her teachers would receive consultative support. Such students would not receive pullout EL support.

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

The EL Teacher and Title III Coordinator assist the district with ensuring that EL students suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner using culturally and linguistically appropriate measures.

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

Our district translates parent communication to ensure that parents are aware of school and district programs and events.

V. Professional Development

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

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

The NKY EL PLN is a forum where EL teachers extend the learning from Professional Development sessions. During the PLN meetings, teachers share about their learning from the PD sessions and how they are implementing the strategies that they learned in the classroom. In addition, the EL Consultants or other staff in each district will follow up with classroom teachers who attend the district-specific PD sessions with follow-up meetings where teachers share evidence of implementation and work with the EL Consultants or staff in their districts to refine their practice in working with ELs. The trainings that are offered to all districts are multi-session and it is required that teachers share evidence of implementation to receive PD credit. Evidence of implementation, as well as teacher surveys, will be used to determine the effectiveness of, and to refine, the PD sessions.

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

VI. Annual ELP Assessment

All EL students in grades K-12 who are enrolled in the Bellevue Independent School District during the ACCESS testing window will take the ACCESS for ELLs assessment. The ACCESS assessment measures English proficiency in the four domains of language: listening, speaking, reading, and writing.

VII. LIEP Exit Criteria and Procedures

ELs who have attained a score of 4.5 or higher Overall Composite Proficiency Level on a Tier B or C ACCESS 2.0 assessment in kindergarten or above or P2 or above on Alternate ACCESS will be considered English language proficient (ELP) and will exit the EL program.

VIII. Monitoring Procedures

Bellevue Independent School District monitors the academic progress of former EL students who have been re-designated fully English proficient (RFEP). The students must be monitored for four years after exiting from a language instruction program [ESSA 1111(b)(3)(B)]. Monitoring ensures that RFEP students are able to participate meaningfully in the regular classroom. After students have exited the EL program, our district monitors the academic progress of exited EL students to ensure that:

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

The EL Teacher formally monitors the RFEP students' academic performance regularly. The information is documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services is made available to the student. If an exited EL is not progressing academically as expected and monitoring suggests a continuing language issue, the district will re-test the student's ELP with a valid, reliable and grade-appropriate ELP assessment (e.g., WIDA MODEL) to see if the student should be provided additional EL services (See Kentucky's EL Identification and Placement Guidance and Non-Regulatory Guidance question J-3). If reentered into EL services, the district will document the reasons and obtain the parent's consent to reenter the student into EL services. (See English Learner Re-Entry Procedures) The district collects data on the academic performance of EL Monitored students for the duration of the four-year period. The sources of information collected may include: records on length of time from entry in a US English-speaking school to exit from EL programs; performance on standardized achievement tests; grades in content area classes; grade point averages (GPAs); teacher observations; parent observations and/or feedback; meeting promotion and graduation requirements; and/or graduation rates.

IX. Program Evaluation

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

X. OCR Assurances

The Bellevue Independent School District agrees to the following Office of Civil Rights (OCR) Assurances:

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