

Lau Plan

Covington Independent Public Schools



Covington Independent Public Schools will provide equal educational opportunities to students regardless of race, national origin, sex, color, or disabilities. The Lau Plan (Lau v. Nichols, 1974) is developed to meet the linguistic, academic, social and emotional needs of all English Language Learners. Covington Independent Public Schools is committed to providing a high-quality English Language Development program to ensure that the instructional and social-emotional needs of ELLs are met, and to further the English Language Development Department goals of all English Language Learners attaining English proficiency and achieving Kentucky academic standards.

Revised April 2022

Dr. Susan Pastor-Richard,
Director, Exceptional Children

Alvin Garrison,
Superintendent

Covington Board of Education
25 E. 7th Street
Covington, Ky 41011

Covington Independent Public Schools Lau Plan

2021-22

Revised April 25, 2022

Lau Plan Committee Members:

Dr. Susan Pastor-Richard, Director of Exceptional Children
Dr. Janice Wilkerson, Assistant Superintendent Student Support Services
Mr. Bill Grein, Secondary Director – District Assessment Coordinator
Mr. Joe Moran, Principal Sixth District Elementary
Dr. Vivian Gonzalez-Bodden, Department Chair Holmes High School
Emily Burton – EL Teacher
Erin Childers – EL Teacher

I. Lau Plan Guiding Principles

Covington Independent Public Schools will provide equal educational opportunities to students regardless of race, national origin, sex, color, or disabilities. The Lau Plan (Lau v. Nichols, 1974) is developed to meet the linguistic, academic, social and emotional needs of all English Language Learners. Covington Independent Public Schools is committed to providing a high-quality English Language Development program to ensure that the instructional and social-emotional needs of ELLs are met, and to further the English Language Development Department goals of all English Language Learners attaining English proficiency and achieving Kentucky academic standards.

English Language Learners are those students aged 3-21 whose primary language is a language other than English [See ESSA 8101(20)] and who have not met Kentucky English proficient requirements. In order to provide equal access to school programs, English Language Learners (including immigrant, refugees, migrants and undocumented students) will receive instruction that increases English proficiency and core academic content knowledge. English Language Learner students are entitled to English Language Development programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.

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

Parents and/or guardians registering their children at district schools are given a Home Language Survey to complete as part of the Covington Independent Public Schools enrollment packet. This survey identifies students whose first language is not English. If the answer on any of the questions on the survey indicate a language other than English, the school contacts the appropriate English Language Learner teacher for initial referral. English Language Learner staff will use the WIDA Kindergarten Screener (Kindergarten) or WIDA Online Screener (Grades 1-12). This includes students previously identified as an English Language Learner in a non-WIDA state.

The results of the Screener will be shared with the student's parent/legal guardian and other stakeholders, including a Program Service Plan Committee. If a student qualifies for English Language Learner services, the results of the Screener is used to develop a Program Service Plan (PSP), which will include language proficiency assessment information, type of services, and the instructional/assessment accommodations of the student. A Notification of Eligibility Form will be sent to the parent/guardian within 30 days after the first day of the school year, or within 10 instructional days of the student's first date of attendance for mid-year enrollments. This form includes the reason for student's identification for screening and method of screening, the levels of English proficiency and the type of English Language Learner service type(s), as well as an invitation to attend and participate in a Program Service Plan meeting. A The Program Service Plan Committee will consist of the child's parent/guardian, the Director of Exceptional Services or a school administrator, and the English Language Learner teacher. The ELL teacher will inform classroom teachers of the Program Service Plan and accommodations. Parents are entitled to guidance in a language they can understand about their child's rights, the range of ELL services their child could receive, and the benefits of such services. All Program Service Plan meetings will be documented.

Parents/Guardians will also be notified that they have a right to decline the English Language services for their child in the Language Instruction Education Program (LIEP). The parent/guardian must sign the Parent Opt Out Form, which must be kept in the student's English Language folder. The student is required to take WIDA ACCESS annually and will remain an Active English Language Learner until Kentucky English proficient scores have been achieved.

Non-public schools within the Covington Independent Public Schools may participate in the District's English Language Learner program. An Intent to Participate form and needs assessment should be completed by the non-public school to determine English Language Learner services.

Placement of English Language Learners

Districtwide English Language Learner Students

English Language Learner students will be placed at the age appropriate grade level. The principal determines the grade level, but must consult with the Director of Exceptional Children and the ELL staff to help make the determination.

Covington Independent Public Schools uses a Sheltered Instruction Immersion Model districtwide. Immersion means that students are in an English dominant classroom and that instruction is provided in English only. Placing an ELL in a classroom with no support or ELL instruction is called Submersion and is not practiced at Covington Independent Public Schools. This is not the same as Structured Immersion. Covington Independent Public Schools does not run bilingual/dual-language instruction models. Those require special training and certificates for district level staff and building administration, which Covington Independent Public Schools does not have.

III. Description of the Language Instruction Education Program (LIEP)

Covington Independent Public Schools' Language Instruction Education Program is a research-based instructional approach that effectively promotes English proficiency and high academic achievement. It is a systemic approach for serving English Language Learners based on WIDA English Language Proficiency Standards and Kentucky Academic Standards.

English Language Learner students will participate in progress monitoring assessments in order to evaluate progress toward English language proficiency. English Language Learner staff, principals, and classroom teachers will analyze data from progress monitoring regularly in order to determine next steps in instruction. Along with the progress monitoring data analysis, a committee of stakeholders will review common assessment data in order to determine areas of strength and growth in attaining district goals of closing the achievement gap for English Language Learners.

A certified teacher with an ESL endorsement as required by state and federal laws provides English Language Learner instruction. Program delivery is provided by a team of educators, which may include an ELL teacher, a general education teacher, and other specialists.

Types of program services may include:

- **Content-Based ELL** – Teachers in the mainstream classroom make use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction. This method helps students acquire technical vocabulary and grammar used in academic language and builds

background knowledge, which makes mainstream classes more comprehensible. ELL teachers provide consultation for mainstream classroom teachers.

- **Pull-out/ Resource** – ELL Teacher removes ELL student from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the classroom teacher. Intervention is provided directly in small groups and focuses on increasing students' English proficiency in listening, speaking, reading and writing. WIDA standards are the basis for instruction.
- **Sheltered English Instruction** – Classroom teachers and/or ELL teachers use strategies including physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. This method uses techniques such as direct teaching of vocabulary and explicit modeling that makes content more accessible to all learners. Classroom teacher and/or ELL teacher will receive professional learning in researched-based English Language Learner strategies and methods. ELL teachers may collaborate with classroom teachers.
- **Newcomer program** – Students with little to no English are placed in a program with intensive English instruction to accelerate the acquisition of early literacy skills in English and basic conversational fluency.

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

English Language Learner students must be allowed to participate in every program for which they are eligible. Placement in one does not preclude placement in a second or third program. To avoid inappropriately identifying ELL students as students with disabilities because of their limited English proficiency, ELL students should be evaluated in an appropriate language based on the student's needs and language skills. Programs referred to include Special Education, ELL, Gifted, Title program; Tier Interventions, and additional content support will be considered and provided as needed.

The ELL Department is committed to ensuring ELLs have equal opportunities as their non-ELL peers to participate in co-curricular and extra-curricular activities.

V. English Language Learner Professional Development for Staff who Deliver Instruction or Support the Language Instruction Education Program

English Language Learner students face the unique challenge of developing skills and content mastery while simultaneously acquiring a new language – often when their native language is not yet fully mastered. This means that classroom teachers must also simultaneously meet the language and academic needs of English Language Learner

students. While supporting access to content, teachers of ELLs are called upon to accelerate English language development and literacy. Thus, teachers need to know how to create classrooms that are supportive of using and learning language.

Professional Learning opportunities will be available for all CIPS staff and will address the district's growing ELL population and needs, district goal of closing the achievement gap for ELLs, and federal and state requirements for Title III/English Language Learners. Sessions will reflect the belief that all teachers are language teachers and that all ELLs can learn grade level content.

The Director of Exceptional Children will support schools in providing high quality professional learning opportunities to ensure every English Language Learner can access grade-level content and is transition ready. Professional development sessions, to include job embedded and paid sessions, will be provided for the ELL teachers and classroom teachers to include strategies to meet the needs of the English Language Learner. Additionally, professional development for building principals will include guidance and support to implement the overall English Language Learner Program with fidelity.

VI. Annual English Language Proficiency Assessment and Administration

WIDA ACCESS for ELLs 2.0 is a federal and state-required annual assessment for all English Language Learners. A student identified as an English Language Learner must be administered ACCESS annually until attaining a fully English language proficient score, which is currently defined as a Level 4.5 composite score on Tier B/C of ACCESS 2.0. Students who qualify for alternate assessment will be administered WIDA Alternate ACCESS annually until attaining a fully English language proficient score of P2. Schools do not need parental permission to administer ACCESS.

English Language Learner students with severe cognitive disabilities will take the Alternate ACCESS. A student with significant cognitive disabilities is identified as having one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, traumatic brain injury, multiple disabilities, etc.).

Alternate ACCESS Participation Criteria:

- The student has been classified as ELL.
- The student has a significant cognitive disability and is eligible for special education services under IDEA.
- The student is in an alternate curriculum aligned with their state's academic standards and will be participating in the state's alternate accountability assessment, as decided by the student's IEP team.

English Language Learner students are included in all Kentucky state-required assessments. Students may be eligible for the state's approved accommodations for English Language Learners that are documented in the student's Program Services Plan (PSP). English Language Learners who have been enrolled in U.S. school for less than

240 cumulative days are not counted for performance and are “Participation Only” students for the Kentucky Summative Assessment.

VII. LIEP Exit Criteria and Procedures

If a student is identified as an English Language Learner, then that student must be administered ACCESS annually until a fully English language proficient score is attained, which is currently defined as a Level 4.5 Composite score on TierB/C of ACCESS or a P2 on Alternate ACCESS. An individual who has received WIDA administration training administers this assessment. Schools do not need parental permission to administer ACCESS.

When a student reaches 4.5 on ACCESS or a P2 on the Alternate ACCESS, an Exit letter is sent home, along with ACCESS assessment results. Students exit Active ELL Status on June 30 of the calendar year in which they reach English Language Proficiency of 4.5 or P2 and are entered into Monitored Status for four years.

VIII. Monitoring Procedures after Students Exit the LIEP Program

Title III of the ESEA as amended by the ESSA [Section 3121(a)(5)] requires that districts report on the number and percentage of English Language Learners (ELLs) meeting the state academic standards for four years after students are no longer receiving Title III services.

Exited English Language Learners will be monitored for four years after achieving exit status by meeting the Kentucky English proficiency requirements.

English Language Learner staff will formally monitor the Exited ELL student's academic performance every grading period for the four years of monitored status. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services will be made available to the student. Data gathered will include state assessment results, grades, attendance, behavior, and input from classroom teachers on student's classroom performance. English Language Learner staff will be responsible for gathering this data in their assigned schools, including gathering input and data from classroom teachers.

If an Exited ELL is not progressing academically as expected and monitoring suggests a continuing language issue, ELL staff will re-test the student's English language proficiency (ELP) with WIDA model. A team will then meet to decide if the student should be re-classified as active ELL. The team should consist of the Director of Exceptional Children, ELL teacher, principal and classroom teacher(s). Parent consent must be given to re-classify a student as Active ELL.

Progress monitoring will continue for a student re-classified as Active ELL until the student again achieves exit status by meeting the Kentucky English proficiency requirements of 4.5 on WIDA model.

IX. English Language Development Program Evaluation

The Lau Plan and English Language Learner Program Review Committee will include a variety of stakeholders. The committee will meet annually to address the following:

- a. Evaluate or revise the English Language Learner program.
- b. Review the Lau Plan and recommend revisions if necessary.
- c. Determine strengths and weaknesses of the English Language Learner program based on data and make recommendations for improvement.
- d. Review feedback and suggestions from staff, parents and students (if appropriate) concerning Lau Plan procedures and ELL services provided to students.