

2023-2024
LAU PLAN
CAMPBELL COUNTY TITLE III

I. Team Members

The members Lau Plan Team for Campbell County Title III are: Dr. Shelli Wilson, Connie Pohlgeers, Dr. Kim Visse, Marcia Berry, Marina Burchett and Julie Kuhnhein

II. Guiding Principles

Campbell County School District's Title III program is committed to ensuring that all EL students 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 through the use of annual progress monitoring assessments used in both core curriculum and EL programming such as, MAP testing, KSA testing in grades 3-12, and ACCESS for ELLs.
 - 3) Qualified EL students are eligible to exit the EL program upon receiving composite score of 4.5 in Tier B/C on the WIDA ACCESS for ELLs state assessment.
 - 4) Exited EL students will enter monitoring 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.

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

Campbell County School District's Title III program will comply with the state policy that requires all local school districts in Kentucky to administer a home language survey (HLS) to students enrolled in the district as a first screening process to identify students with limited English proficiency. (703 KAR 5:070)

1. What is the language most frequently spoken at home?
2. Which language did your child learn when they first began to talk?
3. What language does your child most frequently speak at home?
4. What language do you most frequently speak to your child?

In order to identify ELs, Campbell County Schools will administer the home language survey developed by the Kentucky Department of Education to every student when they complete online enrollment in our district. When the response to one or more of these home language survey questions is a language other than English, the EL Specialist administers the WIDA Kindergarten Screener to a student enrolled in Kindergarten or the WIDA Online Screener to any student in grades 1-12 to determine EL status and program placement. If parents/guardians respond to all four questions on the KDE Home Language Survey via online enrollment as English, no additional action is taken, and the student is not considered an English Language Learner. All students taking Kindergarten Screener are enrolled in the EL program. If a student scores below a level 4.5 on the WIDA Online Screener, he/she is not considered English proficient and is enrolled in the EL Program. If a student scores 4.5 or above he/she is deemed initially fully English proficient (IFEP) and is not enrolled in the EL Program.

When a student with a home language other than English transfers into Campbell County Schools from another school district within the U.S, the EL Specialist examines the student's previous school records for evidence of enrollment in an EL program or documentation that the student has exited an EL program. When previous school records do not contain the necessary information, in particular the appropriate WIDA assessment detail, the EL Specialist administers the WIDA Kindergarten Screener or WIDA Online Screener to determine EL status and program placement. The same qualification for program participation or initially fully English proficient (IFEP) applies to students who transfer into Campbell County Schools from another school district within the U.S.

Once the student is identified as an EL, a Program Service Plan (PSP) is developed for the student. Parents are notified and invited to the Program Services Plan meeting within 30 calendar days of the first day of school. If the student was enrolled after the initial 30 calendar days of the academic year, the identification process and Program Services Plan meeting takes place within 14 calendar days of the student's enrollment. All EL students take the WIDA ACCESS for ELLs assessment during the appropriate state ACCESS testing window typically occurring in the second semester of the year.

Student eligibility for placement in the EL Program is not based on immigration status and 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.

IV. Program Description

The EL Specialist in Campbell County Schools completes a variety of tasks to support the implementation of the English Learner Program, which include, but are not limited to the following: assessing students, developing Program Service Plans, providing direct services to students, collaborating with classroom teachers, providing professional development, monitoring exited students, and assisting Title III Directors with program planning and reporting. The EL program is assisted by a qualified EL tutor who conducts regular individual and small group sessions with qualified EL students. All EL students' accommodations are supported by the EL Specialist and school staff. The EL Specialist and Title III Coordinator regularly participate in professional development opportunities to expand their expertise in the field and offer PD opportunities to teachers and leaders in the Campbell County School District.

The EL Specialist works with classroom teachers to provide sheltered English instruction, pullout EL support, and consultation. EL students whose parents or guardians have waived services receive sheltered English instruction and their teachers receive consultative support, but these students do not receive pullout EL support. Students whose parent/guardian choose to waive services are still obligated to take the annual WIDA ACCESS for ELLs assessment during the annual window.

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

The EL Specialist ensures 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 Specialist encourages 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.

The EL Specialist and Coordinator will procure personnel and/or contracted interpreters as needed to ensure parent communication to ensure that parents are aware of school and district programs and events.

VI. Professional Development

The EL Specialist provides 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, and other PD sessions by request.

The EL Specialist will share strategies with all staff who serve ELs either during staff, grade level, department or individual meetings

VII. ELP Assessment

All EL students in grades K-12 who are enrolled in Campbell County Schools during the state ACCESS testing window will take the ACCESS for ELLs assessment. The assessment requirement remains regardless of parents waiving EL services. The ACCESS assessment measures English proficiency in the four domains of language: listening, speaking, reading, and writing.

VIII. EL Program 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 the grades of Kindergarten or above will be considered English language proficient (ELP) and will exit the EL program.

IX. Monitoring Procedures

Campbell County Schools will adhere to the Kentucky Department of Education guidelines for monitoring exited EL students were updated 7/6/2017 which are as follows:

Districts have an obligation under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA) to monitor the academic progress of former English learner (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 3121(a)(5)].

Monitoring must ensure that RFEP students are able to participate meaningfully in the regular classroom. After students have exited an EL program, school districts must monitor the academic progress of exited EL students to ensure that:

- 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.

Designated instructional staff, such as English as a Second Language (ESL) staff or a guidance counselor, must formally monitor the RFEP student's academic performance regularly. The information must be 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 must be made available to the student.

If a district's monitoring of exited EL student indicates that a persistent language barrier may be the cause of academic difficulty, the district should re-assess the student with a valid and reliable, grade-appropriate English language proficiency test such as the WIDA MODEL to determine if there persist to be an English proficiency issue and must offer additional language assistance services where needed to meet its civil rights obligations.

The district must collect data on the academic performance of RFEP 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 U S 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.

ESSA 3121(a)(5) requires that districts report on the number and percentage of ELs meeting the State academic standards for four years after students are no longer receiving Title III services. The data must include results on content assessments for reading/language arts, mathematics, and science and be disaggregated by English learners with disabilities (ELWD).

X. Program Evaluation

Each year, the EL Specialist and Coordinator will meet with the Title III Coordinator, 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 amount of direct services or increasing Tier level in RTI, when students are not making the expected amount of progress. The EL Specialist also work regionally with teachers and administrators through the Northern Kentucky English Learner PLC/PLN to compare data regionally to evaluate program effectiveness and to discuss strategies for improvement.

XI. OCR Assurances

Campbell County Schools agree 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 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.

CONTACTS & ORGANIZATION NAME	EMAIL
Julie Kuhnhein, CCS EL Coordinator & Ashley Valerius, CCS EL Specialist	Julie.Kuhnhein@campbell.kyschools.us and Ashley.Valerius@campbell.kyschools.us

