

**2024-2025
LAU PLAN
PENDLETON COUNTY TITLE III**

I. Team Members

The members Lau Plan Team for Pendleton County Title III are: Lisa Manor (District), Laura Pugh (District), Ashley Valerius (NKCES), Mark Hegyi (Elementary Principal), Robert Hoover (Secondary Principal), Samantha Hall (Elementary Teacher), Elizabeth Derico (Secondary Teacher), Taylor Platt (Community Member), Parent Member Vacant

II. Guiding Principles

Pendleton 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) Inform parents and caretakers in a timely manner about the English Learner status of their child and the proper assessment and program information.
 - 3) Provide an effective language assistance program that accelerates ELs' 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.
 - 3) Provide EL families the opportunity for engagement with our school and community to ensure success as global citizens.

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

Pendleton 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) These following four KDE provided language questions are included on the enrollment form.

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

When enrolling in Pendleton County Schools, on the initial enrollment form, all families are asked to answer the 4 KDE-provided language questions. If one of those questions is answered with a language other than English, the family is promptly provided with the KDE Home Language Survey. Once the survey is completed and returned, if it also includes one of more of those questions being answered with a language other than English, the NKCES program consultant administers either the Kindergarten (a student in Kindergarten or the first semester of grade 1) or the WIDA Online Screener (second semester of grade 1 through grade 12) to the student to determine EL status and program placement. If all responses on the HLS are English, no additional action needs to be taken. The student is not considered an EL. All students taking the WIDA Screener for Kindergarten are enrolled in the EL program (this includes first semester grade 1 students). If a second semester grade 1 -12 student scores below a level 4.5 on the WIDA Online Screener, they are not considered English proficient and are enrolled in the EL Program. If a student scores 4.5 or above they are deemed initially fully English proficient (IFEP) and are not enrolled in the EL Program.

When a student with a home language other than English transfers to Pendleton County Schools from another school district within the U.S, the school staff 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, an NKCES EL Program Consultant administers the WIDA Screener for Kindergarten or WIDA Online Screener to determine EL status and program placement.

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 PSP meeting within 30 days of the first day of school. If the student was enrolled after the start of the school year, the PSP meeting takes place within 2 weeks of the student's enrollment. All EL students take the ACCESS test during the state ACCESS testing window.

Student eligibility for placement in the Pendleton County EL Program is not based on immigration status and the district is committed to not inquiring about the immigration status of a student or family. Pendleton County Schools respects and follows the decision made by The U.S. Supreme Court ruling in *Plyler v. Doe* and therefore not require social security numbers from all students as this may expose undocumented status. Additionally, Pendleton County does not require newly enrolled students to show an original birth certificate for enrollment and allows "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

Pendleton County Schools participates in the NKCES Title III Consortium and the local EL Program at NKCES. The NKCES EL program consultant is responsible for identifying students, developing Program Service Plans, providing direct services to students on a weekly basis, collaborating with classroom teachers, providing professional development, coordinating and administering the ACCESS testing for the district, monitoring exited students and assisting Title III Directors with program planning and reporting. As part of our partnership with NKCES the consultant and classroom teacher in the district work to provide sheltered English instruction. 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. Even if a parent or guardian waives services, they are required to take the annual English Language Proficiency Assessment, ACCESS for ELLS.

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

The NKCES EL Consultant 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 NKCES EL Consultant 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.

Pendleton County Schools 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 Consultants provide regular professional development opportunities to regular education and special education teachers within Pendleton County Schools to help them support the implementation of students' PSPs and provide high-quality learning experiences to EL students. This specialized PD includes explaining the ACCESS assessment and interpreting the scores, the WIDA Can-Do and Proficiency Level Descriptors, ELP standards, differentiating instruction for EL students, and providing accommodations and modifications to support students' learning.

VII. ELP Assessment

All EL students in grades K-12 enrolled in Pendleton County Schools 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.

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

IX. Monitoring Procedures

Pendleton 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 Consultant meets with the Title III Coordinators, 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.

XI. OCR Assurances

Pendleton 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 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.

CONTACTS & ORGANIZATION NAME

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