



PERRY COUNTY SCHOOLS
DISTRICT LAU PLAN for EL Students
2022-2023

Perry County School District is committed to the following guiding principles:

1. *Perry County Schools* assures that it has developed a district plan for educating all English Learner (**EL**) students within its jurisdiction. It also assures that a copy of the district **EL** plan will be provided to all schools receiving services. The plan and its contents will be made available to **EL** families and the public in compliance with open records laws.
2. *Perry County Schools* assures that it will provide equal educational opportunities to all **EL** students and uphold the rights of such regardless of citizenship or nationality status, as provided under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunity Act of 1974, Sec. 204(f), and as affirmed in the Supreme Court ruling in *Plyer v. Doe*, 1982, and any other civil rights guaranteed by federal law.
3. *Perry County Schools* assures that it will expend all Title III funds to improve the education of **EL** students by assisting the students to learn to speak, read, write, and comprehend the English language and to meet challenging state content and performance standards.
4. *Perry County Schools*, acknowledging recent and future increases in the enrollment of **EL** students, assures that it will use funds in a manner consistent with the laws governing **EL** students.
5. *Perry County Schools* assures that its proposed plan is based on approaches and methodologies consistent with **scientifically based research (SBR)** on teaching **EL** students.
6. *Perry County Schools* assures that its proposed plan describes how language instruction programs will ensure that **EL** students develop English proficiency.
7. *Perry County Schools* assures that it will use funds in ways that will build district and school capacity to continue to offer high-quality language instruction educational programs for **EL** students.

8. *Perry County Schools* assures that its **Language Instruction Educational Program (LIEP)**, **English Language Development (ELD)** strategies, and funding allocations are aligned and integrated with the **Comprehensive District Improvement Plan (CDIP)** and **Comprehensive School Improvement Plans (CSIP)**.
9. *Perry County Schools* assures that it will annually assess the English language proficiency (in reading, writing, listening, and speaking) of all identified **EL** students in the district using a test approved by the **Kentucky Board of Education**.
10. *Perry County Schools* assures that a **Program Service Plan (PSP)** will be developed for each **EL** student in the district.
11. *Perry County Schools* assures that parents/legal guardians of all **EL** students in the district will be notified within 30 days after the beginning of the school year of a) the child's identification as **EL**, b) the child's program instructional services, and c) parental rights to opt out of services or to seek alternative services as outlined in Sec. 3302 (a) (b) (c) of Title III. For a child who has not been identified for participation in a language instruction education program prior to the beginning of the school year, the eligible entity assures that it will carry out subsections (a) through (c) within two (2) weeks of the child being placed in such a program.
12. *Perry County Schools* assures that it will promote parental and community participation in programs for **EL** students.
13. *Perry County Schools* assures that it will determine primary/home languages spoken by students through such means as the student enrollment form, a **Home Language Survey (HLS)**, and/or interviews with parents/legal guardians. This information will be used for identification of **EL** students.
14. *Perry County Schools* assures that it developed its proposed plan in consultation with teachers, school administrators, parents, researchers, and, if appropriate, with education-related community groups, with nonprofit organizations, and with institutions of higher education.
15. *Perry County Schools* assures that it has consulted with non-public schools within its area of service in the development of the district **EL** plan, and that it will administer and provide on an equitable basis educational services to **EL** students in non-public schools through a public agency or a contractual entity independent of the non-public schools or religious organizations.

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DISTRICT EL TEAM

1. Harvey Colwell – **EL** coordinator Central Office
2. Cris Rush – Behavior and **EL** Testing staff, Health Service Coordinator
3. Missy Moore – Instructional Supervisor Central Office
4. Carmen Roberts – **EL** Assistant at East Perry
5. David Spencer – **EL** Assistant District
6. Lola Taylor – District Special Ed Consultant
7. Emily Duke – West Perry Co-Principal
8. Parent Representative – Jeorge Martinez

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EL PROCESS/PROCEDURES for IDENTIFICATION

1. The *Home Language Survey (HLS)* will be sent home with Kindergarten students and newly enrolling students, with the district adopting the newly developed **HLS** from the *Kentucky Department of Education (KDE)*.
2. **HLS**s will be reviewed for identification of potential English Learner (**EL**) students; if a language other than English is indicated on any question, then the student will need to be evaluated for possible *Language Instruction Educational Program (LIEP)* placement. Student names will be sent to the district **EL** coordinator (**Harvey Colwell**) by the end of the first week of identification.
3. The *WIDA Screener for Kindergarten* will be administered within the first **30** days of enrollment to Kindergarten students who are potential **EL**s. The *WIDA Online Screener* will be given within the first **30** days of enrollment to potential **EL** students of grades 1-12. Staff will come out to the individual school to perform the screening to determine if potential **EL**s qualify for the **LIEP**.
4. Once a student has been evaluated for placement and identified as **EL**, the parents or guardians will be notified within **five (5)** days.
5. A *Program Service Plan (PSP)* will be designed for each **EL** student within **30** days of the administration of the *WIDA Screener for Kindergarten* or the *WIDA Online Screener*. **PSP**s will then be reviewed and revised annually for appropriateness. Staff will be sent to the school to develop the **PSP**s with input from educators and approval from parents/guardians.

I. INTRODUCTION

A. Student Demographics

While the number of English Learners (**ELs**) served by the *Perry County School District* was once 2 to 3 students at a single school, this number has trended upward. At one time in recent years, the number of **ELs** had grown as high as 23 students housed at 6 different schools, 6 of whom were being monitored as *re-designated fully English proficient (RFEP)* after having exited the program. There are currently 13 **EL** students at 2 different schools, 2 of whom are being monitored as **RFEP**. 4 of the 13 students are at the high school level.

B. Examples of Innovative Programs and Initiatives

The examples below demonstrate the *District's* long-term commitment to meeting the needs of **EL** students. They also point out the importance of aligning district plans as much as possible with significant district initiatives, while giving the *District* maximum flexibility to pursue innovative and effective programs.

The activities and programs listed below are representative of the *District's* efforts, but this is not intended to be an all-inclusive list.

- *English Immersion* techniques are being used by regular classroom teachers. Instruction is *primarily* in English. Students are taught English language skills in English. In addition, they are taught the content areas of social studies, science, math, health, music, art and physical education using special methods in English, with translation into the student's home language used only sparingly. The content areas are being integrated into the language arts theme in order to maximize *English Language Development (ELD)*.
- District teachers will be trained in a number of instructional strategies and tools, including *Sheltered Instruction Observation Protocol (SIOP)* and *Literacy First*. Regular classroom content area teachers using the **SIOP** model are able to make content comprehensible for **ELs**. The *Literacy First* process provides reading strategies proven effective with students from all backgrounds and income levels.

C. Implementation Issues

The adjustments and modifications described in this plan are designed to help all **EL** students succeed by providing a special focus on programs and strategies for ensuring equal educational opportunities for **EL** students. This updated plan is effective with the *2022-2023* school year.

To include any private, non-profit schools physically located in *Perry County School District* geographic boundaries in equitable services for identified English Learners, the *Perry County Schools Local Education Agency (LEA)* will implement the following procedures:

1. Only private schools having an official non-profit status will be eligible.
2. Those schools must have filed Articles of Incorporation with the office of the Kentucky Secretary of State or have received a letter from the Internal Revenue Service granting them 501 (c) status as a non-profit corporation. (Home schools by their nature will be considered non-profit.)
3. The **LEA** will maintain control of the program funds as well as title to all materials, equipment, and property purchased with Title III funds.
4. The **LEA** will provide the students and teachers opportunities to participate in program activities.

D. English Language Development

Perry County Schools endeavor to help **EL** students to develop mastery of English language skills through an informal **LIEP** and develop simultaneous subject matter competence in all required academic content areas.

1. The first priority will be the mastery of reading skills in English through research-based instructional programs.
2. The program for English Learner students will be fully implemented and periodically evaluated and modified to ensure that **ELs** are provided a meaningful opportunity to participate in the *District's* educational program.

E. Applicable Legal Standards

The *Perry County School District* will follow all appropriate legal requirements in developing a program for educating **ELs**. The federal statute governing litigation in the federal courts related to meeting the educational needs of **ELs** is the Equal Educational Opportunities Act of 1974, 20 U.S.C. 1703 (f). This act states in pertinent part:

No State shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by— ...

(f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

Appropriate action entails:

- that a school is pursuing a program informed by an educational theory recognized as sound by some experts in the field, or at least, deemed a legitimate experimental strategy;
- that the programs and practices actually used by a school are reasonably calculated to implement effectively the educational theory adopted by the school; and
- that the program produces results indicating that the language barriers confronting students are actually being overcome. If the program is not producing results, the *District* should make modifications to achieve the desired results.

This 2021-2022 Language Development Plan addresses the following:

1. The *Perry County School District's* educational program for **EL** students provides for curriculum and procedural components. These include:
 - the on-going identification of all **ELs** in the *District*;
 - the appropriate assessment of their language and academic competencies;
 - the provision of **English Immersion** techniques for each of the **EL** students that are designed to fully develop oral and written skills in English and ensure their full access to the mainstream academic program;
 - the provision of staff members with significant professional development on working with **EL** students; and
 - the use of the **WIDA ACCESS for ELLs** and **Alternate ACCESS** English language proficiency assessments as criteria that tracks the educational progress of **EL** students and ensures their ability to participate meaningfully in the mainstream curriculum.
2. Full implementation of all aspects of the program for **EL** students, including identification of responsible staff and description of the procedures the *District* has in place to measure the success of the implementation.
3. A system for evaluating the effectiveness of the program on a regular basis and making necessary modifications to the program.

**** Virtual learning will take place when interruptions of in-person learning occur for EL students. EL students will have access to technology devices and virtual platforms just like all other students.***

II. PURPOSE AND GOAL

The *English Immersion* and *Sheltered Instruction* models will be utilized in order to enable **EL** students to become competent in the speaking, listening, reading, and writing of the English language. The program shall emphasize mastery of English language skills as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable **EL** students to participate equitably in school. The **LIEP** shall be part of the total school program. The program shall use instructional approaches designed to meet the special needs of **EL** students, and the basic curriculum content of the programs shall be based on the essential knowledge and skills of Kentucky certified classroom teachers.

III. COMMUNICATION

A. Home Language Survey

The *Home Language Survey (HLS)* shall be administered yearly to each Kindergartener and new enrollment. Each school is responsible for administering this survey. These surveys shall be completed and signed by the parent or guardian of the student. The original copies of the surveys shall be retained at the school. If the **HLS** indicates a language other than English is used in the home or during the course of the child's development, then the school shall notify the **EL** staff member assigned to that school or district **EL** staff. The child shall be tested by the local district through use of the *WIDA Online Screener* or *WIDA Kindergarten Screener*. The *District* will utilize the survey developed by **KDE**, along with the TRANSACT website to generate the **HLS** in languages other than English as needed.

B. Regular Communication in Language That Parent Understands

Communications with parents will be in a language they understand. Each school will review, on an annual basis, its formal and informal communication practices to ensure that all communications are as effective as possible.

C. Effective Use of Parent Conferences to Assist EL Student Performance

Schools will schedule and conduct parent-teacher conferences and *Program Services Plan (PSP)* conferences with parents of **EL** students. School staff will use the parent-teacher conference to discuss how well the child is doing in terms of grades, language skills, and academic abilities. Parent communications may include home visits or scheduling outside of school hours.

The *Perry County School District* website is available for viewing of *Kentucky Academic Standards (KAS)* by parents and **EL** students.

IV. PROGRAM QUALIFICATIONS

The **EL** teaching staff shall be responsible for the administration of the *WIDA Online Screener* and *WIDA Kindergarten Screener* assessments. These tests shall be administered by following the guidelines of the publisher. Students qualify for services based on these assessments.

Students who have been designated as **ELs** and assigned to the **LIEP** will be reassessed on an annual basis with the *WIDA ACCESS for ELLs* assessment—or the *Alternate ACCESS*, if the student qualifies for alternate testing. Students who do not meet the criteria for exiting will continue in the program until the next reassessment period, with appropriate adjustments to their instructional program based partly upon the results of the reassessment. Students who *have* met the criteria for exiting will be monitored for four (4) years.

Other assessment information such as results of the *Measures of Academic Progress (MAP)* and *TRANSCEND* tests will also be included in the program plan for each student. Students are assessed using **MAP** technologies three (3) times a year.

V. PARENTAL NOTICE AND APPROVAL

Within 30 days of classification, the **EL** staff member shall give written notice to parents advising that the student has been classified as a potential **EL** and requesting approval to place the student in the **LIEP**. The notice shall be in English and the primary language and shall include information about the benefits of the program for which the student is recommended and that it is an integral part of the school program. With parental approval, the local district shall place the student in the recommended program. Parents will have the option to opt out of services or to seek alternative services, although students who qualify for the program will still be reassessed annually with the *WIDA ACCESS for ELLs* or *Alternate ACCESS* test.

The entry or placement of a student in the **LIEP** must be approved in writing by the student's parent. Approval shall be considered valid for the student's continued participation in the program until the student meets the established exit criteria, graduates from high school, or the parent requests a change in program placement.

VI. PROGRAM EXIT

For exit from the **LIEP**, a student must score at a proficient level on the *WIDA ACCESS for ELLs* or *Alternate ACCESS* assessment. A student exited from the program may be re-enrolled if later evidence indicates that the student has inadequate English proficiency and achievement.

The base criteria for exiting will be the achievement of an overall level of **4.5** or higher on the *WIDA ACCESS for ELLs* assessment—or an overall level of **P2** or higher on the *Alternate*

ACCESS. This score, in conjunction with the professional judgment of the student's **Program Service Plan (PSP)** committee and other relevant data or documentation, shall inform the final decision, as no single score will be used as the sole determiner for making decisions regarding a student's English language proficiency. The school shall notify parents of a student's reclassification as fully English proficient (**RFEP**) and his or her exit from the **LIEP**.

RFEP students will be monitored for the following **four (4)** years after exit. This will include the yearly administration of the **WIDA MODEL Screener** to continue to track the student's English language skills, along with the **WIDA MODEL Summative Assessment** if the result of an overall level of *less than 4.5* on the former indicates that more data is needed to justify reclassification.

VII. PROGRAM CONTENT

English Immersion and **Sheltered Instruction** techniques, with limited **Pull-Out**, shall be used for instruction by regular Kentucky certified classroom teachers and paraprofessionals.

A. Integrated Curriculum for EL Students

The curriculum for **ELs** is the same as that used for the mainstream English language instructional program. Appropriate instructional strategies (**English Immersion** and **Sheltered Instruction**) are used to enhance the students' access to the curriculum. **ELs** at all grade levels in **Perry County** may lack either **Basic Interpersonal Communication Skills (BICS)** and/or **Cognitive Academic Language Proficiency Skills (CALPS)**. **EL** staff work collaboratively with mainstream teachers to provide scaffolding and other modifications when needed.

B. Emphasis on Literacy and Quality Instruction

The **Perry County School District** has designated the improvement of literacy skills as an educational priority. The **District** will continue to adhere to the **State Core Content** and **Program of Studies** and will incorporate the **ELD** standards in instruction.

C. Quality Instructional Staff and Professional Development

All mainstream classes in **Perry County** are taught by teachers with certifications for that subject or grade level that focus on that particular content area. In addition, we have put in place interpreters and classified assistants that help with full immersion of **EL** students within regular class schedules at all schools within the school district.

Teachers participate throughout the school year in staff development activities focused on varying instructional practices offered by the **District** and the **Kentucky Department of Education (KDE)** or that are otherwise identified as having developmental value.

The *District* will continue to hire, promote, and assign teachers, administrators, and other staff without regard to race, color, or national origin as specified by federal regulations.

D. Provide High-Quality Professional Development Related to Teaching EL Students

Consistent with guidance in the federal English Language Acquisition, Language Enhancement, and Academic Achievement Act, the *Perry County School District* will provide high-quality professional development for teachers, administrators and other staff that is:

- designed to improve instruction and assessment of **ELs**;
- designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for **ELs**;
- grounded in **scientifically based research (SBR)** demonstrating the effectiveness of professional development in increasing children’s English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in the classroom.

EL staff members will attend on-going training sessions and will also provide training for mainstream teachers.

Professional Development will be a continuous process of learning through consciously constructed relevant job-embedded experiences so that professional development experiences and professional learning are integrated in the day-to-day work of teachers, administrators, and others to support improved practices, effectiveness and the application of skills, processes, and content. Examples of such are **action research, study groups, collegial professional learning networks, peer collaboration, peer coaching, mentoring, formal and informal peer observations, coaching, instructional demonstrations, collegial feedback, personal reflection, team planning, collaborative-problem solving, analysis of student work, self-directed learning.**

VIII. OTHER PROGRAMS

The *District* will include **ELs** in other programs designed to provide extra assistance such as Title I and Extended School Services. School and district staff will collaborate with family members and community partners to provide programs, services, and resources that create, implement, maximize and sustain learning opportunities for all students.

Steps for Developing Process for Monitoring Exited English Learner Students

Perry County Schools

The following are guidelines that a district may use to monitor the success of **English Learners (ELs)** after they have exited the district's **Language Instruction Educational Program (LIEP)**. Exited or reclassified **ELs** are more often referred to as **re-designated fully English proficient (RFEP)** students. These steps may be used as a checklist to monitor the academic performance of **RFEP** students:

- *Identify the staff person(s) who will be responsible for monitoring **RFEP** students.*

EL district staff, primarily **EL** assistants/translators, will monitor **RFEP** students. At present, **David Spencer** is the member of **EL** staff responsible for **RFEP** monitoring.

- *Establish guidelines for how often the district will monitor **RFEP** students (e.g., weekly, quarterly, each semester) and determine the length of monitoring (minimum of four-years per Title III of the ESEA as amended by ESSA (Sec. 3121(a)(5))).*

Perry County Schools will monitor **RFEP** students **quarterly** for **four (4) years** after students exit the **LIEP** after demonstrating proficiency through the **WIDA ACCESS for ELLs** assessment or the **Alternate ACCESS**.

- *Identify the data the district will review to measure whether individual **RFEP** students are successful in the district's overall educational program (e.g., grades, test scores, teacher observations).*

Perry County Schools will use the following data to measure success: grades and GPA; **MAP, TRANSCEND, Kentucky Summative Assessment (KSA)**, and other standardized test scores; Common Assessment and Exit Criteria test scores; observations by staff and parent feedback; fulfillment of promotion and/or graduation requirements; promotion and graduation rates; and performance on the **WIDA MODEL Screener** assessment and an alternate RFEP assessment.

- *Identify methods or criteria the district will utilize to measure success of **RFEP** students in the district's education program (e.g., the district may review the grades, testing results, teacher feedback and other appropriate information to determine whether or not a RFEP student has meaningful access to the district's regular education program).*

Perry County Schools will use the following criteria to measure success: grades of **C or higher** on six-week grade reports; **proficient** or **distinguished** results on **MAP, TRANSCEND, KSA**, and other standardized tests; teacher feedback indicating **high achievement, good behavior, and little to no difficulty with language**; and maintaining an overall level of **4.5 or higher** on the annual **WIDA MODEL Screener**.

- *Establish criteria for determining the source of a **RFEP** student's lack of success in the district's regular program including a plan to determine whether a lack of success is due to academic deficits incurred while the student was receiving language instruction services, the lack of English language proficiency, or other reasons.*

Perry County Schools will use the following criteria for determining the source of a student's lack of success: **WIDA MODEL Screener** and **WIDA MODEL Summative Assessment** scores in each of the specific areas of listening, reading, speaking, and writing (the **Summative Assessment** will be administered if the student's overall level on the former is *less than 4.5*); teacher, student, and parent feedback through teacher surveys, student conferences with **EL** staff, and parent-staff conferences; classroom observations by **EL** staff; and review of past **WIDA ACCESS for ELLs** (or **Alternate ACCESS**) reports, **Program Service Plans (PSPs)**, and standardized test scores from the **RFEP** student's time in the **LIEP**.

- *Establish procedures, methods and services to be used by the district to provide assistance to **RFEP** students that experience lack of success due to academic deficits incurred while the student was receiving language instruction services.*

Perry County Schools will provide assistance to **RFEP** students who experience a lack of success based on the above criteria in the following ways: collaborating with teachers to re-incorporate **EL** teaching strategies in their instruction; temporarily reinstating appropriate **EL** accommodations previously available to the student; offering extended school tutoring services where feasible; and referring the student to counselling services if the student's lack of success is determined to have a social-emotional cause.

- *Establish procedures to be used by the district to provide services and meet civil rights requirements if students' insufficient academic progress is due to lack of English language proficiency.*

If the **RFEP** student's lack of success is determined to be due to lack of English language proficiency despite his or her earlier exit from the **LIEP**, the student's **RFEP** status will be rescinded, and he or she will be re-enrolled in the **LIEP** with a newly drafted **PSP**.

- *Determine procedures to provide appropriate communications to inform parents of **RFEP** students' progress during the four-year monitoring period.*

Perry County Schools EL staff will meet with parents to draft **PSPs** for **RFEP** students just as previously, when the student was in the **LIEP**. During this meeting, the same data that **EL** staff use to determine the academic success of **RFEP** students will be presented and discussed, and parent feedback will be gathered. In addition to this, parents of **EL** and **RFEP** students alike are informed of several means through which they can contact **EL** staff if they have further concerns at other times.