

2025-26 LAU PLAN

BEECHWOOD INDEPENDENT SCHOOL DISTRICT

I. Team Members

The members Lau Plan Team for Beechwood Independent School District include: Lauren Steltenkamp, Title III district supervisor, Tiffany Rheude, EL district coordinator & EL certified teacher, Ashley Chaiken, elementary teacher representative, Alicia Wittmer, elementary administrator, Janelle Hawes, high school teacher representative, Jana Bromley, high school administrator, and Jocelyn Martinez, parent and community member

II. Guiding Principles

Beechwood Independent School District 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 and inform parents of the results.
 - 2) 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.

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

Beechwood Independent School District 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).

KDE's Home Language Survey (HLS) template or the Home Language Survey within the Online Registration tool (which has been modified to match the required template) are utilized for the identification of potential English learner students. The HLS is administered only once upon initial entry. All families are asked to answer the 4 KDE-provided language questions.

When the response to any of these home language survey questions is a language other than English, a certified English Learner teacher administers either the WIDA Screener for Kindergarten (for a student in Kindergarten or the first semester of grade 1 or the WIDA Online Screener to the student to determine English proficiency and EL program status / 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. 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 to a member district from another school district within the U.S, a certified English Learner teacher 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. Students who exited from a non-WIDA state are given the WIDA Screener to determine the student's language proficiency in English and are determined to either have exited or are entered into the program using the guidance above. When previous school records do not contain the necessary information, a certified English Learner teacher 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 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, a family bible with dutiful records, or an affidavit would suffice in place of the birth certificate.

IV. Program Description

Beechwood employs one full-time EL teacher using local funds. The EL teacher 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 instruction to students, collaborating with classroom teachers, providing professional development, monitoring exited students, meeting with the families of EL students, and assisting Title III Directors with program planning and reporting. The EL teacher supports EL students by providing direct EL services/instruction as well as consultation services in which the EL teacher works with the content or classroom teacher to indirectly support students. When EL students' parents or guardians waive EL services, the content/classroom teacher receives consultative support and will take the annual English proficiency assessment, but these students do not receive pullout EL services.

Beechwood also participates in an independent Title III consortium with two other local school districts - Dayton and Fort Thomas. Beechwood's Title III funds are used for the district EL coordinator stipend. The EL professionals from these districts meet quarterly and participate in professional development opportunities and expand their expertise in the field.

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

The EL Coordinator / Teacher assists staff in the district to ensure 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 Coordinator / Teacher also encourages staff in 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.

All of the districts in our Title III Consortium use their own 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 Coordinator / Teacher will provide professional development opportunities to regular education and special education teachers within Beechwood Independent Schools to help them support the implementation of students' PSPs and provide high-quality learning experiences to EL students. This 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 who are enrolled in Beechwood Independent School District during the state English language proficiency assessment testing window, also known as ACCESS for ELLs 2.0, will participate in the assessment in its entirety. The ACCESS for ELLs 2.0 assessment measures English proficiency in the four domains of language: listening, speaking, reading, and writing. English learners in grades 1-12 who have significant cognitive disabilities are eligible to take the WIDA Alternate ACCESS assessment. The EL teacher will work with the special education teacher to determine the correct assessment.

Test administrators (TAs) of the WIDA ACCESS for ELLs assessment will complete the required training, including the WIDA ACCESS for ELLs Online Training Course. They review the Test Administration Manual and ensure they have the necessary technology and materials. Additionally, TAs have a signed Non-Disclosure and User Agreement (NDUA) on file.

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 for ELLs 2.0 assessment in Kindergarten or above will be considered English language proficient (ELP) and will exit the EL program.

IX. Monitoring Procedures

Beechwood Independent School District will adhere to the Kentucky Department of Education guidelines for monitoring exited EL students which were updated on 7/6/2017 and 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, Beechwood's EL Coordinator / Teacher will meet with school principals, 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 EL Coordinator / Teacher will also work regionally with teachers and administrators through a Multilingual Learners PLN to compare data regionally to evaluate program effectiveness and to discuss strategies for improvement.

XI. OCR Assurances

Beechwood 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 monitor 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.

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