

LaRue County Schools
Lau Plan
English Learners (EL) District Procedures

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Lau Leadership Team

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I. District Program Overview

LaRue County Schools English Language (EL) program provides instructional support for children who are learning English. EL students will be provided opportunities to acquire proficiency in listening, speaking, reading and writing English. The EL program strives to be a positive learning environment in which each student's first language, culture and ethnic heritage is valued. LaRue County's EL program operates on the premise that language must be taught and that language acquisition takes time.

Students identified as EL are those whose first language is a language other than English and who qualify for EL services through a testing and referral process. EL identified students will participate in the general education program to the maximum extent possible. It is in the general classroom setting with English speaking peers that students learning English will be the most motivated to communicate ideas and knowledge. Each student identified as an EL student will have an individual plan written and reviewed annually with his/her specific strengths and weaknesses in mind.

II.Lau Plan Overview

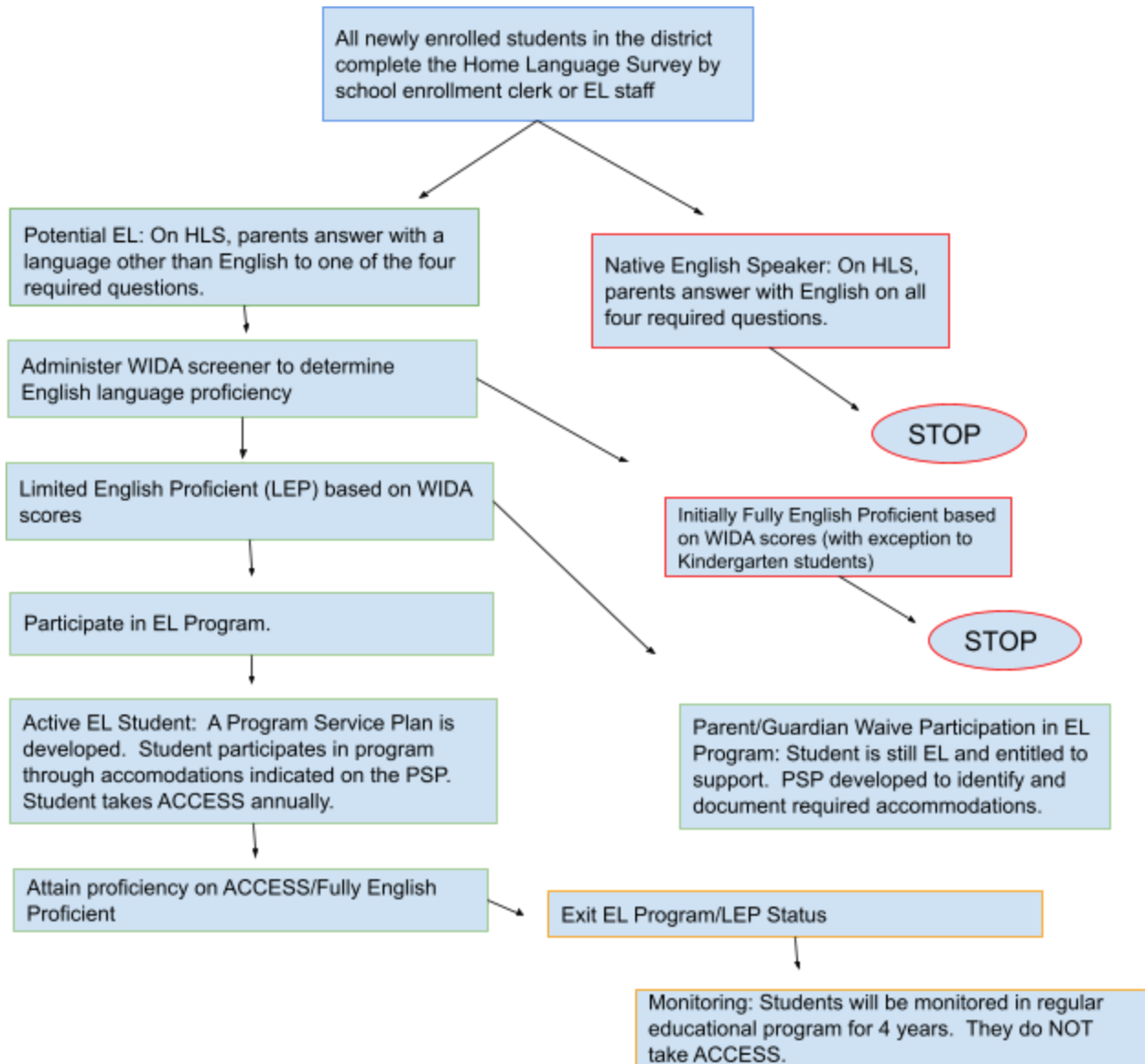
The district plan, referred to as the Lau Plan (Lau v. Nichols, 1974), is designed to meet the instructional needs of English Learners (EL) in order to meet the civil rights and Equal Educational Opportunities Act requirements. The Lau Plan is written collaboratively by a K-12 Lau Leadership team.

III.Lau Plan Goals

- Annual increases in the number or percentage of students making progress in learning English (as measured by Access)
- Annual increases in the number or percentage of students attaining English language proficiency (as measured by Access)
- Adequate yearly progress for the district's English Learners (as measured by KPREP)

IV. Identification and Placement Procedures of ELs in Language Instruction Education Program (LIEP)

OVERVIEW



Initial Identification

The parent/guardian of each school-age student enrolling in LaRue County Schools for the first time will complete a Home Language Survey (this will be given in the native language when available). If the information indicates that the primary language of the student is not English, then the WIDA screener will be administered to the student.

- One copy of the completed Home Language Survey is filed in the cumulative folder at the school when the student is enrolling, and another copy is filed in the student's EL folder. The Home Primary Language will be indicated in Infinite Campus.
- A student who is identified as potentially EL based on the HLS will be administered the WIDA screener. If the student, in grades 1-12, scores an overall composite of 4.5, the student would be identified as Initially Fully English Proficient (IFEP). Students in grades 1-12 identified as IFEP will not take the ACCESS in January and are labeled NOT EL.
- If the WIDA screener indicates that the student is not English Proficient (< 4.5), a Program Service Plan (PSP) will be developed for the student by the PSP committee. The district is required to provide written notification to the parents in a language they understand within 30 days if the student is enrolled at the beginning of the school year and within 2 weeks if the student enrolled after the start of the school year.
- Kindergarten students are screened using the Kindergarten WIDA ACCESS Placement Test (K W-APT). A kindergarten student who has taken the W-APT must be enrolled as an EL student, regardless of the W-APT score. A Kindergarten student will be able to exit the EL program after taking the ACCESS in Kindergarten and meeting the exit criteria of 4.5 or higher.
- Parents are encouraged to enroll 3 year olds in pre-school if English is not the primary language used in the home. This allows for extra time for language immersion. Parents will be offered information about community-based resources. Pre-school students are exempt from this testing.

Parental Notification

Parents of English learners shall receive written notification addressing the following:

- Student's need for placement in the program;
- Student's level of English proficiency;
- How such level was assessed;
- Methods of instruction used in the program;
- How the program will meet the individual learning needs of the student;
- How the program will help the student learn English;
- How the program will help the student meet achievement standards necessary for grade promotion and high school graduation;
- Specific exit requirements for students in the program;
- Information pertaining to parental rights;
 - Detail the right to have their child immediately removed from such program; and
 - Detail the option to decline enrollment of their child in such program

This notification shall be made no later than 30 calendar days after the beginning of the school year for those students already participating in an EL program. For EL students enrolling later in the school year, parents will be notified no later than 14 calendar days after the student's enrollment.

Program Service Plan Committee Procedures

If the student is determined to be Limited English Proficient or non-English speaking based on the results of the testing, the Program Services Plan (PSP) committee will design an appropriate program. This meeting can include parents and must occur within the first 30 calendar days of the school year or within two weeks if the student enrolled after the start of the school year. The committee will consist of a school administrator (principal, counselor or SAM), the student's regular education teacher, the district EL coordinator, the parents (if possible), the EL assistant (if possible) and the student (if appropriate). If the student is in Special Education, then the Special Education teacher should be present also. If the parents are not English proficient, then an interpreter should be invited to attend the meeting. Records of all contacts should be maintained by the EL coordinator.

The PSP team meets to discuss the results of the testing. Performance Definitions, Language Acquisition Stages, and other examples of the child's work are analyzed and discussed. A PSP is completed with input from all committee members. In designing the plan, the team must consider all available information regarding the student's learning styles, age, degree of proficiency in his/her native language, motivation, personality, general intelligence, specific interests, learning rate social skills, and any other data the committee finds pertinent. Service delivery model is discussed and noted on the Individual PSP.

Placement will be consistent with the following guidelines:

- Students will be placed in classroom settings that provide the best possible opportunities for them to continue to learn content material while they are learning English. EL students need to listen, speak, read and write in meaningful contexts to acquire English. EL students are entitled to participate in district programs such as Gifted and Talented, Extended School Services and other support programs in a nondiscriminatory manner.
- Students will be placed in age-appropriate classrooms. Even if students have not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally.
- The EL IA will work directly with students in the classroom in conjunction with the general classroom teacher. In this way, EL personnel have a better understanding of what, why, and how content material is being studied, and can provide support that is directly connected to classroom goals.

- Consideration will be given to alternate means of classroom assessment for EL students.
- EL students will be encouraged to be involved in extracurricular activities at all grade levels.
- Committee members are asked to sign the PSP form, and parents give permission for the plan implementation. This will be mailed if the parents did not attend the meeting.
- Parents of EL students have a right to decline or opt their children out of the school district's language acquisition program or opt out of a particular English learner service(s) within a language acquisition program. However, their child will continue to take the ACCESS test until they test out by scoring a 4.5 or higher composite. LaRue County remains obligated to provide the student meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.
- The student is tested annually with the ACCESS, even if services are denied. Recommendations for continued service are made based on test results, teacher observations, classroom performance and parental input. The individual student plan will be continued, revised, or ended.

Each year, a PSP meeting is held with the committee members to review and update the plan. The updated PSP is then shared with all stakeholders involved in the child's education (building administrator and all staff that provide instruction to the child). Implementation of the PSP is consistently and regularly monitored for relevance and effectiveness throughout the year.

V. Description of LIEP

Instructional and Assessment Accommodations

EL students whose primary language is not English and who have been enrolled in an English speaking school are given the state test according to certain guidelines. State regulations address issues related to the determination of participation in state-required assessments and the determination of the need for accommodations or modifications or both. Refer to the District Assessment Coordinator for current policies and procedures.

Each EL student shall have a PSP that outlines appropriate accommodations and modifications to be provided to the EL student. The classroom teacher is responsible for implementing all accommodations throughout the school year. These accommodations/modification strategies include, but are not limited to:

Instructional Accommodations	Instructional/Assessment Accommodations
Read text in English	Reader

Scribe response	Scribe
Bilingual/English Dictionary	Bilingual/English dictionary (word to word translations only)
Prompting/Cueing	Oral native language support
Provide visuals/organizers	Extended time
Use Spellcheck	Simplified language
Provide content objectives	
Engage in academic conversations	
Meta-cognitive strategies	
Oral native language support	
Read text in primary language	
Extended time	
Small group/Single form test	
Adapted materials/technology	
Link instruction to prior knowledge	
Build background knowledge	
Scaffold responses	
Bilingual or English glossary	
Simplified language	
Assistive Technology	
Adapt pace of instruction	
Use computer/software	
Model language/Task completion	
Interaction opportunities	
Provide language objectives	

District LIEP Model

EL students will be served at their assigned schools. Students will be placed in classrooms based on teacher and family feedback and the individual needs and best interest of the student.

- Content Based ESL: This approach makes 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.
- Structured English Immersion - The goal of this approach is acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction will be provided in English. EL staff will collaborate in the core classroom where he/she provides instruction using methods that reflect best practice for ELs.

VI. EL Folders and Retention of Records

All permanent student records are kept in the school office. It is the responsibility of the school counselor to file HLS, current PSP, and most recent ACCESS scores report in the permanent file as well as keeping a copy for the student's EL folder. When a student exits the program, a copy of the exit letter is also placed in their permanent file.

The EL coordinator will also keep an EL folder for each student in the EL program. The folder will include the following document:

- Copy of HLS
- Notice of Eligibility letter
- WIDA Screener Score report
- Previous and current ACCESS Score reports
- Previous and current PSP
- Monitoring of academic progress

Once the student has exited the program, a monitoring folder will be kept for the next 4 years. All records will be retained as directed by Public Records Management Law.

VII. EL Staff Responsibilities

Title III Program Director - The program director will complete annual reports as required by Kentucky Department of Education regarding the district's EL program. He/she will manage all Title III funds (local, state, federal). The director will also oversee and evaluate EL staff and make staffing recommendations to the Superintendent. The Director will provide support for EL staff and assist with monitoring efforts for students who have exited the program. He/she reviews HLS and WIDA results and sends home Notice of Eligibility letters. The Director will maintain accurate, updated student information in Infinite Campus. He/she will manage EL

folders. The director will coordinate yearly EL training for the staff and keep records of those staff participating in the training.

EL Instructional Assistant - The EL IA will collaborate with the classroom teachers and EL Program Director to develop PSPs. He/she will provide services to students based on their needs and PSP. The IA will provide support to regular/special education teachers. The IA will contact parents about school activities, inviting them to attend school events and attend these events to translate as needed (conferences, parent nights, etc). A staff activity log will be used to document weekly parent communication and activities the IA was engaged in.

District Assessment Coordinator - The DAC will oversee the Access test and WIDA screener.

School Counselor - The school counselor will be responsible for filing appropriate EL documents in the permanent folder. He/she will schedule and facilitate PSP meetings

Classroom Teacher - The classroom teacher will provide scaffolded instruction and implement accommodations and modifications with fidelity as documented on student's PSP. The teacher will communicate with the IA about the instructional needs of the student. He/she will collaborate on lessons and next steps to be delivered or reinforced by the IA. The teacher will also collaborate/consult with EL staff in accessing resources and/or strategies that may assist EL students in their classroom. Teachers will work with the EL IA to translate information being sent home.

VIII. Access to Programs

Kentucky System of Interventions - All LaRue County students participate in universal screening assessments, and when necessary struggling students are provided interventions through the district's Response to Intervention process. Core instruction for EL students shall include ongoing language support instruction and appropriate modification/accommodations to enable access to comprehensible classroom instruction.

Gifted and Talented - In LaRue County, EL students have the opportunity to be screened and identified for Gifted and Talented services. The identification process may require the use of a translator for equity in access to directors or parent/student information. The EL staff will work with the district G/T Coordinator to refer students for services.

Special Education - In the event that a disability is suspected, an Admission and Release Committee (ARC) is convened, and an evaluation may take place. During the referral process it must be determined if the student is having difficulties primarily because he/she does not speak and/or understand the english or because the student has not had similar opportunities to learn as peers to whom he/she is being compared. These factors must not be the determining factor

for eligibility. If an EL student qualifies for special education services under IDEA, the ARC will include the EL staff to determine most appropriate services/accommodations to best meet the individual needs of the student.

IX. Retention Policy for EL Students

EL students may not be retained in a grade based solely on lack of English language proficiency. Retention is not usually the best option for English learners, including newcomers, for the following reasons:

- EL students should have the opportunity to work toward and be held to the same academic standards as peers.
- EL students are often capable of participating in grade-level activities if instruction is differentiated and made comprehensible.
- Native-like academic performance in a second language can take 7-10 years, and we cannot wait that long to promote students.
- EL students should be engaged as much as possible in academic activities that are appropriate for their cognitive and age level.
- Retention carries with it a social stigma that could harm, rather than help, language acquisition and academic progress.

Slow language acquisition and the resulting low academic performance are not necessarily indicators of a student being at-risk, incapable of grade-level activities, or need of special education; therefore, an EL student should not be retained solely due to lack of English language proficiency.

X. Annual English Language Proficiency Assessment

All Active EL students will take the ACCESS 2.0 for English language proficiency assessment annually until they meet the exit criteria. Students whose parents deny services will also take ACCESS until they meet exit criteria.

The ACCESS is used to measure annual growth in English language proficiency and to assist in determining when EL students demonstrate the level of English proficiency necessary to exit from EL programs. The ACCESS window opens the first week of January and remains open for approximately 6 weeks.

The ACCESS test is an on-line test for grades 1-12. Kindergarten students will take the Kindergarten WIDA ACCESS Placement Test, a paper-pencil version. EL students with significant cognitive disabilities may take the Alternate ACCESS test, which is also a paper-pencil test, if the ARC determines the student is eligible for Alternate Assessment. The ACCESS test for grades 1-12 has three difficulty “tiers” - A, B, and C. Tier A is administered to students whose English proficiency is in the beginning stages. Tier B is designed for students

with intermediate level proficiency and Tier C is for students who are approaching advanced stages of English proficiency.

Test administrators must be certified to give the ACCESS. The District Assessment Coordinator (DAC) will coordinate the ordering and dissemination of test materials when they arrive in December.

The ACCESS test results are usually returned to the district in April in electronic format and printed copies. The Title III Director and EL staff will distribute ACCESS score reports to principals and teachers. A copy of the report along with the PSP will be mailed to parents. A copy of the student report will be filed in their EL Program folder and in the cumulative folder.

XI. Exiting from EL Program

In order to exit from an EL program in the state of Kentucky, a student must achieve a score of 4.5 or higher Overall Composite on Tier B or C of the ACCESS assessment. The program exit date will be the student's last day of enrollment in the current school year. Parents will be notified that the student is moving into monitoring status in the language most understandable to them. The student status will be changed to "exited" in Infinite Campus. The student will then enter a four-year monitoring process.

XII. Monitoring Guidelines

The academic progress of former limited English proficient students who have been redesignated fully English proficient (RFEP) must be monitored for four years after exiting from a language instruction program.

This monitoring must ensure that RFEP students are able to participate meaningfully in the mainstream classroom, which means:

- 1) students are able to perform on-level with their native English speaking peers in the mainstream classroom;
- 2) students are able to have full access to all aspects of the school's mainstream curriculum and participate successfully without the use of simplified English materials; and
- 3) students have access to language instruction services, if needed.

EL staff must formally monitor the 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. EL students in monitoring status may NOT take the ACCESS test again.

The district must collect data on the academic performance of RFEP students for the duration of the four year period. The sources of information may include:

- Record of student grades
- Record of performance on standardized achievement tests
- Teacher and/or parent observations and/or feedback
- Record of action taken
- Documentation of any conferences held
- Documentation of any recommendations/services made available to the student

After 4 years of monitoring, an EL student will be exited from the EL program when it is determined that the student has achieved sufficient proficiency in reading, writing, speaking and comprehending the English language in order to participate successfully in the general education program. The final exit letter will be completed and sent to the parent/guardian. EL staff will inform the teachers and school principal that the student will be exiting the EL program.

XIII. Professional Development

High quality professional development opportunities will be offered to general education teachers, EL staff, administrators, paraprofessionals and other school personnel as they become available. Trainings/conferences will be offered to the aforementioned group.

Each year, the EL director or designee will prepare a presentation for faculty members in the district designed to share knowledge about instructional strategies and best practices for EL students. School district administrators will be encouraged to invite EL presenters to their buildings to receive training within the framework of faculty meetings, PLC meetings, and/or departmental meetings. EL staff will be available to present an overview of WIDA and instructional strategies at school-based faculty meetings throughout the school year as requested by building principals.

XIV. Program Evaluation

The EL Director will meet with the Assistant Superintendent and Principals to ensure that program elements are appropriate and effectively meeting the needs of the EL population. ACCESS scores, data from the local universal screener, state assessment data, etc, will be reviewed to determine if EL students are making progress in the development of their language skills and in the general education curriculum based on the goals included in this plan.

The EL Director shares the results of the ACCESS testing with district administrators at the beginning of each school year. Student roster reports are given to each principal to assist in making decisions about instruction at the building level. District scores are compared to previous year scores giving administrators a visual representation of progress made and improvements that may be needed. Each principal is given a copy of the EL district procedures plan.