



# MEADE COUNTY SCHOOL DISTRICT LAU PLAN

## Guiding Values:

As a district, our work and decisions are guided by Continuous Improvement, Innovation, Equitable Access, Service.

## Mission:

To provide an environment that honors our traditions, while cultivating character, pursuing excellence, and delivering comprehensive experiences that prepare all students for life.

## ***STUDENTS FIRST. TEAM ALWAYS.***

### Strategic Pillars

#### OUR STUDENTS

*Every student will have access to defined, holistic pathways from preschool through graduation to enter the world prepared.*

#### OUR TEAM

*Every member of our team will remain at our school district feeling empowered, engaged, and prepared to achieve their goals.*

#### OUR CLASSROOMS

*We are a premier school district that designs and deploys curriculum and tools driving academic achievement, preparedness for next steps, and well being in life.*

#### OUR COMMUNITY

*We actively pursue collaboration with our community and business partners to ensure the vibrancy and future of Meade County.*

### Lau Plan Team

Marcus Adams, Associate Superintendent, District Assessment Coordinator  
Rikki Hanger, Federal Programs Support, Elementary Instructional Coordinator  
Joy Adams, English Learner District Support  
Roxanne Miles, School Counselor, Meade County High School  
Morgan Benham, School Counselor, Meade County High School  
Matt Spencer, School Counselor, Meade County High School  
Daphne King, School Counselor, Stuart Pepper Middle School  
Aimee Fackler, School Counselor, Stuart Pepper Middle School  
Amy Bogard, School Counselor, Barry Hahn Primary  
Amy English, School Counselor, David T. Wilson  
Emily Matthews, School Counselor, Ekron Elementary  
Kim Cottrell, School Counselor, Flaherty Primary  
Julie Parker, Student Advisor, Flaherty Elementary  
Aimee Pike, School Counselor, Payneville Elementary

## Guiding Principles

### Federal Legislation

The [Every Student Succeeds Act \(ESSA\) \(2015\)](#) provides for strong accountability for the education of all children and provisions specific to limited English proficient students, especially under Titles I and III of the Act. **No Child Left Behind** (NCLB) also provides funds to states and local schools and universities to carry out the intent of the Act.

### Supreme Court Decisions

The **Equal Education Opportunities Act of 1974** requires schools to "take appropriate steps" to assure equal access as stipulated in the [Lau opinion](#).

[Title VI of the Civil Rights Act of 1964](#) prohibits discrimination on the basis of national origin and other civil rights.

### Supreme Court Decisions

[Castañeda v. Pickard \(1981\) case precedent](#) requires schools to use a three-pronged approach to assure that they are following the spirit of the above laws vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.

[Plyler v. Doe \(1982\)](#) held that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants.

[Lau v. Nichols \(1974\)](#) held that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable.

### Title III Requirements

School districts must:

- identify EL students in a timely, valid, and reliable manner
- offer all EL students an educationally sound language assistance program
- provide qualified staff and sufficient resources to instruct EL students
- ensure EL students have equitable access to school programs, activities, and services
- avoid unnecessary segregation of EL students from other students
- monitor the progress of EL students in learning English and doing grade-level classwork
- remedy any academic deficits EL students incur while in a language assistance program
- move EL students out of language assistance programs when they are proficient in English and monitor them to ensure they were not prematurely exited

### State Regulations

Procedures for the inclusion of special populations in the state required assessment and accountability programs. [703 KAR 005:070](#)

Minimum requirements for high school graduation. [704 KAR 003:305](#)

### District Policy

Curriculum and Instruction: English as a Second Language [08.13452](#)

## English Learner Enrollment, Identification, & Placement

1. At the time of initial enrollment, the parent/guardian of every student in the school (whether potential English Learners or not) shall be asked to complete a home language survey. Translation and interpretation services shall be provided to parents/guardians when needed for communication of enrollment procedures.
2. Students whose primary or home language is other than English shall be administered an initial English Learners proficiency assessment to determine whether they are English Learners according to the federal definition in ESSA, Title III. The English language proficiency assessment will evaluate listening, speaking, reading, and writing.

Level	Proficiency Assessment	Assessment Administrator	Proficiency Score
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Kindergarten	WIDA Screener for Kindergarten	Building Assessment Coordinator	All Kindergarten students qualify for EL services.
1st-12th Grades	WIDA Online Screener	Building Assessment Coordinator	Composite 4.5

Identification of English learners must occur within 30 calendar days of enrollment from the first day of school or within 14 calendar days of enrolling during the school year.

3. Assessment, placement, and the design of an individual Program Services Plan for English Learners shall be made in compliance with appropriate state and federal education requirements.
4. Instructional and related services shall be designed to meet the English language and academic needs of students while supporting participation in the general education curriculum and to overcome language barriers to grade promotion or high school graduation. Students identified as English Learners shall be provided the opportunity to participate in the school's English language instructional program.

## Program Description

### Program Service Plan Development

1. After a student is identified as an English Learner (EL), a Program Service Plan (PSP) shall be completed within 30 calendar days if the student enrolls on the first day of school, or within 14 calendar days if the student enrolls any day after the first day of a school year.
2. The Building Assessment Coordinator shall organize a Language Assessment Committee (LAC) meeting inviting all stakeholders, including families, to determine the appropriate instructional and assessment accommodations to appear on the EL's Program Service Plan (PSP).
3. At the LAC, the committee members shall review the EL student's data and discuss appropriate Limited English Proficient (LEP) services, instructional and assessment accommodations.
4. The Building Assessment Coordinator shall enter the selected LEP services, instructional and assessment accommodations into the EL Module in Infinite Campus.
5. The Building Assessment Coordinator shall generate and print a paper copy of the PSP from Infinite Campus.
6. All stakeholders present at the LAC meeting shall sign the PSP.
7. The principal shall sign the PSP.
8. A copy of the PSP shall be made available to all stakeholders.

### Notification for Families

9. As required by ESSA 1112 (e)(3)(A), the school shall send written notification to parents of English Learners addressing the following:
  - the process by which the child was identified
  - the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement standards
  - the programs offered by the school designed for English learners
  - how the programs will meet the educational strengths and needs of the child
  - how the programs will specifically help their child learn English and meet age appropriate academic achievement standards
  - specific exit requirements of the programs
  - how the program meets the objectives of the individualized education program of the child, in the case of a child with a disability
  - notifications must be understandable and to the extent practicable, in a language the parent can understand
  - information pertaining to parental rights that include written guidance of (1) the right to waive EL services for their child upon request (2) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, by the school and (3) assist parents in selection among various programs and methods of instruction if more than one program is offered.
10. This notification shall be sent as follows:
  - for students already participating in, or identified for participation in, a program for English Learners, parents shall be notified no later than 30 calendar days

after the first day of school

- for students identified after the first day of school, parents shall be notified no later than 14 calendar days following the student's placement in the program.

11. Parents shall receive annual notification of their child's progress on the state's English proficiency objectives and required state assessments.

Once a parent/guardian of an English Learner has received notification, English Learners shall be provided services consistent with effective language instruction educational programs and curricula for teaching English Learners, in conjunction with guidelines set out in Kentucky Academic Standards, and by the national, state, and local standards for English language proficiency and academic performance.

#### **Waiver of EL Services**

Families can opt to waive EL services. When a parent declines participation, the school district retains a responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met through a PSP, an LEP service, and instructional and/or assessment accommodations. Students will participate in the annual ACCESS test until meeting the state exit criteria.

#### **Language Instructional Educational Program**

To determine which EL services and programs are best suited for a student identified as an EL, the LAC shall consider the student's English proficiency level, grade level, educational background, language background for bilingual programs, and other assessment data. Other child-centered factors the LAC may consider include the student's native language literacy, acculturation into U.S. society, length of time in U.S. schools. The WIDA English Language Development (ELD) Standards serve as Kentucky's required English Language Proficiency (ELP) standards. These standards act as a companion document to the Kentucky Academic Standards (KAS) in guiding instruction for EL students. The WIDA ELD standards do not replace the KAS. Instead, these standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. Sheltered English Instruction (SEI) is the EL program offered in Meade County Schools. This program focuses on instruction of academic language necessary to access the content, the English language used instruction is adapted to the proficiency level of the student incorporating sheltered instructional strategies, and having taught academic content in English by a content certified teacher.

#### **Program Services Plan and Required Student Records**

Students receiving EL services require maintenance of records for each student. Meade County Schools maintains EL records in Infinite Campus and the cumulative record including:

- copy of the Home Language Survey,
- initial English Language Proficiency (WIDA Screener for Kindergarten/WIDA Online Screener),
- copy of parent notification letter containing the required information in ESSA 1112(e)(3)(A),
- level of academic achievement (e.g., report cards, midterms),
- annual ELP assessment results (ACCESS for ELLs 2.0),
- the Program Service Plan which includes the following essential elements required by 703 KAR 5:070: name and date of the English Language Proficiency (ELP) assessment administered to determine a student's EL status, specific accommodations to be implemented in instruction and/or assessment, a list of the names of the LAC/PSP committee members who reviewed the documentation and made the decisions, signature of the principal of the appropriate school as an indication of approval for the described accommodations.

### **Meaningful Access**

EL students must be provided meaningful access to all curricular and extracurricular programs. Meaningful access includes, but is not limited to the following: grade-appropriate curricula so promotion and graduation requirements are achieved; equal opportunity to participate in all programs including pre-school, gifted and talented, career and technical education, arts, athletic programs, Advanced Placement (AP), International Baccalaureate (IB) courses, clubs, and honor societies. EL students may not be segregated based on national origin or EL status. EL students with disabilities must be provided with both the language assistance and disability-related services to which they are entitled under federal law. EL students who may have a disability must be located, identified, and evaluated for special education and disability related services in a timely manner. To avoid inappropriately identifying EL students as students with disabilities based on limited English proficiency, EL students shall be evaluated in an appropriate

language, based on the student's needs and language skills. The team developing an Individualized Education Plan (IEP) must include participants knowledgeable about the student's language needs in order to provide services that address the language-related needs of an EL student.

### Professional Learning

Professional development or access to professional development for classroom teachers, principals, administrators, and other school or community-based personnel will be provided annually on an as-needed basis. Professional development will be designed to improve the instruction and assessment of EL students and enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for EL children. Professional development will be based on scientifically based research demonstrating the effectiveness of professional development in increasing children's English proficiency. Teachers of EL students will be made aware of opportunities to attend KDE or local ESL training, online training, and various local district-sponsored professional development events and job-embedded professional development opportunities.

Below is an anticipated timeline for professional development activities which may vary from year to year.

- August- (in-district) Title III 101 including W-APT training & reminders
- August, October, November – ELA at various locations
- September – KyTESOL Conference
- September – BOY Training, KDE
- September–May – Recorded WebEx Sessions on WIDA Web Site
- December/January--Administration and Utilization of ACCESS
- May- (in-district) analysis of ACCESS report with impact on PSPs
- June-August—School and district-wide PD offerings
- Others as requested/approved

### English Language Proficiency Assessment

English Learners, who have not attained English language proficiency, shall be assessed during statewide testing in a valid, reliable manner and provided appropriate accommodations to yield accurate data regarding student knowledge and ability in academic content areas.

#### **English Language Proficiency Screener**

Kentucky uses the WIDA screener assessments to determine the English Language Proficiency (ELP) of students who have been identified as potential EL students based on the HLS. Kindergarten students are screened using the WIDA Screener for Kindergarten and students in grades 1-12 are screened using the WIDA Online Screener.

#### **Annual Assessment**

ESSA 1111 (2) (G) requires districts to assess the ELP of all EL students on an annual basis. In Kentucky, Kindergarten ACCESS for ELLs and ACCESS for ELLs 2.0 (grades 1-12) is given to all ELs during the annual testing window. ACCESS assesses the student's language in four domains: listening, speaking, reading, and writing. Any student with an EL identification must take the ACCESS test. An EL student will participate in the annual ACCESS test until meeting the state exit criteria. The Alternate ACCESS is a paper-based test individually administered to ELs in grades 1-12 with significant cognitive disabilities. Each student's IEP team determines which assessment the student should take, and each student's IEP or 504 team determines if accommodations are required.

### Exit Criteria & Procedures

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 Proficiency Level on Kindergarten ACCESS for ELLs or a score of 4.5 or higher Overall Composite Proficiency Level Tier B/C on ACCESS for ELLs 2.0 for grades 1-12. Students taking the Alternate ACCESS for ELLs must score a P2 or higher Overall Composite in order to exit EL status. The Program Exit Date will be June 30 of the school year in which the student exited services. This will be documented in Infinite Campus as an exiting date.

### Monitoring Procedures

The academic progress of EL students who have been Redesignated Fully English Proficient (RFEP) shall be monitored for four years. The monitoring will include tracking grades, measuring achievement and growth on district benchmarks and state assessments, and progress toward meeting graduation requirements. If an exited EL student is not progressing despite these additional supports, the student may be re-evaluated using a valid, reliable, and grade-appropriate assessment (e.g., WIDA MODEL) to determine if the student should be provided additional EL program services. If a student re-enters the EL program, the district shall document the reasons and obtain consent from the student's parent/guardian. ESSA 3121(a)(5) requires reporting on the number and percentage of ELs meeting KAS for four years after students are no longer receiving EL program services. Data must include results on content assessments for reading/writing, mathematics, and science and be disaggregated by English Learners with disabilities. Data is also disaggregated by year after exit date (e.g., RFEP Year 1, Year 2) to ensure that academic deficits incurred due to participation in a language assistance program are recouped.

### Ongoing Program Evaluation

Meade County Schools shall provide an English language program to assist English Learners in attaining English proficiency, develop high levels of academic achievement in English, and achieve the same high standards in the same challenging state academic standards that all students in the district are expected to meet. Instructional programs for English Learners shall be evaluated regularly to determine whether progress is being made toward removing language barriers and to identify instructional changes that need to be made. Those members on the Lau Plan Team shall monitor student access to equal educational opportunities, both instructional and extracurricular. Annually, the following data elements will be used to continuously evaluate and improve the District's EL program by comparing the performance of current ELs, former ELs, and never ELs. : scores on the Kentucky Summative Assessment and MAP assessments, grades, progress towards graduation. The following timeline will be utilized to evaluate EL student progress, consult with all stakeholders, and adjust the Lau Plan as needed:

- February- Conduct stakeholder feedback process
- March- Lau Plan Team meets to review stakeholder input
- September- Lau Plan Team meets to review assessment results and suggest revisions
- October- Communicate Lau Plan with schools and families
- December- Board of Education approval
- January- Submit revised plan to KDE as needed