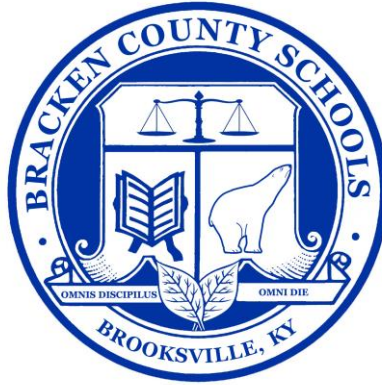


Lau Plan



English Learners

BRACKEN COUNTY SCHOOLS

Bracken County Schools shall provide an English language program to assist English learners, including immigrant children and youth, to attain 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.

Clayton King
Superintendent
2025-2026

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Member	Title
Kevin Courtney	Director of Special Education
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Megan Litzinger	Assistant Principal High School/ESL Endorsement
Chris Yelton	Principal Middle School
Brad Riley	Principal Taylor Elementary
Katie Cannon	High School Teacher/ESL Endorsement
Elizabeth Jones	Middle School Teacher
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Section 1	Guiding Principles
<p>Federal Legislation</p>	<ul style="list-style-type: none"> • 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. • 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.
<p>Supreme Court Decisions</p>	<ul style="list-style-type: none"> • 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. (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, family bible with dutiful records, or an affidavit would suffice in place of the birth certificate. • 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.
<p>Title III Requirements</p>	<p>School district requirements:</p> <ul style="list-style-type: none"> • English language development: <ul style="list-style-type: none"> ○ Identify and assess EL students in need of language assistance in a timely, valid, and reliable manner.

	<ul style="list-style-type: none"> ○ Provide an effective language assistance program which accelerates ELs language acquisition in the four language domains of listening, speaking, reading, and writing as measured by the ACCESS for ELLs assessment. ● Academic achievement: <ul style="list-style-type: none"> ○ Ensure EL students have equal opportunities to meaningfully participate in all curricular and extra curricular activities, including the core curriculum, gifted and special education programs, advanced courses and programs, and all sports and clubs. ○ Monitor EL students' progress in acquiring English proficiency and grade level academic content. ○ Exit EL students from language assistance programs when they demonstrate proficiency in English on ACCESS. ○ Monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied. ● Cross-cultural goals: <ul style="list-style-type: none"> ○ Provide ELs and their families with an equal opportunity to participate in the schools and in all district programs and activities.
State Regulations	<ul style="list-style-type: none"> ● Procedures for the inclusion of special populations in the state required assessment and accountability programs. 703 KAR 005:070
District Policy	<ul style="list-style-type: none"> ● 08.13452 Curriculum and Instruction: English as a Second Language
KDE Program Timeline	<ul style="list-style-type: none"> ● October 1-30: <ul style="list-style-type: none"> ○ All districts review English Learner (EL) Extract in Infinite Campus for federal reporting (English Learner Enrolled and Served as of October 1) ● Second Tuesday in October <ul style="list-style-type: none"> ○ KDE extracts Immigrant data from Infinite Campus for Immigrant Subgrant allocations. ● November 1 <ul style="list-style-type: none"> ○ KDE extracts English Learner data from Infinite Campus for federal reporting requirements. ● Second Tuesday in March

- KDE extracts EL data from Infinite Campus for preliminary Title III funding allocations (All ELs served in the district throughout the current school year).
- April
 - Preliminary Title III funding allocations will be uploaded into Grant Management Application and Planning (GMAP) system.
- April 15
 - All districts must complete the Title III Intent to Participate and OCR Assurances in GMAP for the upcoming school year. Each district must select one of the following options for the Intent to Participate:
 - District generates \$10,000 or more and will function as a stand-alone system.
 - District will act as the Fiscal Agent for other districts.
 - District will join a consortium to utilize Title III EL funds.
 - District is releasing ALL generated Title III funds.
 - District does not receive ANY Title III funds.
- May 1
 - District Data Verification for English Learner and Immigrant opens. KDE may contact districts regarding discrepancies (EL students without an EL service or with a home language of English) in their data to ensure all ELs are accurately counted. **Note: Failure to address critical errors in Infinite Campus will result in an inaccurate count of ELs for the district and could impact the district's eligibility to receive Title III funding.**
- After State Testing – June 30
 - Enter Program Status and Program End Date (6/30) for students who have exited EL status during the academic year
- June 30
 - District Data Verification for English Learner and Immigrant closes. All English Learner and Immigrant data should be updated and complete in Infinite Campus
- July 1
 - KDE extracts English Learner and Immigrant data from Infinite Campus State Edition for end-of-year reporting as well as final Title III EL and SEEK funding allocations.

Section 2	English Learner Enrollment, Identification, and Placement of ELs in a Language Instruction Educational Program (LIEP)
Home Language Survey	<ul style="list-style-type: none"> ● Bracken County Schools complies with the state policy that requires all local schools 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) <ul style="list-style-type: none"> ○ What is the language most frequently spoken at home? ○ Which language did your child learn when he/she first began to talk? ○ What language does your child most frequently speak at home? ○ What language do you most frequently speak to your child?
Identification and Enrollment Process	<ul style="list-style-type: none"> ● In order to identify ELs, Bracken County Schools administer a home language survey to every student upon enrollment. ● When the response to any of these home language survey questions is a language other than English, a Bracken County District Employee administers either: <ul style="list-style-type: none"> ○ Kindergarten WIDA ACCESS Placement Test (W-APT) to a student in Kindergarten or the first semester of grade 1 <ul style="list-style-type: none"> ■ Brigance Early Childhood Kindergarten Screen III will also be acceptable ○ The WIDA Online Screener 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 K-WAPT 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.

	<ul style="list-style-type: none">● When a student with a home language other than English transfers to a member district from another school district within the U.S, a Bracken County 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.<ul style="list-style-type: none">○ When previous school records do not contain the necessary information a Bracken County school staff administers the KW-APT or WIDA Online Screener to determine the EL status and program placement.
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Section 3	Program Description
<p>Program Service Plan Development</p>	<ul style="list-style-type: none"> • 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. • The Building Administrator/Guidance Counselor 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). • 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. • The Building Administrator/Guidance Counselor shall enter the selected LEP services, instructional assessment accommodations into the EL Module in Infinite Campus. • The Building Administrator/Guidance Counselor shall generate and print a paper copy of the PSP. • All stakeholders present at the LAC meeting shall sign the PSP. • The principal shall sign the PSP. • A copy of the PSP shall be made available to all stakeholders.
<p>Notification for Families</p>	<ul style="list-style-type: none"> • As required by ESSA 1112 (e) (A), the District shall send written notification to parents of English Learners addressing the following : <ul style="list-style-type: none"> ○ 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 district 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

	<p>achievement standards</p> <ul style="list-style-type: none"> ○ Specific exit requirements of the programs ○ How the program meets the objectives of the individualized education program of the child, in the cases 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 <ul style="list-style-type: none"> ● This notification shall be sent as follows: <ul style="list-style-type: none"> ○ 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. ● Parents shall receive annual notification of their child's progress on the state's English proficiency objectives (WIDA) and required state assessment ● 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	<ul style="list-style-type: none"> ● Families can opt to waive EL services. <ul style="list-style-type: none"> ○ 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 Instruction Educational Program	<ul style="list-style-type: none"> ● To determine which EL services and programs are best suited for a student identified as an EL, the LAC shall consider the student's <ul style="list-style-type: none"> ○ English proficiency level ○ Grade level ○ Educational background ○ Language background for bilingual programs ○ Other assessment data ● Other child-centered factors the LAC may consider include: <ul style="list-style-type: none"> ○ Student's native language literacy ○ Acculturation into U.S. society ○ Length of time in the 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 social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. ● SEN: Structured English Immersion <ul style="list-style-type: none"> ○ Instruction focuses on academic language necessary to access the content. ○ The English language used for instruction is adapted to the proficiency level of the students with sheltered instructional strategies. ○ ELs are taught academic content in English by a certified content teacher.
Program Services Plan and Required Student Records	<ul style="list-style-type: none"> ● Students receiving EL services require maintenance of records for each student. Bracken County Schools maintains EL records in the cumulative recording including: <ul style="list-style-type: none"> ○ 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 ESS 1112(e)(3)(A) ○ Level of academic achievement (e.g., report cards, midterms) ○ Annual ELP assessment results (ACCESS for ELLs)

	<p>2.0)</p> <ul style="list-style-type: none">○ The Program Service Plan which includes the following essential elements required by 703 KAR 5:070:<ul style="list-style-type: none">■ 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.
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Section 4	Meaningful Access
Evaluating EL students for Special Education and Providing Dual Services	<ul style="list-style-type: none"> ● EL students with disabilities must be provided with both the language assistance and disability-related services to which they are entitled under federal law. <ul style="list-style-type: none"> ○ 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. ● The District will conduct universal screening of all student 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. ● The District will use human or technology interpreters as needed to ensure parent communication to ensure that parents are aware of school and district programs and events.

Section 5	Professional Development
	<ul style="list-style-type: none"> ● The District will provide regular professional development opportunities to teachers to support the implementation of students' PSPs. <ul style="list-style-type: none"> ○ This individualized PD includes explaining the ACCESS assessment and performance levels, the WIDA Can-Do and ELP standards, differentiating instruction of EL students, and providing accommodations and modifications to support students' learning. ● Professional development sessions that will be offered include: <ul style="list-style-type: none"> ○ Assessment and Modifications for EL Students ○ Your Responsibility with EL Students' PSPs ○ Differentiation for ELs ○ SIOP Training of Trainers by the Center for Applied Linguistics ○ the Northern Kentucky English Learning Professional Learning Network ○ Other PD sessions by request. ● The NKY EL PLN is a forum where district personnel extend the learning from Professional Development sessions. <ul style="list-style-type: none"> ○ During the PLN meetings, teachers share about their learning from the PD sessions and how they are implementing the strategies in the classroom that they learned in the PD. ● The District will follow up with classroom teachers who attend the district-specific PD sessions with follow-up meetings where teachers share evidence of implementation and work with the LAC to refine their practice in working with ELs. <ul style="list-style-type: none"> ○ The trainings that are offered to all districts via the NKCES are multi-session and it is required that teachers share evidence of implementation to receive PD credit. ○ Evidence of implementation, as well as teacher surveys, will be used to determine the effectiveness of, and to refine, the PD sessions. ● The District will share the strategies with all staff who serve

	<p>ELs either during staff or individual meetings.</p> <ul style="list-style-type: none">○ Classroom teachers are encouraged to share strategies from training with their staff during staff or team meetings.
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Section 6	English Language Proficiency Assessment
<p>Annual Assessment</p>	<ul style="list-style-type: none"> 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 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. <ul style="list-style-type: none"> 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.

Section 7	Exit Criteria and Procedures
Exiting the English Learner Program	<ul style="list-style-type: none"> ● The program guidelines shall include an evaluation process that includes objective exit criteria to indicate when students: <ul style="list-style-type: none"> ○ Have developed the required proficiency in using English to speak, listen, read, and write with comprehension ○ Can enter and successfully participate in classrooms not tailored for English learners ○ Can expect to graduate from high school ● 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. ● If a student transfers to Bracken County Schools from a non-WIDA state and is monitored and/or exit status in that state, Bracken County will continue with the monitoring of the student.

Section 8	Monitoring Procedures
	<ul style="list-style-type: none"> ● The academic progress of EL students who have been Redesignated Fully English Proficient (RFEP) shall be monitored for four years. ● Content teachers shall document information regarding an RFEP student's performance bi-annually. The following information may be considered: <ul style="list-style-type: none"> ○ Records on length of time from entry in a US English speaking school to exit from the EL program ○ Performance on standardized achievement tests ○ Grades in content area classes ○ Grade Point Average ○ Parent observations and/or feedback ○ Teacher observations ○ Meeting promotion and graduation requirements ○ Graduation rates ● If monitoring shows that a student is struggling in academic performance and/or English language skills, additional supports must be made available to the student. ● 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. <ul style="list-style-type: none"> ○ 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.

Section 9	Ongoing Program Evaluation
English Learners Program Goal	<ul style="list-style-type: none"> ● Bracken 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.
Program Evaluation	<ul style="list-style-type: none"> ● The District Officials and LAC shall monitor student access to equal educational opportunities, both instructional and extracurricular. Annually, the following data elements will be used: <ul style="list-style-type: none"> ○ Scores on the Kentucky Summative Assessment (KSA), ACT, Case 21, and CERT assessments ○ Scores on WIDA ACCESS 2.0 for ELLs ○ Grades in content courses ○ Reclassification and exit rates ○ Graduation and dropout rates for grades 9-12 ○ Participation rates in advances courses (honors, Advanced Placement (AP), and participation in gifted and talented services ○ Enrollment rates in preschool and special programs ○ Enrollment rates in special education services ○ Transience and attendance rates ○ Participation in extracurricular programs ○ Suspension rates ○ College and career readiness ● Data elements will be utilized to continuously improve the district's EL program by comparing the performance of current ELs, former ELs, and never-ELs. The evaluation shall include an analysis of : <ul style="list-style-type: none"> ○ EL program implementation <ul style="list-style-type: none"> ■ Unnecessary segregation ■ Modification of the program when performance data indicates ELs are not reaching proficiency

	<ul style="list-style-type: none"> within a reasonable period of time <ul style="list-style-type: none"> ■ ELs not participating in standards-based grade-appropriate instruction ○ Staffing and professional learning <ul style="list-style-type: none"> ■ Walkthrough tool ■ Effectiveness of professional learning ○ Student performance (English language acquisition) <ul style="list-style-type: none"> ■ Student English language proficiency levels ■ Achievement of language proficiency within a reasonable period of time ○ Student performance (academic content) <ul style="list-style-type: none"> ■ Comparable access to opportunities that lead to college and career readiness ■ Mastery of grade level content ■ Longitudinal performance in the content areas ■ Graduation, drop-out, and retention rates
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Section 10	Meaningful Communication with Parents/Guardians
	<ul style="list-style-type: none"> ● Multilingual families are entitled to meaningful communication in a language they can understand to provide adequate notice of information about any program, service, or activity communicated to English speaking families. These communications include, but are not limited to information regarding: <ul style="list-style-type: none"> ○ Language assistance programs ○ Special education and related services ○ IEP meetings (translator, etc.) ○ Grievance procedures ○ Notices of nondiscrimination ○ Student discipline policies and procedures ○ Registration and enrollment ○ Report cards ○ Requisitions for parent permission for student participation in district or school activities ○ Parent-teacher conferences ○ Parent handbooks ○ Gifted and talented and specials programs ● Bracken County Schools provides equitable access to multilingual families by offering native language interpreting and translations. Interpreting and translating services include: <ul style="list-style-type: none"> ○ Onsite interpreting ○ Virtual Remote Interpreting (VRI) ○ Telephonic Interpreting ○ Document Translation ● ESSA 1112(e) (3) (A-B) requires each district to provide families with notification of their student's identification as an English Learner and placement in a Language Instruction Educational Program (LIEP). <ul style="list-style-type: none"> ○ Notification must be provided to families no later than 30 days after the first day of school or within 14 days of identification for a student who enrolls after the first day of school. ● ESSA 1112(e)(3)(c) requires the district to implement an

	<p>effective method of outreach to multilingual families to inform them of how they can:</p>
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| | <ul style="list-style-type: none">○ Be involved in the education of their student○ Be active participants in assisting their student to<ul style="list-style-type: none">■ Attain English proficiency■ Achieve at high levels in a well-rounded education■ Meet the challenging Kentucky Academic Standards expected of all students○ Outreach shall include sending notice and holding regular meetings to respond to the recommendations from families● ESSA 1112(c) requires the notice and information provided to families under ESSA 1112(e) to be in an understandable and uniform format and provided in a language the family can understand.<ul style="list-style-type: none">○ Providing translation and interpreting services related to core instruction and the English Learners program are requirements of the federal civil rights law. |
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Section 11	Office of Civil Rights Assurances
<p>OCR Assurances</p>	<ul style="list-style-type: none"> ● Bracken County Schools agree to the following Office of Civil Rights (OCR) Assurances: <ul style="list-style-type: none"> ○ All students/parents/guardians are administered the Home Language Survey (HLS) at enrollment. This survey is kept in the students' cumulative folder. ○ All students who could potentially be identified as EL are assessed with the required state screener to determine English proficiency. ○ EL parents of students are identified and served through translation or interpretation as needed. ○ 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. ○ All teachers of EL students are providing accommodations that are required to make Kentucky Academic Standards (KAS) accessible. ○ For EL students whose parents/guardians have declined EL services, the EL services are provided through the regular academic classrooms/teachers. ○ Students are not retained in grade levels or classes if language acquisition has any part in the decision for retention. ○ Students are exited using accepted exit criteria listed in section 7 of this document. ○ Exited students are monitored as required under federal and state regulations. Assistance is provided to monitored students who are not making adequate progress. ○ EL students are eligible for all school and extra-curricular programs. ○ All ELs are age appropriate for the grade level in which they are placed.