2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan) Christian County

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Christian County
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To meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, all districts must develop a local plan for providing services to English learner (EL) students. All districts must have a plan in place, regardless of current EL enrollment.

The school district's EL plan is commonly referred to as a Lau Plan, in reference to the 1974 Lau v. Nichols Supreme Court case in which the Court ruled students cannot be denied access in and participation in an educational program due to inability to speak or understand English. The Court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

By completing the following narratives, districts are documenting the required components of the districts EL/Lau Plan

1. Provide a narrative outlining the guiding principles of the district's Language Instruction Educational Program (LIEP).

Christian County Public Schools is prepared to educate all students, including immigrants and students who speak a language other than English in compliance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. Christian County will provide the same educational experiences and opportunities to all who enroll, regardless of their native or home language. The English Learner program focuses on increasing English language proficiency for all EL students so they may participate fully in both academic and extracurricular activities.

2. Describe the district's procedures for identification, enrollment, and placement of ELs in a Language Instruction Educational Program (LIEP).

The Home Language Survey (HLS) is included in the online registration for Christian County Public Schools. The HLS asks five questions that determine if the student should be administered the WIDA Screener for English proficiency. The questions are:

What language does your child most frequently speak at home?

What language do you most frequently speak to your child?

Which language did your child learn when they first began to talk?

What is the language most frequently spoken at home?

OPTIONAL: In which language would you prefer to receive all school information?

If a language other than English is listed on any of the above questions, a notification is sent to EL staff. EL staff is responsible for the administration of the WIDA Online Screener. Parents are then notified of the results and placement decision based on the score. Initial EL Identification: For students newly enrolled at the start of the school year, districts have 30 calendar days to ensure proper identification of EL status, using Home Language Survey and appropriate EL

Screener and to notify the parent of placement in the language instruction educational program (LIEP). Reference ESSA 1112(e)(3)(A). For students identified after the start of the school year, districts have 30 calendar days to ensure proper identification of EL status, using Home Language Survey and appropriate EL Screener. Then an additional 14 calendar days to notify the parent of placement in the language instruction educational program (LIEP). Reference ESSA 1112(e)(3)(B).

Continued EL Identification: Districts have 30 calendar days from the start of school to notify parents of a student's continued inclusion in the language instruction educational program (LIEP) for the academic year based on the previous year EL assessment scores. Reference ESSA 1112(e)(3)(A).

3. Provide a description outlining the specific components of the district's Language Instruction Educational Program (LIEP). Please include specific staffing and other resources provided to EL students under LIEP.

Christian County Public Schools provides Sheltered, Structured English Immersion and Content Based Instruction to English Learners through collaboration and professional learning with general education teachers and EL staff. Students with low levels of English proficiency are provided pull-out resource time. The amount of time spent in direct language instruction is determined by the needs of the student and the recommendation of the PSP committee.

4. Describe the district's process for ensuring EL students receive meaningful access to all co-curricular and extracurricular programs and activities.

EL students will have the same access to co-curricular programs as the general education population. Multiple data points are reviewed to determine placement in intervention programs, special education, primary talent pool and advanced placement classes, as test scores are not indicative of the EL students' ability in all areas. Such indicators include: universal screener data, ACCESS scores, state accountability data, classroom performance, parent input, student interviews, and teacher recommendation. Extracurricular activities provided by the district and the community are announced through means of school websites, newsletters, social media, etc. The district provides a Language Line for phone translations and printed materials can be provided in most home languages.

5. Describe the EL specific professional development opportunities provided to staff who deliver instruction or provide support to the district's LIEP.

All teachers of English Learners are provided professional development throughout the school year. General Education teachers of EL students have the opportunity to participate in ongoing professional development provided by both the District, as well as their individual school. EL teachers also participate in PDSA model of PLCs. In Cycle I, general education teachers are planning for instruction. EL teachers participate to provide strategies, present data and information to guide instruction for ELs, and to address concerns/barriers to ELs as they access core instruction.

6. Describe the district's process regarding the administration of ACCESS and Alternate ACCESS English language proficiency assessment.

English proficiency and growth are measured each year using either the WIDA ACCESS for ELs Online Assessment for grades 1-12, the Alternate ACCESS, or the K-ACCESS for kindergarten. As required by the Kentucky Department of Education, all EL students are assessed during the ACCESS testing window. This assessment measures English proficiency in the 4 domains of language: listening, speaking, reading and writing. This test can be administered by any district employee who has been trained and certified by WIDA.

7. Provide a description outlining the criteria and procedures regarding EL students transitioning and/or exiting the district's LIEP.

EL exit criteria is based on WIDA ACCESS or Alternate ACCESS scores. Students in grades K-12 who reach a composite score of at least 4.5 on ACCESS or P2 on Alternate ACCESS are considered English proficient and will exit the EL program as of June 30 of the school year. Students who completed Tier A of ACCESS will not exit the program. Students who reach proficiency begin the four year monitoring process on the first day of the following school year.

8. Describe the district's procedures for monitoring EL students who have exited the program or opted out of the LIEP.

Exited EL students are monitored for four (4) years after meeting the Kentucky requirements for English proficiency. EL staff are required to monitor exited students following the guidelines set forth by the Kentucky Department of Education and under the obligation of Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. To ensure exited EL students are sustaining academic progress, EL staff will collect and record data each grading period (nine weeks). This data can include: grade reports, universal screener scores, benchmark assessments, common assessments, and teacher, student and parent input.

Students who show persistent deficits in any academic area will be provided the support necessary to be successful, including any interventions available. In addition, EL staff may administer the WIDA MODEL to re-assess the student's English proficiency. If it is determined that a student exited

prematurely from the EL program, the student may reenter the English Language Program. If determined by the PSP committee that a student should be re-entered, a parent meeting will be required and a PSP will be created to meet the needs of the student.

9. Provide a narrative outlining the process for evaluating the effectiveness of the LIEP.

The EL staff will evaluate the EL program utilizing student academic data (options include ACCESS, universal screener data, state accountability proficiency data, and graduation data). Survey data can be used to determine satisfaction with the program.

Using the most recent ACCESS scores at the end of each school year, EL staff will calculate the percentage of exiting EL students, the percentage of students making growth, the number of long-term EL students, and data trends for each school.

10. Describe the district's procedures for ensuring meaningful communication with limited English proficient parents.

The District communicates with limited English proficient parents in a variety of ways. First, Language Line is used in order for all staff to make phone calls and speak using the parent's home language. Pocket Talk devices are used for students and families for translation purposes. Materials are translated into parent's home language before being sent home with students. Each school has a contact who ensures that these procedures are in place.

ATTACHMENTS

Attachment Name

Lau Plan 2026-27

Attachment Summary

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