Lyon County Schools

District LAU Plan

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English Learners (ELs) are a richly heterogeneous group bringing a wide variety of life situations and a wide range of educational experiences. The paths they take to acquire a new language and to adjust to their new cultural environment are varied and in keeping with their unique needs and experiences. Within the safe and welcoming school environment, administrators and teachers are given rare opportunities to tap the rich resource of knowledge and perspectives that ELs bring to school, and which, in turn, enrich the learning of all students in the classroom. The role of the school and teachers is critical in supporting students' identity development as learners, and in helping students shape a vision of the future in which they will take their place in a global economy. The Lyon County Schools' curricular system is committed to providing appropriate instructional, and other related services to ensure appropriate placement, along with that ELs are able to participate effectively in the schools' educational programs. To accomplish this, the Lyon County Schools' LAU Plan, details the procedural requirements and services provided to ELs, including identification, assessment, placement, and exit from English Language Development (EL) services, and referral procedures to ensure appropriate identification of ELs requiring special education and gifted and talented services.

RESPONSIBILITY FOR LAU PLAN IMPLEMENTATION

- The Superintendent and designated staff will be responsible for: Overseeing the implementation of the district's LAU Plan;
- Developing appropriate services to assist ELs in acquiring English language skills and achieving the Learning Results content standards;
- Overseeing initial school registration, health screening, language assessment, and placement for all students with limited English language proficiency;
- Offering training and support for teachers and other educational support personnel;
- Providing professional development programs focused on educating linguistically and culturally diverse students;
- Coordinating the delivery of federal and state assessments to determine ELs' progress; Consulting with EL Department as needed;
- Monitoring program effectiveness with the LAU Advisory Committee;
- Overseeing compliance with recordkeeping requirements;
- Providing translation and interpretation services of school related activities; and
- Implementing parent outreach programs to involve multilingual parents/families in the district's education activities and programs.

IDENTIFICATION AND INITIAL PLACEMENT OF ELs

General Procedures for Registration and Screening

1. An English Learner (EL) is a student whose primary or home language is other than English and who lacks the necessary academic English language skills to perform at grade level in one or more of the skill areas of listening, speaking, reading or writing. Schools are required to identify students who have limited English proficiency and develop appropriate services for them.
2. Parents/guardians registering their children first complete a Home Language Survey.
3. This survey identifies students whose first language is not English. If the answer to any of the questions on the survey indicates a language other than English, the school contacts the EL itinerant assigned to that school to make arrangements for a screening. (W-APT for K and WIDA Screener for Grades 1-12).
4. Parents/guardians also must complete a Migrant Education Survey. If they qualify for Migrant Education, the regional Migrant Education Coordinator develops a schedule for tutoring and educational assistance.
5. School staff, with the assistance of the EL Coordinator and/or DPP, and/or an interpreter as needed or requested, complete the forms necessary for registration.
6. Trained personnel use multi-criteria assessments to identify a student's eligibility for English Language Development (EL) services. Objective, standardized measures of English proficiency and achievement testing are used, as well as information from less formal assessments, as follows: Home Language Survey, W-APT/Screener, parent and/or student interviews, review of academic performance, student work and education records.
7. Following registration and assessment, parents are notified of EL services eligibility within 30 days as required by ESSA using the Notification of English Language Learner Program Placement. Decisions regarding EL services implementation are made by the school Program Service Plan (PSP) Committee.
8. If at any point the parents decline program recommendations, the parent must sign a Notification of English Language Learner Program Placement. Notifications are translated into home languages and sent home with the English form.
9. A language minority student who has not been previously identified as eligible for EL services but who is experiencing difficulties in a classroom in any Lyon County School, may be tested at any time to determine eligibility. Requests may be made by parents or school staff.

GRADE PLACEMENT GUIDELINES

The student ages listed below guide placement of all students in the Lyon County Schools in conjunction with other relevant factors including English proficiency level and prior education.

Kindergarten - 5 years old by August 1 of that year (This is the minimum age requirement established by Kentucky Law)

Elementary, Grade 1, 6 or 7 years old - (Developmental readiness and prior schooling experiences are considered in the placement decision)

Grade 2-5, 7-10 years old (prior schooling experiences are considered in the placement decision)

Middle School, Grade 6, 11 or 12 years old

Grade 7-8, 12-14 years old (prior schooling experiences are considered in the placement decision)
High School, Grade 9, 14 or 15 years old
Grade 10-12, ages 16 - Kentucky Legal Age Limit (prior schooling experiences are considered in the placement decision)

DEFINING AND MEASURING ENGLISH LANGUAGE PROFICIENCY

1. The English language proficiency and academic achievement of ELs is monitored using multi-criteria assessments. One of these assessments is the ACCESS for ELs®, an English language proficiency test administered annually in Kentucky to all ELs from kindergarten through grade 12. ACCESS for ELs® meets the federal requirements of assessing EL's proficiency levels and provides reliable, valid, and useful information on the proficiency levels and progress of ELs in acquiring academic English.
2. State law requires that the ACCESS for ELs® only be administered by an individual trained in its administration.
3. This test was developed based on the English Language Proficiency Standards as developed by WIDA (World-Class Instructional Design and Assessment) within five grade clusters. These are: Kindergarten Grades 1-2 Grades 3-5 Grades 6-8 Grades 9-12
4. ACCESS for ELs® assesses the domains of Speaking, Listening, Reading, Writing, and Comprehension skills of English language learners in Math, Language Arts, Social Studies, Science, and Social and Instructional language. It identifies five levels of English language proficiency: Level 1 - Entering Level Level 2 - Beginning Level Level 3 - Developing Level Level 4 – Expanding (4.5 EXIT LEVEL) Level 5 – Bridging Level 6 - Attained 5. In the State of Kentucky a student whose composite score [35% reading, 35% writing, 15% speaking, and 15% listening] is below Level 4.5, is classified as an English Language Learner (LEP is the federal term) and is eligible for EL services.
6. A student receiving a composite level of 4.5 on a Tier B or C test will be exited from EL Services, be classified as RFEP (Re-Designated Fully English Proficient), and will no longer take ACCESS for ELs®. The district will monitor a student's academic progress for four years to ensure that he/she is continuing to be successful without EL services.
7. Kentucky educators developed the exit criteria for the program to be the earning of a 4.5 composite score on the ACCESS for ELs® exam. See Table on next page for more information.

TABLE 2 ENGLISH LEARNERS (EL) LANGUAGE PROFICIENCY TABLE

WIDA ACCESS score previous year	WIDA ACCESS score current year ▶							
▼	1	1.5	2.0	2.5	3.0	3.5	4.0	4.5
4.0	-1.5	-1.25	-1.0	-.75	-.50	-.25	0	.25
3.5	-1.25	-1.0	-.75	-.50	-.25	0	.25	.50
3.0	-1.0	-.75	-.50	-.25	0	.25	.50	.75
2.5	-.75	-.50	-.25	0	.25	.50	.75	1.0
2.0	-.50	-.25	0	.25	.50	.75	1.0	1.25
1.5	-.25	0	.25	.50	.75	1.0	1.25	1.5
1.0	0	.25	.50	.75	1.0	1.25	1.5	1.5

ENGLISH LANGUAGE DEVELOPMENT SERVICES K-12

Monitoring Student Progress and Responding to Student Needs

Learning a new language for school (academic language proficiency) involves taking many steps along the language acquisition continuum. The length of time to develop the level of proficiency in English that supports academic success will vary from student to student. Because the district is accountable for how long a student requires EL services, all teachers share the responsibility for supporting the English language proficiency of ELs and for communicating with parents about academic achievement. The overall focus of EL services is for ELs to reach parity with native English-speaking peers. Because students spend a portion or all of their day in general education classrooms, EL teachers work together with general education teachers to develop and implement Structured English Immersion (SEI) instructional strategies that facilitate the development of English language proficiency.

1. Each school will develop a PSP Team. Membership on the PSP Team is fluid and its composition depends on the activities that must be accomplished by the team. The PSP Team will include the district EL Coordinator and may include any of the following: classroom/content-area teacher, parent, school counselor, a translator, the DPP, and administrator or designee. The PSP Team responsibilities include: a. making EL services decisions for newly registered EL students. b. Monitoring individual student academic language acquisition and academic achievement, and recommending interventions and EL services c. discussing student achievement patterns and the overall effectiveness of EL services d. tracking progress of students whose parents have declined EL services e. discussing transition of students from grade 5 to grade 6 and grade 8 to grade 9, before class schedules are constructed.
2. Once a student is identified as eligible for EL services, the PSP Team makes EL services recommendations within 30 days in compliance with parent notification and involvement requirements.

3. For students currently enrolled in school, parents shall be notified of their child's EL services annually using the Notification of English Language Program Placement or Continuation Letter as required by ESSA. School PSP Team teams are responsible for notifying parents of EL services and continued EL program eligibility.
4. Parents shall be invited to attend and participate in all PSP Team meetings pertaining to their child. Parents have a right to decline any program changes. If a parent declines EL services, the school still must provide meaningful education. Parent notices and information will be provided in the major languages. In addition, an interpreter will be provided, if available, to assist parents in communicating with school staff and at PSP Team meetings to discuss the student's services and progress in attaining English proficiency. Any staff member who works with an EL, a parent, or the student, may request a PSP Team meeting at any time to assess student progress by contacting the EL teacher assigned to the student.
5. Individual student instruction is modified or accommodated as necessary, and the supports to be provided change as language proficiency increases. The kinds of support required for one subject may be different from the kinds of support required for other subjects. Additionally, students may not require support in all subject areas at any given time. When making program decisions the PSP Team uses current and historical qualitative and quantitative data including:

- ACCESS for ELs
- District approved Curriculum Based Measurements
- Assessments of general and emotional readiness, as measured by daily classroom performance, attendance, behavior, and mastery of basic learning strategies
- Standardized District Writing prompts
- Common Performance Indicators (WIDA English Language Proficiency Standards)
- Educational Background
- Classroom grades
- Academic performance
- Kentucky State Testing System Performance Data

6. All PSP Team meetings about individual student services must be documented using the appropriate forms and documentation placed in the student's cumulative file.
7. A language minority student who is experiencing classroom difficulties may be tested for English language proficiency at any time during the school year. Test results will be reviewed by the PS COMMITTEE and recommendations will be made.

English Language Development (EL) Program EL services provide ELs with access to the general education curriculum through a continuum of instructional options. Information gathered from parents, academic records, and assessments informs services placement in age appropriate classrooms and determines the amount and type of language instruction and/or services. Program oversight is provided by the district EL coordinator.

ACCOMMODATIONS FOR ASSESSMENT IN ACCOUNTABILITY TESTING SYSTEMS

The district adheres to the ESSA requirement that all students with limited English language proficiency participate in the state mandated assessment system. The district also observes the use of Kentucky Department of Education approved accommodations for ELs taking these statewide mandated assessments and national assessments.

- Record-Keeping and Parent Notification The following documents will be placed in a student's cumulative file:
- Intake forms
- Parental notification of Notification of English Language Learner Program Placement
- Parental notification of English Language Program Exit
- Annual ACCESS testing results
- Program Service Plan (PSP)

In accordance with Federal guidelines, parents are notified of ACCESS test results and eligibility for EL Services on an annual basis. Notifications are translated into major languages and sent to parents if requested. Parents can also choose to receive translated notification in major languages of educational programs and activities provided to other parents.

PERIODIC PROGRAM EVALUATION

Using the English Learners (EL) District Self-Study Guide,a review of district EL services and services are completed every three years by the Lyon County School District in the context of current law. Results are used to improve services so that the needs of ELs are met. The Supervisor of Instruction will oversee the district's EL Program Evaluation with input and guidance from the district's LAU Advisory Committee. The LAU Advisory Committee includes the Supervisor of Instruction and at least one representative from each school in the district that have EL students enrolled currently, or have had an EL student(s) enrolled (for any amount of time) in the past three (3) years. Membership on the committee may represent parents and school staff in various roles such as EL teachers, content area teachers, general education teachers, special education teachers, and administrators. The Committee will meet in May or June, before the end of the school term, of each year. Reports on the program are made to the Superintendent by the Supervisor of Instruction.

SPECIAL NEEDS PLACEMENT

ELs may be intellectually gifted, have a learning disability or a behavioral disorder, or multiple exceptionalities like any other student. Determining special needs services is a complex process. The screening and diagnosing of at-risk EL students is part of Lyon County School District’s RTI Process. The EL Program includes a number of pre-referral steps to determine whether there exist temporary learning and behavior characteristics shared by students with disabilities and EL students, or whether referral to special education is warranted.

Limited English proficiency is not a disability and is not covered by IDEA or Kentucky special education regulations. ELs should not be placed in any special education program unless exceptionality is well-documented (including assessment of a student's native language skills). To assist in determining the appropriateness of a referral to special education or gifted and

talented programs, the district's established prereferral process for interventions will be followed, independent of the EL identification. The process documents approaches utilized to provide positive support for a student's learning.