

JACKSON COUNTY PUBLIC SCHOOLS

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# Lau Plan

*English Learners*  
**2022-2023**

**Mike Smith**  
SUPERINTENDENT

**3331 Hwy. 421 S  
McKee, KY 40447**

**[jackson.kyschools.us](http://jackson.kyschools.us)**



**Mike Smith**, Superintendent

**Londa Freeman**, Title III Coordinator

**Elizabeth Norris**, District Assessment Coordinator,  
District Curriculum Coordinator

**Christi Sizemore**, Director of Special Education

**Brittany Muncy**, EL Coordinator

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## Guiding Principles

### A. English Language Development

- a. Teaching English language comprehension through listening, speaking, reading and writing skills to attain English proficiency, enable academic achievement, and create successful citizens.
- b. Communicating with parents and providing support when needed to increase family engagement in the language development process.

### B. Academic Achievement

Educating ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet.

### C. Cross-Cultural Goals

- a. EL students who attend Jackson County Public Schools and participate in the EL program will become functional in American culture, while embracing their native culture and language.
- b. English students will gain understanding and appreciation of cultures that are diverse from their own native culture.

## Enrollment, Identification, and Placement

1. All students who enroll for the first time in an American School will complete the **Jackson County Public Schools Home Language Survey**
2. Any student whose family answers anything besides English to the questions 1-4 on the **Home Language Survey** will be given a language proficiency screener (WIDA Online Screener for grades 1-12 or W-APT for kindergarten)
3. Any student in grades 1-12 that scores less than 4.5 on the WIDA Screener Online will be considered an EL student and a Program Service Plan (PSP) will be developed. Any kindergarten student who takes the W-APT screener will be considered an EL student and a PSP will be developed regardless of the score on the W-APT.
4. In accordance with ESSA Section 1112(e) (3), parents will be notified via **Jackson County Public Schools' Parental Notification of EL Placement** or **Jackson County Public Schools' Parental Notification of Non-EL Eligibility** within 30 calendar days after the beginning of the school year or within the first fourteen days for students who enroll after the beginning of the school year.

## Program Description

1. Programs and Accommodations are then determined as the school principal, school counselor, EL teacher, content teachers, and parent(s) develop a Program Service Plan (PSP) to meet the child’s educational needs.

A. The program may include “pull-out” services, or full inclusion in the regular education class, or a range of both services. **Parents may choose to waive services.**

Services may include:

- \*Sheltered English Instruction
- \*Content Area Tutoring
- \*Pull-out/ESL Resource
- \*Content-Based ESL
- \*Structured English Immersion (push-in)
- \*Developmental Bilingual Education
- \*Transitional Bilingual Education
- \*Two-way Immersion (Dual Language)

B. Potential Instructional Accommodations may include:

- \*Read text in English
- \*Scribe response
- \*Bilingual/English dictionary
- \*Prompting/Cueing
- \*Provide Visuals/organizers
- \*Use Spell Check
- \*Provide content objectives
- \*Engage in academic conversations
- \*Meta-cognitive strategies
- \*Oral native language support
- \*Read text in primary language (to the extent available)
- \*Extended time
- \*Small group/single form test
- \*Adapted materials/technology

- \*Link instruction to prior learning
- \*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
- \*Other programming accommodations to address individual strengths and needs

### C. Potential Assessment Accommodations

**(All assessment accommodations will be determined/provided based upon the Administration Code for Kentucky Educational Assessment Program and the Inclusions of Special Populations Regulation)**

- \*Reader
- \*Scribe
- \*Bilingual/English Dictionary (Word-to-word translations only)
- \*Oral native language support
- \*Extended Time
- \*Simplified language

## Meaningful Access

EL students must be provided with meaningful access to all curricular and extra-curricular programs. Meaningful access includes, but is not limited to:

- Grade appropriate curricula so promotion and graduation requirements are achieved
- Equal opportunity to participate in all programs, including pre-schools, full-day kindergarten, gifted and talented, career and technical education, arts, and athletic programs, Advanced Placement (AP), etc.

EL students may not be segregated based on national origin or EL status. Although EL program service options may require that EL students receive separate instruction for a limited portion of the day, the chosen program must be carried out in the least segregated manner consistent with achieving the program's educational goals.

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 will be provided to teachers as needed through the **WIDA Self-Paced eLearning online modules.**



## English Language Proficiency Assessment

All EL students in the district will be administered the **WIDA ACCESS** assessment during the state-assessment window, usually in January through early February. (Students whose parents waived or refused EL services will still participate in the EL ACCESS assessment, as required.)

## Exit Criteria & Procedures

Students in first grade and above who score 4.5 or higher on the **ACCESS test (Tier B or Tier C)** will be considered Fully English Language Proficient (FELP) and exit the EL program on the student's first day of enrollment of the next school year.

Students may not exit on Tier A of the ACCESS test.

## Monitoring Procedures

Students who have exited the EL program will have a monitoring plan completed at the beginning of the following school year. Progress will be monitored for a period of four years. Designated instructional staff (school counselor) must formally monitor the former EL student's academic performance regularly. The information must be documented in the student's records.

(See **Jackson County Public School District EL Monitoring Form**).

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. If an exited EL is not progressing academically as expected and monitoring suggests a continuing language issue, the student's English Language Proficiency (ELP) will be retested with a valid, reliable, and grade-appropriate ELP assessment (WIDA MODEL) to see if the student should be provided additional EL services. If reentered into EL services the district will document the reasons and obtain the parent's consent to reenter the student into EL services.

## Program Evaluation

The EL Program will be evaluated by the completion of the **Jackson County Public School District EL Program Evaluation Form** at the end of each school year. One

form per school will be completed by designated personnel and returned to the EL Program Coordinator at the district office.

## **Meaningful Communication with Parents/Guardians**

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:

- language assistance programs
- special education and related services
- IEP meetings
- grievance procedures
- notices of nondiscrimination

- student discipline policies and procedures
- registration and enrollment
- report cards
- requests for parent permission for student participation in district or school activities
- parent-teacher conferences
- parent handbooks
- gifted and talented and special programs

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). 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 effective method of outreach to multilingual families to inform them of how they can:

- be involved in the education of their student
- be active participants in assisting their student to
  - attain English proficiency
  - achieve at high levels in a well-rounded education.
  - meet the challenging Kentucky Academic Standards expected of all students

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. Providing translation and interpreting services related to core instruction and the English Learners program are requirements of federal civil rights law.