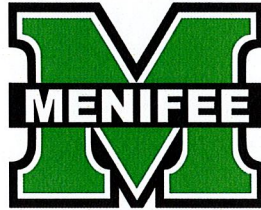


# Menifee County Schools

Lau Plan  
2022/2023



## Lau Plan Team Members:

Katie Moore, Menifee Central Guidance Counselor

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## **I. Guiding Principles**

The vision of the Menifee County Schools is to ensure every student transitions on a pathway to a successful future in academia, military, or career. The purpose of the English Learners Program or "The Lau Plan" is to ensure that English Learners are provided with an opportunity to attain English Language proficiency and be provided the same opportunity for academic achievement as students who are not English Learners, as defined by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA) of 1974. This district will provide the same educational experiences and opportunities to all who enroll.

## **II. Enrollment, Identification and Placement of ELS in a Language Instruction Educational Program (LIEP)**

Step 1:

Upon initial enrollment into a KY public school, a home language survey will be administered to all students per 703 KAR 5:070. A person designated at the school level will review the home language survey. If the survey results show a language other than English may be used in the home or by the student, a copy of the home language survey will be sent to the EL Coordinator.

Step 2:

The EL Coordinator or designee will administer either the W-APT for Kindergarten students or the WIDA online screener for students in grades 1-12. If a student is enrolled in Kindergarten, that student will automatically be enrolled in the EL Program. If the student is in grades 1-12 and receive a composite score of less than 4.5 on the WIDA screener the student will continue the process of entry in the EL Program. If the student scores above a 4.5 overall composite on the WIDA screener the student will be considered Initially Fully English Proficient (IFEP).

Step 3:

The third step in entry to the EL Program will then consist of a team creating a Program Service Plan (PSP) for the student. Parents will be notified within 30 days of the first day of school and 2 weeks if enrolled after beginning of school year.

### **III. Description of the LIEP**

Menifee County Schools provides a Language Instruction Educational Program (LIEP) through a structured English Immersion Program. The General Education Teachers will work in collaboration with the ELL Coordinator or designee. Students may be served in a co-teaching or a pull-out resource setting. This will be determined based on the student's

needs and as recommended by the PSP (Program Service Plan) committee. Other options within this program will consist of Professional Learning for the general education staff.

### **IV. Process to Provide 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. We use a variety of indicators 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: I-Ready scores, ACCESS scores, classroom performance data, parent input, student interviews, and teacher recommendation. In addition, extracurricular activities provided by the district and the community are announced through means of school newsletters.

### **V. EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs**

Staff and administrators will be provided professional development as needed. Schools will develop/update professional development plans for their schools based on that schools need. Teachers will participate in professional development based on his/her areas of need and when updates occur. Online professional development modules through WIDA will be offered.

### **VI. Annual English Language Proficiency Assessment and Administration**

English proficiency and growth are measured each year using WIDA ACCESS for ELS Online Assessment for grades 1-12 and the K-ACCESS for kindergarten. As required by the Kentucky Department of Education, all EL students are assessed each January.

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 to administer this assessment.

## **VII. LIEP Exit Criteria and Procedures**

EL exit criteria is based on WIDA ACCESS scores. Students in grades 1-12 who reach a composite score of at least 4.5 are considered English proficient and will exit the EL program. Neither students who completed Tier A of ACCESS nor kindergarten students will exit the program. Students who reach proficiency begin the 4-year monitoring process on the first day of the following school year.

## **VIII. Monitoring Procedures after Students Exit the LIEP Program**

Menifee County Schools will monitor students after they exit the LIEP Program. These students academic progress will be monitored quarterly for four years after exiting to ensure that students were not prematurely exited, for any academic deficits they experienced as a result of participating in the EL Program have been alleviated and they are successfully participating in the regular academic program comparable to their non-EL-peers. Designated staff will formally monitor the students academic performance on a regular basis. This shall be documented in the student records. If any deficits are noted then appropriate assistance and language instruction will be provided. If there is a continuing language issue the student will be retested using an appropriate ELP assessment and additional services will be provided. The parents will be notified. Information collected during the four year period may include:

- Performance on Standardized assessments
- Grades in classes
- Grade Point Average
- Informal Teacher Observations
- Parent observations and/or feedback
- Meeting promotion and graduation requirements

## **IX. EL Program Evaluation**

The EL Committee will evaluate the program yearly using ACCESS data, student participation data, how long individual students have been in the program, student and parent input along with staff input.

## Home Language Survey

Dear Parent/Guardian:

The purpose of the home language survey (HLS) is to determine the primary or home language of the student. This information is essential in order for schools to provide meaningful instruction for all students. The HLS is part of the statewide identification process required under Section 3113(b)(2) of the Every Student Succeeds Act (ESSA) and 703 KAR 5:070 and the related Inclusion of Special Populations Guidance.

The HLS must be given to all students in grades K-12 upon their initial enrollment in the district as a first screening process to identify potential English learner students. The HLS is administered one time, upon initial enrollment in grades K-12 and remains in the student's cumulative file.

Please note that the answers to the survey below are student-specific. **If a language other than English is recorded for ANY of the required survey questions below, the district is legally obligated to do further assessment of your child to determine if they are eligible for language support.**

Answers will not be used for determining legal status or for immigration purposes. If your child is identified for English language services, you may decline some or all of the services offered to your child.

If you have any questions on how to complete the HLS, please contact your child's school.

### Student Information (required):

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

### Student Language Background (required):

1. What is the language most frequently spoken at home? \_\_\_\_\_
2. Which language did your child learn when they first began to talk? \_\_\_\_\_
3. What language does your child most frequently speak at home? \_\_\_\_\_
4. What language do you most frequently speak to your child? \_\_\_\_\_

### Language for School Communication (not required):

5. In which language would you prefer to receive all school information: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

By signing here, you certify that responses to the four required questions above are specific to your student. You understand that if a language other than English has been identified, your student will be tested to determine if they qualify for language support services, to help them become fluent in English. Students qualifying for language support services are entitled to services as an English learner and will be tested annually to determine their English language proficiency as required by ESSA 1111(b)(2)(G).

### For School Use Only

School personnel who administered and explained the HLS and potential placement of a student into an English language development program if a language other than English was indicated:

Name: \_\_\_\_\_ Date: \_\_\_\_\_



**Participation in the State-required Assessment and Accountability System**

**Date of entry to an English-speaking school:**

**Student will participate in:**

<input checked="" type="checkbox"/>	Annual English Language Proficiency Assessment (ACCESS)
<input type="checkbox"/>	State-required Assessment and Accountability Program: <input type="checkbox"/> Participation only <input type="checkbox"/> K-PREP accountable

**Accommodations will be provided:**

<input type="checkbox"/>	Reader
<input type="checkbox"/>	Scribe
<input type="checkbox"/>	Simplified language
<input type="checkbox"/>	Bilingual/English dictionary (word-to-word translations only)
<input type="checkbox"/>	Extended time
<input type="checkbox"/>	Oral native language support

**Accommodations will not be provided**

Please review Inclusion of Special Populations Training to ensure proper accommodations

**EL Program Type and Enrollment**

**Date Identified EL:**

**Date Entered EL Program:**

<input type="checkbox"/>	Parents waived services or withdrew student from services
<input type="checkbox"/>	Sheltered English Instruction
<input type="checkbox"/>	Content area tutoring
<input type="checkbox"/>	Pull-out ESL/Resource
<input type="checkbox"/>	Content-based ESL
<input type="checkbox"/>	Structured English Immersion (push-in)
<input type="checkbox"/>	Developmental bilingual education
<input type="checkbox"/>	Transitional bilingual education
<input type="checkbox"/>	Two-way immersion (Dual Language)
<input type="checkbox"/>	Student will also receive Special Education services (If yes, include information on how the program will meet IEP annual goals)

**With regular school attendance and parental support** it is anticipated that the student will exit from services for English Learners to monitoring status in \_\_\_\_\_ years.

**EXIT CRITERIA to RFEP:**  ACCESS 2.0 English Language Proficiency Assessment (4.5 Overall)

**Comments:**

**Date exited from EL Status:**

**Expected date of graduation (Grades 9-12 only):**

**Accommodations**

**Instructional Accommodations**

- Read text in English
- Scribe response
- Bilingual/English dictionary
- Prompting/Cueing
- Provide visuals/organizers
- Use Spellcheck
- Provide content objectives
- Engage in academic conversations
- Meta-cognitive strategies
- Oral native language support

- Read text in primary language
- 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:



**Assessment Accommodations**

- Reader
- Scribe
- Bilingual/English dictionary (word-to-word translation only)
- Oral native language support
- Extended time
- Simplified language

**Expected Rate of Transition:** With regular school attendance and parental support, it is anticipated that the student will transition to full participation in classrooms that are not tailored for EL students in \_\_\_\_\_ years.

**Parents' Right to Opt Out & Notification**

**Parents' Right to Opt Out:** As EL parent(s) I understand I have the right under Title VI and the Equal Education Opportunities Act (EEOA) to decline or opt my child out of the school district's program for ELs or out of particular language services within the program. If I decline services, my child is still required to take the ACCESS 2.0 each year.

**Parent Notification:** Parent notification must be provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in the EL program if enrolled after the start of the school year. [ESSA 1112(e)(3)(A-B)]

**Program Service Plan Committee**

Signatures and dates of persons involved in the development of the Program Service Plan.

Name	Signature	Title	Date
		Parent	
		Principal	

## Exited English Learner Monitoring Form

Student Name: \_\_\_\_\_ SSID: \_\_\_\_\_

Years in EL Program: \_\_\_\_\_ Exit Date for EL Services: \_\_\_\_\_

Year of monitoring: 1st 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> Current Academic Year: \_\_\_\_\_

**Exiting ACCESS 2.0 for ELLs® Results:**

Overall	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

**Monitoring Staff**

Monitoring Year	Name of Classroom Teacher(s)	Name of EL Teacher	Name of EL Coordinator
1 <sup>st</sup> year			
2 <sup>nd</sup> year			
3 <sup>rd</sup> year			
4 <sup>th</sup> year			

**State Assessment Results**

Monitoring Year	Reading	Mathematics	Other
1 <sup>st</sup> year			
2 <sup>nd</sup> year			
3 <sup>rd</sup> year			
4 <sup>th</sup> year			

**Special Services/Programs**

Is the student receiving any special services/programs in addition to the standard academic program?  Yes  No

If yes, describe the services in the following chart:

Monitoring Year	Description of Special Services/Program
1 <sup>st</sup> year	
2 <sup>nd</sup> year	
3 <sup>rd</sup> year	
4 <sup>th</sup> year	

**Academic Performance**

Each year of monitoring, attach or include copies of the student's mid-term and report cards in the monitoring folder. Each year, please document any concerns and actions taken below.

Grading Period	Mid-term/Report Card Concerns	Actions Taken

Grading Period	Mid-term/Report Card Concerns	Actions Taken

**Classroom Performance**

Each year the student's content teacher(s) should rate the student's classroom performance for each grading period. This documentation should be kept with the mid-terms.

**Monitoring Year:**      **Teacher:**

Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4
The student completes assignments on-time.				
The student communicates effectively with teacher.				
The student participates effectively in class projects				
The student participates effectively in class discussions.				
The student is able to work independently.				
The student attends class regularly.				
The student displays effort and enthusiasm in class.				
The student requires additional assistance with assignments.				
The student shows evidence of difficulty with language.				
The student has discipline problems that interfere with his/her academic progress.				

Have EL strategies been implemented to respond to the language needs of the former EL?  Yes  No

If yes, provide details:

Do you recommend that this student be reassessed for reclassification as an EL?  Yes  No

*(Re-assessment must be done using a valid and reliable, grade-appropriate ELP test to determine if there is a persistent language barrier)*

Signature:

OEEL Toolkit: Monitoring and Exiting English Learners from EL Programs and Services

**Menifee County Schools**  
**Parent Notification of English Language (EL)**  
**Program Enrollment**

Date: \_\_\_\_\_

Dear Parent / Guardian:

Based on the information provided by the Home Language Survey, you indicated that your child speaks another language other than English, so his/her English Language proficiency has been assessed. In accordance with district educational guidelines and in compliance with the required components of ESSA 1112(e)(3)(A), the Menifee County School District provides English Language program for children with limited English proficiency. The goal of the program is to enable English Language Learners (ELLs) to become proficient and show achievement in reading, writing, speaking, and listening. Assessment results indicate that your child,

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
will benefit from enrollment in the English Language Program.

Assessment results are:

WIDA SCREENER SCORE: \_\_\_\_\_ Date: \_\_\_\_\_

Test: W-APT / ACCESS Score: \_\_\_\_\_ Date: \_\_\_\_\_

District Assessments: Score: \_\_\_\_\_ Date: \_\_\_\_\_

With regular school attendance and parental support, it is anticipated that the student will transition to English proficiency as measured by ACCESS for ELLs in \_\_\_\_\_ years and is expected to graduate high school in year \_\_\_\_\_.

It has been determined that your child is eligible to receive services from the English Language Learners Program, which is designed to teach your child the English skills needed to do well in school and provide content-based language instruction within the mainstream classroom. During the development of the Program Service plan, a program that will serve your child will be developed. Your child will be provided services through the EL program that may include one on one instruction, small group instruction or collaborative services in his/her classroom. If your child receives special education services, the LIEP will support the goals of the IEP. It is the program's belief that these extra services will help to meet your child's educational needs and enhance his or her academic success in school.

By state law, all English Language Learners must be assessed using a state-approved test, which is given annually in the winter with results in the spring. Kentucky uses the ACCESS test to determine English language proficiency. In order to exit the EL program, kindergarten students must score a 4.5 or higher overall composite on the ACCESS test and students in grades 1-12 must score a 4.5 or higher overall composite on a Tier B/C ACCESS test. Students with severe cognitive disabilities approved to take the Alternate ACCESS must score a P2 in order to exit. When your child reaches full English proficiency, he/she will be exited from the program.

Parent Notification:

I understand that after using multiple criteria, it is recommended that my child participate in EL services. School personnel have discussed this recommendation with me and I understand the following:

- My child will participate in the EL services which will help him/her learn English and other academic skills by improving reading, writing, and oral language skills.
- Teachers will discuss my child's progress with me throughout the school year.
- I can request information at any time during the year.
- I will be invited to participate in any meetings regarding the development of the PSP or in any changes to my child's EL services.
- My child will be given the ACCESS for ELLs annually to determine his/her progress in English acquisition and I will receive notification of scores.
- Once my child is a fluent English speaker (ACCESS composite level of 4.5 or higher), he/she will be exited from EL services.
- My child's progress will be monitored, and if additional support is needed, assistance will be provided.
- I have the right to refuse EL services at any time; however, the annual assessment, ACCESS, is mandated and will be given to your child. To review/revise your student's EL services during the school year please contact the school/district.

\_\_\_\_\_ I want my child to receive services through the Menifee County School District EL Program.

\_\_\_\_\_ I do NOT want my child to receive services from the Menifee County School District EL Program. I understand that the ACCESS test is federally mandated and that my child will participate in this testing.

Sincerely,

\_\_\_\_\_  
ELL Director

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date