



Lau Plan

Rockcastle County Schools

School Year: 2023-24

Team Members

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Guiding Principles

Rockcastle County Schools is committed to ensuring that all EL students participate fully in both academic and extracurricular activities through our work in achieving the following goals:

A. English language development:

- Identify and assess EL students in need of language assistance in a timely, valid, and reliable manner.
- 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.

B. Academic achievement:

- Ensure EL students have equal opportunities to meaningfully participate in all curricular and extracurricular 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 students exited from the program to ensure they were not prematurely exited and that any academic issues after exiting the program have been resolved.

C. Cross-cultural goals:

- Educate staff about English Learners' cultural and linguistic backgrounds.
- Provide ELs and their families with an equal opportunity to participate in the schools and in all district programs and activities.

Enrollment, Identification, and Placement of ELs in a Language Instruction Education Program (LIEP)

The enrollment, identification and placement process for ELs in Rockcastle County Schools is from guidance in the District Guide to English Learners from KDE.

Identification Process:

Step 1:

Upon entering Rockcastle County Schools, a home language survey (details of survey addressed below) will be administered to all students per 703 KAR 5:070. The EL Coordinator 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, move to Step 2.

Step 2:

The next step is for the EL Coordinator to 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 receives 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. This team will consist of the EL Coordinator, school counselor, and classroom teacher(s). Parents will be notified within 30 days of the first day of school and within 2 weeks, if enrolled after the beginning of the school year. (703 KAR 5:070)



Home Language Survey:

In Kentucky, all local school districts are required to administer a Home Language Survey (HLS) to all students in grades K12 upon their initial enrollment in the district as a first screening process to identify potential English learner students (703 KAR 5:070 and the associated guidance). The survey is completed by the student's parent/guardian. The Home Language Survey includes a minimum of four questions and if needed, translations or oral interpreters provided at no expense to the families.

The four questions are:

1. What is the language most frequently spoken at home?
2. Which language did your child learn when he/she 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?

Description of the LIEP

Rockcastle County Schools will provide a Language Instruction Educational Program (LIEP) through a structured English Immersion Program. The general education teachers will work in collaboration with the EL Coordinator/Resource teacher. 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.

Process to Provide Meaningful Access to all Co-curricular and Extracurricular

The EL Coordinator/Resource Teacher assists schools to ensure that EL students suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner using culturally and linguistically appropriate measures. EL students will take part in all screenings to identify students for gifted services. EL students have equal access and opportunity to participate in all school clubs, activities, sports and related programs. Parental communication will be provided and translated (if needed) to ensure all parents are aware of all school programs, activities, events, etc.



Professional Development

- Classroom teachers receive individual training with each PSP
- Teacher collaboration with the EL Coordinator/Resource Teacher
- Professional Development at faculty meetings
- EL Coordinator/Resource Teacher update trainings throughout the school year

Annual Language Proficiency Assessment and Administration

The ACCESS for ELLs is administered every year during the testing window (January and February) as set by the state of Kentucky. The ACCESS assessment measures English proficiency in the four domains of language: listening, speaking, reading, and writing. Test training and procedures are provided by WIDA.

LIEP Exit Criteria and Procedures

ELs who have attained a score of 4.5 or higher Overall Composite Proficiency Level on a Tier B or C ACCESS 2.0 assessment in the 1st grade or above will be considered English language proficient (ELP) and will exit the EL program.

Monitoring Procedure after Students Exit the LIEP Program

The EL Coordinator 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 never-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 of any changes to the student's EL status.

Information collected during the four year period may include:

- Performance on standardized assessments
- Grades in classes
- Grade Point Average
- Teacher observations



- Parent observations and/or feedback
- Meeting timely graduation requirements

EL Program Evaluation

The Lau Committee members will evaluate the program annually using the following: participating teacher feedback, EL parent feedback, students ACCESS data, student participation data.

Office of Civil Rights (OCR) Assurances

1. All students/parents/guardians are administered the Home Language Survey (HLS) at enrollment.
2. All students who could potentially be identified as EL are assessed with the required state screener to determine English proficiency.
3. EL parents of students are identified and served through translation or interpretation as needed.
4. 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.
5. All teachers of EL students are providing accommodations as required to make Kentucky Academic Standards (KAS) accessible.
6. For EL students whose parents/guardians have declined EL services, the EL services are provided through the regular academic classrooms/teachers.
7. Students are not retained in grade levels or classes if language acquisition has any part in the decision for retention.
8. All students are receiving culturally appropriate and culturally sensitive instruction in all classes.
9. Students are exited using accepted criteria.
10. Exited students are monitored as required under federal and state regulations. Assistance is provided to monitored students who are not making adequate progress.
11. EL students are eligible for all school and extra-curricular programs.
12. All ELs are age appropriate for the grade level in which they are placed.