

BELL COUNTY SCHOOLS LAU PLAN FOR EL STUDENTS

The district should have a plan designed to meet the instructional needs of English Learners (ELs) which is referred to as a Lau Plan (Lau v. Nichols, 1974). The plan should be designed to meet the district obligations to ELs under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA).

Lau Plan Team Members:

School Principal, Barbara Warren, Yellow Creek School Center,

Barbara Warren

School Counselor, Bonnie West, Yellow Creek School Center,

Bonnie West

Grade Level Teacher(s), Chelsea Evans-Marcum, Yellow Creek School Center,

Chelsea Marcum

District Foreign Language Teacher(s), Brandon Salas,

B. Salas

District EL Coordinator, Angela Allen,

Angela Allen

District Assessment Coordinator, Angela Allen,

Angela Allen

I. Lau Plan Guiding Principles

Programming Principles in Bell County Schools (BCS) are as follows:

- 1. EL students in BCS will acquire and reach proficiency in academic English within acceptable time frames.**
- 2. EL students in BCS will make significant gains with respect to their native English-speaking peers in the areas of Reading and Math**
 - BCS EL students will meet Adequate Yearly Progress (AYP) goals in the areas of reading and math as determined by performance on annual content assessments.
 - BCS EL students will make steady growth in the areas of reading and math as measured by the district benchmark and progress monitoring assessments conducted with our Response to Intervention (RTI) procedures.
- 3. EL students in BCS and their families will acculturate success fully into the "culture" of the school and the community.**
 - The parents of EL students will receive information on their rights, service options, and other school related documents in their native language or through an interpreter. They will attend parent conferences and school activities, with interpreters available to assist their understanding when needed.
 - Immigrant children will be supported in their mental health needs as they transition into the U.S. and into the public school system.

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

Students are initially identified as EL based on data collected from the district Home Language Survey (HLS) and the WIDA ACCESS Placement Test (WAPT). The HLS must be completed by all parents enrolling their children in Bell County Schools. If the response to one of the 4 language use questions is a language other than English, the WAPT is administered to the enrolling students(s). When it is determined that a student is not proficient in English based on the WAPT results, the Notice of Eligibility for EL Programs is given to the parent and explained in their native language. The Notice is available in 5 languages other than English. Options for programming are also explained. The parents then indicate whether or not they wish for their child to receive ESL services. If they choose not to have their child participate, BCS provides them with information regarding supports that will be provided, along with information about the ACCESS test. It is explained that taking the ACCESS test each year is a state and federal requirement. Finally, we provide information about supplemental programming (e.g., after-school tutoring, summer school, Community-based ESL classes for parents, etc.) that is available for all EL students, whether or not the student is taking part in ESL classes.

III. Description of the LIEP

Bell County School System administers the W-APT Screener within the first 30 days of school for all students who enroll on or prior to the first day. Students who enroll after the first day must be screened (when necessary) within 10 school days.

IV. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities

EL students will be given the same opportunities to participate in all co-curricular and extracurricular programs and activities, as any other student enrolled in the BCS. This will be achieved through the actions/guidance of our Board policies and procedures.

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

School Principals contact the Director of EL programs and vice versa to discuss training needs that are specific to particular buildings. Our buildings vary greatly with regard to the experience of staff, the cultural/linguistic populations served by the school, the numbers of EL students, performance on the state tests, etc. These factors impact decisions regarding professional development needs. This will be determined annually during the spring of each school year.

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VI. Annual English Language Proficiency Assessment and Administration

The ACCESS Test for EL is administered in all schools by the school counselor or designee. The process begins with ensuring that the rosters are correct, Tier placement is determined accurately and tests are ordered in a timely fashion. Test Administrator (TA) training events begin in December, and tests generally arrive and are disseminated to Building Assessment Coordinators (BACS) by the end of the first week of December. The District Assessment Coordinator (DAC) and the Director of EL Programs work closely to ensure that BACS and EL teachers work in tandem to improve the efficiency and accuracy of the test. Testing commences in most buildings on the first day of the testing window. Group testing sessions for Listening, Reading and Writing subtests are conducted according to the specifications outlined in the ACCESS testing manual. At the end of the testing window, the BACs pack up materials, and the DAC oversees the delivery of the materials.

VII. LIEP Exit Criteria and Procedures

All students who are classified as English Learners, whether they are participating in BCS English Learner programming or not, take the ACCESS test each year. Parents are made aware that English language proficiency testing is a federal and state requirement and their son or daughter must participate, whether or not they receive EL program support. This information is conveyed to parents when the Notice of Eligibility for EL Programs is issued in April each year. When students meet the criteria to be reclassified as Fluent in English, they no longer take ACCESS. A Notice of Exit is provided to parents of students who are being reclassified RFEP. This form explains to parents that their children will be monitored for a full 2 years. The Notice of Eligibility and the Notice of Exit forms have been translated in to our 5 most critical languages, and we use interpreters when necessary to convey the information for all other language groups. The KDE Monitoring Form will be used to monitor the degree to which reclassified students have access to and can participate in the general educational program. There may be some limited cases in which a team of educators, along with the principal, determines that it is appropriate for a student reclassified as RFEP to be brought back into our EL programs. These cases should be very unlikely, and we always encourage school-based teachers and administration to ensure that expectations and support are high for students who are culturally and linguistically diverse, particularly those who have exited our EL programs.

VIII. Monitoring Procedures after Students Exit the LIEP Program

Students exiting the LIEP Program will be monitored through the same educational processes identified for all BCS students. These processes are identified within the District and School Comprehensive Plans and are updated yearly.

IX. EL Program Evaluation

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The BSC District EL Coordinator will meet yearly to evaluate the BSC Lau Plan that occurred for any enrolled EL students. Attendee participation of this evaluation planning process will be contingent of EL schools with enrolled EL students.