



Mercer County District LAU Plan

Updated March 26, 2024

Jennifer Hatton, District EL Coordinator

Katalin McChesney, District EL Teacher

Adam Chisholm, Teacher

Jeralyn Kessler, School Psychologist

Adrienne Dye, Special Education Teacher

Mercer County Schools

Language Instruction Educational Program

Mercer County school district assures it has a quality educational program for educating English learners within its jurisdiction. English learners (EL) are those students whose primary language is something other than English. A copy of the district EL plan and its contents is available to families on the district website in compliance with open records laws.

Mercer County school district assures it will provide equal opportunities to all English learners and uphold such rights regardless of citizenship or nationality status, as provided under Title VI of the Civil Rights Act of 1964, the Equal Education Opportunity ACT of 1974, Sec. 204 (f) as affirmed in the Supreme Court ruling in Plyer vs. Doe 457 U. S. of 1982, in Lau v. Nichols 414 U. S. 565, and any other civil rights guaranteed by federal law.

Mercer County school district assures that it will expend funds to improve the education of English learners by assisting the student to speak, read, write, and comprehend the English language. The district assures that the English learners will receive rigorous academic English language instruction to meet challenging state content, performance standards, and state assessments.

I LAU Plan Guiding Principles

The guiding principles of the Mercer County Language Instruction Educational Program is to ensure that students who are English Learners acquire the conversational and academic English they need to succeed in school, career, and life. ELs will be provided the same access to academic core curriculum, at an age appropriate grade level for promotion, and given opportunities to be successful on state assessments.

Guiding Principles:

- To identify students who are English Learners.
- To enroll English Learners in preschool so that they can gain exposure to instructional and academic English.
- To develop and implement a Program Service Plan for each English Learner.
- Ensure the necessary staff, curricular material, and facilities used to teach the EL student.
- For English Learners to attain English language proficiency by scoring a 4.5 or higher overall on the ACCESS-State language assessment.
- For English Learners to score proficient on state assessments.
- To communicate effectively with parents and teachers.
- For English Learners to complete high school prepared for college, career, and/or life.
- To evaluate the EL Program for continued improvement.

Factors:

- The number of EL students, not proficient in their own language, enrolled in Mercer County schools.
- The number of EL students with special needs.
- EL students who are Migrant and EL.
- The increase of parent involvement.
- The insufficient number of certified ESL teachers in the State and in the district.

Language Instruction Educational Program (LIEP)

The Mercer County School District assures that its proposed LIEP is based on approaches and methodologies consistent with scientifically research-based teaching EL and Immigrant students. Mercer County LIEP consists of several educational approaches to meet the needs of our students.

Structured English Immersion – EL students participate in mainstream/content classrooms where teachers differentiate instruction to address the linguistic needs and backgrounds of the EL students. The goal is the acquisition of English while learning academic content.

Sheltered English Instruction – EL students from one or more language backgrounds are grouped to receive specifically designed content area instruction that focuses on modifying the delivery of academic content so that the linguistic demand of the materials is appropriate for the English proficiency levels of the students. The goal is the achievement of academic content and skills.

Pull-out English Instruction – EL students are pulled from their mainstream classrooms for a portion of the day to receive instruction in English language development either individually or in small groups.

Collaborative Services (type 1)/ Push-in – The ESL teacher/aide/tutor/assistant goes into the mainstream classroom to assist EL students with academic content and English language skills.

Collaborative Services (type 2) – The mainstream teacher and ESL consultant/teacher/tutor/aide/assistant work together to determine accommodations, modifications, and appropriate instructional strategies for EL students.

Native language support – An ESL teacher/tutor/aide/assistant may use the native language to clarify information that was presented in English. This is used as a support system when needed, rather than a bilingual approach.

Transition/Monitor Status – After a student’s evaluation data is determined to be above the necessary scores 4.5 for exit the EL student will be monitored for four years (see section X).

Educational Standards- ESSA 1111(b)(1)(F) requires each state adopt English language proficiency (ELP) standards. Kentucky uses the WIDA English Language Development (ELD) Standards to meet this requirement. These standards, updated in 2020, represent the social, instructional, and academic language students use in school. The WIDA ELD Standards will act as a companion document to the Kentucky Academic Standards in guiding instruction for Kentucky's EL students.

II Enrollment/Identification

The Mercer County School District assures that it will comply with State Regulation 703 KAR 5:070, local district shall administer a Home Language Survey to all new students to determine primary or home languages spoken by students. The enrollment card, home language survey, or interview with parents will be used for enrollment/identification purposes.

- The Enrollment clerk ensures that every new student enrolled in the district will complete a Home Language Survey as part of Online Registration.
- The completed Home Language Survey information is shared through IC to the ESL teacher.

- If any other language other than English is the student's home or primary language, the student will be administered the Online Screener or K screener for identification purposes. If the score is under a 4.5 the student will qualify for services.
- Any kindergarten student that indicates a language other than English will qualify for services until they score a 4.5 ACCESS assessment.
- Mercer County will communicate effectively and notify parents of the student's educational plan.
- Administrators, teachers and staff will be informed of students identified as EL.

Identifying English Learners with Special needs

The Mercer County school district assures that it will work with the special education department to identify English Learners with special needs. Every effort will be made not to over identify students as having special needs if their only barrier to learning is language. The EL department, Special Education department, the general education teacher, the parents and administration will work together to identify the student's academic needs and special education needs, if present. The SE department will create an Individual Education Plan and the EL department will create a Program Service Plan to accommodate and modify the student's educational program.

The Mercer County school district assures that the parents of students with special needs and EL students will be informed and included on all academic decisions made for their child.

Notification

The Mercer County school district assures that the parent/legal guardians of new English Learners will be notified within 30 days of enrollment of: 1.) their child's identification as an English Learner 2.) their child's Program Service Plan/educational plan 3.) the right to opt out of services or to seek alternative services. For a child who has not been identified for participating in the language program prior to the beginning of the school year, our district assures that it will identify the child as LEP, develop a PSP, or inform the parent of their rights to opt out or seek alternative services within 2 weeks of the child being enrolled in school.

A letter will be sent to the parents notifying them of their child's placement into the EL program.

Placement and Services

The Mercer County school district assures that a Program Service Plan will be developed for all English Learners placed in the EL Program. EL services will be documented in the Program Service Plan. The Program Service Plan will require essential elements required by Title III of No Child Left Behind (NCLB) and Kentucky's regulations on Inclusion of Special Populations in State assessment and accountability. Previous school records, parent information, and teacher referrals will be considered for placement.

- Specific accommodations/modifications for the EL in the mainstream classroom will be documented in the PSP.
- State assessment accommodations will also be documented in the PSP.
- The PSP committee will consist of the mainstream classroom teacher, counselor, and the EL Coordinator. The committee will agree on the accommodations for the individual student.
- The mainstream classroom teacher will be given a copy of the PSP.
- The PSP will be added to the cumulative folder and a copy will remain on file with the EL department.
- The PSP will be updated annually.
- The EL student will receive RTI, ESS, and/or after school services as needed for academic progress and success.

- The EL student will receive FRYSC services as needed.

III Co-Curricular and Extracurricular programs

Mercer County school district ensures that all students are given opportunities to participate in co-curricular and extracurricular programs and activities. Resources are available for EL students and families to support their participation in these programs.

- EL students will have equal access to co-curricular program
- EL students will have equal access to extracurricular programs and activities
- Newsletters, flyers, social medial and one calls are used to promote participation in activities
- EL students have a contact person available to families to answer questions and help with sign-ups and enrollments.
- EL students are given the resources they need to participate in co-curricular and extracurricular activities.

IV Staffing and Resources

The Mercer County school district assures that it provides all necessary staff and resources to provide a quality English Learner Program. All teachers are fluent in English and are highly qualified to teach the academic content to English Learners. English Learners will have access to the same educational resources as native English speakers. General education teachers, and special education teachers are provided professional learning on how to support the LIEP and EL students.

The Mercer County school district assures that it will use funds in ways that build district and school capacity to continue to offer high-quality language instruction educational programs for EL students.

- The EL District Coordinator is responsible for the data in the Annual Performance report.
- Professional Development opportunities will be offered to general education teachers, special education teachers, and administrators.
- ESL resource books, textbooks or technology will be provided as needed.
- Projectors, document cameras and visuals will be encouraged.
- Bilingual dictionaries and picture dictionaries will be available if needed.
- EL students will participate in RTI, ESS, etc. as needed.

V Assessments

The EL Department is responsible for administering the Online Screener and K Screener, to determine if a student qualifies as LEP within two weeks of enrollment or 30 days in enrolled after the start of the school year. The district assures that the State Language Assessment (ACCESS) will be administered to all students identified as English Learners.

- The EL Department is responsible for administering the Online Screener and K Screener to potential new EL students as identified on the Home Language Survey.
- The EL Department is responsible for administering the ACCESS annually.
- The EL Department is responsible for coordinating the accommodations for instructional assessments as noted on the student's PSP.
- The EL Department is responsible for coordinating the accommodations for State assessments as noted on the student's PSP.
- The DAC will ensure that all ACCESS test administrators are certified.
- The DAC ensures that testing materials have been ordered, received and returned in the required timeframe and coordinate with EL test administrators.

VI LIEP Exit Criteria and Procedures

The Mercer County school district is responsible for establishing criteria that determines when a student has sufficient English language proficiency to participate meaningfully in the general education classroom without accommodations and modifications and to exit the EL program.

- EL students who score a **4.5 or higher on the overall ACCESS** score will exit the program. The student will be identified as “Proficient” in English and transition into the mainstream classroom.
- The parents will be notified annually regarding their child’s English language proficiency.
- Students with alternate assessments will exit the program when they have scored a P2 on the Alternate ACCESS.

VII Monitoring Procedures after student exits the LIEP program

The Mercer County school district is responsible for procedures that support the transition and monitoring of EL students that have exited the program.

- The parents are notified every 9 weeks about their child’s academic progress.
- Upon transitioning into the general education classroom, the student’s academic progress will be monitored for **4 years**.
- If a student exhibits difficulty in the general classroom, the student will attend tutoring or ESS services.
- The EL District Coordinator is responsible for collecting and analyzing data on monitored students.

VII Program Evaluation

The Mercer County school district assures that it has developed program goals, objectives, and specific activities toward meeting the state’s annual measurable objectives for English Learners to include, at a minimum:

- Increase the number of students *making progress* in learning English as measured by the ACCESS.
- Increase the number of students *attaining* English language proficiency.
- Making adequate yearly progress for EL and immigrant students as measured by State academic assessments in the areas of mathematics, reading, or language arts and science.