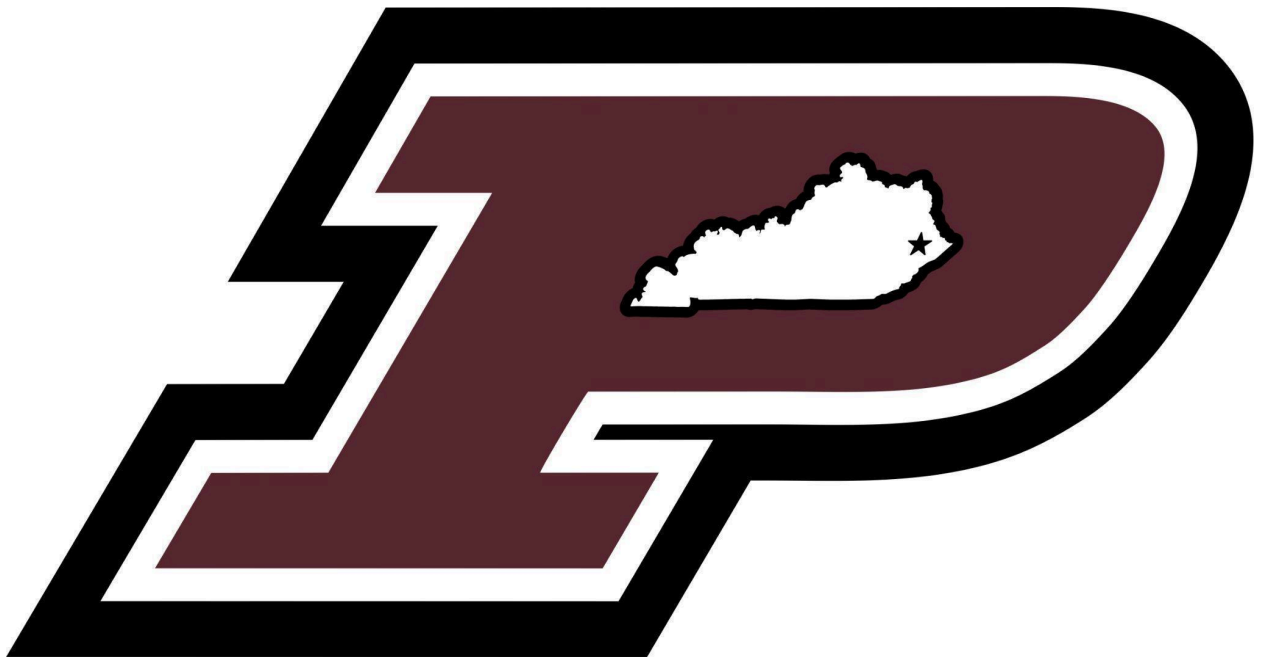


Lau Plan
Pikeville Independent Schools



Mr. David Trimble
Superintendent
2024-2025

Lau Plan Team Members

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Section I - Guiding Principles

Federal Legislation

The **Title VI of the Civil Rights Act of 1964** and the **Equal Education Opportunities Act of 1974** requires schools to provide equal educational opportunities for students who do not speak English.

Supreme Court Decision

[Lau v. Nichols](#) (1974)

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."

Title III Requirements

- Identify potential English Learner (EL) students in a timely manner
- Offer EL students a sound language assistance program
- Provide support and training for staff to support EL students
- Ensure equal opportunities for EL students in curricular and extracurricular areas
- Identify EL students who are suspected of having a disability and ensure they are considered in delivery of services
- Provide ongoing language assistance programs for EL students who opt out of language assistance
- Monitor and evaluate English proficiency and acquisition of grade level content for EL students who are being provided language assistance
- Monitor exited EL students to ensure they are successful with English proficiency and academic content
- Evaluate the school district's language assistance program
- Communicate with limited English proficient (LEP) parents in meaningful ways

District Policy

[08.13452](#) Curriculum and Instruction: English as a Second Language

Section II - English Learner Enrollment, Identification, and Placement

Lau Plan Guiding Principles

The Pikeville Independent School district takes pride in educating ALL students. This includes immigrants and students who speak a language other than English. Our school district provides an English language program, aligned with our overall academic program, that addresses the needs of each individual student in becoming proficient with the English language.

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

Identification

Each student's initial enrollment starts with the completion of a Home Language Survey by the parent/guardian. This survey asks four questions:

- What is the language most frequently spoken at home?
- Which language did your child learn when they first began to talk?
- What language does your child most frequently speak at home?
- What language do you most frequently speak to your child?

If a language other than English is listed on any of the four questions above, the student is considered a potential English Learner (EL). The EL Coordinator will administer the WIDA Online Screener for students in grades 1-12 or the Kindergarten W-APT for students who are in kindergarten. This screener evaluates the areas of listening, speaking, reading, and writing for potential English Learners.

The administration of the screener must occur within 30 days from the first day of school or within 14 days if enrolled after the first day of school. After the screener is administered, notification will be made to the parent/guardian of the results.

Enrollment

If a student scores below a 4.5 composite on the screener he/she will be eligible for enrollment in the English Learner Program. If a student scores 4.5 or above on the screener, the student is not considered an English Learner and will not be eligible for EL services. All kindergarten students qualify for EL services regardless of their score on the WIDA Screener for Kindergarten.

Placement

A Program Services Plan (PSP) will be written for each student by the EL Coordinator and will include recommendations of how to best meet the academic needs of the student.

The PSP Committee (administrator, EL coordinator, classroom teacher, and parent/guardian) discusses the WIDA Screener and the instructional accommodations needed for the EL. This is presented in the Program Service Plan (PSP) to parents within 30 days if enrolled on the first day of school or within 14 days if enrolled after the first day of school.

As required by ESSA 1112 (e)(3)(A), written notification will be provided to the parent/guardian of the EL that includes:

- the reason their child was identified as an English Learner
- the child's level of English proficiency assessed, as well as the status of the child's academic achievement
- the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs
- how the program used will meet the needs of the student
- how the program will help their child learn English, as well as meet the academic standards for their particular grade level
- exit requirements for the program
- if the child has a disability, how the program meets the objectives of the Individual Education Plan (IEP) of the child, as discussed in section 614(d) of the Individuals with Disabilities Education Act
- information pertaining to parental rights to request their child be removed from the program; request to decline their child enrollment in the EL program and choose another method of instruction (if available)
- information must be in a language that parents/guardians can understand

If a parent/guardian opts to waive EL services, the district still has the responsibility to give the EL student an equal educational opportunity to meet their language and academic needs through a PSP.

Section III- Description of the LIEP

WIDA English Language Development Standards are a companion to the Kentucky Academic Standards in helping to provide for the instructional needs of EL students.

EL students will be placed in the regular classroom setting and adjustments will be made to the curriculum in order to provide instruction in English. This will help the student learn language patterns, pronunciation, grammar, and vocabulary. All material will be adjusted to the students' individual level.

Below are EL programs offered in the Pikeville Independent School District. These program services may be combined to meet the educational needs of the English Learner.

CAT: Content-area tutoring – Program provides one-on-one or small group tutoring/assistance to ELs during school hours in the content areas. Tutoring is generally provided by teachers other than ESL and may be provided by an aide under the direction of a teacher.

CBE: Content-based ESL – Program in which English is taught through the content areas of mathematics, English language arts, science, and social studies.

POE: Pull-out ESL/Resource – Program removes ELs from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the general education classroom teacher.

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

EL students will be provided an equal opportunity to participate in co-curricular activities such as pre-school, gifted and talented, career and technical education (CTE), advanced placement (AP) courses, school clubs, honor society, etc. EL students will also be provided an equal opportunity to participate in extracurricular programs and activities offered by the district.

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

Classroom teachers will be offered professional learning in strategies to help EL students through inclusion in the regular classroom setting. Certified teachers complete a minimum of 24 hours of professional learning requirements which may pertain to other learning opportunities pertaining to English Learners.

The EL District Coordinator updates WIDA certifications yearly and participates in the Administration Code and Inclusions of Special Populations training before administering the WIDA Assessment.

Section VI- Annual English Language Proficiency Assessment and Administration

According to ESSA 1111 (2)(G) English Learners (K-12) who have not met English proficiency will be assessed each year during the testing window set by the Kentucky Department of Education (KDE). This test is known as WIDA ACCESS for ELLs (English Language Learners) and is administered by the EL Coordinator. Students are tested in the domains of listening, speaking, reading, and writing. For EL students needing specific accommodations based on their Individualized Education Plan (IEP), they will be given the WIDA Alternate ACCESS for ELLs.

Students are scored in each individual testing area, and are also given an overall composite score. Using this data, the PSP is updated (if needed) or the EL student is exited from the program based upon their composite score.

Parents/Guardians receive information about their child's scores within 14 days from the date that the district receives scores from the testing company.

Section VII- LIEP Exit Criteria and Procedures

According to KDE, an EL student must score 4.5 or above on their overall composite score on either the Kindergarten WIDA ACCESS or Level Tier B/C on WIDA ACCESS for ELLs (grades 1-12) in order to exit from the EL program. Until this score is met, EL students will continue to participate in ACCESS testing each year.

For students taking the WIDA Alternate ACCESS for ELLs, they must obtain a score of P2 or higher on the overall composite in order to exit the EL program.

The exit date will be marked as June 30 of the school year in which the student was determined to have fully exited the program.

Section VIII - Monitoring Procedures after Students Exit the LIEP Program

English Learners who are Re-designated Fully English Proficient (RFEP) will be monitored for four school years after exiting the EL program to help ensure:

- meaningful academic success is occurring in the regular classroom
- students were not exited from the program prematurely
- academic deficits are alleviated

If monitoring shows that the student is struggling academically in the area of English language, appropriate support will be made available to the student. If the student does not show progress after being given the additional support, he/she will be re-evaluated

using the WIDA Screener or WIDA ACCESS Assessment to determine if additional EL program services are needed.

Teachers will be contacted by the EL Coordinator when they have a RFEP student enrolled in their classroom. The EL Coordinator will meet with the student's teacher(s) quarterly to ensure the success of the child.

Teachers of former EL students will be required to communicate with the parent/guardian every nine weeks to provide progress updates.

Section IX- EL Program Evaluation

The Pikeville Independent Lau Plan will be reviewed yearly to ensure that progress is being made within our district to continuously improve the districts' EL program. Our expectation is that ALL students are held to the same expectations and challenging rigor to perform at high levels of academic achievement with the state's academic standards.

The following information will be reviewed for current EL students, as well as RFEP students when reviewing the plan: WIDA ACCESS Scores, Kentucky Summative Assessment (KSA) scores for EL students and RFEP students, benchmark assessment scores (if available for grade level), content grades, participation in advanced courses (such as honors and advanced placement), gifted and talented participation, enrollment in special education, attendance rates, participation in extracurricular activities, suspension rates, parent/guardian survey for input regarding their child's education.