

# **Montgomery County Schools**

## **Lau Plan 2023-2024**



### **Lau Plan Team Members:**

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## **I. Lau Plan Guiding Principles**

Montgomery County Schools shall provide an English language program to assist English learners, including immigrant children and youth, to attain English proficiency, develop high levels of academic achievement in English, and achieve the same challenging state academic standards that all students in the district are expected to meet. We focus on increasing English language proficiency for all EL students so they may participate fully in both academic and extracurricular activities.

### **Federal Legislation:**

The Every Student Succeeds Act (ESSA) (2015) provides for strong accountability for the education of all children and provisions specific to limited English proficient students, especially under Titles I and III of the Act. No Child Left Behind (NCLB) also provides funds to states and local schools and universities to carry out the intent of the Act. Supreme Court Decisions The Equal Education Opportunities Act of 1974 requires schools to "take appropriate steps" to assure equal access as stipulated in the Lau opinion. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of national origin and other civil rights.

### **Supreme Court Decisions:**

**Castañeda v. Pickard (1981)** case precedent requires schools to use a three-pronged approach to assure that they are following the spirit of the above laws vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.

**Plyler v. Doe (1982)** held that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants.

**Lau v. Nichols (1974)** held that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable.

### **Title III Requirements:**

School districts must:

- identify EL students in a timely, valid, and reliable manner
- offer all EL students an educationally sound language assistance program
- provide qualified staff and sufficient resources to instruct EL students
- ensure EL students have equitable access to school programs, activities, and services
- avoid unnecessary segregation of EL students from other students
- monitor the progress of EL students in learning English and doing grade-level classwork
- remedy any academic deficits EL students incur while in a language assistance program
- move EL students out of language assistance programs when they are proficient in English and monitor them to ensure they were not prematurely exited
- evaluate the effectiveness of EL programs.

## **State Regulations:**

Procedures for the inclusion of special populations in the state required assessment and accountability programs. 703 KAR 005:070

Minimum requirements for high school graduation. 704 KAR 003:305

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

The Home Language Survey (HLS) is included in the enrollment packet for Montgomery County Schools. The HLS asks four questions that determine if the student should be administered the WIDA Screener for English proficiency. The 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?

Guidance counselors/enrollment staff in each building are responsible for providing the HLS for each student to the English Language Development staff. If a language other than English is listed on any of the above questions, EL staff is responsible for the administration of the WIDA Online Screener. Parents are then notified of the results and a placement decision is made based on the score. The screener is administered within the first 30 days of the school year. For students who are enrolled after the first 30 days of the school year, EL staff will screen and notify parents within 2 weeks of enrollment. At which time the EL staff, teachers, principal and parents develop a Program Services Plan.

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

Montgomery County Schools provides Structured English Immersion to English Learners through collaboration and professional development of general education teachers and English language development staff. For students who are in the beginning stages of English development, we provide pull-out resource time. The amount of time spent in direct language instruction is determined by the needs of the student and the recommendation of the PSP committee.

## **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: MAP scores, ACCESS scores, MVPA assessment data, state assessment data, classroom performance, 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 and announcements that are provided in English and the students' home language.

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

All teachers of English Learners are provided professional development throughout the school year. At the beginning of each year, EL staff provides an ELD annual professional development for all teachers. This PD is an overview of state and local requirements for English Learners, a look at the population of ELs throughout the district, a list of expectations for teaching EL students, understanding the PSP for each EL, and strategies for beginning the year. During the school year, ELD staff meets with teachers during faculty and PLC meetings to provide strategies, present data and information to guide their instruction, and address concerns/barriers to their ELs access to education.

**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**

The program guidelines shall include an evaluation process that includes objective exit criteria to indicate when students:

- a. have developed the required proficiency in using English to speak, listen, read, and write with comprehension
- b. can enter and successfully participate in classrooms not tailored for English learners
- c. can expect to graduate from high school

In order to exit from an EL program in the state of Kentucky, a student must achieve a score of 4.5 or higher Overall Composite Proficiency Level on Kindergarten ACCESS for ELLs or a score of 4.5 or higher Overall Composite Proficiency Level Tier B/C on ACCESS for ELLs 2.0 for grades 1-12. Students taking the Alternate ACCESS for ELLs must score a P2 or higher Overall Composite in order to exit EL status. The Program Exit Date will be June 30 of the school year in which the student exited services.

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

Exited EL students are monitored for 4 years after meeting the Kentucky requirements for English proficiency. ELD staff are required to monitor exited students following the guidelines set forth by the Kentucky Department of Education and under the obligation of Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. To ensure exited EL students are sustaining academic progress, ELD staff will collect and record data each grading period (9 weeks). This data includes: grade reports, MAP scores, benchmark assessments, common assessments, and feedback from teachers, students and parents.

Students who show persistent deficits in any academic area will be provided the supports necessary to be successful, including any interventions available. In addition, ELD staff may administer the WIDA MODEL to re-assess the student's English proficiency. If it is

determined that a student exited prematurely from the ELD program, the student may re-enter the English Language Development Program. If determined by the PSP committee or the Lau Team that a student should be re-entered, a parent meeting will be required and a PSP will be created to meet the needs of the student.

#### **IX. EL Program Evaluation**

The EL committee will evaluate the EL program utilizing data and a yearly survey provided to staff and parents. Using the most recent ACCESS scores at the end of each school year, ELD staff will analyze the percentage of exiting EL students, the percentage of students making growth, the number of long-term EL students, and data trends for each school. Staff and parents will be provided a survey each year to determine future needs for staffing, resources, professional development, home/school communication, and any other need related to ELD services.

#### **X. Meaningful Communication with Parents/Guardians**

Language minority families are entitled to meaningful communication in a language they can understand to provide adequate notice of information about any program, service, or activity communicated to English speaking families. These communications include, but are not limited to information regarding:

- language assistance programs
- special education and related services
- IEP meetings • grievance procedures
- notices of nondiscrimination
- student discipline policies and procedures
- registration and enrollment
- report cards
- requests for parent permission for student participation in district or school activities
- parent-teacher conferences
- parent handbooks
- gifted and talented, magnet and special programs

## **XI. APPENDICES A-D**

**Appendix A-Kentucky Department of Education-Title III-English Learners and Immigrant Students**

**<https://education.ky.gov/federal/progs/eng/Pages/default.aspx>**

**Appendix B- Every Student Succeeds Act (ESSA) Title III**

**[https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.p df](https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf)**

**Appendix C-Dear Colleague Letter-U.S. Department of Justice/U.S. Department of Education**

**<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>**

**Appendix D - Home Language Survey**

**[Home Language Survey .pdf](#)**