

# Powell County Schools Lau Plan

2024-25



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:**

**Erica Price- EL Coordinator**

**Tiffany Anderson- Title I Coordinator**

**Meredith Robinson- DPP**

**Tonya Roach- Instructional Supervisor**

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## **Lau Plan Guiding Principles**

The Powell County School District's vision is for all students to be effective Collaborators, Communicators, Contributors, and Critical Thinkers. We ensure that EL students can participate meaningfully & equally in all educational programs. We provide these students with a language assistance program that is educationally sound and proven to be successful. Through this plan we ensure that EL students have equal opportunities to academic achievement and are able to meaningfully participate in all curricular and extracurricular activities. ESSA 3113(b)(2) requires states to establish standardized statewide entrance and exit procedures for ELs. These procedures must be applied consistently across the state and consistent with federal civil rights obligations under Title VI. ESSA 1112(e)(3)(D) prohibits states and LEAs from basing any part of the ELL identification process on the basis of a surname or language-minority status. Please note that Title III funds cannot be used for purposes related to the identification of ELs.

### **I. Enrollment, Identification and Placement of EL students in a Language Instruction Educational Program (LIEP)**

- All parents/guardians upon enrolling a student into school must complete the Home Language Survey that is provided in the school enrollment packet accessible on Infinite

Campus. If a language other than English is identified as a home language, then EL Coordinator and/or Assistant will review the information and complete the Home Language Survey with the Parent/guardian.

- The EL Program Assistant will administer either the WIDA online screening tool (students 1-12 grades) or K-WAPT (students in Kindergarten). If the student is a Kindergartener or the screener yields a composite score less than 4.5, parents/guardians are notified and an EL PSP meeting is scheduled—no later than 30 calendar days from the beginning of school or within 2 weeks of eligibility in the EL program if after the first day of school. If the student scores 4.5 or above, the student is determined to be Initially Fully English Proficient (IFEP).
- During a meeting with the Parent/Guardian, Education staff, EL Program assistant, EL Coordinator, a Program Service Plan (PSP) is developed to outline instructional services and accommodation. PSP will be developed no later than 30 calendar days from the beginning of school or within 2 weeks of eligibility in the EL program if after the first day of school.

## **II. Description of the Language Instruction Educational Programs (LIEP)**

The Structured English Immersion Instructional Model will be utilized in order to enable Limited English Proficient students to become competent in the speaking, listening, reading and writing of the English language. Our EL program is part of each school's comprehensive program which shall use instructional approaches designed to meet the special needs of EL students, and the basic curriculum content of the programs shall be based on the essential knowledge and skills of regular Kentucky certified classroom teachers. In addition, EL students will achieve at a rate commensurate with their own age, ability, and grade level peers in all school subjects after they have reached a level four or five in oral proficiency in English and an ACCESS score of 4.5 on Tier B or C.

For Non-Traditional Instruction days, parents and/or students will let staff know if paper-based copies of lessons will be needed in a home for any reason. Lessons will be planned and created by teachers in Google Classroom but designed for paper-based delivery to ensure equitable access for those families with no/slow/shared internet access. Lessons will be reviewed by school and district administrator teams in Google Classroom. Students with reliable, accessible internet access at home will be able to complete and submit assignments via Google Classroom. Students completing work on paper will return completed assignments to their teacher(s) as a regular assignment would be returned. All students will have a designated number of days to submit completed assignments equal to the number of sequential days missed when NTI day(s) was/were designated. EL Program Assistant will log into each student's google classroom to assist them with virtual face to face sessions as needed. If neither of these are available the paper copies will be utilized with the EL Program Assistant making both phone calls and if necessary meeting for small group sessions in the school.

In addition to weekly/bi-weekly visits by the EL Assistant for any necessary assistance in the classroom, he will also be responsible for the delivery of Home Language Surveys for EL identification, as needed. Once identification of students has been made the following responsibilities are also included; reviewing available data, completing Program Service Plans (PSP), organizing committee meetings, conducting home visits as necessary and staying aware of student grades and attendance on IC.

**III. The Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities**

EL students have the same access to participation in co-curricular and extracurricular programs and activities as all students. If for any of these activities, parents request interpreter services, then one can be provided.

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

Professional Development is done using the WIDA can do descriptors with staff that will have our EL students. Any staff that needs additional assistance is done on an as-needed basis. We have such a small EL population, that it is often better to address this with individual teachers.

**V. Annual English Language Proficiency Assessment and Administration**

Access 2.0 is given every January & February to all EL students. Once scores are pushed down to IC by the Office of Assessment and Accountability (OAA), scores are reviewed and decisions made about programming for the following year. Students that meet the exit criteria of 4.5 or better on Tier B or C in grades 1-12 will be exited on the day designated by KDE.

**VI. LIEP Exit Criteria and Procedures**

Once a student has met exit criteria, a PSP meeting is scheduled with parents and the scores discussed, as well as a plan of individual monitoring. All teachers that work with that student are notified of this.

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

If exited EL is not progressing academically as expected and a persistent language need is suspected, then re-test the student using the WIDA model to see if additional language assistance services are needed. If reentered into EL services, document the reasons and obtain parental consent. ELs on monitoring status have grades reviewed at a minimum once a six weeks.

**VIII. EL Program Evaluation**

The program evaluation consists of the on-going analyzing of data both formative and summative. ACCESS test data will be reviewed and updated as necessary to measure attainment toward English Language development and proficiency. Formative data such as NWEA MAP testing, daily assignments, and classroom assessments, will also be reviewed for progress and to determine the need for individual/small group tutoring.