



2024-2025 Phase Four: English Learner Plan for Districts (Lau Plan)_03312025_15:53

2024-2025 Phase Four: English Learner Plan for Districts (Lau Plan)

Middlesboro Independent
Jamie Johnson
220 N 20th St
Middlesboro, Kentucky, 40965
United States of America

Table of Contents

2024-2025 Phase Four: English Learner Plan for Districts (Lau Plan)	3
Attachment Summary	5

2024-2025 Phase Four: English Learner Plan for Districts (Lau Plan)

To meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, all districts must develop a local plan for providing services to English learner (EL) students. All districts must have a plan in place, regardless of current EL enrollment.

The school district's EL plan is commonly referred to as a Lau Plan, in reference to the 1974 Lau v. Nichols Supreme Court case in which the Court ruled students cannot be denied access in and participation in an educational program due to inability to speak or understand English. The Court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

By completing the following narratives, districts are documenting the required components of the districts EL/Lau Plan

1. Provide a narrative outlining the guiding principles of the district's Language Instruction Educational Program (LIEP).

See attachment

ATTACHMENTS

Attachment Name



MIS Lau Plan 24-25

2. Describe the district's procedures for identification, enrollment, and placement of ELs in a Language Instruction Educational Program (LIEP).

See attac

3. Provide a description outlining the specific components of the district's Language Instruction Educational Program (LIEP). Please include specific staffing and other resources provided to EL students under LIEP.

See attachment

4. Describe the district's process for ensuring EL students receive meaningful access to all co-curricular and extracurricular programs and activities.

see attachment

5. Describe the EL specific professional development opportunities provided to staff who deliver instruction or provide support to the district's LIEP.

see attachment

6. Describe the district's process regarding the administration of ACCESS and Alternate ACCESS English language proficiency assessment.
see attachment


7. Provide a description outlining the criteria and procedures regarding EL students transitioning and/or exiting the district's LIEP.
see attachment

8. Describe the district's procedures for monitoring EL students who have exited the program or opted out of the LIEP.
see attachment

9. Provide a narrative outlining the process for evaluating the effectiveness of the LIEP.
see attachment

10. Describe the district's procedures for ensuring meaningful communication with limited English proficient parents.
see attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MIS Lau Plan 24-25		• 1