



2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan)_08182025_11:49

2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan)

Pendleton County
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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).

Pendleton County Schools' Language Instruction Educational Program (LIEP) is grounded in the commitment to ensure that all English Learners (ELs) have equitable access to academic instruction and extracurricular opportunities while developing English language proficiency. The district prioritizes timely and accurate identification of EL students, effective communication with families, and the implementation of research-based language assistance services that accelerate growth in listening, speaking, reading, and writing as measured by ACCESS for ELLs. The LIEP ensures EL students meaningfully participate in the core curriculum, advanced coursework, gifted services, special education programs, and extracurricular activities. The district monitors EL progress toward English proficiency and grade-level academic standards and exits students when they meet state-established criteria. Cross-cultural awareness, family engagement, and culturally responsive practices further guide the program.

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

All students enrolling in Pendleton County Schools complete the KDE-required Home Language Survey (HLS) as part of the enrollment process. If any of the four language questions indicate a language other than English, families complete the KDE Home Language Survey. The district EL Coordinator then administers the appropriate WIDA Screener (Kindergarten Screener for Kindergarten and first semester grade 1; WIDA Online Screener for second semester grade 1-12).

Students scoring below a 4.5 overall composite proficiency level are identified as EL and enrolled in the LIEP. Students scoring 4.5 or higher are designated as Initially Fully English Proficient (IFEP). For transfer students, previous EL records are reviewed; if documentation is unavailable, screening is administered. Once identified, a Program Service Plan (PSP) is developed, and parents are notified

within required timelines. Identification and placement are not based on immigration status.

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.

Pendleton County Schools employs a dedicated EL Coordinator who oversees all aspects of the LIEP. Responsibilities include identification, development and monitoring of Program Service Plans (PSPs), provision of direct and pullout EL services, collaboration with classroom teachers, administration of ACCESS testing, monitoring of exited students, and program reporting.

EL students receive both sheltered English instruction within the general education classroom and pullout EL services aligned to their language proficiency needs. Instruction focuses on English language development across all four domains and access to grade-level content standards. The district provides accommodations, differentiation strategies, and targeted supports to ensure meaningful participation in instruction. EL students are also eligible for all academic and extracurricular programs.

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

The district ensures EL students have equal access to all co-curricular and extracurricular programs, including gifted services, advanced coursework, athletics, clubs, and special education services. The EL Coordinator ensures culturally and linguistically appropriate evaluations for EL students suspected of disabilities under IDEA or Section 504. Universal screening practices and nonverbal assessments are encouraged to support equitable access to gifted services. Interpretation and translation services are procured as needed to ensure families are informed of opportunities and events.

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

Pendleton County Schools provides ongoing professional development to regular and special education teachers to support implementation of PSPs and effective instruction for EL students. Professional learning includes training on ACCESS assessment administration and interpretation, WIDA Can-Do Descriptors, Proficiency Level Descriptors, English Language Proficiency (ELP) standards, differentiation strategies, accommodations, and instructional supports for EL students. Professional development ensures teachers understand how to provide standards-aligned instruction that is accessible and linguistically appropriate.

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

All identified EL students in grades K–12 participate in the annual ACCESS for ELLs assessment during the state-designated testing window. The EL Coordinator oversees coordination, administration, and compliance with testing procedures. The ACCESS assessment measures English proficiency in listening, speaking, reading, and writing. Students who qualify for Alternate ACCESS due to significant cognitive disabilities participate in accordance with state guidelines. Assessment results inform instructional planning, PSP development, monitoring, and exit decisions

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

EL students who achieve an overall composite proficiency level of 4.5 or higher on Tier B or C of the ACCESS 2.0 assessment in Kindergarten or above are considered English Language Proficient (ELP) and exit the LIEP. Upon exit, students enter a four-year monitoring period. Exit decisions follow state-established criteria and are documented appropriately. Parents are notified of the exit decision.

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

Exited EL students are formally monitored for four years in accordance with federal and state regulations (ESSA 3121(a)(5)). Monitoring ensures students are not prematurely exited, academic deficits have been addressed, and students are successfully participating in the regular academic program comparable to non-EL peers. Academic data reviewed may include standardized assessment results, classroom grades, GPA, teacher observations, and graduation requirements

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

The effectiveness of the LIEP is evaluated annually through a review of ACCESS scores, academic performance data, RTI data, and other relevant student progress measures. The EL Coordinator collaborates with district Title III coordinators, principals, teachers, and parents to analyze trends and determine program effectiveness. Adjustments are made as needed, including modifications to service delivery, instructional strategies, or intervention levels to ensure EL students demonstrate adequate growth in English language proficiency and academic achievement

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

Pendleton County Schools ensures meaningful communication with limited English proficient parents by providing translation and interpretation services as needed. Parents are informed of EL identification, program placement, ACCESS results, and student progress in a timely manner. The district ensures communication regarding school programs, events, and services is accessible and understandable. The district

does not inquire about immigration status and follows federal civil rights protections to ensure equitable access and non-discrimination.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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