



2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan)_04222026_09:00

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

Somerset Independent
Kyle Lively
305 College St
Somerset, Kentucky, 42501
United States of America

Table of Contents

2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan)	3
Attachment Summary	6

2025-2026 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).

- Lau Plan Guiding Principles

The purpose of the Somerset Independent Schools English Learners Program is to ensure that all EL students may participate fully in both academic and extra-curricular activities. English Learners are provided with supports and opportunities to attain English Proficiency including English language development, academic experience, and cross-cultural goals.

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

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

Upon enrollment, a home language survey is completed for each student/household. If needed the form is given in a language other than English or in interpreter for the parent is provided. The district coordinator reviews all home language surveys. If the survey shows a language other than English used in home or by the student, the coordinator schedules the state provided EL screener for the student with the EL teacher. Pending the score on the screener, the student is identified as EL if he or she scores below a 4.5 on the WIDE screener. If the student is a kindergarten student, they will be identified as EL after the screener is given.

The EL teacher will schedule a Program Service Plan meeting with the student's team. The parent is notified (within 30 days of the first day of school or two weeks if enrolled after the beginning of the school year) and will be invited to be a part of the student team.

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.

- Description of the LIEP

The district provides instruction for all EL students Content Based ESL and Pull-Out ESL Resource for most identified EL students based on their individual needs.

General education teachers will work with/collaborate with the EL teacher to provide the appropriate modifications and accommodations for students. The district provides one full time EL teacher, one half time intervention teacher and two instructional assistants to provide direct services for EL identified students.

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

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

EL students will have the same access to co-curricular and extra-curricular programs and activities as other students enrolled in the district. EL students participate in screenings and assessments that would allow them to be reviews for all district programs. Teachers (classroom and EL) will provide information about extra-curricular activity opportunities.

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

- EL Professional Development for Staff who Deliver Instruction or Support the LIEP for Els

Professional development sessions will be provided to all administrators and classroom teachers to support the implementation of each EL student PSP. The specific content of each session will be based on the needs of each individual school or classroom level. The EL teacher will have additional training to enhance the program.

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

- Annual English Language Proficiency Assessment and Administration

All EL students enrolled in the district during the state EL testing window will take the state required EL assessment. The assessment will measure the student's English proficiency in the four domains: listening, reading, speaking, and writing.

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

- LIEP Exit Criteria and Procedures

Results from the state EL required test will be reviewed annually. EL students who attain a score of 4.5 or higher on a Tier B or above ACCESS test will be considered Fully English Proficient and will be exited from the program. Notification will be given to the parent.

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

- Monitoring Procedures after Students Exit the LIEP Program

Students who have be exited from the EL program will be monitored by the district coordinator and EL teacher for four years. Student data for monitoring may include test scores, class grades, teacher observations, parent feedback, and meeting promotion or graduation requirements. If any exited EL student shows a deficit, the district will offer additional language assistance. Parents will be notified.

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

- EL Program Evaluation

The EL committee will evaluate the program annually using test scores, student grades, participation data and parent and staff input. Any areas with a decrease, will be address through improvement activities.

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

Meaningful Communication with LEP parents

The EL teachers will utilize interpreters, Google translate and translated messaged through Parent Square to communication with parents as needed. The elementary school will provide translated parent involvement newsletters as possible. The EL staff will host parent conferences and parent involvement events each semester for families.

Somerset Independent

Attachment Summary

Attachment Name	Description	Associated Item(s)
 26-27 LAU Plan Somerset Independent Schools	26-27 LAU Plan Somerset Independent Schools	