

Livingston County Schools Lau Plan 2021-2023



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I. Lau Plan Guiding Principles

The District shall provide an English language program to assist English learners, including immigrant children and youth, to attain English language proficiency, develop high levels of academic achievement in English, and achieve the same high standards in the same challenging state academic standards that all students in the District are expected to meet.

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

During initial enrollment with the District, a Home Language Survey will be asked to be completed by the parents/guardians as an initial screening process to identify potential English learner students in grades K-12. A student whose primary or home language is other than English will have the following information verified:

- a. Was the student a current EL student in another school district?
- b. Was the student screened previously to see if they qualify for English learning?

If it is determined that the student has not been previously screened or currently an EL student transferring from another school district, the District shall administer the WIDA Screener for Kindergarten or the WIDA Online Screener for grades 1-12.

Students in grades 1-12 who receive an overall composite score of 4.5 on the WIDA Screener do not qualify for ELL services. Regardless of WIDA Screener for Kindergarten score results, Kindergarten students will be able to exit after taking Kindergarten ACCESS with a CPL greater than or equal to 4.5.

The results of the screening assessment must be shared with parents within the first 30 calendar days of enrollment or 2 weeks of enrollment during the school year.

Students with disabilities will take the WIDA Screener with the appropriate accommodations.

First semester Kindergarten students will be assessed in the domains of Listening and Speaking only.

III. Description of LIEP

Assessment, placement, and the design of an individual Program Services Plan for students with limited English proficiency shall be made in compliance with appropriate state and federal education requirements.

Instructional and related services shall be designed to meet the English language and academic needs of students while assisting them to participate in the general education curriculum and to overcome language barriers to grade promotion or high school graduation. Students identified

as limited English language proficient shall be provided the opportunity to participate in the school's English language instructional program.

IV. Process To Provide Meaningful Access To All Co-Curricular And Extracurricular Programs And Activities

English learner students will have the same access to co-curricular programs as the general education population. School staff ensures that EL students suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner using culturally and linguistically appropriate measures.

School staff encourage universal screening of all students in one or more grade levels to identify students for gifted services, as well as to consider including reliable and valid nonverbal ability assessments as part of the identification process to ensure equal access for EL students to the gifted and talented program.

School staff will not allow a language gap to be a barrier for an EL student to fully participate in any program offered by Livingston County Schools, including but not limited to: dual credit courses, credit recovery programs, mental health services, college and career programs or alternative placement.

V. English Learner Professional Development for Staff who Deliver instruction or Support the LIEP for ELs

All teachers of English Learners are provided professional learning throughout the school year. The district will provide adequate professional development and follow-up training in order to prepare EL program teachers and administrators to implement the EL program effectively. Professional development will be provided on such topics as instructional strategies and to ensure that the EL program is implemented effectively.

WIDA provides professional learning opportunities to Kentucky school district faculty and staff. Learning opportunities are offered in online, in-person, and blended formats. Each year, KDE selects the WIDA professional learning opportunities which will be offered during the upcoming school year.

VI. Annual English Language Proficiency Assessment and Administration

WIDA provides Kentucky with the annual English Language Proficiency (ELP) assessment known as ACCESS for ELLs or Alternate ACCESS. This test is given to all ELS during the annual testing window, typically from the beginning of January through early February. Any Student identified as an EL must take the ACCESS test, including ELs not receiving services. An EL student will participate in the annual ELP assessment until meeting the state exit criteria requirements.

A student's language is tested in four domains: listening, reading, speaking, and writing. As the Alternate ACCESS is intended for ELs with the most significant cognitive disabilities, each student's IEP and 504 teams must determine which assessment the student should take and whether or not accommodations are required.

VII. LIEP Exit Criteria and Procedures

In order to exit from the English learner program in the state of Kentucky, a student must be first grade or above and achieve a score of 4.5 or higher on their Overall Composite Score on a Tier B/C Access for ELLs.

The program exit date for those meeting the necessary score will be June 30 of the school year in which they exited services in accordance with the English Learner Data Standard

VIII. Monitoring Procedures after Students Exit the LIEP Program

Designated instructional staff, such as English as a Second Language (ESL) staff or a guidance counselor, must formally monitor the re-designated fully English proficient student's academic performance regularly. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services must be made available to the student.

IX. EL Program Evaluation

English language instruction educational programs shall be evaluated on a regularly scheduled basis to determine whether progress is being made toward removing language barriers and to identify changes that need to be made in District program services. District staff shall monitor student access to equal educational opportunities, both instructional and extracurricular.