



Lewis County Schools

Lau Plan

2022-2023 School Year

Lau Plan Team Members:

Jamie Weddington, Superintendent

Brenda Box, Instructional Supervisor

Paula Lewis, Director of Special Education

Tiffany Felty, Director of Pupil Personnel

Woody Underwood, Director of Federal Programs

Jill Biddle, Gifted and Talented Teacher

I. Lau Plan Introduction

Lewis County Schools is a district that is equipped to educate all students including immigrants and students who speak a language other than English. In compliance with Title VI of the Civil Rights Act and Equal Educational Opportunities Act, the Lewis County School District is committed to providing appropriate placement, including curricular, instructional, and other related programs to ensure ELL's are able to participate effectively in the schools educational programs. To facilitate this the Lewis County School District's Lau Plan details the procedural requirements and services provided to ELL's including identification, assessment, placement, and exit from English Language Learner (ELL) services and referral procedures to ensure appropriate identification of ELLs requiring special education and gifted talented services.

II. Enrollment, Identification, and Initial Placement of ELLs

- The Home Language Survey is included in the enrollment packet for Lewis County Schools. The Home Language Survey identifies students whose first language is not English. If the answer to any question on the Home Language Survey indicates a language other than English, the school contacts the District ELL Coordinator.
- Upon receiving the Home Language Survey, the District ELL Coordinator makes arrangements to administer the WIDA Screener to the ELL student and notify the student's parents of the results within the first 30 days of school. For students who are enrolled after the first 30 days of the school year, the District ELL Coordinator will screen and notify parents within 2 weeks of enrollment.
- Upon completion of screeners and notification to parents, a meeting should be scheduled to develop a Program Service Plan for the student.

III. Description of the Language

Lewis County Schools provides English Instruction/Immersion to English Language Learners through collaboration and professional development of general education teachers and English language development staff. We provide pull-out resource time or after-school tutoring for students who are in the beginning stages of English development. The amount of time spent in direct language instruction is determined by the needs of the student and the recommendation of the PSP committee.

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

ELL students will have the same access to co-curricular programs as the general education populations. We use a variety of indicators to determine placement in intervention programs, special education, primary talent pool, and advanced placement classes as test scores are not indicative of the ELL students' ability in all areas.

Such indicators include:

- KSA scores
- ACCESS scores
- Classroom performance
- Parent input
- Student interviews
- Teacher recommendation

In addition, extracurricular activities provided by the district and the community are announced through means of school newsletters and announcements that are provided in English and the students' home language.

- V. EL Professional Development for Staff who Deliver Instruction or Support the PSP for ELL's**
- Lewis County Schools is committed to providing professional learning opportunities for staff that work with our English Language Learner students. Lewis County will follow all state requirements and guidelines needed to ensure our staff are afforded appropriate training for the English Language Learner population and that our students will achieve academic success.

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Website prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following six (4) elements:

- A clear statement of the school or district mission;
- Evidence of representation of all persons affected by the professional development plan;
- Professional development objectives that are focused on the school or district mission, derived from needs assessment, and that specify changes in educator practice needed to improve student achievement; and
- A process for evaluating impact on student learning and improving professional learning, using evaluation results.

VI. Annual English Language Proficiency Assessment and Administration

English proficiency and growth are measured each year using WIDA ACCESS for ELs Online Assessment for grades 1-12 and K-ACCESS for Kindergarten. As required by the Kentucky Department of Education, all EL students are assessed each January. This assessment measures English proficiency in the four domains of language: listening, speaking, reading, and writing. This test can be administered by any district employee who has been trained and certified by WIDA to administer this assessment

VII. EL Exit Criteria

EL exit criteria are based on WIDA ACCESS scores. Students in grades 1-12 who reach a composite score of at least 4.5 are considered English proficient and will exit the EL program. Neither students who completed Tier A of ACCESS nor Kindergarten students will exit the program. Students who reach proficiency begin the four year monitoring process on the first day of the following school year.

VIII. Monitoring Procedures after Students Exit the EL Program

Exited EL students are monitored for four years after meeting the Kentucky requirements for English proficiency. The District EL Coordinator is required to monitor exited students following the guidelines set forth by the Kentucky Department of Education and under the obligation of Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. To ensure exited EL students are sustaining academic progress, the District EL Coordinator will collect and record data each grading period. The data include: grade reports, benchmark assessments (if appropriate), common assessments, and teacher/student/parent input. Students who show persistent deficits in any academic area will be provided the support necessary to be successful, including any interventions available. In addition, District EL staff may administer the WIDA MODEL to re-assess the student's English proficiency. If it is determined that a student exited prematurely from the EL program, the student may re-enter the English Language Development Program. If determined by the Program Service Plan committee or the Lau Team that a student should be re-entered, a parent meeting will be required and a Program Service Plan will be created to meet the needs of the student.

IX. EL Program Evaluation

The Lau Plan Team will evaluate the EL program utilizing data and a yearly survey provided to staff and parents. Using the most recent ACCESS scores at the end of each school year, the District ELL Coordinator will analyze the percentage of exiting EL students, the percentage of students making growth, the number of long term EL students, and data trends for the schools. Staff and parents will be provided a survey each year to determine future needs for staffing, resources, professional development, home/school communication, and any other related EL services.

Lewis County Schools
ESL Program
Limited English Proficient Student Program Services Plan (PSP)

STUDENT INFORMATION

Name: _____ (Last) (First) (Middle Initial)		Date of Birth:	
Preferred Name:		Country of Birth:	
Primary Language:		Date of Enrollment in U.S. Schools:	
<input type="checkbox"/> Male <input type="checkbox"/> Female		Date of Enrollment in RIS:	
<input type="checkbox"/> Refugee <input type="checkbox"/> Migrant <input type="checkbox"/> Immigrant		Date of Home Language Survey:	
School: <input type="checkbox"/> RPS <input type="checkbox"/> RMIS <input type="checkbox"/> RMS <input type="checkbox"/> RHS		Current Grade:	Plan Date:

INITIAL LANGUAGE ASSESSMENT (LAS)

Date: _____		Test Type: <input type="checkbox"/> WAPT <input type="checkbox"/> ACCESS		
Speaking _____ Score: Level:	Listening _____ Score: Level:	Reading _____ Score: Level:	Writing _____ Score: Level:	Composite _____ Score: Level:

TYPE OF INSTRUCTIONAL SUPPORT (completed by ESL administrative office only)

<input type="checkbox"/> Type 1: No LEP services – Parent/guardian waived services	<input type="checkbox"/> Type 6: Some LEP services/significant native language
<input type="checkbox"/> Type 2: No LEP services	<input type="checkbox"/> Type 7: Extensive LEP services/all English
<input type="checkbox"/> Type 3: No LEP services/some instructional support	<input type="checkbox"/> Type 8: Extensive LEP services/some native language
<input type="checkbox"/> Type 4: Some LEP services/all English	<input type="checkbox"/> Type 9: Extensive LEP services/significant native language
<input type="checkbox"/> Type 5: Some LEP services/some native language	<input type="checkbox"/> Type 10: LEP monitoring

DATE EXITED FROM ESL PROGRAM: _____

*See attached exit documentation (LAS report, exit letter/parent notification)

**Exited students will be monitored by ESL staff for 4 years after exit date.

The following accommodations/modifications should be applied for **both** instructional and state-required assessment.

- Accommodations/modifications shall not be made **solely** for state-required assessment.
- Students who are **waived** via parent request **will receive** accommodations/modifications.
- Students who have **exited** the ESL program **will not receive** accommodations.

ACCOMMODATIONS/MODIFICATIONS (completed by ESL staff member in conjunction with student's principal/teacher)

<input type="checkbox"/> Reader in English	<input type="checkbox"/> Extended time
<input type="checkbox"/> Simplified language	<input type="checkbox"/> Assistive Technology
<input type="checkbox"/> Bilingual or English dictionary	<input type="checkbox"/> Scribe responses
<input type="checkbox"/> Small group/single test form administration	<input type="checkbox"/> Bilingual or English glossary language
<input type="checkbox"/> Reader in primary language	<input type="checkbox"/> Prompting/cueing
<input type="checkbox"/> Oral native language support	

STATE ASSESSMENT INFORMATION (completed by ESL staff member)

Will student participate in state required assessment this year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, define participation/exclusions:		

SPECIAL ED: SEE IEP

- Yes No

CLASSROOM/INSTRUCTIONAL STRATEGIES USED BY TEACHERS

<input type="checkbox"/> Read text in English	<input type="checkbox"/> Oral native language support	<input type="checkbox"/> Assistive technology
<input type="checkbox"/> Scribe Responses	<input type="checkbox"/> Read text in primary language	<input type="checkbox"/> Adapt pace of instruction
<input type="checkbox"/> Bilingual or English dictionary	<input type="checkbox"/> Extended time	<input type="checkbox"/> Use computer/software
<input type="checkbox"/> Prompting/cueing	<input type="checkbox"/> Small group/single test form admin.	<input type="checkbox"/> Provide language objectives
<input type="checkbox"/> Provide visuals/organizers	<input type="checkbox"/> Provide adapted materials/tech.	<input type="checkbox"/> Model language/task completion
<input type="checkbox"/> Use spell check	<input type="checkbox"/> Link instruction to prior learning	<input type="checkbox"/> Provide interaction opportunities
<input type="checkbox"/> Provide content objectives	<input type="checkbox"/> Build background knowledge	<input type="checkbox"/> Simplified language
<input type="checkbox"/> Engage in academic conversations	<input type="checkbox"/> Scaffold responses (oral/written)	
<input type="checkbox"/> Teach and model meta-cognitive	<input type="checkbox"/> Bilingual or English glossary	

PERSONS INVOLVED IN THE DEVELOPMENT OF THE PROGRAM SERVICES PLAN (PSP):

	Principal/School Coordinator		Teacher
	ESL Staff		Teacher
	Counselor		Teacher
	Parent		Teacher
	Parent		Teacher
	Teacher		Teacher

Initial Date Plan Implemented: _____

OR

Parent Refused Services: _____

****Parents have the right to refuse ELL services. However, the student will be still be required to participate in ACCESS testing****

For office use only:

<input type="checkbox"/> Continue with Plan <input type="checkbox"/> Moved <input type="checkbox"/> Monitor Progress <input type="checkbox"/> Released	Date of Annual Review:		ESL STAFF
---	-------------------------------	--	------------------

<input type="checkbox"/> Continue with Plan <input type="checkbox"/> Moved <input type="checkbox"/> Monitor Progress <input type="checkbox"/> Released	Date of Annual Review:		ESL STAFF
<input type="checkbox"/> Continue with Plan <input type="checkbox"/> Moved <input type="checkbox"/> Monitor Progress <input type="checkbox"/> Released	Date of Annual Review:		ESL STAFF
<input type="checkbox"/> Continue with Plan <input type="checkbox"/> Moved <input type="checkbox"/> Monitor Progress <input type="checkbox"/> Released	Date of Annual Review:		ESL STAFF

Lewis County Board of Education

Jamie Weddington, Superintendent

251 Lions Lane, Vanceburg, KY. 41179
Phone: (606) 796-2811 Fax: (606) 796-0164

Parent Notification

Dear Parents/Guardians:

Welcome to the Lewis County School System and the 2021-2022 school year. We are glad that you are a part of our community and that your child is attending Lewis County Schools.

State and federal law requires that school systems identify students whose primary or home language is not English. It also requires that schools support these students in attaining English proficiency and high academic achievement in English. We want to make sure that your child meets the same challenging expectations as all of Kentucky's children.

Your child, _____, has been identified as limited English proficient (LEP) based on information from the home language survey and the results of the WIDA Access Placement Test (WAPT) which assesses proficiency in speaking, reading, writing, and understanding in the English language.

A meeting has been scheduled to review these results and complete a Program Service Plan for _____.

If you cannot attend please call me at _____.

Sincerely,

Guidance Counselor

Lewis County Board of Education

Jamie Weddington, Superintendent

251 Lions Lane, Vanceburg, KY. 41179
Phone: (606) 796-2811 Fax: (606) 796-0164

Parent Notification

Dear Parents/Guardians:

I would like to take this opportunity to inform you that your son/daughter _____ has been exited from the English Learners Program at Lewis County Schools. Students exited from the program have met the criterion set forth by the Kentucky Department of Education. The criterion used to determine the students to be exited is as follows:

- Student attained a score of 4.5 or higher Overall Composite Proficiency Level of ACCESS 2.0

As a district, we will continue to monitor your child's academic progress in the following years to ensure success.

I appreciate all your support while your child participated in the EL program. If you have any questions or concerns, please call me _____.

Thank you,

Guidance Counselor

**Lewis County Schools
Monitoring English Language Learners**

Student Name _____ Grade _____
 School _____ School Year _____
 Exit Date for direct ESL Services _____ Number years in LEP program _____
 Monitoring Year: Year One _____ Year Two _____ Year Three _____ Year Four _____

ASSESSMENT DATA					
(Enter any assessments used and the corresponding data)					
KAS		ACT		OTHER:	
KAS-EOC		NAEP		OTHER:	
OTHER:		OTHER:		OTHER:	
ACCESS 2.0 DATA					
(enter the corresponding Proficiency Levels)					
Listening		Reading		Literacy	
Speaking		Writing		Overall	

First Quarter Grades		Second Quarter Grades	
<u>GRADES:</u>	<u>ACTION TAKEN:</u>	<u>GRADES:</u>	<u>ACTION TAKEN:</u>
Third Quarter Grades		Fourth Quarter Grades	
<u>GRADES:</u>	<u>ACTION TAKEN:</u>	<u>GRADES:</u>	<u>ACTION TAKEN:</u>

--	--	--	--

Observations		
<u>DATES:</u>	<u>BY</u> <u>WHOM:</u>	<u>OBSERVATION INFORMATION:</u>

Meetings/Conferences (Attach minutes)	
<u>DATES:</u>	<u>ATTENDEES:</u>

NOTES:

Please attach any additional documents or pertinent information.

Home Language Survey

Dear Parent/Guardian:

The purpose of the home language survey (HLS) is to determine the primary or home language of the student. This information is essential in order for schools to provide meaningful instruction for all students. The HLS is part of the statewide identification process required under Section 3113(b)(2) of the Every Student Succeeds Act (ESSA) and 703 KAR 5:070 and the related Inclusion of Special Populations Guidance.

The HLS must be given to all students in grades K-12 upon their initial enrollment in the district as a first screening process to identify potential English learner students. The HLS is administered one time, upon initial enrollment in grades K-12 and remains in the student's cumulative file.

Please note that the answers to the survey below are student-specific. **If a language other than English is recorded for ANY of the required survey questions below, the district is legally obligated to do further assessment of your child to determine if they are eligible for language support.**

Answers will not be used for determining legal status or for immigration purposes. If your child is identified for English language services, you may decline some or all of the services offered to your child.

If you have any questions on how to complete the HLS, please contact your child's school.

Student Information (required):

Name: _____

Grade: _____

Student Language Background (required):

1. What is the language most frequently spoken at home? _____

2. Which language did your child learn when they first began to talk? _____

3. What language does your child most frequently speak at home? _____

4. What language do you most frequently speak to your child? _____

Language for School Communication (not required):

5. In which language would you prefer to receive all school information: _____

Parent/Guardian Signature: _____

Date: _____

By signing here, you certify that responses to the four required questions above are specific to your student. You understand that if a language other than English has been identified, your student will be tested to determine if they qualify for language support services, to help them become fluent in English. Students qualifying for language support services are entitled to services as an English learner and will be tested annually to determine their English language proficiency as required by ESSA 1111(b)(2)(G)

Parent/Guardian Signature: _____ Date: _____

For School Use Only

School personnel who administered and explained the HLS and potential placement of a student into an English language development program if a language other than English was indicated:

Name: _____

Date: _____