

Todd County Schools Lau Plan 2023-2025



Todd County Lau Plan Team Members:

Title III Coordinator: Kenneth Anderson

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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)

At the time of initial enrollment in the district, the parent/guardian of every student in grades K- 12 shall be asked to complete a home language survey as a first screening process to identify potential English learner students. The home language survey will be given to each new family upon their initial enrollment through Infinite Campus Online Registration.

The district will comply with the state policy that requires all local school districts in Kentucky to administer a home language survey (HLS) to students enrolled in the district as a first screening process to identify students with limited English proficiency with, but not limited to, the following four questions. (703 KAR 5:070).

1. What is the language most frequently spoken at home?
2. Which language did your child learn when he/she 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?

Students whose primary or home language is other than English shall be administered an initial English language proficiency assessment to determine whether they are English learners according to the federal definition in ESSA, Title III.

If the student in grades 1-12 scores a 4.5 overall composite in Tier B/C on the WIDA Screener Online, the student is identified as Initially Fully English Proficient (IFEP). Students in grades 1-12 identified as IFEP will not take the ACCESS for ELLs in January. If the student in grades 1-12 scores below a 4.5 overall composite, the student is identified as an EL. A Kindergarten student who has taken the W-APT test will be able to exit after taking Kindergarten ACCESS and receiving a score of 4.5 and above, regardless of the W-APT score results in accordance with Kentucky's EL [Identification and Placement Guidance](#).

Once a student is identified as an EL, the school will create a Program Service Plan (PSP). Parents will be notified and invited to the PSP meeting within 30 days of the first day of school. If the student was enrolled after the start of the school year, the PSP meeting must occur within 2 weeks of enrollment.

Students identified as English learners shall receive an annual assessment of English language proficiency in reading, writing, speaking, and listening to measure progress and modify the individual Program Services Plan. English proficiency and growth are measured each year using WIDA ACCESS for ELs Online Assessment for grades 1-12 and the 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 4 domains of language: listening, speaking, reading and writing. Staff must be trained and certified by WIDA to administer this assessment.

Student eligibility for placement in the EL Program is not based on immigration status and district staff are in fact prohibited from inquiring about the immigration status of a student or family.

The U.S. Supreme Court ruled in *Plyler v. Doe* that public schools may not require social security numbers from all students as this may expose undocumented status. Students are also not required to show an original birth certificate for enrollment. "Other reliable proof" such as a baptismal certificate, family bible with dutiful records, or an affidavit would suffice in place of the birth certificate.

III. Individual Program Services Plan

Assessment, placement, and the design of an individual Program Services Plan (PSP) for English learners 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 English learners shall be provided the opportunity to participate in the school's English language instructional program.

District Title III staff will work with classroom teachers and guidance counselors to provide support to classroom teachers who will provide one or more service types as identified by the Program Service Plan:

- Structured English Immersion: EL students participate in content classrooms where teachers differentiate instruction to address the linguistic needs and backgrounds of the EL students. The goal is the acquisition of English while learning academic content.
- Pull-Out English Instruction: EL students are pulled from their content classrooms for a portion of the day to receive instruction in English language development either individually or in small groups.
- Content-Based ESL: Programs in which English is taught through the content areas of math, English language arts, science and social studies

The district ESL teacher will maintain a folder for each student containing information related to the student's status as an EL and details about their individual PSP. The sources of information collected may include: records on length of time from entry in a U S English speaking school to exit from EL programs; performance on standardized achievement tests; grades in content area classes; Grade Point Averages (GPAs); teacher observations; parent observations and/or feedback; meeting promotion and graduation requirements; and/or graduation rates.

ESSA 3121(a)(5) requires that districts report on the number and percentage of ELs meeting the State academic standards for four years after students are no longer receiving Title III services. The data must include results on content assessments for reading/language arts, mathematics, and science and be disaggregated by English learners with disabilities (ELWD).

Folders will be updated on an annual basis and contain the following documentation:

- Copy of the HLS
- Initial ELP assessment scoresheet (Kindergarten W-APT/WIDA Screener Online)
- Copy of the parent notification letter
- Level of academic achievement
- Annual ELP assessment scoresheet (ACCESS for ELLs 2.0)
- The Program Service Plan

Infinite Campus will be updated each semester to reflect changes to the student's PSP.

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

EL 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 Breathitt County Schools, including but not limited to: dual credit courses, credit recovery programs, mental health services, college and career programs, or alternative placement.

The Title III Director will procure personnel and/or contracted interpreters, as needed, to ensure that parents are aware of school and district programs and events. All interpreting services will be paid for at district cost and not charged to Title III or any other federal or specific programs.

Interpreters will be competent, reliable, and qualified to provide language services to students and families. Extra time for meetings, ARCs, evaluations, etc will be considered when scheduling interpreting services to properly respect students and families.

V. Parental Notification

As required by law, the ESL Teachers shall send written notification in the home language to parents of English learners addressing the following:

Student's need for placement in the program;

- a. Student's level of English proficiency;
- b. How such level was assessed;
- c. Methods of instruction used in the program;
- d. Student's lack of progress in the program;
- e. How the program will meet the individual learning needs of the student;
- f. How the program will help the student learn English;
- g. How the program will help the student meet achievement standards necessary for grade promotion and high school graduation;
- h. Specific exit requirements for students in the program;
- i. How such program meets the objectives of the individualized education program of the child (in the case of a child with a disability); and
- j. Information pertaining to parental rights that;
 1. detail the right to have their child immediately removed from such program;
 2. detail the option to decline enrollment of their child in such program or to choose another program or method of instruction if available; and
 3. assist parents in selection among various programs and methods of instruction if more than one (1) program is offered.

This notification shall be sent as follows:

- For students already participating in, or identified for participation in, a program for English learning, parents shall be notified no later than thirty (30) calendar days after the beginning of the school year; For students identified at the beginning of the school year, or for students already participating in a program for English learning, parents shall be notified no later than thirty (30) calendar days following student's placement in the program.
- For students identified after the beginning of the school year, parents shall be notified no later than fourteen (14) calendar days following the student's placement in the program.

Parents shall receive annual notification in their home language of their child's progress on the state's English proficiency objectives and required state assessments.

VI. Parental, Family and Community Participation

Parents, family, and community members of English learner children shall be given the opportunity to participate in and make recommendations for the District's language instruction educational programs. Parents, family, and community members of English learner children will participate in annual Program Services Plan meetings.

Parents also shall be informed how they can be involved, including how to help the student attain English proficiency, achieve at high levels in academic subjects, and meet challenging State's academic

achievement (content and performance) standards. The Title III Director will procure personnel and/or contracted interpreters, as needed, to ensure that parents are aware of school and district programs and events. All interpreting services will be paid for at district cost and not charged to Title III or any other federal or specific programs.

Interpreters will be competent, reliable, and qualified to provide language services to students and families. Extra time for meetings, ARCs, evaluations, etc will be considered when scheduling interpreting services to properly respect students and families.

VII. Provision of Services

Once their parent/guardian has received notification, English learners shall be provided services consistent with effective language instruction educational programs and curricular for teaching English learners, guidelines set out in the Kentucky Academic Standards, and national, state, and local standards for English language proficiency and academic performance.

Services necessary for the student to access and be involved in the general education curriculum shall be provided by certified general education teachers and English as a Second Language staff, trained bilingual instructional assistants, and/or volunteers.

VIII. EL Professional Development

All teachers of English Learners are provided professional learning throughout the school year. At the beginning of the year, the EL coordinator provides professional learning for all English Learning teachers. This professional learning is an overview of state and local requirements for English Learners, expectations for teaching ELL students, understanding the PSP, and instructional strategies. WIDA professional learning opportunities are offered online, in-person, and blended formats. Each year, KDE selects the WIDA professional learning opportunities which will be offered during the upcoming school year.

PD topics may include explaining the ACCESS assessment and performance levels, the WIDA Can-Do and ELP standards, differentiating instruction for ELL students, and providing accommodations and modifications to support EL students' learning, Assessment and Modifications for EL Students, EL Students' PSPs, Differentiation, and other PD sessions by request.

IX. Assessments and Exit Criteria

English learners who have not attained English language proficiency shall be assessed during state-wide testing in a valid, reliable manner and provided appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data regarding student knowledge and ability in academic content areas.

EL exit criteria is 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. Students who completed Tier A of ACCESS will not exit the program. Students who reach proficiency begin the 4-year monitoring process on the first day of the following school year. Kindergarten students may exit EL status after taking and receiving a 4.5 overall composite score on the ACCESS for ELLs test.

X. Monitoring Procedures after Students Exit the LIEP Program

Exited EL students are monitored for 4 years after meeting the Kentucky requirements for English proficiency. Staff are 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, staff will collect and record data each grading period (9 weeks). This data includes: grade reports, STAR scores, benchmark assessments, common assessments, and teacher, student, and 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, staff may administer the WIDA MODEL to re-assess the student's English proficiency.

XI. Evaluation of Progress

The ESL teacher and committee will evaluate the ELL 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, ESL staff will analyze the percentage of existing ELL students, the percentage of students making growth, the number of long-term ELL students, and data trends for each school.

XII. APPENDIX

[Kentucky Department of Education-Title III-English Learners and Immigrant Students](#)

[Every Student Succeeds Act \(ESSA\) Title III](#)

[Dear Colleague Letter-U.S. Department of Justice/U.S. Department of Education](#) Exited

English Learner Monitoring Form

Program Service Plan (PSP) Template

Todd County Schools Exit EL Monitoring Form

Student Name:	School:
Current Academic Year/Grade:	Grade in 1st Monitoring Year:
Year of Monitoring: ___1st ___2nd ___3rd ___4th	

Name of classroom teacher (Monitoring Year 1)	
Name of classroom teacher (Monitoring Year 2)	
Name of classroom teacher (Monitoring Year 3)	
Name of classroom teacher (Monitoring Year 4)	

Name of EL teacher (Monitoring Year 1)	
Name of EL teacher (Monitoring Year 2)	
Name of EL teacher (Monitoring Year 3)	
Name of EL teacher (Monitoring Year 4)	

Exiting ACCESS 2.0 for ELLs Results:

Overall	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

Todd County Schools Exit EL Monitoring Form

State Assessment Results

Monitoring Year	Reading	Mathematics	Other
Year 1			
Year 2			
Year 3			
Year 4			

Is the student receiving any special services/programs in addition to the standard academic program?
 Yes No

If Yes, describe the services/programs:

Each year of monitoring, attach or include copies of the student’s mid-term and report cards in the monitoring folder.
 Each year, document any concerns and actions taken below:

Grading Period	Mid-term/Report Card Concerns	Actions Taken

Each year, the student’s content teacher(s) should rate the student’s classroom performance for each grading period.
 This documentation should be kept with mid-term and report cards.

Todd County Schools Exit EL Monitoring Form

Monitoring Year: 20 - 20 Teacher(s): _____

Rate the student's performance in each of the following areas (<i>1 = never, 2 = seldom, 3 sometimes, 4 = often, 5 = always</i>)	1st	2nd	3rd	4th
The student completes assignments on time.				
The student communicates effectively with the teacher.				
The student participates effectively in class projects.				
The student participates effectively in class discussions.				
The student is able to work effectively.				
The student attends class regularly.				
The student displays effort and enthusiasm in class.				
The student requires additional assistance with assignments.				
The student shows evidence of difficulty with language.				
The student has discipline problems that interfere with his/her academic progress.				

Have EL strategies been implemented to respond to the language needs of the former EL student?

_____ Yes _____ No

Do you recommend that this student be reassessed for reclassification as an EL? (*Reassessment must be done using a valid, reliable, grade appropriate ELP test to determine if there is a persistent language barrier.*)

_____ Yes _____ No

Signatures: _____ Date: _____

Todd County/Hopkins County Consortium

**Program Service Plan for English Learners
ESEA Section 1112(e)(3) and 703 KAR 5:070**

Student Name:	SSID#:	Date:
Mother/Guardian:	Father/Guardian:	Communication Preference:
Contact Number:	Contact Number:	

District: Todd County Schools	School:	Grade:
Date of Birth:	Place of Birth:	Home Language:
Date Enrolled in District:	First US School Entry:	First English Speaking School:
Date Identified LEP:	Date Enrolled in LEP:	ESL Program Type: CBE
<input type="checkbox"/> Immigrant	<input type="checkbox"/> Refugee	<input type="checkbox"/> Migrant

Academic History

Dates of Interrupted Schooling:	Dates of Limited Formal Schooling:	Repeated Grade:
Based on available records, this student is functioning at the following grade level or receives specialized assistance:		
<input type="checkbox"/> Below Grade Level	<input type="checkbox"/> On Grade Level	<input type="checkbox"/> Above Grade Level
<input type="checkbox"/> IEP/504		

Language Proficiency Assessment Information

This student's English Language proficiency was tested and the following are the results. These scores indicate that the child's English is still developing and he/she needs specific continued instruction to develop English Language skills to facilitate academic success.

Test	Date	School	Tier	Grade	Speaking	Listening	Reading	Writing	Literacy	Compre- hension	Overall	Composite Growth Goal
W-APT/ WIDA												
ACCESS												
ACCESS												
ACCESS												
ACCESS												
ACCESS												
ACCESS												
ACCESS												

Student will exit the EL program when ACCESS scores reach or exceed **Composite/Overall Level of 4.5 on Tiers B or C for grades 1 - 12.**

Expected date of exit from EL program:

**Program Service Plan for English Learners
ESEA Section 1112(e)(3) and 703 KAR 5:070**

English Language Learner Type and Enrollment

This student will receive the following services:	
<ul style="list-style-type: none"> ■ CBE: Content-Based ESL: Programs in which English is taught through the content areas of math, English language arts, science and social studies 	<ul style="list-style-type: none"> ■ SEN: Structured English Immersion (Push-In): Programs in which EL teachers or bilingual instructional aides provide linguistic and academic support to ELs in the general education classrooms.
<ul style="list-style-type: none"> ■ POE: Pull-Out ESL/Resource: Programs remove ELs from the general education classes to pre-teach, teach or reteach English language skills and/or academic content covered by the general education classroom teacher. 	<ul style="list-style-type: none"> ■ Consultative Support Services (EL teacher/tutor/aide/assistant/consultant collaborates with classroom teacher)
<ul style="list-style-type: none"> ❑ SEI: Sheltered English Instruction: Programs often serve ELs from more than one language background. Instruction is in English and adapted to the students' English proficiency levels and provides modified curriculum-based content. 	<ul style="list-style-type: none"> ❑ Transitional Services: Support is provided by the classroom teacher as needed. Generally reserved for students who have scored between 4.5 and 5.0 on ACCESS and have demonstrated proficiency in the classroom setting.

English Instructional Goals

Based on the language proficiency test scores, and in some cases previous school records, this student needs assistance with the following skills. The skills and objectives listed will be used in conjunction with Kentucky's English Language Proficiency Standards to most effectively meet this student's instructional needs.

- **Listening:** English learner will process, understand, interpret, and evaluate spoken language in a variety of situations.
- **Speaking:** English learner will engage in oral communication in a variety of situations for a variety of purposes and audiences.
- **Reading:** English learner will process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency.
- **Writing:** English learner will engage in written communication in a variety of situations for a variety of purposes and audience.

Participation in the State-Required Assessment and Accountability System

Student will participate in:	
<input checked="" type="checkbox"/> ACCESS Assessment without accommodations	<input type="checkbox"/> State-required assessments without accommodations
<input type="checkbox"/> ACCESS Assessment with accommodations	<input checked="" type="checkbox"/> State-required assessments with accommodations

Academic/Assessment Accommodations

Evaluation data demonstrates the need for the following checked accommodations and/or modifications. The following accommodations, modifications, or both will be part of the student's on-going delivery of instructional services. For implementation guidelines, refer to 703 KAR 5:070 "Procedures for the inclusion of special populations in the state-required assessment and accountability programs" dated February, 2014.

Assessment Accommodations	
<input checked="" type="checkbox"/> Reader (RDR-A)	<input type="checkbox"/> Oral native language support with extended time (ONLS-A)
<input type="checkbox"/> Scribe (SB-A)	<input checked="" type="checkbox"/> Simplify language (paraphrase) (SL-A)
<input type="checkbox"/> Extended Time 1.5x (ET-A)	<input type="checkbox"/> Dictionaries (bilingual/English) word-to-word (BED-A)
<input checked="" type="checkbox"/> Extended Time 2x (ET-A)	<input type="checkbox"/> Glossaries (bilingual/English) word-to-word (BEG-A)

The following instructional methods and strategies are considered best practice for students with limited English proficiency. The checked accommodations are those intended to be used to meet the needs of this student in mainstream classes and offer access to content area instruction as outlined in Kentucky's English Language Proficiency Standards, Program of Studies, and Core Content for Assessment.

Instructional Accommodations		
<input checked="" type="checkbox"/> Reader (RDR-I)*	<input checked="" type="checkbox"/> Provide Visuals/Organizers (VO-I)	<input type="checkbox"/> Provide Adapted Materials/Technology (AMT-I)
<input type="checkbox"/> Scribe (SB-I)*	<input type="checkbox"/> Use Spell Check (SP-I)	<input checked="" type="checkbox"/> Link Instruction to Prior Learning (PL-I)
<input type="checkbox"/> Bilingual/English Dictionary (BED-I)*	<input checked="" type="checkbox"/> Provide Content Objectives (CO-I)	<input checked="" type="checkbox"/> Build Background Knowledge (BK-I)
<input type="checkbox"/> Bilingual or English Glossary (Student Generated) (BEG-I)	<input checked="" type="checkbox"/> Simplified Language (Paraphrasing) (SL-I)*	<input type="checkbox"/> Assistive Technology (AT-I)
<input checked="" type="checkbox"/> Prompting/Cueing (PC-I)	<input checked="" type="checkbox"/> Engage in Academic Conversations (AC-I)	<input checked="" type="checkbox"/> Scaffold Responses (oral/written) (SK-I)
<input type="checkbox"/> Meta-Cognitive Strategies (MC-I)	<input type="checkbox"/> Oral Native Language Support (ONSL-I)*	<input type="checkbox"/> Read Text in Primary Language (RTP-I)
<input checked="" type="checkbox"/> Extended Time (ET-I)*	<input type="checkbox"/> Small Group/Single Test Form Administration (SGSF-I)	<input type="checkbox"/> Adapt Pace of Instruction (API-I)
<input type="checkbox"/> Use Computer/Software (CS-I)	<input type="checkbox"/> Provide Language Objectives (LO-I)	<input checked="" type="checkbox"/> Model Language/Task Completion (MC-L/MC-I)
<input checked="" type="checkbox"/> Provide Interaction Opportunities (IO-I)	<input checked="" type="checkbox"/> Pairing Students and/or Allowing Peer Tutors	<input checked="" type="checkbox"/> Reducing and/or Modifying Assignments, Homework, and Tests
<input checked="" type="checkbox"/> Reducing/Modifying Spelling/Vocabulary Lists	<input checked="" type="checkbox"/> Reducing the Number of Problems/Steps to Assignments	<input checked="" type="checkbox"/> Other Accommodations Determined Appropriate by Teacher

*Accommodation is appropriate for use on state-wide assessments if used as part of the student's ongoing delivery of instruction.

Program Services Plan Committee Signatures

Parents Right to Opt Out: As EL parent(s), I understand that I have the right under Title VI and the Equal Educational Opportunities Act (EEOA) to decline or opt my child out of the school district's program for ELs or out of particular language services within the program. If I decline services, my child is still required to take the ACCESS 2.0 each year. You will be asked to sign a form stating that you are declining services.

EL Program Consultant:	Principal:
Teacher(s):	
Parent(s)/Guardian(s): If you would like your child to participate in the program explained in this document, sign here:	

PSP Conference held on:	Additional Remarks:
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Parent Notification

Parent notification must be provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in the EL program if enrolled after the start of the school year. (ESSA Section 1112(e)(3)(A), 1112 (e)(3)(B))