

**Allen County Schools English Learners “Lau Plan”
and Guidance Document
2025-2026**

Rationale

Allen County School District is prepared to educate all students, including those whose primary language differs from English, in compliance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. The district will provide the same educational opportunities and experiences to all students. We focus on increasing English language proficiency for all English Learners (EL) so that they may participate fully in educational programming. English Learner students are learning the language of English at the same time they are learning academic content. We use WIDA’s (World-Class Instructional Design and Assessment) guiding principles of language instruction, summarized below.

1. Language is central to learning.
2. All students bring valuable cultural and linguistic assets.
3. Multilingual learners' languages are interconnected and support each other.
4. Language development occurs through meaningful interaction.
5. Multilingual learners learn best in culturally sustaining environments.
6. Language develops across the curriculum.
7. Content and language learning are integrated.

8. Multilingual learners use language in multiple, dynamic ways.
9. Assessment must support language development and learning.
10. Educators collaborate to support multilingual learners.

Enrollment, Identification, and Placement

Students enrolling in Allen County Schools will be asked about their primary language spoken at home. Families are given the Home Language Survey upon school registration. We will verify the following:

- Was the student an EL student in another school district?
- Was the student previously screened to see if they qualify for English Language support?

A student identified as an English Learner should be administered the appropriate WIDA ACCESS Placement Test (W-APT) for Kindergarten students or the WIDA Online Screener for grades 1-12 by a teacher or staff member trained to administer the assessment.

- ☐ If a student's overall composite score is 4.5 or higher, the student will be identified as Initially Fully English Proficient (IFEP). These students will not take the ACCESS test during the state-identified assessment window.
- ☐ If the W-APT or WDA Online Screener indicates that the student is not English proficient, a Program Service Plan (PSP) should be developed for the student. The school where the student is attending must notify and provide the PSP to the parents within 30 days if the

student was enrolled at the beginning of the school year and within two (2) weeks if the student enrolled after the start of the year per 703 KAR 5:070.

- ☐ A Kindergarten student who has taken the W-APT Test is enrolled as an English Learner student. They will have a PSP regardless of the score and take the annual ACCESS test during the state testing window. The student will not be able to exit the EL program until taking the ACCESS in first grade and meeting the exit criteria. The student's exit date would be June 30, following their first-grade year.

Each classroom teacher who serves the student will be given basic information about the student within the first 30 days of school. This will include basic information, screener scores, and the Program Service Plan with necessary support noted.

Program Service Plans

Identified English Learner students will be provided a Program Service Plan (PSP) developed by the Counselor in each building in consultation with the EL teacher, principal, and other appropriate staff members. The PSP will indicate which service delivery options are best aligned with the student's English Language Development (ELD). The plan will include accommodations and modifications for the classroom setting and for state testing. Parents/Guardians will be given notification in their native language regarding their child's inclusion in the EL program, the benefits of the program, and to inform them of their right to withdraw from the program at any time. Every opportunity is made to meet with families within the first 30

days of the school year to provide input and/or an update to the plan. Students will be placed in an age-appropriate grade level.

ACCESS Testing

Annually, assessments will be given to determine if a student is fully English proficient through ACCESS testing and alternate ACCESS testing. ACCESS for ELL 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through Grade 12 students who have been identified as English Learners. Students may be given the MODEL assessment up to two times prior to the ACCESS test to monitor student growth and plan needed instruction.

State-Required Assessments

In accordance with 703 KAR 5:070 and the document entitled Inclusion of Special Populations and in the State Required Assessment and Accountability System, each school shall assess all English Language learners. EL learners must participate in all parts of the state-required assessment unless the students are in their first year of enrollment in a United States school.

English Learners must participate in all:

- state-approved English language proficiency assessment annually. Regardless of the time enrolled in a U.S. school, all ELs enrolled in grades K-12 shall participate.
- state-required assessments after one full year of enrollment. The first full year of enrollment is defined as 240 days or 12 months. These are cumulative.

- mathematics tests for participation only if a student is enrolled in a grade in which a mathematics test is administered for first-year EL students with appropriate accommodations noted in their PSP.
- science tests for participation only if a student is enrolled in a grade in which a science test is administered for first-year EL students with appropriate accommodations noted in their PSP.

Accommodations

For EL students who have been identified, it may be necessary to permit instructionally consistent accommodations for assessment administration. Any accommodation shall be based on an assessment of English language proficiency, consistent with the ongoing delivery of instruction services that are stated in the PSP.

Language Instruction Educational Services (LIEP)

The district supports the service delivery model of each school and ensures through regular monitoring and evaluation of the service delivery models are aligned with research to support English Language Development and attainment of academic curriculum for all students. When possible, students shall receive services in the regular classroom with PSP accommodations to ensure their success. When services warrant, the delivery models are outlined in each school's plan and should include structured and English language mainstream instruction to qualifying students. English Learner staff is in each building and provides ongoing personalized support. To provide staff with a resource library, the district

has created an [EL Resource](#) document to further assist staff in meeting the unique needs of our English Learners.

Access to Meaningful Co-Curricular and Extracurricular Programs and Activities

All EL students will have the same opportunity and access to co-curricular, grade-level programs and extracurricular as general education students. EL students will be assigned a Chromebook in the same manner as their same-grade peers. Multiple data points will be used to determine the placement of intervention supports, special education, Primary Talent Pool, Gifted and Talented, and Advanced Placement courses, as test scores are not indicative of students' abilities in all areas. Classroom performance, parent input, student interviews, student work, and teacher recommendations will also be considered. Announcements by schools, including school newsletters, shall include a translated version in the student's home language to ensure all students and families have access to the same information.

Exiting from EL Services

In order to exit from the English Learner Program services, the state requires a student must be in first grade or higher and achieve a score of 4.5 or higher on their overall Composite Score on a Tier B or Tier C. Exit status can only be determined by the ACCESS test given during the state testing window. Once the EL student exits the program, their status should be changed to monitor and all records in Infinite Campus should be updated to reflect the exit date.

Monitoring Former EL Students

The academic progress of former EL students who are now Fully English Proficient must be monitored for four years following their exit date from the program to ensure that student academic success continues after the EL services cease. The monitoring of former EL students is completed by classroom teachers and school counselors under the supervision of a school administrator. Copies of the monitoring form should be sent home to parents/guardians twice a year, and a copy should be filed in the students' cumulative file.

Monitoring must include at least three sources of evidence to determine the successful growth. Those may be but are not limited to screeners, summative grades on classroom assessments, benchmark assessments, writing samples, and state-assessment data. School teams should review monitoring data and identify students not demonstrating growth after exiting. School CAP (Counselor, Assistant, Principal) Teams will identify students not making growth to the Instructional Supervisor, and the EL Team will review data to determine if the student should be re-entered into program services. During monitoring, students are allowed to use accommodations in the classroom setting. No accommodations are given during testing.

School and District Committees

The district and schools will maintain teams/committees with a focus on identifying, serving, assessing, and eventually exiting an English Learner from the program. These committees meet minimally twice per year to monitor EL students' academic and language progress, including those

who have exited the program. These committees may make recommendations to the Instructional Supervisor for needed revisions to the Lau Plan for the district. This team will consist of counselors, instructional coaches, EL staff, district administrators and more. It is the responsibility of each member to consider the needs of their English Learner and bring those for collaboration and consideration to the team.

Engaging Family and Community

Engaging families is crucial for a successful EL program and student success. EL instructors are encouraged to contact parents on a regular basis with updates on progress, awards students may receive, and concerns they may have about student progress. EL parents and families should be invited to attend all school programs and meetings. To do so, all communication regarding such programs should be sent home to parents in their home language. The school is responsible for providing a translator when necessary for parents to communicate with school personnel. The schools and the district will also seek community partnerships that will increase the success of EL students and families in language acquisition.

Professional Development

All teachers of English Learners are provided professional development to support EL students in a variety of settings. EL instructors should be invited to PLCs and other meetings where data is being reviewed and interventions discussed. Staff are also responsible for collecting transition readiness data for all students. The data and discussions should inform needs assessments and improvement planning at the school and district levels. Specific professional development needed should be shared with

school principals and the district's Instructional Supervisor. Counselors and Instructional Coaches within each building are provided additional professional learning opportunities and coaches will assist in coaching and training teachers on best practices for supporting instruction for English Learners. In the Summer of 2025, all teachers will have the opportunity to receive training on ways to meet the needs of English learners. Through a book study, a district team designed a training that can be personalized for any team in the district to better understand and meet the needs of students in the English Learner program.

Protocol for Immigration Visits (ICE)

First and foremost, we value a safe and welcoming learning environment for all students and hopes any agency takes great effort to minimize any disruption of learning or the school day.

The process shown below is used if a non-local law enforcement official, including an immigration enforcement officer, comes to your school:

1. Meet the officer at the front desk. It is best to have an administrator selected to act as the point of contact.
2. At the front desk, request to view the name, badge and credentials of the officer and the purpose of the visit.
3. Obtain any documentation from the officer (e.g., subpoena; search warrant; arrest warrant).
4. Advise the officer that prior to responding to his/her request, you must notify and obtain guidance from central office and counsel.

5. Advise the officer that he/she may wait in the front office or outside the school building while you obtain guidance from central office and counsel.

6. Notify the identified central office point of contact and provide all the details and documentation obtained from the officer. Do not take action until you obtain instructions from the identified central office point of contact. Do not provide any student information until authorized by identified central office point of contact.

7. Except in situations involving child abuse or neglect, or unless specifically directed by the officer not to do so, contact the parents of the student in question to notify them that the officer came to school and what actions the school has or will take in regard to the officer's request.

8. If, after obtaining guidance, it is determined that the student will be removed from school, advise the officer to remain in the front office. The student should be brought to the front office by school staff. Do not announce the student's departure over the intercom. It is recommended that the officer remain in the front office at all times and should not enter the hallways, classrooms, etc.

Program Evaluation

The district and schools should use the WIDA Best Practice Framework and data to determine program effectiveness. At the end of each school year, each school should analyze the percentage of students making growth, the percentage of students exiting the program, and the data trends for each school, including College and Career Readiness for EL students graduating high school. The data from these meetings should be used in the school's continuous improvement process.

