



2024-2025 Phase Four: English Learner Plan for Districts (Lau Plan)_04252025_12:10

2024-2025 Phase Four: English Learner Plan for Districts (Lau Plan)

Henderson County
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2024-2025 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).

The Henderson County School District educates all students, including immigrants and students who speak a language other than English, in compliance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. Henderson County Schools provides a program for English learner students that will address the students' proficiency in acquiring the English language and overall school academic program with access to all educational, co-curricular, and extracurricular experiences and opportunities.

District Policy: Curriculum and Instruction 08.13452

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

Identification: At the time of enrollment, all new students will complete a Home Language Survey (HLS). The HLS asks four questions. Enrollment staff in each school are responsible for providing the HLS for each student to the English Language teacher for that location.

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

If a language other than English is listed on any of the above questions, EL staff are responsible for the administration of the WIDA Online Screener for students in Grades 1-12 or the W-APT for students in kindergarten. The administration of the screener must take place within the first 30 days of the school year, along with notification to the parent/guardian of results. For students who enroll after that

time, EL staff will administer the screener within two weeks of enrollment, with notification to the parent/guardian of results.

Enrollment: If a student scores below a 4.5 composite on the screener, s/he is eligible for enrollment in the English Learners Program. All kindergarten students are eligible for enrollment in the English Learners Program regardless of W-APT scores. The EL teacher will write a Program Services Plan (PSP) for each student with recommendations for services and accommodations. If a student scores a 4.5 overall composite on the WIDA Screener, the student would be identified as Not EL in Infinite Campus (state-wide student information system) as s/he would be Initially Fully English Proficient (IFEP).

Placement: The EL teacher will contact the parent/guardian within designated timelines to discuss the results of the student's screening and the PSP. The parent/guardian must give permission for the services and/or accommodations. The PSP committee should consist of an administrator, EL teacher, classroom teacher, and parent/guardian. The student may also be included, as well as a special education teacher if the student qualifies for those services. The parent/guardian has the right to refuse services and/or accommodations. If the parent/guardian refuses services and/or accommodations, the student must still participate in annual ACCESS testing until s/he scores a 4.5 overall composite. If the parent/guardian declines services and/or accommodations, s/he may request the reinstatement of those at any time. School staff will monitor the academic progress of any student for whom the parent/guardian declined services.

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

Henderson County Schools provides Structured English Immersion to English Learners through collaboration of English Language staff and general education teachers. EL teachers provide instruction on the WIDA Standards in reading, writing, listening, and speaking for EL students to attain proficiency in the English language. Students' programs will be determined and implemented with consideration for each of the following areas that pertain to the particular child and his/her needs. The guidelines below provide general instructional protocol; all decisions will be based on an individual student's needs and are flexible.

A. Placement in Primary or Intermediate Programs: Students who enroll in the Henderson County Schools in either the primary or intermediate program will encounter programming for all students that is designed to optimize and enhance language development skills in English. For EL students in this grade/age range, maximum time in the regular classroom setting will be used. Pullout for instruction or comprehension tutoring by EL teachers or program assistants will be minimized because the students will be getting the broad-based program and language immersion that all the students are receiving to learn English. Program assistants will work with EL students in the regular classroom in a collaborative setting.

Elementary Level 1 and Level 2 EL services will consist of a pull-out model for a minimum of one hour per week, during which time EL personnel will work individually with the student or in small groups. This model may include a specific EL class that meets at the same time each week. EL services will be considered the primary intervention for Level 1 and 2 EL students. The above services will also be supplemented by EL in-class support for content classes two to three times per week.

B. At the middle school and high school levels, an elective EL Lab will be provided by the EL teacher for one period a day for students who are at a proficiency level 1 or 2 on the WIDA ACCESS. In addition, the EL teacher will have an intervention time for students who need extra assistance. Program assistants will work with EL students in the regular classroom in a collaborative setting.

C. For students in the proficiency ranges of three to five, the primary focus will be full inclusion in the regular education program as much as possible, with English skills taught as a supplement to the regular program. Students will be enrolled in regular classrooms with adjustments in the curriculum to provide basic instruction in English that familiarizes students with pronunciation, grammar, and vocabulary. Language patterns will be taught in the regular classroom setting. Materials will be adapted to the individual's level. Because social adjustment is critical, peers will be encouraged to promote informal learning, especially during recess, lunch, and other free time, so that learning can be "caught" rather than taught.

D. Referral to other district programs: English Learner students may be considered for referral to Special Education, Title I, Gifted/Talented, ESS, or other special programs based on meeting the established placement criteria for these programs. None of these programs will be used to take the place of the diagnostic/perspective teaching plan set up through the regular classroom setting.

4. Describe the district's process for ensuring EL students receive 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. 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 EL student's ability in all areas. In addition to test scores, classroom performance, parent input, student interviews, and teacher recommendations are considered. In addition, extracurricular activities provided by the district and the community are announced through the means of school newsletters and announcements. The district will provide communication in the native language for parents/guardians as needed.

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

District EL staff currently consists of five EL teachers and five program assistants. EL teachers attend professional learning to increase English proficiency and student achievement each year. The EL teachers train and monitor the development of the

EL program assistants. Classroom teachers are offered training in strategies to assist EL students through collaboration and inclusion. Each certified staff member in the district creates an individual professional growth plan each year and completes a minimum of 24 hours of professional learning requirements. Also, all EL teachers and assistants participate in the Administration Code and Inclusions of Special Populations training prior to any WIDA administration. EL staff complete WIDA certifications annually, and certificates are kept on file by the District Assessment Coordinator.

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

Students are assessed annually for English Proficiency and growth during the testing window as outlined by the Kentucky Department of Education. Currently, this test is the WIDA ACCESS. Kindergarten students complete a paper/pencil version, and students in grades 1-12 complete an online version. Any district staff who has completed the required training may administer the assessments. The assessment consists of four components: listening, reading, writing, and speaking. Students receive a score in each component and an overall composite score. The Program Services Plan is updated, or the student is exited from services based on performance. Parents/Guardians receive a copy of their child's scores in their native language in the spring, and a copy is kept in the student's permanent folder as well as uploaded into the district student information system (Infinite Campus) by KDE.

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

Language Instruction Educational Program exit criteria, as determined by the Kentucky Department of Education, are based on WIDA ACCESS scores. Students in grades K-12 who earn a composite score of at least 4.5 on a Kindergarten or Tier B/C assessment are considered English proficient and will exit the EL program as of June 30 that school year. No student who completed a Tier A ACCESS assessment is eligible to exit the program.

The EL teacher will send the parent/guardian an exit letter in their native language to inform him/her that the student no longer qualifies for services. The EL teacher will notify the classroom teacher of any student who has a classification change or exits from the program. Students who reach proficiency begin the 4-year monitoring process on the first day of the following school year and a designation of re-designated fully English proficient (RFEP).

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

Districts have an obligation under Title VI of the Civil Rights Act and the Equal Education Opportunities Act (EEOA) to monitor the academic progress of former English learners who have been re-designated as fully English proficient. The students must be monitored for four years after exiting from a language instruction

program (Title III of ESEA as amended by the Every Student Succeeds Act (ESSA). This took effect with students who exited status in the 2017-18 school year.

Monitoring must ensure that RFEP students are able to participate meaningfully in the regular classroom. EL teachers will use multiple sources of data to monitor the academic progress of exited EL students, such as performance on standardized tests, grades in content area classes, grade point average, teacher observations, parent observations or feedback, meeting promotion and graduation requirements, and graduation rate. EL teachers will document this information in the student's records. Monitoring the academic progress of exited students on a quarterly basis to ensure that:

- Students were not prematurely exited;
- Any academic deficits they experienced as a result of participation in the EL program have been addressed;
- They are successfully participating in the regular academic program comparable to their never-EL peers.

If monitoring the student 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. If monitoring of an exited EL student indicates a persistent language barrier may be the cause of academic difficulty, the district should re-assess the student with a valid and reliable, grade-appropriate English proficiency test to determine if there is an issue and must offer additional language assistance services where needed to meet civil rights obligations.

EL teachers will communicate annually, or more frequently if needed, to inform the parent/guardian of RFEP students' monitoring progress during the four-year period.

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

The Henderson County Schools English Learners (Lau) Plan will be reviewed once every two years, or more frequently if required by legislative changes. Information from ACCESS testing for growth and students exiting the EL program will be used to evaluate program effectiveness. Also, KSA testing for English learners and monitored students in content areas, growth, and achievement gap will be analyzed. Other local sources of data will also be used. Parent/Guardian surveys will also be conducted once every two years for their input regarding their child's education and EL services. Goals for the LEP program will be consistent with the goals for the district as a whole, as determined through the annual District Improvement Plan.

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

Protocol for Ensuring Meaningful Communication with Limited English Proficient (LEP) Parents

Purpose:

To establish clear procedures and practices that ensure equitable access to all school-related information for parents and guardians with limited English proficiency (LEP), in compliance with Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

1. Identification of LEP Parents

- At the time of enrollment, include a language survey to identify the primary language spoken at home
- Maintain an updated list of LEP parents and their language preferences in the student information system

2. Notification of Language Assistance Services

- Inform LEP parents, in their preferred language, of their right to receive free interpretation and translation services
- Post multilingual notices in school buildings, on the website, and in printed materials about the available services

3. Provision of Interpretation and Translation Services

- Oral Interpretation: Provide qualified interpreters for meetings, phone calls, conferences, and school events
- Written Translation: Translate vital documents such as:
 - Enrollment and registration forms
 - IEP and 504 plans
 - Disciplinary notices
 - Report cards and progress reports
 - Parent-teacher conference notices
 - Emergency and health-related information
- Prioritize languages spoken by a significant portion of the LEP population.

4. Training and Staff Responsibilities

- Train staff annually on:
 - Identifying LEP parents
 - Accessing interpretation/translation services
 - Cultural sensitivity
- Assign a district Language Access Coordinator to oversee compliance and serve as a liaison between the district and LEP parents

5. Use of Technology

- Utilize language access tools (e.g., translation apps, multilingual messaging platforms) while ensuring data privacy

- Maintain a vetted list of digital tools and best practices for staff use.


6. Monitoring and Evaluation

- Conduct regular audits to assess the effectiveness and timeliness of language services.
- Collect feedback from LEP parents through surveys and meetings in their preferred language.
- Update the protocol annually based on input and data.

7. Complaint Procedure

- Provide LEP parents with a clear, translated explanation of how to file a complaint if language access
- Ensure timely resolution of complaints and maintain records for accountability.

Attachment Summary

Attachment Name	Description	Associated Item(s)
<div> 2024-2025 Lau Plan for English Learners</div>		<ul style="list-style-type: none">