



2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan)_12122025_08:34

2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan)

Marion County Public School District

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2025-2026 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 Marion County Lau Plan is built on the foundational belief that every English Learner (EL) must have equitable access to high-quality education that supports language development and academic achievement. The guiding principles of this plan emphasize inclusion, equity, individualized support, and continuous improvement.

At its core, the district's approach reflects a commitment to identifying, supporting, and monitoring English Learners promptly and appropriately. Identification begins with the Home Language Survey and screening assessments, ensuring no student with language needs is overlooked. Once identified, students receive services designed to provide access to the general education curriculum while developing English language proficiency.

Key guiding principles include:

- **Equitable Access:** EL students are guaranteed opportunities to participate fully in all school programs and activities alongside their English-speaking peers.
- **Individualized Services:** Instructional support is personalized based on each student's language proficiency and academic needs, often through a Program Service Plan (PSP) developed with input from teachers, parents, and counselors.
- **Family and Community Engagement:** The district values communication with families in languages they understand, empowering parents to make informed decisions about their child's participation in EL services.
- **Accountability and Monitoring:** Students' progress is closely monitored not only while receiving services but also for four years after exiting, ensuring continued success.
- **Professionalism and Training:** Staff members receive ongoing professional development to enhance their ability to support EL students effectively.

- **Compliance and Ethical Responsibility:** The plan aligns with federal and state regulations, recognizing that Limited English Proficiency is not a disability, and ensuring that ELs are only referred to Exceptional Child Education services when appropriate.
- **Continuous Program Evaluation:** Regular program evaluations using data, surveys, and feedback from students, parents, and teachers ensure that services evolve to meet changing needs and improve outcomes.

Overall, the Marion County Lau Plan seeks to build a culturally responsive environment that values linguistic diversity as an asset and promotes academic success for all English Learners.

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

Identification Procedures

- Upon registration, parents must complete a Home Language Survey (HLS) through online registration (Appendix A).
- If any answer on the survey indicates a language other than English, the school contacts the district EL Resource Teacher and/or EL Coordinator to arrange for language screening.
- Screening assessments include:
 - WIDA Online Screener for grades 1–12.
 - WIDA Kindergarten Screener (or state-mandated alternative) for Kindergarten students.
- Trained personnel conduct screenings and use multi-criteria assessments, including formal test scores and informal measures like academic records and interviews.
- Enrollment and Eligibility
 - After screening, an EL Committee is formed, which includes:
 - EL Resource Teacher
 - School counselor
 - Other school staff
 - Parents are invited to participate.

- The committee reviews the screening results, academic records, student work, and interview responses to determine eligibility for EL services.
- Students scoring below a composite level of 4.5 on the WIDA screener are identified as eligible for EL services.
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- Placement in LIEP
- Once identified, students are placed in a Language Instruction Educational Program (LIEP) appropriate to their needs.
- Program Service Plans (PSP) are developed for each student to outline their specific service provisions.
- Types of LIEP services include:
 - Sheltered English Instruction: Content is taught in English, with strategies to make academic material understandable.
 - Pull-out Programs: Students are pulled from general education classes for focused English language instruction.
- Placement is age-appropriate and aligned with the general education curriculum to ensure ELs have meaningful access to academic standards

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.

Components of the Language Instruction Educational Program (LIEP)

1. Purpose of LIEP

- The program ensures English Learners (ELs) have full access to the general education curriculum while receiving additional support to develop English language proficiency.
- The LIEP is designed to meet the diverse needs of EL students in listening, speaking, reading, and writing.

2. Program Models and Instructional Approaches

- Sheltered English Instruction Conducted within mainstream classrooms.
- Teachers use visual aids, physical activities, real-life objects, and adapted language to make academic content understandable.
- Focuses on teaching subject content (like math, science, and social studies) while building English skills.
- Pull-Out Programs
 - EL students are pulled out of general education classrooms for targeted English instruction.

- Instruction focuses on pre-teaching, teaching, or reteaching language skills and academic content.
- The EL Resource Teacher determines pull-out time based on the student's English proficiency level and individual needs.

3. Staffing for the LIEP

- EL Resource Teacher(s)
 - Certified teachers who deliver English language development instruction provide direct services to students through sheltered instruction, pull-out programs, or support to mainstream teachers.
 - EL Coordinator
 - Oversees the organization, evaluation, and improvement of EL services across the district.
 - Ensures compliance with state and federal laws.
 - Coordinates training for staff and monitors student progress.
 - General Education Teachers
 - Collaborate with EL staff to support ELs in mainstream classrooms.
 - Implement accommodations and language development strategies aligned with the student's Program Service Plan (PSP).
 - Interpreters and Bilingual Staff
 - Assist with communication between the school and nonEnglish-speaking families during registration, meetings, and parent notifications.
 - Support Personnel
 - May include instructional aides, migrant resource teachers, social workers, interventionists, and counselors who work collaboratively to meet academic and social-emotional needs.
- 4. Resources and Tools for LIEP
- Assessment Tools
 - WIDA Screener Online for initial identification.
 - ACCESS for ELs for annual monitoring of English proficiency progress.
 - Curriculum-Based Measurements and other district-approved academic assessments.
- Curriculum and Materials
 - Adapted instructional materials appropriate for different English proficiency levels.
 - Visual supports, graphic organizers, bilingual dictionaries, and online resources tailored for EL students.

- Professional Development
 - Annual training for staff on WIDA standards, Program Service Plans, EL instructional strategies, and sheltered instruction practices.
 - Parent and Family Engagement
 - Parents are involved in placement decisions and receive notifications in their home language.
 - Opportunities for parent feedback through surveys and direct communication with EL staff.
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- The Marion County LIEP is a comprehensive, student-centered program that blends specialized language instruction with full participation in the general curriculum. The district ensures EL students succeed academically and develop the English proficiency necessary for graduation and beyond through qualified staff, targeted services, and ongoing monitoring and support.

4. Describe the district’s process for ensuring EL students receive meaningful access to all co-curricular and extracurricular programs and activities.

Ensuring EL Student Access to Co-Curricular and Extracurricular Programs

1. Equal Access Philosophy

- The district is committed to providing EL students the same opportunities to participate in all school programs, including academic courses, co-curricular activities, and extracurricular activities.
- ELs are not segregated and are fully integrated into general education classes and activities whenever possible.

2. Participation in School Programs

- - EL students participate in required and elective courses, such as:
 - Physical Education (PE)
 - Music
 - Art
 - Vocational Education
 - The plan clearly states that ELs can access the whole school curriculum like their English-proficient peers.

- 3. Inclusion in Activities EL students are included in all school activities and assemblies alongside all students. They have opportunities for full participation in:
 - Gifted and Talented programs
 - Advanced Placement (AP) classes
 - Title I programs Special Education services (if needed).
- 4. Support Services
 - Counseling services provided to EL students are comparable to those available to all other students.
 - Translation and interpretation services ensure EL families understand available opportunities and can support their child's participation.
- 5. Facilities and Resources
 - The quality of facilities and services available to ELs is comparable to those provided to all other students.
 - Instructional materials and resources used in ESL services are also comparable in quality and quantity to those available to all students.
- 6. Monitoring and Evaluation
 - The district monitors and evaluates participation rates of EL students in special programs and activities.
 - Efforts are made to ensure that achievements, honors, awards, and special participation opportunities for EL students are similar to their peers' experiences.
- - Marion County Schools actively works to ensure that English Learners receive equitable academic support and fully participate in the school community's life, academically, socially, and culturally. The district fosters an inclusive environment where EL students can thrive in curricular and extracurricular settings through deliberate practices, monitoring, and supportive services.

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

EL-Specific Professional Development Opportunities

1. Annual Training for Counselors

- All counselors are trained annually on the identification, placement, and

- support procedures for English Learners (ELs).
- This ensures counselors can properly assist with registration, screening, and creating Program Service Plans (PSPs) for EL students.

2. Training on WIDA Standards and Assessments

- Staff working with EL students receive professional development on the WIDA English Language Development Standards.
- Training includes using WIDA assessments like the WIDA Screener Online and ACCESS for ELs, which measure English language proficiency and guide instructional planning.

3. Program Service Plan (PSP) Development Training

- Teachers and staff involved in EL services are trained to develop, implement, and adjust PSPs, which outline the specific instructional and support services each EL student receives.

4. Instructional Strategies for ELs

- Teachers are offered professional learning opportunities focused on instructional strategies that support language development.

Topics may include:

- Sheltered Instruction Techniques (using visuals, simplified language, modeling, etc.)
- Scaffolding academic content for English Learners
- Differentiated instruction to meet the varying levels of English proficiency among students.

5. Ongoing Support and Collaboration

- The district encourages collaboration between general education teachers, EL teachers, interventionists, and administrators to build collective capacity for supporting English Learners.
- The EL Resource Teachers and the EL Coordinator provide continuous feedback and access to instructional resources.

Marion County Schools recognizes that effective instruction for English Learners requires specialized training. Through annual mandatory training, focused workshops, and ongoing instructional support, the district equips its educators with the skills and tools necessary to ensure ELs succeed linguistically and academically.

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

1. Annual Assessment Requirement

- All EL students in grades K-12 are required to participate in the state-approved English language proficiency assessment every year.
- This is typically the ACCESS for ELs assessment.
- EL students must take this assessment regardless of how long they have been enrolled in a U.S. school.

2. Who Administers the Test

- State law requires that the ACCESS (and Alternate ACCESS, if applicable) is administered only by individuals trained in its administration.
- Staff members receive specialized training to properly administer the assessments, ensuring compliance with state and WIDA (World-Class Instructional Design and Assessment) standards.

3. Alternate ACCESS

- Alternate ACCESS is available for English Learner students with significant cognitive disabilities who meet specific eligibility criteria.
- Students who qualify for the Alternate ACCESS must also have appropriate accommodations outlined in their Individualized Education Plan (IEP) and Program Service Plan (PSP).

4. Use of Test Results

- Results from the ACCESS or Alternate ACCESS are used to:
 - Monitor student progress in English language proficiency (listening, speaking, reading, and writing).
 - Determine eligibility for continued EL services or exit from EL status.
 - Students scoring a composite level of 4.5 or higher on the Tier B or C ACCESS test are considered proficient and eligible to exit EL services.
 - Students who exit EL services are monitored for four years to ensure continued academic success.

5. Test Accommodations

- EL students may receive instructionally consistent accommodations during testing, if documented in their Program Service Plan (PSP).

Accommodations must:

- Be based on the student's language proficiency needs.

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- Do not alter the content being assessed.
 - Be consistent with the accommodations used during daily instruction.

6. Special Cases and Exemptions

- If a student cannot be assessed due to medical reasons, Marion County follows the Kentucky Department of Education's medical exemption procedures.
- For students newly enrolled in U.S. schools:
 - They must still take the ACCESS test during their first year, even if exempt from parts of the academic content testing.

Marion County Schools has a structured, compliant process for administering ACCESS and Alternate ACCESS to ensure accurate measurement of English language development for all EL students. The district emphasizes training, accommodation planning, and careful data use to inform placement, services, and exit decisions.

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

EL Exit Criteria and Procedures

1. Exit Criteria

- An EL student is eligible to exit the LIEP when they achieve a composite score of 4.5 or higher on the Tier B or Tier C ACCESS for ELs assessment.
- The score reflects English proficiency across listening, speaking, reading, and writing domains.

2. Exit Procedures

- After qualifying scores are received:
 - The EL Committee (which may include the EL Resource Teacher, counselors, general education teachers, and administrators) reviews the student's assessment results and overall academic performance.
 - Parents are notified in writing that their child has exited the EL program.
 - A Program Service Plan (PSP) is updated to reflect the student's new status as a Former English Learner (FLEP).

3. Post-Exit Monitoring

- Students who exit the program are monitored for four years to ensure continued academic success without EL services.

- Monitoring includes:
 - Reviewing grades
 - Attendance
 - State assessment performance
 - Teacher feedback
 - If monitoring shows the student struggles due to language barriers, the EL Committee may recommend re-entry into EL services. In Marion County, EL students exit the LIEP when they demonstrate strong English proficiency on the ACCESS test. The district follows a structured exit process and ensures ongoing support through four years of monitoring to promote long-term success.

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

Monitoring Procedures for Exited and Opt-Out EL Students

1. Monitoring of Exited EL Students

- Students who exit the LIEP after meeting the 4.5 composite score on the ACCESS assessment are monitored for four years.
- Monitoring includes:
 - Reviewing academic performance (grades, test scores)
 - Checking attendance and behavior
 - Collecting feedback from teachers, counselors, and interventionists.
- If an exited student struggles academically and a persistent language barrier is suspected, the EL Committee meets to determine if re-entry into LIEP is needed.

2. Monitoring of Students Who Opted Out

- Students whose parents decline EL services (opt out) are still monitored to ensure they receive a meaningful education.
- These students:
 - Participate fully in general education.
 - Are monitored by the EL team through regular academic checks and teacher input.
 - The district may re-offer services and provide support if academic or language needs arise.

Marion County Schools maintains a structured and supportive monitoring process to ensure that both exited and opt-out EL students continue to succeed, with the option for additional services if needed.

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

Marion County Schools annually evaluates its Language Instruction Educational Program (LIEP) to ensure it effectively meets the needs of English Learners (ELs).

The EL Coordinator oversees the evaluation process with input from EL Resource Teachers and other key staff members.

- The evaluation includes:
 - Data will be collected through district-wide surveys completed by students, parents, and teachers (Appendix E).
 - Reviewing student performance data, including:
 - ACCESS for ELs scores (language proficiency)
 - Academic achievement on state and local assessments
 - Graduation rates, dropout rates, and participation in special programs (e.g., Gifted and Talented, Special Education).
 - Analyzing program practices, including the timely identification and placement of ELs, the availability of instructional materials, and staff qualifications.

Findings from the evaluation are reported to the Superintendent and used to:

- Identify strengths and areas for improvement.
- Guide professional development offerings.
- Adjust instructional practices and support services to meet EL students' needs better.

Through this continuous improvement process, Marion County Schools ensures its LIEP remains effective, equitable, and compliant with state and federal requirements.

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


Communication in a Meaningful Way: The district communicates with parents/guardians of students with a primary home language other than English in a meaningful way, such as providing school forms in a language they can understand.

Timely Notification: Parents of ELLs are notified no later than 30 days after the beginning of the school year regarding their child's identification, participation, and student and parental rights.

Use of Interpreters or Translators: The district uses interpreters or translators to assist in communicating with parents/guardians who do not speak English.

Informing Parents of Programs: Parents/guardians of ELLs are kept well-informed of the district's special educational programs.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MCPS Lau Plan	This is a copy of Marion County Public Schools Lau Plan	.

