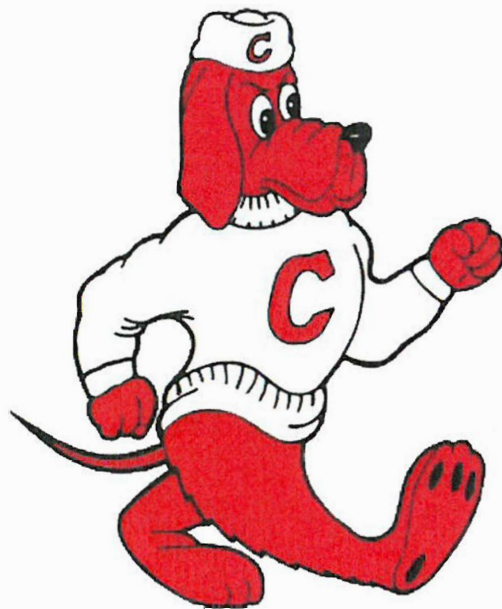


Corbin Independent Schools Lau Plan



Lau Plan Team Members:

District Coordinator
EL Coordinator
Chief Academic Officer
School Psychologist
Elementary Supervisor
of Instruction

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I. Lau Plan Guiding Principles

Corbin Independent Schools 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 within Corbin Independent Schools are expected to meet. The Lau Plan is considered a working document that is regularly reviewed and updated by team members to meet the civil rights and EEOA requirements in providing an effective Language Instruction Educational Program (LIEP). The LIEP is designed to meet the needs of EL students and demonstrate success in increasing English language proficiency and student academic achievement.

II. Enrollment, Identification, and Placement of ELs in a Language Instruction Education 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 is located in the Infinite Campus Online Registration system and is included in the enrollment packet for the district.

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 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 must be enrolled as an EL student, 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 student, 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.

Title I, Part A of the Every Student Succeeds Act (ESSA) contains several requirements for English learner (EL) students. ESSA 1112(e)(3)(A-B) refers to the parental notification of their child's identification as an EL and their placement in a language instruction educational program (LIEP). The notification must include:

- The reason for the identification of the child as an EL;
- The child's level of English language proficiency, how the level was assessed, and the status of the child's academic achievement;
- Methods of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ;
- How the program will meet the educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards;
- Exit requirements for the program, expected rate of transition to a classroom not tailored for EL students, and expected rate of high school graduation;
- In the case of a child with a disability, how the program meets the annual goals in the child's individualized education program (IEP); and
- Information regarding parents' right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available.

Districts have 30 calendar days to identify EL students. In Kentucky this involves administering the home language survey (HLS) upon the student's initial enrollment in a Kentucky district and a subsequent English language proficiency screening using the appropriate WIDA screener when a response on the HLS lists a language other than English. For EL students enrolled at the beginning of the school year, the parent notification letter must also be sent within that 30-day window. For EL students who enroll after the beginning of the year, the district has 30 days to identify the student and an additional 14 calendar days to send the parent notification letter, if necessary. Further clarification from the U.S. Department of Education has confirmed that the 14 calendar days provided for students enrolling after the beginning of the school year is in addition to the 30 calendar days to identify the student as an EL.

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. Description of the LIEP

Sheltered English Instruction – An instructional approach used to make academic instruction in English understandable to students who are English learners. In the sheltered classroom, teachers use physical activities, visual aids and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. This method uses techniques such as direct teaching of vocabulary and explicit modeling that makes content more accessible to all learners. Our EL Coordinator will provide on-going parental communication regarding notification of placement and programming options. On our district website, an EL portal has been designed to provide information to parents and students regarding events, parental resources, WIDA standards, and educational/curricular information.

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 and extra-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. 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. Extra-curricular programs and activities are listed on our EL portal, which is continually available to parents and students on the district website. A language gap will not be permitted to be a barrier for an EL student to fully participate in any program offered by Corbin Independent Schools.

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. Interpreting services will be provided as needed such as, but not limited to; parental meetings and ARCs. Language barriers will be considered when scheduling interpreting services to properly respect students and families.

V. EL Professional Development for Staff who Deliver Instruction or Support the LIEP for EL students

All teachers and administrators within the school district are provided professional learning

regarding EL regulations, protocols, and available resources. Administration receives training during the Summer as part of our annual administration retreat. At the beginning of the school year, EL professional development is provided for all teachers with EL students. The focus of teacher professional development is an overview of state and local requirements for English Learners, expectations for teaching EL students, understanding/implementing the PSP, and effective instructional strategies/resources. The WIDA consortium provides professional learning opportunities that are also 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. WIDA professional development topics may include, but not limited to; explaining the ACCESS assessment and performance levels, the WIDA Can-Do and ELP standards, differentiating instruction for EL students, providing accommodations/modifications to support EL students' learning, assessment accommodations for EL Students, and implementing Program Service Plans (PSP)

VI. Annual English Language Proficiency Assessment and Administration

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.

VII. LIEP Exit Criteria and Procedures

In order to exit from the ELL program, a student. 1-12 must achieve a score of 4.5 or higher within the Overall Composite Proficiency Level on a Tier B/C ACCESS for ELLS® 2.0. The online version of ACCESS for ELLs 2.0 is an adaptive test in which a student's performance determines what level of questions are provided. The test contains different tiers based on difficulty. Tier A contains easier items than Tier B/C. WIDA's Interpretive Guide for Score Reports provides additional information on assessment scores. Students cannot exit in Tier A. Students taking the Alternate ACCESS for ELLs must score a P2 or higher Overall Composite in order to exit EL status. Kentucky's exit criteria will also be followed. The program exit date will be June 30 of the school year in which they exited services in accordance with the English Learner Data Standards.

VIII. 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 students who have exited the EL program by

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. This data includes: grade reports, MAP 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. 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 PSP committee or the Lau Team that a student should be re-entered, a parent meeting will be required and a PSP will be created to meet the needs of the student.

IX. EL Program Evaluation

The EL committee will evaluate the EL program annually utilizing student data and the results of yearly surveys provided to staff, parents, and teachers. By analyzing the most recent ACCESS scores, surveys, and other accountability measures; the committee will determine program effectiveness. The percentage of EL students exiting the program, the percentage of students making growth, survey results, and data trends for each school and the district as a whole will be considered in the evaluation process.

In the absence of specific regulations regarding EL program evaluations, states are encouraged to use existing guidance in developing an evaluation framework. Section I of the Dear Colleague Letter provides a look at the basic criteria used by USED in evaluating the effectiveness of a state or district's core EL program. The evaluation of the core EL program is guided by the three Castañeda Principles, which apply to all programs meant to support EL students' acquisition of English:

1. The program must be based on sound educational theory;
2. The education system/agency implementing the program must do so to full effect (i.e., supply sufficient personnel, time, and resources for it to work as intended); and
3. If the program fails to overcome linguistic barriers for students after "enough time" to be considered a fair trial period, it should be discontinued in favor of another theory.

X. APPENDIX

Home Language Survey

Program Service Plan (PSP) Template

Exited English Learner Monitoring Form

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).

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: _____

Corbin Independent Schools
Program Services Plan for English Learners (Revised July 2017)
ESEA Section 1112(e)(3) and 703 KAR 5:070

Student Name		Last		First		Middle
Student ID		Special Ed (if yes, include information on program will meet IEP annual goals)				
Current Address						
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>	Date of Birth		Languages listed on HLS		Immigrant <input type="checkbox"/> Refugee <input type="checkbox"/> Migrant <input type="checkbox"/>
Status (less than three years in US School)				Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Father/Guardian Name		Last		First		Middle
Phone		Home		Work		Cell
Mother/Guardian Name		Last		First		Middle
Phone		Home		Work		Cell
Other Contact		Last		First		Middle
Relationship						
Phone		Home		Work		Cell
Home/School communication to parent/guardian requested in:			English <input type="checkbox"/>	Native Language <input type="checkbox"/>	Oral <input type="checkbox"/>	Written <input type="checkbox"/>

Academic History

Last Grade Completed		Interrupted Education <input type="checkbox"/>	Limited Schooling <input type="checkbox"/>	No formal Schooling <input type="checkbox"/>
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*If available, attach past academic data (report cards, standard assessments, etc.)

Language Proficiency Test Information

Initial Screener

Grade Level	Screener	Date	Score
Kindergarten	W-APT		
Grades 1 -12	WIDA Screener Online (W-APT if before July 2017)		

Attach copy of HLS and score report to PSP

ANNUAL LANGUAGE PROFICIENCY ASSESSMENT INFORMATION

Corbin Independent Schools

Program Services Plan for English Learners (Revised July 2017)
ESEA Section 1112(e)(3) and 703 KAR 5:070

Date of entry to an English Speaking School							
Student will participate in:							
x	Annual English Language Proficiency Assessment (ACCESS)						
x	State-Required Assessment and Accountability Program:	Participati			K-PREP		
	on only						
x	Accommodations will be provided						
	Rea	Scri	Simplified	Bilingual/English	Extended	Oral Native	
	der	be	Language	dictionary (word to	Time	Language Support	
				word translations only)			
x	x	x			x		
	Accommodations will not be provided						

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Please review [Inclusion of Special Populations Training](#) to ensure proper accommodations

EL Program Type and Enrollment

Date Identified EL	Date Entered EL Program
<input type="checkbox"/>	Parents waived services or withdrew student from services
x	Sheltered English Instruction
<input type="checkbox"/>	Content area tutoring
<input type="checkbox"/>	Pull-Out ESL/Resource
<input type="checkbox"/>	Content-based ESL
<input type="checkbox"/>	Structured English Immersion (push-in)
<input type="checkbox"/>	Developmental bilingual education
<input type="checkbox"/>	Transitional bilingual education
<input type="checkbox"/>	Two-way immersion (Dual Language)
<input type="checkbox"/>	Student will also receive Special Education services (if yes, include information on program will meet IEP annual goals)
With regular school attendance and parental support it is anticipated that the student will exit from services for Limited English Proficiency to monitoring status in ____ years.	
EXIT CRITERIA to RFEP: <input type="checkbox"/> ACCESS 2.0 English Language Proficiency Assessment (5.0 Overall Composite and 4.0 Literacy Level)	
Comments:	
Date exited from EL Status	
Expected date of Graduation (Grades 9-12 only)	

Corbin Independent Schools
Program Services Plan for English Learners (Revised July 2017)
ESEA Section 1112(e)(3) and 703 KAR 5:070

Accommodations

Instructional Accommodations		Assessment Accommodations	
	Implement best practices for teaching ELs in all classes		<u>Inclusion of Special Populations Training</u>
<input type="checkbox"/>	Read Text in English	<input type="checkbox"/>	Reader
<input type="checkbox"/>	Scribe Response	<input type="checkbox"/>	Scribe
<input type="checkbox"/>	Bilingual/English Dictionary	<input type="checkbox"/>	Bilingual/English dictionary (word-to-word translations only)
<input type="checkbox"/>	Prompting/Cueing	<input type="checkbox"/>	Oral native language support
<input type="checkbox"/>	Provide Visuals/Organizers	<input type="checkbox"/>	Extended time
<input type="checkbox"/>	Use Spellcheck	<input type="checkbox"/>	Simplified language
<input type="checkbox"/>	Provide Content Objectives	<input type="checkbox"/>	
<input type="checkbox"/>	Engage in Academic Conversations	<input type="checkbox"/>	
<input type="checkbox"/>	Meta-Cognitive Strategies	<input type="checkbox"/>	
<input type="checkbox"/>	Oral Native Language Support	<input type="checkbox"/>	
<input type="checkbox"/>	Read Text in Primary Language	<input type="checkbox"/>	
<input type="checkbox"/>	Extended Time	<input type="checkbox"/>	
<input type="checkbox"/>	Small Group/Single Form Test-for a Reader	<input type="checkbox"/>	
<input type="checkbox"/>	Adapted Materials/Technology	<input type="checkbox"/>	
<input type="checkbox"/>	Link Instruction to Prior Learning	<input type="checkbox"/>	
<input type="checkbox"/>	Build Background Knowledge	<input type="checkbox"/>	
<input type="checkbox"/>	Scaffold Responses	<input type="checkbox"/>	
<input type="checkbox"/>	Bilingual or English Glossary	<input type="checkbox"/>	
<input type="checkbox"/>	Simplified Language	<input type="checkbox"/>	
<input type="checkbox"/>	Assistive Technology	<input type="checkbox"/>	
<input type="checkbox"/>	Adapt Pace of Instruction	<input type="checkbox"/>	
<input type="checkbox"/>	Use Computer/Software	<input type="checkbox"/>	
<input type="checkbox"/>	Model Language/Task Completion	<input type="checkbox"/>	
<input type="checkbox"/>	Interaction Opportunities	<input type="checkbox"/>	
<input type="checkbox"/>	Provide Language Objectives	<input type="checkbox"/>	
<input type="checkbox"/>	Other programming accommodations to address individual strengths and needs:		
Expected Rate of Transition: With regular school attendance and parental support, it is anticipated that the student will transition to full participation in classrooms that are not tailored for students with limited English proficiency in _____ years.			

Parents Right to Opt Out: As EL parent(s) I understand 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.

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 EL program if enrolled after the start of the school year. (ESEA Section 1112(e)(3)(A), 1112(e)(3)(B)).

Signatures and dates of persons involved in the development of the Program Service Plan:

Name	Signature	Title	Date
		Parent	
		Principal	
		ELL Coord.	

Exited English Learner Monitoring Form

Student Name:

SSID:

Years in EL Program:

Exit Date for EL Services:

Year of monitoring: 1st 2nd 3rd 4th

Current Academic Year:

Exiting ACCESS 2.0 for ELLs® Results:							
Overall	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

Monitoring Staff

Monitoring Year	Name of Classroom Teacher(s)	Name of EL Teacher	Name of EL Coordinator
1 st year			
2 nd year			
3 rd year			
4 th year			

State Assessment Results

Monitoring Year	Reading	Mathematics	Other
1 st year			
2 nd year			
3 rd year			
4 th year			

Special Services/Programs

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

If yes, describe the services in the following chart:

Monitoring Year	Description of Special Services/Program
1 st year	
2 nd year	
3 rd year	
4 th year	

Academic Performance

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

Grading Period	Mid-term/Report Card Concerns	Actions Taken

Student Name: Click here to enter text.

SSID: Click here to enter text.

Grading Period	Mid-term/Report Card Concerns	Actions Taken

Classroom Performance

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 the mid-terms.

Monitoring Year: **Teacher:**

Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4
The student completes assignments on-time.				
The student communicates effectively with teacher.				
The student participates effectively in class projects				
The student participates effectively in class discussions.				
The student is able to work independently.				
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? Yes No

If yes, provide details:

Do you recommend that this student be reassessed for reclassification as an EL? Yes No

(Re-assessment must be done using a valid and reliable, grade-appropriate ELP test to determine if there is a persistent language barrier)

Signature:

OELA Toolkit: [Monitoring and Exiting English Learners from EL Programs and Services](#)