

Webster County Schools
Lau Plan
2022



I. Members

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II. Guiding Principles

Webster County Schools is committed to ensuring that all EL students may participate fully in both academic and extracurricular activities through our work in achieving the following goals:

A. English language development:

1. Identify and assess EL students in need of language assistance in a timely, valid, and reliable manner.
2. Provide an effective language assistance program which accelerates ELs' language acquisition in the four language domains of listening, speaking, reading, and writing as measured by the ACCESS for ELLs assessment.

B. Academic achievement:

1. Ensure EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, gifted and special education programs, advanced courses and programs, and all sports and clubs.
2. Monitor EL students' progress in acquiring English proficiency and grade level academic content.
3. Exit EL students from language assistance programs when they demonstrate proficiency in English on ACCESS.
4. Monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.

C. Cross-cultural goals:

1. Educate staff about English Learners' cultural and linguistic backgrounds.
2. Provide ELs and their families with an equal opportunity to participate in the schools and in all district programs and activities.

III. Enrollment, Identification and Placement of ELs in a Language Instruction Educational Program (LIEP)

Webster County Schools 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. (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?

In order to identify ELs, the district administers a home language survey to every student upon enrollment. When the response to any of these home language survey questions is a language other than English, a district staff administers either the Kindergarten WIDA ACCESS Placement Test (W-APT) to a student in Kindergarten or the first semester of grade 1 or the WIDA Online Screener to the student to determine EL status and program placement. (If all responses on the HLS are English, no additional action needs to be taken. The student is not considered an EL.) If a student scores below a level 4.5 on the W-APT or WIDA Online Screener, he/she is not considered English proficient and is enrolled in the EL Program. If a student scores 4.5 or above he/she is deemed initially fully English proficient (IFEP) and is not enrolled in the EL Program.

Level	Proficiency Assessment	Assessment Administrator	Proficiency Score
Kindergarten	WIDA Screener for Kindergarten	EL Teacher/Staff	Composite 4.5
1st-5th grades	WIDA Online Screener	EL Teacher/Staff	Composite 4.5
6th-12th grades	WIDA Online Screener	EL Teacher/Staff	Composite 4.5

When a student with a home language other than English transfers to a member district from another school district within the U.S, the school staff and/or district staff examines the student's previous school records for evidence of enrollment in an EL program or documentation that the student has exited an EL program. When previous school records do not contain the necessary information, district or school staff administers the KW-APT or WIDA Online Screener to determine EL status and program placement.

Once the student is identified as an EL, a Program Service Plan (PSP) is developed for the student. Parents are 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 takes place within 2 weeks of the student's enrollment. All EL students take the ACCESS test during the state ACCESS testing window.

Families can opt to waive EL services. When a parent declines participation, the school district retains a responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met through a PSP, an LEP service, and instructional and/or assessment accommodations. Students will participate in the annual ACCESS test until meeting the state exit criteria.

Student eligibility for placement in the EL Program is not based on immigration status and districts 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.

IV. Program Description

To determine which EL services and programs are best suited for a student identified as an EL, the LAC shall consider the student's

- A. English proficiency level
- B. Grade level
- C. Educational background
- D. Language background for bilingual programs
- E. Other assessment data

The WIDA English Language Development (ELD) Standards serve as Kentucky's required English Language Proficiency (ELP) standards. These standards act as a companion document to the Kentucky Academic Standards (KAS) in guiding

instruction for EL students. The WIDA ELD standards do not replace the KAS. Instead, these standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

The EL Consultants and EL Teachers in the district work with classroom teachers to provide sheltered English instruction, pullout EL support, content area tutoring and consultation. EL students whose parents or guardians have waived services receive sheltered English instruction and their teachers receive consultative support, but these students do not receive pullout EL support.

V. Meaningful Access

EL students must be provided meaningful access to all curricular and extracurricular programs. Meaningful access includes, but is not limited to:

- A. Grade-appropriate curricula so promotion and graduation requirements are achieved
- B. Equal opportunity to participate in all programs, including pre-school, full-day kindergarten, magnet, gifted and talented, career and technical education, arts, and athletic programs, Advanced Placement (AP), courses, clubs, and honor societies.

EL students may not be segregated based on national origin or EL status. Although EL program service options may require that EL students receive separate instruction for a limited portion of the day, the chosen program must be carried out in the least segregated manner consistent with achieving the program's educational goals.

EL students with disabilities must be provided with both the language assistance and disability-related services to which they are entitled under federal law.

- A. EL students who may have a disability must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- B. To avoid inappropriately identifying EL students as students with disabilities based on limited English proficiency, EL students shall be evaluated in an appropriate language, based on the student's needs and language skills.
- C. The team developing an Individualized Education Plan (IEP) must include participants knowledgeable about the student's language needs in order to provide services that address the language-related needs of an EL student.

VI. Professional Learning

EL students receive language instruction and access to the general education curriculum by English Learner teachers who are certified and/or endorsed to teach limited English proficient students.

Certified general education teachers receive supplemental training and support for the implementation of accommodations to provide equitable access to the general education curriculum for English Learners. EL teachers or district staff provide professional learning experiences.

EL Teachers and District Coordinator engage in WIDA professional learning opportunities provided by the Kentucky Department of Education.

VII. English Language Proficiency Assessment

English Learners, who have not attained English language proficiency, shall be assessed during statewide testing in a valid, reliable manner and provided appropriate accommodations to yield accurate data regarding student knowledge and ability in academic content areas.

Kentucky uses the WIDA screener assessments to determine the English Language Proficiency (ELP) of students who have been identified as potential EL students based on the HLS. Kindergarten students are screened using the WIDA Screener for Kindergarten and students in grades 1-12 are screened using the WIDA Online Screener.

ESSA 1111 (2) (G) requires districts to assess the ELP of all EL students on an annual basis. In Kentucky, Kindergarten ACCESS for ELLs and ACCESS for ELLs 2.0 (grades 1-12) is given to all ELs during the annual testing window. ACCESS assesses the student's language in four domains: listening, speaking, reading, and writing.

Any student with an EL identification must take the ACCESS test. An EL student will participate in the annual ACCESS test until meeting the state exit criteria.

The Alternate ACCESS is a paper-based test individually administered to ELs in grades 1-12 with significant cognitive disabilities. Each student's IEP team determines which assessment the student should take, and each student's IEP or 504 team determines if accommodations are required.

VII. Exit Criteria and Procedures

The program guidelines shall include an evaluation process that includes objective exit criteria to indicate when students:

- A. have developed the required proficiency in using English

- to speak, listen, read, and write with comprehension
- B. can enter and successfully participate in classrooms not tailored for English learners
- C. can expect to graduate from high school

In order to exit from an EL program in the state of Kentucky, a student must achieve a score of 4.5 or higher Overall Composite Proficiency Level on Kindergarten ACCESS for ELLs or a score of 4.5 or higher Overall Composite Proficiency Level Tier B/C on ACCESS for ELLs 2.0 for grades 1-12. Students taking the Alternate ACCESS for ELLs must score a P2 or higher Overall Composite in order to exit EL status. The Program Exit Date will be June 30 of the school year in which the student exited services.

VIII. Monitoring Procedures

The academic progress of EL students who have been Re-designated Fully English Proficient (RFEP) shall be monitored for four years. Content teachers shall document information regarding an RFEP student's performance quarterly using the [district monitoring tool](#).

The following information may be considered:

- records on length of time from entry in a US English speaking school to exit from the EL program
- performance on standardized achievement tests
- grades in content area classes
- Grade Point Average
- parent observations and/or feedback
- teacher observations
- meeting promotion and graduation requirements
- graduation rates

If monitoring shows that a student is struggling in academic performance and/or English language skills, additional supports must be made available to the student. If an exited EL student is not progressing despite these additional supports, the student may be re-evaluated using a valid, reliable, and grade-appropriate assessment (e.g., WIDA MODEL) to determine if the student should be provided additional EL program services. If a student re-enters the EL program, the district shall document the reasons and obtain consent from the student's parent/guardian.

ESSA 3121(a)(5) requires reporting on the number and percentage of ELs meeting KAS for four years after students are no longer receiving EL program services. Data must include results on content assessments for reading/writing, mathematics, and science and be disaggregated by English Learners with disabilities. Data is also disaggregated by year after exit date (e.g., RFEP Year 1, Year 2) to ensure that academic deficits incurred due to participation in a language

assistance program are recouped.

X. Ongoing Program Evaluation

Webster County Schools shall provide an English language program to assist English Learners in attaining English 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.

Instructional programs for English Learners shall be evaluated regularly to determine whether progress is being made toward removing language barriers and to identify instructional changes that need to be made.

The district's EL Teachers meet with Title III Coordinator, school principals, classroom teachers, and parents to review the students' ACCESS scores, grades, RTI data, and other available measures to ensure that the EL students are making adequate progress in developing English language proficiency.

Program changes are made as needed, such as increasing the amount of direct services or increasing Tier level in RTI, when students are not making the expected amount of progress.

XI. Meaningful Communication with Parents/Guardians

Multilingual families are entitled to meaningful communication in a language they can understand to provide adequate notice of information about any program, service, or activity communicated to English speaking families. These communications include, but are not limited to information regarding:

- language assistance programs
- special education and related services
- IEP meetings
- grievance procedures
- student discipline policies and procedures
- registration and enrollment
- report cards
- requests for parent permission for student participation in district or school activities
- parent-teacher conferences
- parent handbooks
- gifted and talented and special programs