



2022-2023 LAU PLAN

Lau Plan Team Members:

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I. Lau Plan Guiding Principles

All districts/schools have an obligation to provide appropriate services under Title VI of the Civil Rights Act of 1964 and the EEOA of 1974. These obligations support the commitment of Bardstown City Schools to provide programs and services for English Learners commensurate with all students.

The Bardstown City Schools district shall provide an English language program to assist English learners, including immigrant children and youth, that supports access to attainment of English language proficiency, allows for academic achievement in English, and the same rigorous state academic standards that all students in the District are expected to meet.

II. English Learner Enrollment, Identification, and Placement

Upon initial enrollment in the Bardstown City Schools, the home language survey (HLS) will be administered to all students per 703 KAR 5:070. This survey will assist the individual school and district in identifying students with limited English proficiency.

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?

If the response to any of the HLS questions is a language other than English, the student will be screened with either the WIDA ACCESS Placement test (W-APT) or the WIDA online screener to determine the EL status and the need for placement in the EL program according to the federal definition in ESSA, Title III.

Once a 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. All EL students take the ACCESS test during the state ACCESS testing window to determine continued eligibility for the EL program.

III. Individual Program Services Plan

Bardstown City Schools provides a structured English Immersion and content-based instruction to English Learners. The general education teachers will work in collaboration with the EL program director. Students may be served in a co-teaching or a pull out resource setting. This will be determined based on the student's needs and as recommended by the PSP (Program Service Plan) committee.

IV. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities

All services shall be designed to meet the English language and academic needs of students while assisting them to participate in the general education curriculum and overcome language barriers to grade promotion or high school graduation.

District staff shall monitor student access to equal educational opportunities, both instructional and extracurricular.

English learner students will have the same access to co-curricular programs as the general education population. Extracurricular and co-curricular activities provided by the district and the community are announced through means of school websites, newsletters, social media, etc. These announcements and all communication are provided in the home language.

V. Parental Notification

Per district policy 8.13452, the principal shall send written notification to parents of English learners to address the following:

- (a) Student's need for placement in the program;
- (b) Student's level of English proficiency;
- (c) How such level was assessed;
- (d) Methods of instruction used in the program;
- (e) Student's lack of progress in the program;
- (f) How the program will meet the individual learning needs of the student;
- (g) How the program will help the student learn English;
- (h) How the program will help the student meet achievement standards necessary for grade promotion and high school graduation;
- (i) Specific exit requirements for students in the program;
- (j) How such program meets the objectives of the individualized education program of the child (in the case of a child with a disability); and
- (k) Information pertaining to parental rights that;
 - 1. detail the right to have their child immediately removed from such program;
 - 2. detail the option to decline enrollment of their child in such program or to choose another program or method of instruction if available; and

3. assist parents in selection among various programs and methods of instruction if more than one (1) program is offered.

VI. Parental, Family and Community Participation

Parents shall be informed how they can be involved, including how to help the student attain English proficiency, achieve at high levels in academic subjects, and meet challenging state standards (content and performance).

VII. Provision of Services

Once the parent/guardian has received notification, English learners shall be provided services consistent with effective language instruction educational programs and curricula for teaching English learners, guidelines set out in the *Kentucky Academic Standards*, and national, state, and local standards for English language proficiency and academic performance.

Services necessary for the student to access and be involved in the general education curriculum shall be provided by certified general education teachers and English as a Second Language staff, trained bilingual instructional assistants, and/or volunteers.

VIII. EL Professional Learning

Schools will develop/update professional development plans for their schools based on the individual school's needs. The EL teacher will participate in Professional Development based on his/her areas of need and when updates occur. Online professional development modules through WIDA will be available for staff.

IX. Assessments and Exit Criteria

English learners who have not attained English language proficiency shall be assessed during state-wide testing in a valid, reliable manner and provided appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data regarding student knowledge and ability in academic content areas.

Students who are in Bardstown City Schools EL Program shall exit the program if they meet guidelines established by the State of Kentucky. Those guidelines include a 4.5 or higher overall composite proficiency level on Tier B or Tier C ACCESS for ELL and in grades 1-12. Alternate ACCESS students shall exit the program if they score a P2 or higher Overall Composite. Students will receive a Program exit date of June 30 of the school year in which they are eligible to exit.

Exit criteria for students in the English learner program is based on the guidelines established by the State of Kentucky. These include achievement of a 4.5 or higher overall score on the WIDA ACCESS or Alternate ACCESS assessment. Students in grades K-12 who reach a composite score of at least 4.5 on ACCESS or P2 on Alternate ACCESS are considered English proficient and will exit the EL program as of June 30 of the school year in which they qualify for exit of the EL program.

Students who reach proficiency begin the four year monitoring process on the first day of the following school year.

Parents shall receive annual notification of their child's progress on the state's English proficiency objectives and state assessments/

X. Monitoring Procedures after Students Exit to LIEP Program

Students who reach proficiency begin the four year monitoring process on the first day of the following school year. Staff are required to monitor exited students following 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. Staff collect assessment and performance data for review to determine that continued progress is being made and that language barriers are not impeding a student's ability to progress at the highest levels.

Staff may administer the WIDA MODEL to reassess a student who continues to struggle. If it is determined that the student exited prematurely, that student may be re-entered into the EL program. Parental notification will be required and a PSP will be developed to support the student.

XI. Ongoing Evaluation of the Program

English language instructional programs shall be evaluated on a regularly scheduled basis to determine whether progress is being made toward removing language barriers and to identify changes that need to be made in District program services. District staff shall monitor student access to equal educational opportunities, both instructional and extracurricular.

The evaluation of the program will include participation by the members of the LAU plan committee and consider all stakeholder feedback. Evaluation of the program will occur minimally every two years.

The program guidelines shall include an evaluation process that includes establishment of 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; and
- (c) Can expect to graduate from high school.