

MISD Lau Plan

The district should have a plan designed to meet the instructional needs of English Learners (ELs) which is referred to as a Lau Plan (Lau v. Nichols, 1974). The plan should be designed to meet the district obligations to ELs under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EE0A).

Lau Plan Team Members:

Sarah Hines, EL teacher
Lou Carter, Assistant Superintendent
Whitney York, Assistant Superintendent
Amanda Pittman, MES teacher
Lourdes Oster, MMS teacher
Matt Garder, MHS teacher
Heidi Mallory, MMS Guidance Counselor
Mechelle Morgan, Director of Instructional Technology

I. Lau Plan Guiding Principles

Murray Independent School District is a district that is prepared to educate all students, including immigrant 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. This district will provide the same educational experiences and opportunities to all who enroll. We focus on increasing English language proficiency for all EL students so they may participate fully in both academic and extracurricular activities.

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

The identification and placement process for ELs is taken directly from the District Guide to English Learners from KDE. The identification process is as follows:

ESSA 3113(b)(2) requires states establish standardized statewide entrance and exit procedures for ELs. These procedures must be applied consistently across the state and consistent with federal civil rights obligations under Title VI. ESSA 1112(e)(3)(D) prohibits states and LEAs from basing any part of the EL identification process on the basis of a surname or language-minority status. Please note that Title III funds cannot be used for purposes related to the identification of ELs.

Home Language Survey

In Kentucky, all local school districts are required to administer a Home Language Survey (HLS) to all students in grades K12 upon their initial enrollment in the district as a first screening process to identify potential English learner students (703 KAR 5:070 and the

associated guidance). The HLS should be completed by the student's parent/guardian. Chapter 1 of the OELA English Learner Toolkit, Identifying All English Learner Students, advises districts and schools to reassure parents that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes. The HLS should not include any questions which would be considered to have a "chilling effect" and thereby discourage enrollment and/or attendance. This includes questions regarding immigration status, date the child first entered the U.S., etc. Information such as a child's Social Security Number (SSN) cannot be required for enrollment (Plyler v. Doe, 1982). If a district's enrollment form asks for the SSN, it must be made clear to parents that providing this information is voluntary.

The HLS shall be based at a minimum on four questions and if needed, translations or oral interpreters provided at no expense to the families. The four questions are:

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?

To obtain accurate information and avoid including any questions with a chilling effect, it is recommended that the HLS be a separate document from the district enrollment form. See the Fact Sheet: Information on the Rights of All Children to Enroll in School and the related Questions and Answers for States, School Districts and Parents for more information on what can and cannot be requested upon a child's enrollment in school.

EL Identification Process

Step One: Administer the Home Language Survey (HLS) to all students upon initial enrollment.

Step Two: Review the responses on the HLS. If any of the answers on the HLS are a language other than English, the student is a "potential EL" and will need to be assessed.

If the student is in Kindergarten, administer the W-APT for Kindergarten.

If the student is in grades 1-12, administer the WIDA Screener Online. 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 students 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. Although parents may decline EL services.

Section G of the Dear Colleague Letter provides additional guidance regarding meeting the needs of students who have opted out of services.

If all responses on the HLS are English, no additional action needs to be taken. The student is not considered an EL.

Step Three: Create a Program Service Plan (PSP). Once a student is identified as an EL, the district is required to provide a PSP. Parents must be 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 must occur within 2 weeks of enrollment as required by ESSA 1112(e)(3)(A-B) and 703 KAR 5:070. All EL students will take the ACCESS for ELLs test in January. This process is also outlined in WIDA's Kentucky English Learner Identification and Placement Guide

III. Description of the LIEP

The LIEP consists of instruction of the general education teachers as well as the English Learners instructor.

The English Learners instructor receives Professional Development specific to English Learners. The English Learners instructor receives these through a mixture of in-person and online opportunities.

General Education teachers receive professional development from the English Learners instructor during a faculty meeting, during PSP meetings, and embedded in the collaboration with the English Learners teacher.

EL Program Types

Structured English Immersion

Pull Out/ESL Resource

Content Based ESL

Collaboration

The amount of time in resource is determined by the needs of the students and the recommendation of the PSP committee

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 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 students' ability in all areas. Such indicators include:

MAP scores, ACCESS scores, classroom performance, parent input, student interviews, and teacher recommendation.

Family Resource Youth Service Center will help students to participate in Extracurricular activities if there is an economic barrier.

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

Teachers receive training on every PSP
Collaboration with the EL teacher
Professional Development at Faculty Meetings
Presented at State and Regional Conferences
EL teacher PD in EL

VI. Annual English Language Proficiency Assessment and Administration

The ACCESS for ELLs is administered every year during the testing window as set by the state of Kentucky. Test training and procedures are provided by [WIDA](#).

When new English Learners enter the district, they are given the Screener for English Learners. Students who have previously been enrolled in a district that is a member of the [WIDA consortium](#) do not have to take the Screener. The Screener is administered online through the DRC Direct application. The Writing and Speaking portions of the exam are scored locally. When taking the Screener, students in the first semester of a grade take the test for the grade below.

Kindergarten students take the Kindergarten W-APT which is administered on paper. The Kindergarten W-APT is scored locally.

VII. LIEP Exit Criteria and Procedures

The LIEP Exit Criteria and Procedures is taken directly from the District Guide to English Learners from KDE. The LIEP Exit Criteria and Procedures are as follows:

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 a Tier B/C ACCESS for ELLS® 2.0 as a student. The online version of ACCESS for ELLs 2.0 is an adaptive test in which a student's performance as they progress through the test determines what questions they see next. 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 is also included in the [ACCESS for ELLs Online Checklist](#). 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

Look at students grades, MAP scores, K-PREP scores. Check in with teachers three times a year on a Google Form about exited students. Monitor students for two to four years after exiting.

IX. EL Program Evaluation

The EL Program will be evaluated in the following ways:

Staff survey

Parent survey - Fall and Spring Title I

Title III Subgrant

Parent feedback after family nights

