

The Muhlenberg County District LAU Plan 2025-2026

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 (EEOA).

Lau Plan Team Members: Matt Perkins, Contessa Orr, Emily Gardner, Alex Watkins, Kim Drake

I. Lau Plan Guiding Principles

A. English Language Development

- Students will acquire Basic Interpersonal Communication Skills (BICS) and further develop CALP (Cognitive Academic Language Proficiency).
- Students will meet English Language Proficiency standards for their level of language proficiency and begin mastering standards at the next level; constantly working towards full proficiency status.
- Students will grow yearly in their language proficiency level as measured by the WIDA Standards.
- Students will score proficient on the ACCESS 2.0 exam.

B. Academic achievement

- With scaffolded support, students will access district curriculum and content.
- Students will meet benchmarks for each accountable area, commensurate with their level of language proficiency.
- Students will participate in all classroom learning situations, meeting expectations appropriate for their language proficiency level.

C. Cross-cultural

- Increase the sensitivity of staff to the unique educational needs of ELL students and their families.
- Facilitate opportunities for parents of ELL students to develop home-school partnerships and participate in school activities.

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

The Muhlenberg County School District admits students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]

A. Home Language Survey

All families are asked to complete a Home Language Survey during registration. The district is prepared to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English language abilities. Families registering children will be assisted in completing documents and registration materials on-site and/or with an interpreter that will assist in reading student transcripts from other countries and helping parents/guardians communicate with school personnel throughout the enrollment process. This will ensure students are placed in the appropriate grade level related to their age and socialization needs. The EL facilitators will explain EL and Immigrant student rights with parents/guardians during the enrollment process. This will ensure parents/guardians are aware that EL students can participate meaningfully and equally in educational programs and services in the Muhlenberg District.

- Completed Home Language Surveys are reviewed by the guidance office.
- Completed Home Language Surveys can be found in the district's initial enrollment tab and through the Infinite Campus Parent Portal; after the enrollment process is completed.

B. Screening Potential ELs

If the student has any language, other than English, indicated on the home language survey, they will be screened using the WIDA K-12 Screener for the student's specific grade level considering this is the student's first initial enrollment in the United States in the WIDA Consortium States, including the state of Kentucky. If the student has previous enrollment in a WIDA Consortium State, they will not be screened. In this case, the school counselor will request transcripts, the PSP Plan, and WIDA K-12 Screener scores from the student's previous school district. The EL facilitator will follow up if needed. This process must take place within the first 30 days of the initial enrollment date or within the first two weeks of placement in the EL program if enrolled after the start of the school year. (ESEA Section 1112(e)(3)(A), 1112(e)(3)(B)).

C. EL Identification Letter

The EL facilitator will create and mail an EL Identification Letter prior to the creation of the PSP Plan and prior to the PSP meeting. This letter will inform the parent/guardian of the following: WIDA K-12 Screener Scores, detailed information about the District's LIEP, and the PSP Meeting date/time/location. This process must take place within the first 30 days of the initial enrollment date or within the first two weeks of placement in the EL program if enrolled after the start of the school year. (ESEA Section 1112(e)(3)(A), 1112(e)(3)(B)).

D. Program Service Plan

All students identified as EL will receive a Program Service Plan (PSP) that is created by the student's PSP team. The student's PSP team includes: the EL facilitator, school counselor or administrator and student's grade level teacher (at the elementary level), or the student's English teacher (at the middle/high school level). After the PSP is created, there will be a PSP Meeting in which all team members will be present, including the student's parent/guardian. This plan will include EL Services for English Language Development offered by the district's LIEP, Instructional/Assessment Accommodations the student will receive and the student's ACCESS and/or WIDA K-12 Screener Scores. This meeting must take place within the first 30 days of the initial enrollment or within the first two weeks of placement in the EL program if enrolled after the start of the school year. (ESEA Section 1112(e)(3)(A), 1112(e)(3)(B)).

E. Disability/Speech Related Services for ELs

ESSA 3201(4) defines an English learner with a disability as "an English learner who is also a child with a disability, as that term is defined in section 602 of the Individuals with Disabilities Education Act." According to the January 2015 Dear Colleague Letter, states and districts "must ensure that all EL students who may have a disability, like all other students who may have a disability and need services under IDEA or Section 504, are located, identified and evaluated for special education and disability-related services in a timely manner." Our district will provide EL students with disabilities with both the language assistance and disability-related services to which they are entitled under federal law, not one or the other. Our district will consider the student's English language proficiency when determining the evaluation materials and appropriate assessments to be used. Collaboration between the special education, speech, and EL facilitator must take place to ensure that all ELs with disabilities are properly evaluated for related services, and to ensure the academic success of all ELs with potential disabilities.

F. Gifted and Talented Related Services for ELs

All ELs in fourth grade are blanket tested for inclusion in the Gifted and Talented Program, in all Muhlenberg County Schools. Any student with a PSP Plan will receive proper assessment accommodations during the evaluation process for Gifted and Talented Related Services. The Gifted and Talent Teacher will collaborate with the EL Facilitator in order to properly evaluate and accommodate ELs during the testing process for Gifted and Talented related services. This will ensure proper assessment and evaluation takes place for all ELs.

III. Description of the LIEP

All students who qualify to receive services based upon their placement assessment scores will receive accommodations according to their Program Service Plan. The

district's Language Instruction Education Plan consists of Structured English Immersion with Pullout Resource administered by the EL facilitator. The Muhlenberg County School District will ensure that all ELs will obtain English language proficiency in accordance with the timelines indicated in the KDE District Guide for English Language Programs.

A. Structured English Immersion

The goal of this program is the acquisition of English language skills so the student who is an English learner can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of students who are English learners, possessing either a bilingual education or ESL teaching credential and/or training and strong receptive skills in the student's primary language. This method requires students to learn quickly in order to keep up with the class and refrains from alienating students by not taking them out of the classroom environment.

B. Pull-Out ESL Resource

Programs that remove English learners from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the general education classroom teacher. This method can benefit students by allowing them to receive more individualized attention in small groups. This will take place at a minimum of 30-40 minutes weekly and will be given by the district's EL facilitator and supporting EL staff.

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

All students are encouraged and permitted to participate in all co-curricular and extracurricular activities offered at their schools. Additional supports are provided as needed upon request. The Muhlenberg County School District will implement an effective means of outreach to parents of EL students. The outreach must include holding, and sending notice of opportunities for, regular meetings in order to gather and respond to recommendations from parents that is in compliance with ESEA Section 1112(e)(3)(C). All EL students are given equal opportunity to participate in all district programs, including, but not limited to, the following: Special education services, Speech services, Gifted and Talented, Honors Programs, Dual Credit programs, International Baccalaureate, after school clubs of any kind, athletics of any kind, theater related extracurriculars, music related extracurriculars, etc. EL students will be provided meaningful access to all co-curricular and extracurricular activities they may qualify for in the same way as non-EL students. With the exception that club sponsors, coaches,

teachers and directors of these programs will collaborate with the EL Facilitator to ensure effective communication takes place between the parents and the schools. The EL facilitator will communicate with families regarding these activities through means of parent letters in the student's first language translated through an online translation program, or by use of interpreters if needed. The district will ensure that meaningful communication takes

place for parents of ELs, in the language that the parent can adequately understand, regarding EL students' participation in all programs offered by the district. This will be in compliance with OCR (Office of Civil Rights).

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

Selected teachers and staff are trained at the annual Kentucky TESOL Conference and WIDA National Conference. Selected teachers and staff disseminate instructional practices learned at all schools within the district. Other professional development activities offered by WIDA are provided as appropriate. In addition, the selected teachers and staff for ELs will undergo training before the initial enrollment period of each school year. This training will include the Assessment and Screening Trainings offered by WIDA that are located in the WIDA Secure Portal. This will ensure that proper practices and procedures for identifying, evaluating, assessing, and monitoring EL students are taking place each school year. EL facilitators may undergo additional training throughout the school year that are in compliance with the professional development requirements of the Muhlenberg County School District. This may include, but is not limited to the WIDA Annual Conference and the Annual BERG Experience. EL facilitators will be equipped and trained in the implementation of English Language Development Standards while also equipping other staff in the Muhlenberg District on how to effectively monitor and accommodate EL students with instruction and assessments, using those ELD Standards.

VI. Annual English Language Proficiency Assessment and Administration

The district administers the annual WIDA ACCESS language proficiency assessment to all EL students. Scores are evaluated to determine continuing services, changes in accommodations and possible exit criteria. Scores are shared with teachers and parents and are included in the annual PSP meetings.

- WIDA Alternate Access- is administered to all EL students having an IEP (Individualized Education Plan) and/or 504 Plan, whom are students that are supported under Title II of the Americans With Disabilities Act (ADA). These students will participate annually in WIDA Alternate Access, in place of WIDA

ACCESS. The annual WIDA Alternate ACCESS will be in compliance with the EL student's IEP and/or 504 Plan which supports any necessary assessment accommodation the student may need. This ensures that the language proficiency of the student with the IEP and/or 504 Plan is accurately administered and evaluated.

- Opt Out- The district will ensure that all EL parents/guardians understand they have the right under Title VI and the Equal Educational Opportunities Act (EEOA) to decline or opt their child out of the school district's program for ELs or out of language services within the district EL program. If the parent/guardian declines services, their child is still required to take the annual WIDA ACCESS (or if applicable under Title II, the WIDA Alternate ACCESS) each school year. The district will provide guidance in a language the parent/guardian can understand via an online translator or interpreter to ensure that the parent/guardian understands their child's civil rights, the range of EL services their child could receive, and the benefits of such services. This process will ensure that the parent's decision to opt out is knowing and voluntary.

VII. LIEP Exit Criteria and Procedures

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 (CPL) on a Tier B/C ACCESS for ELLS®. The online version of ACCESS for ELLs is an adaptive test in which a student's performance as they progress through the test determines the questions shown next. WIDA's Interpretive Guide for Score Reports provides additional information on assessment scores. Students taking the Alternate ACCESS for ELLs must score a P2 or higher Overall Composite to exit EL status. Kentucky's exit criteria can also be found in the ACCESS for ELLs Online Checklist. The Program Exit Date will be June 30 of the school year in which the student reaches attainment on ACCESS in accordance with the English Learner Data Standards. The EL facilitators will analyze and evaluate the

ACCESS test scores every May to determine which EL students meet the exit criteria for the next school year. At the beginning of each new school year, the PSP team will come together to properly exit students who meet the exit criteria. This will take place during the first 30 days of each school year. Exited EL students will be placed on a 4 year monitoring status.

VIII. Monitoring Procedures after Students Exit the LIEP Program

Districts have an obligation to monitor the academic progress of former EL students who have been re-designated fully English proficient (RFEP). The students will be monitored

for four years after exiting from a language instruction program [ESSA 1111(b)(3)(B)]. Monitoring will ensure that RFEP students are able to participate meaningfully in the regular classroom. This will ensure that students were not prematurely exited and that they have experienced no academic deficits without the EL Program support. The EL Instructional facilitator will formally monitor the RFEP student's academic performance regularly through the following:

Imagine Learning benchmark assessments, iReady Reading diagnostic results 3 times a year, and Infinite Campus quarterly progress monitoring of grades. The information must be documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services will be made available to the student. If an exited EL is not progressing academically as expected and monitoring suggests a continuing language issue, EL facilitators will schedule a Program Service Plan (PSP) re-entry meeting in which the PSP team (EL facilitators, school counselors/administration, and grade level teachers) will come together to create a re-entry PSP Plan. This PSP plan will contain the proper instructional and assessment accommodations the student will need to have the academic support in the classroom as well as from the EL facilitators. Our district will maintain evidence of the monitoring of exited EL students in the RFEP student's cumulative folder to help ensure all exited EL students are monitored with fidelity. This evidence will contain all progressed monitored scores in the above listed means of monitoring RFEP student's academic success.

IX. EL Program Evaluation

The Muhlenberg District will monitor our district Title III programs under ESSA 3113(b)(8) as well as conduct fiscal program reviews under ESSA 3113(b)(3)(F). Each year district EL staff evaluates accommodations offered in Infinite Campus to make sure updated accommodations coincide with the district LAU Plan and are in accordance with Title III Monitoring processes. Additionally, the total numbers of EL students are assessed to plan for service by the district staff at the end of each school year, through various means of progress monitoring listed in the LAU Plan. As students enter the district during the school year, the EL staff schedule is adjusted to provide services.

The EL instructional facilitator , and the Title III District Coordinator will meet annually at the end of each school year to evaluate and revise all EL practices listed in the district LAU plan, as well as, possibly revising the LAU plan itself. This evaluation and revision will take into account all progress monitoring data of ELs, student performance in core content areas, EL graduations, EL dropouts, and EL retentions as EL students progress through the EL program. This will be compared to former ELs and non-EL students within the district. The evaluation of the district's 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. The district will refer to Chapter 9 of the OELA English Learner Toolkit to assist in evaluating the effectiveness of the district’s EL Program. By following these practices, the district will ensure that our programs strengths and weaknesses can be identified and addressed as needed.

The Muhlenberg County District LAU Plan (signature page)

(Lau v. Nichols, 1974)

The district obligations to ELs under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA).

Names, signatures, and titles of stakeholders involved in the development, reviewing, and revision of the Muhlenberg County District LAU Plan:

Name:	Signature:	Title:	Date:
Matt Perkins			
Contessa Orr			
Emily Gardner			
Alex Watkins			
Kim Drake			