

# BGISD Lau Plan and Guidance Document



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## District Committee

June 2020

Gary Fields, Superintendent  
Elisa Beth Brown, Director of Instructional Programs  
Kory Twyman, Principal  
William Brown, Principal  
Robert Lightning, Principal  
Leigh Ann Littlefield, ML Coach  
Elizabeth Isenhower, ML Teacher

# BGISD Lau Plan

## Rationale

Bowling Green City Schools is prepared to educate all students, including students who speak a language other than English, in compliance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. The district will provide the same educational experiences and opportunities to all who enroll. We focus on increasing English language proficiency for all English Learners students so they may participate fully in educational programming. BGISD recognizes students whose first language is not English as Multilingual Learners (ML). Multilingual students are learning the language of instruction at the same time they are learning rigorous academic content. Students who speak a language other than English and are currently learning English as a second, third, or even fourth language. Throughout the field, other terms are in common use as well: English learner (EL), English language learner (ELL), and English as a Second Language (ESL).

## Enrollment, Identification and Placement of English Learners in a Language Instruction Educational Program

**Home Language Survey:** If a family indicates anything other than English as their primary language at initial enrollment, a Home Language Survey will be completed by a trained school staff members with the parent/guardians of a student who identifies English is not their primary language. Translators and/or interpreters will be provided to the parents. If a language other than English is listed we will verify the following information:

- a. Was the student a current ML student in another school district?
- b. Was the student screened previously to see if they qualify for English learning?

**Initial Assessment of English Language Development:** A student that is identified as potentially ML based on the Home Language Survey should be administered the appropriate WIDA ACCESS Placement Test (W-APT) for Kindergarten students OR the WIDA Online Screener for grades 1-12 by a teacher or staff member trained to administer and score the assessment..

- If the student in grades 1-12 scores a 4.5 overall composite the student would be identified as Initially Fully English Proficient (IFEP).
  - Grades 1-12 students identified as IFEP will not take the ACCESS during the state testing window.
- If the W-APT or WIDA Online Screener indicates that the student is not English proficient, a Program Service Plan (PSP) should be developed for the student. The district is required to notify and provide the PSP to the parents within 30 days if the student was enrolled at the beginning of the school year and within 2 weeks if the student enrolled after the start of the school year. This is required by 703 KAR 5:070.
- A Kindergarten student who has taken the W-APT test is enrolled as an English Learner student. They will have a Program Service Plan (PSP) regardless of the score, and take the annual ACCESS test during the state window. The student will not be able to exit the ML program until taking the ACCESS in the first grade and meeting the exit criteria. The student's exit date would be June 30 following their first grade year.

**Student Profile:** (*Beginning 21-22/post COVID*) To provide better information to all teachers providing services to ML students, during the intake and first 30 days of school a student profile will be developed on each student. This will include basic intake information, linguistic, cultural,

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social/emotional, and experiential information that is asset based. Every effort will be made to engage the families in developing portions of the profile.

## Services and Assessment of Current ML Students

**Program Service Plan (PSP) Development:** Identified ML students are provided a Program Service Plan (PSP) developed by the ML teacher principal and other appropriate staff members.. The PSP will indicate which service delivery options are best aligned to the student's English Language Development (ELD). The plan will include accommodations and modifications for the classroom settings and for state testing that is most appropriate. Parents will be given notification in their native language regarding their child's inclusion in the ML program, the benefits of the program, to their child and their right to withdraw their child from the program at any time. Every opportunity is made to meet with families within the first 30 days of the school year to provide input and or an update to the plan. Student's will be placed in a grade level that is age appropriate to their peers.

**ACCESS Testing:** Yearly assessments will be given to determine if a student is fully English proficient through ACCESS testing. ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through twelfth grade students who have been identified as English Learners. Students may be given the MODEL assessment up to two times prior to the ACCESS test to monitor student growth and plan needed instruction.

**State Required Assessments:** All MLs must participate in: In accordance with 703 KAR 5:070 and the document entitled Inclusion of Special Population and in the State Required Assessment and Accountability Program, each school shall assess all ML students enrolled on the first day of the testing window in all parts of the state required assessment unless the students are in the first year of enrollment in a United States School.

### All MLs must participate in:

- The state approved English language proficiency assessment annually. Regardless of time enrolled in a U.S. school, all MLs enrolled in grades K-12 shall participate.
- All state-required assessments after one full year of enrollment. The first full year of enrollment is defined as 240 days or 12 months. These are cumulative.
- A mathematics test for participation only (if a student is enrolled in a grade in which a mathematics test is administered) for first year ML students with appropriate accommodations noted in the ML's Program Service Plan (PSP).
- A science test for participation only (if a student is enrolled in a grade in which a science test is administered) for first year ML students with appropriate accommodations noted in the ML's PSP.

**Exemptions:** MLs in their first year of enrollment in a U.S. school are not required to participate in the state-required reading, social studies or writing (language mechanics and on-demand) assessments. For these students, these assessments are optional and at the discretion of the school and district. This is a one-time exemption. If a student is unable to test due to health reasons, then the district will follow the medical exemption procedures as per Kentucky Department of Education guidelines.

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**Accommodations:** For ML students who have been identified, it may be necessary to permit instructionally consistent accommodations for the assessment administration. Any accommodation shall be based on an assessment of English language proficiency, consistent with the ongoing delivery of instructional services, and stated in the student's PSP. Accommodations shall not be solely for the state-required assessment and should occur throughout the school year for the current PSP.

## Language Instruction Educational Services (LIEP)

The district supports the service delivery models of each school and ensures through regular monitoring and evaluation that the service delivery models are aligned with research to support English Language Development (ELD) and attainment of the academic curriculum for ALL students. When at all possible, students will receive services in the regular classroom with PSP accommodations to ensure their success. When services warrant, the delivery models are outlined in each school's plan which includes sheltered, structured, and English Language Mainstream services to qualifying students.

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

ML students will have the same access to co-curricular, grade-level programs as the general education students. We will use multiple data points to determine placement of ML students in intervention programs, special education, Primary Talent Pool, Gifted and Talented, and Advanced Placement classes, as test scores are not indicative of the ML students' ability in all areas. Such indicators include benchmark testing, classroom performance, parent input, student interviews, and teacher recommendation. In addition, extracurricular activities provided by the district and the community are announced through means of school newsletters and announcements that are provided in English and the students' home language.

At the same time, Special Education services are available to any student, including ML students as the need arises. The Response to Intervention and district special education procedures are followed to determine the individual needs of students. If a disability is suspected, the school will refer an ML student for evaluation after appropriate intervention services are used. Special care will be taken to ensure that language attainment is not misinterpreted as a disability.

## Exiting from ML Services

In order to exit from the English Learner Program in the state of Kentucky, a student must be in first grade or higher and achieve a score of 4.5 or higher on their Overall Composite Score on a Tier B or a Tier C. Exit status can only be determined by the ACCESS test given during the state determined window. Once an ML Student has exited the program their status will be changed to monitored.

## Monitoring of Former ML Students

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The academic progress of former ML students who are now Fully English Proficient must be monitored for four years following their exit date from the program to ensure that student academic success continues after ML services cease. The monitoring of former ML students is completed by academic core teachers under the supervision of the school administrator. Monitoring forms are found in eduCLIMBER. Copies will be sent home with parent information twice a year and one placed in the student's cumulative folder.

Monitoring of former ML students must include at least three sources of evidence to determine successful growth of the student. Those may be, but are not limited to, grades from summative classroom assessments, benchmark/interim assessments, writing samples, and high stakes testing data. The Lau Plan committee should review monitoring data as a whole during their committee meetings. Students who are not demonstrating growth after exiting should be provided additional services and/or be considered to return to the ML program. During exited monitoring, students are given the opportunity to use accommodations in the classroom setting. No accommodations are given during testing.

## School and District Committees

The district and each school will maintain committees with a focus on identifying, serving, assessing, and eventually exiting an English language learner from a language support system. These committees meet at least twice a year to monitor the language and academic progress of ML students, including those who may have exited the program. The committee may also meet with the entire school staff to inform them of their observations and recommendations for meeting the ML needs. The committees recommend revisions to the Lau Plan as needed. The committees may minimally consist of an administrator, a guidance counselor, academic content teachers, and ML teacher(s). It is the responsibility of each school to annually consider the needs of the ML program and make an annual report to the district.

## Engaging Qualified Personnel

As with other instructional personnel, ML staff must be qualified with academic preparation in English-as-a-second-language, as stipulated in the 1991 Office of Civil Rights Memorandum. These qualifications will also meet the certification requirements of the Kentucky Department of Education. Typically, ML support services that do not supplant the standard curriculum may be provided by an education aide who is supervised by an ML teacher in collaboration with the student's regular classroom teacher(s).

## Engaging Families and Community

Engaging families is crucial for a successful ML program and student success. ML teachers are encouraged to contact parents with positive updates, awards students may receive, and concerns he/she may have about a student. In addition, throughout the school year, the school will develop programs to present to parents (e.g., assessment scores, how to support their child in academics, non-cognitive topics). Translation services will be provided for families at these events. Additionally the district and its schools will actively seek community partnerships that increase the success of ML families in language attainment and general success.

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## Professional Learning for Staff who Deliver Instruction or Support the LIEP for MLs

All teachers of English Learners are provided professional development to support ML students in a variety of settings. During the school year, ELD staff meets with teachers during faculty and PLC meetings to provide strategies, present data and information to guide their instruction, and address concerns/barriers to their MLs access to education. The school and district committees will annually assess professional learning needs of staff to ensure quality and rigorous instruction continues.

## ML Program Evaluation

The ML committee will evaluate the ML program utilizing data and the WIDA best practice framework for program evaluation. Using the most recent ACCESS scores at the end of each school year, each school, including ML staff members, will analyze the percentage of exiting ML students, the percentage of students making growth, the number of long-term ML students, and data trends for each school, including transition readiness data for students graduating from high school. The data from these meetings will inform both school and district needs assessments for continuous improvement.

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## DEFINITIONS AND ACRONYMS

**ACCESS for ELLs 2.0** - secure large-scale online English Language proficiency assessment administered to 1st through 12th grade students who have been identified as English language learners (ELLs) annually. (The ACCESS paper test is still administered to Kindergarten students.)

**English Language Development (ELD)** - English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as English as a Second Language (ESL), Teaching English to Speakers of Other Languages (TESOL), or English for Speakers of Other Languages (ESOL).

**English Language Mainstream (ELM)** - An instructional program in which all students, including MLs receive core reading or their regular English course instruction in English at all times with grade-level curriculum and materials by regular classroom teachers. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as proficient in English language. Students who score at reasonable fluency in English are placed in an ELM program and are monitored by ML teachers. The goal is to provide MLs with the least restrictive environment and to provide them with grade appropriate instruction along with peers when they are ready to more independently work on their own. This service cannot be the only service they receive. In Elementary, there may be collaborative push in services by ML teachers or a separate pull out program to support ELD. Students should also be monitored closely to determine if this is the most appropriate environment 6-12.

**HLS** - Home Language Survey

**LIEP** - Language Instruction Educational Program

**Multilingual Learners (ML):** Multilingual students are learning the language of instruction at the same time they are learning rigorous academic content. Students who speak a language other than English and are currently

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learning English as a second, third, or even fourth language. Throughout the field, other terms are in common use as well: English learner (ML), English language learner (ELL), and English as a Second Language (ESL).

## **PSP** - Program Service Plan

**Sheltered English Instruction** - MLs are taught academic content standards in English by a content licensed teacher and the English language used for instruction is adapted to the proficiency level of the students. While the instruction focuses on content, sheltered English instruction also promotes English language development. An instructional approach used to make academic instruction in English understandable to ML students. In the sheltered classroom, teachers use physical activities, visual aides, and the environment to teach vocabulary. To promote access to grade-level content standards, and to develop English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).

**Structured English Immersion Program** - Students are taught English Language Development (ELD) by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level Reading/Writing content standards. The goal of this program is designed to impart English language skills so that the MLs can transition and succeed in an English-only mainstream classroom once proficient.

## **W-APT** - WIDA-ACCESS Placement Test

**WIDA** - A non-profit cooperative group whose mission is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, and professional learning for educators.

**WIDA Screener Online (WIDA Screener)** - is an English language proficiency screener test given to incoming students in Grades 1-12 to determine whether they qualify for English language support services. WIDA is working with Data Recognition Corporation (DRC), the technology and test platform development partner, to deliver the assessment to all testing sites.