Boone County Schools
District Lau Plan

Revised June 2022

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English
LEARNERS

Contents

INTRODUCTION

English Learners (ELs) are a richly heterogeneous group bringing a wide variety of life situations and a wide range of educational experiences. The paths they take to acquire a new language and to adjust to their new cultural environment are varied and should reflect their needs and experiences. Within the safe and welcoming school environment, administrators and teachers are given rare opportunities to tap the rich resource of knowledge and perspectives that ELs bring to school, and which, in turn, enrich the learning of all students in the classroom. The role of the school and teachers is critical in supporting students' identity development as learners, and in helping students shape a vision of the future in which they will take their place in a global economy. The Boone County School system is committed to providing appropriate placement, along with curricular, instructional, and other related services to ensure that ELs are able to participate effectively in the schools' educational programs. To accomplish this, the Boone County Schools' LAU Plan, details the procedural requirements and services provided to ELs, including identification, assessment, placement, and exit from English Language Development (EL) services, and referral procedures to ensure appropriate identification of ELs requiring special education and gifted and talented services.

Responsibility for Lau Plan Implementation
> The Superintendent and designated staff will be responsible for:
- Overseeing the implementation of the district's Lau Plan.
- Developing appropriate services to assist ELs in acquiring English language skills and achieving the Learning Results content standards.
- Overseeing initial school registration, health screening, language assessment, and placement for all students with limited English language proficiency.
- Offering training and support for teachers and other educational support personnel.
- Providing professional development programs focused on educating linguistically and culturally diverse students.
- Coordinating the delivery of federal and state assessments to determine ELs' progress; Consulting with EL Department as needed.
- Monitoring program effectiveness with the Lau Advisory Committee; Overseeing compliance with recordkeeping requirements.
- Providing translation and interpretation services of school related activities; and
- Implementing parent outreach programs to involve multilingual parents/families in the district's education activities and programs.

IDENTIFICATION AND INITIAL PLACEMENT OF ELs

General Procedures for Registration and Screening
1. An English Learner (EL) is a student who primary or home language is other than English and who lacks the necessary academic English language skills to perform at grade level in one or more of the skill areas of listening, speaking, reading or writing. Schools are required to identify students who have limited English proficiency and develop appropriate services for them.
2. Parents/guardians registering their children first complete a **Home Language Survey** (See Appendix A).
3. This survey identifies students whose first language is not English. If the answer to any of the questions on the survey indicates a language other than English, the school contacts the EL itinerant assigned to that school to plan for a screening. Screening takes place if the student is not bilingual and meets criteria for screening (WIDA Screener for Grades K-12).
4. School staff, with the assistance of the EL Teacher, and/or an interpreter as needed or requested, complete the forms necessary for registration (See Appendix B).
5. Trained personnel use multi-criteria assessments to identify a student's eligibility for English Language Development (EL) services. Objective, standardized measures of English proficiency and achievement testing are used, as well as information from less formal assessments, as follows:
   - Home Language Survey
   - WIDA Screener
   - Parent and/or student interviews
   - Review of academic performance, student work and education records
6. Following registration and assessment, parents are notified of EL services eligibility within 30 days as required by ESSA using the **Notification of English Language Learner Program Placement or Continuation** form (See Appendix C). Decisions regarding EL services implementation are made by the school Program Service Plan (PSP) Committee.

7. If at any point the parents decline program recommendations, the parent must sign a **Notification of English Language Learner Program Placement or Continuation** form (See Appendix C). Notifications are translated into home languages through Ellevation Education and sent home with the English form. While services can be declined, an identified EL student must take the annual WIDA assessment, until an exit score of 4.5 is achieved.

8. A language minority student who has not been previously identified as eligible for EL services but who is experiencing difficulties in a classroom in any Boone County Schools, may be tested at any time to determine eligibility. Requests may be made by parents or school staff, and a determination will be made by the PSP committee.

Defining and Measuring English Language Proficiency

1. The English language proficiency and academic achievement of ELs is monitored using multi-criteria assessments. One of these assessments is the ACCESS for ELs®, an English language proficiency test administered annually in Kentucky to all ELs from kindergarten through grade 12. ACCESS for ELs® meets the federal requirements of assessing EL's proficiency levels and provides reliable, valid, and useful information on the proficiency levels and progress of ELs in acquiring academic English.

2. State law requires that the ACCESS for ELs® only be administered by an individual trained in its administration.

3. This test was developed based on the English Language Proficiency Standards as developed by WIDA (World-Class Instructional Design and Assessment) within five grade clusters. These are:
   ● Kindergarten
   ● Grades 1-2
   ● Grades 3-5
   ● Grades 6-8
   ● Grades 9-12

4. *ACCESS for ELs®* assesses the domains of Speaking, Listening, Reading, Writing, and Comprehension skills of English language learners in Math, Language Arts, Social Studies, Science, and Social and Instructional language. It identifies five levels of English language proficiency (See Appendix E):

   Level 1 - Entering Level
   Level 2 - Beginning Level
   Level 3 - Developing Level
   Level 4 – Expanding (4.5 EXIT LEVEL)
   Level 5 – Bridging
   Level 6 - Attained

5. In the State of Kentucky a student whose composite score [35% reading, 35% writing, 15% speaking, and 15% listening] is below Level 4.5, is classified as an English Language Learner (LEP is the federal term) and is eligible for EL services.

6. A student receiving a composite level of 4.5 on a Tier B or *C* test will be **exited** from EL Services and will be classified as RFEP (Re-Designated Fully English Proficient) and will no longer take *ACCESS for ELs®.* The district will monitor a student's academic progress for four years to ensure that he / she is continuing to be successful without EL services.

English Language Development Services K-12

Monitoring Student Progress and Responding to Student Needs
Learning a new language for school (academic language proficiency) involves taking many steps along the language acquisition continuum. The length of time to develop the level of proficiency in English that supports academic success will vary from student to student. Because the district is accountable for how long a student requires EL services, all teachers share the responsibility for supporting the English language proficiency of ELs and for communicating with parents about academic achievement.

The overall focus of EL services is for ELs to reach parity with native English-speaking peers. Because students spend a portion or all of their day in general education classrooms, EL teachers work together with general education teachers to develop and implement Structured English Immersion (SEI) instructional strategies that facilitate the development of English language proficiency.

1. Each school will develop a PSP COMMITTEE. Membership on the PSP COMMITTEE is fluid, and its composition depends on the activities that must be accomplished by the team. The PSP COMMITTEE will include the district EL Teacher and may include any of the following: classroom/content-area teacher, literacy specialist, parent, social worker, school counselor, and administrator or designee. A school-based student assistance team responsible for Multi Tier System of Supports (MTSS) may share some of the responsibility of the PSP COMMITTEE as long as **a certified teacher/administrator/district EL teacher** is a member of that team.

   The PSP COMMITTEE responsibilities include:
   a. making EL services decisions for newly registered EL students.
   b. Monitoring individual student academic language acquisition and academic achievement, and recommending interventions and EL services
   c. discussing student achievement patterns and the overall effectiveness of EL services
   d. tracking progress of students whose parents have declined EL services
   e. discussing transition of students from grade 5 to grade 6 and grade 8 to grade 9, before class schedules are constructed.

2. Once a student is identified as eligible for EL services, the PSP COMMITTEE makes EL services recommendations within 30 days in compliance with parent notification and involvement requirements.

3. For students currently enrolled in school, parents shall be notified of their child's EL services annually using the **Notification of English Language Program Placement or Continuation Letter** (See Appendix C) as required by ESSA. School PSP COMMITTEE teams are responsible for notifying parents of EL services and continued EL program eligibility.

4. Parents shall be invited to attend and participate in all PSP COMMITTEE meetings pertaining to their child. Parents have a right to decline any program changes. If a parent declines EL services, the school still must provide meaningful education. Parent notices and information will be provided in the major languages. In addition, an interpreter will be provided to assist parents in communicating with school staff and at PSP COMMITTEE meetings to discuss the student's

services and progress in attaining English proficiency. Any staff member who works with an EL, a parent, or the student, may request a PSP COMMITTEE meeting **at any time** to assess student progress by contacting the EL teacher assigned to the student.

5. Individual student instruction is modified or accommodated as necessary, and the supports to be provided change as language proficiency increases. The kinds of support required for one subject may be different from the kinds of support required for other subjects. Additionally, students may not require support in all subject areas at any given time. When making program decisions the PSP COMMITTEE uses current and historical qualitative and quantitative data including:
   ● ACCESS for ELs ™
   ● District approved Curriculum Based Measurements
   ● Assessments of general and emotional readiness, as measured by daily classroom performance, attendance, behavior, and mastery of basic learning strategies
   ● Standardized District Writing prompts
   ● Common Performance Indicators (WIDA English Language Proficiency Standards)
   ● Educational Background
   ● Classroom grades and academic performance Kentucky State Testing System Performance Data
   ● Progress Monitoring

6. All PSP COMMITTEE meetings about individual student services **must** be documented using Ellevation Education and documentation placed in the student's cumulative file.

7. A language minority student who is experiencing classroom difficulties may be tested for English language proficiency at any time during the school year, after approval is obtained by the family. Test results will be reviewed by the PSP COMMITTEE and recommendations will be made.

English Language Development (EL) Program

EL services provide ELs with access to the general education curriculum through a continuum of instructional options. Information gathered from parents, academic records, and assessments informs services placement in age-appropriate classrooms and determines the amount and type of language instruction and/or services. Program oversight is provided by a certified teacher designated as the district EL teacher. Program delivery is provided by a team of educators which may include an EL teacher, EL para, a general education teacher, a native language facilitator, or a volunteer, depending on individual student needs as determined by a PSP COMMITTEE team. (See Appendix E: EL Program Definitions and Goals)

Accommodations for Assessment in Accountability Testing Systems

The district adheres to the ESSA requirement that all students with limited English language proficiency participate in state mandated assessment system. The district also observes the use of Kentucky Department of Education approved accommodations for ELs taking these statewide mandated assessments and national assessments.

Record-Keeping and Parent Notification

The following documents will be placed in a student's cumulative file:
- Intake forms (See Appendix A and B)
- Parental notification of **Notification of English Language Learner Program Placement or Continuation form** (See Appendix C)
- Parental notification of **English Language Program Exit** (Appendix D)
- Annual ACCESS testing results (See Appendix F)
- **Program Service Plan (PSP)** (See Appendix G)
- Level of Academic Achievement (See Appendix K)

In accordance with Federal guidelines, parents are notified of ACCESS test results and eligibility for EL Services on an annual basis. Notifications are translated into major languages and sent to parents if requested. Parents can also choose to receive translated notification in major languages of educational programs and activities provided to other parents.

Periodic Program Evaluation

Using the English Learners (EL) District Self-Study Guide (See Appendix I), a review of district EL services are completed every three years by the Boone County School District in the context of current law (See Appendix M). Results are used to improve services so that the needs of ELs are met. The Director of Language Learners will oversee the district's EL Program Evaluation with input and guidance from the district's Lau Advisory Committee.

The Lau Advisory Committee includes:
- Director of Language Learners
- EL coordinator
- District Assessment Director
- Gifted and Talented Coordinator
- Director of Special Education
- Assistant Superintendent of Elementary Schools
- Assistant Superintendent of Middle/High Schools
- EL teachers

The Committee will meet in May or June, before the end of the school term, of each year. Reports on the program are made to the Superintendent by the Director of Language Learners.

SPECIAL NEEDS PLACEMENT

Like any other student, ELs may be gifted, have a learning disability or a behavioral disorder, or have multiple exceptionalities. Determining special needs services is a complex process.

From 704 KAR 3:285, "*Programs for the gifted and talented. Identification (3) A local school district shall provide a system for diagnostic screening and identification of strengths, gifted behaviors and talents which provides equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities.*"
A balanced approach to universal screening, to include formal, norm-referenced assessments, as well as informal measures, such as rating scales (HOPE Rating Scale, CLED Scale, Jot Downs, etc.) will be utitilized to screen for strengths and gifted behaviors; providing opportunity and access for students from historically underrepresented populations. Additionally, nonverbal reasoning, quantitative reasoning, and verbal reasoning ability can be considered independently and provide a more reliable evaluation of cognitive ability for linguistically diverse populations.

The screening and diagnosing of at-risk EL students are part of Boone County School System's MTSS Process. The EL Program includes a number of pre-referral steps to determine whether there exist temporary learning and behavior characteristics shared by students with disabilities and EL students, or whether referral to special education is warranted.

Limited English proficiency is not a disability and is not covered by IDEA or Kentucky special education regulations. **ELs should not be placed in any special education program unless exceptionality is well-documented (including assessment of a student's native language skills).** To assist in determining the appropriateness of a referral to special education or gifted and talented programs, the district's established pre-referral process for interventions will be followed, independent of the EL identification. The process documents approaches utilized to provide positive supports for a student's learning.

Appendix A
Home Language Survey

Home Language Survey

Dear Parent/Guardian:

The purpose of the home language survey (HLS) is to determine the primary or home language of the student. This information is essential in order for schools to provide meaningful instruction for all students. The HLS is part of the statewide identification process required under Section 3113(b)(2) of the Every Student Succeeds Act (ESSA) and 703 KAR 5:070 and the related Inclusion of Special Populations Guidance.

The HLS must be given to all students in grades K-12 upon their initial enrollment in the district as a first screening process to identify potential English learner students. The HLS is administered one time, upon initial enrollment in grades K-12 and remains in the student's cumulative file.

Please note that the answers to the survey below are student-specific. If a language other than English is recorded for ANY of the required survey questions below, the district is legally obligated to do further assessment of your child to determine if they are eligible for language support.

Answers will not be used for determining legal status or for immigration purposes. If your child is identified for English language services, you may decline some or all of the services offered to your child.

If you have any questions on how to complete the HLS, please contact your child's school.

Student Information (required):

Name: _____   Grade: _____

Student Language Background (required):

1. What is the language most frequently spoken at home? _____

2. Which language did your child learn when they 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? _____

Language for School Communication (not required):

5. In which language would you prefer to receive all school information: _____

Parent/Guardian Signature: _____   Date: _____

By signing here, you certify that responses to the four required questions above are specific to your student. You understand that if a language other than English has been identified, your student will be tested to determine if they qualify for language support services, to help them become fluent in English. Students qualifying for language support services are entitled to services as an English learner and will be tested annually to determine their English language proficiency as required by ESSA 1111(b)(2)(G).

For School Use Only

School personnel who administered and explained the HLS and potential placement of a student into an English language development program if a language other than English was indicated:

Name: _____   Date: _____

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Appendix B
School Registration

2021-2022 Boone County Schools
Student Enrollment/Emergency Information

	Office Use Only
School:	
Start Date:	
Teacher:	

Legal Name of Student (Please Print) _____ _____ Suffix _____
(Last)   (First)   (Middle)   (Jr., III, etc)

Grade: _____   Date of Birth: _____   ☐Male ☐Female   Nickname _____
Has your child repeated a grade? ☐Yes ☐No If yes, which grade?

Birthplace: (Country) _____ (County) _____ (State) _____ SS# (optional): _____

Student Address: (Street) _____ (Apt #) _____ (City) _____ (State) _____ (Zip) _____

(Check only if applicable*) ☐ Shelter ☐ Motel ☐ House or apartment shared with friends or family members ☐ Friends/Family member
*If applicable, please complete a Residency Questionnaire (704 KAR 7:090)   (other than parent/guardian)

Student Mailing Address: (If different) _____ (City) _____ (State) _____ (Zip) _____
(Street or PO Box and Apt #)

Ethnicity: Is your child Hispanic/Latino: ☐Yes ☐No
Student Race: (Check all that apply) ☐White ☐Black or African American ☐Asian ☐Native Hawaiian or other Pacific Islander
☐ American Indian or Alaskan Native

First Date of Enrollment in US schools: _____ ☐Migrant ☐Immigrant ☐Refugee: (Country) _____

Last School Attended: _____   Kentucky School: ☐Yes ☐No
Last Date Attended: _____   School Telephone #: (___)_____
School Address: (City) _____ (County) _____ (State) _____
Prior Boone County Schools attended and years: _____

Parents/Guardians Living in Same Household as Student

Legal Name: _____ _____ ___ Suffix:____	Legal Name: _____ _____ ___ Suffix:____
(Last) (First) (M. I.)	(Last) (First) (M. I.)
Relationship to Student: _____	Relationship to Student: _____
Phone: Home (__)_____ Work: (__)_____	Phone: Home (__)_____ Work: (__)_____
Cell Phone: (__)_____ Birth Date: _____	Cell Phone: (__)_____ Birth Date: _____
E-Mail : _____	E-Mail : _____

Siblings Living in Same Household as Student

Legal Name: _____ Suffix: _____	Legal Name: _____ Suffix: _____
Birth Date _____ Sex: _____ Grade: _____	Birth Date _____ Sex: _____ Grade: _____
Name of Boone County School: _____	Name of Boone County School: _____
Legal Name: _____ Suffix: _____	Legal Name: _____ Suffix: _____
Birth Date _____ Sex: _____ Grade: _____	Birth Date _____ Sex: _____ Grade: _____
Name of Boone County School: _____	Name of Boone County School: _____

Parents/Guardians Living at an Address Different from Student

Does this parent/guardian have joint custody? _____	Does this parent/guardian have joint custody? _____
Should this parent/guardian receive school information? ___	Should this parent/guardian receive school information? ___
Is this person legally restricted access to this student? _____	Is this person legally restricted access to this student? _____
(A copy of the court order MUST be provided to the school.)	(A copy of the court order MUST be provided to the school.)
Legal Name: _____ Suffix: _____	Legal Name: _____ Suffix: _____
Relationship to Student: _____	Relationship to Student: _____
Address: _____	Address: _____
City: _____ State: _____ Zip: _____	City: _____ State: _____ Zip: _____
Phone: Home (__)_____ Work: (__)_____	Phone: Home (__)_____ Work: (__)_____
Cell Phone: (__)_____ E-Mail: _____	Cell Phone: (__)_____ E-Mail: _____

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School Registration - CONTD.

Special Services

Does this student have special needs, or receive special education services? ☐Yes ☐No
Does this student have a 504 plan? ☐Yes ☐No   Does this student receive Title I services? ☐Yes ☐No
Does this student receive services for speech? ☐Yes ☐No
Has this student been formally identified as Gifted/Talented? ☐Yes ☐No

Transportation

Primary Transportation to School (check all that applies): ☐ Car Rider ☐Walker ☐School Bus   Bus #: _____ (assigned by school district staff)

Transportation by BCS: ☐A.M. ☐P.M. ☐Both A.M & P.M. ☐More Than 1 Mile ☐Less Than 1 Mile ☐None Daycare: _____

Medical Information

List and identify health conditions (such as severe allergies, chronic medical conditions, and/or allergies to medications): _____
_____

*Per state regulation, any student with a health condition (such as asthma, allergies, diabetes, seizures, etc.) must have a health care plan
 on file. For more information, please contact the school Nurse or Health Clerk.

Regular Medication: _____ Dosage: _____
An "Authorization to Give Medication" form must be on file for any medication to be given to a student during the school day.

Physician Name: _____ Telephone: _____

I give school officials permission to contact the named Health Care Provider: _____
(Parent/Guardian Signature)

Emergency Information

If needed, what hospital should this student be taken to? _____

IN AN EMERGENCY, if parent/guardian cannot be contacted, please call and/or release my child to one of the following:

Name: _____ Relationship to student _____ Telephone No: (___)_____

Name: _____ Relationship to student _____ Telephone No: (___)_____

If there is anyone NOT ALLOWED access to this student, list their name and relationship: (Legal documentation MUST be
provided to the school.)

Name: _____ Relationship to student _____

The school is not responsible for students authorized by parent to leave school during school hours or for students in
elementary and middle school authorized by parent to privately return to their homes after school.

If there are changes made during the year, please contact the school office IMMEDIATELY.

Parent/Guardian Signature _____ Date: _____

Office Use Only	
New Enrollment	_____
Revised Enrollment	_____
Office Personnel	_____
Date	_____

Revised 02/2020

Appendix C- pg. 1

Notification of English Language Program Placement or Continuation

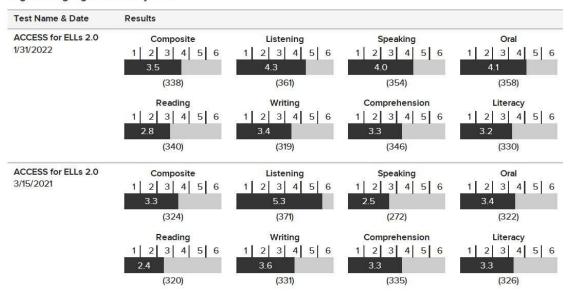Boone County Schools
Parent Notice of Continuing Services
6/3/2022

Student:
Student ID#:

Parent Notice of Continuing Services

Student Information

Student		Grade Level		School	
EL Status:	LEP	Student ID#			

Our school district provides a program of language instruction for ELs to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs 2.0, a state-approved assessment for measuring English language proficiency, your child continues to be eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

English Language Proficiency Tests

Test Name & Date	Results
ACCESS for ELLs 2.0 1/31/2022	Composite: 3.5 (338); Listening: 4.3 (361); Speaking: 4.0 (354); Oral: 4.1 (358); Reading: 2.8 (340); Writing: 3.4 (319); Comprehension: 3.3 (346); Literacy: 3.2 (330)
ACCESS for ELLs 2.0 3/15/2021	Composite: 3.3 (324); Listening: 5.3 (371); Speaking: 2.5 (272); Oral: 3.4 (322); Reading: 2.4 (320); Writing: 3.6 (331); Comprehension: 3.3 (335); Literacy: 3.3 (326)

Proficiency Level Descriptors

The ACCESS for ELLs 2.0 test results are ranked into the following categories

1	2	3	4	5	6
Entering Knows and uses minimal social language and minimal academic language with visual support	**Emerging** Knows and uses some social English and general academic language with visual support	**Developing** Knows and uses social English and some specific academic language with visual support	**Expanding** Knows and uses social English and some technical academic language	**Bridging** Knows and uses social and academic language working with grade level material	**Reaching** Knows and uses social and academic language at the highest level measured by this test

Appendix C- pg. 2
Notification of English Language Program Placement or Continuation

Additional factors used to determine your child's program eligibility

- Committee determination

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

EL Services

Academic Period	EL Services	Provider	Schedule
2021/2022 - Year	ELD: English Literacy Development		

While the rate of English language development (ELD) varies between students, many exit the ELD program in 5-7 years.

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
Overall	Score of 4.5 Tier B or C on the ACCESS.

Students who exit the program are monitored for academic success for 4 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

Your efforts will help us meet the 2022-2023 expected rate for graduation of 95.6%.

	Yes, I approve of this placement for my child.
	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency.

Parent/Guardian Signature: _____   Date: _____   Phone Number: _____

Appendix D
Parent Notification of English Language Program Exit p.1

Boone County Schools
Notification of English Language Program Exit

Student:
Student ID#:

Notification of English Language Program Exit

Student Information

Student		Grade Level		School	
EL Status:	EL Exited	Student ID#			

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs 2.0, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.
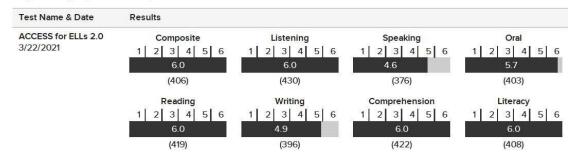
English Language Proficiency Tests

Test Name & Date	Results
ACCESS for ELLs 2.0 3/22/2021	

Composite: 6.0 (406)
Listening: 6.0 (430)
Speaking: 4.6 (376)
Oral: 5.7 (403)
Reading: 6.0 (419)
Writing: 4.9 (396)
Comprehension: 6.0 (422)
Literacy: 6.0 (408)

Proficiency Level Descriptors

The ACCESS for ELLs 2.0 test results are ranked into the following categories

1	2	3	4	5	6
Entering	Emerging	Developing	Expanding	Bridging	Reaching
Knows and uses minimal social language and minimal academic language with visual support	Knows and uses some social English and general academic language with visual support	Knows and uses social English and some specific academic language with visual support	Knows and uses social English and some technical academic language	Knows and uses social and academic language working with grade level material	Knows and uses social and academic language at the highest level measured by this test

Standardized Test Results

Test Name & Date	Grade Level	Results
STAR Reading 4/29/2022	5	Grade Equivalency: 7.2 Lexile: 1115 Percentile Rank: 77 Scale Score: 861 Unified Score: 1099
STAR Math 4/28/2022	5	Grade Equivalency: 5.4 Percentile Rank: 45 Scale Score: 691 Unified Score: 1032

Appendix D

Parent Notification of English Language Program Exit p.2

STAR Math 12/9/2021	5	Grade Equivalency: 5.4 Percentile Rank: 57 Scale Score: 690 Unified Score: 1031
STAR Reading 12/6/2021	5	Grade Equivalency: 5.4 Lexile: 860 Percentile Rank: 54 Scale Score: 622 Unified Score: 1050
STAR Math 9/2/2021	5	Grade Equivalency: 4.1 Percentile Rank: 27 Scale Score: 602 Unified Score: 977
STAR Reading 8/31/2021	5	Grade Equivalency: 6.1 Lexile: 960 Percentile Rank: 72 Scale Score: 699 Unified Score: 1070
STAR Reading 5/19/2021	4	Grade Equivalency: 4.9 Lexile: 755 Percentile Rank: 56 Scale Score: 557 Unified Score: 1030
STAR Math 5/14/2021	4	Grade Equivalency: 5.6 Percentile Rank: 72 Scale Score: 701 Unified Score: 1038
STAR Reading 3/9/2021	4	Grade Equivalency: 6.3 Lexile: 1005 Percentile Rank: 85 Scale Score: 741 Unified Score: 1078
STAR Math 3/1/2021	4	Grade Equivalency: 4.7 Percentile Rank: 53 Scale Score: 643 Unified Score: 1002

Additional factors used to determine your child's program exit

- Committee determination

Students who exit the program are monitored for academic success for 4 years.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

Your efforts will help us meet the 2022-2023 expected rate for graduation of 95.6%.

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

Appendix E
  WIDA Performance Definitions

6-   Reaching
  • A variety of sentence lengths of varying linguistic complexity in extended oral peers

5-   Bridging
  •   Specialized or technical language of the content areas
  •   A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
  • oral or written language approaching comparability to that of English-

4-   Expanding
  •   A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
  •   oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

3-   Developing
  •   expanded sentences in oral interaction or written paragraphs
  •   oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

2-   Beginning
  •   General language related to the content areas
  • Phrases or short sentences
  •   oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

1-   Entering
  •   Pictorial or graphic representation of the language of the content areas
  •   words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
  •   oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Appendix F

Annual Access for EL Individual Student Report

WIDA | **ACCESS for ELLs**
English Language Proficiency Test

Birth Date [redacted] | Grade: 03
Tier: C
District ID: KY035 | State ID [redacted]
School [redacted]
District: Boone County
State: KY

Individual Student Report 2020

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
Listening	5.8	369
Speaking	3.2	296
Reading	6.0	370
Writing	4.1	355
Oral Language 50% Listening + 50% Speaking	4.0	333
Literacy 50% Reading + 50% Writing	4.6	363
Comprehension 70% Reading + 30% Listening	5.9	370
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	4.4	354

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	5	understand oral language in English and participate in all academic classes, for example: • Expand on others' ideas • Distinguish events, people or situations from oral descriptions • Recall key information and details about processes or concepts discussed orally • Identify examples and reasons that support an opinion or viewpoint
Speaking	3	communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example: • Relate stories or events • Share ideas and provide details • Describe processes or procedures • Give opinions with reasons
Reading	6	understand written language in English from all academic classes, for example: • Evaluate written information from various sources of information • Conduct research and synthesizing information from multiple sources • Distinguish various processes based on details in written texts • Recognize different ideas and claims and evidence about a variety of issues
Writing	4	communicate in writing in English using language related to specific topics in school, for example: • Produce papers describing specific ideas or concepts • Narrate stories with details of people, events and situations • Create explanatory text that includes details or examples • Provide opinions supported by reasons with details

SLM-ISR

9-145050-0000001-33930

Appendix G
Program of Service Plan pg.1

Boone County Schools   Student ID:
6/3/2022

Program Service Plan

Student Information

Student	▉	Grade Level	▉	School	▉
ELP Designation	EL	EL Status	LEP	Home Language	▉
Enrolled in US		Years in US Schools		Birth Country	United States
Date of Birth	▉				

English Language Proficiency Tests

Each EL student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on their raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit criteria, they will no longer be considered an EL student and will not receive EL services.

Test Name and Date	Results
ACCESS for ELLs 2.0 2/8/2022	

Composite	Listening	Speaking	Oral
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
3.4	5.8	4.0	4.6
(350)	(416)	(372)	(394)

Reading	Writing	Comprehension	Literacy
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
2.0	3.4	3.1	2.9
(332)	(330)	(357)	(331)

Descriptors

At this EL student's level of English proficiency, you can expect that they will be able to:

Domain	Current Descriptors	Successive Descriptors
Listening	**5.8: Bridging** Students at this level: • Use oral information to accomplish grade-level tasks • Evaluate intent of speech and act accordingly • Make inferences from grade-level text read aloud • Discriminate among multiple genres read orally	**6: Reaching** Students at this level: • Student has achieved English proficiency in this domain.
Speaking	**4.0: Expanding** Students at this level: • Paraphrase and summarize ideas presented orally • Defend a point of view • Explain outcomes • Explain and compare content-based concepts • Connect ideas with supporting details/evidence	**5: Bridging** Students at this level: • Defend a point of view and give reasons • Use and explain metaphors and similes • Communicate with fluency in social and academic contexts • Negotiate meaning in group discussions • Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)

	• Substantiate opinions with reasons and evidence	
	2.0: Emerging Students at this level:	**3: Developing** Students at this level:
Reading	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/ phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries
	3.4: Developing Students at this level:	**4: Expanding** Students at this level:
Writing	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/conclusion • Paraphrase or summarize text • Take notes (e.g., for research)

EL Services

Academic Period	Service	Provider	Schedule
2021/2022 - Year	CBE: Content-Based ESL	Wainscott	

Instructional Accommodations

The following Instructional Accommodations are to be used throughout the year in the regular classroom for this student.

- **Extended Time (Time and a half)
- Read Text in English
- (SIOP) Provide content objectives
- (SIOP) Provide language objectives
- (SIOP)Provide Visuals/Organizers (show pictures, gesture, realia, graphic organizers, etc.)
- (SIOP) Link instruction to prior learning
- (SIOP) Build background knowledge
- (SIOP) Interaction opportunities
- (SIOP) Engage in academic conversations
- Model language/task completion
- Small group/single test form admin.
- Prompting / Cueing

Testing Accommodations

The next section shows the testing situation for this particular student. Based on each EL student's ELP scores, the State has created a cut score chart which gives LEAs guidance into what Testing Accommodations they can make for the student's testing. The Testing Accommodations listed below will be used by the student during standardized testing. All Testing Accommodations must be implemented in the classroom.

Appendix G
Program of Service Plan pg.3

Test Period	Test Name	Testing Accommodations
2021/2022 - Year	State/District Assessments	• Extended Time (Time and a half) • Reader **Comments/Justifications**: Reader is needed due to low ACCESS reading score - 2.3

E.L. Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Appendix H

Boone County Schools District Guidelines for Education of ELs

Boone County Schools shall provide ESOL supports to ELs and will utilize a program model that is aligned with BCS approved educational approaches. These minimum levels of service, which are outlined in the following Service Delivery Framework must take the following factors into consideration:

- School and district demographics
- Academic backgrounds of students
- Best practices grounded in second language acquisition research

Services designed to meet the linguistic needs of ELs are guided by educational approaches that are recognized as sound or legitimate educational strategies for the education of EL by experts using the following guidelines:

- All English language educational programs will operate in conformance with applicable state and federal laws.
- Appropriately trained EL Specialists/EL Teachers and/or EL paraprofessionals (under the supervision of certified teachers) will be assigned to schools with ELs.
- English language learner programs or services are designed to ensure that all students have access to Kentucky Academic Standards at the students' assigned grade level and WIDA's English Language Proficiency Standards.
- English language learner programs or services should have appropriate class sizes to help ensure a positive effect on achievement (please refer to *"EL Scheduling Considerations"* and "Best Practices in Scheduling for English Learner Education" for recommendations).
- English learner progress is monitored and services are adjusted as needed to best serve students, scaffold support, promote independence, and meet the needs of each individual student.

The WIDA Screener/WAPT assessments and ACCESS assessment provide students with proficiency levels 1.0-6.0 in each domain, with 4.5 composite being fully English proficient. A student with a 4.5 is considered fully English proficient and will not qualify for EL services, and are identified as Initially Fluent English Proficient (IFEP) or Reclassified Fluent English Proficient (RFEP). More detailed descriptors can be found on the WIDA Expressive Performance Indicators and WIDA Receptive Performance Indicators. In addition, services are created within the understanding of WIDA's Guiding Principles of Language Development.

Types and frequency of services are provided to students based on multiple data points including English proficiency level, literacy needs, and EL teacher recommendation. Below are guidelines and are subject to change using these data points and after consulting with EL teacher, school administration, and/or district leaders. ELs receive English instruction in addition to, not in place of, core instruction.

Service Delivery Model: POE Pull-Out ESL Resource	*EL Teacher removes EL student(s) from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the classroom teacher. Intervention is provided directly in small groups and focuses on increasing students' English proficiency in listening, speaking, reading and writing. WIDA standards are the basis for instruction.*			
	Elementary: Kindergarten	**Elementary: 1-5**	**Middle**	**High**
English Level Proficiency Level	WAPT Score: Low-Medium	Students with ACCESS/Screener scores with a combination of level 1 and 2 in each domain.		
Primary Instructional Focus	EL Teacher's primary focus is on the 5 WIDA Language Standards (see graphic.) ● BICS- Acquisition of daily vocabulary ● CALP- Content specific vocabulary and literacy skills Academic and Transitional Needs of Newcomer Students			
Service Provider	EL Teacher			
Instructional Format	Pull-Out	Pull-Out	Pull-Out; a scheduled EL course focused on increasing English proficiency in the 4 domains	Pull-Out; a scheduled EL course focused on increasing English proficiency in the 4 domains
Group Size	6 or less is recommended with students no more than one grade-level above.*	6 or less is recommended with students no more than one grade-level below or above.*	20 or less	24 or less
Frequency	1-5x a week			
Duration	30-150 minutes per week			
Progress Monitoring Measures	Universal Screeners (STAR, Aimsweb, running records, Fast Bridge if applicable, KPREP), ACCESS, Imagine Learning- Galileo, and/or EL Progress Monitoring			
Schools	All Schools			
Potential Exit Criteria	Attainment of scores in the 3's and above.			

Service Delivery Model: SEI: Sheltered English Instruction	*Trained SIOP classroom teachers and/or EL teachers use SIOP strategies including physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. This method uses techniques such as direct teaching of vocabulary and explicit modeling that makes content more accessible to all learners. Classroom teacher and/or EL teacher must be trained in SIOP.*				
	Elementary: Kindergarten		**Elementary: 1-5**	**Middle**	**High**
English Level Proficiency Level	EL Students of all Proficiency Levels				
Primary Instructional Focus	Teacher focusses on classroom content while integrating the 5 WIDA Language Standards (see graphic) and implementing SIOP Strategies ● BICS- Acquisition of daily vocabulary ● CALP- Content specific vocabulary and literacy skills				
Service Provider	Classroom Teacher and/or EL Teacher who have been trained in the 8 components of SIOP				
Instructional Format	Co-teaching, Push-In, Trained EL teacher collaborating and consulting with classroom teacher to implement SIOP within the classroom				
Group Size	Not applicable. Students are in the general education classroom.				
Frequency	Throughout daily lessons				
Duration	Throughout daily lessons				
Possible Progress Monitoring Measures	Universal Screeners (STAR, Aimsweb, running records, Fast Bridge if applicable, KPREP), ACCESS, Imagine Learning- Galileo, and/or EL Progress Monitoring				
Schools	All Schools				
Potential Exit Criteria	Sheltered English Instruction benefits EL students at any level.				

Service Delivery Model: SEN Structured English Immersion	*The goal of this program is the acquisition of English language skills so the student who is an English learner student 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. Source: [EL Identification letter provided by KDE](#)*	
	Middle	**High**
English Level Proficiency Level	Students with any combination of Speaking and Listening levels 1 and 2	
Primary Instructional Focus	EL Teacher's primary focus is on the 5 WIDA Language Standards AND priority standards from a specific subject area.	
Service Provider	EL Teacher	
Instructional Format	EL Teacher teaches the course to EL students	
Group Size	Up to 20	Up to 24
Frequency	Daily	Daily
Duration	1 period/block per day	1 period/block per day
Possible Progress Monitoring Measures	Universal Screeners (STAR, Aimsweb, running records, Fast Bridge if applicable, KPREP), ACCESS, Imagine Learning- Galileo, and/or EL Progress Monitoring	
Schools	All Middle Schools are able to schedule these courses if necessary, taking into consideration EL staffing and number of EL students.	All High Schools are able to schedule these courses if necessary, taking into consideration EL staffing and number of EL students.
Potential Exit Criteria	Attainment of scores in the 3's and above	As determined by high school credits/graduation requirements

Service Delivery Model: CBE Content Based ESL	Teachers in the mainstream classroom make use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction. This method helps students acquire technical vocabulary and grammar used in academic language and builds background knowledge, which makes mainstream classes more comprehensible. Source: *EL Identification letter provided by KDE*			
	Elementary: Kindergarten	**Elementary: 1-5**	**Middle**	**High**
English Level Proficiency Level	All EL students	Students with proficiency levels 3 and above	Students with proficiency levels 3 and above	Students with proficiency levels 3 and above
Primary Instructional Focus	Classroom teachers focusing on grade level content and standards			
Service Provider	Classroom teachers provide all instruction; consulting with EL Teacher for materials and strategies as needed			
Instructional Format	Push-In, Collaboration; Co-teaching; EL Consultation			
Group Size	Students stay in their regular classroom			
Frequency	Students stay in their regular classroom			
Duration	Students stay in their regular classroom			
Possible Progress Monitoring Measures	Universal Screeners (STAR, Aimsweb, running records, Fast Bridge if applicable, KPREP), ACCESS, Imagine Learning- Galileo, and/or EL Progress Monitoring			
Schools	All Schools			
Potential Exit Criteria	4.5 when designated RFEP			

Service Delivery Model: CAT Content Area Tutoring	*Para professionals, under the direction of classroom and EL teachers, provide one-on-one or small group tutoring/assistance to ELs during school hours in the content areas. Para professionals may assist students with content area assignments. Source: [EL Identification letter provided by KDE](#)*			
	Elementary: Kindergarten	**Elementary: 1-5**	**Middle**	**High**
English Level Proficiency Level	Students of all Proficiency Levels	Students of all Proficiency Levels	Students of all Proficiency Levels	Students of all Proficiency Levels
Primary Instructional Focus	Para professionals support classroom teachers in the content areas			
Service Provider	EL Paraprofessionals under the guidance of EL Teachers and classroom teachers.			
Instructional Format	One-on-one or small group tutoring or assistance within the classroom	One-on-one or small group tutoring or assistance within the classroom	One-on-one or small group tutoring or assistance within the classroom	One-on-one or small group tutoring or assistance within the classroom
Group Size	As determined by classroom or EL teacher			
Frequency	1-5 times per week			
Duration	1-5 times per week			
Possible Progress Monitoring Measures	Universal Screeners (STAR, Aimsweb, running records, Fast Bridge if applicable, KPREP), ACCESS, Imagine Learning- Galileo, and/or EL Progress Monitoring			
Schools	All Schools with EL Paraprofessional support			
Potential Exit Criteria	4.5 when designated RFEP			

Service Delivery Model: Parent Refuses Service	Parent/Guardian has made a voluntary and informed decision to refuse EL services. The EL student will not be pulled out of class for EL services, but is still required to take the annual ACCESS assessment. Student will still receive CBE or SEI within the classroom as indicated on PSP and monitor student progress per *"Dear Colleague Letter"*			
	Elementary: Kindergarten	**Elementary: 1-5**	**Middle**	**High**
English Level Proficiency Level	Parents/Guardians of all EL students have the right to decline students.			
Primary Instructional Focus	On PSP, please indicate "Parent Denied Service" in addition to CBE or SEI. Primary instructional focus will be within the classroom through Content Based English or Sheltered English Instruction.			
Service Provider	Classroom teacher in consultation with EL teacher			
Instructional Format	Consultative	Consultative	Consultative	Consultative
Possible Progress Monitoring Measures	Universal Screeners (STAR, Aimsweb, running records, Fast Bridge if applicable, KPREP), ACCESS, Imagine Learning- Galileo, and/or EL Progress Monitoring			
Schools	All Schools			
Potential Exit Criteria	Services will be reoffered each year until students attain 4.5 on the ACCESS assessment and RFEP.			

RFEP / Monitoring Status	Students who attain 4.5 composite on the 1st grade or above ACCESS test are redesignated as RFEP and are monitored for 4 years. Additional information regarding RFEP/Monitoring students can be found in the _OELA English Learning Toolkit._			
	Elementary K-1	**Elementary: 2-5**	**Middle**	**High**
English Level Proficiency Level	_Students in Kindergarten and 1st grade are unable to reach RFEP Status_	Students who received 4.5 composite on the ACCESS test and are within the 4 year monitoring window following.		
Primary Instructional Focus		General Education Courses		
Service Provider		Content teachers in consultation with EL teachers. It is the responsibility of the EL teacher to maintain EL monitoring records during the 4 year period.		
Format		Content teachers respond to monitoring form via Ellevation at the end of each grading period. The EL Director will email the form during these months. EL teachers will review responses and connect with classroom teachers, instructional coaches, and administration where appropriate.		
Progress Monitoring Measures		Universal Screeners (STAR, Aimsweb, running records, Fast Bridge if applicable, KPREP), ACCESS, Imagine Learning- Galileo, and/or EL Progress Monitoring		
Schools		All Schools		
Potential Exit Criteria		Attainment of 4.5 composite on ACCESS and successful completion of 4 academic years after exiting EL status.		

Instructional Resources by Service Delivery Model
(only service delivery models offered in Boone County School District are listed)

Service Delivery Model	Instructional Resources	Buildings
CBE Content Based ESL	● Core grade level/content area materials	● All schools
SEN Structured English Immersion	Middle: ● Curriculum used in the general education content classroom ● NG *Inside Phonics* ● *Imagine Learning* ● NG *Impact Foundations* ● NG *Impact 1* High: ● Curriculum used in the general education content classroom ● NG *Inside Phonics* ● NG *Life 1* ● NG *Life 2*	● All Middle and High schools
POE Pull-out ESL Resource	Elementary: ● NG *Our World Starter* ● NG *Our World 1* ● NG *Our World 2* ● NG *Our World Phonics* ● NG *In the USA* ● *Imagine Learning* ● Core grade level/content area materials Middle: ● NG *Time Zones* ● NG *Heinle Picture Dictionary* ● NG *Impact Foundations* ● NG *Impact 1* ● NG *InsidePhonics* ● Core grade level/content area materials High: ● NG *Time Zones* ● NG *Heinle Picture Dictionary* ● NG *Life 1* ● NG *Life 2* ● Core grade level/content area materials	● All schools
SEI Sheltered English Instruction	● Core grade level/content area materials ● SIOP Materials and strategies provided by the SIOP team and EL teachers	● All schools
CAT Content Area Tutoring	● Core grade level/content area materials	● All schools with EL paraprofessional support

Infinite Campus/Ellevation Program Service Type Definitions

- **CAT: Content Area Tutoring**
  - Programs that provide one-on-one or small group tutoring/assistance to ELLs during school hours in the content areas, including English language arts, mathematics, science and social studies. Tutoring is generally provided by teachers other than bilingual or ESL teachers and may be provided by an aide under the direction of a teacher. https://education.ky.gov/federal/progs/eng/Documents/District%20Guide%20for%20EL%20Program.pdf
- **CBE: Content-Based ESL**
  - Use of instructional materials, learning tasks and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction. This method helps students acquire technical vocabulary and grammar used in academic language and builds background knowledge, which makes mainstream classes more comprehensible. When students are aware that what they are learning in their ESL class is relevant to their academic success, this can be highly motivating, especially for older students. *Source: EL Identification letter provided by KDE*
- **DBE: Developmental Bilingual Education**
  - Also known as Two-way Immersion or Dual Language Program, the goal of these bilingual programs is for students to develop language proficiency in two language by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language. https://education.ky.gov/federal/progs/eng/Documents/District%20Guide%20for%20EL%20Program.pdf
  - ***This service model is currently not offered in Boone County Schools.***
- **DLG: Dual Language**
  - Also known as two-way or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language. https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html
  - ***This service model is currently not offered in Boone County Schools.***
- **EBE: Early Exit Bilingual Education**
  - This program, also known as transitional bilingual education program, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELL student's transition to an all English instructional program while receiving academic subject instruction in the native language to the extent necessary. https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html
  - ***This service model is currently not offered in Boone County Schools.***

- **HLA: Heritage Language**
    - A dual language program in which students are primarily English speakers with some proficiency in or a cultural connection to the partner language through family, community, or country of origin https://education.ky.gov/federal/progs/eng/Documents/District%20Guide%20for%20EL%20Program.pdf
    - ***This service model is currently not offered in Boone County Schools.***
- **NEW: Newcomer Program**
    - Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction). https://education.ky.gov/federal/progs/eng/Documents/District%20Guide%20for%20EL%20Program.pdf
    - ***This service model is currently not offered in Boone County Schools.***
- **POE: Pull-Out ESL Resource**
    - Programs which remove ELs 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. https://education.ky.gov/federal/progs/eng/Documents/District%20Guide%20for%20EL%20Program.pdf
- **Parent Refused Services**
    - In IC, the indicator will be selected in the "Active EL Record" box. In Ellevation, ensure parent refusal is indicated in "key dates" on demographics tab (this should transfer if it was indicated in IC.) In addition, please indicate "Parent Refused Service" as a service for PSP *in addition to* "CBE" or "SEI."
    - The decision to opt out must be voluntary and informed, and not the product of district practices or influence, the result of inadequate or inaccurate information, or inadequate district resources. In opt-out cases, the district must inform the parent of the services the child would receive in the district's English learner education programs, as well as the type of support that the district will provide to the student if the parent decides to "opt out". Parents should revisit their decision to opt out every year and submit a new request for the current academic year. Under federal law, districts must provide instructional support to ensure all ELs, including those whose parent(s) has chosen to "opt out" of EL programs, have access to the curriculum and receive the same opportunities to master the academic standards and curriculum frameworks as their native English speaking peers. These students will receive "Content Based English" (CBE) or "Sheltered English Instruction" (SEI) within their general education classrooms, will take the annual ACCESS test, and are still considered LEP until they reach RFEP status. For additional guidance, please refer to the "Dear Colleague Letter."
- **SEI: Sheltered English Instruction**
    - An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept

development in mathematics, science, social studies, and other subjects. https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html
- **SEN: Structured English Immersion**
  - The goal of this program is acquisition of English language skills so that the ELL student 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 ELL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language. https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html
- **TBE: Transitional Bilingual Education**
  - This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELL student's transition to an all English instructional program while receiving academic subject instruction in the native language to the extent necessary. https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html
  - ***This service model is currently not offered in Boone County Schools.***
- **TWI: Two-Way Immersion**
  - (Also known as "two-way dual language" or dual language program)- The goal of these bilingual programs is for students to develop language proficiency in two language by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language. https://education.ky.gov/federal/progs/eng/Documents/District%20Guide%20for%20EL%20Program.pdf
  - ***This service model is currently not offered in Boone County Schools.***

Infinite Campus Program Status Definitions

- **EL**
  - Student's Home Language Survey indicated a language other than English, and has scored below 4.4 or below on WIDA Screener. Students in Kindergarten are given Kindergarten WAPT. All Kindergarten students are EL, regardless of Kindergarten WAPT score and must exit on the annual ACCESS test.
- **Exited EL**
  - Student is Reclassified Fluent English Proficient (RFEP) and has scored 4.5 on annual ACCESS for ELs assessment.
- **Pending**
  - A language other than English is indicated on the Home Language Survey. Students are considered pending until required screening has determined eligibility.
- **Not EL**
  - A language other than English is indicated on the Home Language Survey. Student scored 4.5 or above on the WIDA Screener assessment and is therefore considered Initially Fluent English Proficient (IFEP). Kindergarten students who take the Kindergarten WAPT cannot be IFEP.

Additional References and Research

Pull Out instruction age groupings:
De Jong, E. & Commins, N. (2006). How should English language learners be grouped for instruction? In E. Hamayan & R. Freeman, *English Language Learners at School: A Guide for Administrators*. (pp. 118-121).

Best practice small group size:

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf.

US Department of Education: "Dear Colleague Letter"

https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

WIDA Expressive Performance Indicators:
https://drive.google.com/file/d/1Lpa_E9zfksraOdF6mK4JVdBOQnGSMdZy/view?usp=sharing

WIDA Receptive Performance Indicators:

https://drive.google.com/file/d/147dkhNMVcx7ozzC2B4-i4KWfG-8dI1yn/view?usp=sharing

SIOP Research and Components:

https://drive.google.com/file/d/15aBAXx0Znqm47M1uy2U3P5cRq2F8LIA3/view?usp=sharing

WIDA RTI2 Document:

https://drive.google.com/file/d/1gZoYX1NVIJsMm3FRgkFzusjjSJY2H3S8/view?usp=sharing

WIDA Guiding Principles of Language Development:

https://drive.google.com/file/d/1E0r_0LTarku7gOzX3dhm-Iu0fq6FZUSD/view?usp=sharing

Appendix I
ENGLISH LEARNERS (EL) DISTRICT SELF-STUDY GUIDE

This Guide is designed to provide the district/building with a comprehensive overview of its practices and procedures. Please mark the answer by each statement that best describes your school district. In this district self-study guide, the term English Learners (ELs) will be used instead of Limited English Proficiency (LEP). For definitions of terms please see attachments.

Reviewer Team Member: _____

School Affiliation_____

District_____   Date: _____

Indicator	Yes	No
EL IDENTIFICATION		
1. The district has a procedure to identify all students who have a primary or home language other than English. **Please attach a copy of the procedures.**		
2. District staff is knowledgeable of the procedures for identifying students who have a primary language other than English.		
3. School/district staff that works directly with parents and students in the identification of students, who have a primary of home language other than English, speak and understand the appropriate language(s).		
4. Documentation regarding each student's primary or home language is maintained in the student's file.		
5. The district assesses on a yearly basis the English language proficiency of all students identified as having a primary or home language other than English in the four language areas (oral/speaking, reading, writing, and listening).		
6. The district conducts language proficiency assessments for students who have a primary or home language other than English, using:		
6a. Formal assessments (e.g., tests). Name(s) often used:		
6b. Informal assessments (e.g., teacher interviews, observations).		
7. Students who have a primary or home language other than English are assessed for language proficiency in their primary or home language.		
8. The district has developed procedures to determine the effectiveness of its informal assessment procedures. **Please attach a copy of it.**		

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ASSESSMENT AND EVALUATION		
Indicator	Yes	No
9. The district has determined the level of English- language proficiency at which students are considered English proficient. **Please attach copy of description.**		
10. The district assesses EL academic skills in relation to their grade or age level. Name(s) of instrument(s) used to assess EL academic skills:		
11. EL who have been in the U.S. for 3 consecutive years are tested in English in reading/language arts.		
12. The district assesses EL in the language and form most likely to yield accurate and reliable results. Language(s) used:		
13. The district uses the *"Guidelines for the Inclusion of English Language Learners in Your District-wide Assessment Program "* or similar documents to guide decision-making.		
EL PROGRAM SERVICES		
13a. Total number of EL included in your district wide assessment		
13b. Number of EL included in the district wide assessment with ( ) NO accommodations ( ) With accommodations		
13c. Number of EL NOT included in your district-wide assessment.		
14. The district has established qualifications for individuals who administer language or academic assessments to EL.		
15. Programs are available for EL at each grade level.		
16. There are no substantial delays (e.g., more than 30 days) in placing EL into an appropriate educational program.		

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PROGRAM (e.g ., ESL, Bilingual, etc.)		
17. There is coordination of curriculum between teachers for EL and teachers in the regular program.		
18. EL in the high school program earn credits toward graduation.		
19. Instructional materials are adequate to meet the English language and academic needs of EL.		
20. Parents are involved in the process of placing EL in an appropriate educational program		
21. The district has a system to evaluate the success of their EL program.		
22. Label the program(s) at each level or attach a copy of description.		
23. The district has established qualifications for **teachers** who teach EL.		
Please attach a copy of the description of the evaluation plan. Please attach documentation on accommodations used. Level Program (See definitions) Teachers/Paraprofessionals Elementary Middle school High school		

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STAFF		
24. The district has established qualifications that the teachers' **aides and/or paraprofessionals** must meet.		
25. The district has teachers with permissions /endorsement to teach EL.		
25a. Number of EL		
25b. Number of teachers with ESL permissions		
26. The district provides high-quality professional development to classroom teachers and other district personnel.		
26a. Number of **mainstream teachers** that participated.		
26b. Number of **ESL teachers** that participated.		
26c. Number of **paraprofessionals/teacher aides** that participated		
27. The district provides training for interpreters and translators.		
28. Professional development activities are designed to improve instruction and assessment of EL; enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for EL; are based on scientifically based research; and are of sufficient intensity and duration to have a lasting impact on teachers' performance		
29. Teachers of EL are fluent in English and, when appropriate in any other language(s) used for instruction, including having written and oral communication skills.		
30. The district has provided training to staff who administer, evaluate, and interpret the results of the assessment that was used.		

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EXIT CRITERIA		
31. The district has established an exit criterion. **Please attach a description of it.**		
3la. How many EL exit the program after less than 1 year		
31b. How many EL exit the program after 1 to 3 years		
31c. How many EL exit the program after 3 to 5 years		
31d. How many EL exit the program after 5 years or more		
32. The exit criteria ensures that EL can:		
32a. **Speak English** sufficiently EL to participate in the district's general educational program.		
32b. **Read English** sufficiently EL to participate in the district's general educational program		
32c. **Write English** sufficiently EL to participate in the district's general educational program.		
32d. **Comprehend English** sufficiently EL to participate (meaningfully) in the district's general educational program		
33. The district monitors the academic progress of EL who have exited the program.		
33a. Average years of monitoring		
34. The school district determines whether EL are performing at a level comparable to their English-speaking peers? **Please attach documentation** (Work Samples) - Teacher anecdotal records		
35. The district has established procedures for responding to deficient academic performance of EL. **Please attach a copy of procedures.**		
36. EL re-enter the alternative language program if they experience academic difficulties in the regular program.		
37. Achievements, honors, awards, or other special recognition rates of EL are similar to those of their peers.		
37a. Percent of English-monolingual students in Talented and Gifted programs		
37b. Percent of EL in Talented and Gifted programs		
37c. Percent of EL in district		

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PROGRAM EVALUATION		
38. The district conducts a formal evaluation of its program for EL to determine its effectiveness. **Please attach a copy of the report.**		
39. The district examines data of EL?		
39a. grade retention		
39b. graduation		
39c. dropout rates		
39d. gender		
39e. English proficiency		
39f. Economically disadvantaged		
39g. KPREP achievement levels satisfactory to goals?		
39h. multiple measures of academic achievement **Please attach copies of disaggregated data**		

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EQUITABLE ACCESS		
40. The quality of **facilities and services** available to EL are comparable to those available to all other students. **Please describe under what conditions.**		
41. The quality and quantity of **instructional materials** in the program are comparable to the instructional materials provided to all other students.		
42. EL participate in classes, activities, and assemblies with all the other students		
43. EL have access to the full school curriculum (both required and elective courses, including vocational education) while they are participating in the language program.		
44. Counseling services provided to EL are comparable to those available to all other students		
45. EL have opportunities for full participation in special opportunity programs, (e.g., Gifted & Talented, Advanced Classes, Title I, Special Education programs, etc.)		
46. EL are not segregated while taking their classes		
47. In general, EL are integrated in classes such as P.E. music, arts, etc.		
SPECIAL EDUCATION		
48. The district utilizes procedures for identifying EL who may be in need of special education services. **Please attach copy.**		
49. The district's procedures for identifying and assessing EL for special education takes into account language and cultural differences. **Please attach copy.**		
50. Testing instruments used to assess EL for special education placement are valid and reliable for these specific students.		
51. Persons who administer special education assessment tests to EL are specially trained in administering the tests.		
52. Staff who conducts special education assessments for EL are fluent in the student's primary language		
53. The instructional program for EL in special education takes into account the student's language needs.		
54. The district ensures coordination between the regular and the special education programs in meeting the particular needs of EL who are in special education		
55. The district identifies and places all EL who need special education services in a timely manner.		
56. The parents or guardians of special education EL are notified of their rights and responsibilities in a language they can best understand.		

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NOTICES TO PARENTS		
57. The district communicates with parents/guardians of students with a primary home language other than English, in a meaningful way (a form that parents can understand). For example, school forms are translated. **Please attach copies of translated forms.**		
58. Parents of EL are notified no later than 30 days after the beginning of the school year of their child identification, participation, and students and parental rights.		
59. The district uses interpreters or translators to assist in communicating with parents/guardians who do not speak English.		
60. Parents/guardians of EL are EL informed of the district's special educational programs		

This self-study is based on data from_____academic year.

Completed by: _____   Date_____

Appendix J

Legal References Related to the Education of ELs

Federal Legislation

No Child Left Behind (NCLB) Act of 2001 provides for strong accountability for the education of all children and for certain provisions specific to limited English proficient students, especially under Titles I and Ill of the Act. NCLB also provides funds to states and local schools and universities to carry out the intent of the Act. http://www.ed.gov/policy/elsec/leg/esea02/index.htm(full text)
http://www.ed.gov/nclb/ (U.S. Department of Education's official NCLB Web site)

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of national origin (and other civil rights).
http://www.usdoj.gov/crt/cor/coord/titlevista.htm (full text)

Equal Education Opportunities Act of 1974 requires schools to "take appropriate steps" to ensure equal access as stipulated in the Lau opinion below. http://www.law.cornEL.edu/topics/education.html (full text)

Court Decisions

Lau vs. Nichols (1974) ruled that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable.

Plyler vs. Doe (1981) ruled that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants.

Castaneda vs. Pickard (1981) case precedent requires schools to use a three pronged approach to assure that they are following the spirit of the above decisions vis-a-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.
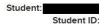
Office of Civil Rights Policy Update on Schools' Obligations Toward
National Origin Minority Students With Limited English Proficiency (1991) adopted the three prongs of Castaneda above and required that all language minority students be assessed for fluency, that parents be provided school information in a language they understand, and that instruction to limited English proficient students be carried out by qualified staff.

Executive Order 13166: Improving Access to Services for Persons With Limited English Proficiency (2000) http://www.usdoj.gov/crt/cor/13166.htm(full text)

Appendix K
Level of Academic Achievement

Boone County Schools
6/3/2022

Student:
Student ID:

Level of Academic Achievement

Student Information

Grade Level		School		ELP Designation	
EL Status		Refused ESL Services	No	IEP	No
Gifted and Talented					

Standardized Test Results

Test Name and Date	Grade	Scores
STAR Reading 4/29/2022	4	Grade Equivalency: 5.7 Lexile: 900 Percentile Rank: 74 Scale Score: 649 Unified Score: 1058
STAR Math 4/28/2022	4	Grade Equivalency: 6.3 Percentile Rank: 87 Scale Score: 739 Unified Score: 1061
STAR Reading 3/8/2022	4	Grade Equivalency: 5.4 Lexile: 850 Percentile Rank: 71 Scale Score: 616 Unified Score: 1049
STAR Math 3/7/2022	4	Grade Equivalency: 5.3 Percentile Rank: 72 Scale Score: 685 Unified Score: 1028
STAR Reading 12/8/2021	4	Grade Equivalency: 4.5 Lexile: 660 Percentile Rank: 54 Scale Score: 503 Unified Score: 1013
STAR Math 12/6/2021	4	Grade Equivalency: 4.8 Percentile Rank: 67 Scale Score: 650 Unified Score: 1007
STAR Math 9/8/2021	4	Grade Equivalency: 4.2 Percentile Rank: 58 Scale Score: 608 Unified Score: 981
STAR Reading 9/7/2021	4	Grade Equivalency: 3.9 Lexile: 520 Percentile Rank: 42 Scale Score: 437 Unified Score: 986