

Commanding Exellence for All

K-12 Lau Plan for Serving English Learners (EL)

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Lau Plan Team Members

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English Learners

English learners (ELs) are those students whose primary language is a language other than English [See ESSA 8101(20) for full definition]. ELs are an extremely diverse group of students, representing hundreds of language backgrounds and nationalities (including many born in the U.S.). An EL student may be from any grade, academic proficiency, or socioeconomic level in our society. The only characteristics shared by all ELs are a lack of English proficiency and the need for linguistic support to help them access opportunities, both academic and otherwise, in schools where English is the primary language of instruction.

Previously referred to as *Limited English Proficient (LEP)* or *English Language Learners (ELLs)*, the Every Student Succeeds Act (ESSA) replaced this language with the more student first term, *English Learner*. This shift in terminology reflects a focus on the learner rather than a perceived limitation. ESSA also expanded the attention given to the academic and language proficiency aspects of ELs' participation in school. Expectations for serving ELs are found in nearly all formula grant programs. Discussions about ELs cannot be limited to Title III alone; civil right laws, Title I, and Title III all contain requirements for serving EL students. An understanding of all requirements as well as increased cooperation between programs are necessary for providing effective EL programming and services. The 2015 Dear Colleague Letter provides a summary of the legal requirements for servicing EL students.

All districts are required to develop and maintain an up to date EL program plan. This includes districts with no ELs currently enrolled, as an EL student may transfer to that district at any point in time. The Lau Plan must be uploaded in Cognia's Continuous Improvement Platform annually as part of the Lau Plan diagnostic.

Kentucky's EL/Title III Program

The Kentucky EL/Title III program provides support to districts as they work with their ELs and immigrant students to:

- Meet all civil rights requirements for serving ELs
- Choose an educational approach
- Identify and assess the students
- Provide an evidence-based program of services
- Provide staffing and resources
- Implement state criteria for transitioning students from services
- Maintain accurate data and reporting in order to:
 - o Monitor transitioned students
 - o Periodically evaluate and revise their program
 - o Receive funding allocations

Please reference the <u>English Learners Contact Guide</u> to determine the appropriate KDE consultant to handle any EL questions. Districts receiving Title III funds can find their assigned KDE consultant on the <u>Title III Program Consultant</u> list.

Document Overview

The purpose of this document is to provide guidance for all districts in developing, maintaining, and improving an instructional program for English Learners (ELs) that meets state and federal regulations. This document includes information on the requirements for serving ELs under Title VI of the Civil Rights Act of 1964; the Equal Education Opportunity Act (EEOA) of 1974; Title I, Part A; and Title III, Part A.

District EL Program Requirements

The purpose of an EL program is to ensure ELs, including immigrant children and youth, attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

All districts/schools have an obligation to provide appropriate services under Title VI of the Civil Rights Act of 1964 and the EEOA of 1974. Civil rights and EEOA required EL services cannot be paid for with federal funds. Services provided to ELs using federal funds must be supplemental.

All districts have an obligation under Title VI and the EEOA to:

- Identify and assess all potential EL students;
- Provide EL students with a language assistance program that is educationally sound and proven successful;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability-related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to
 acquiring English proficiency and grade-level content knowledge, exit EL students from language assistance
 programs when they are proficient in English, and monitor exited students to ensure they were not
 prematurely exited and that any academic deficits incurred in the language assistance program have been
 remedied:
- Evaluate the effectiveness of a school district's language assistance program(s); and
- Ensure meaningful communication with limited English proficient (LEP) parents.¹

For more information on these legal obligations, see the <u>January 7, 2015 Dear Colleague Letter</u> issued by the Office for Civil Rights (OCR) at the U.S. Department of Education (USED) and the Civil Rights Division at the U.S. Department of Justice (DOJ). USED and DOJ are both responsible for enforcing Title VI in the education context while DOJ is responsible for enforcing the EEOA. Additional information and fact sheets are available on the <u>OCR Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents webpage.</u>

The Office of English Language Acquisition (OELA) designed an English Learner Tool Kit based on the Dear Colleague Letter to assist districts in meeting their legal obligations to ELs. States and districts are legally obligated to provide services to support ELs in attaining English language proficiency while meeting college- and career-ready standards. ELs must have equal opportunities to participate in the district curricular, co-curricular, and extracurricular programs and activities as their never-EL peers.

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Lau Plan

To meet the civil rights and EEOA requirements, all districts need to develop a local plan which is commonly referred to as the Lau Plan (Lau v. Nichols, 1974). The plan should be designed to meet the district obligations to ELs under Title VI of the Civil Rights Act and the EEOA. In developing a Lau Plan, the district should consult with all stakeholders. The Lau Plan must be uploaded to Cognia (formerly eProve) by May 1 annually. OCR provides several resources for <u>Developing Programs for English Language Learners</u>. The Lau Plan should be viewed as a "working document" that is regularly reviewed and revised when necessary. However, the plan must not be altered without the participation or approval of the Lau Plan team members.

Districts are not required under federal and state law to use a specific curriculum or educational approach to serving EL students. However, the district must provide an effective Language Instruction Educational Program (LIEP) that meets the needs of ELs and demonstrates success in increasing English language proficiency and student aofficescademic achievement (ESSA Section 3115(c)(1)).

The following outline contains the information that must be included in a district Lau Plan. Additional information may be included at the discretion of the district. In addition to the names of the Lau Plan team members responsible for its development, a district plan must include the following:

- Lau Plan guiding principles
- Enrollment, identification, and placement of ELs in a Language Instruction Educational Program (LIEP)
- Description of the LIEP
- Process to provide meaningful access to all co-curricular and extracurricular programs and activities
- EL professional development for staff who deliver instruction or upport the LIEP for ELs
- Annual English language proficiency assessment and administration
- LIEP exit criteria and procedures
- Monitoring procedures after students exit the LIEP program
- EL program evaluation

Additional information may be included in the plan at the discretion of the district. Lau Plans should be reviewed and revised on a regular basis. Revisions should take into account program evaluations and stakeholder feedback.

Program Monitoring

EL Program Monitoring

In the absence of specific regulations regarding EL program evaluations, states are encouraged to use existing guidance in developing an evaluation framework. Section I of the <u>Dear Colleague Letter</u> provides a look at the basic criteria used by USED in evaluating the effectiveness of a state or district's core EL program. The evaluation of the core EL program is guided by the three Castañeda Principles, which apply to all programs meant to support EL students' acquisition of English:

- 1. The program must be based on sound educational theory:
- 2. The education system/agency implementing the program must do so to full effect (i.e., supply sufficient personnel, time, and resources for it to work as intended); and
- 3. If the program fails to overcome linguistic barriers for students after "enough time" to be considered a fair trial period, it should be discontinued in favor of another theory.

Chapter 9 of the OELA English Learner Toolkit, <u>Evaluating the Effectiveness of a District's EL Program</u>, contains additional information and resources for evaluating the EL program.

Title III Monitoring

States are required to monitor district Title III programs under ESSA 3113(b)(8) as well as conduct fiscal program reviews under ESSA 3113(b)(3)(F). Kentucky's Title III programs are monitored as part of the Statewide Consolidated Monitoring Process. In an effort to reduce the impact on district time and services, KDE coordinates the monitoring of its state and federal programs with a selected set of districts each year. Districts are selected for monitoring using a risk assessment tool developed in accordance with Uniform Grant Guidance regulations regarding monitoring. Any district receiving Title III funds (whether as a stand-alone district, fiscal agent, or consortium member) selected for consolidated monitoring will participate in Title III monitoring. KDE will provide guidance to the selected districts prior to the monitoring visit. Districts not receiving Title III funds selected for consolidated monitoring will participate in monitoring of the core EL program.

Program Timeline

Date	Activity
Date	· · · · · · · · · · · · · · · · · · ·
Oct. 1-30	All districts review English Learner (EL) Extract in Infinite Campus for federal reporting (English Learner Enrolled and Served as of Oct. 1).
Second Tuesday in October	KDE extracts Immigrant data from Infinite Campus for Immigrant Subgrant allocations.
Nov. 1	KDE extracts English Learner data from Infinite Campus for federal reporting requirements.
January - February	Declaration of Participation forms distributed to private school officials to identify private schools interested in receiving Title III services.
Second Tuesday in March	KDE extracts EL data from Infinite Campus for preliminary Title III funding allocations (All ELs served in the district throughout the current school year).
Spring	Consultation meeting with private schools which have expressed an intent to participate in the Title III program.
Spring	Complete Activities Serving ELs in LEAs receiving Title III Funds Survey used for Consolidated State Performance Report submission.
April	Preliminary Title III funding allocations will be uploaded into Grant Management Application and Planning (GMAP) system.
April 15	All districts must complete the Title III Intent to Participate and OCR Assurances in GMAP for the upcoming school year. Each district must select one of the following options for the Intent to Participate: District generates \$10,000 or more and will function as a stand-alone system.
14.1.2	District will act as the fiscal agent for other districts. District will join a consortium to utilize Title III EL funds. District is releasing ALL generated Title III funds. District does not receive ANY Title III funds.
May 1	Districts must complete Lau Plan diagnostic in Cognia's Continuous Improvement Platform. District Data Verification for English Learner and Immigrant opens. Districts must resolve data errors using the English Learner report and Title III Immigrant report to ensure accuracy of data. Note: Failure to address critical errors in Infinite Campus will result in an inaccurate count of ELs for the district and could impact the district's eligibility to receive Title III funding.
After State Testing – June 30	Update student EL records for students who have reached attainment on current year ACCESS as follows:
	Update Program Status to Exited EL
	Enter Program Exit Date as 6/30 of the year in which attainment is reached
	End date all EL Services as 6/30 of the year in which attainment is reached
	End date all EL Accommodations as 6/30 of the year in which attainment is reached

Date	Activity
June 30	District Data Verification for English Learner and immigrant closes. All English Learner and immigrant data should be updated and complete in Infinite Campus.
Inly 1	KDE extracts English Learner and immigrant data from Infinite Campus State Edition for end-of-year reporting as well as final Title III EL and SEEK funding allocations.

WIDA

The WIDA Consortium is a member-based organization made up of U.S. states, territories, federal agencies, and international schools worldwide. WIDA is dedicated to the research, design, and implementation of a high-quality, standards-based system for ELs in grades K-12. Kentucky joined WIDA in 2006. As a consortium member state, Kentucky utilizes WIDA's proficiency standards, screeners, proficiency assessment, and professional learning opportunities.

English Language Development (ELD) Standards

ESSA 1111(b)(1)(F) requires each state adopt English language proficiency (ELP) standards that are: derived from the four recognized domains of speaking, listening, reading, and writing; address the different proficiency levels of ELs; and are aligned with the challenging state academic standards.

The <u>WIDA English Language Development (ELD) Standards</u> serve as Kentucky's required ELP standards. These standards will act as a companion document to the <u>Kentucky Academic Standards (KAS)</u> in guiding instruction for Kentucky's ELs. The WIDA ELD Standards do not replace the KAS. The WIDA ELD Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

English Language Proficiency (ELP) Screener and Assessment

Information on WIDA Screener for Kindergarten, WIDA Screener Online (1-12) and annual English Proficiency Assessment of ACCESS can be found on the KDE's ACCESS for ELLs website.

Screener

Kentucky uses WIDA screener assessments to determine the ELP of students who have been identified as potential EL students based on the <u>Home Language Survey (HLS)</u>. WIDA screeners are flexible, on-demand assessments that can be administered at any time during the school year. Kindergarten students are screened using the <u>WIDA Screener for Kindergarten</u> and students in grades 1-12 are screened using the <u>WIDA Screener Online</u>.

KDE's Office of Assessment, Standards and Accountability (OSAA) developed a <u>WIDA Online Screener video</u> to provide training for the WIDA Screener Online.

Annual Assessment

ESSA 1111(b)(2)(G) requires districts to assess the ELP of all EL students on an annual basis. The ELP assessment must be aligned with the state's ELP standards. WIDA provides Kentucky with the annual ELP assessment known as <u>ACCESS for ELLs</u>. In Kentucky, this test is given to all ELs during the annual testing window, typically from the beginning of January through early February. Any student identified as an EL must take the ACCESS test, including ELs not receiving services. An EL student will participate in the annual ELP assessment until meeting the <u>state exit criteria requirements</u>.

The Kentucky ACCESS for ELLs Checklist is a state checklist intended to serve as a guide for personnel involved in administering the ACCESS for ELLs Online, and includes unique steps related to Kindergarten and Alternative ACCESS assessments. The checklist highlights all tasks that need to be completed before, during, and after testing within a school or district as well as identifies the individual who typically completes the tasks.

The <u>Kentucky ACCESS for ELLs State-Specific Directions</u> provides guidance and instructions for administering the ACCESS assessments.

Alternate ACCESS for ELLs

The <u>Alternate ACCESS for ELLs</u>, sometimes referred to as Alt ACCESS, is a large-print, paper-based test individually administered to ELs in grades 1-12 with significant cognitive disabilities which prevent them from meaningfully participating in the traditional ACCESS for ELLs. The Alternate ACCESS meets U.S. federal requirements under both the Individuals with Disabilities in Education Act of 2004 (IDEA) as well as the ESSA for monitoring and reporting ELs' progress toward English language proficiency.

A student's language is tested in four domains: listening, reading, speaking, and writing. As the Alternate ACCESS is intended for ELs with the most *significant* cognitive disabilities, each student's IEP and 504 teams must determine which assessment the student should take and whether or not accommodations are required. IEP teams should follow their state's specific alternate assessment participation criteria. WIDA's <u>Alternate ACCESS for ELLs Participation</u> Criteria Decision Tree provides additional guidance on eligibility for the Alternate ACCESS.

English Learner Assessment Information and Regulations

Information on the regulations of EL student assessment is featured in the Inclusion of Special Populations Training located on KDE's <u>Assessments Regulations Training webpage</u>. This training provides assessment guidance for ELs based on Section 2 of <u>703 KAR 5:070</u> Inclusion of Special Populations in the State-Required Assessment and Accountability Programs.

Professional Learning

WIDA provides <u>Professional Growth Opportunities</u> to its member states. Learning opportunities are offered in online, in-person, and blended formats. Each year, KDE selects the WIDA professional learning opportunities which will be offered during the upcoming school year. Washington County teachers will participate in professional learning focused on English language learners.

Student Identification and Placement

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

Home Language Survey (HLS)

KDE's Home Language Survey (HLS) template (see appendix) must be utilized for identification of potential English learner students (703 KAR 5:070 and the associated guidance). The HLS should only be administered upon **initial** entry into a KY public school and does not need to be administered when a student transfers from one district to another. Reference section F of the English Learner Data Standards for importing English Learner records from the previous KY district upon transfer. Section F of the English Learner Data Standards also provides guidance for students transferring from another state.

The HLS should be completed by the student's parent/guardian. Chapter 1 of the OELA English Learner Students, advises districts and schools to reassure parents that the HLS is used solely to offer appropriate educational services, not for determining legal status or for immigration purposes. The HLS should not include any questions which would be considered to have a "chilling effect" and thereby discourage enrollment and/or attendance. This includes questions regarding immigration status, date the child first entered the

U.S., etc. Information such as a child's Social Security Number (SSN) cannot be required for enrollment (Plyler v. Doe, 1982). If a district's enrollment form asks for the SSN, it must be made clear to parents that providing this information is voluntary. Reference the Fact Sheet: <u>Information on the Rights of All Children to Enroll in School</u> and the related <u>Questions and Answers for States, School Districts and Parents</u> for additional information on what can and cannot be requested upon a child's enrollment in school.

EL Identification Process

Step One: Administer the <u>Home Language Survey (HLS)</u> to all students upon **INITIAL** enrollment. Refer to the appendix for Washington County's HLS.

Step Two: Review the responses on the HLS. If all responses on the HLS are English, no additional action needs to be taken. The student is not considered an EL. If any of the answers on the HLS are a language other than English, the student would be considered a "potential EL" and must be screened. When a HLS identifies a potential EL student, schools are responsible for filing the original HLS within a students cumulative folder, notifying EL staff, and sending a copy of the HLS to EL staff.

Screener:

Kindergarten - Administer the WIDA Screener for Kindergarten

A kindergarten student who has taken the WIDA Screener for Kindergarten test must be enrolled as an EL student, regardless of the screener score results in accordance with <u>Kentucky's EL Identification and Placement Guidance</u>. Although parents may decline EL services, kindergarten students may not exit EL status until receiving a 4.5 or higher overall composite score on the ACCESS for ELLs test.

Grades 1-2 - administer the WIDA Screener Online

If the student in grades 1-12 scores a 4.5 or higher overall composite on the WIDA Screener Online, the student is identified as Initially Fully English Proficient (IFEP). Students in grades 1-12 identified as IFEP will not take the ACCESS for ELLs in January. If the student in grades 1-12 scores below a 4.5 overall composite, the student is identified as an EL.

Section G of the <u>Dear Colleague Letter</u> provides additional guidance regarding meeting the needs of students who have opted out of the EL program or a particular EL service within an EL program.

Step Three: Notify parent of placement in the language instruction educational program (LIEP). Reference Parent Notification Timelines guidance and the Parent Notification section of this document for additional information.

Parental/guardian notification of Intial placement into a LIEP program

ESSA 1112(e)(3)(A-B) requires each district using funds under Title I, Part A or Title III, Part A in order to provide services to ELs to provide parents with notification of their child's identification as an EL and their placement in a language instruction educational program (LIEP).

ESSA 1112(e)(4) requires the notice and information provided to parents under ESSA 1112(e) be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. This is specific to the parent notification and outreach requirements of Title I, Part A. Providing translation and interpretation services related to core instruction and the core EL program are district requirements under the civil rights laws.

- Parent notification must include:
 - The reason for the identification of the child as an EL;
 - The child's level of English language proficiency, how the level was assessed, and the status of the child's academic achievement;
 - Methods of instruction used in the program in which the child is, or will be, participating, and the

- methods of instruction used in other available programs, including how the programs differ;
- How the program will meet the educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards;
- Exit requirements for the program, expected rate of transition to a classroom not tailored for EL students, and expected rate of high school graduation;
- In the case of a child with a disability, how the program meets the annual goals in the child's individualized education program (IEP); and
- o Information regarding parents' right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available.
- "Notification of EL Program Placement" form signed and kept in student's cumulative file. (See appendix)

Notifications Timelines

Initial Placement Notification

For students newly enrolled at the start of the school year, districts have 30 calendar days to ensure proper identification of EL status, using Home Language Survey and appropriate EL Screener and to notify the parent of placement in the language instruction educational program (LIEP). Reference ESSA 1112(e)(3)(A).

For students identified after the start of the school year, districts have 30 calendar days to ensure proper identification of EL status, using the Home Language Survey and appropriate EL Screener. Then districts have an additional 14 calendar days to notify the parent of placement in the language instruction educational program (LIEP). Reference ESSA 1112(e)(3)(B).

Link to KDE's Parent Notification Letter Templates in multiple languages.

Continued EL Notification

Districts have 30 calendar days from the start of school to notify parents of a student's continued inclusion in the language instruction educational program (LIEP) for the academic year based on the previous year EL assessment scores. Reference ESSA 1112(e)(3)(A).

Notice Format

ESSA 1112(e)(4) requires the notice and information provided to parents under ESSA 1112(e) be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. This is specific to the parent notification and outreach requirements of Title I, Part A. Providing translation and interpretation services related to core instruction and the core EL program are district requirements under the civil rights laws.

Program Services Plan

Students receiving EL services must have a Program Service Plan (PSP) in place. According to ESSA section 1112€(3)(A), parental notification should include the following (among other requirements):

- the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child; and
- how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

As the requirement for parental notification includes the methods of instruction used in the program in which their child is placed and how the program will meet the student's needs, the decision about program placement should

occur before the parental notification is sent. This means the creation of the PSP should fall within the 30 calendar days from the beginning of the school year. KDE recommends that an attempt at parent collaboration should be made within this timeframe, for example, an invitation to a PSP meeting sent, however parent collaboration on the PSP can continue beyond the parent notification deadline.

<u>KDE's Program Services Plan (PSP) for English Learners</u> template outlines all information required to be on the PSP. Refer to the appendix for Washington County's PSP.

Program Services Plan Development/Meeting:

- Once a student is identified as an EL and notification has been sent, the EL staff will schedule a meeting with the PSP committee.
- Required committee members will include the paren(s)/guardian(s), teacher, counselor, EL staff, and counselor.
- The PSP meeting will provide the committee an opportunity to discuss the components of the PSP and make decisions for supporting the student.
- This meeting shall be held in enough time to ensure the PSP is completed within 30 calendar 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.
 - i. Written documentation or oral interpretation shall be provided to parents/guardians, to the extent practical, in a language they can understand.
 - ii. The PSP form must be completed initially and reviewed/updated annually.EL Staff in the school buildings are responsible for distributing, collecting, and filing forms in the student's cumulative file.
 - iii. Signed copies placed in students' cumulative files.

Program Services Plan

Students receiving EL services must have a Program Service Plan (PSP) in place and reviewed annually. The District will maintain a folder for each student containing information related to the student's status as an EL and details about their individual PSP. Documents should include:

- Copy of the HLS
- Initial ELP assessment scoresheet (Kindergarten Screener/WIDE Screener Online)
- Copy of the parent notification letter containing the required information in ESSA 112(e)(3)(A)
- Level of academic achievement (e.g., report cards, midterms, etc.)
- Annual ELP assessment scoresheet (ACCESS for ELLs 2.0)
- The Program Service Plan which includes the following essential elements required by 703 KAR 5:070
 - The name and date of the ELP assessment administered to determine a student's EL status;
 - Specific accommodations to be implemented in instruction;
 - A list of the names of the PSP committee members who reviewed the documentation and made decisions.
 - o The appropriate accommodations needed; and
 - The signature of the principal of the appropriate school as an indication of approval for the described accommodations.
 - All forms and information distributed to parents/guardians must be distributed in a language and format most easily understood.
- EL Staff in the school buildings are responsible for distributing, collecting, and filing forms in the student's cumulative file.
- Additional documentation may be included at the district's discretion.

• Infinite Campus must also be updated on a regular basis to reflect changes to the student's PSP. Some districts choose to include a checklist to be completed each year to ensure each folder has been updated and contains the required documentation. Additional documentation may be included at the district's discretion. Infinite Campus must also be updated on a regular basis to reflect changes to the student's PSP.

Washington County recommends regular review of the student's PSP and update as needed based on the student's needs. There is no required timeline provided by ESSA so this would be a local district decision.

Process for waiving students from LIEP

If parents choose to deny EL services, then a meeting is held with them to discuss recommendations, concerns, ACCESS assessment requirements and potential outcomes.

- The "English Language Program Parental Waiver Form" is signed to document the parent/guardian decision and kept in the student's cumulative folder. (See appendix)
- EL staff/instructional support will collaborate with staff of refusal students to ensure mastery of English and academic achievement, as required by law, without enrollment in the LIEP.
- The student will participate in ACCESS assessment even though not participating in the LEIP program.
- The student shall be Mark Service Type as Sheltered English Instruction in IC and at least one Instructional Accommodation.

Process for annual communication with parents/guardians who have waived LIEP services

Parents/guardians who have waived LIEP services, are notified yearly of their child's English proficiency, academic status, and available supports. Parents will sign the waiver form annually to continue to waive EL services. Parents can choose to enroll eligible students into El services at any time.

Parent Participation

ESSA 1112(e)(3)(C) states that each district must implement an effective means of outreach to the parents of all ELs to inform them of how they can:

- be involved in the education of their children; and
- be active participants in assisting their children to:
 - o attain English proficiency;
 - o achieve at high levels within a well-rounded education; and
 - o meet the challenging state academic standards expected of all students.

Implementing an effective means of outreach must include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from the parents of ELs.

Description of the Language Instruction Educational Program (LIEP)

Classroom Instructors will be the chief means of content area instruction and are required to accommodate the language needs of English Learners using the Program Services Plan (PSP) as set forth by the PSP Committee. Instructors along with EL tutors/teachers will modify lesson plans, classroom structure, and assignments in accordance with the PSP and individual student needs. Teachers will note lesson modifications in their teaching plans. English Learners materials will be made available for all teachers with EL students in accordance with classroom and individual needs

Instructional materials, learning tasks, and classroom techniques from academic content areas are used as the vehicle for developing language, content, cognitive, and study skills. All instruction is delivered in English.

Provide meaningful access to all co-curricular and extracurricular programs and activities

EL students must be provided meaningful access to all curricular and extracurricular programs. Meaningful access includes, but is not limited to: A. Grade-appropriate curricula so promotion and graduation requirements are achieved B. Equal opportunity to participate in all programs, including pre-school, full-day kindergarten, magnet, gifted and

talented, career and technical education, arts, and athletic programs, Advanced Placement (AP), courses, clubs, and honor societies. EL students may not be segregated based on national origin or EL status. Although EL program service options may require that EL students receive separate instruction for a limited portion of the day, the chosen program must be carried out in the least segregated manner consistent with achieving the program's educational goals. EL students with disabilities must be provided with both the language assistance and disability-related services to which they are entitled under federal law. A. EL students who may have a disability must be located, identified, and evaluated for special education and disability-related services in a timely manner. B. To avoid inappropriately identifying EL students as students with disabilities based on limited English proficiency, EL students shall be evaluated in an appropriate language, based on the student's needs and language skills. C. The team developing an Individualized Education Plan (IEP) must include participants knowledgeable about the student's language needs in order to provide services that address the language-related needs of an EL student.

Ongoing, Embedded District Level EL

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

In-service training is provided for all staff involved in the educational process of ELs. All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for EL students, with continued training provided according to the district's/school's Comprehensive School Improvement plan. A record of professional development activities is maintained by the EL Facilitator, EL school level contact, and the school PD contact. Mainstream classroom teachers, administrators, and paraprofessional associates working with EL students receive yearly PD focused on EL issues, standards, pedagogy, EL proficiency assessments, utilization of assessments to guide instruction and programming. Examples of district professional development opportunities for EL staff, administration, and staff (teachers/paraprofessionals) at El buildings and at non-EL buildings include, but are not limited to:

- In district professional learning offered by EL staff or EL facilitator for staff
- Conferences, Online webinars, and/or workshops that focus on EL issues and pedagogy: For example, WIDA workshops/online learning modules, annual KYTESOL conferences, KDE EL trainings.
- EL trainings provided through the Kentucky Department Office of Teaching and Learning and/or WIDA.
- KY Intro to ELD Standards Webinar

Annual English Language Proficiency Assessment and Administration (ACCESS)

The <u>WIDA English Language Development (ELD) Standards</u> serve as Kentucky's required ELP standards. These standards will act as a companion document to the Kentucky Academic Standards (KAS) in guiding instruction for Kentucky's ELs. The WIDA ELD Standards do not replace the KAS. The WIDA ELD Standards, updated in 2012, represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. Administrators shall:

- Have annual training with certificate on file with the EL Coordinator, Building Assessment Coordinator, and District Assessment Coordinator
- All EL staff will be required to pass with an 80% the ACCESS training along with the KDE Administration
 Code and Inclusion of Special Populations training each year. Completion certificates are maintained by EL
 staff, Building Assessment Coordinator, and District Assessment Coordinator. ACCESS Trainings are
 provided through WIDA PD Online modules.

EL Student Misidentification

Removal of a student's EL designation before the student scores proficient on the ELP assessment is rare and each scenario should be evaluated on an individual basis. KDE staff will provide guidance and are available to assist

districts with any questions regarding specific cases of misidentification. However, the district is responsible for determining if a misidentification has occurred and make the necessary corrections if applicable. Reference KDE's guidance on <u>Addressing the Misidentification of Students as English Learners</u> for additional information. Once a district has approved and revised the student record in Infinite Campus (IC) as directed in the guidance document, KDE must be notified through the <u>English Learners (EL) Misidentified Survey</u>. This notification will prompt KDE to flag the student's record in the assessment database, that the student will no longer participate in the ACCESS assessments.

Student Exit Criteria

To exit from an EL program in the state of Kentucky, a student must achieve a score of 4.5 or higher Overall Composite Proficiency Level (CPL) on a Tier B/C ACCESS for ELLs®. The online version of ACCESS for ELLs is an adaptive test in which a student's performance as they progress through the test determines the questions shown next. The test contains different tiers based on difficulty. Tier A contains easier items than Tier B/C. WIDA's Interpretive Guide for Score Reports provides additional information on assessment scores. Students cannot exit in Tier A. Students taking the Alternate ACCESS for ELLs must score a P2 or higher Overall Composite to exit EL status. Kentucky's exit criteria can also be found in the ACCESS for ELLs Online Checklist. The Program Exit Date will be June 30 of the school year in which the student reaches attainment on ACCESS in accordance with the English Learner Data Standards.

Monitoring Exited EL Students

Districts have an obligation to monitor the academic progress of former EL students who have been re-designated fully English proficient (RFEP). The students must be monitored for four years after exiting from a language instruction program [ESSA 1111(b)(3)(B)].

Monitoring must ensure that RFEP students are able to participate meaningfully in the regular classroom. After students have exited an EL program, school districts must monitor the academic progress of exited EL students to ensure that:

- students were not prematurely exited;
- any academic deficits they experienced as a result of participation in the EL program have been alleviated; and
- they are successfully participating in the regular academic program comparable to their never-EL peers.

Designated instructional staff, such as English as a Second Language (ESL) staff or a guidance counselor, must formally monitor the RFEP student's academic performance regularly. The information must be documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services must be made available to the student.

If an exited EL is not progressing academically as expected and monitoring suggests a continuing language issue, districts should re-test the student's ELP with a valid, reliable and grade-appropriate ELP assessment (e.g., WIDA MODEL) to see if the student should be provided additional EL services (See Kentucky's EL Identification and Placement Guidance and Non-Regulatory Guidance question J-3). If reentered into EL services, the district should document the reasons and obtain the parent's consent to reenter the student into EL services.

The district must collect data on the academic performance of EL Monitored students for the duration of the four-year period. The sources of information collected may include:

- records on length of time from entry in a US English speaking school to exit from EL programs;
- performance on standardized achievement tests;
- grades in content area classes;
- grade point averages (GPAs);

- teacher observations:
- parent observations and/or feedback;
- meeting promotion and graduation requirements; and/or
- graduation rates.

KDE's Exited English Learner Monitoring Form can be used by districts to monitor exited ELs. Chapter 8 of the English Learner Toolkit, <u>Monitoring and Exiting English Learners from EL Programs and Services</u>, also provides tools and resources on monitoring exited ELs. The following guidelines are based on information found in chapter 8 of the English Learner Toolkit.

Documentation of Exited EL Student Progress

Districts should maintain evidence of the monitoring of exited EL students. The implementation of districtwide monitoring processes and procedures can help ensure all exited EL students are monitored with fidelity. Procedures for monitoring students who have exited the LIEP should also be included in the Lau Plan. Information provided in these procedures may include, but are not limited to, the following:

- The data the district will utilize to measure the success of RFEP students in the district's overall education program (e.g., grades, test scores, teacher observations) as well as the methods or criteria used to analyze that data;
- The procedures, methods and services to be used by the district to provide assistance to RFEP students that experience lack of success due to academic deficits incurred while the student was receiving language instruction services;
- The procedures to be used by the district to provide services and meet civil rights requirements if students' insufficient academic progress is due to lack of English language proficiency; and/or
- The procedures to provide appropriate communications to inform parents of RFEP students' progress during the four-year monitoring period.

During on-site monitoring visits, KDE will review a small number of randomly selected student folders for both active and RFEP students. When reviewing folders for RFEP students, KDE looks for documentation of the following:

- Designated instructional staff to monitor the student;
- Evidence that the student is being monitored according to the frequency guidelines set by the district (e.g., weekly, quarterly, each semester);
- ACCESS for ELLs score sheets verifying the student met Kentucky's exit criteria;
- The student's most recent state assessment data which can be compared to their never-EL peers;
- Data on performance in classes which may include mid-terms, report cards, GPA, teacher observations and feedback, and other appropriate information to measure student success; and
- If academic performance is poor, documentation of meetings/conferences and actions taken.

If student performance data indicates the RFEP student is not progressing as expected due to a persistent language need, the folder should contain evidence the district is addressing the situation. KDE will look for documentation of the following:

- The method by which the district identified the source of the student's lack of success (academic deficits incurred while the student was receiving language instruction services, lack of English proficiency, or other reasons);
- A valid, reliable and grade appropriate ELP test used to re-test the student's ELP; and
- If the student is reentered into EL services, the district should document the reasons why and the parent's consent to reentry.

Required Reporting for Exited ELs

ESSA 3121(a)(5) requires that districts report on the number and percentage of ELs meeting the state academic standards for four years after students are no longer receiving Title III services. The data must include results on content assessments for reading/language arts, mathematics, and science and be disaggregated by English learners with disabilities. Districts should also disaggregate data by year after exit date (first year, second year, third year, fourth year) to ensure that any academic deficits incurred due to participation in a language assistance program are recouped.

Washington County Schools Exit Procedures and Monitoring

Exit Procedures

- Parents are notified once all scores have been reported by the district. Notifications go home at the end of the school year or the beginning of the next year, depending on when the district receives test scores.
- Notify parents using "Exiting EL Program" form in the language most understandable to parents/families. (See appendix)
- Change student coding in IC to "exited" so the student does not continue to generate unwarranted funding. Students are recorded by the EL Facilitator or District Data Coordinator. District data personnel responsible for entering data should refer to *EL Data Standards*.
- Begin required 4-year monitoring process utilizing the district Exited English Learner Monitoring Form (see appendix).
- Parents are notified yearly of the student's progress during the four-year monitoring period along with a copy of the completed Exited English Learner Monitoring Form (see appendix).

Monitoring Process:

- The EL staff is the designated instructional staff who will monitor year 1, year 2, year 3, and year 4 monitored students
- The EL staff will complete the "exited English learner monitoring form/process at least 4 times per year during each grading period.
- If it is determined the student is showing insufficient academic progress which is due to lack of English language proficiency, the EL staff will notify the parent, hold a meeting to recommend to the committee to reassess the student for possible reclassification as an EL student.
- The student will be re-assessed using the KDE-approved EL screener.
- Refer to appendix for Washington County's monitoring form.

Documentation of Exited EL Student Progress

All documentation of exited EL students will be housed within his/her EL folder.

Documents in his/her file will include:

- Exited ACCESS scores
- Exited English Learner Monitoring Form
- State Assessment data
- Grades
- Teacher observations/feedback
- GPA
- Report card
- Parent communication (yearly or reclassification documentation)
- Parent consent and reason why if reclassified documentation
- Other
- Documentation of meetings/conferences and actions taken if academic performance is poor.

English Learners with Disabilities (ELSWD)

ESSA 3201(4) defines an English learner with a disability as "an English learner who is also a child with a disability, as that term is defined in section 602 of the Individuals with Disabilities Education Act." According to the <u>January 2015 Dear Colleague Letter</u>, states and districts "must ensure that all EL students who may have a disability, like all other students who may have a disability and need services under IDEA or Section 504, are located, identified, and evaluated for special education and disability-related services in a timely manner."

Districts must provide EL students with disabilities (ELSWD) with both language assistance and disability-related services to which they are entitled under federal law, not one or the other. Districts must consider the student's English language proficiency when determining the evaluation materials and appropriate assessments to be used. It is important to conduct the evaluation for special education services in a language that is comprehensible to the student in order to avoid misclassification. Students cannot be identified or determined to have disabilities based on their English language proficiency.

Collaboration between the special education and English language departments is crucial in serving ELSWD. IDEA requires the IEP team to consider the language needs of ELSWD as those needs related to the student's IEP. The IEP team should include participants with knowledge of those language needs as well as an understanding of how to differentiate between the student's LP and the student's disability. A student's classification as an EL is equally as important as their classification as having a disability when providing services. The unique needs of an ELSWD are comprised of both the language assistance and disability-related needs, therefore services provided should support each other.

Chapter 6 of the OELA English Learner Toolkit, <u>Tools and Resources for Addressing English Learners with Disabilities</u>, contains additional information on serving ELSWD.

LIEP Evaluation

Team-Based Process for how the LIEP is evaluated annually:

- An EL Advisory Committee will meet at the end of the year to review the LIEP goals facilitated by a district administrator. The committee shall include EL staff member, district administrator, a parent, and a minimum one teacher
- The number of EL students tested in consecutive years in grades K-12 scoring proficient on the ACCESS will increase by 10%.
- The number of EL students will score in the proficiency range on the reading and Math portions of the KSA and/or other state assessments will increase each year.
- The number of EL students showing growth from the fall assessment to the spring assessment on district assessments will increase by 10%
- The EL Advisory Committee will collect data from state assessments, and district assessments to review.
- Data collected from program evaluation will impact future programming and services for ELs including but not limited to:
 - Professional development needs
 - o Adjustment of the LIEP
 - Teacher scheduling
 - Curricular needs
- The EL Advisory Committee will assist with reviewing Title III Assurances

Reporting Requirements

Data Collection

Student data is collected and reported to KDE by each school district via Infinite Campus. English Learner and immigrant data is reported annually to the USED by KDE. English Learner data is reported publicly on the School

Report Card. Districts need to generate the English Learners extract in Infinite Campus on a regular basis throughout the school year to check for critical errors. Critical errors include: EL students without an active EL Service, without an active EL instructional accommodation and/or a home language listed as English. Information on how to correct the critical errors can be found in the English Learner Data Standards.

The USED requires data on all EL students enrolled in districts on Oct. 1. KDE will extract the data from IC state edition using the start and end date of Oct. 1 annually.

KDE will extract the English Learners report on the second Tuesday in March to determine preliminary district EL counts for Title III allocations. Districts will need to complete the Intent to Participate in GMAP by April 15 to determine the Title III districts and consortiums.

KDE will extract the English Learners report to update district EL counts to determine SEEK and final Title III funding allocations. Districts must check and resolve any critical errors prior to June 30 annually to ensure the accuracy of this data.

The Title III Immigrant Report should also be generated periodically to validate data. KDE will extract immigrant data from Infinite Campus on the second Tuesday in October to determine the recipients of Title III Immigrant Subgrant. Title III requires states to reserve funds for subgrants to districts that have experienced a "significant increase" in the percentage or number of immigrant children and youth who have enrolled in schools in the district in the current fiscal year compared to the average of the last two fiscal years. (Elementary and Secondary Education Act (ESEA) Section 3114(d)). Districts may be requested to provide additional immigrant data for verification.

Districts should refer to the <u>English Learner Data Standards</u> and the <u>Immigrant Data Standards</u> for guidance on entering EL and immigrant information into Infinite Campus and reporting timelines.

ELs and Title I, Part A

The enactment of ESSA saw several requirements related to English language proficiency (ELP) assessment and accountability move from Title III to Title I, Part A. This includes requirements at both the district and school levels. These changes allow Title I funds to be used for a broader range of EL-related purposes. Districts must have enough ELs to generate a minimum amount of funds in order to be eligible to receive the Title III grant; Title I, Part A has no such requirement.

Assessment and Accountability Requirements

The following chart provides a brief summary of the assessment and accountability requirements for serving ELs under Title I, Part A.

Title I, Part A Requirement	Summary and Significance
English Language Proficiency Standards ESSA 1111(b)(1)(F)	Each state must adopt ELP standards that are derived from the 4 recognized domains of speaking, listening, reading, and writing; address the different proficiency levels of ELs; and are aligned with the challenging state academic standards. As a member of the WIDA consortium, Kentucky adopted the WIDA English Language Development Standards to meet this requirement.
English Language Proficiency Assessment ESSA 1111(b)(2)(G)	Each state must demonstrate that LEAs will provide an annual assessment of ELP of all ELs and that the assessment is aligned with the state's ELP standards. (Note: This requirement has always been included under Title I, Part A. ESSA removed the identical requirement from Title III). As a member of the WIDA consortium, Kentucky uses WIDA's ACCESS for ELLs 2.0 as the annual ELP assessment.
Accountability: English Learner Subgroup ESSA 1111(b)(3)(B)	Former ELs are to be included in the EL subgroup for accountability purposes for 4 years. Prior to ESSA, they were included for only 2 years.
Accountability: Long Term Goals ESSA 1111(c)(4)(A)(ii)	Each state must establish ambitious, state-designed, long-term goals, which include measures for ELs for proficiency on content assessments and increases in the percentage of ELs making progress in achieving ELP within a state-determined timeline. Districts receiving Title I funds are now held accountable for this measure rather than only districts receiving Title III funds.
Accountability: Annual Meaningful Differentiation ESSA 1111(c)(4)(C)	Accountability determinations known under NCLB as Adequate Yearly Progress (AYP) are now known as Annual Meaningful Differentiation (AMD). AMD includes separate accountability indicators for ELs and the requirement to include differentiation for underperforming subgroups. A school may be identified for Targeted Support and Improvement (TSI) based solely on the academic of ELP performance of the EL subgroup, allowing school improvement funds to be used for ELs for the first time when available.

Parent Engagement Requirements

ESSA 1112(e) includes several requirements related to the parents of all ELs in the district. Section E of the English Learners and Title III Non-Regulatory Guidance contains additional information on engaging the parents of ELs.

Parent Participation

ESSA 1112(e)(3)(C) states that each district must implement an effective means of outreach to the parents of all ELs to inform them of how they can:

- be involved in the education of their children; and
- be active participants in assisting their children to:
 - o attain English proficiency;
 - o achieve at high levels within a well-rounded education; and
 - o meet the challenging state academic standards expected of all students.

Implementing an effective means of outreach must include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from the parents of ELs.

Notice and Format

ESSA 1112(e)(4) requires the notice and information provided to parents under ESSA 1112(e) be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. This is specific to the parent notification and outreach requirements of Title I, Part A. Providing translation and interpretation services related to core instruction and the core EL program are district requirements under the civil rights laws.

Coordination with Other Programs

ESSA 1112(c) states that the district's Title I, Part A plan must assure that the district will coordinate and integrate services provided under Title I, Part A with other educational services at the district or school level, such as services for ELs, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

The Title I program should support and supplement the district's core EL program as well as work in cooperation with the EL and/or Title III programs in order to maximize resources. The two programs should collaborate to design programs and interventions which address the needs of EL students. The regular sharing of information and expertise will allow both programs to provide effective services to ELs.

Title III, Part A

Title III of the Elementary and Secondary Education Act (ESEA) is part of legislation enacted to ensure that ELs, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. The purposes of Title III are [See ESSA 3102]:

- 1. To help ensure ELs attain English proficiency and develop high levels of academic achievement in English;
- 2. To assist ELs in achieving high levels in academic subjects so they can meet the same challenging academic standards all children are expected to meet;
- 3. To assist in establishing, implementing, and sustaining effective programs designed to assist in teaching ELs;
- 4. To assist in the development and enhancement of the capacity to provide effective instructional programs designed to prepare ELs to enter all-English instructional settings; and
- 5. To promote parent, family, and community engagement in programs and services for ELs.

Title III grants provide States and their districts funds to *supplement* their English language instructional programs. Districts with EL students can apply for a Title III Subgrant. To qualify as a stand-alone Title III district, a district must have enough EL students to generate \$10,000 in allocations. Districts which do not meet the minimum requirement can join or form a consortium with other districts. Districts creating a consortium must qualify for a minimum of \$10,000 in subgrant allocations combined. See question A-15 of the English Learners and Title III Non-Regulatory Guidance for more information on forming a consortium. Title III funds are supplemental to local, state, and federal funds and therefore cannot be used to meet any of the civil rights requirements [See ESSA 3115(g)].

Title III Required Activities

ESSA 3115(c) requires recipients of Title III funds use those funds for three required activities:

• Providing a language instruction educational program (LIEP) to increase ELs' English language proficiency (ELP);

- Providing effective professional development; and
- Providing and implementing other effective activities and strategies that enhance or supplement LIEPs for ELs, which must include parent, family, and community engagement activities, and may include strategies that serve to coordinate and align related programs.

Title III funds must be used to meet these requirements before they can be used for anything else. A list of allowable uses of Title III funds can be found in ESSA 3115(d). 2% of the Title III allocation may be used for administrative expenses. A survey is sent out annually to districts and consortium districts that receive the Title III subgrant to collect data on the activities serving Els to report in the state's Consolidated Performance Report to the USED.

Immigrant Subgrant

Immigrant children and youth are defined by ESSA 3201(5) as individuals who are aged 3 through 21; were not born in any state (including the 50 states, the District of Columbia, and Puerto Rico); and have not been attending one or more schools in any one or more states for more than three full academic years. **The term immigrant is not related to an individual's legal status in the United States.** Under Plyler v. Doe, schools are required to provide equal access to a basic public education to all students regardless of immigration status.

The Title III Immigrant Subgrant, outlined in ESSA 3115(e), is awarded to districts that have experienced a significant increase in their immigrant student population as defined by ESSA 3114(d)(1). These funds must be used to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. Any district may be eligible for the immigrant subgrant, not just districts receiving Title III funds. Districts eligible for this subgrant will be notified by KDE in October. Reference KDE's English Learner and Immigrant Resources webpage and section G of the English Learners and Title III Non-Regulatory Guidance for additional information and resources on serving immigrant students.

Allowable Activities

The activities that provide enhanced instructional opportunities for immigrant children and youth may include the following:

- Family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children;
- Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
- Identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with awarded funds;
- Basic instructional services that are directly attributable to the presence of immigrant children and youth in the LEA involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services;
- Other instructional services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

Serving Eligible Private School Students

ESSA 8501 requires a district provide for the equitable participation of eligible private school students, their teachers, and other educational personnel in private schools located in areas served by the district. This requirement applies to both the EL and immigrant subgrants. Private schools are eligible to receive services under Title III, **not funds**. Title III funds may only be used for supplemental EL services that are reasonable, allocable, and allowable.

The <u>Title III Equitable Services to Private Schools Non-Regulatory Guidance</u> provides additional information on serving EL students in private schools.

Declaration of Participation

Each spring, private schools must complete the Declaration of Participation indicating they wish to receive Title III services. The district must make reasonable attempts to contact all private schools within its boundaries to determine whether the private school intends to participate in the Title III program. The district should contact private school officials annually, even if the private school has declined Title III services in previous years.

Consultation

Following the declaration of participation, the district must engage in timely and meaningful consultation with any private school officials who indicate their schools wish to receive Title III services. The consultation should occur in the spring of the prior school year to design and develop the Title III program, ensuring private school services are in place before the start of the school year. The following topics must be discussed during consultation:

- How students will be identified as ELs;
- How the needs of eligible ELs, their teachers, and other personnel will be identified;
- What services will be offered as well as the size and scope of those services;
- Whether services will include initial identification of ELs and assessment of their language proficiency, as well as a determination of whether students should exit EL status:
- How, where, and by whom the services will be provided;
- How the services will be assessed and how the results of those assessments will be used to improve the services:
- The amount of funding available to provide services; and
- How and when the LEA will make decisions about the delivery of Title III services, including a thorough consideration of the views of the private school officials on the provision of contract services through potential third-party providers.

The consultation must occur before the district makes any decisions regarding Title III services at the private school. Decisions made during the consultation meeting must be documented in the Title III section of the KDE's Consultation Agreement Forms Packet. Once all participating programs have completed their section of the packet, the entire packet should be uploaded to the GMAP District Document Library.

Services

The services provided to eligible private school students must supplement and not supplant services the private school would otherwise offer if not receiving services under Title III. Services must be secular, neutral, and non-ideological. As private schools do not receive federal funds beyond those spent on students' equitable services, there are no other funds to supplant. Private schools are not required to meet the federal civil rights requirements outlined in the Dear Colleague Letter such as providing a core EL program, identifying and assessing potential ELs, and annually assessing ELP. This allows equitable service funds to be used for activities not permitted in public schools, such as providing the initial ELP assessment.

Services provided to staff and Title III-eligible students at participating private schools must be equitable to those provided to eligible students and staff at public schools in the district. USED's Office of Non-Public Education considers participation to be equitable if the district:

- Assesses, addresses, and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis.
- Provides, in the aggregate, approximately the same amount of services to students and educational personnel with similar needs.
- Spends an equal amount of Title III funds to serve similar public and private school students and educational personnel.
- Provides both groups of students and educational personnel equal opportunities to participate in program activities.

The district, in consultation with the private school, determines the appropriate services based on the needs of identified students and their teachers or other educational personnel as well as the amount of Title III funds available for services based on the number of identified students at the private school.

<u>Time and Effort – Personnel Paid from Title III</u>

Employees whose compensation is supported with Title III funds (or any federal funding source) must maintain appropriate records demonstrating the amount of time they worked on Title III. This applies to staff at the district and school level paid completely or partially from Title I funds. These records are often referred to as "time and effort" records. Time and effort logs must reflect an after-the-fact distribution of the actual activity of the employee.

Any federal cost, including salaries, must be allocable; that is, provide a benefit to the program that is proportionate to the relative benefits received. Federal funds can only pay for goods or services to the extent there is a chargeable benefit to the federal program.

2 C.F.R. 200.430 states that the salaries and wages of employees who work on federal programs may be paid with federal funds if appropriate time distribution records are maintained. These records must:

- Be supported by a system of internal controls that provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- Be incorporated into official records;
- Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- Encompass both federally assisted and all other activities compensated by the district on an integrated basis;
- Comply with the established accounting policies and practices of the nonfederal entity; and
- Support the distribution of the employee's salary or wages among specific activities or costs objectives.

The frequency of reporting depends on whether an employee works on a single "cost objective" or multiple "cost objectives." A cost objective refers to a federal program, mandated set-aside, statutory cap, or reservation of funds to which a grantee is required to track its funds. Each federal and non-federal program represents a separate cost objective; Title III is one cost objective and the district EL program is another cost objective.

Personnel Working with One Cost Objective

District personnel whose salary is paid in whole from Title III funds must certify, on a semiannual basis (twice a year), that he/she worked solely on that program for the period covered. This is referred to as "semi-annual certification." The certification must indicate the period covered by the certification and must be signed by the employee and the supervisor who has first-hand knowledge of the work performed.

Sample Completed Semi-Annual Certification

Fiscal Year: 20XX Name of School District: ABC District

Employees who are expected to work solely on a single Federal program or cost objective, charges for their salary will be supported by periodic certifications that the employee worked solely on that program for the period covered by the certification. The certification will be prepared at least semi-annually and will be signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee.

I, <u>John Smith</u>, certify that 100% of my work time from <u>August 20XX</u> to <u>December 20XX</u> was spent on <u>Title III, Part A</u> duties and responsibilities.

Employee Signature: John Smith Date: 01/01/20XX

Supervisor Signature: Jane Doe Date: 01/01/20XX

Working with More than One Cost Objective

District personnel working with more than one federal program (or combination of federal and nonfederal programs) must maintain monthly Personnel Activity Report (PAR) of the number of hours the employee worked directly with Title III and other duties. The report must reflect an "after-the-fact distribution" of the employee's actual activity and must account for the percentage of time for which the employee is paid from each program. The monthly activity report must be signed by the employee and supervisor who has first-hand knowledge of the work performed.

Sample Completed PAR

PERSONNEL ACTIVITY REPORT (PAR) for District Personnel Working with More than 1 Program									
Employe	e Name: Jo	hn Smith			Month:	September 2	OXX		
Reporting Period	PROGRAM	PROGRAM	PROGRAM	TOTAL HRS PER DAY	Reporting Period	PROGRAM	PROGRAM	PROGRAM	TOTAL HR
Day of Month	Title III, Part A	District EL Program			Day of Month	Title III, Part A	District EL Program		
1	2	5		7	16				
2					17				
3					18	2	5		7
4					19	2	5		7
5	3	5		8	20	1	5		6
6	1.5	5		6.5	21	1	5		6
7	2	5		7	22		5		5
8		5		8	23				
9					24				
10					25	3	5		8
11	1	5		6	26	1	5		6
12	3	5		8	27	2	5		7
13	2.5	5		7.5	28	3	5		8
14		5		5	29	3	5		8
15	3	5		8	30				
					31				
TOTALS 1- 15	18	50		68	TOTALS 16- 31	18	50		68
This cert	ifies that th	e employee	has comple	eted work o	during the	time period	for the fede	ral progran	ns as
indicated	d.								

Substitute System for Personnel Activity Reports

Maintaining a monthly PAR has proved difficult and time-consuming for many employees in previous years. In September 2012, the USED released guidance in a Letter to Chief State School Officers that permits a state educational agency (SEA) to approve a local educational agency's substitute system for time and effort reporting that meets the elements outlined in the guidance. This guidance permits an employee working on multiple cost objectives to complete a semi-annual certification submitted along with an acceptable work schedule instead of a monthly PAR. For an employee working on more than one cost objective to be eligible to complete a semi-annual certification rather than a PAR, the following conditions must be met:

- 1. The employee works a schedule that includes multiple cost objectives;
- 2. The work on those multiple cost objectives is "predetermined" (i.e., a teacher's lesson plan);
- 3. The employee is not permitted to work on different cost objectives at the exact same time on their schedule; and
- 4. The documentation of the employee's schedule (which is used in lieu of the PAR) must:
- a) Indicate the specific activity or cost objective that the employee worked on for each segment of the employee's schedule;
- b) Account for the total hours for which the employee is compensated during the period reflected on the employee's schedule;
- c) Be certified at least semi-annually and signed by the employee and a supervisory official having firsthand knowledge of the work performed by the employee;
- d) Include documentation and certifications for any revisions to an employee's established schedule that continue for a prolonged period with effective dates clearly indicated; and
- e) Include documentation by the employee using a PAR that covers any periods for which significant deviations occur from the established schedule that require work on multiple activities or cost objectives at the same time.

If an employee working on multiple cost objectives is unable to meet these conditions, the employee must maintain a monthly PAR. In order for the LEA to use this alternate time and effort documentation, they must receive prior approval from the state educational agency (SEA). The request to use a substitute system for time and effort reporting must include the following information:

- Certification that only eligible employees will participate in the substitute system;
- Certification that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate as well as a description of those controls; and
- A full disclosure of any known deficiencies with the system or known challenges with implementing the substitute system.

Districts requesting to use a substitute system for time and effort reporting must submit this information to their <u>Title III Consultant</u> for review.

LEGAL BACKGROUND ON EL SERVICES

Federal Legislation	Significance			
Equal Protection Clause of the 14 th Amendment (1868)	States that equal protection of the laws cannot be denied to any person within its jurisdiction, regardless of immigration status.			
Title VI of the Civil Rights Act of 1964	Specifically prohibits discrimination on the basis of race, color, or national origin in programs receiving federal funding. It has been interpreted to include the prohibiting of equal access to education because of a student's status as an English Learner.			
Bilingual Education Act of 1968	First federal law directly addressing the education of language minority students. This act provided the first allocation of federal funds for this purpose. Reauthorized in 1994 as part of the Improving Schools Act. Renamed the English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III) under No Child Left Behind.			
Equal Educational Opportunities Act (EEOA) of 1974	Prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in its instructional program.			
Lau v. Nichols (1974)	Supreme Court case in which the court ruled students cannot be denied access in and participation in an educational program due to inability to speak or understand English. The court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.			
	Circuit Court ruling which set the criteria for examining EL programs. The court established a three-part test to evaluate the adequacy of a district's program for EL students:			
Castañeda v. Pickard (1981)	 Qualified teachers implementing sound theory (includes training of staff). 			
	Soundness of Educational Approach (effective teaching methods, including resources and personnel).			
	 School districts must evaluate their programs and make adjustments where needed to ensure language barriers are actually being overcome. 			
Plyler v. Doe (1982)	Supreme Court ruling that public schools may not require Social Security Numbers from all students as this may expose undocumented status. Students are also not required to show an original birth certificate for enrollment. "Other reliable proof" such as a baptismal certificate, family Bible with dutiful records, or an affidavit would suffice in place of the birth certificate.			
January 7, 2015 Dear Colleague Letter	Joint guidance developed by the Department of Justice (DOJ) and the Office of Civil Rights (OCR) that outlined state, district, and school legal obligations to providing services to EL students and families.			
Every Student Succeeds Act (ESSA) of 2015	Replaced the No Child Left Behind Act (NCLB) and is a reauthorization of the 1965 Elementary and Secondary Education Act (ESEA).			

Hierarchy of Funding for English Learner Programs

Districts must provide a core EL program prior to utilizing Title I and Title III funds for services. The following list outlines the succession of programs and funding sources used with ELs eligible for both Title I and Title III services.

Core Instruction – The core instruction program is provided to all students using state and local funds

Core EL Program – The core EL program is required by federal law (see Lau 1974 and Castañeda 1981) and is provided to all EL students. The English development services provided in the core EL program are in addition to the core instruction program. State and local funds must be used to provide this program; federal funds (such as Title I and Title III) cannot be used to provide the core EL program.

Title I, Part A – **The Title I, Part A** program includes supplemental services for Title I eligible EL students. In a schoolwide program, all EL students are eligible. In a targeted assistance program, EL students are eligible using the same criteria as all students. Title I federal funds can be used to provide academic support to students (including ELs) to meet challenging state academic achievement standards. Districts may use Title I, Part A funds to provide an LIEP for Title I eligible EL students.

Title III, Part A – **The Title III, Part A** program provides supplemental language development services to all EL students regardless of Title I participation. The Title III program is above and beyond the core instruction, core EL program, and if applicable, Title I services. Districts are required to use Title III funds to provide EL programs, professional development, and parent, family, and community engagement activities. Once these requirements have been met, districts may not have enough Title III funding left to cover the EL requirements under Title I. Title III funds may be used to meet the Title I EL requirements only if all Title III requirements have been met.

DEFINITIONS AND ACRONYMS

<u>ACCESS for ELLs</u>— secure, large-scale, online English language proficiency assessment administered to kindergarten through 12th grade students who have been identified as English learners annually.

<u>Content Area Tutoring</u> – Programs that provide one-on-one or small group tutoring/assistance to ELs during school 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.

DOJ – Department of Justice

<u>Dual Language Program</u> – Also known as **Two-way Immersion** or **Developmental Bilingual Education**, 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.

<u>EL</u> – English Learner; a student whose primary language is a language other than English. ESSA 8101(20) defines an EL as an individual:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - o who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

- whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual
 - the ability to meet the state's proficient level of achievement on state assessments;
 - o the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

ELL - English Language Learner is often used interchangeably with EL.

ELP - English Language Proficiency

ELSWD – English Learner Students with Disabilities

<u>English as a Second Language (ESL)</u> – An educational approach in which ELs are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program or a bilingual education program.

<u>Content-based English as a Second Language</u> – This approach makes 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.

<u>Pull-out ESL/Resource</u> – 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.

<u>English Language Development</u> – Instruction designed specifically for ELs 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)**.

<u>ESEA</u> – Elementary and Secondary Education Act (ESEA) was first enacted in 1965, is the principal federal law affecting K-12 education. *The Every Student Succeeds Act* is the most recent reauthorization of the ESEA.

ESSA - Every Student Succeeds Act

Evidence-Based - a defined by ESSA, "evidence-based" refers to an activity, strategy or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on: 1) strong evidence from at least one well-designed and well-implemented experimental study; 2) moderate evidence from at least one well-implemented and quasi-experimental study; or 3) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes.
- Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

For additional information on evidence-based practices, visit KDE's **Evidence-based Practices webpage**.

FERPA – Federal Educational Rights and Privacy Act

<u>Grant Management and Application Planning (GMAP)</u> – the system used by Kentucky districts to maximize the use of their grant dollars from federal non-competitive programs. GMAP allows districts to apply for and manage grant applications. GMAP also provides monitoring, approval and reporting functionality for KDE staff. KDE's <u>GMAP webpage</u> contains additional information on the program.

<u>Heritage Language Program</u> – 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.

HLS – Home Language Survey

IFEP – Initially Fully English Proficient

<u>Immigrant Child or Youth</u> – ESSA 3201(5) defines immigrant children and youth as individuals who are aged 3 through 21; were not born in any state (including the 50 states, the District of Columbia and Puerto Rico); and have not been attending one or more schools in any one or more states for more than three full academic years. *Not related to an individual's legal status in the United States.*

<u>Lau Plan</u> – Name for the local English Learner Plan; the name is derived from the Lau v. Nichols ruling that requires services be provided to EL students to assist in overcoming educational barriers of limited English proficiency.

<u>LEA</u> – A Local Education Agency (LEA) is a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district or other political subdivision of a state, or of/for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools. In short, an LEA is the term used for a school district.

<u>LEP</u> – Stands for Limited English Proficient, the term used under NCLB and replaced with the more student-first term, English Learner under ESSA. LEP is oftentimes still used to describe the parents of ELs.

LIEP – Language Instruction Educational Program

<u>NCELA</u> – The National Clearinghouse for English Language Acquisition (NCELA) was authorized under Title III to support USED in providing research and resources to provide high quality education for ELs. Visit the <u>NCELA webpage</u> for more information.

<u>Newcomer Program</u> – 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).

<u>OCR</u> – The Office of Civil Rights (OCR) is an office within USED. OCR's mission is to ensure equal access to education and to promote educational excellence through vigorous enforcement of civil rights in our nation's schools. <u>OCR's Programs for English Learners webpage</u> has guidance on requirements for LEAs as well as resource materials for planning and self-assessment.

<u>OELA</u> – The Office of English Language Acquisition (OELA) identifies major issues affecting the education of ELs and assists and supports state and local systemic reform efforts to improve the achievement of ELs. Visit the <u>OELA webpage</u> for additional information.

PHLOTE - Primary Home Language Other Than English

<u>Professional Development (PD)</u> – ESSA 8101(42) defines professional development as activities that are an integral part of school and LEA strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards. Professional development is integral to a school strategy, part of a sustained program or continuum of service, and not as "stand-alone, 1-day, or short-term workshops." Professional Development includes, but is not limited to, activities that:

- Improve and increase teachers' knowledge of academic subjects.
- Are an integral part of broad school-wide and district-wide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging state academic standards;
- Improve classroom management skills;
- Are sustained, intensive and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents and administrators.

PSP – Program Services Plan

RFEP - Re-designated Fully English Proficient

SEA - State Education Agency

<u>Sheltered English Instruction</u> – An instructional approach used to make academic instruction in English understandable to EL 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.

<u>Structured English Immersion Program</u> – The goal of this program is acquisition of English language skills so that the EL 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 EL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.

<u>Submersion Program</u> – Places EL students in a regular English-only program with little or no support services on the theory that they will pick up English naturally. This program should not be confused with a structured English immersion program.

TESOL - Teaching English to Speakers of Other Languages

<u>Transitional Bilingual Education (TBE) Program</u> – Also known as **Early-exit Bilingual Education**, this 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 EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

USED – United States Department of Education

<u>WIDA</u> – Nonprofit 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, research and professional learning for educators. Formerly known as the World-Class Instructional Design and Assessment Consortium.



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.

Studen	t Information (required):		
	Name:	Grade:	Student
Langua	ge Background (required):		
1.	What is the language most frequently spoken at home?		
2.	Which language did your child learn when they first beg	an to talk?	
3.	What language does your child most frequently speak at	home?	
4.	What language do you most frequently speak to your ch	ild?	
Langua	ge for School Communication (not required):		
5.	In which language would you prefer to receive all school	information:	
Parent/	Guardian Signature:	Date:	·
language help the	ng here, you certify that responses to the four required question e other than English has been identified, your student will be tes m become fluent in English. Students qualifying for language sup- ested annually to determine their English language proficiency a	ted to determine if they qualify for langua pport services are entitled to services as ar	ge support services, to
	For School Usersonnel who administered and explained the HLS and potential if a language other than English was indicated:		nguage development
School S	taff Name: Da	ite:	
School:			

Revised 3/2023

PSP for School Year	Student:	
	THIS DOCUMENT IS CONFIDEN	ΝΤΙΔΙ

Washington County Schools Program Services Plan for English Learners

DEMOGRAPHIC INFORMATION

Student Last Name:	Student First Nam	ne:Middle II	nitial
SSID#		Current Address	
Date of Birth		Date of BirthGender (M/F)	
Language listed on HLS		Immigrant, Refugee, and/ or Migrant	
Less than three years in US school- Yes or No		Any additional information:	
Parent/Guardian Name		Parent/Guardian Phone number	
Parent/Guardian Name		Parent/Guardian Phone number	
Other Contact Name and Relationship		Other Contact Phone number	
Home/School communication to parents request in English or Native Language		Home/School Communication requested Oral and/or Written	
(If available, at	Academic ttach past academic data (c History report cars, standard asses	sments, etc)
Last Grade Completed			
Interrupted Education or Limited	Schooling or No Formal Sch	nooling or NA	
Grades attended in U.S Schools	3		

LANGUAGE PROFICIENCY TEST INFORMATION

ATTACHED COPY OF HOME LANGUAGE SURVEY AND SCORE REPORTS TO PSP

Initial Screener

Grade level Date Listening Speaking Reading Writ score score
--

	W-APT Screen	/K Online er									
Grades 1-12	Online	Screener (W-APT if July 2017)									
Enter	scores	s for each		al Languaç dent takes	-	-				on	
Test		Date	Listenin g score	Speaking score	Reading score	Writing score	Oral score	Liter	racy C	Comprehension core	Overall Score
<u>P</u>	ARTIC	IPATION	IN THE	 STATE-RE	QUIRED	ASSESS	SMENT A	AND A	CCOU	NTABILITY S	SYSTEM
Date					_						
Dale	e of ent	ry to an E	nglish-spe	aking schoo	ol						
The s	tuden	t will par	ticipate i	n:		countable	e status				
The s	tuden	t will par	ticipate i		/kprep ac						
The s	tudent the be	t will par oxes and annual Eng	ticipate i check pa glish Lang	n: articipation	/kprep ac ency Asse	essment (A	ACCESS)				
The s	tudent the be	t will par oxes and annual Eng	ticipate i check pa glish Lang	n: articipation/ uage Profici State-requir	/kprep ac ency Asse	essment (A	ACCESS)				
The s	tudent the beautiful A	t will par oxes and annual Eng Participation Program (1	ticipate i check pa glish Lang n ONLY - st year in	n: articipation/ uage Profici State-requir	/kprep ac ency Asse red Assess	essment (A	ACCESS)	ability	у		
The s Check	tudent k the be	t will par oxes and annual Eng Participation Program (1	ticipate i check pa glish Lang n ONLY - st year in	n: articipation/ uage Profici State-requir US school)	/kprep ac ency Asse ed Assess uired Asse	essment (A sment and essment a	ACCESS) Accounta	ability ntabilit	у		

Reader

Scribe
Bilingual/English dictionary (word-to-word translations ONLY)
Extended time
Oral Native language support

Please review the <u>Inclusion of Special Populations</u> Training to ensure proper accommodations

EL PROGRAM TYPE AND ENROLLMENT

Date Identified EL	Date Entered EL Program	
--------------------	-------------------------	--

Check the program type:

Parent/Guardian waived services or withdrew student from services.	Parent/Guardian completed and
signed all waived/opt-out services paperwork.	

Sheltered English Instruction

 An instructional approach used to make academic instruction in English understandable to EL 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.

Content area tutoring

Programs that provide one-on-one or small group tutoring/assistance to ELs during school 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.

Pull-out ESL/Resource

 Programs which remove ELs from general education classes to pre-teach, teach, or reteach English language skills and/or academic content covered by the general education classroom teacher.

Content-based ESL

• This approach makes 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.

Structured English Immersion (push-in)

 The goal of this program is acquisition of English language skills so that the EL 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 EL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.

Developmental bilingual education

 Also known as Two-way Immersion or Developmental Bilingual Education, 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.				
Transitional bilingual education Also known as Early-exit Bilingual Education, this 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 EL student's transition to an all English instructional program while receiving academic subject instruction in the native language to the extent necessary.				
Two-way immersion (Dual Language) • Also known as Two-way Immersion or Developmental Bilingual Education, 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.				
Newcomer Program				
Student will also receive Special Education services (If yes, include information on how the program will meet IEP annual goals)				

English Language Development
Goals and Strategies based on
English Language Standards,
screeners, and ACCESS
scores if applicable.

Required: The PSP Committee discussed Commander Days/Non-traditional instruction days. Commander days are instructional days when students do not report to the school, but complete preassigned work at home. The PSP Committee determined that if a Commander Day is used the plan will be to complete:

Mark all that apply for Commander/NTI days:

Modified assignment based on the instructional methods within the classroom

Student specific lessons

The same assignment as peers

Lessons/educational games onto technology device. List the education games/programs————

The same assignment as peers to be reviewed with an EL tutor prior to turning in

Phone call or online session to work through the lesson

An assignment in a small group setting upon returning to school

An assignment in the home language

·	Letters/directions for parents translated into home language							
Other:	Other:							
Comments and procedures for ensuring Commander Days/NTI plans are implemented:								
With regular school attendance and parental support it is anticipated that the student will exit from								
services for English Learners to monitoring status in how many years.								
	Exit EL Program							
	<u>EXICEE Frogram</u>							
Has the student met the	Date exited from EL	Expected						
Exit Criteria - yes/no (Exit Criteria to RFEP- ACCESS	status and monitoring documents completed	date of graduation						
2.0 English Language Proficiency Assessment (4.5	(attached monitoring	(Grades 9-12						
Overall)	information)	only)						
Comments:								

ACCOMMODATIONS FOR CLASSROOM

Instructional Accommodations:

Read text in English	Read text in primary language	Adapt pace of instruction
Scribe response	Extended time	Use computer/software
Bilingual/English dictionary	Small group/Single form test	Model language/Task completion
Prompting/Cueing	Adapted materials/technology	Interaction opportunities
Provide visuals/organizers	Link instruction to prior learning	Provide language objectives
Use Spell Check	Build background knowledge	Other programming accommodations to address individual strengths and needs

Provide content objectives	Scaffold responses	
Engage in academic conversations	Bilingual or English glossary	
Meta-cognitive strategies	Simplified language	
Oral native language support	Assistive technology	

Classroom Assessment Accommodations:

Must include those identified in the Participation in the State-required Assessment and Accountability

System

Reader		Oral native language support
Scribe		Extended Time
Bilingual/English dictionary (word-to-word translation only)		

Expected Rate of Transition

How many years is it anticipated that the student will transition to full participation in classrooms that	
are not tailored for EL students with regular school attendance and parental support?	

Parents' Right to Opt Out & Notification

Parents' Right to Opt Out: As EL parent(s) I understand I have the right under Title VI and the Equal Education Opportunities Act (EEOA) to decline or opt my child out of the school district's program for ELs or out of particular language services within the program. If I decline services, my child is still required to take the ACCESS 2.0 each year. If I opt out, I will need to complete another form provided by the EL staff and/or school.

Parent Notification

Parent notification must be provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in the EL program if enrolled after the start of the school year. [ESSA 1112(e)(3)(A-B)]

Program Service Plan Committee:

Signatures and dates of persons involved in the development of the Program Service Plan.

Print Name	Signature	Title	Date
		Parent/Guardian	
		Parent/Guardian	
		Principal	

	EL staff	
	Teacher	
	Counselor	
	Other:	



Notification of Initial EL Identification Letter

Initial Placement	Continuing Placement
Student Name	School
Date	Grade
Dear Parent(s) or Guardian:	
Dear Parent/Guardian,	
*	law to identify students who speak a language other than English, and to determine if they would benefit from additional educational services.
indicated a language other than English is sp	istrict, you completed a home language survey for your child and poken in the home. The district then screened your child for English assessment. Your child has been identified as an English learner (EL) age proficiency (ELP):
WIDA Screener (Kindergarten)	Your child's ELP level: [Insert WIDA Screener Score]
WIDA Screener (Grades 1-12)	Your child's ELP level: [Insert WIDA Screener Score]
4.5 on the WIDA Screener qualify to be place additional supports to help improve your chi	Screener for Kindergarten and students in grades 1-12 scoring lower than ced in the English learner program. The English learner program offers ild's listening, speaking, reading and writing skills in English, as well as ademic standards for grade promotion and graduation. The expected rate ram is [Insert number] years.
Your child's level of academic achievement appropriate source below] based on:	is [List student's level of academic achievement and indicate the
☐ Grades	
☐ KSA scores	

☐ Interim assessment scores (in class assessment, benchmark test, etc.)
To review your child's grades in detail, please log into the school's online parent portal, Infinite Campus.
The following methods of instruction are used in our district's English learner program. The method that has been selected for your child's English learner services is checked. This method was selected to best meet the educational needs and strengths of your child:
Note to Districts: List EL service(s) available in the district and a brief description here using the following LIEP Description list. Check the service(s) selected for this student and delete services not available in the district.]
Content Area Tutoring – One-on-one or small group tutoring or assistance to English learners during school nours. Tutoring generally is provided by teachers other than bilingual or ESL teachers, and may be provided by an aide under the direction of a teacher. This method can benefit students by assisting them with content area assignments.
Content-Based English as a Second Language (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.
□ Dual Language – Also known as Two-Way Immersion or Developmental Bilingual Education , the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and in another language in a classroom that usually is comprised of half native English speakers and half native speakers of the other language. This method encourages students to master English, but not at the cost of osing their native language. It also allows students to use language in relevant and real-world ways.
English as a Second Language (ESL) – Also known as English Language/Literacy Development. A program of echniques, methodology and special curriculum designed to teach students who are English learners English anguage skills, which may include listening, speaking, reading, writing, study skills, content vocabulary and cultural orientation. Instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and usually is taught during specific school periods. For the rest of the school day, students may be placed in mainstream classroom, an immersion program or a bilingual education program. This method uses the academic and cultural experiences of the student as a platform to provide the appropriate instruction in English.
Heritage Language – This method is a dual language program designed for students who primarily are English speakers with some proficiency in or a cultural connection to the partner language through their family, community or country of origin. This method encourages students to develop and maintain their home language.

[Note to districts: Complete the information if the EL student has been identified as a student with disabilition of the child does not have a disability, delete this section.]	es.
\Box Other – [If the district provides programs other than those listed above, insert a brief description of the program as well as its benefits here. If no additional programs are offered, delete this line.]	
Transitional Bilingual Education – Also known as Early Exit Bilingual Education, this 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 the program is to facilitate the English learner's transition to an all-English instructional program while receiving instruction in an academic subject in the native language, to the extent necessary. Unlike dual language programs, primary language instruction is gradually phased out of content as the student's English language proficiency increases. These programs may be initiated at any grade level according to individual student performance, and therefore have the flexibility to support more mobile student populations.	
□ 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 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 u with the class and refrains from alienating students by not taking them out of the classroom environment.	•
□ Sheltered English Instruction – An instructional approach used to make academic instruction in English understandable to students who are English learners. 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. This method uses techniques such as direct teaching of vocabulary and explicit modeling that makes content more accessible to all learners.	es
□ Pull-Out ESL Resource – Programs that remove English learners from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the general education classroom teacher. This method can benefit students by allowing them to receive more individualized attention in small group	S.
□ Newcomer Program – Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic 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). This method helps newly arrived students develop English skills and develops appropriate content area instruction, assists students in acclimating to the U.S. school system and builds or strengthens a student's native language skills.	

If your child has a disability, their EL program services are developed with special education staff, and they support your child's Individualized Education Program (IEP). Members of the IEP team will include individuals with both knowledge of English language acquisition and an understanding of how to differentiate between needs your child's language needs and their special education needs to ensure your child receives services that properly support all their needs. The English learner program your child will be enrolled in meets the objectives of your child's individualized

education program (IEP) because it [Insert information regarding how the selected EL program(s) meets the objectives of the child's IEP].

You have the right to choose another program or method of instruction for your child, if available. Please contact **[Insert name of EL teacher/coordinator]** at **[Insert phone number]** to work with the district and school in selecting another program or method of instruction, if additional programs or methods are offered.

The graduation rate for high school students who receive the additional supports offered through the district's English learner program is [Insert percent] %.

You have the right to decline these services at any time by submitting a request to the district's Title III coordinator, [Insert name of district Title III coordinator], in writing. Students whose parents decline English learner services still are identified as English learners, and still must complete the ACCESS test each year until they reach a score of 4.5 overall composite or higher on a Tier B/C ACCESS test or a score of P2 for students taking the Alternate ACCESS test.

You are invited to participate in the upcoming Program Service Plan meeting to discuss your child's participation in the English learner program. The meeting to discuss your child's participation in the English learner program will be held on

[Enter date, time, and location of meeting]

To reschedule the meeting or request an interpreter for the meeting, please contact:

[Enter contact information]

Sincerely,

[Insert your name]



Notification of Initial EL Identification Letter

_____ Continuing Placement

Initial Placement

Student Name	School
Date	Grade
Dear Parent/Guardian,	
*	er federal law to identify students who speak a language other than English, and oficiency to determine if they would benefit from additional educational services.
survey and an English language pr law requires that districts assess th	cified as an English learner based on information provided on their home language oficiency screener score upon their initial enrollment in the school district. Federal e English language proficiency of all English learner students each year. This past he ACCESS for ELLs language proficiency test to meet that requirement. Your es are listed below:
[Enter ACCESS/Alternate ACC	ESS scores here]
test qualify a child to be placed in supports to help improve your chil them in meeting age-appropriate a	overall composite on a Tier B/C ACCESS test or a P2 on the Alternate ACCESS the English learner program. The English learner program offers additional d's listening, speaking, reading and writing skills in English, as well as support cademic standards for grade promotion and graduation. The expected rate of or program is [Insert number] years.
Your child's level of academic ach appropriate source below] based	ievement is [List student's level of academic achievement and indicate the on:
☐ Grades	
☐ KPREP scores	
☐ Interim assessment sco	ores (in-class assessment, benchmark test, etc.)
To review your child's grades in d	etail, please log into the school's online parent portal. Infinite Campus.

The following methods of instruction are used in our district's English learner program. The method that has been selected for your child's English learner services is checked. This method was selected to best meet the educational needs and strengths of your child:

Note to Districts: List EL service(s) available in the district and a brief description here using the following LIEP Description list. Check the service(s) selected for this student and delete services not available in the district.]
Content Area Tutoring – One-on-one or small group tutoring or assistance to English learners during school nours. Tutoring generally is provided by teachers other than bilingual or ESL teachers, and may be provided by an aide under the direction of a teacher. This method can benefit students by assisting them with content area assignments.
Content-Based English as a Second Language (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.
Dual Language – Also known as Two-Way Immersion or Developmental Bilingual Education, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and in another language in a classroom that usually is comprised of half native English speakers and half native speakers of the other language. This method encourages students to master English, but not at the cost of osing their native language. It also allows students to use language in relevant and real-world ways.
English as a Second Language (ESL) – Also known as English Language/Literacy Development. A program of rechniques, methodology and special curriculum designed to teach students who are English learners English anguage skills, which may include listening, speaking, reading, writing, study skills, content vocabulary and cultural orientation. Instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and usually is taught during specific school periods. For the rest of the school day, students may be placed in mainstream classroom, an immersion program or a bilingual education program. This method uses the academic and cultural experiences of the student as a platform to provide the appropriate instruction in English.
Heritage Language – This method is a dual language program designed for students who primarily are English speakers with some proficiency in or a cultural connection to the partner language through their family, community or country of origin. This method encourages students to develop and maintain their home language.
Newcomer Program – Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic 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). This method helps newly arrived students develop

English skills and develops appropriate content area instruction, assists students in acclimating to the U.S. school system and builds or strengthens a student's native language skills.
□ Pull-Out ESL Resource – Programs that remove English learners from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the general education classroom teacher. This method can benefit students by allowing them to receive more individualized attention in small groups.
□ Sheltered English Instruction – An instructional approach used to make academic instruction in English understandable to students who are English learners. 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. This method uses techniques such as direct teaching of vocabulary and explicit modeling that makes content more accessible to all learners.
□ 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.
□ Transitional Bilingual Education – Also known as Early Exit Bilingual Education, this 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 the program is to facilitate the English learner's transition to an all-English instructional program while receiving instruction in an academic subject in the native language, to the extent necessary. Unlike dual language programs, primary language instruction is gradually phased out of content as the student's English language proficiency increases. These programs may be initiated at any grade level according to individual student performance, and therefore have the flexibility to support more mobile student populations.
□ Other – [If the district provides programs other than those listed above, insert a brief description of the program as well as its benefits here. If no additional programs are offered, delete this line.]
(Note to districts: Complete the information if the EL student has been identified as a student with disabilities. If the child does not have a disability, delete this section). If your child has a disability, their English learner program services are developed with special education staff and they support your child's Individualized Education Program (IEP). Members of the IEP team will include individuals with both knowledge of English language acquisition and an understanding of how to differentiate between your child's language needs and their special education needs to ensure your child receives services that properly support all their needs. The English learner program your child will be enrolled in meets the objectives of your child's individualized education program (IEP) because it [Insert information regarding how the selected EL program(s) meets the objectives of the child's

IEP].

You have the right to choose another program or method of instruction for your child, if available. Please contact [Insert name of EL teacher/coordinator] at [Insert phone number] to work with the district and school in selecting another program or method of instruction, if additional programs or methods are offered.

The graduation rate for high school students who receive the additional supports offered through the district's English learner program is [Insert percent] %.

You have the right to decline these services at any time by submitting a request to the district's Title III coordinator, [Insert name of district Title III coordinator], in writing. Students whose parents decline English learner services still are identified as English learners, and must still complete the ACCESS test each year until they reach a score of 4.5 overall composite or higher on a Tier B/C ACCESS test or a score of P2 for students taking the Alternate ACCESS test.

You are invited to participate in the upcoming Program Service Plan meeting to discuss your child's participation in the English learner program. The meeting to discuss your child's participation in the English learner program will be held on

[Enter date, time, and location of meeting]

To reschedule the meeting or request an interpreter for the meeting, please contact:

[Enter contact information]

Sincerely,

[Insert your name]



Parental Waiver Form

Studer	ent Name School	
Opt-o	out Date Grade	
for Eng child h to rece	quired by federal law, your child has taken an English language proficiency test to determine if s/he qualification in order to comprehend daily lessons and participate socially in school. You has been tested in English reading, writing, speaking and listening. The test scores indicate that s/he is eligeive EL instruction in a program designed to help students acquire English language proficiency and accest-level content instruction.	our ible
child. instruc examp only E	I have considered the program(s) offered by the school and have chosen to decline separate, specialized Ection for my child. Specialized services or classes are those provided only for English Learners (ELs), for ole, EL pull-out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of ELs. This does not include a class composed of ELs and non-ELs in which EL is supported through contection. By checking each item below, I acknowledge that I have read and understand each statement.	L f
	I am aware of my child's English language assessment score and other information about my child's cur academic progress and understand why s/he was recommended for additional English language instructions.	
	My decision to decline or opt out of specialized EL instruction is voluntary.	
	Federal law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until s/h attains English proficiency and is no longer considered EL status.	e
	The school district will monitor my child's academic progress without the benefit of receiving specialized EL instruction until my child attains English proficiency and four years after exiting from EL status.	d
	The school district will continue to inform me of my child's progress in attaining English proficiency.	
	I can change my preference at any time by notifying the school district in writing and allowing my child enroll in the EL program(s) offered by the school.	to
I,	(parent/guardian name) with a full understanding of the above information, wish to	
	Decline all of the specialized EL programs and services offered to my child.	
	Decline some of the EL programs and/or particular EL services offered to my child.	
Pa	Parent/Guardian Signature:	



Exited English Learner Monitoring Form

Student Name: SSID:										
Years in EL	Prograr	m:		Exit	Dat	e for EL	Services:			
Year of mon	itoring _	1s	st 2nd __	3rd	4	th C	Current Aca	demid	c Year:	
Exiting AC	CESS 2	.0 for	EELs© Res	sults:						
Overall	Liste	ning	Speaking	Reading	W	/riting	Literacy	Con	nprehension	Oral Language
				Mon	itor	ing Sta	ff			
Monitorin	g Year	Nan	ne of Classro	oom Teacher(s) Name		of EL Teacher		Name of EL Coordinator		
1st Year										
2nd Year										
3rd Year										
4th Year										
				Asses	smo	ent Res	ults			
Monitorin	g Year		KSA - R	eading		KSA	- Mathemat	ics	C	Other
1st Year										
2nd Year										
3rd Year										
4th Year										
s the stude		_	any special s	Special S services/prog			•	e stan	dard academi	-
										4:

If yes, describe the services in the following chart:

Monitoring Year	Description of Special Services/Program
1st Year	
2nd Year	
3rd Year	
4th Year	

Academic Performance

Each year of monitoring, attach or include copies of the student's mid-term and report cards in the monitoring folder. Each year, please document any concerns and actions taken below.

Grading Period	Mid-term/Report Card Concerns	Actions Taken

Classroom Performance

Each year the student's content teacher(s) should rate the student's classroom performance for each grading period. This documentation should be kept with the midterms.

Monitoring Year:	Teacher:	
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Rate the student's performance in each of the following areas (1=never 2=seldom 3=sometimes 4=often 5=always)	Grading Period 1	Grading Period 2	Grading Period 3	Grading Period 4
The student completes assignments on-time.				
The student communicates effectively with teacher.				
The student participates effectively in class projects.				
The student participates effectively in class discussions.				
The student is able to work independently.				
The student attends class regularly.				

The student displays effort and enthusiasm in class.							
The student requires additional assistance with assignments.							
The student shows evidence of difficulty with language.							
The student has discipline problems that interfere with his/her academic progress.							
Have EL strategies been implemented to respond to the language needs of the former EL? Yes No If yes, provide details:							
Do you recommend that this student be reassessed for reclassification as an EL? Yes No							
(Re-assessment must be done using a valid and reliable, grade-appropriate ELP test to determine if there is a persistent language barrier)							
Signature:							

Updated 02/2022



Parent Notification of Exiting from EL Program

Date:
Dear Parent/Guardian:
Your child,, has met the criteria set forth by the Kentucky Department of Education English Learner (EL) Program to exit.
To exit from an EL program in the state of Kentucky, a student must achieve a score of 4.5 or higher Overall Composite Proficiency Level (CPL) on a Tier B/C ACCESS for ELLS®. The Program Exit Date will be June 30 of the school year in which the student reached attainment on ACCESS.
Your child will now be placed on monitoring status for the next four years as required by federal guidelines. The Washington County staff members will utilize the Exited English Learner Monitoring Form and conference with your child's teacher quarterly to assess academic progress and difficulties in the classroom.
Please contact me at {insert telephone #} to request an appointment if you have questions or concerns. You may also leave a message for the me with the school secretary.
School Telephone Number:
Thank you for your time and attention to this letter.
Sincerely,
[Insert your name]



Return to English Language Learner Program

Student Name	School					
Date	Grade					
Based on the following data we recommend that your student return to the EL program Current academic performance and/or English language skills weaknesses -						
Current academic performance and/or English lar	<u>iguage skills weaknesses</u> -					
Data to support the return to EL program:						
State Assessment Scores						
Test name: Reading:	Math:					
District Assessments						
Test name: Reading:	Math:					
Grades						
Reading: Math:	_					
English language screening Scores						
Reading: Speaking: Writing	ng: Listening:	Overall:				
Parent observations and/or feedback -						
Teacher observation –						

Return to EL program effective on {insert date}

	Print Name	Signature	Date
Parent/Guardian			
Principal/Administrator			
EL Staff			
Counselor			
Teacher			
Other			