

# Hart County Schools

## Lau Plan

### English Learners (EL) Program Policy and Procedures



*Working together to provide all students with a quality education that prepares them to be successful citizens.*

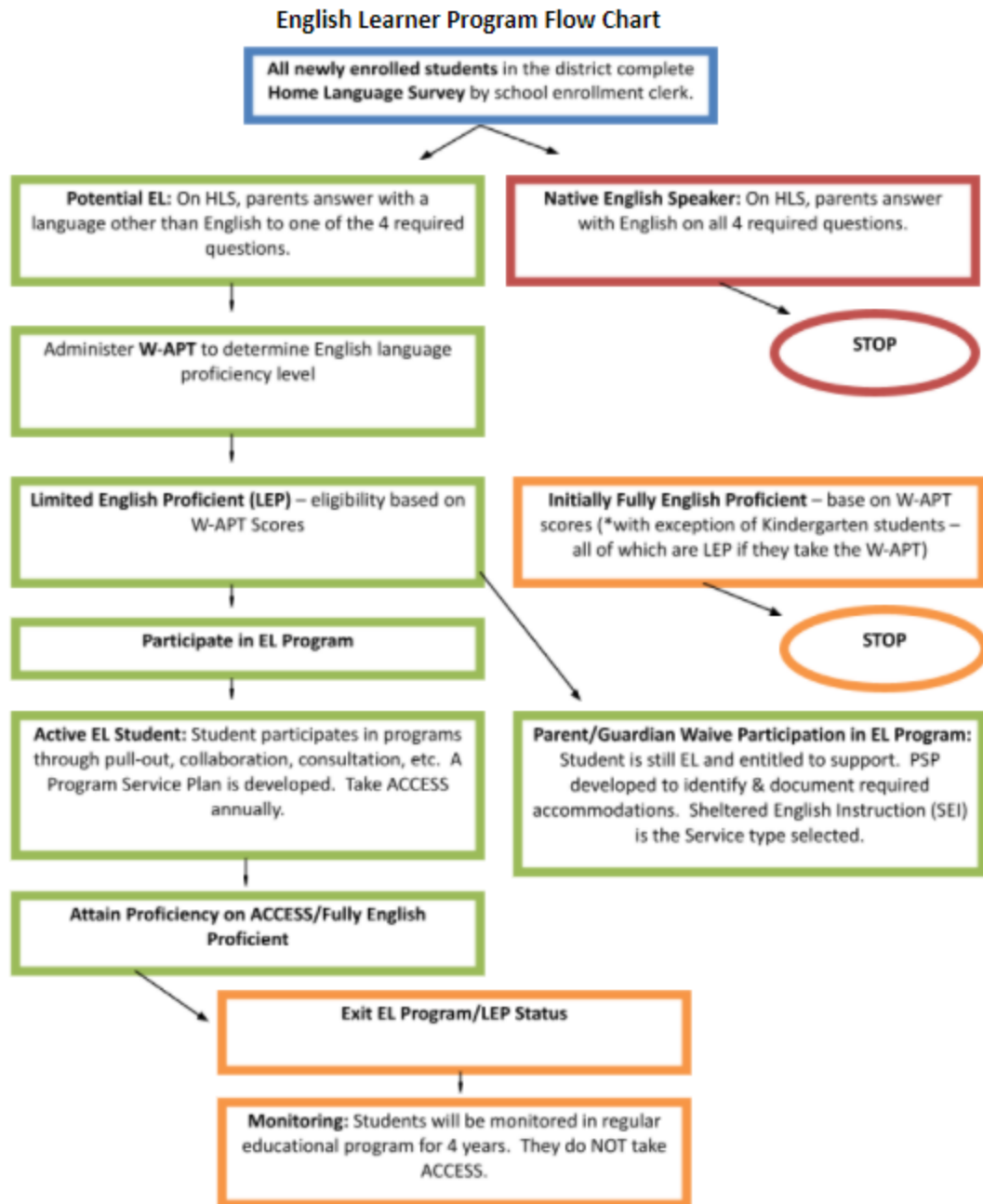
## TABLE OF CONTENTS

CHAPTER I	<b>EL Program Basics</b>	2
	Flow Chart	2
	Acronyms & Definitions	3
CHAPTER II	<b>Initial Identification of EL students in Hart County Schools</b>	5
	Home Language Survey	5
	Eligibility Screening	5
	Eligibility Determination and Consent for Services	6
CHAPTER III	<b>Guidelines for Services</b>	8
	Program Service Plan (PSP)	8
	Annual PSP Meeting Procedures	8
	Accommodations & Modifications	8
	Annual Summative Assessment for English Language Proficiency	9
	Monitoring	9
	Kentucky System of Interventions (KSI)	10
	EL Students with Disabilities	10
	Gifted ELs	10
	Retention Policy	10
	Exiting from EL Program	11
CHAPTER IV	<b>Staffing and Resources</b>	12
	Job Responsibilities	12
	Professional Development	12
	Curriculum & Teacher Resources	12
CHAPTER V	<b>Records and Reporting</b>	13
	Folder Setup & Retention of Records	13
	Parent Contact Log	13
	Forms	14
CHAPTER VI	<b>Program Evaluation</b>	15
	Lau Plan Team Members	
CHAPTER VII	<b>Question and Answer Document</b>	16

# CHAPTER I: EL Program Basics

## Procedures for Identification of and Service Delivery for English Learners

The flowchart below illustrates the steps in the identification and EL services (Adapted from KDE & Warren County Public Schools).



## Acronyms

**EL** - English Learner

**ELL** - English Language Learner

**ESL** - English as a Second Language

**HLS** - Home Language Survey

**LEP** - Limited English Proficiency

**PSP** - Program Service Plan

**RFEP** - Reclassified as Fluent in English Proficiency

**WIDA** - World Class Instructional Design Assessment

## Definitions

**ACCESS** - State required yearly assessment given to all students in the ESL program to measure progress.

**Can Do Descriptors** - The WIDA Can Do Descriptors are commonly used by EL staff in coaching general education teachers about differentiated instruction for ELs. They can also be used to plan lessons or observe student progress.

**English Learner** - English Learners (ELs) come with diverse histories, traditions and varied educational experiences. The term “English Learner”, when used with respect to an individual, means an individual -

- a. who is age 3 through 21;
- b. who is enrolled or preparing to enroll in an elementary school or secondary school;
- c. (i) who was not born in the United States or whose native language is a language other than English;  
(ii) 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  
(iii) 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
- d. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -  
(i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);  
(ii) the ability to successfully achieve in classrooms where the language of instruction is English;  
OR  
(iii) the opportunity to participate fully in society.

**English learners with disabilities** - refers to English learners who also meet criteria for student with disability under the IDEA, as defined in Section 602(3) of that Act and 34 CFR §300.8 (ESEA Section 3201(4))

**Home Language Survey** - survey filled out by all families as part of the enrollment process once in the child’s educational career in Kentucky to document the language history of the enrolling child.

**Immigrant Children & Youth** - The term “immigrant children and youth” means individuals who -

- a. are aged 3 through 21;
- b. were not born in any State; and
- c. have not been attending one or more schools in any one or more States for more than 3 full academic years. (ESEA Section 3201 (5))

**PSP** - a legal document used to establish individual goals and plans for ELs.

**WIDA** - The WIDA Consortium is a non-profit cooperative of thirty-two states working together to meet the requirements of ESSA for ELs.

**WIDA Screener** - screener used by the ESL department to measure the English Language Proficiency of students who are new to the district.

# CHAPTER II: Initial Identification of EL Students in Hart County Schools

## Home Language Survey

Hart County Schools follow state and federal regulations regarding the identification of students who are not yet proficient in English and are eligible for programs targeting English language development (ELD). Students who have not demonstrated proficiency in English, based on an English language proficiency language screener or test are referred to as English Learners (ELs). Initial identification of ELs is based on multiple sources of data, but relies heavily on two instruments, the **Home Language Survey** and the **WIDA Online Screener**.

Home Language Survey: The possibility that a student may not be fully proficient in English is first identified with the Home Language Survey (HLS).

- All parents enrolling their children in Hart County Schools must complete the district HLS questionnaire;
- Most families receive the HLS at their child's school when they receive the enrollment packet;
- If a family appears to have difficulty understanding and/or speaking English, the HLS is available in other languages. If HLS is not available in native language, translator services will be provided.
- The HLS is completed only once - at the time of initial enrollment at EIS.

If the response to one or more of the following language use questions is a language other than English, then further English language proficiency screening using the WIDA Online Screener or Model tests will be required. The following questions are required by the Kentucky Department of Education to be on the Home Language Survey:

1. What language did your child learn when s/he first began to talk?
2. In what language do you most frequently speak to your child?
3. In what language does your child most frequently speak when at home?
4. What language is most frequently used at home?

## Eligibility Screening

WIDA Online Screener is a screening instrument designed to measure English proficiency. The purpose of the screener is to determine if the student is an English Learner (i.e., not fully proficient in English/Limited English Proficiency "LEP") and eligible for EL programming. The WIDA Online Screener will be given to any student for whom there is a possibility that they are not proficient in English based on the responses to the HLS.

The WIDA Online Screener must be administered within the first 30 days of school for all students who enroll on or prior to the first day of school. Students who enroll after the first day must be screened within 10 school days. This is required by PL 107-110, §3302 and 703 KAR 5:070.

## Initial Eligibility Identification Criteria for Students

Grade Level	Composite WIDA Screener Score	Eligible
Preschool	WIDA Online Screener is never given to preschool-aged students	NA
Kindergarten	Any score	Yes, Always Eligible
Grades 1-12	Less than 4.5 Equal to or Greater than 4.5	Yes No, not EL

\*First semester kindergarteners take listening and speaking only. Second semester kindergarteners take all sections of the test. All kindergarten students are serviced in some way. The first possible exit point is a first grade Tier B/C ACCESS 2.0 test.

## Eligibility Determination and Consent for Services

A Notice of Eligibility Form will be completed for any student who is given a placement screener indicating the scores the child obtained on the WIDA Online Screener. If a student in grades 1-12 achieves a WIDA Screener Composite Proficiency score of 5.0 or higher, **the student does not qualify and eligibility determination will indicate “do not recommend services.”** A copy of the eligibility notice and HLS will be placed in the student’s permanent file.

**For any student that qualifies for EL programming, a notice of eligibility will indicate “recommend services.”**

- Hart County Schools generally provides Content-Based ESL services and Content Area Tutoring. Other services may be deemed appropriate based on individual student needs.

If the parent does not return the eligibility form, the Counselor will obtain a signature on form during PSP meeting to keep on file. Once the eligibility form has been signed, the student is then considered eligible to receive services.

For **parents who deny student participation in EL Program** on the notice of eligibility, **the student is still considered EL** and is entitled to support/accommodations in the classroom but will not participate in any of the service delivery options described above. If a child demonstrates they are not fully proficient in English on the WIDA online screener OR the ACCESS test, a PSP will still be developed and outline the supports and accommodations that will be provided in instruction and assessment. Likewise, **ALL ELs must take the federally-mandated annual test of English language proficiency, ACCESS annually until they meet proficiency criteria.**

## WIDA English Language Proficiency Levels

LEP Students have varying levels of English proficiency. Their levels, which are assessed and identified by the EL program staff, are described below. The chart shows the definitions as outlined by the corresponding WIDA English language proficiency level:



Limited English Proficient	Level 1 Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support.
Limited English Proficient	Level 2 Emerging	Knows and uses some social English and general academic language with visual and graphic support.
Limited English Proficient	Level 3 Developing	Knows and uses social English and some specific academic language with visual and graphic support.
Limited English Proficient	Level 4 Expanding	Knows and uses social English and some technical academic language.
Fluent English Proficient	Level 5 Bridging	Knows and uses social English and academic language working with grade level material.
Fluent English Proficient	Level 6 Reaching	Knows and uses social and academic language at the highest level measured by the WIDA ACCESS.



## **CHAPTER III: Guidelines for Services**

### **Program Service Plan (PSP)**

Each EL student shall have a PSP that outlines an individualized plan to assist students with English language development and English Language Proficiency standards. The PSP will include the following items/domains:

- Student's demographic information (including language information)
- Academic history
- Language Proficiency Test information (WIDA Screener & ACCESS scores)
- Participation in State Assessment and Accountability status
- EL Program Type
- Accommodations
- Parent Notification

PSPs will be uploaded to Infinite Campus and available to view by classroom teacher(s) and school administrator/counselor.

### **Annual PSP Meeting Procedures**

Every year a meeting will be held to review and make any needed changes to each student's PSP. PSP meetings will be held within the first 30 days of school. For those enrolling after the school year has begun, a PSP meeting will be held within 10 school days.

The meeting will begin by introducing all team members in attendance and their role. Team members will have an opportunity to share regarding student's performance, progress, needs, and any other pertinent information. The team will review the PSP and obtain required signatures. A copy will be provided to the parent/guardian and the original placed in the student's EL folder.

Every effort must be made to hold the PSP meeting with parent/guardian in attendance. If parent/guardian is unable to be reached or is unable to attend, documentation of attempts to hold meetings with parent/guardian must be kept in parent contact log. A copy of the PSP would then be sent home to be signed by the parent and returned.

If a parent/guardian needs an interpreter to participate in PSP meetings, one shall be provided.

### **Accommodations & Modifications**

Each EL student shall have a PSP that outlines appropriate accommodations and modifications to be provided to the EL student. Accommodations must be developed collaboratively with the classroom teacher(s), parent, counselor, and/or principal. The classroom teacher is responsible for implementing ALL accommodations throughout the school year.

Classroom and instructional modifications are also collaboratively identified and are given to EL students for the purpose of gaining equal access to the content. The classroom teacher is responsible for implementing ALL modifications outlined in the student's PSP.

The following chart is a list of some, but not all, accommodations that may be considered.

<b>Instructional Accommodations</b>	<b>Instructional/Assessment Accommodations</b>
Provide visuals/organizers	Reader in English
Provide content and language objectives	Scribe
Engage in academic conversations	Bilingual dictionary
Teach and model meta-cognitive strategies	Oral native language support
Small group/individual testing	Extended time (double time OR time and a half)
Adapted materials	Simplified language
Scaffold responses	
Provide opportunities for interaction	
Model language/task completion	
Pre-teach vocabulary	
Building background knowledge/link to prior knowledge	

## **Annual Summative Assessment for English Language Proficiency**

The ACCESS for ELs Test is administered to all identified EL students in Hart County Schools by the EL Program Director/District Assessment Coordinator. The ACCESS is used to measure annual growth in English language proficiency and to assist in determining when EL students demonstrate the level of English proficiency necessary to exit from EL programs. The ACCESS for ELs Test administration window opens the first week of January and remains open for approximately 6 weeks.

The ACCESS test is an on-line test for grades 1-12. Kindergarten students will take a paper-pencil version. EL students with significant cognitive disabilities may take the Alternate ACCESS test, which is also a paper-pencil test, if the ARC determines the student is eligible for Alternate Assessment. The ACCESS test for grades 1-12 has three difficulty “tiers” - A, B, and C. Tier A is administered to students whose English proficiency is in the beginning stages. Tier B is designed for students with intermediate level proficiency and Tier C is for students who are approaching advanced stages of English proficiency.

All test administrators must be certified to give the ACCESS. The District Assessment Coordinator (DAC) and EL Program Director will work with Counselors to coordinate the ordering and scheduling of the ACCESS test in December.

The ACCESS test results are returned to the district in April in electronic format. The EL Program Director and Counselors will determine appropriate means to distribute ACCESS score reports to principals, teachers and parents. A copy of the student report will be filed in their EL Program folder.

## **Monitoring**

After exiting the EL Program, based on ACCESS scores (ACCESS 5.0 composite AND 4.0 Literacy), students will be monitored for the next 4 years. Monitoring folders will be maintained for each monitored student. Monitoring will include:

- record of student grades
- record of action taken
- documentation of any conferences held
- documentation of any recommendations/services made available to student

If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and/or language instruction services must be made available to the student. The EL Program Director will be part of the team to determine appropriate services to be provided to struggling students but may not be reinstated into the EL program. Students in monitoring status may NOT take the ACCESS test again.

## **Kentucky System of Interventions (KSI)**

All Hart County School K-8 students participate in universal screening assessments, and when necessary struggling students are provided interventions through the district's Response to Learning process (in accordance with KRS 158.6453, KRS 158.6459, 704 KAR 3:305, HB69). Core instruction for EL students shall include ongoing language support instruction and appropriate modification/accommodations to enable access to comprehensible classroom instruction.

## **EL Students with Disabilities**

In the event that a disability is suspected, an Admission and Release Committee (ARC) is convened, and an evaluation may take place. Cultural and linguistic factors must be considered but may not be the determining factor in eligibility. If an EL student qualifies for special education services under IDEA, the ARC will include the classroom teacher to determine most appropriate services/accommodations to best meet the individual needs of the student.

## **Gifted ELs**

EL students are eligible to be screened and identified for services through our Gifted and Talented Program. The classroom teacher will work closely with the district GT Coordinator and classroom teachers to initiate nominations.

## **Retention Policy for EL Students**

ELs may not be retained in a grade based solely on lack of English language proficiency. The following questions should be considered when thinking of retention:

1. Is there evidence of lack of language growth looking at all English language proficiency scores (W-APT, ACCESS, and formal/informal assessments)?
2. Is there documentation/evidence to demonstrate that appropriate curriculum adaptations/modifications were made, based on students' English language proficiency?
3. Have instructional practices been aligned to the student's current level of English language proficiency?
4. Have grading, assignments (in class and homework) and assessments been modified to support the student's current level of English language development? If so, to what extent? Is there evidence of these modifications?

5. Has the student received ongoing language support instruction on a regular basis from the EL staff? What quantifiable evidence is available (i.e., pull-out services on Mon/Wed 1 hr for total of 2 hrs/week)?
6. What language is spoken in the home (strictly native language, combination)?
7. What is the length of time the student has been enrolled in the district? How long has the student lived in the U.S.? Was the student born in the U.S.?
8. Is the student literate in their native language? What evidence is available to confirm?
9. Did the student attend school prior to enrollment in the district?
10. Has the student's academic performance in basic skill areas other than language been taken into consideration?
11. Have parents been given notification (in their native language) of difficulty or failure? Is evidence on file showing parent conferences and follow-up?
12. Have the parent's waived language support services?

Retention is not usually the best option for English learners, including newcomers, for the following reasons:

- EL students should have the opportunity to work toward and be held to the same academic standards as peers.
- EL students are often capable of participating in grade-level activities if instruction is differentiated and made comprehensible.
- Native-like academic performance in a second language can take 7-10 years, and we cannot wait that long to promote students.
- EL students should be engaged as much as possible in academic activities that are appropriate for their cognitive and age level.
- Retention carries with it a social stigma that could harm, rather than help, language acquisition and academic progress.

Slow language acquisition and the resulting low academic performance are not necessarily indicators of a student being at-risk, incapable of grade-level activities, or need of special education. The EL department recommends promoting students to the next grade with their peers and continuing or increasing language and content support based on student needs.

## **Exiting from EL Program**

Students who meet criteria to exit EL program:

- A Composite Proficiency Score of 4.5 or higher on a Tier B or C ACCESS Test; AND
- A Literacy Score of 4.0 or higher

When students meet this criteria, they may be "Reclassified as Fluent in English Proficiency (RFEP)" and can be exited from EL Programming. A Notice of Exit is provided to parents for students who are being reclassified RFEP. The notice explains to parents that their child will be monitored for 4 years after being exited from the program.

## CHAPTER IV: Staffing and Resources

### Job Responsibilities

**EL Program Director** - The program director will complete annual reports as required by Kentucky Department of Education regarding the district's EL program. The Director will provide support and training for staff as well monitor students who have exited the EL program. They will schedule and administer the ACCESS test.

**Counselor** - The counselor will conduct and review the Home Language Survey and schedule the WIDA screener. They will send home Notice of Eligibility letters and develop PSPs in collaboration with the classroom teachers and schedule PSP meetings in a timely manner. They will maintain accurate, updated student information in Infinite Campus and submit accurate student lists to the EL Program Director. Counselors will organize/maintain student EL folders.

**School Psychologist** - The school psychologist will be responsible for administering the WIDA screener and submitting scores to the EL Program Director and the School Counselor.

**Classroom Teacher** - The classroom teacher will provide scaffolded instruction and implement accommodations and modifications with fidelity as documented on student's PSP. Teachers will provide direct services to EL students based on their PSP.

### Professional Development

Any teacher servicing EL students will be required to participate in at least a three hour EL program specific training. If this training is conducted outside of their 24 hour PD requirement and outside of their contractual schedule, then they will be paid \$27/hour for these additional hours. The EL Program Director will facilitate and keep track of EL program specific professional development.

### Curriculum & Teacher Resources

#### WIDA

Kentucky is part of the WIDA consortium. We follow their guidelines and standards. Their website [www.wida.us](http://www.wida.us) provides a wealth of information. It includes the standards, assessment materials and information as well as professional development resources.

#### KDE

Many regulations and guidelines regarding Title III/EL Program can be found here; [www.education.ky.gov](http://www.education.ky.gov)

#### English Learner Tool Kit

The US Department of Education's Office of English Language Acquisition website is <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html> . This tool-kit is intended to help state and local districts in meeting their obligations to ELs.

# CHAPTER V: Records and Reporting

## Folder Setup & Retention of Records

All permanent student records are kept in the school office with the records clerk. It is the responsibility of the counselor(s) to file HLS, current PSP, most recent ACCESS scores report, and Notice of Eligibility letter in the permanent file as well as keeping a copy for the student's EL folder. When a student exits the program, a copy of the exit letter is also placed in their permanent file.

The Counselor will also keep an EL folder for each student in the EL Program. The folder will include the following documents (in this order):

- Copy of HLS
- Notice of Eligibility letter
- WIDA Screener Score report
- Previous ACCESS Score reports/Previous PSPs
- Current ACCESS Score report/Current PSP
- Parent Contact Log

Once the student has exited the program, the Counselor will forward the student's EL folder to the EL Program Director for storage. A monitoring folder will be created and kept by the EL Program Director for the next 4 years.

When/if a student moves out of district, the Counselor will forward the student's EL folder to the EL Program Director for storage.

All records will be retained as directed by Public Records Management Law.

## Parent Communication & Contact Log

Federal law requires schools and districts to effectively communicate with all parents and guardians, regardless of the percentage of students who speak a language other than English (Title III, §3122(c)). Our district identifies parents in need of communication in their native language by placing an 'Interpreter' flag on the student's profile in Infinite Campus as well as a note indicating the language the parent speaks. The parent's need for an interpreter is determined by their response to question 4 on the HLS. EL staff will make a note of this on the student's PSP and notify the EL Program Director to place a flag in IC.

Effective communication with parents is imperative to student success and parental involvement with schools. The following procedures will be utilized to ensure effective, consistent, and meaningful communication with parents.

Parents will be notified of school and district level activities via the Remind 101 app using the built in translation service for those parents who do not speak English.

A record of parent contacts will be kept in each student's EL folder, and will be updated annually.

## Forms

The following forms will be located in the Appendices of this document.

Home Language Survey (online registration)  
Consent for EL Assessment and Evaluation  
Eligibility Determination Letter  
Denial of Service Form  
Parent Meeting Notice  
Program Service Plan  
Monitoring Form  
EL Program Exit Letter  
Notice of Annual Assessment for EL Proficiency

## **CHAPTER VI: Program Evaluation**

The EL Program Director will meet with the Superintendent, Instructional Supervisors, and Principals to ensure that program elements are appropriate and effectively meeting the needs of the EL population. ACCESS scores, benchmark assessment scores, state assessment data, retention rates, dropout rates, teacher input from yearly surveys, parental input etc. will be reviewed to determine if EL students are making progress in the development of their language skills and in the general education curriculum. The EL Program Director shares the results of the ACCESS testing with district administrators at an administrative staff meeting. Student roster reports and teacher reports are given to each principal to assist in making decisions about instruction at the building level. District scores are compared to previous year scores giving administrators a visual representation of progress made and improvements that may be needed. A copy of the Can Do descriptors (<http://www.wida.us/standards/eld.aspx>) and an explanation of their use are given to each principal, along with a copy of our EL district procedures overview.

### **Lau Plan Team Members**

Kristin Froedge, Federal Programs Coordinator  
Angela Frank, Instructional Supervisor  
LeAnn Pinson, School Psychologist  
Rayn Scott, School Counselor  
Matt Hawkins, School Counselor  
Courtney Line, Teacher



## CHAPTER VII: Questions and Answers

### **Q. What is the correct terminology to identify language minority students?**

- A. English Learners (ELs) since this term clearly delineated the English language acquisition process.

### **Q. What if a student was exited from an EL program in another state? Do we rescreen with the W-APT or provide services?**

- A. Do not re-screen the student. The student should be considered monitored for the 4 calendar years required. If the student is struggling, then other appropriate instructional supports should be implemented. We honor the fact that they have exited regardless of whether or not they exited from a WIDA state or met our state's guidelines for exit.

### **Q. If a student was screened in another state using that state's screening instrument and was found to be ineligible, should they be rescreened with the W-APT since the assessment is different here in KY?**

- A. If the Home Language Survey indicates an answer other than English, students must be screened (unless they have been previously exited from another EL program).

### **Q. Do high school graduation requirements differ for ELs?**

- A. The high school graduation requirements are the same for ELs as they are for the regular student population.

### **Q. What are 'Can Do Descriptors' and how should they be used?**

- A. *Can Do Descriptors* were developed by WIDA to help educators differentiate appropriately by highlighting what ELs can do at various stages of language development as they engage in learning in academic contexts.

### **Q. Is it necessary for students who are in the EL program to receive grades in all content classes?**

- A. Yes. For any student participating in content area courses must receive grades. Grades for EL students need to be reflective of their English language ability. Assignments should be modified accordingly. By modifying assignments, teachers are providing access to content concepts so ELs can demonstrate their understanding and mastery. If a student receives a high grade on a modified or differentiated assignment, it does not mean the student can function without modifications. It may simply mean differentiation was appropriate and the student was able to demonstrate their understanding. All students who have not yet achieved English language proficiency are in need of modified assignments and assessments (i.e., scaffolded instruction).

Here are some guidelines, based on federal laws for assigning grades to EL students:

- Students should not receive grades of "D" or "F" based on lack of English proficiency. Only if their lack of performance on modified instruction warrants such grades, for example, not completed modified assignments, not making satisfactory progress on

modified assignments.

- ELs will receive report card grades based on modified or differentiated assignments as necessary in the general education classroom.
- ELs will receive grades based on accommodations, or alternative assignments appropriate to the student's language proficiency level, and receive.
- ELs shall not be penalized for turning work in late if "extended time" is an accommodation on their PSP.
- Testing accommodations should be given to all EL students regularly for classroom or summative assessments given.