2022- 2023
WCPS Lau Plan and EL Guidance Document

District Committee Members
Rob Clayton, Superintendent
Melissa Stephanski, Chief Academic Officer
Laura Hudson, Director of Instruction for Secondary Schools
Sarah Johnson, Director of Instruction for Elementary Schools
Dee Anna Crump, Director of EL and Federal Programs
Will Spalding, Assistant Director of EL
Cindy Beals, District Assessment Coordinator
Rita Daniels, Henry Moss Middle School Principal
Adam Hatcher, Greenwood High School Principal
Jessica Cline, District EL Consultant
Laura Briggs, Elementary EL Teacher
Melissa White, High School EL Teacher

WCPS Lau Plan

Rationale

Warren County Public Schools (WCPS) is committed to graduate students with the determination to succeed personally, intellectually, and professionally. WCPS remains steadfast in educating all students, including those of diverse backgrounds is learners of English, in compliance with the Every Student Succeeds Act of 2015, the Equal Educational Opportunities Act of 1974, and Title VI of the Civil Rights Act of 1964. The WCPS Board Policy ensures that the English learner development (ELD) program follows state and federal regulations regarding identifying students who are not yet proficient in English and eligible for ELD programs. Students who have a language other than English indicated on the Home Language Survey and have not demonstrated proficiency in English based on an English language proficiency screener (WIDA Screener), or test (ACCESS) are referred to as English Learners (ELs). Other terms commonly used in the field are English Language Learners (ELL), Multilingual Learners (ML), Limited English Proficiency (LEP), and English as a Second Language (ESL).

Lau Plans were first established in the 1974 Supreme Court case Lau v. Nichols, which ruled students cannot be denied access to and participation in an educational program due to an inability to speak or understand English. The court ordered that districts take affirmative steps to overcome educational barriers faced by non-English speaking students and required services be provided to EL students to overcome limited English proficiency educational barriers. This local Lau Plan outlines how Warren County Public Schools ensure English Learner (EL) students' ELD services are adequately provided.

Initial Identification and Placement of EL Students in a Language Instruction Educational Program

1. Home Language Survey: The possibility that a student may not be fully proficient in English is first recognized with the Home Language Survey (HLS). The Home Language Survey that is used is the Kentucky Department of Education's authorized document that is administered only once (at the time of initial enrollment in WCPS) to parent(s)/guardian(s) of students enrolling in school. The HLS is available in multiple written languages, or a verbal interpretation using in-person or over-the-telephone services can be accessed.

As required by the Kentucky Department of Education, the Home Language Survey asks the following four questions:
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?

2. Initial Assessment of English Language Proficiency: A student identified as potentially EL based on the results of the Home Language Survey will next be administered the age-appropriate WIDA screener. The identification criteria occur when one or more of the four Home Language Survey questions list a language other than English. If a language other than English is listed, the district will use the WIDA Kindergarten Screener (for Kindergarten students and first-semester 1st graders) or the WIDA Online Screener (for second-semester 1st graders and all 2nd-12th graders) to determine EL eligibility.

- **Preschool:** These students are not eligible for EL services and are not administered a WIDA screener.

WCPS Lau Plan

- **Kindergarten and First Semester 1st Grade:** Students are administered the WIDA Kindergarten Screener and are automatically eligible for EL services, no matter their screener score. These students are only eligible to exit EL programs when they score an overall composite of 4.5 or higher on the ACCESS test. The committee develops a Program Service Plan (PSP) for these students regardless of the screener scores.

- **Second Semester 1st through 12th Grade:** Students will be screened using the WIDA Online Screener to determine eligibility. Students who score a 4.5 overall composite or higher will not be considered EL and will be classified as "Not LEP" in Infinite Campus. No other action will be taken for those students. Students who score below a 4.5 overall composite are eligible for EL program services and must be designated as "EL" in Infinite Campus.

- **Initial Notice of Eligibility for ELs in a Language Instruction Educational Program**: Once a student has been initially identified as EL and eligible for placement in a Language Instruction Educational Program (LIEP) based on the Home Language Survey and WIDA Online Screener, the Notice of Eligibility for EL Programs document is given to parent(s)/guardian(s) explaining the process of EL services thoroughly. From this point, parent(s)/guardian(s) have the right to refuse direct EL services, but a Program Service Plan (PSP) is still created, and the student is required to have their language proficiencies measured through the ACCESS 2.0 assessment until they have met exit criteria.

All the above-listed steps must be completed within 30 calendar days of the student's first enrollment into WCPS.

Services and Annual Assessment of Current EL Students

Program Service Plan: All identified EL students are provided with an individualized Program Service Plan (PSP) that indicates which service delivery option is most relevant for the student's English Language Development. The PSP also includes instructional and assessment accommodations and language proficiency goals for the upcoming school year. A student's PSP is developed by the school's EL teacher, principal, and appropriate regular education teacher. Parents are included in the development process for all initial and continuing PSPs with a change in assessment accommodations. Interpreters are provided for parents when needed. PSPs are updated every school year for all students. New PSPs are shared with parents within 30 calendar days of the student's enrollment each school year.

ACCESS Testing: The ACCESS for ELLs 2.0 is administered to all identified EL students in WCPS to measure growth in language acquisition and determine when EL students demonstrate the English proficiency necessary to exit from programs. Any student who scores a 4.5 or higher on the overall composite from Tier B or C, regardless of grade level, has met exit criteria and may begin the monitoring process. Students with specific needs who take alternate standardized state assessments are assessed using the Alternate ACCESS assessment to measure language acquisition and proficiency. The exit criteria for the Alternate ACCESS is a score of P2 or higher.

- All Test Administrators must be certified to give the ACCESS assessment through Administration/Inclusion Training required by the Kentucky Department of Education, administered by the District Assessment Coordinator (DAC) or Building Assessment Coordinator (BAC). Test Administrators must also be certified through WIDA, completing training on the WIDA Secure Portal website.

WCPS Lau Plan

- All EL students are administered all four domains of the ACCESS assessment within the testing window (typically early January through mid-February) per all secure state guidelines.

- Once ACCESS Score reports are returned (typically in late April), the District Assessment Coordinator and Director of ELLs coordinate with school administration, BACs, and EL staff to arrange the distribution of assessment results. EL Teachers review assessment results to determine goals, services, and accommodations for a new PSP explicitly developed for the individual student. This assessment data also identifies students who have met exit criteria.

Instructional and Assessment Accommodations: Within each EL student's Program Service Plan, opportunities to provide instructional and assessment accommodations exist to support the student's needs in learning educational content and developing their language skills. Any accommodation agreed upon by the PSP committee is provided and consistently used throughout classroom instruction and assessments. Accommodations are not to be solely provided for the required state assessments.

Required State Assessments: Per 703 KAR 5:070 and the Inclusion of Special Populations regulation via the Kentucky Department of Education, schools must assess all EL students enrolled on the first day of the testing window in all parts of the state-required assessment unless the student is in the first year of enrollment in a United States school. However, all EL students enrolled in Kindergarten through 12th grade must participate in a state-approved English language proficiency assessment (ACCESS 2.0) annually, regardless of time enrolled in a United States school or denial of EL services. Students enrolled in United States schools longer than one year (240 days or 12 months) must fully participate in all required state assessments. The student's individual Program Service Plan (PSP) assessment accommodations must be provided to the student during these required state assessments.

Language Instruction Educational Program (LIEP) Services

Warren County Public Schools offers the following service delivery models for EL students in each school. Program service models may be combined best to meet the unique needs of the individual EL student:

- **Content-Based ESL (CBE):** An English program that serves identified EL students in English only by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English language development (ELD) instruction with subject matter instruction focusing on learning a second language and using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

- **Pull Out EL Classes (POE):** An English program that serves identified EL students in English only by providing exclusively a certified teacher to provide English language development (ELD) instruction. In contrast, the student remains in a mainstream instructional arrangement in the remaining content areas.

- **Sheltered English Instruction (SEN):** This program provides nearly all classroom instruction in English with a curriculum and instruction designed for ELs. ELs receive instruction to acquire the academic English needed to meet grade-level content standards.

- **Structured English Immersion (SEI):** This program's goal is to acquire 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.   EL teachers collaborate or "push in" to support students in the general education or content classroom.

- **Content Area Tutoring (CAT):** One-on-one or small group tutoring/assistance to ELs during or outside of school hours in the content areas, including English language arts, mathematics, science, and social studies.

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

EL students enrolled in WCPS have access to the same grade-level appropriate co-curricular and extracurricular programs and activities as general education students. School sports, clubs, performing arts, and other extracurricular programs are regularly promoted throughout the school and community through print/digital announcements, club rushes, open tryouts, etc. Co-curricular opportunities like Advanced Placement, Dual Credit and Honors classes, WC Area Tech Center, Gifted and Talented, Special Education, intervention programs, etc., are accessible to EL students based on multiple sources of evidence such as progress monitoring, assessment, and benchmark scores, classroom performance, attendance, teacher recommendations, student applications and interviews, and parental input.

Opportunities for Special Education services for appropriate EL students are available with the collaborative work of school psychologists, speech pathologists, interventionists, Special Education, EL, general education teachers, and the parent(s)/guardian(s). An English Learner Academic and Behavior Consultation Committee has been established to provide support for schools seeking assistance with struggling EL students in the areas of instructional strategies to improve academic progress, behavioral challenges impacting learning, Multi-Tiered System of Support (MTSS) analysis, cultural/family communication, and possible suspected disability and referral for special education. The Committee comprises multi-disciplinary members specializing in psychology, speech and language, intervention, English Language acquisition, and special education. Multiple pieces of evidence are collected, including the EL Student/Family Background questionnaire, to determine if observed problems are due to factors relating to being culturally and linguistically diverse in learning academic English or to a disability. The Consultation Committee can then provide feedback and recommendations to schools throughout the district through a consistent resource.

EL Professional Development

All Warren County Public School teachers have the opportunity to continue their professional development to support EL students through a variety of sessions offered at the district or school level. The District EL Consultant conducts multiple professional developments for EL and general education teachers, including book studies, instructional scaffold implementation, curriculum and technology resources, WIDA ACCESS testing, cultural proficiency, and interrupted learning support. With five PLC days built into the school calendar, EL teachers can collaborate with general education teachers and grade-level EL colleagues from across the district to analyze data and information to guide instruction, discuss effective strategies, and strategize interventions for academic and behavioral concerns. EL Assistants are also offered additional EL training during the district PLC days.

WCPS Lau Plan

Warren County Public Schools has also partnered with various outside agencies to guide the professional development focusing on ELs. Teachers and EL Leadership have actively worked with the WIDA Consortium, Quality Teaching for English Learners (QTEL), Understanding Language, the Green River Regional Educational Cooperative (GRREC) EL Network, and Kentucky Coalition for English Learners (KyCEL), among others. WCPS has also begun implementing Strategies, a tool within the ELLevation platform, to provide instructional support and coaching for all classroom teachers throughout the district.

Language Instruction Educational Program Exit Criteria

An LEP student exits from the program after achieving a composite score of 4.5 or higher on the ACCESS 2.0 Tier B or C exam. LEP students who take the Alternate ACCESS exam are exited from the program after achieving a composite score of P2. Once a student has met exit criteria, their status is changed to "EL Exited, " and they begin the 4-year monitoring period. All EL services and EL instructional and academic accommodations cease at that time, and the student no longer takes the ACCESS 2.0 or Alternate ACCESS again.

Procedures for Monitoring Re-Designated Fully English Proficient Students

A Re-Designated Fully English Proficient (RFEP) student must be monitored for four academic years (no matter what school they previously attended) following their program exit date. The monitoring of RFEP students is completed four times per year through monitoring forms submitted by core-content teachers (once per semester) and a review of semester report cards (at the end of each semester). Monitoring forms are assigned through the ELLevation platform to the language arts, math, science, and social studies teachers of the RFEP student.

The ELL teachers at each school are responsible for reviewing, printing, and filling the monitoring forms and report cards in the student's EL Folder each monitoring period. They collaborate with general education teachers, interventionists, and administration to address language concerns indicated in the forms. If a student is "flagged" three times out of four consecutive monitoring periods (no matter the school year), a Re-Evaluation Committee is formed to investigate the language concerns of the RFEP student. EL teachers will gather attendance, discipline, and intervention information, administer the MODEL exam, and conduct a classroom observation on the specific RFEP student. This information is presented to a Re-Evaluation Committee to determine if the RFEP student should re-enter EL services or if another action is needed. The Re-Evaluation Committee must include at least one general education teacher, an EL teacher, an interventionist, a counselor, and a building administrator. The student's parents are also included in the Committee and must permit if the committee determines to re-enter the student into EL services. If the student re-enters EL services, they will not continue to take the ACCESS 2.0 or Alternate ACCESS exam.

WCPS Lau Plan

Evaluation of WCPS EL Program

The WCPS Instructional Department, school leaders, and EL teachers utilize various resources to evaluate the EL Program. On a school level, EL teachers and school leaders analyze ACCESS scores at the end of each school year to guide the construction of the master schedule, Comprehensive School Improvement Plan (CSIP), staffing placement, and professional development plan. At a district level, data trends like student proficiency growth, percentage of exited EL students, and enrollment drive the Comprehensive District School Improvement Plan, staffing allocation, district-provided professional development, and curriculum resources. Regular feedback from school administrators and EL staff during district PLC days and EL department meetings are also used to evaluate the progress for continuous improvement of the EL Program. The Lau Plan is reviewed twice each school year, and the Lau Plan Committee meets each school year to make necessary revisions to the actions affecting the Lau Plan.

WCPS Lau Plan

Appendix

Home Language Survey Example

Home Language Survey

Dear Parent/Guardian:

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

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

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

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

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

Student Information (required):

Name: _____ Grade: _____

Student Language Background (required):

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

2. Which language did your child learn when they first began to talk? _____

3. What language does your child most frequently speak at home? _____

4. What language do you most frequently speak to your child? _____

Language for School Communication (not required):

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

Parent/Guardian Signature: _____ Date: _____

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

For School Use Only

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

Name: _____ Date: _____

Revised 11/2019

WCPS Lau Plan

Notification Letter Example

Notification of Initial English Language Program Placement

Student Information

Student	Sample Student	Grade Level	K	School	Alvaton Elementary
EL Status:	LEP	Student ID#			

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

English Language Proficiency Tests

No English Language Proficiency Tests available

Proficiency Level Descriptors

No English Language Proficiency Tests available

Additional factors used to determine your child's program eligibility

- Committee determination
- State mandated standardized test(s)
- Teacher's recommendation
- Classroom performance
- Parent consultation

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

EL Services

No EL Services available

While the rate of English language development (ELD) varies between students, many exit the ELD program in 3-5 years.

Exit Criteria

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

Exit Criteria Category	Exit Criteria Standard
Composite	Score of 4.5 on the ACCESS for ELLs.

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

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

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

Notes:

If you want to deny EL Services for your child, please call the school and talk with the EL teacher and return this form to the school with your signature indicating the denial. Please keep in mind your child will be taking the ACCESS test and receive a Program Service Plan even if you deny services.

WCPS Lau Plan

Program Service Plan Example

Program Service Plan

Student Information

Student	Sample Student	Grade Level	12	School	GEO International High School
Student ID		ELP Designation	EL	EL Status	LEP
Home Language		Native Language		Enrolled in US	
Years in US Schools		Birth Country		City/Town of Birth	
Date of Birth					

English Language Proficiency Tests

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

Test Name and Date	Results
ACCESS for ELLs 2.0 3/1/2021	**Composite** 1 2 3 4 5 6 — 1.5 **Listening** 1 2 3 4 5 6 — 1.8 **Speaking** 1 2 3 4 5 6 — 1.1 **Oral** 1 2 3 4 5 6 — 1.5
	Reading 1 2 3 4 5 6 — 1.8 **Writing** 1 2 3 4 5 6 — 1.2 **Comprehension** 1 2 3 4 5 6 — 1.8 **Literacy** 1 2 3 4 5 6 — 1.5

Descriptors

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

Domain	Current Descriptors	Successive Descriptors
Listening	**1.8: Entering** Students at this level: • Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., "These are polygons.") • Identify resources, places, products, figures from oral statements, and visuals	**2: Emerging** Students at this level: • Match or classify oral descriptions to real-life experiences or visually represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions
Speaking	**1.1: Entering** Students at this level: • Answer yes/no or choice questions within context of lessons or personal experiences • Provide identifying information about self • Name everyday objects and pre-taught vocabulary • Repeat words, short phrases, memorized chunks of language	**2: Emerging** Students at this level: • Describe persons, places, events, or objects • Ask WH- questions to clarify meaning • Give features of content-based material (e.g., time periods) • Characterize issues, situations, regions shown in illustrations

- Answer yes/no or choice questions within context of lessons or personal experiences
- Provide identifying information about self
- Name everyday objects and pre-taught vocabulary
- Repeat words, short phrases, memorized chunks of language

2021/2022 - Year	Writing	**9-12 Writing: Level 1 student moving to Level 2** Student will move from a Level 1 (Entering) to a Level 2 (Emerging) by demonstrating mastery of the following Can Do Descriptors: • Label content-related diagrams, pictures from word/phrase banks • Provide personal information on forms read orally • Produce short answer responses to oral questions with visual support • Supply missing words in short sentences	No status

Instructional Accommodations

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

- ET-I: Extended Time
- RDR-I: Reader

Comments/Justifications

ET - Double Time

Testing Accommodations

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

Goals

Academic Period	Domain	Goal	Progress
2021/2022 - Year	Listening	**9-12 Listening: Level 1 student moving to Level 2** Student will move from a Level 1 (Entering) to a Level 2 (Emerging) by demonstrating mastery of the following Can Do Descriptors: • Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., These are polygons.) • Identify resources, places, products, figures from oral statements, and visuals	No status
2021/2022 - Year	Reading	**9-12 Reading: Level 1 student moving to Level 2** Student will move from a Level 1 (Entering) to a Level 2 (Emerging) by demonstrating mastery of the following Can Do Descriptors: • Match visual representations to words/phrases • Read everyday signs, symbols, schedules, and school-related words/phrases • Respond to WH - questions related to illustrated text • Use references (e.g., picture dictionaries, bilingual glossaries, technology)	No status
2021/2022 - Year	Speaking	**9-12 Speaking: Level 1 student moving to Level 2** Student will move from a Level 1 (Entering) to a Level 2 (Emerging) by demonstrating mastery of the following Can Do Descriptors:	No status

Test Period	Test Name	Testing Accommodations
2021/2022 - Year	All State and District Assessments	• ET-A Extended Time - Double Time • RDR-A Reader

WCPS Lau Plan

Warren County Public Schools
Program Service Plan Signature Sheet

Student Name: _____

School Year: _____

Please check **one** of the following reasons for needing a new Program Service Plan:

☐   Initial Placement Program Service Plan

OR

☐   Changed Accommodations on Program Service Plan

Signatures:

Parent/Guardian Signature: _____

Classroom/Content Teacher Signature: _____

EL Teacher Signature: _____

Principal Signature: _____

Translator: _____

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

WCPS Lau Plan

Exit Letter Example

Notification of English Language Program Exit

Student Information

Student	Sample Student	Grade Level	6	School	Alvaton Elementary
EL Status:	LEP	Student ID#			

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

English Language Proficiency Tests

Test Name & Date	Results
ACCESS for ELLs 2.0 1/4/2021	**Composite** 1 | 2 | 3 | 4 | 5 | 6 — 4.5

Proficiency Level Descriptors

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

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

Additional factors used to determine your child's program exit

- Committee determination
- State mandated standardized test(s)
- Teacher's recommendation
- Classroom performance
- Parent consultation

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

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

WCPS Lau Plan

Monitoring Form Example

Updated 2021 K-5 Exited Student Monitoring Form

Exited Student Monitoring • 11/03/2021
Test ID #:
Student:

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is a former English Learner (ELs) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit the program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name		Last Name		Grade Level	
School					

Monitoring Questions

1. Please indicate the student's academic performance in the areas that relate to your class/subject.			
	Below Level	**On Level**	**Above Level**
.			

2. List the subject(s) the student has you for.

3. Student Progress		
	Yes	No
Is language affecting the student's ability to consistently complete homework or classwork?		
Is the student's language affecting his/her ability to meet behavior expectations?		
Does the students' English language comprehension level affect their acquisition of content knowledge?		

Monitoring Status

Let your EL teacher(s) know if you have concerns.

Select one	
	No Concerns at this time. - I am satisfied with this student's work in my class
	I am concerned - I will contact the EL teacher(s) and discuss this student's progress further
	I would like for the EL teacher to come observe this student -

WCPS Lau Plan

EL Green Folder Checklist

Green Folder Checklist

Student: _____   Student ID # _____

Date Entered US Schools _____   EL Identified Date _____   **Date Entered WCPS** _____

_____ 1. Home Language Survey

_____ 2. Testing for Placement (WIDA Screener, Kindergarten WIDA Screener, or W-APT,)

_____ 3. Parent Notification Letters (Initial Placement - **IP**, Continuation - **C**, Program Exit - **PE**)

Kinder _____   1st Grade _____   2nd Grade _____   3rd Grade _____   4th Grade _____   5th Grade _____

6th Grade _____   7th Grade _____   8th Grade _____   9th Grade _____   10th Grade _____   11th Grade _____

12th Grade _____

_____ 4. Program Service Plan (Date Sent Home)

Kinder _____   1st Grade _____   2nd Grade _____   3rd Grade _____   4th Grade _____   5th Grade _____

6th Grade _____   7th Grade _____   8th Grade _____   9th Grade _____   10th Grade _____   11th Grade _____

12th Grade _____

_____ 5. ACCESS Student Scores Report (Date Sent Home)

Kinder _____   1st Grade _____   2nd Grade _____   3rd Grade _____   4th Grade _____   5th Grade _____

6th Grade _____   7th Grade _____   8th Grade _____   9th Grade _____   10th Grade _____   11th Grade _____

12th Grade _____

_____ 6. Monitoring Documentation   Program Exit Date _____

✓ if no concerns or an ✗ if there are concerns --

	School Year / Grade	October Form	Q2 Report Card	March Form	Q4 Report Card
Year 1					
Year 2					
Year 3					
Year 4					

_____ 7. Interrupted Schooling Documentation (If Applicable)

Additional Information: _____

_____

_____

District English Learner Academic and Behavior Consultation Committee FAQ and Flow Chart

District English Learner
Academic and Behavioral Consultation Committee
Frequently Asked Questions

What type of concerns can be addressed with the committee?
Concerns the District EL Consultation Team can address include instructional strategies to improve student progress, teacher challenges to implementing strategies to improve student progress, student challenges to improve academic progress, successes to implementing strategies, behavioral challenges impacting learning, cultural/family communication, and possible suspected disability and referral for special education.

Who are the members of the committee that can help?
The committee is made of multi-disciplinary members including school psychologists, speech language pathologists, special education director/consultants, director of English learner programs, EL consultant, district RTI coordinator, behavior interventionist, academic interventionist. Core team members include Will Spalding, Jessica Cline, Stacy Lindsey, Arrah Holdsworth, Casey Yates, Monica Heavrin, Shawna Ferstl Gilbert, and Brandie Shelton.

How long does a team need to wait to refer to the committee or RTI?
The school's Student Success Team will have met to discuss and implement tier 2 and tier 3 interventions and administered diagnostic assessments (i.e., specific academic skill assessments or functional behavior assessments for behaviors). If the school's Student Success Team still has questions and needs further input, the District EL Academic and Behavioral Consultation Committee can be contacted.

How does a team determine if concerns are NOT due to language acquisition?
If a student truly has an intrinsic difficulty with learning, then it exists in all the student's languages and in most use contexts. Although it is true that ELs may take five to seven years to develop proficiency in academic language (Cummins, 2006), there is no need to withhold any kind of support services that an EL might need in the meantime. Cummins' timeline was meant to give teachers a sense of how much to expect students to learn through a language that was not yet fully developed, especially in abstract academic concepts. It is vitally important to talk to parents about language development and developmental milestones in the primary language and at home.

How does a team make a referral to the committee?
If your team is needing additional consultation services, please contact Shawna Ferstl Gilbert at 270-904-9200 or shawna.gilbert@warren.kyschools.us and complete the Consultation Referral Form and EL Student & Family Background Information. A meeting date and time will be assigned to your team. Please include your school psychologist in your team when meeting.

What documents do need to be filled out ahead of time and how are they submitted?
You will be contacted by Shawna Ferstl Gilbert for a meeting date and time.

Please collect and bring the following documentation to the consultation:
- English Language Background Form (parent interview)
- Program Service Plan
- Longitudinal ACCESS Scores (Ellevation Graphs)
- Intervention Data (FastBridge, Grades, Tableau, Behavior Referrals, Brigance, KSA, HMH, etc.)
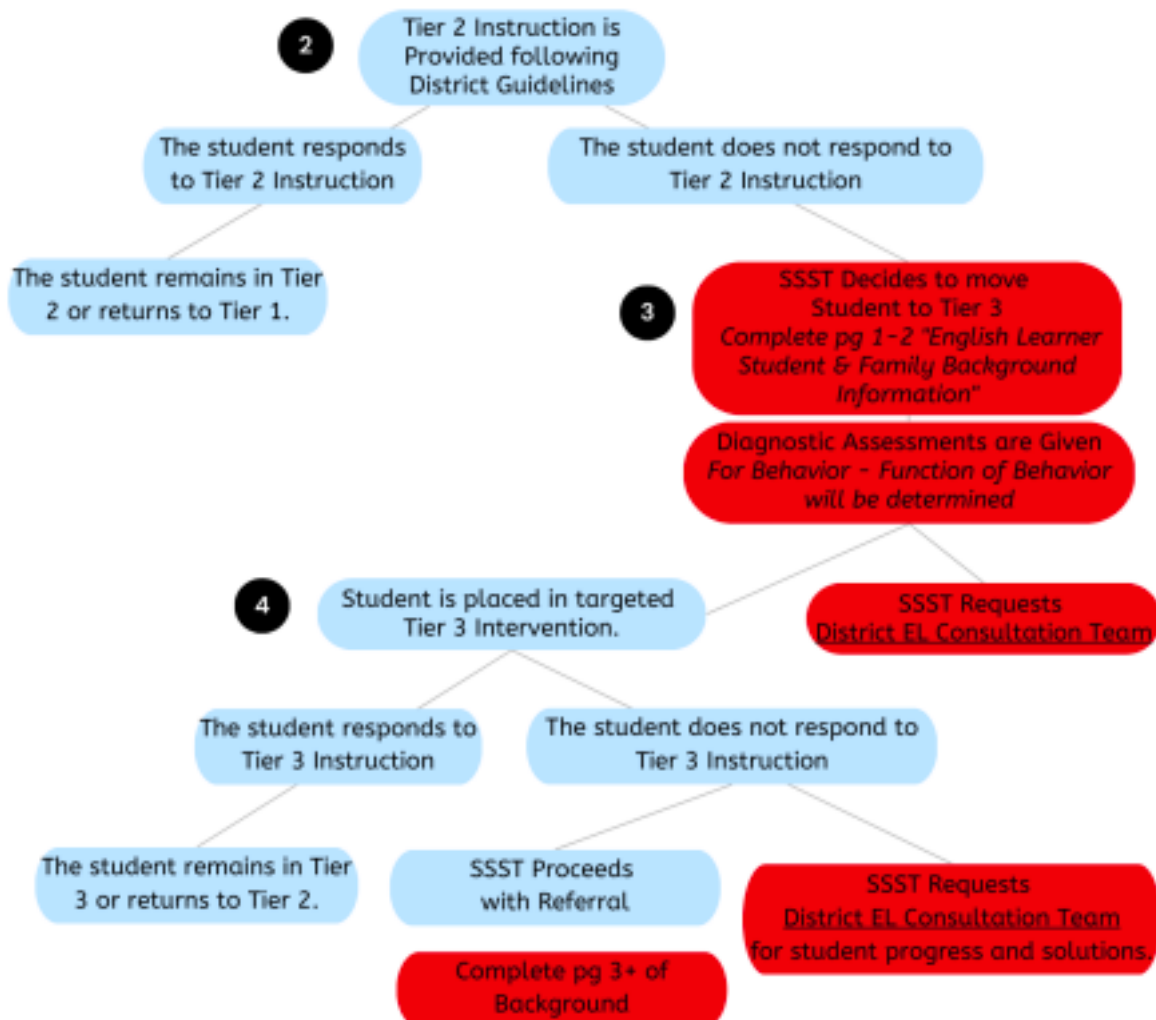
English Learner and Special Education Committee

This document is used to guide instruction and intervention, promoting equitable, culturally responsive support to multilingual students struggling academically, socially, emotionally, or behaviorally.

The English Learner and Special Education Committee provides School Student Success Teams with data-driven consultations, culturally responsive resources, and training to serve multilingual learners.

1 The School's Student Success Team (SSST) meets first with the classroom teacher and EL teacher to discuss academic or behavioral concerns.

If the team determines the concerns are not due to language acquisition, the student will be placed in Tier 2.

2 Tier 2 Instruction is Provided following District Guidelines

The student responds to Tier 2 Instruction

The student does not respond to Tier 2 Instruction

The student remains in Tier 2 or returns to Tier 1.

3 SSST Decides to move Student to Tier 3 Complete pg 1-2 "English Learner Student & Family Background Information"

Diagnostic Assessments are Given For Behavior - Function of Behavior will be determined

SSST Requests District EL Consultation Team

4 Student is placed in targeted Tier 3 Intervention.

The student responds to Tier 3 Instruction

The student does not respond to Tier 3 Instruction

The student remains in Tier 3 or returns to Tier 2.

SSST Proceeds with Referral

Complete pg 3+ of Background

SSST Requests District EL Consultation Team for student progress and solutions.

District English Learner Academic/Behavior Consultation Committee – Student/Family Questionnaire

Warren County Public Schools
English Learner Student & Family Background Information

Name of Interviewer: _____ Date: _____
Name of Interviewee: _____ Relationship: _____
Preferred Language of Interviewee: _____
Interview format: ☐ face-to-face ☐ telephone ☐ virtual ☐ interpreter used _____

General Information

Student's name:		D.O.B.:	
Grade:		Home Address:	
School:		Phone:	
Date of Entry in U.S. Schools:		Parent/Guardian:	

Do you have any concerns about your child?

☐ Homework   ☐ School work   ☐ Language   ☐ Behavior
☐ Social   ☐ Motor   ☐ Communication   ☐ Other _____

Who does the child currently live with? (Check all that apply)
☐ mother ☐ father ☐ sibling(s) ☐ friend(s) ☐ grandparents ☐ other relative(s) ☐ foster parent(s)
☐ other: _____
What are the occupation(s) of parent(s)/guardian(s): _____
Was your child born in the United States? ☐ Yes ☐ No If no, which country: _____
What was the date of entry in U.S.? _____
How long did he/she reside in the country of birth? _____
Did he/she live in other countries prior to coming to the U.S.?   Yes ☐ No. ☐ If yes, please list countries:

Cultural Factors

What were the family's reasons for immigrating to the U.S. (e.g., to seek employment, job transfer, refugee resettlement, etc.)? _____
Did your child reside in a refugee camp? ☐ Yes ☐ No
Has your child had any problems adjusting to living here? ☐ Yes ☐ No
What activities does your family do together? _____
_____
Do you think that the teachers and students in your school understand your culture? ☐ Yes ☐ No
What do you think your child's teacher and school need to know about your child? _____

Language Use in the Family

What language(s) do the adults in the family speak to each other? _____
What languages do the adults speak to the children? _____
What languages do the children in the family speak? _____

1

WCPS Lau Plan

Language Development

What language did your child first learn to speak? [   ]
What language(s) does your child now speak? [   ]
What age did he/she first speak words? [   ] What language did he/she first hear? [   ]
What age was English first introduced to your child? [   ]
How was English first introduced? □ School   □ Family   □ TV/Music   □ Other [   ]
Does your child speak as much as other children in the family? □ Yes □ No
What language does your child mostly speak to you now? [   ]
What language does your child prefer to speak to others (e.g., siblings, friends, etc.): [   ]
When did your child start talking compared with your other children (or other children that you know)?
□ at the same time   □ earlier than others   □ later

Please tell us how your child communicates in your native language (Check all that apply):
□ Speaks in complete sentences   □ Uses correct grammar
□ Pronounces sounds correctly   □ Speaks as smoothly as others
□ Speaks slower than other children   □ Knows as many words at other children
□ Hesitates more than other children   □ Repeats sounds over and over
□ Often uses the wrong words   □ Puts words in the same order as other children
□ Talks about things that make no sense □ Struggles to get words out
□ Uses longer sentences without difficulty □ Talks about complex ideas
□ Maintains conversations   □ Uses longer sentences without difficulty
□ Tells a simple story   □ Answers simple questions
□ Describes familiar objects and events □ Has difficulty following directions
□ Switches between native language and English in the same sentence

Based on information from parents, how proficient is the student in their native language?
□ Has great difficulty   □ Some difficulty   □ Average   □ Exceptional

School History

How old was your child when he/she first attended school? [   ]
Did your child attend school in former countries? □ Yes □ No   What language was used for
instruction? [   ] Did your child attend school daily? □ Yes □ No
Was there any interruption in your child's education? □ Yes □ No If yes, for how long? [   ]
Did your child attend a formal preschool? □ Yes □ No
What U.S schools has your child attended? [   ]
Did your child learn to read in the native language? □ Yes □ No
Did your child learn to write in the native language? □ Yes □ No
Has your child ever had difficulty learning?□ Yes □ No If yes, please explain: [   ]
Has your child ever received any special services? □ Yes □ No
Has your child repeated a grade? □ Yes □ No (If yes, indicate the grade) [   ]
How does your child feel about school? [   ]

Interpreter Notes: [   ]
[   ]
[   ]

Stop here unless considering SPED Referral   2

Early Development
Was the child born full-term? □Yes □No If not, how many weeks was the pregnancy? _____
Type of Delivery: □Normal □Breech □Cesarean
Was the child adopted? □Yes □No If yes, how old was the child when adopted? _____
Did the mother experience any of the following during the pregnancy? □serious illness or injury
(Specify) _____ □alcohol use □cigarette use □prescription drugs □illegal drugs
□high blood pressure □gestational diabetes □toxemia □emotional stress □other _____

Did the child experience any of the following difficulties during delivery? □emergency C-section
□ low birth weight   □ cardiopulmonary distress   □ delivered with cord around neck   □needed oxygen
□seizures □injury (specify): _____ □other: _____
How much did your child weigh when he/she was born? _____

Please check when your child reached developmental milestones:
Sitting: □ Early (3-6 months)   □Average (1-12 months)   □Late (over 1 yr.)   □Don't know
Walking: □ Early (7-12 months)   □Average (12-18 months)   □Late (>18 months)   □Don't Know
Speaking: □ Early (9-17 months)   □Average (18-24 months)   □Late (>2 yrs.)   □Don't Know
Toileting: □ Early (1-2 yrs.)   □Average (2-3 yrs.)   □Late (>3yrs)   □Don't Know

Did your child received any early intervention services (e.g., First Steps) □Yes □No
If so, which of the following: □speech therapy □occupational therapy □physical therapy
□developmental intervention □other: _____

Does your child need help at home to perform daily tasks? For example, does he/she need held
dressing, eating or helping with household chores? □Yes □No
Does your child have a place at home to keep his/her schoolbooks and papers and to do homework?
□Yes □No
Do you ask your child to show you his/her homework?   □Yes □No
Does someone in the family help your child with homework?   □Yes □No
Does someone in your family read to your child? In native language? □Yes □ No In English? □Yes □No
Has anyone else in your family had problems learning how to read or do math? □ Yes □ No
How do you think your child does in school compared with brothers and/or sisters? _____

Health
Vision & hearing screening: vision screening date: _____ Results: Right: □Pass □Fail   Left: □Pass □ Fail
hearing screening date: _____ Results: Right: □Pass □Fail   Left: □Pass □ Fail
Does your child have any health problems that may have an effect on learning? (Please check.)
□ Vision or Eye Problems   □ Wears Glasses   □ Hearing Problems   □ Wears Hearing Aids   □ Ear Infections

□ Asthma   □ Allergies   □ Head Injury   □ Diabetes   □Epilepsy   □ Seizures

□ Serious Infection   □Attention Deficit Hyperactivity Disorder   □Autism   □ Depression

□Down Syndrome   □Cancer   □Cerebral Palsy   □Other (Specify): _____

Does your child take medication? □Yes □No If yes, for what condition(s)? _____
Names and dosage of medication: _____
Has your child ever had any serious illness or accident? □ Yes □ No If Yes, Explain _____

3

WCPS Lau Plan

Name of child's physician(s): _____

Has your child ever been hospitalized for medical treatment? ☐Yes ☐No date(s): _____ reason:
_____

Has the child had tubes placed in his/her ears? ☐Yes ☐No Date(s): _____

Does the child use any assistive devices, such as hearing aids, FMOs, wheelchair, helmet, leg or arm braces, feeding tube, etc.? Please explain: _____

Has your child had a psychological evaluation outside of school? ☐Yes ☐No date: _____

Agency: _____ Outcome: _____

Has your child received counseling? ☐Yes ☐No Date(s): _____ Agency: _____

Student Interests and Feelings

What are your child's favorite after-school activities? _____

Please tell us some things that your child is good at. For example, is he/she good at sports, dancing, taking care of younger children, etc.? _____

Does your child like to look at books? ☐ Yes ☐ No. What are their favorites? _____

Does your child have friends that he/she plays with regularly? ☐ Yes ☐ No
Does your child understand how to share toys and belongings? ☐ Yes ☐ No
How does your child get along with other children his/her own age? _____
Does your child participate in any of the following? (Check all that apply) ☐church groups or activities ☐organized after-school activities ☐sports ☐camps or day programs ☐scouts ☐visits to libraries ☐other: _____

Please check the following characteristics that describe your child:

☐ Caring ☐ Imaginative ☐ Confident ☐ Responsible ☐ Creative ☐ Athletic ☐ Independent

☐ Competitive ☐ Moody ☐ Shy ☐ Friendly ☐ Argumentative ☐ Withdrawn ☐ Helpful

☐ Anxious ☐ Perfectionistic ☐ Kind ☐ Artistic ☐ Sociable ☐ Overactive ☐ Daydreams

☐ Low Energy ☐ Unhappy ☐ Oversensitive ☐ Clowns Around ☐ Aggressive ☐ Clumsy

☐ Fearful ☐ Impulsive ☐ Confident ☐ Funny ☐ Cries Easily ☐ Easily Frustrated ☐ Tantrums

Has your child experienced any of the following stressful events within the past 12 months? (Check all that apply):

☐ Parents Divorced or Separated ☐ Change in Schools ☐ Parent Changed or Lost Job ☐ Custody Change

☐ Family Move ☐ Family Accident/Illness ☐ Homeless ☐ Housing Problems ☐ Death in Family

☐ New Person Living with Family ☐ Birth of New Baby ☐ Limited Food Availability ☐ Psychological Trauma

☐ Other: _____

How the Child Learns at Home _____

Thank you

4

WCPS Lau Plan

Glossary

ACCESS for ELLs 2.0 - The summative English language proficiency assessments taken annually by English language learners in 1st grade through 12th grade in WIDA Consortium member states. The Alternate ACCESS assessment and Kindergarten ACCESS for ELLs are two other assessments given to EL students in specific situations.

English Learner (EL) - An individual who is age 3 to 21, who is enrolled or preparing to enroll in elementary or secondary school, whose native language is a language other than English, 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-required content assessments, the ability to successfully achieve in classrooms, where the language of instruction is English, and the opportunity to participate fully in society.

English Language Development (ELD) - The specifically designed instruction for English Language Learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction may also be referred to as TESOL (Teaching English to Speakers of Other Languages), ESOL (English for Speakers of Other Languages), ESL (English as a Second Language), or ELL (English Language Learners) Program.

Initially Fully English Proficient (IFEP) - A student who is screened for English language proficiency because they come from a non-English language background and upon initial assessment of English language proficiency scores IFEP. This initial screening assessment for English language proficiency occurs when the student first enters a school district in the United States. They are labeled as "Not EL" in Infinite Campus.

Home Language Survey (HLS) - The questionnaire given to parents/guardians at the beginning of a student's enrollment to identify which students are potentially English language learners and would require an assessment to determine if English language support services are needed.

Language Instruction Educational Program (LIEP) - The specifically designed service models provided to English Language Learners as indicated in the student's Program Service Plan.

Program Service Plan (PSP) - The individualized plan for each English Language Learner developed each school year indicates which service delivery option is most relevant for the student's English language development and instructional and assessment accommodations and proficiency goals for the upcoming school year.

Re-Designated Fully English Proficient (RFEP) - A student, after being designated as EL based on the initial assessment of English Language Proficiency, subsequently scores Fully English Proficient (FEP) on the assessment of English Language Proficiency.

WCPS Lau Plan

WIDA - The non-profit cooperative group whose mission is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high-quality standards, assessment, and professional learning for educators. Kentucky is one of 40 states that has adopted the WIDA language standards and utilizes the designed assessments to determine English Language Learner status.

WIDA Online Screener (WOS) - The English language proficiency screener test is given to incoming students in grades 1-12 to determine whether they are English Learners. The WIDA Screener for Kindergarten, formally the W-APT, is used to screen Kindergarten students.