

Pulaski County Schools LAU PLAN 2023-2024



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English As A Second Language
Pulaski County Schools
PULASKI COUNTY SCHOOLS
EL PROGRAM STAFF

Central Office

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Pulaski County High School Northern Middle School Pulaski Elementary School Eagle Academy	Shopville Elementary School Southern Middle School Oak Hill Elementary School Eubank Elementary School Northern Elementary School	Southern Elementary School Nancy Elementary School Southwestern High School Burnside Elementary School Sunrise/CAP

Introduction

English Learners (ELs) are those students whose primary language is a language other than English. 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 the 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 language of instruction.

Previously referred to as *Limited English Proficiency* (LEP) or *English Language Learners* (ELLs), the Every Student Succeeds Act (ESSA) replaced this language with the more student-first term, *English Learner*. 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 rights laws, Title I, and Title III all contain requirements for serving EL students.

The purpose of an EL program is to ensure that ELs, including immigrant children, attain English Language proficiency, develop high levels of academic achievement in English, and meet the same challenging state 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. [Lau v. Nichols \(1974\)](#) Civil Rights and EEOA required EL services cannot be paid for with federal funds. Services provided to ELs using federal funds must be supplemental. States and districts are legally obligated to provide services to support ELs in attaining English language proficiency while meeting post secondary standards. ELs must have equal opportunities to participate in curricular, co-curricular, and extracurricular programs and activities as their never-EL peers.

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Program Mission

Pulaski County Schools EL program will produce language learners who are academically and socially prepared for the transition to college or a career.

Pulaski County Schools EL Program Goals

1. Pulaski County Schools EL Program will support the acquisition of basic interpersonal communication skills and the development of academic language proficiency.
2. Pulaski County Schools EL Program will focus on the four language domains of listening, speaking, reading, and writing.
3. Pulaski County Schools EL Program will assist successful participation in classroom learning situations and other school activities.
4. Pulaski County Schools EL Program will collaborate effectively with teachers and support staff to ensure academic success.
5. Pulaski County Schools EL Program will promote understanding, respect, and appreciation for the cultural and linguistic diversity of our student population.

Program Guidelines

The following guidelines outline the direction of the Pulaski County Schools EL program:

1. EL instruction is offered in grades K-12 to help EL students develop English skills. This reflects the district's belief that competency in English is necessary to close the achievement gap.
2. All teachers must implement EL instructional strategies at all grade levels during instruction of EL students.
3. The programs implemented for EL students meet the federal law and state guidelines.
4. Schools who house EL students must provide an adequate space for EL services.
5. EL teachers will work with counselors, administrators, and teachers to create a balanced schedule for the student.
6. EL students need to be placed in exploratory classes and electives according to their grade level. Elementary EL students need to attend all special area classes.
7. The Program Service Plan (PSP) is a federal document that must be followed and implemented by both the EL teacher and the regular classroom teachers.
8. The district assigns EL teachers on an as-needed basis, and will designate one school as the home school for each EL teacher.
9. EL teachers and the program director will meet with each other in an EL Professional Learning Community (PLC) each month to collaborate and address the many needs of EL students.
10. EL teachers will have full access to all district intervention programs at all grade levels. This will allow EL teachers to run reports and progress monitor EL students as needed.

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11. EL students will have a PSP that is reviewed and updated yearly while in the EL program. This plan is drafted, a meeting is held and all applicable parties will sign off on the plan within the first thirty (30) days of the school year, or within two (2) weeks of enrollment outside of the beginning of the school year.
12. The PSP will include programmatic goals, linguistic levels, and accommodations and modifications for instruction, as well as assessments, both in the classroom and in state assessment.
13. EL teachers will focus on the linguistic and language understanding needs of the student first and foremost and then prioritize other content areas based on individual student needs.
14. EL teachers will take part in their home school's staff meetings, extracurricular activities, opening day and closing day activities in the absence of EL department requirements.

Program Procedures

EL Identification Process

1. Administer the Home Language Survey (HLS) to all students who are new to Pulaski County Schools. The purpose of this survey is to identify possible Limited English Proficiency (LEP) students. The HLS includes questions pertaining to the student's native language. This survey will be placed in the cumulative folder for each child.
2. The EL teacher will review each student's completed enrollment sheet, including the HLS portion. If any other language than English is answered in the HLS, it means this student must be assessed. The Pulaski County School System moved to an Online Registration System (OLR) in 2021. The system contains the HLS questions for new-to-the-district students to answer. The system automatically generates emails that are sent to the district director and the EL teachers when a language other than English is recorded. This is a new system, so physical copies of the HLS will be handed out in addition to the OLR system questions for the 2022-2023 school year. This also applies to new students who enroll after the district school year start date. All Kindergarten students will be given physical copies of the HLS.
3. If the student needing to be assessed is a Kindergarten student, EL teachers will administer the W-APT for Kindergarten. If the student is in grades 1-12, teachers will administer the WIDA Screener Online.
4. If a student in grades 1-12 scores a 4.5 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 ELs in January. If the student in grades 1-12 scores below 4.5 overall composite, the student is identified as an EL. A kindergarten student who has taken the W-APT test must be enrolled as an EL student, regardless of the W-APT results in accordance with Kentucky's EL Identification and Placement Guidance.

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Program Service Plan (PSP)

1. According to federal law, a PSP is required to be developed for every student who has been identified as an EL (see Appendix B to view the Pulaski County Schools PSP form).
2. Parents should be notified and invited to the PSP meeting within thirty (30) days of the first day of school. If the student was enrolled after the start of school year, the PSP meeting will occur within two (2) weeks of enrollment.
3. The PSP is a Federal Document that must be implemented both in the EL classroom and the regular education classroom.

The Program Service Plan (PSP) Meeting

1. The EL teacher in collaboration with school administrators or a designee, will schedule a PSP meeting with the regular education teacher, the parent, an administrator, and the EL teacher. Other service providers may be invited to attend but are not required.
2. The PSP meeting should be conducted or translated in the native language of the parent.
3. Parents should be notified of the meeting seven (7) days prior to the meeting date.
4. Parents will be notified of the meeting, and unless a request for change of meeting date or time is made, the PSP meeting will be held with or without the parent in attendance.
5. A new PSP will be created for the student. The EL teacher may come with a draft already created, but the final PSP will be agreed upon in the meeting.
6. If all members are in agreement and the parent signs permission for placement in the EL program (initial placement only), then the student is placed in the EL program.
7. If a parent does not sign for placement within the program, the student will still take the ACCESS assessment for state assessment purposes, but no EL services will be provided.

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8. Parents will receive notification that their child is placed in the EL program. Parent/guardian notification letters will be sent home no more than 30 days after the PSP meeting.

Creating and Filing EL Folders

Once the student has been identified as an EL and a PSP has been developed, an EL folder will be created. Relevant EL documents will be placed in the folder:

- Copy of the HLS
- Initial ELP assessment scoresheet (W-APT or WIDA Online Screener)
- Copy of the initial parent notification letter
- Level of academic achievement (report cards, midterm, formative assessment data, etc.)
- Annual ACCESS scoresheets
- The Program Service Plan (PSP)

An EL folder for each student will be placed in the student cumulative folder at the school and at the district's central office.

Annual Review

All EL participants must take an annual English Language Proficiency Assessment which is mandated by Title III law. The WIDA ACCESS for ELs is the test required by the Kentucky Department of Education.

Individualized accommodations and modifications are evaluated for appropriateness based on data from the ACCESS test, regular teachers, and the EL teacher. Adjustments to the PSP and/or revisions must be done once a year no later than thirty (30) days after school begins or within two (2) weeks after a new enrollment outside the initial window.

Exit Criteria and Procedures

In order to exit from the EL program, a student must achieve a score of 4.5 or higher Overall Composite Proficiency Level on a Tier B/C ACCESS in the first grade and above. This test contains different tiers based on difficulty. Tier A contains easier items than Tier B/C. Students cannot exit in Tier A. Students taking the Alternate ACCESS for

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ELs must score a P2 or higher Overall Composite to exit the EL program. Kindergarten students will be able to exit after taking the Kindergarten ACCESS and scoring a Composite Proficiency Level of 4.5 or higher.

Expected Rate of Transition

With regular school attendance and parental support, it is anticipated that the student will exit active Limited English Proficiency status, and enter monitoring status, in five years.

Monitoring Exited EL Students

Once a student is fully English Proficient, parents/guardians will receive a parent notification for exiting the EL program letter. The student will then be classified as Reclassified Fully English Proficient (RFEP). These students will be monitored for four years after the exit date. Monitoring will ensure that RFEP students are able to participate in the regular classroom. EL teachers will ensure that:

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

If an exited EL is not progressing academically as expected, EL teachers will re-test the student's ELP level using a WIDA screener. If the results show that the student should be reentered the EL teacher will work to obtain parent's consent to reenter the EL program.

Declining Services

Parents/guardians can decline services, but the student will continue to receive appropriate instruction within the regular classroom, have a current PSP, and be assessed annually with ACCESS for ELs. If the EL student has an IEP, the student will get accommodations on the ACCESS. Parent decisions to decline services will be documented and stored at the Central Office.

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Process to Provide Access to all Co-curricular Programs

EL students will have the same access to co-curricular programs as the general education population. School staff ensures that EL students suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner using culturally and linguistically appropriate measures.

School staff encourage universal screening of all students in one or more grade levels to identify students for gifted services, as well as to consider including reliable and valid nonverbal ability assessments as part of the identification process to ensure equal access for EL students to the gifted and talented program.

School staff will not allow a language gap to be a barrier for an EL student to fully participate in any program offered by Pulaski County Schools, including but not limited to: dual credit courses, credit recovery programs, mental health services, college and career programs, or alternative placement.

The District Director of EL Services will work with district EL staff to provide qualified district personnel and/or contracted interpreters, as needed, to ensure that parents are aware of school and district programs and events. All interpreting services will be paid for at district cost and not charged to Title III or any other federal or specific programs.

EL Professional Development

All teachers of English Learners are provided professional learning opportunities. PD includes an overview of state and local requirements for English Learners, expectations for teaching ELL students, understanding the PSP and instructional strategies. WIDA professional learning opportunities are also offered online. KDE also selects WIDA professional development opportunities to offer during the school year.

Program Implementation

Pulaski County Schools will provide EL students with instruction via the following forms of instruction delivery.

- Content Area Tutoring (CAT) - One-on-one or small group tutoring/assistance to ELs during school hours in the content areas, including English/language arts, mathematics, science, and social studies. Tutoring will generally be provided by an instructional aide (ESL AmeriCorp) under the direction of a teacher.
- Content-Based ESL (CBE) - Programs in which English is taught through content areas of mathematics, English language arts, science, and social studies.
- Pull-Out ESL/Resource (POE) - Programs 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.
- Sheltered English Instruction (SEI) - Programs often serve EL's from more than one language background. Instruction is in English and adapted to the student's English proficiency levels and provides modified curriculum-based content. Used for all students whose parents decline ESL services.
- Structured English Immersion (SEN) - Programs in which ESL teachers or instructional assistants provide linguistic and academic support to ELs in the general education setting.
- Developmental Bilingual Education - (DBE)
- Two-way Immersion - (TWI)
- Heritage Language - (HLA)
- Transitional Bilingual Education (TBE)

Evaluation of Program Progress

The Lau committee will evaluate the EL program utilizing data from the most recent ACCESS scores at the end of each school year, the committee will analyze the percentage of exiting EL students, growth percentages, and data trends for each school. Work is currently being done to create EL surveys to be administered to all stakeholders. Survey data will then be analyzed as part of the program evaluation process.

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Elementary School EL

Key Points:

The amount of EL instruction received by LEP students is a data based decision determined by EL teachers. Sources of data include: ACCESS test results, classroom performance, district diagnostic results, summative assessments, teacher and parent input.

- Early start and kindergarten students are offered language rich environments in the regular classroom. While it will be important for EL teachers to support the classroom teacher and assess and monitor the progress of these students, direct EL services are limited at these levels.
- Students in grades one through five that score at the beginning levels of language acquisition based on ACCESS assessment need intensive services to increase language acquisition and reading and writing skills.
- Direct EL services gradually decrease as students attain higher levels of proficiency in the areas of reading, writing, listening, and speaking based on ACCESS scores.

Middle School and High School EL

Key Points:

The amount of EL instruction received by EL students is a data based decision determined by EL teachers. Sources of data include: ACCESS test results, classroom performance, district diagnostic results, summative assessments, teacher and parent input.

- Students classified as Non-English Proficient (NEP) or Limited English Proficient-Beginning (LEP-BEG) receive intensive ESL services to increase language acquisition and reading skills.
- Students classified as Limited English Proficient-Intermediate (LEP-INT) may be pulled out for pull-out ESL (POE), or could only receive collaborative or consultative services depending on available data and student need.
- Students classified as Limited English Proficient-Advanced (LEP-ADV) receive minimal direct EL services and mostly are supported through consultative services with some collaboration depending on available data and student need.

Second Language Approaches & Resources

Principles of Language Teaching to EL Students

The following eight principles of language teaching and learning can provide a base for working with EL students. For interpersonal use, informational use, and aesthetic use, learners learn language best when:

- students are treated as individuals with their own needs and interests,
- students are provided with opportunities to participate in communicative and reflective use of language in a wide range of activities,
- students are exposed to language that is comprehensible and relevant to their own interest in frames of reference,
- students focus deliberately on various language forms, skills and strategies in order to support the process of language acquisition and the learning of concepts,
- students are exposed to socio-cultural information and direct experience of the culture embedded within the language,
- students become aware of the role and nature of language and of culture,
- students are provided with appropriate feedback about their progress, and
- students are provided with opportunities to manage their own learning.

Meeting the Students' Cognitive Academic Needs

Although the development of higher thinking skills and coping strategies is crucial to the academic and personal success of all students, it is especially true for some EL students who have not had complete educational experiences due to social, economic or political factors that interrupted their education. These students need additional enrichment and cognitive practice to improve their processing and production of content material. In order to do so, it is important that teachers identify, build and enrich upon those skills and knowledge students may have already mastered.

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Making Instruction Comprehensible

The teacher makes instruction comprehensible to EL students through a variety of means, which may include, but not limited to, the use of gestures, visuals, concrete examples, and through the routines and rituals of the lesson and the school day. It is important that the teacher uses his / her acting abilities, concrete objects, pantomime, signs, posters, and similar symbolic and concrete references to illustrate meaning.

What should I do when I get a new EL student?

There is only a certain amount of information that beginning EL students can absorb during a day. They are tuning in the receptive skills and will experience a “silent period” that may last as long as six months. Allow the student to actively listen, and provide opportunities for hands-on activities. If you feel that an EL student does not understand you should:

- slow down, as careful pronunciation is a must
- avoid idiomatic expressions
- use synonyms
- use the simplest structures and words
- use visuals
- use gestures

When an EL student enters, make it a class project to help the student. Explain that this student has already learned one language and is attempting to learn a second language.

- It is important that fellow students don't label the EL student. It should be brought to the students attention that the EL student has a lot to offer, such as interesting cultural and language insights.
- Remind your students that it is special to be bilingual. This is an important effective concept for students to learn. The EL student could possibly stimulate other students to learn a second language and also to learn about other cultures.

Communicate to the student that you want to help him/her.

- Assign a buddy to the EL student. Some of the hardest tasks for the EL students are note taking and dictation, because English is not a phonetic language. Also, many times it is more difficult for the EL student to follow relaxed speech. Have a buddy share notes with the EL student. This will greatly help him / her

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understand the lectures. The EL student could take notes home and review what was not understood in class.

- The students mainly need to feel welcome and accepted. Start by greeting them everyday with “Hello, how are you?” and later, “What did you do this weekend?” and “How is school going?”

How can I help the EL student understand class activities?

- Provide handouts that outline and explain the daily work.
- Use Google Translate.
- Print key terms on the board during the lesson.
- Write corresponding page numbers on the board so that after the lesson the EL student can review exactly what was covered.
- Type or clearly print written materials; handwriting is often difficult for EL students to read.
- Develop and maintain routines so EL students can follow class activities and expectations without relying solely on verbal cues.
- Give directions in a variety of ways. Sometimes the EL student has difficulty following oral directions because of relaxed speech or unfamiliar word usage. It is best to write directions, demonstrate what is to be done, and break activities into parts, giving instructions for each segment of the activity just before it takes place.

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English As A Second Language - FORMS

Home Language Survey

ESL Parent Notification - Letter for enrollment

ESL Parent Notification - Demonstrated Competency in English

ESL Program Withdrawal/Denial of Enrollment

Program Service Plan (Blank)

ESL Parent Notification - ACCESS Results Letter

ESL Monitoring Progress/Exit Form

Checklist for EL documents

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Home Language Survey



Student Name: _____
 Last Name First Name Middle Name

School: _____ Grade: _____ Teacher: _____

Kentucky law requires schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested.

Please respond to each of the questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

Question	Answer Here
1. Which language did your child learn when he/she first began to talk?	
2. Which language does your child most frequently speak at home?	
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?	
4. Which language, is most often spoken by adults in the home (parents, guardians, grandparents, or any other adults)?	

Office Note: If response is any language other than English, send a copy of this form to the District ESL Department.



Agriculture Employment Survey

Question	Answer Here
5. Have you moved to Pulaski County from another state, county, or district in the last three years?	
6. Have you moved to work/look for work in agriculture or on farms (tobacco, wood, hay, animals, fruits, vegetables, etc.)?	
7. Have you moved to work in processing (chicken, fish, meat, etc.)?	
8. Do you know people who have moved here to work in agriculture or processing?	

Office Note: If response is "yes" to any question, 5-8, send a copy of this form to the District ESL Department.

Please sign and date this form in the spaces provided below, then return this form to your child's teacher.

 Signature of Parent or Guardian

 Date

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Letter for Enrollment

Date:

Dear Parent or Guardian:

Through the Home Language Survey, and the use of a language screener, your child has been recommended for placement in our English as a Second Language (ESL) program. A copy of your child's screener score report is provided with this letter. A primary service plan (PSP) was developed.

I will monitor the progress of your child, and consult with the classroom teacher throughout the school year. Lessons are planned according to the needs of your child so that they acquire the necessary skills in English to meet the academic standards and for grade promotion and graduation.

To exit the ESL program, the ESL teachers rely on a standardized called WIDA ACCESS test for proficiency levels. Your student will need a composite score, on the ACCESS Test, of 4.5 to exit this program and be fully English Proficient.

It is the goal of our ESL program to exit the student when he/she is able to do grade level work without our support. This amount of time varies with each student from one to five years, and sometimes longer.

We believe your child will benefit from additional help with English. Please look over the enclosed accommodations. If you have any questions or concerns, please contact the ESL teacher at your child's school.

Sincerely,

ESL Instructor

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Pulaski County Schools
Parent Notification
Demonstrated Competency in English

Dear Parent/Guardian:

Our school district is required by federal law to identify students from a non-English language background and to evaluate their English proficiency.

Your child was referred for English proficiency assessment on _____.

The Assessment results have indicated that your child _____
Has been identified as **English proficient**. Therefore, your child DOES NOT need the instructional support of the English as a Second Language program.

Sincerely,

ESL Teacher
Pulaski County Schools

Date

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Pulaski County Schools
Request for Withdrawal or Denial of Enrollment
English as a Second Language Program

Dear Parent/Guardian:

You have indicated that you do not want your child enrolled in the English as a Second Language Program or that you would like your child to be removed from the English as a Second Language or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request removal of your child from the program, or (b) decline to enroll your child in such a program. However, your child will still be tested in the spring to determine progress in the English language.

Please complete and sign the bottom of this form and return it to your child's school.

Thank you.

+++++

Pulaski County Schools
Request for English as a Second Language (ESL) Program
Withdrawal / Denial of Enrollment

I, _____ (parent/guardian) of _____ (student)
have been informed of my right to decline to have my child enrolled in the English as a Second Language program offered by the school or district. I request the following action be taken on behalf of my child:

_____ Do not enroll my child in an English as a Second Language program.

_____ Withdraw my child from the program offered by the school or district.

Signature of Parent/Guardian

Date

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[Blank Copy of 22-23 PCS PSP](#)

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Pulaski County Schools
English as a Second Language Program
ACCESS Results

Dear Parent / Guardian,

This past winter, English Learner (EL) students in grade kindergarten through twelfth grade participated in the administration of the ACCESS of ELLs language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for EL students throughout the state of Kentucky, as well as many other states. With this information, we are able to monitor individual EL student progress on an annual basis.

Enclosed you will find your child's results on ACCESS. This report provides information about your child's **English Language Proficiency Level**. This information is for you to review and keep.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact me, your child's EL teacher.

Sincerely,

Pulaski County Schools

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 ESL Monitoring Progress/ Exit Form

Student Name: _____ Grade: _____

School: _____ U.S. School Entry Date: _____

Exiting ACCESS for ELLs Results:

Overall _____ Listening _____ Speaking _____ Reading _____ Writing _____

Monitoring Dates: From _____ to _____

State Assessment Results
Performance Level

Monitoring Year	Reading	Math	Other	Other	Other
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. Document concerns, if any.

Monitoring Year	Mid-Term/Report Card Concerns	Action Taken
1st Year		
2nd Year		
3rd Year		
4th Year		

To be completed at the end of year 4: Check one.

- This student has successfully met academic language expectations and will exit the ESL program.
- This student has not successfully met academic language expectations and will return to the ESL program.

 Signature of the ESL Teacher and Date

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Checklist for EL Documents**

<u>Documents</u>	Parent / Guardian	EL Folder in Cumulative Folder	EL Folder Central Office
Home Language Survey		(X)	X
Parent Notification Letter for Enrollment	(X)	X	X
W-APT Scoring Sheet		(X)	X
Request for EL Program Withdrawal or Denial	X	(X)	X
Parent notification - Letter for exiting	(X)	X	X
Program Service Plan	X	(X)	X
Parent Notification - Demonstrated Competency	(X)	X	X
ACCESS for ELLs Test - Score reports	X	(X)	X
ESL Monitoring Progress - Exit Form	X	(X)	X

(X) - Original Copy

X - Duplicate Copy Only