

I. GUIDING PRINCIPLES

- **English Language Development-** Teach English comprehension through listening, speaking, reading and writing to attain English proficiency and academic competency.
- **Academic Achievement-** Deliver instruction that will allow our students to meet the same challenging academic content and student achievement that all students are required to meet.
- **Cross- Cultural Goals-** Promote understanding, respect, and appreciation for the cultural and linguistic diversity of our student population.

ENGLISH LEARNERS (ELs)/ MULTILINGUAL LEARNERS (MLs)

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

II. Education Approach/Description of Language Instruction Educational Programs (LIEPs):

All English Learners/Multilingual Learners who attend Henry County Public Schools will receive a quality instructional program that will enable them to meet the same challenging state standards, which are identified in Kentucky's Academic Standards (KAS). Henry County Public Schools will accommodate English Learners'/ Multilingual Learners' language levels by

providing an individualized program to meet their specific needs based upon the following data:

- English Language Proficiency exam/ACCESS
- Other evaluation data available
- Previous or current school records
- Teacher input and recommendations
- ESL district coordinator and teacher/tutor input

The following LIEPS will be considered:

- **SEN-Structured English Immersion** – EL/ML students participate in a regular, mainstream class and the teacher differentiates the instructional strategies used in order to meet the needs of the English Learner / Multilingual Learner student while delivering the necessary content.
- **CAT-Content Area Tutoring-** The EL/ML students are integrated in to the mainstream classroom with the support of the classroom teacher and ESL teacher. Support may be provided in the classroom, small groups, or pull-out from time to time to meet the needs of the student.
- **POE- Pull Out ESL Resource-** For newcomer EL/ML students or EL/ML students who need additional support on their English Language Development. Special instruction is provided in ELD outside of the regular classroom.
- **Monitor Status** – Used when a student’s evaluation data deems them proficient in English and ready to exit the program. Students are monitored for 4 years after reaching this status.

The mainstream classroom teacher will be the primary means of instruction for the EL/ML student and will make the necessary modifications to ensure that the student is mastering the district curriculum. The EL/ML student will be held to the same high standard as an English-speaking student with the understanding that they may not master the curriculum at the same rate as other students.

III. Enrollment Identification and Placement in LIEPs:

Initial Identification:

In Kentucky, all local school districts are required to administer a Home Language Survey (HLS) to all students in grades K12 upon their initial enrollment in the district as a first screening process to identify potential English learner students (703 KAR 5:070 and the associated guidance). The HLS should be completed by the student's parent/guardian. Students whose home language is something other than English will be given an additional Language Proficiency Assessment approved by the Kentucky Department of Education.

Screener:

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

Program Service Plan:

Once a student is identified as an EL/ML, the district is required to provide a Program Service Plan or PSP. Parents must be notified and invited to the PSP meeting within 30 days of the first day of school. If the student was enrolled after the start of the school year, the PSP meeting must occur within 2 weeks of enrollment as required by ESSA 1112(e)(3)(A-B) and 703 KAR 5:070. The program service plan must be completed and signed by the parent, teacher, district coordinator and building principal. All plans will be reviewed, revised or rewritten annually. Assessment data along with past and present grades and teacher input will also be used to determine what needs to be placed in the program service plan.

Parents of English Learners/ Multilingual Learners may deny or withdraw their child from the ESL program at any time by

providing the district with a written request. This request will be kept with the student's permanent record.

Placement:

Students who are screened and identified as EL/ML or who do not have a composite score of 4.5 on ACCESS will be placed in the ESL Program as an English Learner/Multilingual Learner. Special consideration is given to classroom placement and EL/ML students are paired with a peer buddy who speaks the same language if possible.

It is possible for some students to be proficient in one or two areas and be limited in the other. Students are placed in the ESL Program until they reach proficiency in all 4 areas.

WIDA ELD Standards and Assessment:

As a consortium member state, Kentucky utilizes WIDA's proficiency standards, screeners, proficiency assessment, and professional learning opportunities. English Language Development (ELD) Standards (ESSA 1111(b)(1)(F)) requires each state adopt English language proficiency (ELP) standards that are: derived from the four recognized domains of speaking, listening, reading, and writing; address the different proficiency levels of ELs/MLs; and are aligned with the challenging state academic standards. The WIDA English Language Development (ELD) Standards serve as Kentucky's required ELP standards. These standards will act as a companion document to the Kentucky Academic Standards (KAS) in guiding instruction for Kentucky's ELs/MLs. The WIDA ELD Standards do not replace the KAS. The WIDA ELD Standards, updated in 2012, represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

WIDA provides Kentucky with the annual ELP assessment known as ACCESS for ELLs 2.0. In Kentucky, this test is given

to all ELs/MLs during the annual testing window, typically from the beginning of January through early February. Any student identified as an EL/ML must take the ACCESS test, including EL/MLs not receiving services. An EL/ML student will participate in the annual language proficiency assessment until meeting the state exit criteria requirements.

IV. Inclusion of ESL Students in State Assessments, Accommodations and Modifications:

Participation:

Each school shall assess all EL/ML students enrolled on the first day of the testing window in all parts of the state-required assessments and their scores shall be included in accountability calculations consistent with state law, unless the students are in their first year of enrollment in a United States school.

EL/ML students in the first year of enrollment in a United States school shall be required to take an English language proficiency assessment and, if the student enrolls in a grade in which a required mathematics/science test is administered, the state-required mathematics/science assessment with accommodations or modifications or both as appropriate.

All English Learners/ Multilingual Learners enrolled on the first day of the testing window shall be included in calculations of the school and district's participation rate. A student with limited English proficiency in the first year of enrollment in a United States school shall be included in the school and district's participation rate based on the student's participation in the required mathematics and/or science assessment, if the student is enrolled in a grade where a required mathematics or science assessment is administered. For students with limited English proficiency who are enrolled for the first year in a U.S. school and are not in a grade in which there is a required mathematics or science test, their participation shall be based on taking an English language

proficiency assessment (or the required reading assessment if the school or district chooses to administer it).

English Learners in their first year of enrollment in a U.S. school are not required to participate in the state-required reading, social studies, practical living/vocational studies, arts and humanities, or writing on-demand assessments. For these students, these assessments shall be optional at the discretion of the school and district.

Accommodations/Modifications:

Accommodations or modifications or both, when consistent with the normal on-going delivery of instructional services, may include:

1. Administration Strategies:
 - a. Reading text to student in English;
 - b. Scribe responses;
 - c. Prompting/Cueing;
 - d. Providing visuals/organizers;
 - e. Providing content objectives;
 - f. Engaging in academic conversations;
 - g. Teaching and modeling meta-cognitive strategies;
 - h. Simplifying language directions for tasks in English or in the student's primary language;
 - i. Oral translation of text to the student's primary language;
 - j. Administering assessments to small groups of students whose primary language is not English to enable simplified language and/or translations to student's primary language;
 - k. Administering a single form of the test to a small group of English Learners receiving the accommodation of primary language support because a limited number of staff with skills in the student's native language is available
 - l. Providing adapted materials/Technology;
 - m. Linking instruction to prior learning;

- n. Building background knowledge;
- o. Scaffold responses;
- p. Providing assistive technology;
- q. Adapting the pace of instruction;
- r. Providing language objectives;
- s. Modeling language and task completion; and
- t. Providing interaction opportunities.

2. Processing and Response Strategies:

- a. Extended time;
- b. Use of bilingual dictionaries and glossaries that provide translation to student's primary language;
- c. Use of computer/software; and
- d. Use of spell-check system.

V. Process to provide meaningful access to co-curricular and extracurricular programs and activities:

Henry County Public Schools provides meaningful access for EL/ML students to co-curricular and extracurricular programs and activities.

Gifted and Talented Program

EL/ML students that are nominated and identified as Gifted and Talented are provided parent information that is sent home in the primary language of the household.

Special Education Services

Any EL/ML student that is suspected of having a disability is tested in the primary language (if needed) to determine eligibility for SPED services. ARC meetings have an interpreter (if requested).

District/ County-wide Sports/Extracurricular activities

EL/ML Teacher works with families to identify interests and families are directed to the appropriate contact for the sport/extracurricular activity.

Summer School/ Summer camps

EL/ML students receive assistance from the EL/ML Teacher in enrolling their students in summer school or summer camps that are offered.

VI. Program and Staff Guidelines /EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs/MLs

State and federal regulations require teachers of ESL students to be served by a qualified teacher. A qualified teacher means someone who holds an ESL endorsement on their teaching certificate. If no certified teacher can be found, it is the responsibility of the district to provide appropriate professional development for the teacher.

EL/ML professional development for staff is provided yearly through WIDA online training modules. Additional PD is offered through the KY Coalition for ELs and other online trainings that are related to providing support and instruction to ELs/MLs. PD is also provided to teachers and other staff who support ELs/MLs through a Google Classroom of EL/ML resources including Language Acquisition information, Comprehensible Input strategies, Technology resources, and Assessing/ Grading EL/ML students.

VII. Transition, Exit Requirements and Monitoring:

Students who obtain a composite proficiency level of 4.5 in ACCESS are considered proficient English speakers. These students then are transitioned from the accommodations and modifications in their PSP to regular classroom instruction.

These students will be monitored by the ESL Coordinator, EL/ML teacher/tutor for four (4) years [ESSA 1111(b)(3)(B)]. At the conclusion of the 4 years, if the student's performance continues to show proficiency, the student will then be released from the program.

VIII. Program Evaluation:

Each year the ESL Program is evaluated by the District Assistant Superintendent, the District Director of Student Services and the EL/ML Teacher to determine if progress is being made in the area of language proficiency. English Learners'/ Multilingual Learners' language proficiency assessment scores and KSA data is used to re-evaluate the district's current ESL Program.

Other sources of information such as retention rate, drop-out rate, attendance, past and present grades and the graduation rate will be used to determine program effectiveness. Decisions are then made concerning changes in the ESL Program.