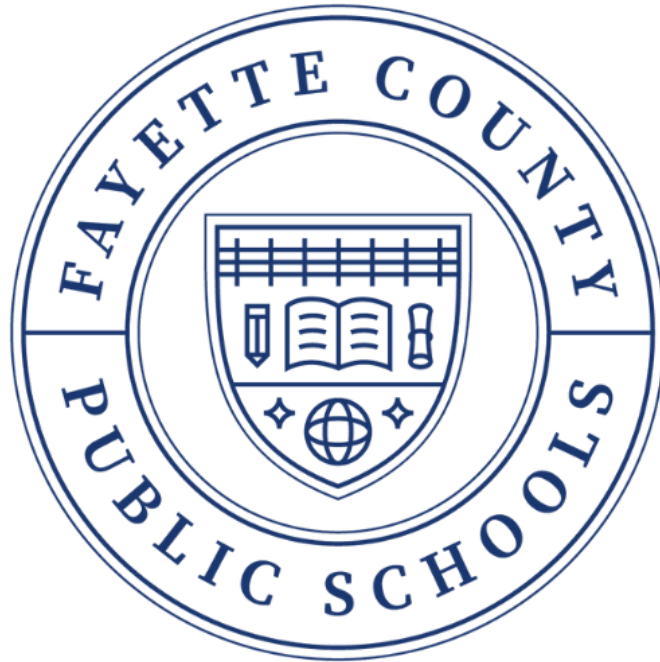


Fayette County Public Schools

LAU PLAN



English Learners Department

Fayette County Public Schools shall provide an English language program to assist English learners, including immigrant children and youth, to attain English proficiency, develop high levels of academic achievement in English, and achieve the same high standards in the same challenging state academic standards that all students in the district are expected to meet.

Dr. Demetrus Liggins
Superintendent

John D. Price Administration
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Lau Plan Committee Members
Fayette County Public Schools

English Learners Department

Member	Title
Rochelle Brown	Instructional Specialist
Amanda Brumfield	EL Teacher, Elementary School
Tracy Bruno	Chief of Staff
Amber Catron	Principal
Shelley Chatfield	General Counsel
Elizabeth Rittschof	Instructional Specialist
Joe Gibson	Principal
Page Harman	Instructional Specialist
Lisa Hillenbrand	Instructional Specialist
Tiffany Marshall	Chief of Elementary Schools
Lindsay Mattingly	Family & Community Liaison
James McMillin	Chief of High Schools
Lisa Nichols	EL Teacher, Middle School
Rose Santiago	Director, Multilingual & GT
Kristi Silvey	EL Teacher, High School
Brooke Stinson	Director, Assessment
Lisa Smith	Chief of Elementary Schools

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INTRODUCTION

FCPS District Mission

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

FCPS District Vision

All Fayette County Public Schools students will receive a world-class education.

FCPS Strategic Priorities

1. Student Achievement
2. Unity, Belonging, and Student Efficacy
3. Highly Effective, Culturally Responsive Workforce
4. Outreach & Engagement
5. Organizational Health & Effectiveness

Portrait of a Graduate

1. Civically Engaged and Culturally Competent
2. Reflective and Resilient
3. Future and Life Ready
4. Lifelong Learner

English Learner Department Mission

Our department aims to empower English Learners (EL) to successfully navigate the world. We advocate for equitable opportunity and access, and we believe English Learners can master rigorous grade-appropriate standards. We celebrate and embrace multicultural and multilingual learners and their families, and we inspire all teachers to be champions of English language acquisition.

DISTRICT STAFF DIRECTORY

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GUIDING PRINCIPLES

Federal Legislation

The [Every Student Succeeds Act](#) (ESSA) (2015) provides for strong accountability for the education of all children and provisions specific to limited English proficient students, especially under Titles I and III of the Act. [No Child Left Behind](#) (NCLB) also provides funds to states and local schools and universities to carry out the intent of the Act.

The [Equal Education Opportunities Act of 1974](#) requires schools to "take appropriate steps" to assure equal access as stipulated in the Lau opinion.

Title VI of the [Civil Rights Act of 1964](#) prohibits discrimination on the basis of national origin and other civil rights.

Supreme Court Decisions

[Castañeda v. Pickard \(1981\)](#) case precedent requires schools to use a three-pronged approach to assure that they are following the spirit of the above laws vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.

[Plyler v. Doe \(1982\)](#) held that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants.

[Lau v. Nichols \(1974\)](#) held that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable.

Title III Requirements

School districts must:

- identify EL students in a timely, valid, and reliable manner
- offer all EL students an educationally sound language assistance program
- provide qualified staff and sufficient resources to instruct EL students
- ensure EL students have equitable access to school programs, activities, and services
- avoid unnecessary segregation of EL students from other students
- monitor the progress of EL students in learning English and doing grade-level classwork
- remedy any academic deficits EL students incur while in a language assistance program

- move EL students out of language assistance programs when they are proficient in English and monitor them to ensure they were not prematurely exited
- evaluate the effectiveness of EL programs.

State Regulations

Procedures for the inclusion of special populations in the state required assessment and accountability programs.

[703 KAR 005:070](#)

Minimum requirements for high school graduation.

[704 KAR 003:305](#)

District Policy

[08.13452](#) Curriculum and Instruction: English as a Second Language

THE LAW (THE WHY)

Ensuring English Learners Participate Meaningfully and Equally in Educational Programs

The U.S. Department of Education (USDOE) and the U.S. Department of Justice (DOJ) have issued joint guidance to remind state education agencies (SEAs), public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs. The following are the federally mandated points that Fayette County Public Schools (FCPS) must ensure to provide for all English Learners:

Identifying and Assessing All Potential EL Students

Upon initial enrollment in FCPS, Registrars ensure that every student has a completed Home Language Survey (HLS) in the front of the cumulative folder. FCPS must identify and assess all potential students that may qualify for English language development programming and support. This process is performed at the time of enrollment. On the HLS or page 2 of the OLR, there are required questions that parents must respond to. If the responses to any of the four HLS questions indicate that a language other than English has been identified, the student will be tested to determine if they qualify for language support services.

Providing Language Assistance to EL Students

The Kentucky Department of Education has chosen several research-based programmatic models that align to the expectations under the law. Please see the recommended English Learning Program Models section for a more detailed description.

Staffing and Supporting an EL Program

Students classified as English Learners are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers and appropriate instructional materials. As part of this stipulation, teachers that serve students under the capacity of language learning teachers must be ESL endorsed.

Providing Meaningful Access to All Curricular and Extracurricular Programs

EL students must have access to on grade-level curricula so that they can meet promotion and graduation requirements. EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies, etc.

Avoiding Unnecessary Segregation of EL Students

School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals. This means that as a school choice district, the service follows the student and must be provided regardless of the school the family has chosen to attend.

Evaluating EL Students for Special Education and Providing Dual Services

EL students with disabilities must be provided *both* the language assistance and disability-related services to which they are entitled under Federal law simultaneously. To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.

Meeting the Needs of Students Who Opt-Out EL Programs or Particular Services

All EL students are entitled to services. Parents may choose to opt their children out of EL services within an EL program. School districts may not recommend that parents opt-out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. EL teachers should follow the [SOP](#) and appropriately document that the parent made a voluntary, informed decision to opt their child out of services. This decision must be made and documented annually.

Monitoring and Exiting EL Students from EL programs and Services

FCPS must monitor the progress of all EL and former EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. FCPS must annually administer the WIDA ACCESS for ELLs 2.0 to assess language proficiency in listening, speaking, reading, and writing that is aligned to State ELP standards. An EL student must not be exited from EL programs, services, or status until he or she demonstrates English proficiency on the ACCESS in listening, speaking, reading, and writing. FCPS must monitor the academic progress of former EL students for at least four years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the EL program have been remedied; and they are meaningfully participating in the district's educational programs comparable to their peers who were never EL students (never-EL peers).

NON-NEGOTIABLES

Elementary School EL Non-Negotiables

EL teachers will create a learning environment that is a safe haven for students and fosters feelings of inclusion and belonging. The learning environment will be reflective of the diversity of the students within. EL teachers use WIDA ELD standards to support the grade level Kentucky Academic Standards. EL teachers are differentiated Tier 1 teachers who provide the scaffolds and supports needed for ELs to access grade appropriate standards, texts, and tasks.

State & Federal Compliance:

A home language survey (HLS) must be given to **ALL** students in grades K-12 upon initial enrollment in the district (regardless of preschool enrollment) as the first step in the screening process to identify potential English learner students. Registrars must ensure that **every** student has a fully completed paper HLS. They must file the original in the front of the cumulative folder and place a copy of every HLS, regardless of responses, in the designated folder for the HLS designee. Registrars will work with EL teachers to secure interpreters to support families with this process as needed.

EL teachers will begin servicing students as soon as possible upon completion of state and federal requirements. These requirements include but are not limited to identifying newly enrolled students, administering and scoring the WIDA Screener, communicating with families, developing & sharing Program Service Plans, conducting Language Assessment Committee (LAC) meetings, and developing a schedule for service delivery. EL teachers will track minutes of federally mandated service for EL students on a monthly basis using the tracking tool provided by the EL department. EL teachers should not be utilized as a substitute to cover classes when there are not enough subs in the building as this takes away from federally mandated service for EL students. Additionally, they should not be utilized as field trip chaperones unless this is approved by the Director of the EL Department. (703 KAR 5:070)

Family Engagement:

The school must engage parents through sharing information on students' progress in English language acquisition and academics. Interpretation must be provided for parent meetings and parent conferences, for all languages served in the school community. The school must ensure that families are supported during registration and completion of the Home Language Survey through the FCPS Interpreting and Translation Department, a contracted interpreter or Multilingual Ambassador, with a VASCO device, or language line.

EL Teacher Schedule:

During the school day, an EL teacher's schedule must only include EL program services to EL students, a 25-minute duty-free lunch, and the same planning time as classroom teachers. EL teachers may be assigned arrival and dismissal duties. Instructional planning and the completion of necessary paperwork and documentation should be completed in the allotted planning time. EL teachers will collaborate with EL Specialists when developing schedules. Schedules will be housed in a shared drive and updated if changes are made. (OELA Toolkit, pg. 13)

ELD instruction must be designed specifically for ELs with a focus on listening, speaking, reading and writing and must be based on the district-approved, research-based ELD Highly Qualified Instructional Resources. Elementary Teachers will use Benchmark Hello and/or Language For

Learning for newcomer instruction and will use Benchmark Express for instruction to all other English Learners.

Newcomers:

Newcomers are students who have been enrolled in US schools for less than a year and have a score of 2.0 or below on the WIDA Screener or WIDA ACCESS. Instruction for these students may take place during any time agreed upon by the EL and classroom teachers. Students in varying grade levels may only be combined for instruction using newcomer resources.

WIN Block/Intervention Blocks:

EL teachers are responsible for Tier I instruction and language acquisition support for EL students. Due to the size of caseloads, EL teachers may not provide support for students not identified as EL. Because EL teachers are responsible for Tier I instruction, no time in the daily schedule may be included for intervention groups or intervention programs (e.g., Literacy Lessons, Lexia or Imagine Learning lessons, Reading Mastery, Next Steps for Guided Reading, RISE). Literacy Lessons are practiced before or after school. Planning time should be used for planning instruction for EL students, collaborating and building capacity with colleagues, completing necessary paperwork and documentation, and participation in Professional Learning Communities and grade level planning. (Equal Educational Opportunities Act of 1974 20 U.S.C. § 1703(f))

Language Acquisition Priorities:

Every active EL student will receive instruction from an EL-endorsed teacher. These students will be served daily for at least 20 minutes, with a goal of 100 minutes or more per week. Special considerations may be made for individual students requiring less service on a case by case basis in consultation with the EL department. Best practice for language acquisition supports instruction that takes place during the Reading and Writing block. If it is not possible for an EL teacher to support EL students during language arts, a secondary option may include academic language-dependent content areas like Science and Social Studies. The math block may not be the only language acquisition instruction that EL students receive.

When developing schedules, EL teachers will push into classrooms to serve groups of students with similar language proficiency levels when the master schedule allows and students are grouped appropriately in classrooms. EL Teachers will pull students out of their classrooms if this is not feasible. EL teachers will prioritize instructional time for Long Term English Learners starting with 5th grade and then 4th grade. Teachers will continue the scheduling process working backwards from 3rd grade to 2nd grade. Kindergarten and 1st grade students with the highest language needs will be scheduled next.

Co-teaching is encouraged as it is an effective model for serving students and building teacher capacity. For co-teaching to be effective, content and EL teachers must have a system to co-plan instruction. Co-teaching models should modify/differentiate Tier I resources/instruction used in the classroom setting. EL teachers who will be co-teaching are required to attend professional learning from the EL department. Ideally, they will bring their co-teacher to this professional learning. The EL department will partner with the school to address any concerns about ineffective co-teach settings, and if a resolution can not be made the EL teacher will have to provide service in an alternate setting to ensure that federally mandated services are provided to ELs.

Collaboration:

As the population of English Learners continues to grow, it is imperative that all teachers are language teachers. EL Teachers are expected to collaborate and plan with classroom teachers in all grade levels. EL Teacher schedules must include a protected time for this collaboration to take place on a minimum of a bi-weekly basis. This may take place during structured grade level planning meetings or PLCs. Collaboration is a must in order to build the capacity needed for all teachers to provide equitable instruction to English Learners.

Collaboration will be critical as the school must have a structure or system in place that supports content teachers in the implementation of best practices to support ELs in the content areas. Schools must have a system for progress monitoring ELs for language and content acquisition. Additionally, the school must have a structure in place that supports teacher professional learning, coaching and feedback on best practices to support ELs in the content areas.

Professional Learning for EL Teachers:

To ensure that EL teachers continuously develop in their area of expertise and have the opportunity to work in a collaborative community, they are required to attend professional learning as outlined on the approved EL Professional Learning Plan. Professional Learning Plans will be shared prior to the start of the school year. In order to protect federally mandated service time for EL students, EL teachers must seek approval from the Director of the EL Department to attend professional learning during the school day that is outside of the EL Professional Learning Plan.

Assessment & Accommodations:

All teachers working with ELs are required by law to provide the accommodations listed on the PSP. The EL teacher should not be the sole provider of instructional or assessment accommodations. EL teachers may provide assessment accommodations for ELs who are taking an assessment during their regularly scheduled EL time. EL Teachers should follow their schedules as they are listed in the EL student service tracker. ELD instruction should not be canceled to administer any assessment or provide PSP accommodations. This includes but is not limited to Brigance, MAP, CogAT/Iowa, District Common Assessments, Classroom Assessments, Progress Monitoring, and NSGR.

The WIDA Screener for Kindergarten is used to determine students who are eligible to take the Brigance in their native language. EL teachers will schedule an interpreter for Brigance, but will not administer the Brigance test to any students. The interpreter will work with a teacher trained in administering the Brigance to interpret for the student, but will not administer the test.

EL teachers may support the BAC in schedule and coordinating for the ACCESS test, but they may not be assigned as the BAC or Co-BAC in their school.

Retention of English Learners:

If an EL student is retained solely on the basis of his/her lack of English proficiency, such retention would be discriminatory because in effect, the EL student would be retained for not having adequate prior exposure to English. EL students who have been enrolled in US schools for less than 3 years should not be considered for retention unless there are extenuating circumstances. If an EL is considered for retention, the school must be able to demonstrate that all appropriate accommodations were made to instruction and assessment in order to allow ELs meaningful access to general curriculum as well as to promote second language learning. (Lau v Nichols, 414 U.S. 563 (197)). Parents must be informed of the EL student's lack of academic progress throughout the school year and there must be documentation of this communication if a student is to be considered for

retention. Written and spoken communication must be conducted in the parent's native language. If an interpreter is not available among the school's instructional staff, please request an interpreter or translation of documents through your school's designee who is responsible for making the request. If schools are considering retention of an EL student, they must follow the [EL Retention Process](#). (Equal Educational Opportunities Act of 1974 20 U.S.C. § 1703(f))

Middle School EL Non-Negotiables

EL teachers will create a learning environment that is a safe haven for students and fosters feelings of inclusion and belonging. The learning environment will be reflective of the diversity of the students within. EL teachers use WIDA ELD standards to support the grade level Kentucky Academic Standards. EL teachers are differentiated Tier 1 teachers who provide the scaffolds and supports needed for ELs to access grade appropriate standards, texts, and tasks.

State & Federal Compliance:

A home language survey (HLS) must be given to **ALL** students in grades K-12 upon initial enrollment in the district (regardless of preschool enrollment) as the first step in the screening process to identify potential English learner students. Registrars must ensure that **every** student has a fully completed paper HLS. They must file the original in the front of the cumulative folder and place a copy of every HLS, regardless of responses, in the designated folder for the HLS designee. Registrars will work with EL teachers to secure interpreters to support families with this process as needed.

EL teachers will track minutes of federally mandated service for EL students on a monthly basis using the tracking tool provided by the EL department. EL teachers should not be utilized as a substitute to cover classes when there are not enough subs in the building as this takes away from federally mandated services for EL students. Additionally, they should not be utilized as field trip chaperones unless this is approved by the Director of the EL Department. (703 KAR 5:070)

Family Engagement:

The school must engage parents through sharing information on students' progress in English language acquisition and academics. Interpretation must be provided for parent meetings and parent conferences, for all languages served in the school community. The school must ensure that families are supported during registration and completion of the Home Language Survey through the FCPS Interpreting and Translation Department, a contracted interpreter or Multilingual Ambassador, with a VASCO device, or language line.

EL Teacher Schedule:

During the school day, an EL teacher's schedule must only include EL program services to EL students, a 25-minute duty-free lunch, and the same planning time as core content teachers. EL Teachers may be assigned arrival and dismissal duties. Instructional planning and the completion of necessary paperwork and documentation should be completed in the allotted planning time. EL teachers will collaborate with EL Specialists when developing schedules. Schedules will be housed in a shared drive and updated if changes are made. ([703 KAR 5:070](#))

EL teachers provide Tier I language instruction for EL students. Due to the size of caseloads, EL teachers will not provide support for students not identified as EL. Because EL teachers are responsible for Tier I instruction, no time in the schedule may be included for intervention groups, intervention programs, or academic enhancement (e.g., Reading Plus). District itinerant EL positions must not be used for coaching when it compromises direct services for EL students.

Changes of this nature must include adequate training and approval by the Director of the Multilingual Department. ELD instruction must be designed specifically for ELs with a focus on listening, speaking, reading and writing and must be based on the district-approved, research-based ELD Highly Qualified Instructional Resources. Middle School EL Teachers will use National Geographic Inside the USA for newcomers and will use National Geographic for instruction to all other English Learners.

Language Acquisition Priorities:

All active EL students will receive intentionally-designed instruction from an EL-endorsed teacher. ([OELA Toolkit](#), pg. 13) These students will be served daily for at least 45 minutes. All students identified as English Learners must be enrolled in an English Language Development class in addition to all four core content classes. If enrollment in an ELD class is not possible, a co-taught core content class should be considered the next service model. Special considerations may be made for individual students on a case by case basis in consultation with the EL department.

The following guidance should be used as middle school EL teachers and counselors collaborate in determining the most appropriate class placement for English Learners. EL teachers must use evidence based English language acquisition resources during direct instruction English Language Development class. Class placement should be determined by looking at ACCESS data and then additional data points.

English Language Development 1 - ACCESS or Screener composite scores range from 1-2.0

English Language Development 2 - ACCESS or Screener composite scores range from 2.1-3.0

English Language Development 3 - ACCESS or Screener composite scores range from 3.1-4.4

English Language Development 4 - ELs in years 5 or 6 of the EL program for targeted instruction

Co-teaching is encouraged as it is an effective model for serving students and building teacher capacity. For co-teaching to be effective, content and EL teachers must have a system to co-plan instruction. Schools who elect to offer EL co-taught core content classes must provide opportunities for co-planning for that content area. Co-teaching models should modify/differentiate Tier I resources/instruction used in the classroom setting. EL teachers who will be co-teaching are required to attend professional learning from the EL department. Ideally, they will bring their co-teacher with them to this professional learning. The EL department will partner with the school to address any concerns about ineffective co-teach settings, and if a resolution can not be made the EL teacher will have to provide service in an alternate setting to ensure that federally mandated services are provided to ELs.

Collaboration:

As the population of English Learners continues to grow, it is imperative that all teachers are language teachers. All teachers working with ELs are required by law to provide the accommodations listed on the PSP. Collaboration is a must in order to build the capacity needed for all teachers to provide equitable instruction to English Learners.

Collaboration will be critical as the school must have a structure or system in place that supports content teachers in the implementation of best practices to support ELs in the content areas. Schools must have a system for progress monitoring ELs for language and content acquisition. Additionally,

the school must have a structure in place that supports teacher professional learning, coaching and feedback on best practices to support ELs in the content areas.

Learning Environment:

Direct instruction English Language Development classes must be conducted in a private, non-communal environment such as a classroom. Communal and high traffic areas such as a cafeteria or active library are not appropriate learning environments for English Language Acquisition.

Professional Learning:

To ensure that EL teachers continuously develop in their area of expertise and have the opportunity to work in a collaborative community, they are required to attend professional learning as outlined on the approved EL Professional Learning Plan. Professional Learning Plans will be shared prior to the start of the school year. In order to protect federally mandated service time for EL students, EL teachers must seek approval from the Director of the EL Department to attend professional learning during the school day that is outside of the EL Professional Learning Plan.

Assessment & Accommodations:

All teachers working with ELs are required by law to provide the accommodations listed on the PSP. The EL teacher should not be the sole provider of instructional or assessment accommodations. EL teachers may support the BAC in schedule and coordinating for the ACCESS test, but they may not be assigned as the BAC or Co-BAC in their school.

Grading & Retention of English Learners:

An English Learner should not be assigned a failing grade unless there is documented evidence of differentiation in their assessment and scaffolds and supports are in place for their learning. All content teachers must follow the Grading Guidance for Secondary English Learners.

If an EL student is retained solely on the basis of his/her lack of English proficiency, such retention would be discriminatory because in effect, the EL student would be retained for not having adequate prior exposure to English. EL students who have been enrolled in US schools for less than 3 full years should not be considered for retention unless there are extenuating circumstances. If an EL is considered for retention, the school must be able to demonstrate that all appropriate accommodations were made to instruction and assessment in order to allow ELs meaningful access to general curriculum as well as to promote second language learning. (Lau v Nichols, 414 U.S. 563 (197)). Parents must be informed of the EL student's lack of academic progress throughout the school year and there must be documentation of this communication if a student is to be considered for retention. Written and spoken communication must be conducted in the parent's native language. If an interpreter is not available among the school's instructional staff, please request an interpreter or translation of documents through your school's designee who is responsible for making the request. If schools are considering retention of an EL student, they must follow the EL Retention Process for Middle Schools. (Equal Educational Opportunities Act of 1974 20 U.S.C. § 1703(f))

High School EL Non-Negotiables

EL teachers will create a learning environment that is a safe haven for students and fosters feelings of inclusion and belonging. The learning environment will be reflective of the diversity of the students within. EL teachers use WIDA ELD standards to support the grade level Kentucky Academic

Standards. EL teachers are differentiated Tier 1 teachers who provide the language scaffolds and supports needed for ELs to access grade appropriate standards, texts, and tasks.

State & Federal Compliance:

A home language survey (HLS) must be given to **ALL** students in grades K-12 upon initial enrollment in the district (regardless of preschool enrollment) as the first step in the screening process to identify potential English learner students. Registrars must ensure that **every** student has a fully completed paper HLS. They must file the original in the front of the cumulative folder and place a copy of every HLS, regardless of responses, in the designated folder for the HLS designee. Registrars will work with EL teachers to secure interpreters to support families with this process as needed.

EL teachers will track minutes of federally mandated service for EL students on a monthly basis using the tracking tool provided by the EL department. EL teachers should not be utilized as a substitute to cover classes when there are not enough subs in the building as this takes away from federally mandated service for EL students. Additionally, they should not be utilized as field trip chaperones unless this is approved by the Director of the EL Department. (703 KAR 5:070)

Family Engagement:

The school must engage parents through sharing information on students' progress in English language acquisition and academics. Interpretation must be provided for parent meetings and parent conferences, for all languages served in the school community. The school must ensure that families are supported during registration and completion of the Home Language Survey through the FCPS Interpreting and Translation Department, a contracted interpreter or Multilingual Ambassador, with a VASCO device, or language line.

EL Schedules:

During the school day, an EL teacher's schedule must only include EL program services to EL students, a 25-minute duty-free lunch, and the same planning time as core content teachers. EL Teachers may be assigned arrival and dismissal duties. Instructional planning and the completion of necessary paperwork and documentation should be completed in the allotted planning time. EL teachers will collaborate with EL Specialists when developing schedules. Schedules will be housed in a shared drive and updated if changes are made. ([703 KAR 5:070](#))

EL teachers provide Tier I language instruction for EL students. Due to the size of caseloads, EL teachers may not provide support for students not identified as EL. Because EL teachers are responsible for Tier I instruction, no time in the schedule may be included for intervention groups, intervention programs, or academic enhancement (e.g., Reading Plus). District itinerant EL positions must not be used for coaching when it compromises direct services for EL students. Changes of this nature must include adequate training and approval by the Director of the Multilingual Department. ELD instruction must be designed specifically for ELs with a focus on listening, speaking, reading and writing and must be based on the district-approved, research-based ELD Highly Qualified Instructional Resources (HQIR). High School EL Teachers will use National Geographic Edge for ELD courses and the same HQIR as content for all content based EL classes.

Language Acquisition Priorities:

EL students are scheduled by school counselors in collaboration with EL Teachers. Schedules are created following the High School Scheduling Guide below. ELD courses earn one elective credit. Double blocked ELD courses earn one elective credit for the 50% that is ELD and one

English credit for the 50% that is based on KAS for Reading & Writing. Newcomers are defined as students who have been enrolled in US schools for less than one year and have a score of 2.0 or below on the WIDA Screener or WIDA ACCESS. EL teachers will collaborate with EL Specialists when developing schedules. Schedules will be housed in a shared drive and updated if changes are made. ([703 KAR 5:070](#))([OELA Toolkit](#), pg. 13)

The following EL courses are offered at the high school level. All courses are taught by dual certified, EL/content area, teachers. Students should be placed into these courses based on WIDA assessment data, grade level, and prior classroom performance. The goal for all HS EL courses and instruction is to increase English language proficiency as well as provide access to the core content to ensure that students are on track for graduation with their peers and are career & college ready.

High School Scheduling Guidance for Counselors:

** Start scheduling with 2.0 and below, then go down the chart in row order

** Place all LTELS in regular classes

<p>2.0 and below AND Less than 2 years in US Schools</p>	<p>ELD (One Period) - Required EL English (One Period) - Required EL Math & Social Studies - If possible</p>
<p>2.0 - 2.5</p>	<p>EL English - Required *Move to co-teach if EL Year is 3 or more Other content courses as available (Prioritize highest need students first - when courses are full, place students in CoTeach)</p>
<p>2.5 - 3.5</p>	<p>1 or more EL CoTeach - If possible ** Students should be placed in the courses that coincide with KSA testing ** If the school cannot create enough co-teach courses to support this range, move 3.0 and above to sheltered (Prioritize highest need students first - when co-teach is full, place in sheltered)</p>
<p>3.5 - 4.0</p>	<p>At least 1 Sheltered EL Course **For scheduling purposes a sheltered EL course is a course taught by a school based content teacher with an EL endorsement or trained in EL strategies. **Students should be placed in the courses that coincide with KSA testing (Prioritize highest need students first - when sheltered is full, place in regular courses)</p>
<p>4.0 and above</p>	<p>Place in regular courses</p>

CoTeaching:

Co-teaching is encouraged as it is an effective model for serving students and building teacher capacity. For co-teaching to be effective, content and EL teachers must have a system to co-plan instruction. Schools who elect to offer EL co-taught core content classes must provide opportunities for co-planning for that content area. Co-teaching models should modify/differentiate Tier I resources/instruction used in the classroom setting. EL teachers who will be co-teaching are required to attend professional learning from the EL department. Ideally, they will bring their co-teacher with them to this professional learning. The EL department will partner with the school to address any concerns about ineffective co-teach settings, and if a resolution can not be made the EL teacher will have to provide service in an alternate setting to ensure that federally mandated services are provided to ELs.

Collaboration:

As the population of English Learners continues to grow, it is imperative that all teachers are language teachers. All teachers working with ELs are required by law to provide the accommodations listed on the PSP. Collaboration is a must in order to build the capacity needed for all teachers to provide equitable instruction to English Learners.

Collaboration will be critical as the school must have a structure or system in place that supports content teachers in the implementation of best practices to support ELs in the content areas. Schools must have a system for progress monitoring ELs for language and content acquisition. Additionally, the school must have a structure in place that supports teacher professional learning, coaching and feedback on best practices to support ELs in the content areas.

Learning Environment:

Direct instruction English Language Development classes must be conducted in a private, non-communal environment such as a classroom. Communal and high traffic areas such as a cafeteria or active library are not appropriate learning environments for English Language Acquisition.

Professional Learning:

To ensure that EL teachers continuously develop in their area of expertise and have the opportunity to work in a collaborative community, they are required to attend professional learning as outlined on the approved EL Professional Learning Plan. Professional Learning Plans will be shared prior to the start of the school year. In order to protect federally mandated service time for EL students, EL teachers must seek approval from the Director of the EL Department to attend professional learning during the school day that is outside of the EL Professional Learning Plan.

Assessment & Accommodations:

All teachers working with ELs are required by law to provide the accommodations listed on the PSP. The EL teacher should not be the sole provider of instructional or assessment accommodations. EL teachers may support the BAC in schedule and coordinating for the ACCESS test, but they may not be assigned as the BAC or Co-BAC in their school.

Grading & Retention of English Learners:

An English Learner should not be assigned a failing grade unless there is documented evidence of differentiation in their assessment and scaffolds and supports are in place for their learning. All content teachers must follow the Grading Guidance for Secondary English Learners.

If an EL student is retained solely on the basis of his/her lack of English proficiency, such retention would be discriminatory because in effect, the EL student would be retained for not having adequate prior exposure to English. EL students who have been enrolled in US schools for less than 3 full years should not be considered for retention unless there are extenuating circumstances. If an EL is considered for retention, the school must be able to demonstrate that all appropriate accommodations were made to instruction and assessment in order to allow ELs meaningful access to general curriculum as well as to promote second language learning. (*Lau v Nichols*, 414 U.S. 563 (197)). Parents must be informed of the EL student's lack of academic progress throughout the school year and there must be documentation of this communication if a student is to be considered for retention. Written and spoken communication must be conducted in the parent's native language. If an interpreter is not available among the school's instructional staff, please request an interpreter or translation of documents through your school's designee who is responsible for making the request. If schools are considering retention of an EL student, they must follow the EL Retention Process for High Schools. (Equal Educational Opportunities Act of 1974 20 U.S.C. § 1703(f))

COMPLIANCE

English Learner Enrollment, Identification, and Placement

1. Registrars follow the [FCPS Age Placement Guide](#) during enrollment to place students in the appropriate grade. A home language survey ([HLS](#)) must be given to **ALL** students in grades K-12 upon initial enrollment in the district as the first step in the screening process to identify potential English learner students. Paper copies will be completed at the school by all newly enrolled families during their appointment to finalize registration paperwork. *Translation and interpretation services must be provided to parents/guardians when needed for communication of enrollment procedures.* Registrars will ensure that every HLS/OLR is complete and that original copies are filed in the front of the cumulative folder.
2. Registrars will make a copy of every paper HLS and OLR and place the copy in the designated folder for the HLS designee to review. Students whose primary or home language is something other than English shall be administered an initial English Learners proficiency assessment to determine whether they are English Learners according to the federal definition in ESSA, Title III. The English language proficiency assessment will evaluate listening, speaking, reading, and writing.
 - The HLS designee will review the folder daily to confirm that all HLS are complete and there are no conflicting responses.
 - Designee will return any HLS that has conflicting responses to the registrar for resolution. Copies of HLS surveys should be shredded unless they have a conflicting response.
 - Secondary schools: Registrar will initiate EL identification process with the EL office prior to continuing. See flowchart.

Identification and Parent Notification of placement in a language instruction educational program (LIEP) must occur within 30 calendar days of enrollment from the first day of school. For students identified after the first day of school, the district has 30 days to identify and screen a student. There are an additional 14 calendar days to notify parents of placement in a LIEP.

Level	Proficiency Assessment	Assessment Administrator	Proficiency Score
Kindergarten	*See Chart below for appropriate screener to be administered. All screeners are online with the exception of Kindergarten.	EL Teacher	All Kindergarten students qualify for EL services
1 st -5 th grades		EL Teacher	Composite 4.5
6 th -12 th grades		District	Composite 4.5

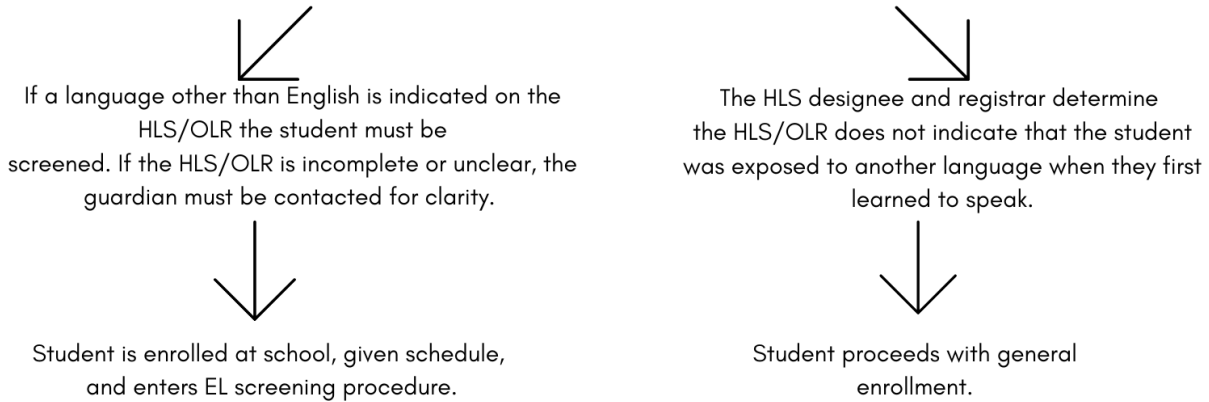
Grade	1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-level cluster form	K		Grade 1 test		Grades 2-3 test				Grades 4-5 test				Grades 6-8 test				Grades 9-12 test							

(Please note: The WIDA Screener for Kindergarten will be administered prior to Kentucky’s common kindergarten early screener, the Brigance Early Childhood Kindergarten Screen III. The WIDA Screener results are used to determine eligibility for an interpreter to assist in administration of the Brigance.)

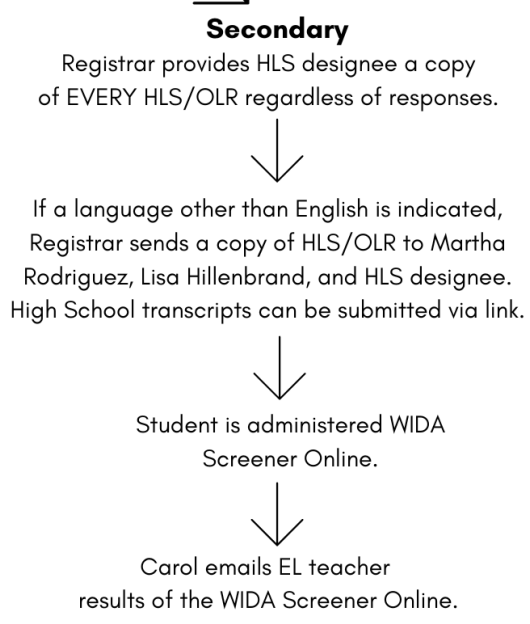
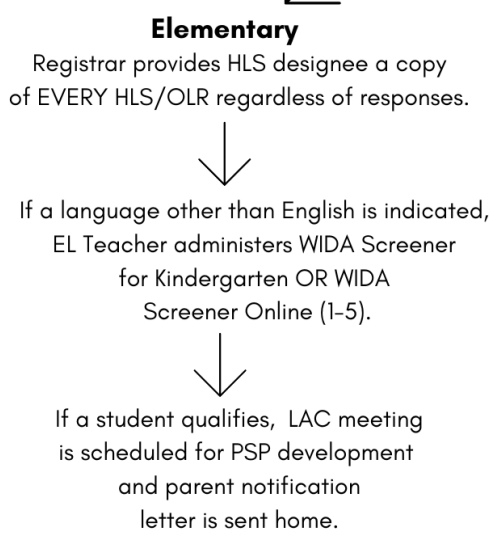
- Assessment, placement, and the design of an individual [Program Services Plan](#) for English Learners shall be made in compliance with appropriate state and federal education requirements.
- Instructional and related services shall be designed to meet the English language and academic needs of students while supporting participation in the general education curriculum and to overcome language barriers to grade promotion or high school graduation. Students identified as English Learners shall be provided the opportunity to participate in the school’s English language instructional program.

Flow Chart for Identifying ELs in Your School

A paper home language survey (HLS) must be given to ALL students in grades K-12 upon initial enrollment in the district (regardless of preschool enrollment). Registrars ensure that every student has a **fully completed** HLS. Registrars file the original HLS/OLR in the front of the cumulative folder and place a copy of every HLS and OLR, regardless of responses, in the designated folder, for the HLS designee. Registrar and HLS designee determine if it is necessary to screen student, based on HLS/OLR responses. Registrars work with EL teachers to secure interpreters to support families with this process as needed.



EL SCREENING PROCEDURE



Program Description

Program Service Plan Development

1. After a student is identified as an English Learner (EL), a Program Service Plan (**PSP**) shall be completed within 30 calendar days if the student enrolls on the first day of school, or if the student enrolls any day after the first day of a school year.
2. The EL teacher shall organize a Language Assessment Committee (LAC) meeting inviting all stakeholders, including families, to determine the appropriate instructional and assessment accommodations to appear on the EL's Program Service Plan (PSP). Attempts to invite stakeholders must be documented in the meeting notes in ELlevation.
3. At the LAC, the committee members shall review the EL student's data and discuss appropriate Limited English Proficient (LEP) services, instructional and assessment accommodations. Each EL student will have, at minimum, one LEP service and one instructional or assessment accommodation.
4. The EL teacher shall enter the selected LEP services, instructional and assessment accommodations into the EL Module in Infinite Campus and ELlevation.
5. All stakeholders present at the LAC meeting shall digitally sign the LAC Meeting form in ELlevation.
6. The EL teacher shall generate and print a paper copy of the PSP from ELlevation.
7. The principal shall hand sign the initial PSP and the PSP shall be placed in the student cumulative folder.
8. A copy of the PSP shall be made available to all stakeholders. Should any future changes be made to the PSP, a new PSP should be generated, signed by the principal, shared with stakeholders and placed in the cumulative folder.

Notification for Families

1. As required by ESSA 1112 (e)(3)(A), the District shall send written notification to parents of English Learners addressing the following:
 - a. the process by which the child was identified
 - b. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement standards
 - c. the programs offered by the district designed for English learners
 - d. how the programs will meet the educational strengths and needs of the child
 - e. how the programs will specifically help their child learn English and meet age appropriate academic achievement standards
 - f. specific exit requirements of the programs
 - g. how the program meets the objectives of the individualized education program of the child, in the case of a child with a disability
 - h. notifications must be understandable and to the extent practicable, in a language the parent can understand

- i. information pertaining to parental rights that include written guidance of (1) the right to waive EL services for their child upon request (2) the options that parents have to **decline** to enroll their child in such program or to choose another program or method of instruction, if available, by the school and (3) assist parents in selection among various programs and methods of instruction if more than one program is offered.
2. This notification shall be sent as follows:
 - a. for students already participating in, or identified for participation in, a program for English Learners, parents shall be notified no later than 30 calendar days after the first day of school
 - b. for students identified after the first day of school, parents shall be notified no later than 14 calendar days following the student's placement in the program.
3. Parents shall receive annual notification of their child's progress on the state's English proficiency objectives and required state assessments.

Once a parent/guardian of an English Learner has received notification, English Learners shall be provided services consistent with effective language instruction educational programs and curricula for teaching English Learners, in conjunction with guidelines set out in Kentucky Academic Standards, and by the national, state, and local standards for English language proficiency and academic performance.

Waiver of EL Services

Families can opt to **waive** EL services. When a parent declines participation, the school district retains a responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met through a PSP, an LEP service, and instructional and/or assessment accommodations. Students will participate in the annual ACCESS test until meeting the state exit criteria.

Language Instruction Educational Program

To determine which EL services and programs are best suited for a student identified as an EL, the LAC shall consider the student's

- a. English proficiency level
- b. Grade level
- c. Educational background
- d. Language background for bilingual programs
- e. Other assessment data

Other child-centered factors the LAC may consider include:

- f. Student's native language literacy
- g. Acculturation into U.S. society
- h. Length of time in U.S. schools

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

The following chart provides a brief overview of EL programs offered in Fayette County Public Schools. Each program requires English Learner teachers with specialized training in meeting the needs of ELs (e.g., an ESL or bilingual teaching endorsement). Program service models may be combined to best meet the unique needs of an English Learner.

Program Service Option	Characteristics and Description
ELD: English Language Development	<ul style="list-style-type: none"> ● English language skills and content are the focus of instruction. ● Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including academic vocabulary needed to access content instruction. ● Taught by an EL certified teacher, in preparation for or to support grade-level content instruction in English.
SEI: Sheltered English Instruction	<ul style="list-style-type: none"> ● ELs are taught academic content in English by a content certified teacher who has received training in sheltered instructional strategies. ● Instruction focuses on the academic content. ● The content teacher uses sheltered instructional strategies such as differentiated instruction, visual aids, cooperative learning, and explicit vocabulary instruction. ● EL teachers collaborate/consult with content teachers to ensure language needs are met. ● This service model should be used for students who opt out of EL services or do not receive direct instruction or co-teach from an EL teacher.

SEM: Structured English Immersion	<ul style="list-style-type: none"> ● ELs are taught academic content in English by a certified ESL teacher. ● Instruction focuses on academic language necessary to access the content. ● The English language used for instruction is adapted to the proficiency level of the students with the goal of acquiring English language skills so the student can succeed in a mainstream classroom. ● This service model should be used for students who receive co-taught instruction.
CBE: Content Based ESL	<ul style="list-style-type: none"> ● ELs are taught by teachers dual certified in both ESL and the content area. ● Instruction focuses on both the academic content and developing English proficiency. ● The English language used for instruction is adapted to the proficiency level of the student with curriculum scaffolded to meet language development needs.

Program Services Plan and Required Student Records

Students receiving EL services require maintenance of records for each student. Fayette County Public Schools maintains EL records in the ELlevation platform and/or the cumulative record including:

- Copy of the Home Language Survey
- Initial English Language Proficiency (WIDA Screener for Kindergarten/WIDA Online Screener)
- Copy of parent notification letter containing the required information in ESSA 1112(e)(3)(A)
- Level of academic achievement (e.g., report cards, midterms)
- Annual ELP assessment results (ACCESS for ELLs 2.0)
- The Program Service Plan which includes the following essential elements required by 703 KAR 5:070:
 - Name and date of the English Language Proficiency (ELP) assessment administered to determine a student’s EL status
 - Specific accommodations to be implemented in instruction and/or assessment
 - A list of the names of the LAC/PSP committee members who reviewed the documentation and made the decisions
 - Signature of the principal of the appropriate school as an indication of approval for the described accommodations.
- Notification to Decline English Learner Services, if applicable

ELLevation

ELLevation is an online platform that FCPS EL Department employs to better serve English Learners by supporting student data analysis, reporting, collaboration and instruction. The EL Department uses ELLevation to manage federal EL program requirements and build the capacity of teachers to serve multilingual learners.

All EL teachers will have an ELLevation account as an EL Specialist. All school faculty and district staff will also have ELLevation accounts as Teacher, School Administrator, or View-Only, depending on their role.

ELLevation is used by the FCPS EL Department in the following capacities:

- Maintenance of instructional and assessment accommodations
- Maintenance of service models
- Scheduling and performing yearly Language Assessment Committee (LAC) Meetings
- Generation of PSPs
- Generation of Initial Parent Notification Letter
- EL Program Continuation Letter
- RFEP Letter
- FEP Letter
- Housing of student data

Instructional accommodations from previous year will carry over but assessment accommodations must be added every year.

Laura Summersett is the ELLevation district contact, however any member of the EL Department can provide support.

Language Assessment Committee (LAC) Meetings

Language Assessment Committee meetings are held for three reasons:

1. Initial development of PSP
2. Annual PSP review
3. Any change made to PSP outside of the annual review

To schedule a LAC meeting, go to the Meeting Center in ELLevation. Here you will find a list of students for whom a LAC meeting is due.

You can either schedule the LAC meeting for later or Schedule and Perform the meeting once it is time to actually have the meeting.

Requirements for the LAC meeting are as follows:

- All stakeholders, including families, principals, classroom teachers and any individual who has a stake in the student’s academic success must be invited to the LAC meeting
 - An interpreter will be requested if necessary or requested by parent/family
- The LAC meeting is intended to determine the appropriate instructional and assessment accommodations to appear on the EL’s Program Service Plan (PSP). EL teachers will use the [PSP SOP](#) during this process.
- During the meeting the committee members must:
 - Review the EL student’s data (ACCESS scores, current instructional and assessment accommodations, current services)
 - Discuss other relevant instructional and assessment data (input from teachers, MAP or KSA data, etc)
 - Discuss appropriate Limited English Proficiency (LEP) services
 - Discuss instructional and assessment accommodations (each EL student will have at minimum: one LEP service and one instructional or assessment accommodation)
 - Discuss any other celebrations or concerns regarding the student
 - Provide time for parents/family members to ask questions and discuss anything they feel is relevant
- After the meeting the EL teacher(s) must:
 - Generate and print a paper copy of the PSP from ELlevation
 - Ensure all stakeholders present at the LAC meeting digitally sign LAC meeting form in ELlevation
 - Ensure the principal signs all initial and revised PSPs (even if they are not present for the meeting)
 - Make a copy of the PSP available to all stakeholders
 - File the original PSP in the cumulative folder
 - Send a copy home in the student’s backpack

Accommodations


Accommodations are used to provide ELs equitable access to Tier 1 content. Accommodations level the playing field by decreasing the language load without watering down content. Accommodations are determined by the Language Assessment Committee, consisting of the EL Teacher, Content Teacher, school administrator and family when possible, and any other stakeholder in the student’s education. Accommodations are specified in the student’s PSP. Instructional accommodations are indicated with *I for Instructional* (day to day, in the classroom) or *A for Assessment* (to be provided on classroom assessments and on certain state assessments). **It is the responsibility of every adult that works with the student to ensure that accommodations are provided as stated in the PSP.** Any assessment accommodations assigned must be consistently provided instructionally throughout the year.

Accommodation	Explanation/Example
Adapt Pace of Instruction	Slowing down rate of speech as needed, provide intentional wait time to allow for language processing, provide additional repetitions, etc.
Bilingual Dictionary	Students may use a word to word dictionary if they are literate in English and their native language.
Build Background Knowledge	Building background knowledge is helping students activate their prior knowledge, as well as leading them to make connections to other knowledge in order to prepare for new content. This model of acceleration can be achieved through discussion, pictures, videos, pre teaching vocabulary, etc.
Engage in Academic Conversations	Intentionally planning opportunities for students to use academic language in the classroom as a whole group, in small groups, or with partners.
Extended Time	PSP indicates if students are given extended time for instruction, assessment, or both. Students may receive time and a half (1.5) or double time (2.0).
Interaction Opportunities	Intentionally providing students with structured opportunities to develop their speaking and listening skills in various settings (partner work, group work, whole group, etc.)
Link Instruction to Prior Learning	Making intentional connections to previously taught content to help students to see where their new learning fits in.
Metacognitive Strategies	Think aloud, modeling when reading aloud (I wonder...or I notice...) or working through a problem-solving process.
Model Language/Task Completion	Providing students with a model of the completed task so they can see what the finished product might look like. This can also be as simple as orally composing a thought and then modeling how to write it in a sentence.
Provide Content Objectives	These are the learning intentions you share with all students.
Provide Language Objectives	Language objectives are specifically designed to promote students' language development through all four language domains: reading, writing, speaking and listening.
Provide Visuals/Organizers	Providing differentiated graphic organizers, anchor charts, picture/video support for new concepts and vocabulary, and other visual supports.
Reader	This accommodation must be determined by the Language Assessment Committee and the BAC following the Reader Accommodation process. This accommodation must be implemented consistently across content areas for instruction and assessment and should be faded out over time.
Scaffold Responses	Providing support needed for students to produce a response when speaking or writing. May include a sentence stem or starter (oral or written), or when requiring a higher-level process response, beginning with a lower-level question, then working up to the higher level.

Scribe	In order for an EL student to have a scribe, it must be documented/verified that the student has a disability OR there must be a medical note/doctor recommendation that is provided to the district. The accommodation of a Scribe is to be used regularly in all instruction/assessments.

EL Reader Guidance

The [Reader Request Guidance for English Learners](#) is used when considering a reader accommodation for a student.

Topic	Facts about English Learners (EL) 
Language Proficiency	It can take 5-7 years for an EL to become proficient in English, in both BICS and CALP.
Culture	EL students may experience culture shock. Some students may withdraw, refuse to attempt work, or begin to “act out” in the classroom.
Native Language Distance	Language distance can play a part in an EL student’s progress in English proficiency (i.e., Spanish and English vs. Arabic and English).
Native Language Literacy	EL students may or may not be literate in their native language.
Silent Period	EL students may go through a “silent period” during which they are absorbing the language, culture, and routines of their new environment.
Students with Limited or Interrupted Formal Education	EL students may have experienced interrupted schooling due to deportation, refugee status, or lack of available schooling in their home countries.
Trauma	ELs may have experienced trauma from family separation, fleeing war-torn areas, etc.

Topic	Questions for Consideration	Reasoning
ACCESS	What are the student's most recent ACCESS scores?	Specifically consider the reading score in comparison to the listening score. If the listening score is below a 2.0, having a reader will likely not be a benefit to the student.
Entry in U.S. School	How long has the student been in a U.S. public school? Is the student a newcomer with little to no English?	A newcomer, with little to no English, will likely not benefit from a reader (see information above).
Accountability	Has the EL student been in U.S. public schools less than 240 days? If so, then the student is only required to "participate" in state-required assessments.	Consider individual or small group testing as an alternative.
MAP, FAST	Does the EL student participate in MAP and/or FAST testing? If so, what does the data show? If not, why not?	If the EL student participates in MAP, FAST, etc., consider the data. If the EL student does not participate, see the guidelines above.
Intervention	Does the EL student receive reading intervention?	If the EL has enough language to have a reader, they should be receiving reading intervention.
Contributing Factors for Lack of Progress	What has contributed to the lack of English language acquisition growth? (i.e. language learning needs, excessive absence, classroom engagement, classroom assessments.)	If a student has been in the EL program for 5 or more years, consider the reason(s) the student has not been redesignated to fully English proficient.

Parent to Decline EL Services

When a parent declines participation in EL services, the school district retains a responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met through a PSP, an LEP service, and instructional and/or assessment accommodations. Students will participate in the annual ACCESS test until meeting the state exit criteria. SOP for waived services can be found below and linked [here](#).

Parent to Opt Back Into EL Services

Families who waive EL services have the right to opt back in at any time. SOP for Parent to Opt Back into EL Services can be found below and at the link [here](#).

Redesignated Fully English Proficient and Monitoring Procedures

RFEP

In order to exit from an EL program in the state of Kentucky, a student must achieve a score of 4.5 or higher Overall Composite Proficiency Level on Kindergarten ACCESS for ELLs or a score of 4.5 or higher Overall Composite Proficiency Level Tier B/C on ACCESS for ELLs 2.0 for grades 1-12. Students taking the Alternate ACCESS for ELLs must score a P2 or higher Overall Composite in order to exit EL status. The Program Exit Date will be June 30 of the school year in which the student exited services.

If a student transfers to Fayette County Public Schools from a non-WIDA state and is on monitor and/or exit status in that state, the monitor and/or exit status will be honored, and the student will continue with the monitor and/or exit status.

Monitoring Procedures

By law, academic progress of EL students who have been Re-designated Fully English Proficient (RFEP) must be monitored for four years. Content teachers must document information regarding an RFEP student's performance bi-annually in ELLevation.

The following information may be considered:

- records on length of time from entry in a US English speaking school to exit from the EL program
- performance on standardized achievement tests
- grades in content area classes
- Grade Point Average
- parent observations and/or feedback
- teacher observations
- meeting promotion and graduation requirements
- graduation rates

Meaningful Access

EL students must be provided meaningful access to all curricular and extracurricular programs. Meaningful access includes, but is not limited to:

- Grade-appropriate curricula so promotion and graduation requirements are achieved
- Equal opportunity to participate in all programs, including pre-school, full-day kindergarten, magnet, gifted and talented, career and technical education,

arts, and athletic programs, Advanced Placement (AP), International Baccalaureate (IB) courses, clubs, and honor societies.

Avoiding Unnecessary Segregation

EL students may not be segregated based on national origin or EL status. Although EL program service options may require that EL students receive separate instruction for a limited portion of the day, the chosen program must be carried out in the least segregated manner consistent with achieving the program's educational goals.

Evaluating EL Students for Special Education and Providing Dual Services

EL students with disabilities must be provided with both the language assistance and disability-related services to which they are entitled under federal law.

- EL students who may have a disability must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities based on limited English proficiency, EL students shall be evaluated in an appropriate language, based on the student's needs and language skills.
- The team developing an Individualized Education Plan (IEP) must include participants knowledgeable about the student's language needs in order to provide services that address the language-related needs of an EL student.

Professional Learning

Qualified Teachers

EL students receive language instruction and access to the general education curriculum by English Learner teachers who are certified and/or endorsed to teach limited English proficient students.

Caseload

The Fayette County Public Schools' Standard Operating Procedure for English Learners Staffing Formula shall be used to determine annual staffing allocations based on EL student enrollments and complexities. Student enrollment data shall be extracted from Infinite Campus in January annually to project enrollments for the following school year.

General Education Teacher Training for EL Support

Certified general education teachers shall receive annual training and support for the implementation of accommodations to provide equitable access to the general

education curriculum for English Learners. EL teachers or district staff shall provide professional learning experiences.

District Instructional Specialists

English Learner Instructional Specialists shall provide professional learning and ongoing support for EL teachers. Instructional Specialists shall engage in WIDA professional learning opportunities provided by the Kentucky Department of Education.

English Language Proficiency Assessment

English Language Proficiency Screener

Kentucky uses the WIDA screener assessments to determine the English Language Proficiency (ELP) of students who have been identified as potential EL students based on the HLS. Kindergarten students are screened using the WIDA Screener for Kindergarten and students in grades 1-12 are screened using the WIDA Kindergarten screener or WIDA Online Screener based on the chart below.

Grade	1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-level cluster form	K		Grade 1 test		Grades 2-3 test				Grades 4-5 test				Grades 6-8 test				Grades 9-12 test							

Annual Assessment

English Learners, who have not attained English language proficiency, shall be assessed during statewide testing in a valid, reliable manner and provided appropriate accommodations to yield accurate data regarding student knowledge and ability in academic content areas.

ESSA 1111 (2) (G) requires districts to assess the ELP of all EL students on an annual basis. In Kentucky, Kindergarten ACCESS for ELLs or ACCESS for ELLs 2.0 (grades 1-12) is given to ELs during the annual testing window. ACCESS assesses the student’s language in four domains: listening, speaking, reading, and writing.

Any student with an EL identification must take the ACCESS test, even when parents have waived services. An EL student will participate in the annual ACCESS test until meeting the state exit criteria.

The Alternate ACCESS is a paper-based test individually administered to ELs in grades K-12 with significant cognitive disabilities. Each student’s IEP team

determines which assessment the student should take, and each student's IEP or 504 team determines if accommodations are required.

Exit Criteria and Procedures

Exiting the English Learner Program

The program guidelines shall include an evaluation process that includes objective exit criteria to indicate when students:

- a.** have developed the required proficiency in using English to speak, listen, read, and write with comprehension
- b.** can enter and successfully participate in classrooms not tailored for English learners
- c.** can expect to graduate from high school

In order to exit from an EL program in the state of Kentucky, a student must achieve a score of 4.5 or higher Overall Composite Proficiency Level on Kindergarten ACCESS for ELLs or a score of 4.5 or higher Overall Composite Proficiency Level Tier B/C on ACCESS for ELLs 2.0 for grades 1-12. Students taking the Alternate ACCESS for ELLs must score a P2 or higher Overall Composite in order to exit EL status. The Program Exit Date will be June 30 of the school year in which the student exited services.

If a student transfers to Fayette County Public Schools from a non-WIDA state and is on monitor and/or exit status in that state, the monitor and/or exit status will be honored, and the student will continue with the monitor and/or exit status.

Monitoring Procedures

The academic progress of EL students who have been Re-designated Fully English Proficient (RFEP) shall be monitored for four years. Content teachers shall document information regarding an RFEP student's performance bi-annually in ELLevation.

The following information may be considered:

- records on length of time from entry in a US English speaking school to exit from the EL program
- performance on standardized achievement tests
- grades in content area classes
- Grade Point Average
- parent observations and/or feedback
- teacher observations
- meeting promotion and graduation requirements

- graduation rates

If monitoring shows that a student is struggling in academic performance and/or English language skills, additional support must be made available to the student. If an exited EL student is not progressing despite these additional supports, the student may be re-evaluated using a valid, reliable, and grade-appropriate assessment (e.g., WIDA MODEL) to determine if the student should be provided additional EL program services. If a student re-enters the EL program, the district shall document the reasons and obtain consent from the student's parent/guardian.

ESSA 3121(a)(5) requires reporting on the number and percentage of ELs meeting KAS for four years after students are no longer receiving EL program services. Data must include results on content assessments for reading/writing, mathematics, and science and be disaggregated by English Learners with disabilities. Data is also disaggregated by year after exit date (e.g., RFEP Year 1, Year 2) to ensure that academic deficits incurred due to participation in a language assistance program are recouped.

Ongoing Program Evaluation

English Learners Program Goal

Fayette County Public Schools shall provide an English language program to assist English Learners in attaining English proficiency, develop high levels of academic achievement in English, and achieve the same high standards in the same challenging state academic standards that all students in the district are expected to meet.

Instructional programs for English Learners shall be evaluated regularly to determine whether progress is being made toward removing language barriers and to identify instructional changes that need to be made.

Program Evaluation

The District English Learners Program Liaison, English Learners Instructional Specialists, along with the Director of the English Learners Department shall monitor student access to equal educational opportunities, both instructional and extracurricular.

Annually, the following data elements will be used:

- scores on the Kentucky Summative Assessment and MAP (K-9) assessments
- scores on WIDA ACCESS 2.0 for ELLs
- grades in content courses
- reclassification and exit rates
- graduation and dropout rates for grades 9-12

- participation rates in advanced courses (honors, Advanced Placement (AP), International Baccalaureate (IB)) and participation in gifted and talented services.
- enrollment rates in preschool, magnet, and special programs
- enrollment rates in Special Education services
- transience and attendance rates
- participation in extracurricular programs
- suspension rates
- college and career readiness
- professional learning records
- student to EL teacher staffing ratios

Data elements will be utilized to continuously improve the district's EL program by comparing the performance of current ELs, former ELs, and never-ELs. The evaluation shall include an analysis of:

- EL program implementation
 - unnecessary segregation
 - modification of programs when performance data indicates ELs are not reaching proficiency within a reasonable period of time
 - ELs not participating in standards-based grade-appropriate instruction
- Staffing and professional learning
 - walkthrough tool
 - effectiveness of professional learning
- Student performance (English language acquisition)
 - student English language proficiency levels
 - achievement of language proficiency within a reasonable period of time
- Student performance (academic content)
 - comparable access to opportunities that lead to college and career readiness
 - mastery of grade level content
 - longitudinal performance in the content areas
 - graduation, drop-out, and retention rates

Meaningful Communication with Parents/Guardians

Multilingual families are entitled to meaningful communication in a language they can understand to provide adequate notice of information about any program, service, or activity communicated to English speaking families. These communications include, but are not limited to information regarding:

- language assistance programs
- special education and related services
- IEP meetings
- grievance procedures
- notices of nondiscrimination

- student discipline policies and procedures
- registration and enrollment
- report cards
- requests for parent permission for student participation in district or school activities
- parent-teacher conferences
- parent handbooks
- gifted and talented, magnet and special programs

Fayette County Public Schools' Interpreting and Translation Services Department provides equitable access to multilingual families by offering native language interpreting and translations. Interpreting and translating services include:

- onsite interpreting
- Virtual Remote Interpreting (VRI)
- telephonic interpreting
- document translation

Interpreting and translation services are accessed using a digital request system. Assignments are determined by the Interpreting and Translation Services Department Liaison.

ESSA 1112(e)(3)(A-B) requires each district to provide families with notification of their student's identification as an English Learner and placement in a Language Instruction Educational Program (LIEP).

Notification must be provided to families no later than 30 days after the first day of school or within 14 days of identification for a student who enrolls after the first day of school.

ESSA 1112(e)(3)(c) requires the district to implement an effective method of outreach to multilingual families to inform them of how they can:

- be involved in the education of their student
- be active participants in assisting their student to
 - attain English proficiency
 - achieve at high levels in a well-rounded education
 - meet the challenging Kentucky Academic Standards expected of all students.

Outreach shall include sending notice and holding regular meetings to respond to recommendations from families.

ESSA 1112(c) requires the notice and information provided to families under ESSA 1112(e) to be in an understandable and uniform format and provided in a language the family can understand. Providing translation and interpreting services related to core instruction and the English Learners program are requirements of federal civil rights law.

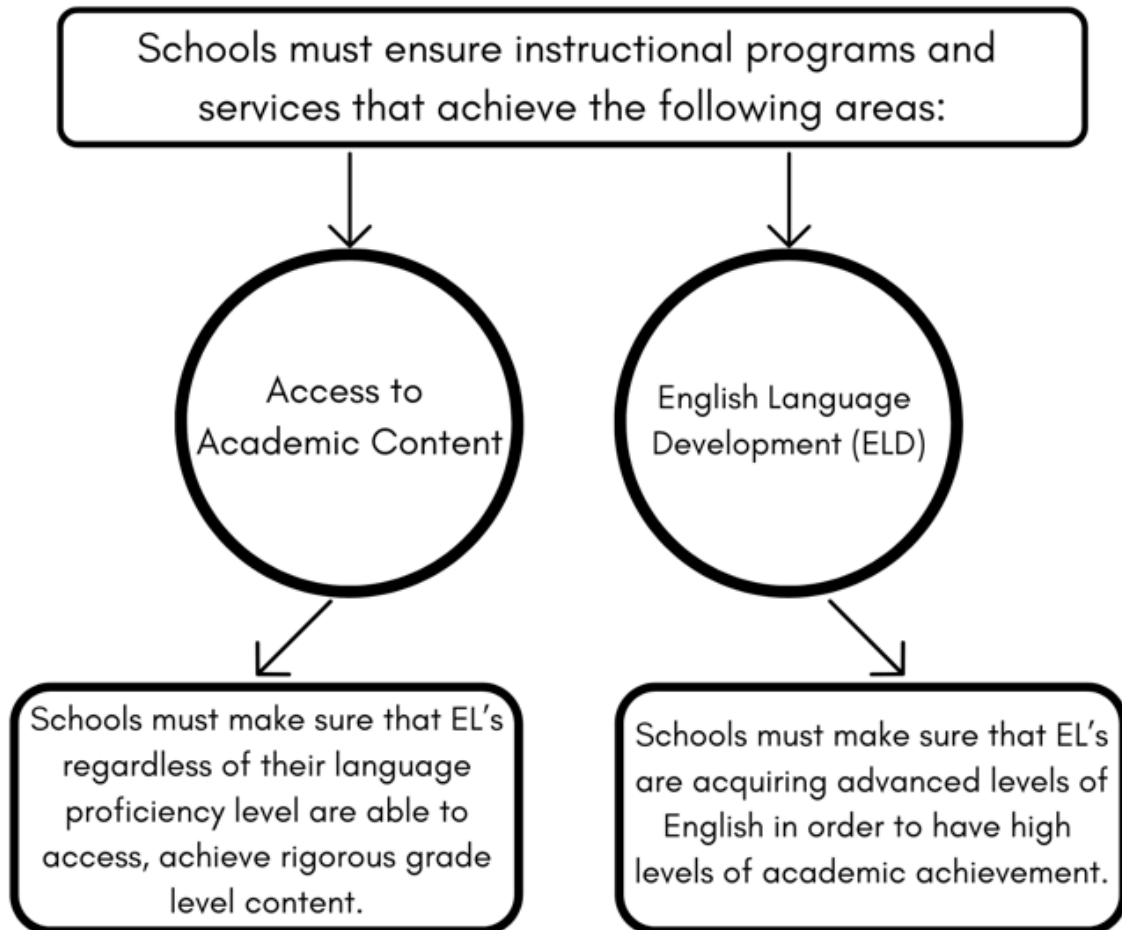
Second Language Acquisition

This is intended to provide guidance and insight focusing on content and English Language Development (ELD) as students approach and reach College and Career Readiness Standards. It also defines the inclusion of English Learners.

The 6 Stages of Second-Language Acquisition

Pre-production	This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.
Early production	The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.
Speech Emergent	Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.
Beginning Fluency	Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.
Intermediate Fluency	Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.
Advanced Fluency	The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.

All teachers are language teachers. Below is what each school should be practicing with their English learners as they are acquiring both language and content.



Elements of High-Quality Teaching & Learning of English Learners

For English Learners, the teaching and language development has to move beyond talk and consider the implementation of different modalities of teaching and learning. These elements are key for the academic success of EL's.

- **Rigorous Tasks & Assignments**

- Teachers must plan and execute rigorous tasks and assignments utilizing grade level materials and resources to reflect high academic expectations. Classroom instruction should employ cognitively demanding tasks that trigger critical thinking, problem solving, and communication. Using all 4 language domains (Listening, Speaking, Reading, and Writing) should be taught as important components to support EL understanding. Cognitive demand and productive struggle are extremely important in order to have students reach full language and content potential.

- **Productive Struggle**

- Productive struggle is the balancing of rigor with appropriate scaffolding. This encourages critical thinking for EL's and allows for content and language growth. Student mistakes cannot be viewed as failures, rather, they need to be viewed as teachable moments to expand their thinking. Scaffolding is key with productive struggle, but not to the point of "watering down" content for students.

- **Academic Language Development**

- Content specific language (words, phrases, language structure) must be taught explicitly. This involves having students participate in discourse, which is the involvement of academic conversations about the content being taught. When EL's engage in academic discourse that is intentional, they are able to master the technical-content based academic language required in school.

- **Strategic Scaffolding**

- Scaffolding provides the necessary accommodations for EL's to comprehend content. It is important for educators to understand that scaffolding does not mean to "water down" the content, rather it is to strategically plan for techniques that progress students towards understanding and gradually releasing them to perform independently.

Scaffolds should be phased out overtime in order to allow for productive struggle and independent learning skills to develop.

- **Multiple Modes and Representations**

- Classrooms that make use of multiple modes of multiple modes of communication and representations both in teacher preparation and instructional delivery. Written examples, visuals, discussions, etc., are all examples of various forms of representation that may be employed in classroom instruction to make content comprehensible for students.

Instructional Strategies for Language Acquisition

Scaffolding and Strategies for English Learners in All Content Areas	
Strategy	Scaffolding
Independent Reading	<ul style="list-style-type: none"> ● Chunk text ● Read with a buddy ● Provide structured overviews for some sections to text ● Reformat texts to include more embedded definitions, or even picture cues ● Small groups reading with a teacher ● Teacher reads aloud to small group (or via technology)
Answering Questions	<ul style="list-style-type: none"> ● Start with concrete text-dependent questions before moving to the abstract ● Tackle small sections at a time ● Once students have tried the task, provide additional modeling for those who need it ● Provide sentence stems or frames ● Highlight key ideas/details in the text ● Modify graphic organizers to include picture cues and additional step-by-step directions ● Post directions & anchor charts ● Provide “hint cards” that give students more support with text-dependent questions (students only access these when they get stuck) ● Indicate where students may find key information ● Guided work with teacher
Writing	<ul style="list-style-type: none"> ● Modify graphic organizers to include picture cues or additional step-by-step directions ● Provide sentence starters & sentence frames ● Support student oral rehearsal of writing ● Small group guided work with teacher ● More frequent conferencing
Working Collaboratively	<ul style="list-style-type: none"> ● Small groups working with a teacher ● Heterogeneous pairs (strategic partnerships)

	<ul style="list-style-type: none"> • Monitor specific students more strategically (e.g., seat them closer to teacher) • Provide (& model) structured roles for group members
<p>Here are ways to provide procedural scaffolds:</p> <ul style="list-style-type: none"> • Provide explicit modeling through visuals, gestures, and realia • Allow for visual tools (organizers) as students manipulate information • Use wait-time when asking questions to give all students an opportunity to respond • Provide discussion prompts (sentence frames) to support discussions • Allow students to collaborate with other students often as they discuss the learning 	<p>Here are ways to scaffold learning:</p> <ul style="list-style-type: none"> • Give mini lessons - break new concepts down into bite-sized pieces that build on one another • Model and demonstrate - show students an example of what they will be learning • Describe concepts in multiple ways - support different learning styles • Incorporate visual aids - show a video, use images, or provide a concrete object • Give students talk time - time to process new information by partnering them up or breaking into small groups • Give students time to practice - after you model learning for your students, take some time to practice with them • During lessons, check for understanding • Activate prior knowledge - make connections to concepts and skills students have already learned • Front load concept-specific vocabulary • Set them up for success - provide clear expectations of students' learning

High Yield Strategies

HIGH YIELD STRATEGIES FOR ENGLISH LEARNERS		
High Quality Differentiated Instruction	Student Achievement Evidence (What Students Are Doing)	Student Achievement Monitoring
<p>Gradual Release:</p> <ul style="list-style-type: none"> • Teachers/staff provide both oral and written directions to all tasks prior to working independently • Explicit instruction of academic vocabulary in context in relation to real life applications and connections to prior knowledge • Provide opportunities for English Learners to engage in academic discourse within the 	<ul style="list-style-type: none"> • Actively engaged in the lesson as the teacher is presenting and modeling the tasks/lesson (active listening, eyes on the speaker, asking clarifying questions, etc.) • Using vocabulary concept maps to identify the meaning within context • Actively using Marzano, graphic organizers, and concept map strategies 	<ul style="list-style-type: none"> • Academic Language monitoring • Exit slips/tickets • Utilization of WIDA Screener Online to be used as a baseline • Utilization of WIDA ACCESS score reports • Formative assessments • Examination of student work using the WIDA ELD standards

<p>content by ensuring abundant practice opportunities in the productive aspects of language (speaking & writing)</p>	<p>in the application of vocabulary within complex tasks</p> <ul style="list-style-type: none"> Actively interacting (Think/Pair/Share, small groups, etc.) and using content specific academic language through discourse Demonstration of application of all four language domains (listening, speaking, reading, writing) 	
<p>Complex Academic Tasks, Scaffolding Strategies:</p> <ul style="list-style-type: none"> Tasks are age and grade level appropriate (grade level standards) Explicitly teaching the steps of the complex task by modeling Strategic use of first language when possible Multiple mode of representations Academic Discourse throughout subject areas Movement from whole class, to partners, to small group increases student involvement 	<ul style="list-style-type: none"> Using graphic organizers and Thinking Maps strategically Actively interacting (Think/Pair/Share, small groups, etc.) and using content specific academic language through discourse Demonstrating understanding of complex tasks by generating a final product/outcome Demonstration of application of all four language domains (listening, speaking, reading, writing) 	<ul style="list-style-type: none"> Academic Language monitoring Exit slips/tickets Utilization of WIDA Screener Online to be used as a baseline Utilization of WIDA ACCESS score reports Formative assessments Examination of student work using the WIDA ELD standards
<p>Feedback: Teachers will provide feedback that is timely, actionable, and specific</p> <ul style="list-style-type: none"> Informal feedback - occurs any time and spontaneously during guided or independent tasks Formal feedback - evaluate student performance comparing it against benchmark and standards. 	<p>Informal feedback:</p> <ul style="list-style-type: none"> Student/student and/or student/teacher feedback on academic tasks Exit ticket <p>Formal feedback:</p> <ul style="list-style-type: none"> Student/teacher one on one conferences detailing comments that are related to specific aspects of their work <ul style="list-style-type: none"> Rubric Portfolios Project Based Learning 	<ul style="list-style-type: none"> Rubrics Short Cycle Assessments Academic Language monitoring Exit slips/tickets Utilization of WIDA Screener Online to be used as a baseline Utilization of WIDA ACCESS score reports Formative assessments Examination of student work using the WIDA ELD standards

<p>Peer Collaboration: Teachers/staff will utilize protocols (turn and talk or think, pair/share, sentence stem for accountable talk) to facilitate peer to peer learning opportunities</p> <ul style="list-style-type: none"> ● Creating heterogeneous groups that include English Learners and non-English Learners to promote language acquisition ● Creating an environment which promotes mutual respect and understanding of cultural diversity 	<ul style="list-style-type: none"> ● Exploring and engaging in authentic work ● Applying skills and knowledge in real world situations ● Joyful classroom environment through interaction, practice and application of the four language domains: listening, speaking, reading, writing ● Active participation and application of skills through hands-on activities and manipulatives 	<ul style="list-style-type: none"> ● Rubrics ● Short Cycle Assessments ● Academic Language monitoring ● Exit slips/tickets ● Utilization of WIDA Screener Online to be used as a baseline ● Utilization of WIDA ACCESS score reports ● Formative assessments ● Examination of student work using the WIDA ELD standards
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ASSESSMENT AND MTSS

English Language Proficiency Assessment

English Learners, who have not attained English language proficiency, must be assessed during statewide testing in a valid, reliable manner and provided appropriate accommodations to yield accurate data regarding student knowledge and ability in academic content areas.

Kentucky uses the WIDA screener assessments to determine the English Language Proficiency (ELP) of students who have been identified as potential EL students based on the HLS. Kindergarten students are screened using the WIDA Screener for Kindergarten and students in grades 1-12 are screened using the WIDA Screener Online or WIDA Kindergarten Screener based on the chart below.

Grade	1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-level cluster form	K		Grade 1 test		Grades 2-3 test				Grades 4-5 test				Grades 6-8 test				Grades 9-12 test							

ESSA 1111 (2) (G) requires districts to assess the ELP of all EL students on an annual basis. In Kentucky, Kindergarten ACCESS for ELLs or ACCESS for ELLs 2.0 (grades 1-12) is given to ELs during the annual testing window. ACCESS assesses the student’s language in four domains: listening, speaking, reading, and writing.

Any student with an EL identification must take the ACCESS test, even when parents have waived services. An EL student will participate in the annual ACCESS test until meeting the state exit criteria.

The Alternate ACCESS is a paper-based test individually administered to ELs in grades K-12 with significant cognitive disabilities. Each student’s IEP team determines which assessment the student should take, and each student’s IEP or 504 team determines if accommodations are required.

MTSS Considerations for Special Populations

Considerations for English Learners

- Follow the [MTSS](#) Guidelines for English Learners who have been enrolled in a US school for a year or more AND score at/below the MAP cut score.
- **The EL teacher MUST be included in SPS meetings for all English Learners.**
- English Learners that meet any of the following are not *required* to participate in MAP Universal Screening and/or FAST benchmarks.

- Kindergarten:
 - Students with a first semester WIDA Screener for Kindergarten score of 16 or below
 - Students with a second semester WIDA Screener for Kindergarten score of 35 or below
- Grades 1-12:
 - Students who have been enrolled in a US school less than one year AND have a WIDA ACCESS or WIDA Screener Online Composite Score of 2.0 or below
- School teams can make the decision to administer MAP and/or FAST benchmarks to these English Learners on a case by case basis. The decision should be based on individual need and multiple data points.

DATA

EL Attainment and EL Proficiency

Calculating the EL Attainment

- Students receiving an Overall Composite score of 4.5 or higher on the ACCESS for ELLs assessment have reached the English language attainment goal. The Attainment Rate shows the percentage of students reaching attainment out of the total number of students tested in the school.

Calculating the EL Proficiency

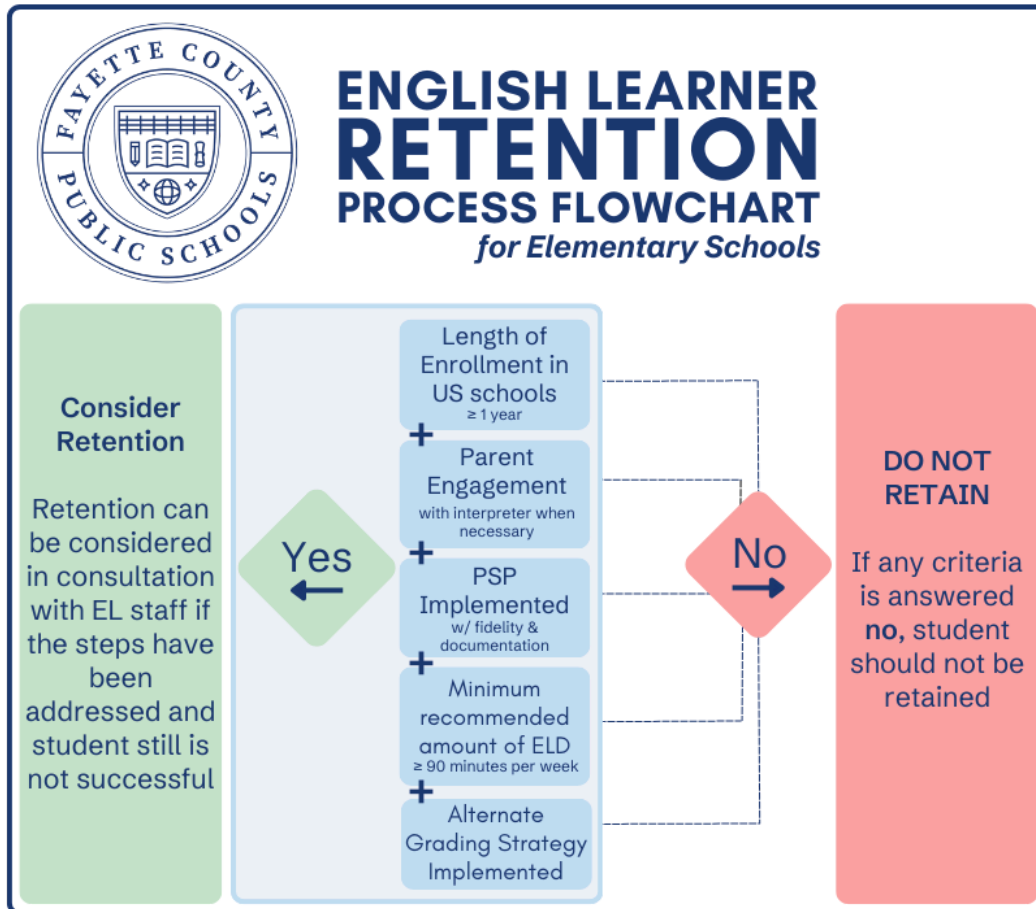
- Proficiency or above is the desired student performance on state tests. 2019 (ACCESS for ELLs) English Learner Proficiency results set the school goals for each demographic group through 2030. These goals are set by the Department of Education for the levels of Elementary (grades 3-5), Middle (grades 6-8) and High (grades 9-12).

Retention and English Learners Considerations

- If an EL student is retained solely on the basis of his/her lack of English proficiency, such retention would be discriminatory (based on Lau v. Nichols) because in effect, the EL student would be retained for not having adequate prior exposure to English.
- Please use these considerations along with [Light's Retention Scale](#) to facilitate conversation around the possibility of retaining an EL student.

Procedures:

1. The EL teacher and classroom teacher collaborate to complete the [Light's Retention Scale](#). This document provides initial guidance about whether grade retention may be helpful or harmful to the student. **If the score is in the range of 52-90 the student is not a good candidate for retention and should be promoted to the next grade.** If the score is in the range of 0-51 the team should move to the next step in the protocol.
2. Consult the FCPS Retention Process Flowchart on page 2 of this document. **If any of the criteria are answered 'no' or cannot be documented, the student is not a good candidate for retention and should be promoted to the next grade.** The EL teacher must document that the conversations were had and that the flow chart was used to guide the conversation. This should be documented in ELlevation as a note on the student's profile. If all criteria on the flow chart are met, continue to the next step in the protocol.
3. The EL teacher will facilitate a deeper conversation about the retention of this student by conducting a Retention Consideration meeting in ELlevation. This meeting **must** include a team composed of the EL teacher, classroom teacher, a school administrator or his/her designee, and the director of the multilingual department or their designee. The team should include other school staff with an educational interest in the student. **It is the responsibility of the EL teacher to schedule the meeting and invite required attendees. Please email Rose Santiago and cc the school's EL specialist at least two weeks prior to the meeting date.** Prior to the meeting, the EL teacher will share Retention Consideration Meeting Components, outlined on page 3 of this process, with the classroom teacher so they may collaborate to gather data and evidence.
4. At the conclusion of the meeting the EL teacher will print the meeting summary and obtain physical signatures from all team participants. The signed copy must go in the student's cumulative folder.
5. If the Retention Consideration team determines that retention is in the best interest of the student, the school team will contact the parent to ensure that they are in agreement with the recommendation.
6. Upon parent agreement, the school team will continue with the protocol they have in place for retention of students.



Educational Background

1. How long has the student been in US Schools?
2. What prior education did the student have before starting at your school?
 - a. At what age did the student begin receiving formal education?
 - b. Has the student received consistent instruction? Has there been interrupted schooling?

Current EL Services/Educational Setting

3. Is the student making progress as evidenced by ACCESS? (Reading, Writing, Listening, Speaking, Composite)
4. Are modifications/accommodations being implemented in the mainstream classroom and is there documentation to indicate this?
5. How does the student perform on classroom assessments?
6. What programs and services are being provided through the MTSS process and is there documentation to indicate this?

Parent/Guardian Input

7. Have concerns been communicated with the parent or guardian, in a language they understand, if necessary? Is there documentation of the communication?
8. Have the parents expressed concerns about the child's progress?
9. Are the parents supportive of the possibility of retention?

Plan for Next Year

10. If the student is retained, what will be different next year to ensure success?

PROFESSIONAL LEARNING PLANS

2024-2025 Elementary EL Professional Learning

The professional learning plan below was designed to provide targeted and intentional learning opportunities for English Learner teachers. Learning is designed to grow EL teachers and empower them to build capacity in their schools with the goal of improving outcomes for English Learners in all content areas.

Date	Location	Topic	Description	Attendees
August 2, 2024	450 Park Place Room 150 A/B 8:30 - 3:30	Welcome to Elementary EL	New EL Teachers will receive training on compliance, the identification process, screening students, and the various curricula EL teachers use.	All new to FCPS Elementary EL Teachers Required
August 7, 2024	450 Park Place Room 159 Session 1 8:30 - 11:30 Session 2 12:30 - 3:30	7 Steps to a Language Rich Interactive Classroom Presented by Seidlitz Education Trainers	This workshop will provide educators with actionable strategies for fostering language acquisition in diverse learning environments. Grounded in research-backed methodologies, this workshop will equip participants with practical tools to create interactive and inclusive classroom environments that promote language development across various proficiency levels. Educators will leave with a comprehensive toolkit of practical	Option for EL Teachers Teachers may choose to attend either session 1 or session 2 Session 1 8:30 - 11:30 Session 2 12:30 - 3:30

			strategies and resources to create language-rich environments that support the academic success of all students.	
August 20, 2024	Lyric Theatre 300 E 3rd Street 8:30 - 3:30 Training takes place during the school day	Elementary Back To School EL Teacher Training	Elementary Teachers will be given a compliance refresher, guidance on scheduling best practices for English Learners, training on using Kentucky Academic Standards in their instruction, and using acceleration to address learning gaps. Nenna Abrams will join to lead teachers in pulling MAP Reports and looking at data for ELs. Adam Stephens will join to lead Teacher Clarity.	All Elementary EL Teachers Required
August 21, August 26 - 29, 2024 (EL Teams sign up via Calendly)	450 Park Place Conference Room 150A/B Training takes place during the school day (1 hour sessions)	Elementary EL Teacher Schedule Work Sessions	EL Instructional Specialists will support EL Teachers in using data to develop schedules that most effectively meet the varying language needs of their students.	All Elementary EL Teams Required
September 11, 2024	450 Park Place Room 150 ABC 4:30-6:30	CoTeaching for English Learners (Sign up in PowerSchool)	EL Instructional Specialists will provide an overview of CoTeaching for English Learners and lead discussion on the effectiveness of this practice. Participants will dive into CoTeaching models as outlined in “CoTeaching for English Learners” by Dove and Honigsfeld.	Any EL Teacher or Content CoTeacher
September 16, 2024	Warehouse Room 106 Training takes place during the school day	Formative Assessment Ready For Rigor	EL Instructional Specialist will provide sample rubrics for the WIDA speaking and writing domains. EL teachers will collaborate on how to utilize rubrics to generate formative data in order to make informed instructional decisions.	All Elementary EL Teams Required Cadre 1 8:00 - 11:00 Cadre 2 12:00 - 3:00
September 17, 2024	Warehouse Room 106 Training takes place during the school day	Formative Assessment/ Ready For Rigor	EL Instructional Specialist will provide sample rubrics for the WIDA speaking and writing domains. EL teachers will collaborate on how to utilize rubrics to generate formative data in order to make informed instructional decisions.	All Elementary EL Teams Required Cadre 3 8:00 - 11:00 Cadre 4 12:00 - 3:00

October 10, 2024	701 E. Main St. Training takes place during the school day	KSA/MAP/ ACCESS Data Triangulation	The EL Department will partner with the Department of Assessment to lead teachers through a reflection of KSA Data of English Learners in their buildings. Teachers will have conversations around the implications of this data.	All Elementary EL Teams Required Cadre 1 8:00-11:00 Cadre 2 12:00-3:00
October 11, 2024	701 E. Main St. Training takes place during the school day	KSA/MAP/ ACCESS Data Triangulation	The EL Department will partner with the Department of Assessment to lead teachers through a reflection of KSA Data of English Learners in their buildings. Teachers will have conversations around the implications of this data.	All Elementary EL Teams Required Cadre 3 8:00-11:00 Cadre 4 12:00-3:00
December 2024	Asynchronous Canvas Courses on WIDA Secure Portal	ACCESS for ELs 2.0	The purpose of this course is to help test administrators and coordinators successfully prepare for and administer the ACCESS for ELLs Online assessment.	All Elementary EL Teachers Required
December 5, 2024	150 Warehouse Room 106 Training takes place during the school day	ACCESS for ELs 2.0	This session will focus on scheduling guidance for the ACCESS test as well as a refresher on administration of the test.	All Elementary EL Teams Required Cadres 2 & 4 8:00 - 11:00 Cadre 1 & 3 12:00 - 3:00

March 12, 2025	150 Warehouse Room 106 Training takes place during the school day	Compliance Instructional / Assessment Accommodations & LAC Meetings	TBD	All Elementary EL Teams Required Cadres 2 & 4 8:00 - 11:00 Cadre 1 & 3 12:00 - 3:00
April 16, 2025	150 Warehouse Room 106 Training takes place during the school day	TBD	TBD	All Elementary EL Teams Required Cadres 1 & 3 8:00 - 11:00 Cadre 2 & 4 12:00 - 3:00
May 1, 2025	150 Warehouse Room 106 Training takes place during the school day	Elementary EL Teacher ACCESS Data Analysis	The EL Department will partner with the Department of Assessment to lead teachers to dive into their ACCESS data using the analysis protocol. Teachers will identify trends in ACCESS and MAP scores. This work will be used to evaluate program effectiveness and determine next steps for improving outcomes for ELs.	All Elementary EL Teachers Required Cadre 2 8:00 - 11:00 Cadre 1 12:00 - 3:00
May 2, 2025	150 Warehouse Room 106 Training takes place during the school day	Elementary EL Teacher ACCESS Data Analysis	The EL Department will partner with the Department of Assessment to lead teachers to dive into their ACCESS data using the analysis protocol. Teachers will identify trends in ACCESS and MAP scores. This work will be used to evaluate program effectiveness and determine next steps for improving outcomes for ELs.	All Elementary EL Teams Required Cadre 4 8:00 - 11:00 Cadre 3 12:00 - 3:00

2024-2025 Secondary EL Professional Learning

The professional learning plan below was designed to provide targeted and intentional learning opportunities for English Learner teachers. Learning is designed to grow EL teachers and empower

them to build capacity in their schools with the goal of improving outcomes for English Learners in all content areas.

Date	Location	Topic	Description	Attendees
August 2, 2024	450 Park Place Room 150C 8:30 - 3:30	Welcome to Secondary EL	New EL Teachers will receive training on compliance, the identification process, screening students, and the various curricula EL teachers use.	All new to FCPS Secondary EL Teachers Required
August 7, 2024	450 Park Place Room 159 Session 1 8:30 - 11:30 Session 2 12:30 - 3:30	7 Steps to a Language Rich Interactive Classroom Presented by Seidlitz Education Trainers	This workshop will provide educators with actionable strategies for fostering language acquisition in diverse learning environments. Grounded in research-backed methodologies, this workshop will equip participants with practical tools to create interactive and inclusive classroom environments that promote language development across various proficiency levels. Educators will leave with a comprehensive toolkit of practical strategies and resources to create language-rich environments that support the academic success of all students.	Option for EL Teachers Teachers may choose to attend either session 1 or session 2 Session 1 8:30 - 11:30 Session 2 12:30 - 3:30
August 29, 2024	701 E. Main 8:30 - 3:30 MS: 8:30-11:30 HS: 12:30-3:30 Training takes place during the school day	Secondary Back To School EL Teacher Training	Secondary EL Teachers will be given an extensive compliance refresher and update, systems for documentation and guidance on scheduling best practices for English Learners.	All Secondary EL Teachers Required
September 11, 2024	450 Park Place Room 150 ABC 4:30-6:30	CoTeaching for English Learners (Sign up in PowerSchool)	EL Instructional Specialists will provide an overview of CoTeaching for English Learners and lead discussion on the effectiveness of this practice. Participants will dive into CoTeaching models as outlined in “CoTeaching for English Learners” by Dove and Honigsfeld.	Any EL Teacher or Content CoTeacher
September 20, 2024	Russell Cave Warehouse Room 106 Training takes place during the school day	High School EL Teacher Formative Assessment CRT & The Brain 1	EL Instructional Specialist will provide sample rubrics for the WIDA speaking and writing domains. EL teachers will collaborate on how to utilize rubrics to generate formative data	All High School EL Teachers Required 12:00-3:00

			in order to make informed instructional decisions.	
September 23, 2024	Russell Cave Warehouse Room 106 Training takes place during the school day	Middle School EL Teacher Formative Assessment CRT & The Brain 1	EL Instructional Specialist will provide sample rubrics for the WIDA speaking and writing domains. EL teachers will collaborate on how to utilize rubrics to generate formative data in order to make informed instructional decisions.	ALL Middle School EL Teachers Required 8:30-11:30
October 14, 2024	Warehouse Room 106 Training takes place during the school day	KSA/MAP/ACCESS Data Triangulation	The EL Department will partner with the Department of Assessment to lead teachers through a reflection of KSA Data of English Learners in their buildings. Teachers will have conversations around the implications of this data.	All Middle School Required 8:30 - 11:30 All High School Required 12:00-3:00
December 2024	Asynchronous Canvas Courses on WIDA Secure Portal	ACCESS for ELs 2.0	The purpose of this course is to help test administrators and coordinators successfully prepare for and administer the ACCESS for ELLs Online assessment.	All Middle EL Teachers Required
December 4, 2024	150 Warehouse Room 106 Training takes place during the school day	ACCESS for ELs 2.0	This session will focus on scheduling guidance for the ACCESS test as well as a refresher on administration of the test.	All Middle School Required 8:30 - 11:30 All High School Required 12:30 - 3:30
March 13, 2025	150 Warehouse Room 106 Training takes place during the school day	TBD	TBD	All Middle School Required 8:30 - 11:30 All High School Required 12:30 - 3:30
April 17, 2025	150 Warehouse Room 106 Training takes place during the school day	TBD	TBD	All Middle School Required 8:30 - 11:30 All High

				School Required 12:30 - 3:30
May 5, 2025	Russell Cave Warehouse Room 106 Training takes place during the school day	Middle School EL Teacher Data Analysis	The EL Department will partner with the Department of Assessment to lead teachers to dive into their ACCESS data using the analysis protocol. Teachers will identify trends in ACCESS and MAP scores. This work will be used to evaluate program effectiveness and determine next steps for improving outcomes for ELs.	All Middle EL Teachers Required Cadre1 8:30-11:30 Cadre 2 1:00 - 4:00
May 6, 2025	Russell Cave Warehouse Room 106 Training takes place during the school day	High School EL Teacher Data Analysis	The EL Department will partner with the Department of Assessment to lead teachers to dive into their ACCESS data using the analysis protocol. Teachers will identify trends in ACCESS and MAP scores. This work will be used to evaluate program effectiveness and determine next steps for improving outcomes for ELs.	All High School EL Teachers Required 8:30 - 3:30

INTERPRETING & TRANSLATION SERVICES

Online Request System - all in person meetings, conference nights, etc. and written translations should be scheduled through the Online Request System.

Contact Jessica Sanchez at jessica.sanchez@fayette.kyschools.us if you need access to the Online Request System. You will need to be logged in with your Google sign in credentials to the FCPS website.

Note: Interpreter contracts have minimums stipulated that must be honored.

Minimums:
Virtual = 45 minutes

Onsite = 1 hour

If a school needs an interpreter for only 15 minutes for a LAC meeting that is onsite, the interpreter is paid for the entire hour. To better utilize our budget and resources, EL teachers are asked to schedule several LAC meetings back to back so that interpreters can be utilized for the entire hour.

Interpreting and Translating Service	Used for	Where to find
Online Request System	In person meetings Conference nights	Can be found under the Staff tab on the FCPS website. You must log in to access the staff channel.
On Call Interpreters	Short phone call (just in time)	In Interpreting and Translating Drive or click here .
Language Line	Last resort (options above unavailable)	Information on accessing language line can also be found under the Staff tab on the fcps website when logged in. It is found with the interpreting and translations services information.

APPENDICES

STAGES OF SECOND LANGUAGE ACQUISITION

Stage	Characteristics	Teacher Prompts	WIDA SIMPLIFIED PLDs	WIDA CAN DO EXAMPLES With visual, graphic, or interactive support students can process, understand, produce, or use language to...
Preproduction/ Entering (approximately 0-6 months of English)	The student <ul style="list-style-type: none"> • Has minimal comprehension • Does not verbalize 	<ul style="list-style-type: none"> • Show me... • Circle the... • Where is...? • Who has...? 	Listening: <ul style="list-style-type: none"> • (1-12) Understand oral messages that include visuals and gestures and 	Listening: <ul style="list-style-type: none"> • (9-12) Point to or show basic parts, components, features, characteristics, and properties of

	<ul style="list-style-type: none"> • Nods “Yes” and “No” • Draws and points 		<p>may contain a few everyday words or phrases in English</p> <ul style="list-style-type: none"> • (K) Understand brief messages and short commands <p>Speaking:</p> <ul style="list-style-type: none"> • (1-12) Communicate orally in English using gestures and language that may contain a few words • (K) Communicate using familiar words, gestures, or body language <p>Reading:</p> <ul style="list-style-type: none"> • (1-12) Understand written texts that include visuals and may contain a few words or phrases in English • (K) Identify meaning or messages in drawings, symbols, or other visual representation <p>Writing:</p> <ul style="list-style-type: none"> • (1-12) Communicate in writing using visuals and symbols that may contain few words in English • (K) Communicate messages using drawings, symbols, or other visual representation 	<p>objects, organisms, or persons named orally</p> <ul style="list-style-type: none"> • (6-8) Identify objects, people, or places from oral statements/ questions using gestures (e.g., pointing) • (3-5) Point to stated pictures, words, or phrases • (1-2) Follow modeled, one-step oral directions (e.g., “Find a pencil.”) • (K) Respond non-verbally to oral commands or statements (e.g., through physical movement) <p>Speaking:</p> <ul style="list-style-type: none"> • (9-12) Provide identifying information about self • (6-8) Answer select WH-questions (e.g., “who,” “what,” “when,” “where”) within context of lessons or personal experiences • (3-5) Express basic needs or conditions • (1-2) Identify and name everyday objects • (K) Repeat words, simple phrases <p>Reading:</p> <ul style="list-style-type: none"> • (9-12) Read everyday signs, symbols, schedules, and school-related words/ phrases • (6-8) Associate letters with sounds and objects • (3-5) Identify cognates from first language, as applicable • (1-2) Follow directions using diagrams or pictures • (K) Find matching words or pictures <p>Writing:</p>
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				<ul style="list-style-type: none"> • (9-12) Supply missing words in short sentences • (6-8) Produce high frequency words • (3-5) Label objects, pictures, or diagrams from word/phrase banks • (1-2) Label familiar objects or pictures • (K) Circle or underline pictures, symbols, and numbers
<p>Early Production/ Beginning (approximately 6 months-1 year of English)</p>	<p>The student</p> <ul style="list-style-type: none"> • Has minimal comprehension • Produces one and two-word responses • Participates using key words and familiar phrases • Uses present-tense verbs 	<ul style="list-style-type: none"> • Yes/No questions • Either/or questions • One or two-word answers • Lists • Labels 	<p>Listening:</p> <ul style="list-style-type: none"> • (1-12) Understand oral language related to specific familiar topics in school and can participate in class discussions • (K) Understand messages or directions involving language related to routines and familiar experiences <p>Speaking:</p> <ul style="list-style-type: none"> • (1-12) Communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases • (K) Communicate ideas using words and phrases related to everyday routines or situations <p>Reading:</p> <ul style="list-style-type: none"> • (1-12) Understand written language related to 	<p>Listening:</p> <ul style="list-style-type: none"> • (9-12) Sequence visuals according to oral directions • (6-8) Classify/sort content-related visuals per oral descriptions • (3-5) Arrange pictures or objects per oral information • (1-2) Carry out two-to three-step oral commands (e.g., “Take out your science book. Now turn to page 25.”) • (K) Follow one-step oral directions (e.g., “stand up”; “sit down”) <p>Speaking:</p> <ul style="list-style-type: none"> • (9-12) Describe persons, places, events, or objects • (6-8) Convey content through high frequency words/phrases • (3-5) Ask simple, everyday questions (e.g., “Who is absent?”) • (1-2) Repeat facts or statements • (K) Answer questions with one or two words (e.g., “Where is Sonia?”) <p>Reading:</p> <ul style="list-style-type: none"> • (9-12) Locate main ideas in a series of related sentences • (6-8) Locate main ideas in a series of simple sentences

			<p>specific familiar topics in school and can participate in class discussions</p> <ul style="list-style-type: none"> (K) Identify language represented visually in illustrated text <p>Writing:</p> <ul style="list-style-type: none"> (1-12) Communicate in writing in English using language related to familiar topics in school (K) Communicate messages using visual and written language related to everyday routines and situations 	<ul style="list-style-type: none"> (3-5) Follow visually supported written directions (e.g., “Draw a star in the sky.”) (1-2) Sort words into word families (K) Match labeled pictures to those in illustrated scenes <p>Writing:</p> <ul style="list-style-type: none"> (9-12) Correspond for social purposes (e.g., memos, e-mails, notes) (6-8) Extend “sentence starters” with original ideas (3-5) Fill in graphic organizers, charts, and tables (1-2) Provide information using graphic organizers (K) Connect oral language to print (e.g., language experience)
<p>Speech Emergence/ Developing (approximately 1-3 years of English)</p>	<p>The student</p> <ul style="list-style-type: none"> Has good comprehension Can produce simple sentences Makes grammar and pronunciation errors Frequently misunderstands and jokes 	<ul style="list-style-type: none"> Why...? How...? Explain... Phrases or short-sentence answers 	<p>Listening:</p> <ul style="list-style-type: none"> (1-12) Understand oral language related to specific common topics in school and can participate in class discussions (K) Understand ideas and some details in language that is related to school <p>Speaking:</p> <ul style="list-style-type: none"> (1-12) Communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school 	<p>Listening:</p> <ul style="list-style-type: none"> (9-12) Use learning strategies described orally (6-8) Match main ideas of familiar text read aloud to visuals (3-5) Identify illustrated main ideas from paragraph-level oral discourse (1-2) Sequence pictures of stories read aloud (e.g., beginning, middle, and end) (K) Draw pictures in response to oral instructions <p>Speaking:</p> <ul style="list-style-type: none"> (9-12) Suggest ways to resolve issues or pose solutions (6-8) Begin to express time through multiple tenses (3-5) Answer simple content-based questions (1-2) Express feelings (e.g., “I’m happy because...”)

			<ul style="list-style-type: none"> • (K) Communicate ideas using short sentences related to routines and familiar situations <p>Reading:</p> <ul style="list-style-type: none"> • (1-12) Understand written language related to common topics in school and can participate in class discussions • (K) Identify familiar repetitive language in illustrated text <p>Writing:</p> <ul style="list-style-type: none"> • (1-12) Communicate in writing in English using language related to common topics in school • (K) Communicate ideas and information using language related to familiar topics 	<ul style="list-style-type: none"> • (K) Answer explicit questions from stories read aloud (e.g., who, what, or where) <p>Reading:</p> <ul style="list-style-type: none"> • (9-12) Identify topic sentences or main ideas and details in paragraphs • (6-8) Answer questions about explicit information in texts • (3-5) Interpret information or data from charts and graphs • (1-2) Make text-to-self connections with prompting • (K) Use pictures to identify words <p>Writing:</p> <ul style="list-style-type: none"> • (9-12) Complete reports from templates • (6-8) Compare/contrast information, events, characters • (3-5) Describe events, people, processes, procedures • (1-2) Form simple sentences using word/phrase banks • (K) Make connections between speech and writing
Intermediate Fluency/ Expanding (approximately 3-5 years of English)	The student <ul style="list-style-type: none"> • Has excellent comprehension • Makes few grammatical errors 	<ul style="list-style-type: none"> • What would happen if ...? • Why do you think ...? 	<p>Listening:</p> <ul style="list-style-type: none"> • (1-12) Understand oral language in English related to specific topics in school and can participate in class discussions • (K) Understand main ideas and details in stories, messages, or directions, including language 	<p>Listening:</p> <ul style="list-style-type: none"> • (9-12) Distinguish between multiple meanings of oral words or phrases in social and academic contexts • (6-8) Complete content-related tasks or assignments based on oral discourse • (3-5) Infer from and act on oral information • (1-2) Find details in illustrated, narrative, or expository text read aloud

			<p>specific to particular topics or situations</p> <p>Speaking:</p> <ul style="list-style-type: none"> • (1-12) Communicate orally in English using language related to specific topics in school and can participate in class discussions • (K) Communicate ideas using a series of sentences related to the topic <p>Reading:</p> <ul style="list-style-type: none"> • (1-12) Understand written language related to specific topics in school • (K) Identify main ideas about familiar topics and some details in illustrated text <p>Writing:</p> <ul style="list-style-type: none"> • (1-12) Communicate in writing in English using language related to specific topics in school • (K) Communicate ideas and information with some details using language related to familiar topics and situations 	<ul style="list-style-type: none"> • (K) Distinguish between what happens first and next in oral activities or readings <p>Speaking:</p> <ul style="list-style-type: none"> • (9-12) Compare and contrast points of view • (6-8) Substantiate opinions with reasons and evidence • (3-5) Discuss stories, issues, and concepts • (1-2) Retell stories with details • (K) Retell narrative stories through pictures with emerging detail <p>Reading:</p> <ul style="list-style-type: none"> • (9-12) Infer meaning from text • (6-8) Identify figurative language (e.g., “dark as night”) • (3-5) Differentiate between fact and opinion in narrative and expository text • (1-2) Put words in order to form sentences • (K) Identify some high-frequency words in context <p>Writing:</p> <ul style="list-style-type: none"> • (9-12) Compose narrative and expository text for a variety of purposes • (6-8) Paraphrase or summarize text • (3-5) Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • (1-2) Produce original sentences • (K) Draw pictures and use words to tell a story
Advanced Fluency/ Bridging (approximately 5-7 years of English)	The student has a near-native level of speech	<ul style="list-style-type: none"> • Decide if • Retell ... 	<p>Listening:</p> <ul style="list-style-type: none"> • (1-12) Understand oral language in English and participate in 	<p>Listening:</p> <ul style="list-style-type: none"> • (9-12) Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)

			<p>all academic classes</p> <ul style="list-style-type: none"> • (K) Understand stories, messages, or directions and detailed information, including technical and specific language related to a variety of topics and situations <p>Speaking:</p> <ul style="list-style-type: none"> • (1-12) Use English to communicate orally and participate in all academic classes • (K) Communicate details about ideas or stories or elaborate on topics using language specific to the topic or situation <p>Reading:</p> <ul style="list-style-type: none"> • (1-12) Understand written language in English from all academic classes • (K) Identify new information and some details in illustrated text <p>Writing:</p> <ul style="list-style-type: none"> • (1-12) Communicate in writing using language from all academic classes • (K) Communicate ideas and information using language related to specific topics and situations 	<ul style="list-style-type: none"> • (6-8) Make inferences from grade-level text read aloud • (3-5) Distinguish between literal and figurative language in oral discourse • (1-2) Use context clues to gain meaning from grade-level text read orally • (K) Order pictures of events according to sequential language <p>Speaking:</p> <ul style="list-style-type: none"> • (9-12) Engage in debates on content-related issues using technical language • (6-8) Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice) • (3-5) Justify/defend opinions or explanations with evidence • (1-2) Use academic vocabulary in class discussions • (K) Offer personal opinions <p>Reading:</p> <ul style="list-style-type: none"> • (9-12) Identify evidence of bias and credibility of source • (6-8) Differentiate and apply multiple meanings of words/phrases • (3-5) Identify, explain, and give examples of figures of speech • (1-2) Identify main ideas • (K) Indicate features of words, phrases, or sentences that are the same and different <p>Writing:</p> <ul style="list-style-type: none"> • (9-12) Explain, with details, phenomena, processes, procedures
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				<ul style="list-style-type: none"> • (6-8) Produce research reports using multiple sources/ citations • (3-5) Produce extended responses of original text approaching grade level • (1-2) Explain processes or procedures using connected sentences • (K) Produce words/phrases independently
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EL Teachers by School

All EL teachers are considered district itinerant employees. EL teachers are assigned to a home school and participate in all required staff activities. The school principal is the EL teacher’s direct supervisor and will conduct all evaluations for the EL teacher. EL teacher school assignments are subject to change in the event of student population shifts. Please see the staff directory on the following pages for the most up to date school assignments and contact information.

Elementary EL Teachers

First Name	Last Name	School
Joy	Shearer	Arlington

Lani	Belt	Arlington
Jessica	Sauls	Ashland
Rhonda	Collier	Athens-Chilesburg
Karen	Fister	Booker T. Washington
Megan	Mulert	Booker T. Washington
Tonya	Harman	Breckinridge
Shannon	Hopper	Breckinridge
Laura	McMahan	Breckinridge
Mallory	Cusic	Breckinridge
Madison	Bicknell	Brenda Cowan
Alison	Doane	Brenda Cowan
Debby	Folsom	Cardinal Valley
Dana	Goh	Cardinal Valley
Heather	Goold	Cardinal Valley
Vickie	Kelley	Cardinal Valley
Kendall	Whitfield	Cardinal Valley
Marissa	Bayne	Cardinal Valley
Brittany	Gardner	Cardinal Valley
Sydney	Weger	Cardinal Valley
Emily	Gibson	Cassidy
Katherine	Maley	Cassidy
Carina	Piarulli	Clays Mill
Christy	Curry	Coventry Oak
Hannah	McGoodwin	Coventry Oak
Laura	Cain	Coventry Oak
Lauren	Muench	Coventry Oak
Amber	Steffen	Coventry Oak
Ashley	McKee	Coventry Oak
Lauren	Adams	Deep Springs
Jennifer	Cooper	Deep Springs
Rachel	Yonts	Deep Springs

Leah	Story	Dixie
Ayla	Poling	Dixie
Kristie	Epperson	Garden Springs
Whitney	Sexton	Garrett Morgan
Becky	Ward	Garrett Morgan
Christa	Mendes	Glendover
Cassie (Eleanor)	Rowland	Glendover
Taylor	Barnes	Harrison
Amanda	Brumfield	James Lane Allen
Allison	Stone	James Lane Allen
Shauna	Noah	James Lane Allen
Ashley	Waechter	Julius Marks
Kathy	McDonald	Lansdowne
Natalie	O'Dea	Lansdowne
Elizabeth	Tremoulis	Lansdowne
April	Hudson	Liberty
Rebekah	Jeffries	Liberty
Meredith	Jackson	Mary Todd
Hunter	Jett	Mary Todd
Carol	Ross	Mary Todd
Kathleen	Rogers	Maxwell
Jenny	Jacobs	Meadowthorpe
Kaitlyn	Shusteric	Meadowthorpe
Kathy	Hammonds	Millcreek
Courtney	Kirilenko	Millcreek
Chelsae	Gross	Northern
LeAnna	Todd	Northern
Julie	Serey	Northern
Rachel	Lawrence	Northern
Carrie	Rieber	Picadome
Sarah	Cameron	RISE

Ashleigh	Adkins	Rosa Parks
Elizabeth	Smith	Rosa Parks
Austin	Bird	Russell Cave
Andrea	Lucas	Russell Cave
Kelcie	Hardy	Russell Cave
Tara	Bowling	Sandersville
Cecilia	Castro	Sandersville
Taylor	Chastain	Sandersville
Tracie	Dreyer-Hanes	Sandersville
Joy	Pickett	Sandersville
Liz	Smith	Southern Elementary
Amy	Leonard	Southern Elementary
Katie	Branch	Squires
Laura	Willoughby	Squires
Lindsey	Morris	Stonewall
David	Buchanan	Tates Creek Elementary
Katie	Cohen	Tates Creek Elementary
Andrea	Hall	Veterans Park
Holly	Ashley	Veterans Park
Lynne	Buchanan	Wellington
Kristy	Marsh	Wellington
Misty	Lynch	William Wells Brown
Stephanie	Valentino	Yates
Samantha	Jennings	Yates

Middle School EL Teachers

Robert	Bowen	Beaumont
Brittany	Shaver	Beaumont
Patricia	McClain	Bryan Station Middle
Sadie	Rice	Bryan Station Middle
James	Barrick	Crawford

Paola	De Valle	Crawford
Shelly	Brown	E J Hayes
Julie	Lovely	Jessie Clark
Emily	Lawson	Leestown
Leighann	Russell	Leestown
Tracey	Terry	Leestown
Jennifer	Brown	Leestown
Dustin	Bowen	LTMS
Adriana	Vasquez	Morton
Felicia	Bullock	Southern Middle
Phoebe	Wallace Smith	Southern Middle
Emily	Burton	Tates Creek Middle
Phoebe	Wallace Smith	Tates Creek Middle
Shonda	Canada	Winburn
Cheryl	Diamond	Winburn
Maria	Rodman	Winburn

High School EL Teachers

Audrey	Long	Bryan Station High
Kendra	Miller	Bryan Station High
Liz	Simoes	Bryan Station High
Tonya	Smith	Bryan Station High
DJ	Kellinghaus	Bryan Station High*
Erik	Rishel	Eastside Tech
Rhodora	Bond	Frederick Douglass
Oscar	Ortiz	Frederick Douglass
Kristi	Silvey	Frederick Douglass
Lymari	Rodriguez	Henry Clay High
Mackenzie	Plata-Madrid	Henry Clay High
Debra	McDaniel	Henry Clay High
Angela	Chisenhall	Henry Clay High

Anthony	Cowden	Lafayette
Dara	Felts	Lafayette
Tim	Mitsumori	Lafayette
Erik	Rishel	MLK
Whilliedell	Palapas	Paul Laurence Dunbar
Melba	Guerrero	Paul Laurence Dunbar
Jennifer	Mason	Paul Laurence Dunbar
Jessica	Mitchell	Paul Laurence Dunbar
Ashley	Mullins	Paul Laurence Dunbar
Donald	Dean	Paul Laurence Dunbar
Erik	Rishel	Success Academy
Cole	Burgin	Tates Creek High
Montana	Peddicord	Tates Creek High
Leija	Salkovic	Tates Creek High
Dustin	Bowen	Tates Creek High
Marina	Lyon	CGW

REFERENCES

Hill, J.D., & Flynn, K.M. (2006) *Classroom Instruction That Works for English Language Learners*. Alexandria, VA: ASCD. (Figure 2.1, p. 15)

ACCESS for ELLs Interpretive Guide for Score Reports, Spring 2023, p. 12-17.