

## Simpson County EL Lau Plan



Simpson County Schools  
430 South College Street  
Franklin, KY 42134

SIMPSON COUNTY PROVIDES EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES



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The district shall have a plan designed to meet the instructional needs of English Learners (ELs) which is referred to as the Lau Plan (Lau v. Nichols, 1974). The plan is designed to meet the district obligations for ELs under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA). The purpose of this document is to provide guidance for Simpson County Schools in developing, maintaining, and improving our Language Instruction Educational Program (LIEP).





## **EL STUDENT IDENTIFICATION, ASSESSMENT PROCEDURES, & PLACEMENT PROCESS**

Upon registering in the Simpson County Schools, administrative staff or attendance clerks provide parents an enrollment packet containing a Home Language Survey. Then the Home Language Survey form is to be completed by the parents (and or student if of legal age). The HLS is kept in the student's cumulative folder with a copy in the student's EL Folder. Parents/guardians will be provided information clearly explaining the purpose and the process. If necessary, an interpreter will be made available to assist families with completion of the forms. Based upon the answers to the first four questions focusing on the identification of languages other than English, the student will then be screened by Simpson County School staff.

1. *What is the language most frequently spoken at home?*
2. *Which language did your child learn when he/she first began to speak?*
3. *What language does your child most frequently speak at home?*
4. *What language do you most frequently speak to your child?*

If the parent/guardian answers anything other than English, the staff will perform the WIDA SCREENER Online for grades 1-12. Kindergarten students will be administered the Kindergarten W-APT. Once the screener is complete and eligibility is determined (4.5 overall composite), the EL Teacher will meet with the parent, teacher, and chairperson of the committee to determine the Program Service Plan (PSP) within 30 calendar days if the student was enrolled at the beginning of the school year and within two weeks if the student enrolled after the start of the school year. The student will be entered into Infinite Campus as Initially Fully English Proficient (IFEP). If the child is eligible, the team will decide on goals and objectives, EL services, and EL accommodations and secure signatures based on eligibility and placement. The student will take the ACCESS for ELLs 2.0 Online test during the WIDA testing window for Kentucky (usually beginning January through second week in February). Scores and documentation will be entered into Infinite Campus (IC), and scores entered under the assessment tab in IC. If the student does not qualify for EL services, the scores will be noted in Infinite Campus and parents notified with the student placement in a regular classroom setting and no EL services. The student will not take the ACCESS for ELLs 2.0 Online in January.

A Kindergarten student who has been assessed with the W-APT screener must be enrolled as an EL student and have a Program Service Plan developed regardless of the score. The student will take the ACCESS in January. The student will not be eligible to exit the EL program until the ACCESS 2.0 Online in the 1st grade and meeting the exit criteria of 4.5 overall. If the student receives an exit score, it will be entered by June 30th of that school year with an exit meeting held with parents by the end of the current school year.

Likewise, all incoming EL students are identified for other programs/status: immigrant, refugee, and migrant. All necessary forms are filled out by parents and sent on to the appropriate district contact. Placement in the appropriate program is monitored by the EL staff and updated in IC as necessary. Students will be identified through LEP flag tab on the summary screen in IC.



## **EL COMMITTEE & EL PROGRAM SERVICE PLAN (PSP)**

Each student placed in the EL program will have a Program Service Plan (PSP). The EL committee will develop the plan. The committee will consist of the chairperson (principal or designee), a homeroom teacher or a teacher within the team, the EL teacher, and parent (at high school level, student, if and when permissible). Parent input is always sought in developing the student plan. The EL committee will determine the appropriate instructional program for each student based on data from either the W-APT, WIDA Screener, and the ACCESS for ELLs 2.0, previous academic experiences and parental input. Students that do not have formal education or previous data in educational records will be placed using screener data, noting chronological age, and will receive the appropriate EL services per the EL committee. All original plans and due process will be filed in the student file, with copies being given to the teacher(s), parent, and EL teacher. Parents will be given written notification of the meeting, process, and plans for the student in their native language. Parents will also be given information on their rights to withdraw their child from the program at any time.

## **PARENT NOTIFICATION**

Parents, by law, shall receive written notification of limited English proficient student needs addressing the following:

- a. Student's need for placement in the program;
- b. Student's level of English proficiency;
- c. Method of instruction used in the program;
- d. Student's lack of progress in the program;
- e. How the program will meet the individual needs of the student;
- f. How the program will help the student meet achievement standards necessary for grade promotion and high school graduation;
- g. Specific exit requirements for students in the program; and
- h. How the program will help the student learn English

## **EL PROGRAM OVERVIEW**

Each student identified as EL will receive EL instruction based on his/her identified need as specified in his/her EL PSP. EL students will be included in the regular classroom structure as much as possible with the necessary supports as identified on the PSP with accommodations to help ensure the EL student's success. In addition, the district provides sufficient funds for all EL students to ensure success within the school day. The district uses Title III funds to supplement the program and meets the Title III federal requirements.

Students with limited English proficiency, including immigrant children and youth, refugees, and migrant children shall be provided with access to all programs for which they would otherwise qualify in order to attain English language proficiency, and develop high levels of academic attainment in English, and meet the same challenging student academic content and achievement standards as that of which all children are expected to meet.

Teachers who provide EL instruction shall be fully certified by the Kentucky Department of Education or they shall be enrolled in a university program to pursue such certification. In addition, EL teachers will provide assistance to regular classroom teachers in adapting subject matter instruction for EL students in their classrooms. Regular education modifications may include the use of graphic organizers across the ELP standards, sensory, graphic, and



interactive supports, and the use of topics and genres which are content related per WIDA's ELP Standards. A full list of services and accommodations are located within the documentation section of this plan.

The district coordinator and EL teacher work together to ensure that the LEP extract is run on a monthly basis to locate any errors that might exist within the IC system. The district also updates and verifies any EL data on migrant, immigrant and refugee status.

#### A. Special Education Program

Special Education is a program available to any and all youth when and if the need were to arise, as is with EL students. The Response to Intervention Plan for Simpson County will be followed to determine the individual needs of the student. Students that are placed in Tier 2 or Tier 3 will be monitored according to the district plan. The district team will analyze data every 6 weeks to determine if additional support is needed. If an EL student is referred for assessment to determine if he/she were to have a disability and is in need of special education and related services, the principal at the designated school will assign a special education case manager to work with the EL teacher to assure all due process procedural guidelines are met for the student.

#### B. Special Opportunity Programs

All students are universally screened in 3rd grade for creativity and academic giftedness. Students that show high potential are further evaluated for identification areas. Local norms are also used to place students in enrichment programs and GT services. If our EL students require testing accommodations those are provided to the student during GT testing.

### **EL PROFESSIONAL DEVELOPMENT FOR STAFF WHO DELIVER INSTRUCTION or SUPPORT ELs**

EL teachers, regular classroom teachers, and administrators will participate in ongoing professional development to address the instructional strategies needed to assist EL students thus ensuring quality educational programming for ELs. PSP's and accommodations training are also discussed with EL teachers, and regular classroom teachers so that they all work together cooperatively to make plans for students. Simpson County Schools has a teacher handbook on ELLs that it makes available to teachers and periodically reviews in PD sessions due to teacher turnover. Copies or originals of the materials used, sign off sheets, and documentation from the training will reside with the district administrator for EL services.

In addition, each summer, the DPP/ district DPP administrative assistant meets with all attendance clerks, school counselors, and administrative assistants that deal with enrollment and Infinite Campus data entry and provide regular updates, and training on EL and immigrant rights. They are also trained on the Home Language Survey and how to help parents. They are made aware that the EL teacher, EL district coordinator and school counselor or assistant principal (the administrator in charge of EL folders within each set building) is to be contacted in case a family may be in need of a translator to complete forms.

Teachers are given opportunities for further professional development including GRREC trainings, and Kentucky Teaching English to Speakers of Other Languages (KYTESOL).



## **ANNUAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT and ADMINISTRATION**

Students identified as EL will take the annual assessment offered in the state of KY during the months of January and early February. Students will be tested using the ACCESS for ELL's 2.0 online assessment for grades 1-12. Kindergarten students will still be given the ACCESS for Kindergarten on an individual one-to-one basis with the test administrator. Students in grades 1-5 will use writing booklets for the written section of the test, and 6-12 will use the computer key pad for recording their results on the written portion of the test. Students that qualify for the Alternate Assessment (English Learner Student with Disability, ELSWD), as per KY Alternate Assessment Guidelines, will be given the Alternate Access for ELL's. All test materials will be received by the DAC and secured until testing. Testing tickets will be printed and secured until testing begins. The Building Assessment Coordinator (BAC) will secure testing materials once the testing window opens. Materials will be returned to the District Assessment Coordinator (DAC) once all testing for a particular grade level or school is completed. The DAC will send all information from testing to DRC for scoring. Scores will be received the third week of April for the State of KY.

Each test administrator will complete online training through the WIDA portal addressing the ACCESS test and the use of the DRC portal---WIDA Assessment Management System (WIDA AMS). EL teachers will also attend district training on accommodations and inclusion training per district guidelines. All trainings will be completed per the designated test given, i.e. Alternate ACCESS, ACCESS Online, or ACCESS Kindergarten Level. Passing scores must be achieved and certificates sent to the District Curriculum and Testing Coordinator. EL teachers will work together to ensure a viable test schedule is outlined and delivered to district and building administrators. All attempts will be made to secure adequate testing sites clear of distractions. Building principals will be made aware of dates as to clear the calendar of any pre scheduled drills, bus evacuations, etc.

## **STATE REQUIRED ASSESSMENTS**

### **All ELs must participate in:**

In accordance with 703 KAR 5:070 and the document entitled Inclusion of Special Population and in the State Required Assessment and Accountability Program, each school shall assess all EL students enrolled on the first day of the testing window in all parts of the state required assessment unless the students are in the first year of enrollment in a United States School.

All ELs must participate in :

- The state approved English language proficiency assessment annually. Regardless of time enrolled in a U.S. school, all ELs enrolled in grades K-12 shall participate.
- All state-required assessments after one full year of enrollment. The first full year of enrollment is defined as 240 days or 12 months. These are cumulative.
- A mathematics test for participation only (if a student is enrolled in a grade in which a mathematics test is administered) for first year EL students with appropriate accommodations noted in the EL's Program Service Plan (PSP).
- A science test for participation only (if a student is enrolled in a grade in which a science test is administered) for first year EL students with appropriate accommodations noted in the EL's PSP.





**Exemptions:**

ELs in their first year of enrollment in a U.S. school are not required to participate in the state-required reading, social studies or writing (language mechanics and on-demand) assessments. For these students, these assessments are optional and at the discretion of the school and district. This is a one-time exemption.

If a student is unable to test due to health reasons, then the district will follow the medical exemption procedures as per Kentucky Department of Education guidelines.

**Administration of accommodations for state testing:**

For EL students who have been identified, it may be necessary to permit instructionally consistent accommodations for the assessment administration. Any accommodation shall be based on an assessment of English language proficiency, consistent with the ongoing delivery of instructional services, and stated in the student's PSP. Accommodations shall not be solely for the state-required assessment. Implementation of any accommodations shall not impact the content being measured.

For all EL students, PSP committees shall determine on an individual basis whether these students will participate with or without accommodations in the state-required Assessment and Accountability Programs. An EL student may use accommodations in the state-required assessments if the student meets all of the following criteria:

- Has been assessed with an English language proficiency assessment and meets the criteria as an EL student;
- Has evaluation data that demonstrates a need for accommodations;
- Has a current PSP developed by the PSP committee that includes accommodations as part of the student's ongoing delivery of instruction; and
- Is participating in instructional programs and services to meet the language and academic content needs of the student.

These accommodations shall be related to the individual student's needs and the impact of the student's English language proficiency on demonstrating what the student knows on a test written in English and the ability to access the curriculum. These decisions shall be made in the best interest of the student (e.g., scribing for a student throughout the school year just so that a scribe can be provided for assessment is not in the student's best interest versus providing a bilingual dictionary with extended time).

If accommodations are needed, documentation shall include:

- The name and date of the English language proficiency assessment administered to determine a student's EL status;
- A PSP that includes the specific accommodations to be implemented in instruction;
- A list of the names of the PSP committee members who reviewed the documentation and made the decisions. The list of staff shall be placed with the Title III records;
- The appropriate accommodations needed; and
- The signature of the principal of the appropriate school as an indication of approval for the described accommodations.



The EL student's performance on the annual English language proficiency assessment in conjunction with professional judgment shall determine when accommodations are no longer required. Implementation of any accommodations shall not impact the content being measured.

### **EL STUDENT EXIT CRITERIA and PROCEDURES**

In order to exit from the EL program, a student must achieve a proficiency score of 4.5 or higher in the Overall (Composite) Level on a Tier B or a Tier C ACCESS for ELLS 2.0 in the first grade or above. Students cannot exit based on a Tier A result. The Program Exit Date will be recorded as June 30th of the year he/ she exists. An EL committee meeting will be held to discuss the student's ACCESS for ELL's 2.0 scores. The committee will consist of the chairperson (principal or designee), a homeroom teacher or a teacher within the team, the EL teacher, and parent and student (high school level, if and when permissible). The EL Exit form will be filled out and signed by all members of the committee. The Post Monitoring will also be filled out so that it can be used for the next school year. In addition, the LEP flag tab in IC will be end dated. Accommodations will be discussed and updated per student need. ALL documentation will be placed in IC per state rollover, and all student roster test sheets will be filed in the student EL folder and data entered onto the Assessment Data form in IC. All folders will be checked each year, with EL teachers or building administrators checking folders before progressing to the next school.

### **MONITORING PROCEDURES AFTER STUDENTS EXIT the EL PROGRAM**

Students that have achieved the proficiency score of 4.5 on overall will qualify to exit the EL program. Students will then be eligible to participate in the monitoring process with the use of classroom accommodations for the next four (4) years. No accommodations will be given during testing. After the student has been exited and the Post Monitoring form has been filled out in IC, the principal (or designee) will make sure that all teachers that work with the student have access to the form for ongoing documentation (or may make a copy of the form to use throughout the year, with the teacher giving the administrator the form to upload to IC each quarter or trimester), thus keeping apprised as to the student's needs. Teachers will also have a copy of the student's accommodations list to use in the classroom. The goal being to update and discuss often the needs of the student and to slowly remove accommodations as the student becomes a stronger more confident English Learner within the classroom setting. If a student is not being successful within the classroom setting, it is the job of all educators, teachers, and parents to note the student's weaknesses, struggles, and reassess his/her EL situation and where he/she might need to be pulled back into the EL program. That is why ongoing documentation is vital for student success.

### **PARENT/FAMILY/COMMUNITY ENGAGEMENT**

Ongoing parent involvement is crucial for a successful EL program and student success. EL teachers are encouraged to contact parents with positive updates, awards students may receive, and concerns he/she may have about a student. In addition, throughout the school year, the EL teacher at designated buildings will work with the curriculum coordinators and other office staff to develop programs to present to parents (i.e. KPREP test scores, TITLE I Night/information, and Parent/Teacher Conferences). Meeting notices, agendas, sign-in sheets, minutes, questionnaires/surveys or other relevant documents will be gathered and sent to the district EL coordinator.



## **EL PROGRAM EVALUATION**

The EL coordinator at the district level will assess progress data (such as KPREP, STAR reading and math, ACCESS, and current grades) drop out rates, graduation rates, and retention rates for current and former EL students. The EL coordinator will also review transition data compiled by Franklin-Simpson High School administrators to assess whether current and former EL students are making a successful transition to adult life. The coordinator will review the extent to which current and former EL students participate successfully in each school's curriculum including achievement, honor awards, extracurricular activities, gifted and talented education, and special education placement. Additionally, the coordinator will monitor EL programs in all schools to insure that students are entering and exiting the program according to district procedural guidelines and monitor the process of the EL program and when/if necessary meet with teachers/staff to make revisions. If the EL coordinator discovers discrepancies in the EL program effectiveness at a set school, within 30 days the EL coordinator will meet with the EL teacher and principal to develop a corrective action plan.

## **PROCESS TO PROVIDE MEANINGFUL ACCESS TO ALL CO-CURRICULAR AND EXTRACURRICULAR PROGRAMS AND ACTIVITIES**

All EL students will have meaningful access to the core curriculum (e.g. reading/language arts, math, science, and social studies) to ensure success in general education classrooms. Simpson County Schools will provide programs that enable EL students to attain English proficiency as well as provide support in other curricular areas that will provide ELs with equal opportunities to participate in the curriculum.

- EL programs will provide access to the same standard grade-level curriculum
- ELs are integrated into the school's educational programs and extracurricular offerings
- ELs have equal access to all school facilities (e.f., computer labs, cafeteria, gym, library)
- Content assessments will be analyzed to indicate if ELs are making academic progress while in the EL program.



## **DEFINITIONS AND ACRONYMS**

Common terminology and acronyms

**ACCESS for ELLs 2.0** - secure large-scale online English Language proficiency assessment administered to 1st through 12th grade students who have been identified as English language learners (ELLs) annually. (The ACCESS paper test is still administered to Kindergarten students.)

**Content Area Tutoring** - Programs that provide one-on-one or small group tutoring/assistance to ELLs during school hours in the content areas, including English language arts, mathematics, science, and social studies. Tutoring is generally provided by teachers other than bilingual or ESL teachers and may be provided by an aide under the direction of a teacher.

**Content-based English as a Second Language** - This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.

**Dual Language Program** - Also known as **Two-way Immersion or Developmental Bilingual Education**, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

**DRC** - Data Recognition Corporation works in conjunction with WIDA-AMS

**EL** - English Learner

**English as a Second Language (ESL)** - ESL is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native languages, focuses on language, (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program.

**English Language Development (ELD)** - English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as **English as a Second Language (ESL)**, **Teaching English to Speakers of Other Languages (TESOL)**, or **English for Speakers of Other Languages (ESOL)**.

**ELL** - English Language Learner

**ELP** - English Language Proficiency

**ELSWD** - English Learner Students with Disabilities

**GRREC** - Green River Region Educational Co-op





**HLS** - Home Language Survey

**IFEP** - Initially Fully English Proficient

**KYTESOL** - Kentucky Teachers of English Speakers of Other Languages

**LEP** - Limited English Proficient; term used under NCLB; replaced with English Learner (EL) in Every Student Succeeds Act (ESSA); English Language Learners (ELL), is also acceptable replacement term for LEP

**LIEP** - Language Instruction Educational Program

**PSP** - Program Service Plan

**Pull-out ESL/Resource** - Programs remove ELLs from general education classes to pre-teach, teach, or re-teach English language skills and/or academic content covered by the general education classroom teacher.

**RFEP** - Redesignated Fully English Proficient

**Sheltered English Instruction** - An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aides, and the environment to teach vocabulary.

**Structured English Immersion Program** - The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is English. Teachers have specialized training in meeting the needs of ELL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.

**Submersion Program** - A submersion program places ELL students in a regular English-only program with little or no support services on the theory that they will pick up English naturally. This program should not be confused with a structured English Immersion program.

**Transitional Bilingual Education Program** - This program, also known as Early-exit Bilingual Education, utilizes a students' primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELL student's transition to an all English instructional program while receiving academic subject instruction in the native language to the extent necessary.

**W-APT** - WIDA-ACCESS Placement Test

**WIDA** - stopped using the acronym definition of World-Class Instructional Design and Assessment Consortium and is now just WIDA. It is a non-profit cooperative group whose mission is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards,



assessments, and professional learning for educators.

**WIDA-AMS** - WIDA Assessment Management System

**WIDA Screener Online (WIDA Screener)** - is an English language proficiency screener test given to incoming students in Grades 1-12 to determine whether they qualify for English language support services. WIDA is working with Data Recognition Corporation (DRC), the technology and test platform development partner, to deliver the assessment to all testing sites.



**EL SERVICES:**

CAT: Content Area Tutoring  
CBE: Content Based ESL  
DBE: Developmental Bilingual Education  
HLA: Heritage Language  
POE: Pull-Out ESL Resource  
SEI: Sheltered English Instruction  
SEN: Sheltered English Immersion  
TBE: Transitional Bilingual Education  
TWI: Two-Way Immersion

**EL ACCOMMODATIONS:****Instructional:**

RTE: Read Text in English  
SB: Scribe Responses  
BED: Bilingual or English Dictionary  
PC: Prompting and Cueing  
VO: Provide Visuals/Organizers  
SP: Use Spell Check  
CO: Provide Content Objectives  
AC: Engage in Academic Language  
MC: Meta-Cognitive Strategies  
ONLS: Oral Native Language Support  
RPT: Read Text in Primary Language  
ET: Extended Time  
SGSF: Small Group/Single Form Test.  
AMT: Adapted Materials/Technology  
PL: Link Instruction to Prior Learning  
BK: Build Background Knowledge  
SR: Scaffold Responses  
BEG: Bilingual or English Glossary  
SL: Simplified Language  
AT: Assistive Technology  
AP: Adapt Pace of Instruction  
CS: Use Computer/Software

**Instructional: (Continued)**

MC: Model Language and Task Completion  
LO: Provide Language Objectives  
IO: Interaction Opportunities  
ML: Model Language and Task Completion  
RDR: Reader

**Assessment:**

BED: Bilingual/English Dictionary  
ONLS: Oral Native Language Support  
ET: Extended Time  
SB: Use of Scribe  
SL: Simplified Language  
BEG: Bilingual or English Glossary  
RDR: Reader



## DOCUMENTS AND TEMPLATES

See attachments:

**May 10, 2019**

Dear Parent/Guardian of (student's name),

Enclosed is a report of your child's English language proficiency scores from an assessment that was administered this past January. The report details your child's English language skills in the area of listening, speaking, reading and writing, a literacy score, a comprehension score (listening and reading scores combined) and an overall score. The assessment, called ACCESS for ELLs® (Assessing Comprehension and Communication in English from State to State for English Language Learners) is used throughout Kentucky and in other states. This report identifies **(student's name)** language skills in both social and academic English. Social language is used to communicate for everyday purposes. Academic language is used to communicate in the content of language arts, mathematics, science and social studies. Information on English language proficiency levels are also given at the bottom of the report. Below is an explanation of the levels of Language Proficiency (scale of 1-6) that are used in the Simpson County School District, and is reflected on the enclosed report. Your child's report will be discussed next school year at his/her annual EL meeting within the first 30 days of school. English Language Proficiency Levels (grades K-12):

**Level 1 (Entering):** The student knows and uses minimal social language and minimal academic language with visual support.

**Level 2 (Beginning):** The student knows and uses some social English and general academic language with visual support.

**Level 3 (Developing):** The student knows and uses social English and some specific academic language with visual support.

**Level 4 (Expanding):** The student knows and uses social English and some technical academic language.

**Level 5 (Bridging):** The student knows and uses social and academic language working with grade level material.

**Level 6 (Reaching):** The student knows and uses social and academic language at the highest level measured by this test.

To exit from the ELL (English Language Learner) program, ELL students will have reached the minimum level of a 4.5 on a Tier B or C.

Parents also have the right to decline to have a child enrolled in the EL program. Upon your request, your child will be immediately removed from receiving services for EL, however, your child must take the annual proficiency exam (ACCESS for ELL's in January).

**Based on the results of this English language proficiency assessment and according to the proficiency levels displayed on the enclosed report, your child is qualified to continue to receive EL services.**

Please contact me if you have questions regarding this report. More information about this assessment can be found at [www.wida.us](http://www.wida.us).

Sincerely,

El Teacher, Simpson County School





Student Name:

ASSESSMENT DATA  
W-APT/WIDA SCREENER

Date Given:	Oral Lang/Lit	Listening	Speaking	Reading	Writing	Overall Score

ASSESSMENT DATA  
ACCESS

Date													
Grade/Tier	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-
	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-
Speaking	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-
	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-
Reading	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-
	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-
Writing	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-
	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-
Oral Language	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-
	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-
Literacy	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-
	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-
Comprehension	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-	SS-
	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-	PL-
Composite Sc.													

ACCESS  
Proficiency  
Levels

1=Entering  
2=Beginning  
3=Developing  
4=Expanding  
5=Bridging  
6=Reaching



**Simpson County Schools  
English Learner Program  
Exit Letter**

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

School: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Dear Parent (guardian),

The annual ACCESS for ELLs 2.0 was administered in January of this year. Those results are in and show that your child has made a significant improvement in his/her ability to listen, speak, read, and write in English. Your child has received an ACCESS for ELLs 2.0 score of 4.5 composite/overall score. As a result of your child's improved English Language Proficiency, he/she no longer qualifies for services provided by the Simpson County School District's English Learner Program. Attached is your child's Individual Student Report, please feel free to contact us if you have any questions about your child's results if you are not able to attend our exit meeting.

Sincerely,

\_\_\_\_\_  
Chairperson/Title

\_\_\_\_\_  
School Phone

Conference Summary Notes:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title



# EL STUDENT FOLDER CHECKLIST

*(Please date and initial when items are placed in the folder)*

Student's Name: \_\_\_\_\_

### Initial Placement in the Program

Date	Initial
------	---------

_____	_____	Home Language Survey
_____	_____	W-APT/WIDA SCREENER
_____	_____	Student Eligibility and Permission for Placement
_____	_____	Program Service Plan
_____	_____	Attach copy of HLS and score report to PSP

[illegible]



Simpson County School District  
HOME LANGUAGE SURVEY

Date \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Child's Name \_\_\_\_\_  
(First) (Middle) (Last)

Parent or Guardian's Name \_\_\_\_\_  
(First) (Middle) (Last)

Address \_\_\_\_\_  
(Street) (City) (State) (Zip)

Phone Number \_\_\_\_\_  
(Home) (Cell) (Work)

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

2. Which language did your child learn when he/she began to speak? \_\_\_\_\_

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

4. What language do most frequently speak to your child? \_\_\_\_\_ / \_\_\_\_\_  
(Father) (Mother)

5. Is your child's first-learned or home language anything other than English? \_\_\_\_\_ / \_\_\_\_\_  
(yes) (no)

6. If available, in what language would you prefer to receive communication from the school? \_\_\_\_\_

7. What is your child's country of origin? \_\_\_\_\_  
Date first entered United States: \_\_\_\_\_  
Date first entered school in the United States: \_\_\_\_\_  
Date first entered school in KY: \_\_\_\_\_

8. Please describe the language understood by your child (Check only one)

- \_\_\_\_\_ Understands only the home language and no English
- \_\_\_\_\_ Understands mostly the home language and some English
- \_\_\_\_\_ Understand the home language and English equally
- \_\_\_\_\_ Understands mostly English and some of the home language
- \_\_\_\_\_ Understands only English

\_\_\_\_\_  
Parent or Guardian's Signature Date





For English Learners

School: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent or Guardian:

Our school receives federal funds for Title III programs that are a part of the *Every Student Succeeds Act (ESSA)*. These funds help our school provide an English Language Development Program to students identified as *English Learners*.

**It is important for you to know that your involvement as partners with the school is important to a relevant and successful educational experience for all our students. This letter is an invitation to join us in ensuring that your child will successfully meet the challenges of today's high academic standards.**

**The school district and/or your child's school will be holding meetings for parents of students participating in and English Language Development Program. The purpose of these meetings is to listen to your concerns for your child's academic progress and to provide you with information on how you can work with us to ensure that your child succeeds in:**

Attaining English Language Proficiency, and  
Attaining the same high levels of achievement that all students are expected to meet

You are invited to attend the following meeting for parents/guardians of students in an English Language Development Program.

Meeting Date: \_\_\_\_\_

Time: \_\_\_\_\_

Meeting Location: \_\_\_\_\_

**Please keep this form as a reminder of the meeting.**

Please let us know if you can attend the meeting by completing the "Parent Participation Form" and return to school by your child to his/her teacher. Please call your child's school or the school district office at \_\_\_\_\_ (phone) if you have any questions or concerns. We look forward to working with you toward the goal of excellence for your child.

Sincerely,

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title



**Simpson County Schools**

**Parent Participation Form  
Parent Meeting of English Learners**

Meeting Date: \_\_\_\_\_ Time: \_\_\_\_\_

Meeting Location: \_\_\_\_\_

The district ☐ can ☐ cannot provide child care for this meeting.

The district ☐ can ☐ cannot provide transportation for this meeting.

Please return this completed form to your child's teacher by this date \_\_\_\_\_ (date).

---

*Parent /Guardian: Please complete the section below and return the entire form to your child's teacher.*

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Parent: \_\_\_\_\_ School: \_\_\_\_\_

**My interest in participating in the District Parent Involvement Meeting is:**

☐ I can attend the meeting.

☐ I can attend the meeting, but I have transportation difficulties. If the district can provide transportation (see above if district can/cannot provide transportation), I am requesting transportation assistance.

☐ I can attend the meeting, but I have child care responsibilities. If the district can provide child care (see Above if district can/cannot provide child care), I am requesting child care assistance.

☐ I cannot attend the meeting.

Please provide the following information:

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

**Thank you for your interest and commitment to ensure your child's academic success.**

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	



**Simpson County Schools**  
**Waiver/Refusal of English Learner**  
**/Bilingual Program**

Date \_\_\_\_\_

Dear Parent or Guardian:

Your child, \_\_\_\_\_, has been identified as being eligible for an English as a Second Language/Bilingual program. This determination is based on an assessment of your child's ability to understand, speak, read and write English.

If you do not agree with this determination or do not want your child in this program, please sign the waiver notice below and return it to the school. If you have any questions, please feel free to call me at

\_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Principal or Program Designee

---

**Simpson County Schools**  
**Waiver/Refusal of English Learner**  
**/Bilingual Program**

Dear Principal or Program Designee:

☐

I do not want my child \_\_\_\_\_, to be placed in the program.

Name of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Phone: \_\_\_\_\_



Simpson County Schools  
Monitoring English Learners

Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ School Year \_\_\_\_\_  
 Exit Date for direct ESL Services \_\_\_\_\_ Number years in LEP program \_\_\_\_\_  
 Monitoring Year: Year One ☐ Year Two ☐ Year Three ☐ Year Four ☐

<b>ASSESSMENT DATA</b> (Enter any assessments used and the corresponding data)					
KPREP		EXPLORE		OTHER:	
KPREP-EOC		NAEP		OTHER:	
PLAN		OTHER:			
<b>ACCESS for ELLs 2.0 DATA</b> (enter the corresponding Proficiency Levels)					
Listening		Reading		Literacy	
Speaking		Writing		Overall	

First Quarter Grades		Second Quarter Grades	
<u>GRADES:</u>	<u>ACTION TAKEN:</u>	<u>GRADES:</u>	<u>ACTION TAKEN:</u>
Third Quarter Grades		Fourth Quarter Grades	
<u>GRADES:</u>	<u>ACTION TAKEN:</u>	<u>GRADES:</u>	<u>ACTION TAKEN:</u>





Observations		
<u>DATES:</u>	<u>BY WHOM:</u>	<u>OBSERVATION INFORMATION:</u>

Meetings/Conferences (Attach minutes)	
<u>DATES:</u>	<u>ATTENDEES:</u>

**NOTES:**

**Please attach any additional documents or pertinent information.**



# Simpson County Schools English Learner Program Service Plan

Page 1 of 3

<b>Student Name</b>	Last	First	Middle	School	Grade	Date
<b>Student ID</b>			Special Education (if yes, include information on how program will meet IEP annual goals)			
Current Address						
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>	Date of Birth	Language listed on Home Language Survey		Immigrant <input type="checkbox"/> Migrant <input type="checkbox"/>	Refugee <input type="checkbox"/>
Status (less than three years in US school)		Yes <input type="checkbox"/>	No <input type="checkbox"/>	Migrant forms filled out: Yes <input type="checkbox"/> Not Applicable <input type="checkbox"/>		
Father/Guardian Name	Last	First	Middle			
Phone	Home	Cell	Work			
Mother/Guardian Name	Last	First	Middle			
Phone	Home	Cell	Work			
Other Contact/Relationship/Phone	Last	First	Middle			
	Home	Cell	Work			
Home/School communication to parent/guardian requested in:		English: <input type="checkbox"/>	Native Language: <input type="checkbox"/>	Oral: <input type="checkbox"/>	Written: <input type="checkbox"/>	
<b>Parents Right to Opt Out:</b> As EL parent (s), I understand I have the right under Title VI and the Equal Educational Opportunities Act (EEOA) to decline or opt my child out of the school district's program for ELs or out of particular language services within the program. If I decline services, my child will still be required to take the ACCESS 2.0 for ELs each year.						
<b>Expected Rate of Transition:</b> With regular school attendance and parental support, it is anticipated that the student will exit/transition to full participation in classrooms that are not tailored for students with limited English proficiency to monitoring status in _____ years.						
<b>Comments:</b>          						
<b>Expected Date of Graduation (Grades 9-12 only):</b>  						
<b>PARENT NOTIFICATION:</b> Parent notification must be provided not later than <b>30 calendar days</b> after the beginning of the school year or within the first two weeks of placement in EL program if enrolled after the start of the school year. (ESEA Section 1112 (e)(3)(A), 1112 (e)(3)(B)).						



# English Learner Program Service Plan



Reason for Identification of English Learner Level of English Proficiency based on scores from WIDA – ACCESS for ELL's 2.0 (Assessing Comprehension in English State to State) * SS – Scale Score (100-600) * PL – Proficiency Level (1.0-6.0)		ACCOMMODATIONS/RECOMMENDATIONS TO ADDRESS EDUCATIONAL STRENGTHS, LEARNING NEEDS AND ENGLISH ACQUISITION			
		Student will participate in state achievement testing with accommodations.			
		Method of Instruction/Assessment	Content Area	Teacher Responsible	
<b>Listening</b>	SS – PL –	<input type="checkbox"/> oral native language support (instructional/assessment) <input type="checkbox"/> prompting and cueing (instructional only) <input type="checkbox"/> simplified language (instructional/assessment) <input type="checkbox"/> small group testing or single for test (instructional) <input type="checkbox"/> assistive technology (instructional/assessment) <input type="checkbox"/> adapted materials/technology (instructional) <input type="checkbox"/> use computer/software (instructional) <input type="checkbox"/> use visual cues and graphic organizers (instructional) <input type="checkbox"/> use Spell check (instructional) <input type="checkbox"/> interaction opportunities; pair with peer (instructional) <input type="checkbox"/> allow use of dictionary, glossary (instr./assessment) <input type="checkbox"/> extended time (instructional/assessment) <input type="checkbox"/> scaffold responses (instructional) <input type="checkbox"/> model language & task completion (instructional) <input type="checkbox"/> build background knowledge (instructional) <input type="checkbox"/> link instruction to prior learning (instructional) <input type="checkbox"/> provide content & language objectives (instructional) <input type="checkbox"/> adapt pace of instruction (instructional) <input type="checkbox"/> model meta-cognitive strategies (instructional) <input type="checkbox"/> engage in academic conversations (instructional)	Language Arts/Reading	_____	
<b>Speaking</b>	SS – PL –		Social Studies	_____	
<b>Reading</b>	SS – PL –		Science	_____	
<b>Writing</b>	SS – PL –		Math	_____	
<b>Oral Language</b> (listening & speaking)	SS – PL –				
<b>Literacy</b> (reading & writing)	SS – PL –				
<b>Comprehension</b> (listening & reading)	SS – PL –				
<b>Composite Score</b> (overall)	SS – PL –				
<b>W-APT (WIDA-ACCESS Placement Test)- Kindergarten or WIDA Online Screener (1-12)</b> Listening _____ Reading _____ Speaking _____ Writing _____ Oral Language _____ Literacy _____ Composite Score (overall) _____			<b>Read texts in English</b> <input type="checkbox"/> all printed materials <input type="checkbox"/> grade level content materials <input type="checkbox"/> for reading completed under time constraints <input type="checkbox"/> for direct instruction in acquisition of reading skills and strategies <input type="checkbox"/> Read text in Primary Language <input type="checkbox"/> Reader (w/limited conditions-assessment only)	<b>ACCESS Proficiency Levels</b> <b>1 – Entering</b> <b>2 – Beginning</b> <b>3 – Developing</b> <b>4 – Expanding</b> <b>5 – Bridging</b> <b>6 – Reaching</b>	<b>Exit Criteria:</b> <b>Date exited EL status:</b> _____ _____ GPA _____ Academic Progress _____ Teacher Recommend. _____ KPREP Data _____ STAR Data
<b>EXIT CRITERIA to RFEP:</b> ACCESS for EL's 2.0 English Language Proficiency Assessment (4.5 Overall/Composite Score on Tier B or C)			<b>Scribe conditions</b> <input type="checkbox"/> for prewriting activities while the student brainstorms Ideas (instructional/assessment) <input type="checkbox"/> for instructional activities/assessments completed under time constraints <input type="checkbox"/> for instructional activities/assessments requiring written responses in content area		



# English Learner Program Service Plan

Page 3 of 3

## Previous academic background and experience

☐ No Formal Schooling      ☐ Interrupted Schooling      ☐ Limited Schooling      ☐ Last Grade Completed  
☐ Attended School in Native Country.      ☐ Number of years \_\_\_\_\_      ☐ Last School Attended \_\_\_\_\_

## Cultural and language history

Native country \_\_\_\_\_  
 Native language(s) spoken \_\_\_\_\_  
 Primary language spoken at home \_\_\_\_\_

## Level of academic performance based on observation and informal assessment

Basic classroom communication \_\_\_\_\_  
 Mathematics \_\_\_\_\_  
 Science \_\_\_\_\_  
 Language Arts/Reading \_\_\_\_\_  
 Social Studies \_\_\_\_\_

## English Language Proficiency Standards/Objectives to be mastered to demonstrate progress

\_\_\_\_\_ instruction in ELL class for \_\_\_\_\_ hrs. daily/weekly for \_\_\_\_\_



Category	Domain	Objective # 1	Objective #2	Bilingual/ESL Type:
Social Instructional	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing			<input type="checkbox"/> CAT: Content area tutoring <input type="checkbox"/> CBE: Content-based ESL <input type="checkbox"/> DBE: Developmental bilingual Education
Language Arts	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing			<input type="checkbox"/> DLG: Dual Language <input type="checkbox"/> EBE: Early Exit Bilingual Education
Math	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing			<input type="checkbox"/> ELD: English Literacy Development <input type="checkbox"/> HLA: Heritage Language <input type="checkbox"/> NEW: Newcomer Program
Science	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing			<input type="checkbox"/> POE: Pull-out ESL/Resource <input type="checkbox"/> SEI: Sheltered English instruction
Social Studies	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing			<input type="checkbox"/> SEN: Structured English Immersion <input type="checkbox"/> TBE: Transitional bilingual Education <input type="checkbox"/> TWI: Two-way immersion (Dual Lang.)

\_\_\_\_\_  
 Parent  
 \_\_\_\_\_  
 Principal/Designee

\_\_\_\_\_  
 EL Teacher  
 \_\_\_\_\_  
 Other

\_\_\_\_\_  
 Classroom Teacher  
 \_\_\_\_\_  
 Other





**Simpson County Schools**  
Determination of Student Eligibility and Permission for Placement  
For English Language Development Program Placement

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_

Dear Parent/ Guardian:

When your child registered for school, a Home Language Survey was completed and indicated that a language other than English is spoken by your child or in the home. Based on this information the school assessed your child to determine their eligibility for placement in an English language development program. As a result, we:

- ☐ recommend an English language development program for your child.  
☐ do not recommend an English language development program for your child.

To determine our recommendation, we tested your child's English language abilities in:

- ☐ speaking ☐ reading ☐ writing ☐ listening and understanding  
☐ and used other information, such as prior education and social experiences, written recommendations and observations by current and previous instructional school staff, Eligibility Placement Committee meeting; mastery of basic skills in English and their home language; and or grades from current and previous years.

Based on your child's language abilities in English, your child will be placed in the following program:

- ☐ a regular grade level classroom with instruction in English.  
☐ an English language development program as described on, "Notification of English Language Development Program Placement", that is either attached or will be shared with you in the near future.  
☐ Other: \_\_\_\_\_

We feel this program will help your child meet high academic grade level standards and graduation requirements. Please sign below where indicated and return this notice to your child's school.

Thank you for your interest in the quality of your child's education. Please contact us if you have any questions.

_____ Name	_____ Title
_____ Phone Number	_____ Email Address

English Placement Committee (if applicable):

Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____

*Parent/Guardian: Please complete the section below and return the entire form to your child's school.*

Name of Parent/Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

