

Logan County Schools Lau Plan



2021- 2022

LCS Lau Plan and EL Guidance Document

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Rationale

Logan County Schools (LCS) mission is to enable all students to acquire the knowledge and skills necessary to become successful, contributing citizens. A vision of “Preparing all learners for life’s journey” and a slogan “A Great Place to Learn” also guide the work of faculty and staff members who strive hard each day to make a difference in the life and education of their students. LCS remains steadfast in the education of all students, including those of diverse backgrounds and learners of English, in compliance with the Every Student Succeeds Act of 2015, the Equal Educational Opportunities Act of 1974, and Title VI of the Civil Rights Act of 1964. LCS ensures that the English learner development (ELD) program follows state and federal regulations regarding identifying students who are not yet proficient in English and eligible for ELD programs. Students who have a language other than English indicated on the Home Language Survey and have not demonstrated proficiency in English based on an English language proficiency screener (WIDA Screener), or test (ACCESS) are referred to as English Learners (ELs). Other terms commonly used in the field are English Language Learners (ELL), Multilingual Learners (ML), Limited English Proficiency (LEP), and English as a Second Language (ESL).

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

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

Home Language Survey: The possibility that a student may not be fully proficient in English is first identified with the Home Language Survey (HLS). The Home Language Survey that is used is the

Kentucky Department of Education's authorized document that is administered only once (at the time of initial enrollment in LCS) to parent(s)/guardian(s) of students enrolling in school. The HLS is completed by a parent or guardian and verbal interpretation over the phone or in-person assistance is used to assist families who need it.

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

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

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

- **Preschool:** These students are not eligible for EL services and are not administered a WIDA screener.
- **Kindergarten and First Semester 1st Grade:** Students are administered the WIDA Kindergarten Screener and are automatically eligible for EL services no matter their screener score.

These students are only eligible to exit EL programs when they score an overall composite of a 4.5 or higher on the ACCESS test. The committee will develop a Program Service Plan (PSP) for these students regardless of the screener scores.

- **Second Semester 1st Grade through 12th Grade:** Students will be screened using the WIDA Online Screener to determine eligibility. Students who score a 4.5 overall composite or higher will not be considered EL and will be classified as "Not EL" in Infinite Campus. No other action will be taken for those students. Students who score less than a 4.5 overall composite are initially eligible for EL programs and must be identified as "EL" in Infinite Campus. A Notice of Eligibility and Placement Form is completed and given to the parent(s)/guardian(s).
- **Initial Notice of Eligibility and Placement for ELs in a Language Instruction Educational Program:** Once a student has been initially identified as EL and eligible for placement in a Language Instruction Educational Program (LIEP) based on the Home Language Survey and WIDA Online Screener, the Notification of Placement and Eligibility document is given to parent(s)/guardian(s) explaining the process of EL services thoroughly. From this point, parent(s)/guardian(s) have the right to refuse direct EL services, but a Program Service Plan (PSP) is still developed, and the student is required to have their

language proficiencies measured through the ACCESS 2.0 assessment until they have met exit criteria. This form is signed by the EL teacher and the parent(s)/guardian(s).

Services and Annual Assessment of Current EL Students

Program Service Plan: All identified EL students are provided with an individualized Program Service Plan (PSP) that indicates which service delivery option is most relevant for the student's English Language Development. The PSP also includes instructional and assessment accommodations and proficiency goals for the upcoming school year. The development of a student's PSP is completed by the school's EL teacher, Principal, and appropriate regular education teacher. Parents are included in the development process for all initial PSPs and continuing PSPs with a change in assessment accommodations. Interpreters are provided for parents when needed. PSPs are updated every school year for all students. The new PSPs are given to parents within 30 calendar days of the first day of school or 14 calendar days of enrollment if the student begins school after the first official instructional day.

ACCESS Testing: The ACCESS for ELLs 2.0 is administered to all identified EL students in LCS to measure growth in language acquisition and determine when EL students demonstrate the English proficiency necessary to exit from the program. Any student who scores a 4.5 or higher on the overall composite from a Tier B or C, regardless of grade level, has met exit criteria and may begin the monitoring process.

Students with specific special needs who also take Alternate standardized state assessments are assessed using the Alternate ACCESS assessment to measure language acquisition and proficiency.

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

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

Once ACCESS Score reports are returned (typically in late April), the District Assessment Coordinator coordinates with school administration, BACs, and EL staff to arrange the distribution of assessment results. The EL teacher reviews assessment results to determine goals, services, and accommodations for a new PSP explicitly developed for the individual student. This assessment data is also used to identify students who have met exit criteria.

Instructional and Assessment Accommodations: Within each EL student's Program Service Plan, opportunities to provide instructional and assessment accommodations exist to support the student's needs in learning educational content and developing their language skills. Any accommodation

agreed upon by the PSP committee is provided and consistently used throughout classroom instruction and assessments. Accommodations are not to be solely provided for the required state assessments.

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

Language Instruction Educational Program (LIEP) Services

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

- **Content-Based ESL:** An English program that serves identified EL students in English only by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English language development (ELD) instruction with subject matter instruction that focuses on learning a second language and using that language as a medium to learn mathematics, science, social studies, or other academic subjects.
- **Pull Out EL Classes:** An English program that serves identified EL students in English only by providing a certified teacher to provide English language development (ELD) instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas.
- **Sheltered English Instruction:** This program provides nearly all classroom instruction in English with a curriculum and instruction designed for ELs. ELs receive instruction to acquire academic English they need to meet grade-level content standards.
- **Structured English Immersion:** The goal of this program is the acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of EL students. EL teachers collaborate or “push-in” to support EL students in the general education or content classroom.

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

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

Opportunities for Special Education services for appropriate EL students are available with the collaborative work of school psychologists, speech pathologists, interventionists, Special Education, EL, general education teachers, and the parent(s)/guardian(s).

EL Professional Development

All Logan County Teachers have the opportunity to continue their professional development to support EL students through a variety of options offered at the district or school level. The EL teacher provides assistance to classroom teachers in making modifications, and scaffolds, curriculum and technology resources, WIDA ACCESS testing, and one-on-one sessions to discuss individual EL student needs. Also, the EL teacher and other district personnel present data and information to guide instruction, discuss effective strategies, and strategize interventions for academic and behavioral concerns.

Logan County Schools has partnered with various outside agencies to guide the professional development focusing on ELL students. Teachers have actively worked with the WIDA Consortium, the Green River Regional Educational Cooperative (GRREC) EL Network, and Kentucky Coalition for English Learners, among others.

Language Instruction Educational Program Exit Criteria

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

Procedures for Monitoring Exited English Proficient Students

An Exited English Proficient (ELL monitored) student is required by law to be monitored for four academic years (no matter what school they previously attended) following their program exit date.

The monitoring of these students is completed four times per year through monitoring forms submitted by core-content teachers (once per semester) and a review of semester report cards (at the end of each semester). Monitoring forms are assigned through a specifically designed Google Form to the language arts, math, science, and social studies teachers of the exited student.

The EL teacher is responsible for assigning the form and student report cards are reviewed, printed, and filed in the student's EL Cumulative Folder each monitoring period. They collaborate with general education teachers, interventionists, and administration to address language concerns addressed in the forms. If a student is "flagged" three times out of four consecutive monitoring periods (no matter the school year), a Re-Evaluation Committee is formed to investigate the language concerns of the ELL monitored student. The EL teacher will gather attendance, discipline, and intervention information, administer the MODEL exam and conduct a classroom observation on the specific ELL monitored student.

This information is presented to a Re-Evaluation Committee to determine if the student should re-enter EL services or if another action is needed. The Re-Evaluation Committee must include at least one general education teacher, an EL teacher, an interventionist, a counselor, and a building administrator. The student's parents are also included in the Committee and must give permission if the committee determines to re-enter the student into EL services. If the student re-enters EL services, they will not continue to take the ACCESS 2.0 or Alternate ACCESS exam.

Evaluation of LCS EL Program

The LCS Instructional Department, school leaders, and the EL teacher utilize various resources to evaluate the EL Program. On a school level, the EL teacher and school leaders analyze ACCESS scores at the end of each school year to guide the Comprehensive School Improvement Plan (CSIP), staffing placement, and professional development plan. At a district level, data trends like student proficiency growth, percentage of exited EL students, and enrollment drive the Comprehensive District School Improvement Plan, staffing allocation, district-provided professional development, and curriculum resources. Regular feedback from school administrators and EL staff during meetings are also used to evaluate the progress for continuous improvement of the EL Program. The Lau Plan Committee will meet twice per school year to review and revise policies affecting the Lau Plan.

[Appendix](#)

Home Language Survey Example

Home Language Survey

Dear Parent/Guardian:

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

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

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

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

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

Student Information (required):

Name: _____ Grade: _____

Student Language Background (required):

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

Language for School Communication (not required):

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

Parent/Guardian Signature: _____ Date: _____

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

For School Use Only

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

Name: _____ Date: _____

Notification of Eligibility and Placement Example

Notification of English Language Placement or Continuation 2021-2022

Student:

School:

Grade Level:

EL Status:

Our school district provides a program of language instruction for English Language Learners (ELs) to attain English proficiency and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs 2.0, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find the results that have informed our decision, information about our language programs, and your rights as a parent/guardian.

Your child took the **ACCESS for ELLs 2.0** in **April 2021** and their results are listed below:

Listening:

Writing:

Reading:

Speaking:

Literacy:

Composite:

The Access for ELLs test results are ranked into the following categories:

Proficiency Level-Description

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

Additional factors used to determine your child's program eligibility:

State-mandated standardized test, committee determination, teacher's recommendation, classroom performance, and/or parent consultation.

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

While the rate of English language development (ELD) varies between students, many exit the ELD program in 3-5 years. Your Child's English language development will be assessed annually until he/she achieves: a Composite score of at least 4.5 on the ACCESS for ELLs, and meets specific academic achievement requirements. Students who exit the program are monitored for academic success for 4 years.

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

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

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. If you have any questions about your child's placement or the type of options available to you, please contact _____ at _____.

K-12 Program Services for English Language Learners

Our school district provides English language instruction within the context of academic content-using grade level curriculum-to students at all levels of English language proficiency (ELP) by offering the following programs:

Content-Based ESL - CBE

Content-Based ESL: An English program that serves identified ELL students in English only by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second language instruction with subject matter instruction that focuses not only on learning a second language but on using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

Pull Out ESL Resource - POE

Pull Out ESL: An English program that serves identified ELL students in English only by providing a certified teacher to provide English language development instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content area. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Sheltered English Instruction - SEI

Sheltered English Instruction: This program provides nearly all classroom instruction in English with a curriculum and instruction designed for English Learners. English learners receive instruction to acquire academic English they need to meet grade-level content standards.

Structured English Immersion - SEN

Structured English Immersion: The goal of this program is the 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 in English. Teachers have specialized training in meeting the needs of ELL students.

We believe that your child would benefit from the English Language Learner Program. Given your permission, we would like to serve your child through this program.

_____ **I want my child to receive services through the Logan County School District ELL Program.**

_____ **I do NOT want my child to receive services from the Logan County School District English Language Learner Program. I understand that the ACCESS test is federally mandated and that my child will participate in this testing.**

Parent Signature: _____ **Date:** _____

ELL Teacher/School Representative _____

Please return this form to your child's school for the EL teacher. Thank you.

Program Service Plan Example

**LOGAN COUNTY PUBLIC SCHOOLS
Program Services Plan**

School Year 2021-2022

School _____ Date of Review _____

District ESL procedures should be reviewed before action is taken on student placement to ensure that proper guidelines are being followed. The following student has been evaluated and qualifies for the English Language Learners Program.

Student Name		
Last _____	First _____	Middle _____

Classroom Teacher _____ Grade _____

First Date in English Speaking School _____	First Language Spoken _____	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Currently Repeated Grade Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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Placement for English Instruction

Tier <u>B</u> <input type="checkbox"/> Screener <input type="checkbox"/> W-APT	X ACCESS Scores	Date of Test <u>04/2021</u>	
Listening Level (1-6): 4.5	Score: 375	Speaking Level (1-6): 3.0	Score: 314
Reading Level (1-6): 1.9	Score: 310	Writing Level (1-6): 2.0	Score: 269
Literacy Level (1-6): 1.9	Score: 290	Comprehension Level (1-6): 2.4	Score: 330
LEP Composite Score: (1-6) <u>2.4</u>			

The attached ACCESS report gives test results and Level of English Proficiency for your child.

<u>Bilingual/ESL Type:</u>	
<input type="checkbox"/> CAT: Content area tutoring <input type="checkbox"/> CBE: Content-based ESL <input type="checkbox"/> FEP: Fully English proficient <input checked="" type="checkbox"/> POE: Pull-out ESL/Resource <input type="checkbox"/> PR: Parent/Guardian refusal for services <input type="checkbox"/> SEI: Sheltered English instruction <input type="checkbox"/> SEN: Structured English immersion	

ASSESSMENT ACCOMMODATIONS

RDR-A: Reader	X			ONLS-A: Oral Native Language Support			
SB-A: Use of Scribe	X						
BED-A: Bilingual/English Dictionary							
ET-A: Extended Time-Double Time	X						
BED-A: Bilingual/English Dictionary							

Name

Principal
 (REQUIRED)

Name

ESL Teacher

Name

Classroom Teacher

Name

Parent

Anticipated date of exit from services for Limited English Proficiency : 06/30/2023

This exit will be based on scores on standardized and informal assessments and teacher input after scoring Fully English Proficient on the ACCESS.

Exit Letter Example

Notification of English Language Placement or Continuation 2021-2022

Student:

School:

Grade Level:

EL Status:

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

Congratulations, Your child has shown English proficiency!

Your child took the **ACCESS for ELLs 2.0** in the **Spring of 2021** and their results are listed below:

Listening: 6.0

Writing: 3.9

Reading: 5.0

Speaking: 3.4

Composite: 4.5

The Access for ELLs test results are ranked in the following categories:

Proficiency Level-Description

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

Additional factors used to determine your child's program eligibility:

State-mandated standardized test, committee determination, teacher's recommendation, classroom performance, and/or parent consultation.

Although your child is no longer eligible for English Language development services they will be monitored for academic achievement for four years from the time English language proficiency was attained. (6/30/21)

I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Thank you!

Monitoring Form Example:

Exited English Learner Monitoring Form '21-'22

The federal government requires schools to monitor former English Language Learners for four years after they exit the ESL program. Monitor reports will be completed after every 9 weeks. Classroom teachers are with students on a daily basis and evaluations/observations are an integral component in the monitoring process. Thank you for your time.

Student's Name (School-Year Monitored):

What class do you have this student in?

Grading Period:

Instructions: Please rate the student's performance in each of the following areas:

1-Never

2-Seldom

3-Sometimes

4-Often

5-Always

- 1. The student completes assignments on-time:**
- 2. The student communicates effectively with teacher:**
- 3. The student participates effectively in class projects:**
- 4. The student participates effectively in class discussions:**
- 5. The student is able to work independently:**
- 6. The student attends class regularly:**
- 7. The student displays effort and enthusiasm in class:**
- 8. The student requires additional assistance with assignments:**
- 9. The student shows evidence of difficulty with language:**
- 10. The student has discipline problems that interfere with their academic progress:**

Do you have any additional comments or concerns about the student?

Your Name & Date Monitoring Report Completed

EL Folder Checklists

checklist

	Year:						
PSP							
WAPT/ ACCESS							
Notification of placement							
Home Language survey							

Glossary

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

English Learner (EL) - An individual who is age 3 to 21, who is enrolled or preparing to enroll in elementary or secondary school, whose native language is a language other than English, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state-required content assessments, the ability to successfully achieve in classrooms, where the language of instruction is English, and the opportunity to participate fully in society.

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

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

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

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

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

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

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

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