

**Lewis-Palmer School District 38
Language Enhancement and Achievement Plan
For English Learners**

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*“Where the inability to speak and understand the English language excludes **national origin minority group children** from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”*

35 Fed. Reg. 11595

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**Lewis-Palmer School District 38
Language Enhancement and Achievement Plan
For English Learners (ELs)**

PURPOSE

The purpose of this plan is to ensure fair, legal, and appropriate education for ELs and to maintain district's compliance with laws and regulations concerning ELs and minority-language or culturally diverse students. Additionally, the purpose is to prepare for growth in the EL population while meeting the need of all current EL students. *This plan is meant to complement the Lewis-Palmer School District long term vision of: 1) Student learning – a solid foundation, 2) The whole child – skills for the 21st Century, and, 3) Community engagement – collaboration and service to others.*

GOAL

The goal of this plan is to define the Lewis-Palmer School District's expectation, commitment, and process for identifying and educating ELs. *The goal of the District EL program is to recognize and meet the needs of the EL student, their families, and teachers of ELs (including general education teachers) while aligning with district and state goals as the student achieves Fluent English Proficiency in the areas of listening, speaking, reading, writing, core academic courses, and state standards until graduation.*

EXPECTATION

The expectation of Lewis-Palmer School District for each EL is to develop his or her English Language skills as well as master content area skills in each grade level, and graduate from high school.

COMMITMENT

The commitment of Lewis-Palmer School District is to provide quality, research-based instruction, a welcoming environment, support, resources, and advocacy necessary for each EL student to advance his or her English Language Development for academic success.

PROCESS

The various steps in the process of educating ELs will be defined in this plan, and will be reviewed and revised (by the LPSD 38 Office of Language, Culture and Equity) as laws, size of the EL population, needs of the EL population, and other factors having an impact on the success of ELs continue to change.

DEFINITION OF ENGLISH LEARNERS

U.S. Department of Education definition:

- Between the ages of 3 and 21
- Enrolled/preparing to enroll in elementary or secondary school
- Not born in US OR whose native language is not English
 - Native American, Alaska Native, or native resident of outlying areas and
 - From environments where language other than English significantly impacted or still impacts English language proficiency
 - Migrant students whose native language is not English and/or coming from an environment where English is not the dominant language
- Has difficulty speaking, reading, writing, or understanding English sufficient to deny the student the...
 - Ability to meet the proficient level of achievement on state assessments
 - Ability to successfully achieve in classrooms taught in English with no language supports
 - Opportunity to participate fully in society

LEGAL RATIONALE

Lewis-Palmer District 38 is committed to guaranteeing access to an equitable education for all ELs within the district, including charter schools. This Language Enhancement and Achievement Plan may not negate or supersede state or federal laws guaranteeing the rights of ELs.

The foundation for ensuring equitable access to learning for ELs began with the Civil Rights Act of 1964. Supreme Court opinions, case law precedent, and congressional actions following passage of this law have strengthened the legal rationale for assuring that ELs receive an equitable education appropriate to their linguistic and academic needs.

The following information from the Mid-Atlantic Equity Center is a basic timeline for legal milestones:

1868	United States Constitution - Fourteenth Amendment: No person is denied the protection of the laws of the United States.
1964	Civil Rights Act - Title VI: "No person shall, on the grounds of race, color or national origin, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial assistance."
1974	Equal Educational Opportunities Act (EEOA): This act states that schools need to take appropriate measures to overcome language barriers that impede students' participation in programs.

<p>1974</p>	<p>Supreme Court Case -- <i>Lau v. Nichols</i>: The court ruled that giving all students the same desks, books, teachers, and lessons does not mean that they have equal opportunity, especially if there are students who do not speak English.</p>
<p>1974</p>	<p>Federal Court Case -- <i>Serna v. Portales</i>: The court ascertained that Spanish surnamed individuals did not reach the same achievement levels as non-Spanish surnamed peers. The court ordered the Portales Municipal School District to design and implement a bilingual and bicultural program.</p>
<p>1981</p>	<p>Federal Court Case -- <i>Castaneda v. Pickard</i>: The Fifth Circuit Court established a three-part test to determine if school districts are complying with the EEOA of 1974. The requirements include:</p> <ol style="list-style-type: none"> 1. Theory - The school must implement a program based on sound educational theory or, at a minimum, a legitimate experimental program design. 2. Practice - The school district must put into practice the educational program they have designed. They must allocate the necessary personnel and practices to transfer theory to practice. 3. Results - The school must stop programs that fail to produce results.
<p>1982</p>	<p>Supreme Court Case - <i>Plyler v. Doe</i>: The court ruled that schools cannot deny students access simply because they are undocumented (illegal) aliens. In other words, the schools are not agencies or agents for enforcing immigration law. (Note: CDE has issued this statement regarding HB 06S-1023 which became effective August 1, 2006 – “Though HB 06S-1023 requires verification of lawful presence in the United States, this legislation does not apply to public education K-12 [because it cannot override <i>Plyler v. Doe</i>.]” – memo received 9/20/2006 from English Language Acquisition Unit of CDE)</p>
<p>1987</p>	<p>Federal Court Case - <i>Gomez v. Illinois</i>: The court ruled that the State Educational Agencies must also comply with the three-point test established in <i>Castaneda v. Pickard</i>.</p>
<p>2001</p>	<p>No Child Left Behind Act (NCLB) of 2001 - This act makes federal funding for states dependent on student progress. According to the act: "States that do not meet their performance objectives for LEP students could lose up to ten percent of the administrative portion of their funding for all ESEA state administered formula grant programs."</p>

Source: <http://www.alliance.brown.edu/tdl/> “Teaching Diverse Learners”

GLOSSARY OF TERMS & ACRONYMS

ACCESS - Assessing Comprehension and Communication in English State-to-State – annual English Language proficiency test
ACT – American College Testing
ALP – Advanced Learning Plan
BOE – Body of Evidence
CDE – Colorado Department of Education
CELP – Colorado English Language Proficiency
CO READ Act - Colorado Reading To Ensure Academic Development Act
DAC – District Assessment Coordinator
EL – English Learner
FELL – Formerly English Language Learner
FEP – Fully English Proficient
HLS – Home Language Survey
IEP – Individualized Education Plan
LAP – Language Acquisition Plan
LEP – Limited English Proficient
LCE – Language, Culture and Equity (the department that handles EL policy & procedures at CDE and LPSD 38)
MTSS – Multi-Tiered System of Support
NCLB – No Child Left Behind Act of 2001
NEP – Non-English Proficient
OCR – Office of Civil Rights
October Count/Student October – Reporting period of current district student enrollment data each year to the state
PARCC – Partnership for Assessment of Readiness for College and Career
PHLOTE – Primary Home Language Other Than English
RtI – Response to Intervention
SPED – Special Education
TCAP – Transitional Colorado Assessment Program
W-APT – WIDA ACCESS Placement Test
WIDA – World-Class Instructional Design and Assessment

PROCESS FOR IDENTIFYING ELs

ELs are identified in LPSD 38 by W-APT placement testing and a body of evidence (see Appendix F), which is initiated in one of two ways:

1. By parent/guardian answers on the Home Language Survey (HLS);
2. LPSD staff concern & referral.

Home Language Survey

Parents or guardians must complete a Home Language Survey for *each* student enrolled in LPSD 38. There are three minimum questions that are required on the HLS, in some form or another:

1. Does your child speak a language other than English?
2. Has the child ever spoken a language other than English?
3. Is a language other than English spoken in your household?

Answering “yes” to any of these three questions will result in referring the HLS to the LCE Coordinator. The registrar’s office will review the HLS to determine if a copy must be forwarded to the LCE Program Coordinator. A copy of the HLS will be forwarded to the LCE Coordinator immediately if there is any mention of a language other than English being spoken in the home, even part of the time. A mention of a language other than English does not qualify the student as an EL; it does require, however, that the student participate in the W-APT placement exam to determine English proficiency. A copy of the district HLS is located in Appendix A. The document is available in Spanish, Russian, Tagalog, Chinese and Korean.

Upon receipt of the HLS, the LCE Coordinator will ensure W-APT Placement testing is conducted to determine the student’s English proficiency level in all four skill areas (reading, writing, listening and speaking).

All students whose HLS is marked in the ways described above WILL be tested with the W-APT Placement exam for English proficiency level, unless the LCE Coordinator and/or teacher determines that the HLS was answered incorrectly AND can provide convincing and conclusive documentation/evidence that the primary home language is, and always has been, English only. If there is any doubt, the child must be tested for English proficiency. This ensures that each and every student enrolling in LPSD who has had any language other than English as a part of their home background at any point will have English Language Development if needed, a measure toward providing equal access to academic success in our schools, and will keep LPSD in compliance with laws and regulations.

LPSD Staff referrals

Parents and guardians will sometimes answer the HLS incorrectly either inadvertently, or on purpose in order to “hide” the fact that other languages are spoken at home, or simply because they cannot read and/or understand the form.

In the case of an HLS that shows NO indication of any other languages besides English spoken at home, but LPSD staff who have met and/or worked with the student have concerns about their English proficiency *due to the presence of a language other than English spoken at home or at some point in the child’s background*, LPSD staff can and should refer the child’s name to the LCE Program Coordinator as soon as the concern arises. The LCE Coordinator will then investigate the child’s language background, collect documentation (email, record of phone conversation, etc.) that in fact another language is spoken at home at least part of the time, and then test the student for English proficiency.

Students will *not* be “identified” and/or admitted to the EL program based on surname or cultural indicators; ELs are identified through English proficiency testing.

Timeline for Identification of ELs

Initial enrollment at beginning of new school year – LPSD has 30 calendar days from the first day of school to test new potential ELs, place them in the EL Program, and notify the parents of the identification and placement of their child in the EL program.

Initial enrollment after the start of the new school year and at any time during the school year – LPSD has 2 weeks after receipt of HLS or staff referral to test the child, place in the EL program, and notify parents.

If a previously identified EL student transfers into the school district from a WIDA state/school, all efforts will be made to locate their records and make a determination as to acceptance of previous W-APT, ACCESS scores and language proficiency level. Additional consideration will also be given to the student’s body of evidence (see Appendix F), and formative and summative assessment data.

Parental Notification and Rights

Parents are not routinely notified nor do they give permission for their child to be tested for English proficiency, because it is a proficiency test mandated by Civil Rights law. LPSD will be in violation of the child’s civil rights if we do *not* test the English proficiency of children whose primary home language is other than English.

Therefore, the EL Program does not ask permission to test a child’s English proficiency, just as schools do not ask permission to test their reading levels, math skills, or any other academic skill required for success in school.

If the child tests FEP (fluent) in all areas of English proficiency as determined by the W-APT, and is Proficient or above for Reading and Writing on TCAP/PARCC, or has, met Reading and English ACT cut off scores, the parents will be notified, and the child is not identified as an EL for district data purposes. (The FEP test results *will* be kept on file in the LCE Program office for documentation, however.) The FEP student will be identified as a PHLOTE (Primary Home Language Other than English).

If the child tests LEP (Limited English Proficient) or NEP (Non-English Proficient) in *any* of the 4 skill areas of English proficiency and is Partially Proficient and below in Reading and/or Writing on TCAP/PARCC, or has not met Reading and English ACT cut off scores, the parents must be notified in writing, and **in a language or format they understand**, of the following:

- the reason(s) for the identification of their child as LEP and in need of placement in a language instruction educational program;
- the child’s tested level(s) of English proficiency in the 4 skill areas (reading, writing, listening, and speaking);

- how these levels were assessed, and the status of the child's academic achievement (if known yet);
- the method of instruction used in the EL program in which their child will be participating;
- the availability of any other language development program, if such exists, and the methods used in the alternative program (LPSD has no alternative programs at this time...examples would be a bilingual school, a private or commercial English school for which tuition would be paid to attend, etc.)
- how the EL program will meet the educational needs and strengths of the child, and help him or her achieve age appropriate academic standards for grade promotion and graduation;
- the specific FEP requirements for the EL program
- how the EL program meets the requirements of the child's IEP if the child has been identified as having a learning disability;
- the fact that parents have the right to decline EL program placement or to choose an alternative program if such exists. (All of the above is taken directly from PL 107-110, NCLB Act of 2001 Title III: Language Instruction for Limited English Proficient and Immigrant Students, Section 3302(a).)

A word about parents' right to decline EL program placement: if the parents return the form included with their letter saying they "decline" EL program placement that does NOT absolve LPSD from serving and testing the EL student in question. The student does not cease from being an English Learner as defined by law.

LPSD still has the following obligations to students who are ELs and whose parents have "declined services":

- to write and keep on file a current Language Acquisition Plan for the student, and provide copies to all LPSD staff who will be working with the student;
- to provide good quality, research-based instruction, with the EL's specific needs in mind (use of visuals, hands-on activities, etc.), in the classroom;
- to monitor the student's progress reports, TCAP/PARCC scores, and grade promotions, and document this monitoring;
- to test the student annually with the ACCESS and report score data to CDE.

The LCE Program Coordinator will make every effort to encourage parents to accept EL Program services for their child, and to listen to parent concerns if and when they do decline services, taking it as constructive feedback in order to make sure that the EL Program is truly meeting the EL's needs accurately, fairly, and consistently.

Each year that the "declined" student tests and receives a 1-4 rating in any of the 4 skill areas (reading, writing, listening, and speaking) on the ACCESS, parents should be notified of such and asked again if they would like their child to receive English Language Development support from EL staff. Documentation of efforts made will be kept in the student's EL file in the LCE office.

Initial Testing & Placement

The primary placement tool for ELs is the W-APT Placement test. Appendix G provides a placement guide based on W-APT scores keeping in mind that LPSD also uses a **body of evidence** (see Appendix F) to determine services and instructional strategies for each EL student. Appropriate placement of EL students will honor the developmental nature of second language acquisition and respect that English proficiency develops along a continuum with different developmental demands. For ELs at the beginning levels of language proficiency, more weight should be given to language proficiency results. As a learner becomes more proficient in English, gradually more weight can be given to the academic content grades and other standardized assessment results.

The student is assessed annually in all 4 skill areas (reading, writing, listening, and speaking) of English proficiency with the ACCESS test. The following will be used to determine EL services:

- In order to officially NOT be receiving direct EL services, the student must score a “5” in each of the 4 skill areas on a Tier B or C ACCESS test.
- Student must be above third grade
- Proficient or above on TCAP/PARCC Reading and Writing or a “met” score on the ACT Reading and English

A body of evidence (see Appendix F) along with consultation with teachers and parents may be used to determine the specific amount of instructional time per student. Thus, a sliding scale of need will be used based on a body of evidence to determine appropriate levels of EL instruction for the student. The justification for the student’s level of service will be explained in the student’s Language Acquisition Plan available to all teachers in Alpine (student data management system).

Other considerations in determining services/proficiency level include:

- Initial interview during testing, documented by examiner
- Classroom teacher observations
- EL staff observations & professional judgment
- Previous EL placement at student’s former school
- Cultural factors and student background

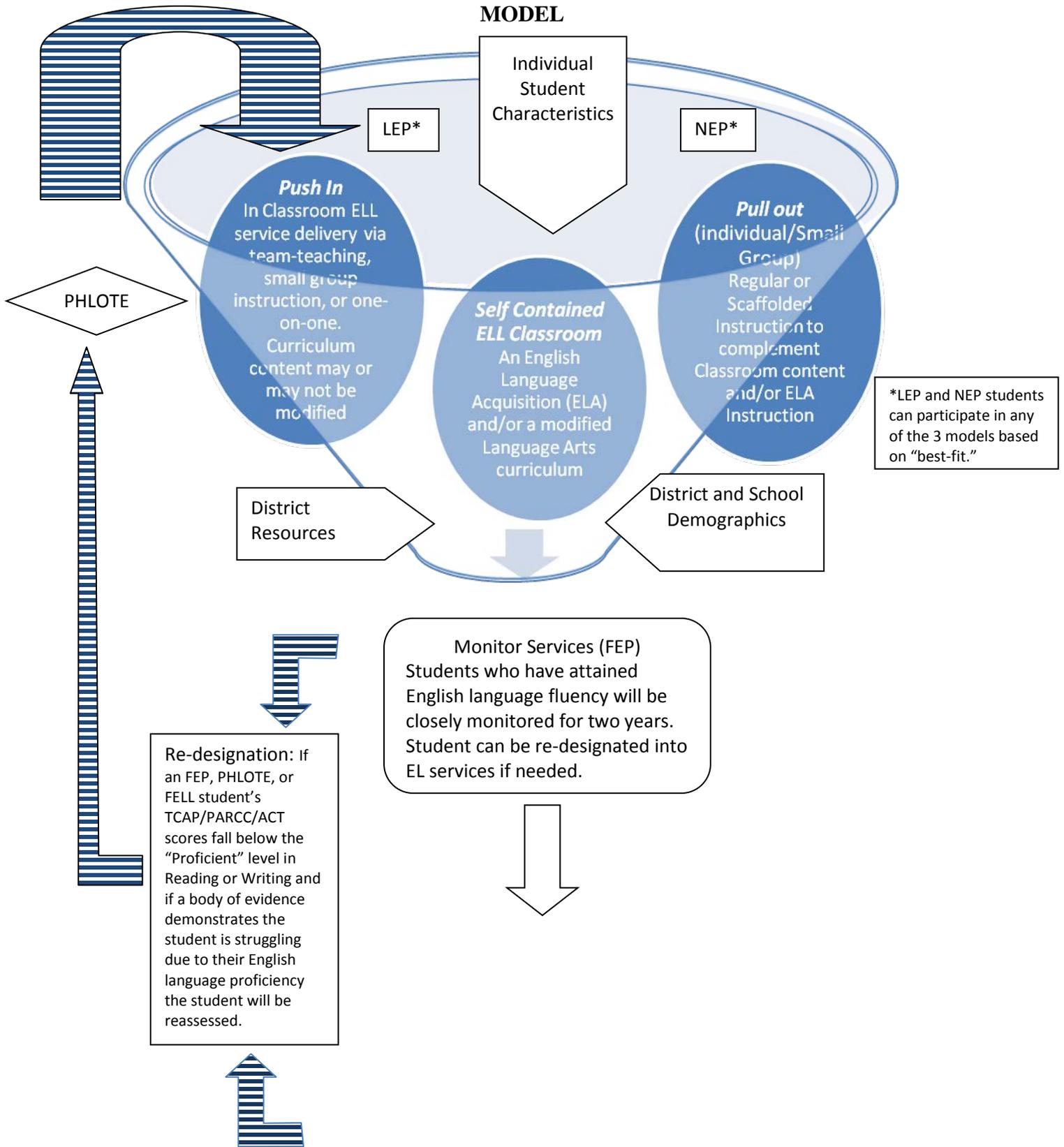
Once the student has been identified as an EL, he or she will be reported as such on October count data. The LCE Coordinator will provide required information to Infinite Campus for appropriate coding and flagging. The student **will be required to take the annual ACCESS** until he or she scores a “5” or above in all 4 skill areas (Tier B or C test), is Proficient on TCAP/PARCC Reading and Writing, or a “met” score in Reading and English ACT and is placed on “monitor” status with the EL program. The chart below provides a visual of how LPSD categorizes students based on their English Language proficiency.

ACCESS Category (Overall Score)	Lau Category	English Proficiency Level
1	A	NEP
2	B	NEP
3	C	LEP
4	D	LEP
5 1) an overall 5 yet a 4.9 or below in one or more of the domains; 2) not having met the minimum cut off scores for TCAP/PARCC and ACT	E	LEP
6	Monitor Year 1 or 2	FEP

Further initial testing and placement guidance is available in Colorado Department of Education’s Guidebook on Designing, Delivering and Evaluating Services for English Learners. The guide is available in the LPSD 38 LCE Office or on the CDE LCE office website.

The purpose of the District English Learner program is growth toward proficiency. Instruction will be twofold: NEP and LEP students will receive direct English Language Development in the form of push-in, pull-out or in a formal classroom setting that follows research-based English Language Acquisition theory such as Sheltered Instruction. This latter method is mainly used in the 7th-12th grades. Teachers of these self-contained classrooms will be certified in Linguistically Diverse Education. Secondly, EL students will be immersed in content area classrooms (such as Science, Math, Language Arts, Social Studies) and other grade-level appropriate classes. Teachers in the content areas will use sheltering/differentiation techniques and accommodations in designing the learning experience for the EL students in their classroom. (See next page for the LPSD EL Instructional Program model)

LEWIS-PALMER SCHOOL DISTRICT ENGLISH LEARNER PROGRAM MODEL



ELs, Response to Intervention, Special Education and Gifted Education

It is the priority of the LPSD EL program to provide culturally responsive instruction. It may be difficult to distinguish what is a language acquisition challenge versus a learning disability. It is vital that all resources are utilized to help distinguish learning disability from language acquisition. A key indicator of a learning disability could be an exhibition of difficulty in the student’s first language as well as in English. In diagnosing an EL student with a learning disability, a collaborative effort will be utilized that involves the expertise of EL faculty, Special Education experts, appropriate classroom staff, principal, parents, and/or other experts as needed. Multiple assessment methods are needed to provide a comprehensive view of the student learning.

If an EL is identified as not making progress, the focus should first be on improving instruction. It may be the circumstance that the student has not received an adequate opportunity to learn. The RtI/MTSS process may be implemented to ascertain appropriate interventions and further diagnostics. The RtI/MTSS team **will** consult the Developing a Culturally and Linguistically Responsive Approach to Response to Intervention for English Learners guide (available via Building EL staff, the district LCE Coordinator or at www.wida.us) when considering an EL student for Special Education services. A reminder is presented that interventions and diagnostics, like instruction, need to be culturally responsive. It is important that difference, especially due to language, is not categorized as a disability. The purpose is not to eliminate ELs in Special Education. It is meant to respect the multi-dimensional nature of language and learning and reduce the disproportionate representation of ELs in Special Education programs. Furthermore such a policy aligns with Office of Civil Rights 1970 Memorandum which prohibits school districts from assigning EL students to special education classes on criteria which essentially measure or evaluate English language skills.

A similar collaborative effort will be utilized to determine eligibility for the Gifted Education (GE) program. The LPSD GE Coordinator will be consulted once an EL student has been identified as a potential GE student. The table below serves as a guideline for the identification of GE ELs.

Student	Intellectual Ability	Academic Achievement	Behavior Characteristics	Demonstrated Performance
English Learners	Qualify for ELL services with a LAP Qualify for gifted education based on a body of evidence Other nationally-normed ability assessments	Acquires English at an accelerated rate Qualify for gifted education based on a body of evidence	Observations collected using a standardized inventory such as Kingore Observation Inventory and Scale for Identifying Gifted Students from: Parents Teachers Students	Demonstrated performance score is an “Above Expectations” as evidenced by a demonstration or portfolio evaluation

All efforts will be made to ensure equal access to district programs in order to meet the needs of all EL students.

PROGRESS MONITORING

ELs progress in **English Language Development** will be monitored in a variety of ways.

Progress Monitoring by EL Teachers

EL teachers/tutors who work with ELs on developing English proficiency in all four skill areas will monitor their students' progress through *informal assessments* on a daily and weekly basis. An example of an informal assessment may be something as simple as engaging the child in a conversation about what they did over the weekend, and noticing his or her use of complex phrases, verb tenses, etc. EL teachers are normally very "in touch" with their students' continuing English Language Development, what progress they have made, and what their needs for further development might be, just by working with them each day.

EL teachers and tutors will complete the WIDA Can Do form highlighting what the EL is able to accomplish in each language domain and potential next steps. The form will be completed based on the student's ACCESS scores as well as other evidence, with a copy in the EL teacher's files at the school site. Copies may also be provided to classroom teachers and/or parents.

ELs are also monitored by the EL program in their content classes, by collaborating with classroom teachers, collecting progress reports at the end of grading periods, and checking other formative and summative scores.

ACCESS testing

Each EL student who is NEP or LEP is required to take the annual ACCESS test, with score data being reported directly to CDE for Annual Measurable Achievement Objectives (AMAOs). Under Section 3302(b) and (c) of Title III law, it is the responsibility of LPSD 38 to ensure **parents are notified of failure to make progress on AMAOs** on the ACCESS and that the **letter be translated to a language or format EL parents can understand.**

The EL Program will use the ACCESS score data (along with a body of evidence/teacher input) to revise each student's Language Acquisition Plan for the coming school year, and determine any changes in Lau/Language Level category.

If a student scores within the 1- 4 range in ANY of the 4 skill areas on the ACCESS, he or she will continue in the EL program and receive English Language Development instruction commensurate to their Language Proficiency level, until the ACCESS scores are FEP (a rating of 5) across all skill areas (Tier B or C test) and the student is Proficient and above in TCAP/PARCC Reading and Writing, met Reading and English ACT cut off scores and is not in 3rd Grade.

TCAP/PARCC Testing

All ELs, regardless of proficiency level, are required to take the TCAP/PARCC. The TCAP/PARCC provides data on content knowledge of EL students, and without this data the district will be in violation of several legal requirements regarding equitable education for ELs.

Site Assessment Coordinators should avoid deferring TCAP/PARCC tests due to English language proficiency, unless the child is truly unable to read *any* part of the test, and cannot understand *any* part of the test if Oral Presentation (test read aloud by teacher) is provided as an accommodation.

Accommodations in taking TCAP/PARCC are designed to “level the playing field” and allow the child to show what he or she knows in the content area. Some common accommodations for ELs:

- Teacher read directions
- Oral Presentation of entire test (not available in Reading)
- Extra time (due to lower English reading level, taking more time to read and comprehend)
- Use of word-to-word dictionary (Chinese-English, Spanish-English, etc.) except for the Reading test

For further information please refer to the Colorado Accommodations Guide for ELs located in the Colorado Department of Education website.

When ELs are not making progress in English proficiency and/or academic content, LPSD38 addresses this issue in the following ways:

- a. Increase English Language Development services
- b. Provide more one-on-one ELD time
- c. Push-in to classes where student is struggling
- d. Call parents and involve them
- e. Meet with classroom teachers, brainstorm ideas, accommodations
- f. Find peer tutors/other staff who can meet with student to address a specific need area
- g. **EL student may be referred to RtI/MTSS; referrals to SPED are made with extreme caution**
- h. EL staff collaborates and brainstorms ideas
- i. Seek new materials/programs/high-interest reading materials, etc.

Placing EL students on “Monitor” Status

EL students will be placed on Monitor Status with the EL program if the following criteria are met:

- ACCESS scores are “5” or above in all four domains (reading, writing, listening, and speaking) for a Tier B or C test

- Above 3rd Grade
- Proficient and above in TCAP/PARCC Reading and Writing, met Reading and English ACT cut off scores
- Student has demonstrated personal confidence in own English proficiency, and feels comfortable in classrooms not tailored to LEP students
- EL Program staff agree that the student has demonstrated sufficient English proficiency to succeed in core area classes
- Student is not failing any core classes due to lack of English proficiency skills

EL students must be formally monitored for at least 2 years before being considered for FELL status (Formerly English Language Learner). EL staff will periodically check on the academic performance of FELL students to ensure continued progress until the student leaves the school district.

EL students will be taken off Monitor status and reassigned to direct services with an EL teacher or tutor if any of the above criteria changes and/or the EL Program determines that the student needs further support in English Language Development in order to succeed in core academic classes.

Formerly English Learner Status

After 2 years of successful Monitoring, the EL student may be considered for FELL status, if the following criteria are met:

- Student is not failing any core classes due to English proficiency limitations by the student and/or family
- Student is Proficient on Reading and Writing of TCAP/PARCC, met Reading and English ACT cut off scores
- The student, EL teacher(s), and content teachers agree that the student is ready for FELL status
- Student is clearly on the way to meeting requirements to graduate from High School
- Careful consideration should be given to exiting students moving into middle or high school

An Exit form (see Appendix D) must be completed on the student being considered for FELL status, and signed by the student, an EL teacher or tutor who has worked with the student, the LCE Program Coordinator, the core area classroom teacher(s), and the parent or guardian. The student will be designated as FELL to allow the district to track program effectiveness and provide classroom teachers who receive FELL students greater insight into potential academic challenges resulting from both linguistic and cultural factors as the student continues to develop higher-order cognitive skills and encounters new knowledge. FELLs will not receive EL services but will be checked periodically for continued progress. Additionally, EL staff will maintain communication with the mainstream teacher to check progress on PHLOTE students. This will continue until the student leaves or graduates from LPSD. FELLs can continue to receive state approved accommodations and differentiated instruction to meet their needs.

Re-designation

If a body of evidence indicates lack of progress in academic classes or partially proficient or below on TCAP/PARCC the student can be redesignated initially to LEP Lau E WIDA level 5. When being considered for re-designation careful thought should be given to how far below proficient the student scores. Additionally, a body of evidence (Appendix F) should be taken into consideration. The decision to re-designate needs to be a collaborative effort between the EL staff, student, classroom teacher(s), parent/guardians, counselor or other involved parties. The redesignated student will participate in the annual ACCESS testing.

Foreign Exchange Students

Foreign Exchange students are expected to have a minimum English proficiency level to access academic content. EL staff will know the Foreign Exchange students in their schools and if concern is raised related to language proficiency EL services may be considered.

EL Students in the SPED Transitions Program

EL students enrolled in the SPED Transitions Program will take the ACCESS if NEP or LEP. Additionally, EL services will be provided as requested by the Transitions staff, student and/or parent.

RECORDKEEPING

The LCE Program Coordinator will be responsible for keeping EL-related files and records on ELs in the LCE Program office, for monitoring and auditing purposes.

Individual EL Student Files

A file folder will be kept in the LCE Program office containing the following for *each* student evaluated for EL services:

- Copy of the HLS
- Initial EL Interview sheet
- Completed W-APT Placement exam
- Score worksheet for the W-APT Placement exam

If the student qualifies for EL Program placement, in addition to the above, the file should also contain:

- Language Acquisition Plan for this student (available in Alpine)
- Copy of the notification letter to parents
- Acceptance form signed by parents, if returned
- Copies of written notification to teachers as well as their feedback and input (usually via email)

Student Cumulative Files

Student ACCESS results will be filed in their respective cumulative file maintained at each school. Upon request, when a student transfers to another school, the LAPs will be printed from Alpine and included in the transfer files.

Electronic data

The LCE Program Coordinator works in conjunction with the district Infinite Campus representative to ensure that October count and Infinite Campus data is correct and current.

Some common components of this data include:

- Student's overall EL designation of NEP, LEP, FEP, FELL, PHLOTE
- Years monitored
- Parent identification of immigrant status
- Migrant status
- Home language
- Birthplace

In addition, the LCE Program Coordinator maintains a current database of ELs with reporting capabilities by school, total in district, etc. for tracking purposes, budgeting, and for annual EL enrollment.

Language Acquisition Plans

The EL teachers/tutors are responsible for creating an individual Language Acquisition Plan (LAP) for each EL student, and updating it each year that the student is tested with the ACCESS (or W-APT). The LAP will be maintained in Alpine.

This plan will include the following information:

- EL student's name, home language, grade, and school
- ACCESS scores with English Proficiency level and Lau Category
- Information on the student's English proficiency strengths and weaknesses
- Instructional strategies to assist this student in acquiring English and accessing content
- General recommendations, if applicable
- Allowable testing accommodations and modification
- Results of standard assessments

The LAP is a primary supporting documentation of TCAP/PARCC accommodations for ELs.

The LCE Program Coordinator should be consulted about testing accommodations for ELs in order to ensure that legal, appropriate accommodations are given.

Accommodations for the student will be listed in the LAP. The LAP is protected under privacy laws. Copies of the LAP are maintained in Alpine and available as requested.

EL Progress Reports

EL teachers/tutors will provide an EL progress report to accompany the classroom report card as determined by each building principal. For NEP students classroom teachers are encouraged to (*) the areas they are not able to assess – which may be all areas the first and second trimester. Please put an * along with “unable to assess due to level of language acquisition” in the comment section to let parents know why they don’t have a grade. In addition, it is encouraged to comment on something positive the child has done (i.e. learning classroom routines, playing with peers at recess, etc.). A sample progress report is located in Appendix B. Furthermore, progress reports/report cards must be translated for Non-English speaking parents.

SERVING ELs IN LEWIS-PALMER SCHOOL DISTRICT 38

DISTRICT RESPONSIBILITIES

LPSD 38 is committed to these responsibilities in providing an equitable education for our ELs:

- Implementing the Language Enhancement & Achievement Plan for ELs
- Seeking and retaining highly qualified EL teachers commensurate with numbers and needs of ELs
- Providing funding for the EL program’s yearly budget – these funds come from a variety of sources such as the district general fund, ELPA funding and Title III funds
- Fostering an environment of acceptance and appreciation for diverse cultures
- Ensuring that ELD (English Language Development) standards are used in conjunction with Colorado Academic Standards in driving curriculum decisions

DIRECTOR, EXCEPTIONAL STUDENT SERVICES RESPONSIBILITIES

The Director of Exceptional Student Services is responsible for:

- Hiring, supervising, and evaluating the LCE Coordinator
- Monitoring EL Program effectiveness
- Advocating for EL students and staff with district personnel and community
- Promoting EL student achievement and excellence in the EL Program

LCE PROGRAM RESPONSIBILITIES

LCE Program Coordinator

The LCE Coordinator is responsible for the oversight of the EL Program, including the following obligations:

- Implement the Language Enhancement and Achievement Plan as approved by the school board in order to meet AMAOs (Annual Measurable Achievement Objectives), Unified Improvement Plan, Growth Models and other progress measurements
- Provide EL-related consultation to district staff on student adequate growth, developing English Language Skills, legal responsibilities, and assisting ELs to achieve success in core academic subjects
- Support EL staff (teachers, tutors and subs) who have demonstrated fluency in English and are endorsed or seeking endorsement in Culturally and Linguistically Diverse Education
- Oversee ACCESS and W-APT Placement testing, ensuring ethical practices, accuracy, and efficiency
- Evaluate ACCESS scores and make placement recommendations, assign Lau Categories/WIDA levels
- Maintain EL Program office files on individual students
- Ensure accuracy of October count data on ELs
- Apply for and oversee spending of Title III budget, with input from EL teachers and the Parent Advisory Council
- Develop yearly budget request for District funding
- Implement parent involvement and outreach programs
- Keep current with laws and regulations involving district responsibilities for education of ELs and ensure that LPSD 38 is not in violation
- Seek research-based professional development opportunities for EL teaching staff as well as classroom teachers
- Seek research-based instructional materials for EL teaching staff
- Promote Best Teaching Practices and research-based instruction district-wide for ELs
- Promote understanding of and appreciation for diverse cultural backgrounds
- Requisition instructional materials; maintain inventory records

Education and/or Experience: Bachelor's Degree including all courses to meet credentialing requirements through the Colorado Department of Education. Master's Degree preferred. Leadership or supervisory experience is also a plus.

Supervisory Responsibilities:

- Supervise staff not supervised by a building principal
- Support EL staff K – 12
- Oversee ACCESS testing
- Accountable for Title III budget

EL teaching staff

EL teachers have the following responsibilities:

- Implement high-quality language development instructional programs
- Work toward helping each student progress in the English Language development in accordance with the Colorado English Language Proficiency standards
- Use data to drive instructional decisions
- Ensure that ELs have access to the same academic content standards as in the regular classrooms
- Create a language rich environment to enhance language acquisition
- Promote a climate of acceptance and warmth in the classroom, a safe place for ELs to express themselves
- Develop and use instructional materials suitable for the level of language acquisition of each individual EL student
- Write and maintain current Language Acquisition Plans for each EL student
- Provide CAN DO descriptors to classroom teachers and students and parents as applicable
- Select empirically based instructional materials
- Attend parent/teacher conferences of EL students acting as a liaison for EL families, requesting appropriate interpreters and translations when needed
- Act as a positive advocate for EL students at individual school sites
- Identify student needs and cooperate with other professional staff members in assessing and helping students solve health and learning problems
- Recommend appropriate testing accommodations for ELs
- Administer the W-APT placement and/or proficiency tests as needed
- Monitor the progress of ELs who are transitioning out of direct services, including collecting data such as grades and formative and summative test scores
- Perform other duties as assigned
- Participate in faculty and/or District committees and the sponsorship of student activities
- Cooperate in school-wide supervision of students during out-of-classroom activities
- Communicate, collaborate, and problem solve as an effective participant with various professional teams

Education and/or Experience: Bachelor's degree including all courses to meet credential requirements.

Credential: Must have or be eligible for valid Colorado Professional Teaching License with a Culturally and Linguistically Diverse Education endorsement.

EL Tutors

EL tutors are typically part-time employees who have the same responsibilities as teachers except they do not:

- Participate in faculty and/or District committees and the sponsorship of student activities
- Cooperate in school-wide supervision of students during out-of-classroom activities

Education and/or Experience: Bachelor's degree preferred. In some cases, fluency of a certain language may be a higher priority over educational background.

Credential: Valid Colorado credential or license authorizing service in grade levels and areas assigned preferred. Holders of an elementary education or linguistically diverse endorsement would be highly desired.

Note: EL Teaching staff must have demonstrated fluency in English. LPSD 38 staff (LCE Coordinator plus other hiring officials) will identify fluency in English during the interview process for hiring as well as document fluency through the state educator licensing requirement and/or other licensure program that requires fluency in English for completion.

SCHOOL SITE RESPONSIBILITIES

Building principals

Principals, with support from their counselors and staff, have the following responsibilities:

- Implementation and support of the Language Enhancement and Achievement Plan for ELs at their site
- Provide appropriate instructional space for the English Language Development of ELs
- Assist in the hiring process and retain highly qualified teachers
- Promote research-based strategies and methodologies in content area classrooms
- Seek professional development opportunities for teaching staff in effectively increasing children's English proficiency or subject matter knowledge, teaching knowledge and teaching skills
- Promote a climate of acceptance and appreciation for diverse cultures in their buildings
- Assist EL staff in securing appropriate W-APT and ACCESS testing space at each site
- Supervise and evaluate EL teaching staff at their sites
- Ensure that ELs are transitioning into mainstream classrooms and have an opportunity to progress appropriate to their language proficiency level
- Support time to collaborate with appropriate staff as needed
- Develop procedures in coordination with the EL Coordinator for how student plans will be implemented for ELs (e.g. READ plans, IEPs, ALPs, School Readiness, Student Profile, MTSS/RtI) incorporating a Body of Evidence (see Appendix F)

Classroom teachers

Classroom teachers with ELs have the following responsibilities:

- Collaborate with EL staff in planning research-based instruction for ELs
- Use the Language Acquisition Plan and CAN DOs in planning instruction for ELs
- Develop instructional materials to ensure that ELs have access to the same universal and academic content standards as general population students
- During instruction help EL students progress in English Language Development, in accordance with the Colorado English Language Proficiency standards
- Promote a climate of acceptance and warmth in the classroom, a “safe” place for children of diverse cultural backgrounds
- Use data to drive instructional decisions
- Keep EL program informed of concerns, and request assistance, resources, and professional development from EL Program
- **Ensure EL students are using their allowable accommodations and modifications consistently**
- Modify Report Cards and/or Progress Reports for NEP students by marking with an (*) the areas they are not able to assess – which may be all areas the first and second trimester. Please put an * along with “unable to assess due to level of language acquisition” in the comment section to let parents know why they don’t have a grade. In addition, teachers should comment on something positive the child has done (i.e. learning classroom routines, playing with peers at recess, etc.).

PROFESSIONAL DEVELOPMENT PLAN

1. EL Instructional Staff will attend appropriate professional development opportunities as they relate to English language acquisition and instruction. Attendees will bring back useful information to share with applicable staff. Quality professional development opportunities will be attended that foster collaboration with other EL educators, exposure to various EL education topics (instructional methods, enhancing reading skills, reaching at-risk learners, etc.), learning about the latest research in the field, state and federal policies and news, and seek out research-based materials. Professional development must align with the district vision and be used in a way that builds capacity and sustainability of the district EL program.
2. Classroom teachers will be invited to attend Professional Development as it relates to understanding their EL population depending upon funding.
3. The LPSD38 EL program will conduct in-house professional development for EL staff (and invite classroom teachers as appropriate) on research-based instructional strategies
4. The LCE Coordinator will provide training and information to administrators and district leadership throughout the school year, in staff meetings, informal meetings, at district orientation, etc.
5. The LCE Coordinator will attend job-specific professional development opportunities for LCE directors (current laws, regulations, trends, developing

political events, etc.), curriculum and instruction supervisors and coaches (as funds allow).

PARENT ENGAGEMENT

LPSD will promote EL parent and community involvement through the use of a variety of activities, forums and practices. Specific events will include:

- The annual International Dinner and Celebration of Diverse Cultures
- Adult English Classes
- Summer Bookmobile Program
- Volunteer Coordination
- Parent Advisory Meetings
- Parent Conferences including interpreters as needed

The district will provide a regular forum for EL parents to meet and provide feedback on how to better involve them in their children's education as well as improve the district EL program and further the district's Strategic Vision Plan. In addition to a Parent Advisory forum, parents will be given surveys to collect feedback/input for the EL program. The forum is also meant to familiarize parents with the intent of the EL program and current issues/trends.

Practices will center on family communication. Practices will include but are not limited to:

- Direct contact with EL staff via phone, face-to-face, email, and/or interpreter
- EL staff facilitating contact with school personnel. For example, classroom teachers, counselors, and support staff. Arrange for interpreters for conferences/Back to School Nights, etc. Ensure parent awareness of school events such as conferences, Back to School Night, etc.
- Inviting parents to engage in their child's English language instruction
- Assurance of correspondence going home that is in a language or format that Non-English speaking parents can understand
- Providing a Family Liaison to act as an advocate and community resource for the majority of Non-English speaking families
- Educating EL parents on the use of district technologies such as E-mail, Infinite Campus and School Fusion
- Providing technology for student check-out
- The LPSD EL program working alongside community-based outreach programs, such as Tri-Lakes Cares, to meet the needs of EL families in our community.

PROGRAM EVALUATION

The EL Program's effectiveness will be evident in the following indicators:

1. ELs' progress toward AMAOs.
2. ELs' progress toward content area standards on the TCAP/PARCC.

3. ELs' progress as measured by the standards set by CDE to include student growth on ACCESS and other Colorado state assessments (reflected in District and School Performance Frameworks).
4. LPSD 38 graduation and drop-out rates for ELs.
5. Comfort level of EL students and families within the LPSD 38 community.
6. Satisfaction and efficacy felt by EL teachers, students, and parents.

EL teaching staff will be evaluated annually using the district evaluation tool. Overall, the effectiveness of the EL Program is the responsibility of LPSD 38 as a whole. The LCE Coordinator, EL staff, classroom teachers of ELs, and the Director of Exceptional Student Services are more directly involved, but providing an appropriate, encouraging environment for equitable access to a quality education for ELs is the responsibility of every staff member of LPSD 38.

LPSD 38 is committed to an effective, quality EL Program and will take every measure to correct ineffective practices once they are made evident in the testing data or in feedback received from students, families, and/or teachers and staff.

BUDGET AND FUNDING

The EL Program is funded mainly from LPSD 38 funds, with some supplementation from Title III, Title 1A and ELPA funding.

Primary needs of the program paid for by LPSD 38 funds include:

- Salary and benefits of the LCE Program Coordinator
- Salaries and benefits for full-time and part-time instructional staff, consisting of certified, Culturally and Linguistically Diverse Education-endorsed teachers at each site as well as skilled tutors specializing in English Language Development and/or having fluency in high-needs languages other than English (such as Spanish)
- A yearly allowance for instructional materials, resources and supplies
- A yearly allowance for translating and interpreting services
- A yearly allowance for technology needs

Title III funds are not intended to *supplant* district funding, but are intended as *supplemental* funding to increase the effectiveness of the EL Program. They can only be used for the objectives outlined in Title III legislation, and in LPSD 38 are usually used to increase EL parent involvement, for research-based instructional materials (such as reading and writing programs, leveled readers, etc.), for summer school literacy program materials and supplies, and for professional development in research-based strategies and methodologies for EL staff and core content area teachers of ELs.

Title III funds cannot be used for materials, programs, or professional development that does not directly impact the English Language Development of ELs or the involvement of EL parents and families in their children's education.

APPENDICES

Appendix A
Home Language Survey
Lewis-Palmer School District #38
Home Language Survey
Required by the Office of Civil Rights

Federal and state regulations require schools to determine the language(s) spoken and understood by each student. This information is requested so that schools may provide appropriate instruction.

TO BE FILLED OUT BY PARENT/GUARDIAN:

Student's Name (Last) _____ (First) _____ (Middle) _____
Date of Birth _____ Parent/Guardian Name _____
What language(s) did your child use when he/she first began to speak? _____
What language(s) is spoken to the child by the following people? Mother _____ Father _____ Siblings _____ Others in the home _____
What language(s) does your child speak to you at home/how often? _____
Do the adults in your home (parents, guardians, grandparents, others) speak to each other in a language other than English all or part of the time? <input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, what language(s) are spoken/how often? _____
Child's Country of Birth _____
Date Child entered Colorado _____ Date child entered USA _____
Can information from the school be sent home in English? <input type="checkbox"/> Yes <input type="checkbox"/> No

IF A LANGUAGE OTHER THAN ENGLISH HAS BEEN INDICATED ABOVE, YOUR CHILD'S ENGLISH PROFICIENCY MAY BE TESTED. PLEASE CONTINUE:

Does your child understand the conversations between adults in the home when they are speaking a language other than English? <input type="checkbox"/> Yes <input type="checkbox"/> No
Does your child participate in the conversation even though he/she might use English? <input type="checkbox"/> Yes <input type="checkbox"/> No

What language(s) does your child read?

What language(s) does your child write?

Did your child ever attend school in another country? Yes No
If yes, in which country, and what grades?

What language(s) were used for instruction?

Parent or Guardian
Signature _____ Date _____

To be filled out by registration staff:

School _____ Grade _____ Start Date _____ Copied to EL Coordinator _____
Date Received By EL Coordinator _____ Notes: _____

Original to be kept in student's cum file
3/12/10

Revised

Appendix B
Elementary EL Progress Report

EL Progress Report

Student:

Date:

Grade Level:

Trimester	1	2	3	Trimester	1	2	3
Listens with understanding				Follows directions			
Demonstrates social language development				Works independently			
Demonstrates academic language development				Works cooperatively with classmates			
Understands basic concepts				Participates in class discussion			
Reads with understanding				Behavior			
Expresses ideas in writing				<p style="text-align: center;">Key</p> <p>4 Outstanding progress</p> <p>3 Good progress</p> <p>2 Average progress</p> <p>1 Needs improvement</p> <p>NA – Not applicable</p>			
Demonstrates learning of English Language							
Has reading readiness skills (grades K-1)							

Student's Strengths:

Student Improvement Area(s):

Next Steps:

Appendix C
Differentiation Strategies

EL SCAFFOLDS FOR THE CLASSROOM:

All Classroom teachers across content areas should follow suggested strategies when working with EL students.

1. Increased wait time for responses (or do “think-pair-share” first)
2. Include language objectives in all academic classes and/or lesson plans
3. Directions repeated and/or read by teacher including tests
4. Adapt materials by adding visuals: pictures, charts, maps, timelines, graphic organizers
5. Simplify directions
6. Simplify content language: use body language and emphasizing nouns and verbs, use non-verbal clues
7. Key words or phrases highlighted
8. Word lists with definitions, modified spelling lists
9. Demonstrate; use manipulatives, accompany message with gestures, pictures, flashcards, objects
10. Pair or group LEP students with native speakers: cooperative learning techniques
11. Build on the student’s prior knowledge
12. Make use of all senses: multi-sensory / multiple intelligences
13. Shortened responses
14. Shortened assignments
15. Test administered individually or in small groups
16. Shorter sessions with breaks in between
17. Tests administered by EL teacher
18. Respond to the Message: if answer is correct, don’t correct grammar/repeat answer modeling correct usage
19. Support the student’s home language and culture: bring them into the classroom
20. Help the student acquire social and recreational vocabulary
21. Provide copies of class notes for student to look at during lecture
22. Pre-teach social and academic vocabulary (give list to student to start looking up or provide list to EL teacher prior to the lesson)
23. Encourage student use of word-to-word and picture dictionaries in class
24. Other:

Appendix D

LPSD 38 EL Program Exit Form

Name of Student: _____ **Date:** _____
School: _____ **Grade:** _____ **DOB:** _____

English Proficiency Data

Date Initially Identified as EL	
Years in EL Program	
Date tested FEP in all 4 skill areas (Speaking, Listening, Reading, and Writing)	
Was student's English proficiency suitable for academic success during the monitoring period? Evidence?	

Academic Success Data

Reading on or above Grade Level?	
Most recent TCAP/PARCC date	
Most recent TCAP/PARCC Reading score	
Most recent TCAP/PARCC Writing score	
NWEA, ACT, other test data	
Is student failing any classes this semester or year?	
Did the student fail any classes last academic year?	
For 9 th graders and above: Is this student clearly on the way to meeting requirements for graduation? College/career plans at this time?	

Student's and/or Parents' input about being formally "exited" from the EL program:

EL Teacher comments:

Classroom teacher(s) comments:

Using all of the information available at this time, we agree that this student is ready to be exited from the EL program. We understand that if there is evidence that this student needs help with English Proficiency at a later date as indicated by grades or state assessed Reading and Writing scores (before graduating from high school), he or she may be re-evaluated for placement in the EL program again.

_____	_____
Student	Date
_____	_____
Parent(s)	Date
_____	_____
EL Teacher	Date
_____	_____
Classroom Teacher/grade or subject	Date
_____	_____
2 nd Classroom Teacher, Counselor or Specialist	Date

Appendix E

Examples of Bodies of Evidence (BOE) for English Language Proficiency Consideration

Language Samples (reading, writing, listening and speaking)
Classroom Observation
District Language Proficiency Assessments (IPT, Woodcock Munoz, Rigby)
Diagnostic Assessments
Student Journals
Native Language assessments (if applicable)
Student performance portfolios
Review of ACCESS language domain sub-groups
WIDA CAN-DO Descriptors
WIDA Speaking and Writing Rubrics
Common grade-level assessments (informal or formal)
Demonstration of meeting grade-level expectations and graduation requirements
Observed student growth percentile is greater than or equal to Adequate Growth Percentile (AGP) in content areas measured by TCAP/PARCC (on track to Catch Up or Keep Up)

Appendix F
WIDA W-APT Placement Scores

	NEP 1	NEP 2	LEP 3	LEP 4	LEP 5	FEP 6
KINDER 1ST SEMESTER Listening and Speaking Test Total Only	0-9	10-14	15-23	24-28	29-30 BOE does <i>not</i> support FEP	29-30 BOE supports FEP
KINDER 2ND SEMESTER Listening, Speaking, Reading and Writing Kindergarten Test Total (Same as Kinder 2 nd semester)	0-17	18-28	29-47	48-59	60 with a Reading score = 14 or higher Writing score = 17 or higher BOE does <i>not</i> support FEP	60 with a Reading score = 14 or higher Writing score = 17 or higher BOE does support FEP
1st grade – 1st SEMESTER Listening, Speaking, Reading and Writing Kindergarten Test Total (Same as Kinder 2 nd semester)	0-17	18-28	29-47	48-59	60 with a Reading score = 14 or higher Writing score = 17 or higher BOE does <i>not</i> support FEP	60 with a Reading score = 14 or higher Writing score = 17 or higher BOE does support FEP
1st grade – 2nd SEMESTER & 2ND – 12TH grade Adjusted CPL Score Except for 2 nd , 5 th , 8 th Composite score only	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	Score 5.0 or higher and score 5.0 or higher in each domain BOE does <i>not</i> support FEP	Score 5.0 or higher and score 5.0 or higher in each domain BOE does support FEP