

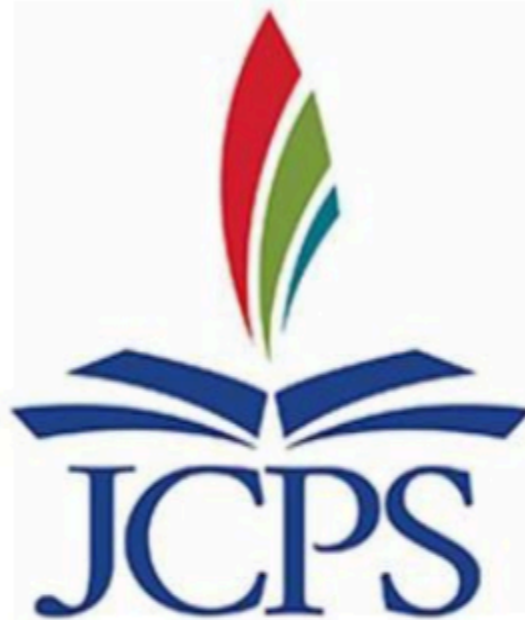


## 2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan)

2025-2026 Phase Four: English Learner Plan for Districts (Lau Plan)

**Jefferson County**  
**Brian Yearwood**  
3332 Newburg Rd  
Louisville, Kentucky, 40218  
United States of America

# Lau Plan



## Jefferson County Public Schools

Jefferson County Public Schools shall provide an English language program to ensure multilingual learners attain English proficiency, develop high levels of academic achievement in English, and meet the same challenging academic standards all students are expected to meet.

Dr. Brian Yearwood  
Superintendent

2026-27

VanHoose Education Center  
3332 Newburg Rd  
Louisville, KY 40218  
<https://www.jefferson.kyschools.us>

## **Acknowledgments**

We would like to acknowledge the work of the Lau Plan Advisory Committee in the development of the Jefferson County Public Schools (JCPS) Lau Plan.

### **Lau Plan Advisory Committee**

Jill Handley, Assistant Superintendent of Multilingual Learners (MLs)

Justin Matson, Executive Director of Multilingual Learners

Vongmany Edmonds, Manager of Instruction, ML

Livan Lima, School and Community Support Specialist

Kim Fitzgerald, High School Counselor, ML

Amy Whitehead, Manager of ML Student and Family Services

### **Contributions by:**

Darlene Anders, ELD Teacher, Dixie Elementary

Mark Boyer, Principal, Klondike Lane Elementary

William Bunton, Executive Administrator Diversity, Equity, and Poverty

Carmen Cripps, Specialist of ML, Elementary

Tamara Lewis, Chief of Accountability, Research, and Systems Improvement

Jessica Lyons, Data Management Research Technician, Testing Unit

Tracy Madryga, ML Lead Elementary

Jennifer Miescke, ELD Teacher, Fern Creek High School

Rashawna Mullaney, Lead Psychologist

Angela Newcomb, Specialist Systems Improvement Planning and Research

Shuvon Ray, Principal, Price Elementary

Jessica Rosenthal, Assistant Superintendent, Elementary Zone 3

Molly Shackelford, Specialist of ML, Secondary

Gwen Snow, Principal, Newcomer Academy

Jessie Thompson, Supervisor for Gifted & Talented and Advance Program

Samantha Hundley, ML Counselor, Southern

Talia Alvarez Del Sol, Coordinator of Assessment, OML Welcome Center

Dehily Deel, Coordinator of Data OML Welcome Center

## **Table of Contents**

- I. Lau Plan Guiding Principles
- II. Enrollment, Identification, and Placement of ELs in a Language Instruction Educational Program (LIEP)
- III. Description of the LIEP
- IV. Process to Provide Meaningful Access to All Co-Curricular and Extracurricular Programs and Activities
- V. EL Professional Development for Staff Who Deliver Instruction or Support the LIEP for ELs
- VI. Annual English Language Proficiency Assessment and Administration
- VII. LIEP Exit Criteria and Procedures
- VIII. Monitoring Procedures After Students Exit the LIEP Program
- IX. EL Program Evaluation
- X. Meaningful Communication with Parents/Guardians

References

## Section I: Lau Plan Guiding Principles

Jefferson County Public Schools (JCPS) believes in an asset-based approach to education. “As part of its asset-based belief system, WIDA uses the term *multilingual learners* to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis ... in an effort to encourage the field to use terminology that is asset-based and inclusive, WIDA began to use the term *multilingual learners*” (WIDA, 2020, p. 11). JCPS believes this is important as well and has made the language shift to “multilingual learners.” The term *multilingual learner* (ML) will be used throughout this document; however, in some instances in this document, the terms *English Learners* (ELs) and *English Language Learners* (ELLs) are used for policy purposes.

Kentucky is part of the [World-class Instructional Design and Assessment \(WIDA\) Consortium](#), promoting the Big Ideas of Equity, Integration, Collaboration, and Functional Approach to language development to support the English Language Development (ELD) process. Through this philosophy, JCPS provides the anchor for MLs to achieve at high levels, access a standards-based curriculum, and increase and attain English language proficiency.

This document provides guidance to ensure adherence to the federal laws and legal requirements for educators, parents, and stakeholders of JCPS. Below is a summary of federal laws and Supreme Court cases protecting MLs and outlining the district obligations for serving MLs:

- [Title VI of the Civil Rights Act of 1964](#)—Title VI prohibited discrimination on the basis of race, color, or national origin in any federally assisted program. It has been interpreted to include the prohibiting of equal access to education because of a student’s limited English proficiency.
- [Bilingual Education Act of 1968](#)—The act, also known as Title VII, provided supplemental funding for school districts interested in establishing programs to meet the “special educational needs” of large numbers of children of limited English speaking ability in the United States. It was reauthorized in 1994 as part of the Improving Schools Act. Under the No Child Left Behind (NCLB) Act, the Bilingual Education Act was renamed the **English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III)**.
- [Equal Educational Opportunity Act \(EEOA\) of 1974](#)—The civil rights statute prohibited states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional program.
- [Lau v. Nichols \(1974\)](#)—Supreme Court case in which the court ruled that students cannot be denied access to and participation in an educational program due to inability to speak or understand English. The court ordered that districts must take affirmative steps

to overcome educational barriers faced by non-English-speaking students. “There is no equality of treatment by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.”

- [Castaneda v. Pickard \(1981\)](#)—Circuit Court ruling set the criteria for examining EL programs. The court established a three-pronged approach to evaluate the adequacy of a district’s program for ML students:
  1. Qualified teachers implementing sound theory
  2. Soundness of Educational Approach
  3. School districts must evaluate their programs and make adjustments where needed to ensure that language barriers are being overcome.
- [Plyler v. Doe \(1982\)](#)—U.S. Supreme Court ruled that public schools may not require Social Security numbers from all students as this may expose undocumented status. Students are also not required to show an original birth certificate for enrollment; “other reliable proof,” such as a baptismal certificate, family Bible with dutiful records, or an affidavit, would suffice in place of the birth certificate.
- [Dear Colleague Letter, January 7, 2015](#)—This joint guidance developed by the Department of Justice (DOJ) and the Office for Civil Rights (OCR) outlines state, district, and school legal obligations in providing services to EL students and families.
- [Every Student Succeeds Act \(ESSA\) of 2017](#)—The law replaced NCLB and is a reauthorization of the 1965 Elementary and Secondary Education Act. It provides accountability for the education of all children and provisions specific to limited English proficient students, Title I, and Title III.

## **Section II: Enrollment, Identification, and Placement of ELs in a Language Instruction Educational Program**

Upon initial enrollment, the parent/guardian of every student in JCPS completes the [Home Language Survey](#) (HLS) to determine the primary or home language of the student(s).

The HLS is available in multiple languages, and on-demand interpretation services are available to support communication with parents/guardians during enrollment procedures. The HLS questions are indicated below:

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?

If the answer to any of the four required HLS questions indicates a language other than English, the student is a potential English Learner (EL) and needs to be administered an English proficiency assessment for identification according to the federal definition in ESSA, Title III.

In JCPS, all Elementary schools have a school-based team that oversees the administration of the WIDA screening for timely ML identification. Additionally, secondary schools designated as “high density” also oversee the initial steps of the identification process. Oversight of this process, as well as ensuring school-based staff are properly trained, is maintained by the Office of Multilingual Learners (OML) Welcome Center.

To be identified as an ML, the student must score below a 4.5 overall composite WIDA Screener Online for grades one through twelve. Kindergarten students automatically qualify for services regardless of screener results. Districts have 30 calendar days to ensure [proper identification](#) of EL status, using the Home Language Survey.

All MLs in JCPS have access to a Language Instruction Educational Program (LIEP) to meet their English language and academic needs. In JCPS, the LIEP is provided through the English Language Development (ELD) program. Parents have the right to decline their child’s participation in the ELD program; however, this will not change the EL status of the student. All identified MLs will be included as part of the school accountability model regardless of EL status or student participation in the ELD program. Every JCPS school has a trained, certified ELD teacher to provide an ELD instructional program in grades K–12. In addition, some schools have Bilingual Associate Instructors (BAIs) to provide additional instructional support where appropriate. Once MLs are assigned to a school, the on-site staff determines the ELD service model. This is reflected in the individual Program Service Plan (PSP) for every ML enrolled in JCPS, including parent-declined students.

### **Section III. Description of the LIEP**

“One of the first steps toward effectively advocating for ELs’ equitable education is recognizing that everyone involved in ELs’ education must share the responsibility for ensuring their success” (Fenner & Segota, 2014, p.27). The instruction of MLs in JCPS is a responsibility shared among all school staff. All teachers are teachers of MLs. Therefore, it is essential that ELD teachers collaborate regularly with grade/content area teachers to plan and deliver instruction using appropriate academic language development strategies in all classrooms by integrating Kentucky Academic Standards (KAS) and WIDA Language Standards. Collaboration “is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive” (WIDA, 2020, p. 19). The [4 Key Practices for Supporting MLs](#) and [WIDA’s Can Do Descriptors](#) empower teachers to differentiate and scaffold instruction to fit the needs of individual students while supporting their English language development.

In JCPS, the ELD Program provides ELD instruction for MLs to achieve English proficiency in the four domains of listening, speaking, reading, and writing. Decisions regarding an ELD service type are based on a combination of data, school programmatic infrastructure, and professional insights. For MLs, “Tier I includes the English language development instruction that students may receive” (WIDA Consortium, 2013, p. 6) IN ADDITION TO any appropriate intervention. The following are in place to support quality ELD instruction for MLs:

- Kentucky Academic Standards for grade-level expectations and curriculum
- WIDA Standards and Framework to provide English language instruction and support ELD
- Secondary Foundational English Language Development (FELD) and ELD Instructional Frameworks, Curriculum Maps, Pacing Guides, and High Quality Instructional Resources (HQIRs)
- Elementary Instructional Frameworks and ELD Companion Guides
- JCPS Curriculum Maps and Instructional Frameworks to support instruction, collaborative planning, and conversations
- K-8 EL Cohort for MLs for Tier 1 scaffolds and access
- Multi-tiered Systems of Support (MTSS) to ensure that MLs receive appropriate and timely interventions and enrichment
- State and district data, as well as ongoing formative assessments, to inform MLs’ needs in content learning and ELD
- The OML Instructional Division supports professional learning, coaching, consultations, programmatic needs, and modeling.
- The Program Service Plan (PSP) indicates ELD service types, instructional accommodations, and assessment accommodations for all MLs.

JCPS offers the ELD program for MLs at all levels and in every school. JCPS ELD service types are listed below:

- **ELD Pull-Out (POE):** ELD teachers pull-out students from the general education classroom to work in a small-group setting. ELD teachers pre-teach, teach, or re-teach English language skills and/or academic content covered by the general education teacher.
- **Content-Based ELD (CBE):** English is taught through the content areas of mathematics, English language arts, science, and social studies by an ELD teacher.
- **Structured English Immersion (SEM):** In the SEM service type, ELD teachers push in to provide linguistic and academic support to MLs in the general education classroom. This is accomplished through the co-teaching model. It requires extensive collaboration between the ELD and classroom teacher to ensure that classroom time is specifically devoted to explicit and intentional language instruction. ELD teachers **co-teach** a standards-based lesson using instructional strategies to support English language development in the content areas. Collaborative planning and deliberate rostering of students **must** be a top priority to have an effective co-teaching model.
- **Sheltered English Instruction (SEI):** An instructional approach used to make academic instruction in English comprehensible by using appropriate scaffolds.
- **Two-Way Immersion (TWI):** Bilingual programs that serve English proficient speakers and MLs in the same classroom. Both English and the primary language of the MLs are used in content and language arts instruction.

JCPS also has the Newcomer Academy for MLs in grades eight through twelve with qualifying criteria. Newcomer Academy uses the CBE model, which integrates language and content-rich instruction. Students receive a comprehensive curriculum in mathematics, English language arts, science, and social studies. Instruction is in English and adapted to the students' English proficiency levels. Kentucky Academic Standards for grade-level expectations and WIDA Standards and Framework are used to provide quality instruction so that Newcomer Academy students can acquire the English proficiency and content area knowledge needed to transition successfully to postsecondary readiness.

## **Section IV: Process to Provide Meaningful Access to All Co-Curricular and Extracurricular Programs and Activities**

JCPS is committed to ensuring all students access the same quality programs and academic experiences. MLs shall continue to have equal access to district programs including, but not limited to, Gifted and Talented, Advance Program, cocurricular, and extracurricular activities. MLs from all levels and backgrounds are encouraged to engage in different educational opportunities and activities open to all students.

JCPS offers the [Academies of Louisville](#) and [magnet](#) programs that focus on specialized fields and areas of study. All students follow the same application and selection process.

For Gifted and Talented identifications, JCPS follows the procedures outlined in the district's [Gifted and Talented Policy](#). Students in grades four through twelve will be formally identified for participation in the district's Gifted and Talented Program. The Naglieri Nonverbal Ability Test (NNAT3) is used for General Intellect identification. Measures of Academic Progress (MAP) is used to assess Specific Academic Math and English Language Arts. MLs will receive assessment accommodations allowable for the NNAT3 and MAP tests according to their PSPs and/or Individualized Education Plans (IEPs).

JCPS recognizes that all students, including MLs, express talents and gifted tendencies in ways that cannot be determined by a test alone. For this reason, various culturally and linguistically appropriate screeners can be used to help identify students.

### **Exceptional Child Education**

“Appropriate disability identification processes that evaluate the student’s disability-related educational needs and not the student’s English language skills will help school personnel to accurately identify students in need of disability-related services. In addition, LEAs must ensure that a student’s special education evaluation is provided and administered in the student’s native language or other mode of communication and in the form most likely to yield accurate information about what the student knows and can do, unless it is clearly not feasible to do so. Assessing whether a student has a disability in his or her native language or other mode of communication can help educators ascertain whether a need stems from lack of English Language Proficiency (ELP) and/or a student’s disability-related educational needs” (U.S. Department of Education 6, 2017a, p.2).

For Exceptional Child Education (ECE) identification, JCPS follows the procedures outlined in the district’s ECE [Exceptional Child Education Procedures](#). All students, including MLs, should receive high-quality instruction and interventions in alignment with the Multi-Tiered System of Supports (MTSS), which provides support for **all learners**, whether behind, on track, or advanced, based on need. When an ML is considered for an ECE referral, a multidisciplinary team should include an ELD teacher to help guide the referral process.

The special education referral process should begin with a review of the PSP along with any interventions and subsequent impact on educational performance. If it is clear that the student has had sufficient time to learn the skills presented to them with appropriate accommodations and considerations have been made regarding culture, experience, and individual personality traits, the Admissions and Release Committee (ARC) may proceed with the referral for special education. If it is determined that an ML should be evaluated for ECE, tests and other evaluation materials and procedures are chosen carefully and administered in a manner that will not be a measure of the student's English language skills but will yield the most accurate results about the student's abilities. Efforts should be made to administer tests in the student's native language or other mode of communication that will best measure the student's abilities, unless it is not feasible to do so.

MLs who are dually identified as ECE and ML should receive ECE and ELD services in accordance with their Individualized Education Program (IEP)s and Program Service Plans (PSP)s.

## **Section V: EL Professional Development for Staff Who Deliver Instruction or Support the LIEP for ELs**

The OML Instructional Division supports the work of providing ongoing ML Professional Development (PD), guidance, consultations, recommendations, and instructional support at the school and district levels. Examples of PD topics include supporting MLs in any JCPS classroom with research-based instructional strategies and scaffolds; the WIDA ELD Framework; standards-based curriculum aligned with district initiatives; data analysis; and implementation of the PSP. The OML Instructional Division aligns the work with [JCPS Professional Development and Learning](#) when designing and developing PD sessions.

### **Vision**

We believe all multilingual learners will become successful English language readers, writers, listeners, and speakers in a welcoming and culturally responsive environment.

### **Mission**

To accelerate students' English language acquisition through high-quality language and content instruction so they are inspired to become critical and creative thinkers, effective communicators, and independent and collaborative learners.

At the district level, the OML Instructional Division collaborates with other OML divisions and district departments to provide training and PD sessions for various role groups, including administrators, counselors, general education teachers, ELD teachers, and Bilingual Associate Instructors (BAIs). Administrators and district leaders receive professional development focused on establishing systems and structures needed to support MLs successfully. District ELD professional learning sessions are noted on the Office of Multilingual Learners (OML) Instructional Support [website](#). Additionally, the OML Instructional Division provides training and PD sessions at the school level, tailoring them to school-based needs. Ongoing support from the OML Instructional Division helps teachers and staff with application and implementation.

## Section VI: Annual English Language Proficiency Assessment and Administration

WIDA ACCESS is an annual summative English proficiency assessment given to all identified MLs in grades K–12. The assessment measures MLs in the four language domains (Listening, Reading, Speaking, Writing) and is segmented into the following grade clusters:

K	1	2–3	4–5	6–8	9–12
---	---	-----	-----	-----	------

JCPS uses WIDA ACCESS and WIDA ACCESS for Kindergarten to measure English language proficiency for all MLs in the district. WIDA describes the ACCESS assessment as follows:

WIDA ACCESS is the collective name for WIDA’s suite of summative English language proficiency assessments. ACCESS is taken annually by English learners in kindergarten through grade twelve in WIDA Consortium member states (WIDA [n.d.]).

WIDA ACCESS scores have many potential uses, from determining student placement to guiding the creation of new curricula. Test scores work best as a way to aid decision-making in cases such as the following:

- Establishing when multilingual learners have attained English language proficiency according to state criteria
- Making decisions about program entry and exit
- Informing classroom instruction and assessment
  - Which domains could teachers focus on
  - What the WIDA ELD standards say about students’ current English proficiency levels
  - How teachers can scaffold up
- Monitoring student progress by comparing current scores to previous scores

The WIDA ACCESS [Interpretive Guide for Score Reports](#) is a comprehensive document that explains what students’ ACCESS scores mean and what to do with that information. All test administrators are trained annually through WIDA before administering the WIDA ACCESS.

The Alternate WIDA ACCESS is an annual summative English proficiency assessment given to students in K–12 who are identified as MLs with the most significant cognitive disabilities in grades one through twelve. Each language domain (Listening, Reading, Speaking, Writing) is given separately and may take a different amount of time to deliver depending on the students’ grade level, abilities, and modes of communication.

Alternate ACCESS scores have many potential uses, from determining the placement of individual students to guiding instruction. Test scores should be just one element in the decision-making process to:

- Monitor student progress annually (using scores from two or more years)—scores from the first year taking Alternate ACCESS can establish a baseline to track future growth.
- Guide Individualized Education Program (IEP ) teams in determining English language development supports.
- Inform classroom instruction and assessment.
- Aid in programmatic decision-making.

The WIDA Alternate ACCESS [Interpretive Guide for Score Reports](#) is a comprehensive document explaining the types of scores reported for Alternate assessment ML students. All test administrators are trained annually through WIDA before administering the Alternate ACCESS for ELLs.

Dually identified MLs receive their IEP accommodations allowable in accordance with the [WIDA Accessibility and Accommodations Manual](#).

## **Section VII: LIEP Exit Criteria and Procedures**

The redesignation of EL status in Kentucky is determined by the WIDA ACCESS results. MLs exit the EL status by meeting the following exit criteria.

### **Kindergarten**

- 4.5 or higher Overall Composite Proficiency Level on WIDA ACCESS for Kindergarten

### **Grades One Through Twelve**

- 4.5 or higher Overall Composite Proficiency Level Tier B/C on WIDA ACCESS

### **Alternate Assessment**

- P3 or higher Overall Composite Proficiency Level

The Program Exit Date will be **June 30** of the school year in which the student exited services. MLs who exit EL status have demonstrated English proficiency to participate successfully without ELD service support.

## **Section VIII: Monitoring Procedures After Students Exit the LIEP Program**

The Kentucky Department of Education (KDE) District Guide for the English Learners Program outlines the following expectations for monitoring procedures after students exit the LIEP Program.

Districts have an obligation under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA) to monitor the academic progress of former English learners (EL) students who have been re-designated Fully English Proficient (FEP). The students must be monitored for four years after exiting from a language instruction program [Title III of Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) Section 3121 (a) (5)].

Monitoring must ensure that Redesignated Fully English Proficient (RFEP) students are able to participate meaningfully in the regular classroom. After students have exited an EL program, school districts must monitor the academic progress of exited EL students to ensure that: 1) Students were not prematurely exited; 2) Any academic deficits they experienced as a result of participation in the EL program have been alleviated; 3) The students are successfully participating in the regular academic program comparable to their never-EL peers (n.d., p. 12).

Schools receive an exited ML monitoring report at the end of each term that includes the current academic performance of exited MLs. The MTSS process is followed for all students, active or exited EL status. If exited MLs exhibit academic difficulties, the school will provide additional support and/or interventions through the MTSS process. The Office of Multilingual Learners (OML) will be available to explore recommended strategies to address the needs of MLs who have exited EL status. If, after additional support, the student continues to struggle, consideration for ELD support will be evaluated.

## **Section IX: Program Evaluation**

In alignment with the KDE District Guide for the English Learners Program, JCPS shall provide an English language program to assist MLs in attaining “English proficiency, develop high levels of academic achievement in English, and meet the same challenging state academic achievement standards as all children are expected to meet” (Kentucky Department of Education, n.d.).

OML evaluates its ELD program every two years to ensure that MLs have full access to academic, grade-level content that facilitates English attainment within a reasonable period of time, meaningful participation in classes without ELD services, and preparation for college and career. Evaluation of the ELD program is conducted by the LAU Plan Advisory Committee.

Aspects of ML support that are considered for Program Evaluation include, but are not limited to, the ML enrollment process, ML achievement rates on the ELP assessment and state standardized achievement tests, the success rate of students exiting the ML program, and support services provided to MLs.

OML shall collect, monitor, and evaluate how MLs are progressing academically, whether the ELD program provides MLs with equal opportunities to participate, both instructional and extracurricular, and whether any achievement gaps exist between subgroups.

Data elements such as the following will be used during program evaluation:

- Scores on the Kentucky Summative Assessment and MAP (kindergarten through grade eight) assessments
- Scores on WIDA ACCESS for Kindergarten, WIDA ACCESS and Alternate ACCESS
- Retention in grade
- Reclassification and exit rates
- Graduation rates
- Participation rates in the Gifted and Talented program
- Enrollment rates in special education and related services
- Attendance rates
- Suspension rates
- Other indicators of college and career readiness

OML shall uphold systems for continuous improvement of the ELD program through monitoring and evaluation, and adjust programmatic changes accordingly. The LAU Plan is altered only with the participation and/or approval of the LAU Plan Advisory Committee. Feedback from stakeholders will be sought and reviewed during this process.

## **Section X: Meaningful Communication With Parents/Guardians**

JCPS adopted the [Certified Oral and Written Language Support Policy](#) in the school year 2021-22 to ensure that JCPS international populations, which include students, parents, and employees, receive consistent, certified support across the district whenever needed. The policy aligns our district with Federal and State Interpretation and Translation guidelines.

### **Certified Oral and Written Language Support**

This policy identifies District obligations to provide interpreting and translation services for individuals who need language assistance, including students, parents/guardians, and employees. Individuals who provide these services on behalf of the District shall be trained, tested, and certified as interpreters and translators.

The District shall train staff to access language support, including face-to-face interpretation, telephone interpretation, video remote interpretation, scheduled virtual interpretation, and document translation. The District shall inform international populations of language support services available to them and how to access those services. The District shall provide all language support services at no cost. In accordance with guidance from the Kentucky Department of Education, family members/friends or bilingual employees shall not be used to interpret or translate for formal school or District meetings/documents. District international populations who need language support are encouraged to request translation and interpretation services for school or District-related communications at will.

### **Notification of Programs, Services, and Activities to International Populations**

When practicable, the District shall notify international populations in their native language of information related to any program, service, or activity provided by the District to all other populations, including the following:

- Registration, application, and enrollment
- Student discipline procedures
- Grievance and nondiscrimination procedures
- Gifted and Talented and Advance Programs
- Language support services
- Special education/related services
- Calendars and events
- Parent/Guardian communications
- School handbooks
- Requests for parent/guardian permission
- Report cards
- Other communications deemed important by the District
- School choices

The District shall obtain a response to the HLS as provided in Board Policy 08.13452 from parents/guardians to determine languages spoken in the home. That language information shall be entered into the District's student information system. Language proficiency information gathered by District staff shall be used to determine the need for language support for multilingual learners and their parents/guardians. The District shall translate documents into languages other than English for the top five (5) other languages spoken by students and families in the District, as determined by the HLS, and any other language requested specifically. This includes providing parents with notification of their child's EL status identification and their placement in the LIEP as required by ESSA 1112(e)(3)(A-B).

## References

- Fenner, D. S., & Segota, J. (2014). *Advocating for English learners: A guide for educators*. Corwin.
- Kentucky Department of Education. (n.d.) *District guide for the English learners program: Meeting the requirements for serving English learners*. Retrieved February 10, 2022, from <https://education.ky.gov/federal/progs/eng/Documents/District%20Guide%20for%20OEL%20Program.pdf>
- Learning Forward: The Professional Learning Association. (n.d.) *Standards*. Retrieved February 10, 2022, from <https://learningforward.org/standards-for-professional-learning/>
- U.S. Department of Education (ED). (2017a) *English learner tool kit (OELA)*. Chapter 6: Tools and resources for addressing English learners with disabilities. Retrieved March 1, 2022, from [https://ncela.ed.gov/files/english\\_learner\\_toolkit/OELA\\_2017\\_ELsToolkit\\_508C.pdf](https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf)
- U.S. Department of Education (ED). (2017b). *English learner tool kit (OELA)*. Chapter 9: Tools and resources for evaluating the effectiveness of a district's EL program. Retrieved February 10, 2022, from <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf>
- WIDA Consortium. (2013). *Developing a culturally and linguistically responsive approach to Response to Instruction & Intervention (RtI<sup>2</sup>) for English language learners*. Retrieved March 2, 2022, from <https://wida.wisc.edu/resources/response-instruction-and-intervention-english-language-learners>
- WIDA. (2020). *The WIDA English language development standards framework: 2020 Edition: Kindergarten–grade 12*. Board of Regents of the University of Wisconsin System.
- WIDA. (n.d.). *Access for Ells*. Retrieved February 9, 2022, from <https://wida.wisc.edu/assess/access>
- WIDA. (n.d.). *Can do descriptors*. Retrieved March 1, 2022, from <https://wida.wisc.edu/teach/can-do/descriptors>