



BOYD COUNTY PUBLIC SCHOOLS

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LAU/English Learners Plan 2025



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Lau Plan Guiding Principles



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Vision: The Leader in Learning



Our Promise

TO EACH OTHER

**Be the example – To better
ourselves, to better our schools,
to better our community**

MISSION: Boyd County Public School District employees are committed to creating an environment of high expectations, engaging every student in work reflecting a high achievement level, and working collaboratively with students, colleagues, families, and our community to ensure student learning. This commitment guides our every decision and establishes our priorities.

Boyd County Public Schools is dedicated to serving the diverse needs of its entire school community by providing high-quality, meaningful educational instruction to all students, regardless of national origin or native language. The district offers an English Learners Program (ELP) designed specifically to support students with limited English proficiency (LEP), helping them reach high levels of academic achievement.

In alignment with Title III of the Elementary and Secondary Education Act (ESSA), Boyd County ensures that all English Learner (EL) students—including immigrant children and youth—receive the language instruction and academic support necessary to achieve English proficiency and meet rigorous academic standards. English learner (EL) students in public K-12 education systems have a constitutionally protected right to full and meaningful educational opportunity under Title VI of the Civil Rights Act of 1964. *Lau v. Nichols* (1974) The **U.S. Supreme Court** ruled in **Lau v. Nichols (1974)** that **public school districts must take steps to help students with limited English proficiency** so they can meaningfully participate in educational programs.

The district adheres to both federal law and Kentucky Department of Education (KDE) guidelines by annually identifying and assessing EL students using the WIDA ACCESS for ELLs assessment. This process informs program placement, tracks progress in language development, and determines readiness for program exit.

Boyd County Public Schools remains committed to fostering an inclusive educational environment where every student has equitable access to success regardless of language background.

"An Equal Education and Equal Employment Institution"



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Enrollment, identification, and placement of ELs in a Language Instruction Educational Program (LIEP)



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Data and Demographics

Boyd County Public Schools (BCPS) serves a linguistically diverse student population, currently representing six home languages: Spanish, Gujarati, Central Khmer, Portuguese, Vietnamese, and English. While the total number of English Learner (EL) students has remained relatively consistent, there has been a notable increase in the variety of languages spoken, reflecting broader cultural diversity within the district. Identification of potential English Learners begins with the Home Language Survey, completed by parents or guardians during the enrollment process. Students flagged through the survey are assessed within ten working days using the WIDA Screener. This assessment measures English language proficiency across four domains—listening, speaking, reading, and writing—and helps determine EL eligibility. The WIDA Screener is available in both online and paper formats, and all components are scored either automatically (for online listening and reading) or by trained local raters (for speaking and writing). The EL Coordinator is responsible for administering and scoring the Kindergarten Screener and serves as the trained rater for upper-grade assessments. Proficiency scores from the WIDA Screener guide educators in planning appropriate levels of language support and instruction. Once a student is identified as an EL, the EL Coordinator contacts the family with an initial letter and collaborates with teachers, counselors, and administrators to develop an individualized Program Service Plan (PSP). A PSP ensures that an EL student gets the **right support** to learn English **and** succeed in school. Throughout the school year, the EL Coordinator monitors student records in Infinite Campus to identify and correct any critical data errors, such as missing service types, instructional accommodations, or incorrect home language entries. As of the current school year, EL students represent approximately 0.6% of the total student population in the district. Families and students have access to academic progress, including grades, interim



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assessments, and Kentucky Summative Assessments, via the Infinite Campus portal. BCPS complies with the federal requirement for annual English language proficiency testing through the administration of ACCESS for ELLs, which takes place from early January to early February each school year. Kentucky utilizes the WIDA Screener for initial identification and ACCESS for ELLs as the annual assessment to monitor progress in English language acquisition.



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Description of the LIEP



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Instructional Approach for English Learners (ELs)

Boyd County Public Schools (BCPS)

BCPS is committed to ensuring equitable access to rigorous academic content and English language development for all English Learners (ELs). The district primarily utilizes a **Content-Based English as a Second Language (ESL)** instructional model designed to integrate English language development with academic instruction.

Content-Based ESL Model

BCPS employs a content-based ESL approach in which English is the primary language of instruction. This method uses materials, tasks, and teaching strategies from academic content areas (e.g., math, science, social studies) to develop language proficiency alongside cognitive and study skills. In this model:

- Instruction occurs in the general education classroom. High-Quality Instructional Resources (HQIRs) embed activities specifically to meet the needs of the EL learner.
- General education teachers are responsible for delivering subject content with appropriate accommodations and modifications for ELs.
- The goal is to prepare ELs to meet academic achievement standards while developing English language proficiency.

Instructional Support Services

Other support services that may be provided if deemed necessary could include:

- **Pull-Out ESL Instruction:** ELs may receive focused, short-duration instruction from ESL specialists during other classes. This is carefully scheduled to prevent disruption to core content or enrichment opportunities.
- **Instructional Accommodations:** Modifications are made to promote comprehension and success in the mainstream classroom setting.



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Inclusive Practices

BCPS emphasizes inclusion and equitable access by:

- Ensuring ELs are not segregated from their non-EL peers for extended periods.
- Intentionally removing language barriers and providing support students need to succeed academically alongside their English-speaking peers.
- Aligning ESL schedules with academic courses to avoid missing critical instruction.

Services for Dually Identified Students

When an **English Learner (EL)** student also qualifies for an **Individualized Education Program (IEP)** — meaning they are both an EL and a student with a disability — **federal law requires** schools to provide **both language support services and special education services**. These students' Individualized Education Programs (IEPs) should document how language needs will be met alongside the disability services and include goals and supports that address English language development. IEP teams are required to include personnel knowledgeable in second language acquisition to ensure appropriate planning and implementation.



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



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Boyd County Public School's Process

BCPS is committed to ensuring that all students, regardless of language background, have equal opportunity to benefit from the full range of educational experiences, including co-curricular and extracurricular activities. This process reflects a systemic approach to equity, access, and student success.

a. Identification of EL Students

- The EL Coordinator collaborates with school staff to maintain an up-to-date roster of all identified EL students across schools. An Infinite Campus Extract Report is completed weekly for the most updated information on EL enrollments.
- Use the Home Language Survey and WIDA Online ACCESS results to track students' language proficiency levels.

b. Multilingual Communication

Tools and strategies may include (but are not limited to):

- Translating promotional materials, flyers, permission slips, and club/activity descriptions into the major languages spoken by EL families.
- Utilizing interpreters and translated emails for outreach.
- Providing oral translation during school events and orientation meetings.

c. Activity Staff Collaboration

- Provide resources for staff and activity sponsors on cultural responsiveness and inclusive practices as needed.



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d. EL Inclusive Programming

Tools and strategies may include (but are not limited to):

- Ensuring clubs and activities are culturally responsive and accessible to EL students (e.g., bilingual clubs, multicultural events, visual/performing arts).
- Personally inviting EL students to participate in activities.
- Providing interpreters or bilingual mentors during club meetings or events when necessary.
- Encouraging peer support systems, such as bilingual buddies or cross-age tutoring programs.
- Identifying and eliminating logistical barriers by offering transportation or financial assistance for materials/fees related to participation.

e. Data Collection and Analysis

Tools and strategies may include (but are not limited to):

- Tracking participation rates of EL students in co-curricular and extracurricular activities.
- Analyzing data by grade level, language proficiency, and type of activity to identify trends and gaps.
- Conducting regular surveys or focus groups with EL students and families to gather input.
- Using feedback to improve program accessibility and student engagement
- Including EL participation in the scope of equity audits and school improvement planning.
- Annual reporting on EL engagement in extracurriculars at the school and district levels.

f. Compliance with Federal Guidelines

- Ensure alignment with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act.



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EL Professional Development for Staff Who Deliver Instruction or Support the LIEP for ELs

BCPS Staffing & Resources:

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BCPS has one multilingual teacher at Boyd County High School and an EL Coordinator at the district office. ***Content-based teachers support EL students in high-quality instruction daily.***

All Kentucky public school K-12 educators have free, unlimited access to nine Self-Paced Workshops that offer relevant, practical content that will build capacity in supporting multilingual learners. Workshop titles include:

- Developing Language for Learning in Mathematics
- Engaging Multilingual Learners in Science: Making Sense of Phenomena
 - Exploring the WIDA PreK-3 Essential Actions
 - Home Languages in the Classroom
 - Making Language Visible in the Classroom
- Newcomers: Promoting Success through Strengthening Practice
 - Reframing Education for Long-term English Learners
- Social Studies: Engaging Multilingual Learners through Inquiry
- The WIDA ELD Standards Framework: A Collaborative Approach

The EL District Coordinator's duties include:

- EL student identification WIDA Screener
- EL student placement
- Program Services Plan-development, updating, scheduling
- Maintaining all records (paper and IC) related to the EL Program
 - * Enters LEP data into IC and student files
 - * LEP Extract-IC
 - * Monitoring student progress
- Assessment-WIDA Access Online
 - *WIDA Training & Certification
 - *Ordering WIDA Assessment Materials
 - *Administration of WIDA Assessments
 - *Distribution of Online ACCESS results-permanent files, parent copies
- Exiting/Monitoring students
- Parent/Teacher Conferences



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- *PSP Plan Development-including progress and interventions
- *ARC Meetings (as necessary)
- Interpreter Services- Secure language interpreters (or appropriate technology) for EL families if necessary
- Professional Development/Learning
 - *KDE, WIDA, other
 - *Provide information to BCPS staff-PD Opportunities/Education as needed
 - *WIDA English Learners Development Standards and Kentucky Academic Standards were provided to teachers and implemented in classrooms to improve instruction for ELs.
 - *Provides pertinent cultural information to classroom teachers and staff (dietary restrictions, religious observances, cultural sensitivity, familial traditions, etc) if necessary.
- Resources
 - *Kentucky Department of Education
 - *WIDA Online Resources
 - *Community Resources- Boyd County Public Library, Colleges & Universities (ACTC, Marshall & Morehead)
- Referrals
 - *Supports school staff with referring students for additional services, such as Gifted & Talented if necessary.
- Monitors students' progress as needed



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Annual English Language Proficiency Assessment and Administration



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Boyd County Public Schools EL Assessment Process

Kentucky uses the WIDA Screener for Kindergarten and the WIDA Screener (for Grades 1-12) to identify English language learners (ELLs). ACCESS for ELLs is administered to all ELLs during the annual testing window, which typically runs from early January through early February.

All identified students will take the ACCESS Assessment even if parents opt out of EL Services.

[KENTUCKY ACCESS for ELLs Online Checklist 2024-2025](#)

[Kentucky English Learner Identification and Placement Guidance Document 2024-25](#)

District Protocol WIDA Online ACCESS for English Learners

BEFORE TESTING	
1. Materials Management a. How far in advance were Test Administrator's Manuals/Scripts distributed?	COMMENTS: Upon arrival at the district office, materials are immediately distributed to the EL Coordinator.
b. How do you ensure that the appropriate test manuals are read and used with each type of assessment? (e.g., Online, ACCESS for ELLs, Kindergarten) How is this documented?	Test manuals are organized into boxes for each school and stored securely with scripts and booklets for each grade cluster in the district office. The district has a signature sheet that indicates when the manuals/scripts were delivered and when they were read. On test day they accompany the secured WIDA test tickets for students to use for ACCESS Online.



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2. Training a. How much time was devoted to Administration Code and Inclusion of Special Populations trainings (703 KAR 5:080 & 703 KAR 5:070)?	A little over two hours was spent on Admin. Code and Inclusion of Special Populations training. All training is conducted using the KDE Administration Code and the Inclusion of Special Populations training. There is an online quiz completed afterward using the KDE questions. All signed documentation is kept on file at the district office by the DAC.
b. What materials were used for the Administration Code and Inclusion of Special Populations trainings? (e.g., materials from KDE website, self developed, videos)	Materials from KDE website.
c. Detail other staff training for ACCESS for ELLs that pertains to testing. How is this documented?	EL Coordinator administers all the tests in the district and receives the required annual WIDA certification for each assessment given. Certifications can be viewed in the WIDA platform and printed copies have been emailed to the DAC.

BEFORE TESTING	
d. What are the procedures for ensuring all staff are trained to administer ACCESS for ELLs?	Certifications can be viewed in the WIDA platform and printed copies have been emailed to the DAC.
e. Is the ACCESS for ELLs checklist used?	YES



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f. Are all students utilizing the practice tests?	YES-The practice schedule is provided to our DAC. Practice links are provided to all those that are a part of the PSP for each student.
3. Testing Schedule a. How is the test schedule developed?	EL Coordinator develops the schedule and submits to the DAC that aligns with the Testing window for Kentucky. Typically students are tested in Listening & Reading on one day and consecutively Speaking & Writing on the next day unless make-ups are necessary.
b. What determines the placement of students for testing?	Grade clusters and domains determine the student testing placement.
c. What is the ratio of proctors to students?	1:3
d. How are makeup sessions managed? <i>Please ask for a copy of the test schedule.</i>	The Test Schedule is attached. As soon as the student returns to school, and the schedule allows, the make-up test will be completed. The last week of school will also be utilized for make-up testing.
e. What is done with the testing materials when students are allowed to read, work puzzles, etc. while waiting for others to finish?	All materials are collected by the test proctor. Students are expected sit quietly if they finish early.



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DURING TESTING	
4. Test Security a. Describe the procedure used for inventorying/logging in test materials to the building for ACCESS (online/paper).	COMMENTS: All materials are secured in the district office using the district check-in sheets. The ELL Coordinator and DAC are the only people with access to the materials.
b. Where are secure test materials stored before testing and between sessions? Ask to see the storage area.	Items are stored in the district office locked cabinet when not in transit to test sites.
c. What procedures are used to distribute and collect secure materials/test tickets from proctors daily?	Secured items are collected and stored in a secure location at district office. Test tickets are distributed on test day and destroyed after the test session. The ELL Coordinator is the only person who is responsible for test materials and test tickets/security.
DURING TESTING	
d. How is the destruction of used scratch paper handled?	Scratch paper is shredded after each daily test session.
e. Who ensures that the correct tier placement and booklets are given to the students in grades 1-3?	District EL Coordinator



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f. Describe the process of collecting seating charts. Who maintains the file?	Seating charts are made for each domain testing session for individual and group students. A copy is distributed to the DAC.
g. Is the monitoring tool used within WIDA AMS when students are testing?	Not this Year. In person monitoring is utilized.
5. Test Administration with Accommodations a. In what type of setting were accommodations provided to students with an IEP or 504 for online and paper? • small group (4 and under) • one on one • other (please specify) Ask to see at least 1 or 2 testing areas where accommodations were provided.	No Accommodations this year 2025 however, if required for the future, all protocols for space and a testing environment will be utilized.
b. Describe the process for making sure that IEPs and 504s are current and/or information is entered into the WIDA AMS or Test Booklet	Collaboration in the PSP and IEPs and 504s are listed in Infinite Campus and are aligned to the WIDA AMS system or test booklet.
c. How is extended time for students managed?	Online ACCESS is not a timed test however there are recommendations for time lengths for each domain. If a student does have an IEP, the extended time listed on the IEP will be followed.



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d. Have student plans (IEP and 504) with regards to the accommodation in the specific domain of listening, reading, writing, and speaking been documented on the Accommodations Checklist Forms?	Yes these will be documented as needed for students with accommodations.
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e. Describe the process used for letting proctors know the appropriate accommodations to provide for individual students.	All accommodations are listed in Infinite Campus for individual students. Each school has a Special Education Site Manager who can be contacted if needed. The only proctor in the district is the ELL Coordinator.
f. Who provides accommodations in your school? (certified staff, classified staff, etc.)	During testing, the ELL Coordinator proctors all tests and provides accommodations.

DURING TESTING	
g. Which accommodations were used, what domains, and by how many students?	No accommodations for students this year.



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h. Describe the experience of students and proctors for the following accommodated materials and the number of students utilizing these materials: • Braille • Audio CD • Large Print	No accommodations for students this year.
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AFTER TESTING	
6. Preparation for Return of Materials a. What procedures are in place for checking materials at the school after testing?	COMMENTS: The ELL Coordinator ensures that all testing materials are collected from the testing area before leaving the school building. Materials are placed in secure storage at district office after each testing session.
b. What process is used to return school materials to the DAC?	After the test window session materials are distributed to the DAC. The ELL Coordinator and DAC review materials that are to be returned together before boxes are secured for return.
c. Who is responsible for submitting non participation information and managing paper non-participation forms?	The district did not have any non-participations this year. If there are any in the future, the ELL Coordinator would take care of getting the paperwork completed, and the DAC would upload the non-participation information into



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	SDRR.
d. What are the procedures for making sure that the Student Data Review and Roster Application (SDRR) reflects all students tested for ACCESS for ELLs and all data is accurate?	The DAC shares the spreadsheet of the rosters with the ELL Coordinator to confirm that the rosters were pulled correctly.

GENERAL ONLINE TESTING

1. What type of testing environment is used (e.g., computer lab, classroom computers, portable lab)	Classroom testing environment
2. What devices (Windows, Mac, Chromebooks, iPad, etc.) are used for testing and how many of each	Chromebooks
3. How is test security maintained in the online environment with cellphones, smart watches, websites, etc.?	Devices are stored in student bookbags away from testing tables.
4. Do proctors log into the system or do students log themselves into the system?	Proctors read the script and students log themselves into the system with some assistance if needed for 1st grade. Proctor monitors and checks as students login.

GENERAL ONLINE TESTING



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5. Is the ACCESS for ELLs Manual followed extensively?	YES
6. Who sets up your computers for testing?	IT Department
7. How are students tested in an alternative setting?	Classroom space is provided and accommodations if needed are provided with certified administrator
8. Are there procedures for making sure all students are tested?	YES District Checklist; The ELL Coordinator will run the ELL Infinite Campus Testing Extract every day during the testing window to ensure that no students are missed.
9. Who monitors testing during ACCESS? What procedures are in place if a situation occurs during testing?	EL Coordinator; If there is a situation that occurs regarding a testing irregularity, the DAC is contacted and the testing manual is followed for specific procedures.
GENERAL COMMENTS:	



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Reporting Requirements Data Collection

- Student data is collected and reported to KDE by each school district via Infinite Campus (IC).
- English Learner and immigrant data is reported annually to the USED by KDE.
- English Learner data is reported publicly on the School Report Card. The EL Coordinator generates the English Learners extract in Infinite Campus on a regular basis throughout the school year to check for critical errors.

Critical errors include:

EL students without an active EL Service, without an active EL instructional accommodation, and/or a home language listed as English.

Information on how to correct the critical errors can be found in the English

Learner Data Standards.

- The USED requires data on all EL students enrolled in districts on Oct. 1. KDE will extract the data from IC state edition using the start and end date of Oct. 1 annually.
- KDE's Office of Assessment and Accountability extracts EL student data mid- to late-October to provide to the vendor producing ACCESS pre-code labels.
- KDE will extract the English Learners report on the second Tuesday in March to determine preliminary district EL counts for Title III allocations.
- The Title III Coordinator will need to complete the Intent to Participate in GMAP by Spring to determine the Title III districts and consortia.
- KDE will extract the English Learners report to update district EL counts to determine SEEK and final Title III funding allocations.
- EL Coordinator must check and resolve any critical errors before June 30 annually to ensure the accuracy of this data. The Title III Immigrant Report should also be generated periodically to validate data.
- KDE will extract immigrant data from Infinite Campus on the second Tuesday in October to determine the recipients of Title III Immigrant Subgrant. Title III requires states to reserve funds for subgrants to districts that have experienced a "significant increase" in the percentage or number of immigrant children and youth who have enrolled in schools in the district in the current fiscal year compared to the average of the last two fiscal years. (Elementary and Secondary Education Act (ESEA) Section 3114(d)). Additional immigrant data may be requested from districts for verification.



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LIEP Exit Criteria and Procedures



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Boyd County Student Exit Criteria from an EL Program

A student must achieve a score of 4.5 or higher Overall Composite Proficiency Level (CPL) on a Tier B/C ACCESS for ELLS®.

The online version of ACCESS for ELLs is an adaptive test in which a student's performance as they progress through the test determines the questions shown next. The test contains different tiers based on difficulty. Tier A contains easier items than Tier B/C.

WIDA's Interpretive Guide for Score Reports provides additional information on assessment scores. Students cannot exit using Tier A, ACCESS for ELLS®. Students taking the Alternate ACCESS for ELLs must score a P2 or higher Overall Composite to exit EL status.

Kentucky's exit criteria can also be found in the ACCESS for ELLs Online Checklist.

The Program Exit Date will be June 30 of the school year in which the student reaches attainment on ACCESS, following the English Learner Data Standards.



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Monitoring Procedures After Students Exit the LIEP Program or When ELs Opt Out of Services



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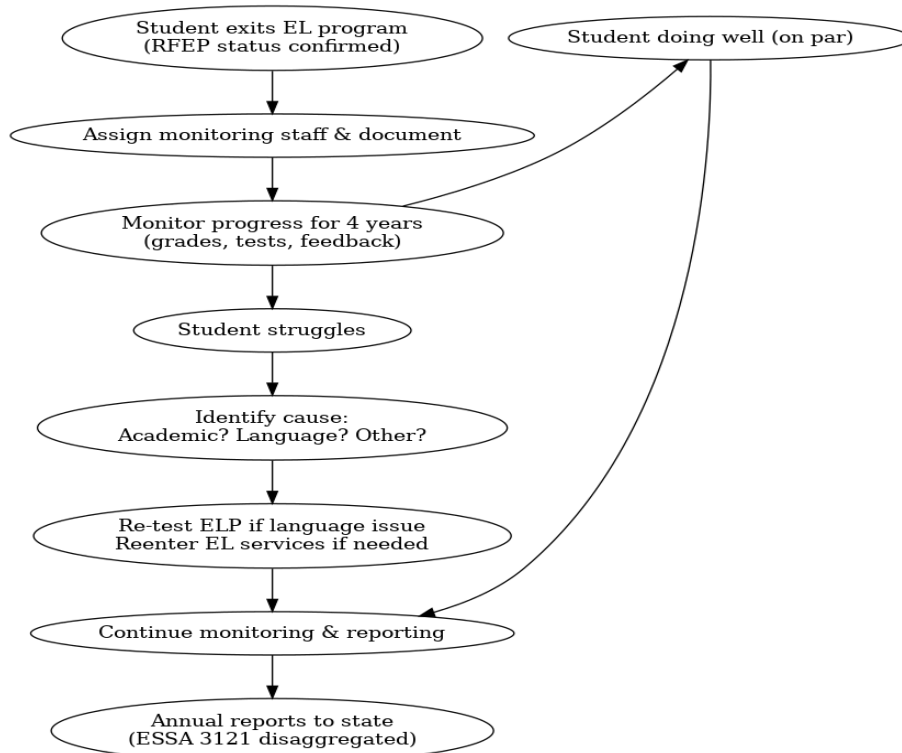
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Boyd County Public Schools Checklist: Monitoring Exited EL (RFEP)

1. Students' Initial Steps- Confirm RFEP status (e.g., ACCESS scores)-
2. Assign designated monitoring staff Ongoing Monitoring (for 4 years)-
3. Monitor academic progress (grades, assessments, feedback)-
4. Document progress regularly
5. If Student Struggles- Identify source: academic/language/other
6. Provide support and possibly re-test ELP
7. Reenter EL services with parent consent if needed. Required Documentation- Exit and monitoring records- Evidence of student performance- Intervention actions (if applicable)

BCPS Flow Chart to Depict Monitoring Exited EL Action Items





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EL Program Evaluation



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2024/2025 BCPS English Learners Review Committee

Janice Marcum, Chief Academic Officer

Matthew Spade, Assistant Superintendent

Sheri Jordan, EL Coordinator

Ben Fritz, Secondary Principal

Christy Reliford, Elementary Principal

Heather Moore, Guidance Counselor

Jordan Dixon, Multilingual Teacher

Olivia Victoriano, Parent

The Boyd County Public Schools Lau Plan is reviewed at least annually. The committee provides input and revisions on program evaluations and stakeholder feedback.



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Appendices

District Guide for the English Learners Program

Definitions and Acronyms

ACCESS for ELLs– secure, large-scale, online English language proficiency assessment administered to kindergarten through 12th grade students who have been identified as English learners annually.

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

Content-Based ESL (CBE) – This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English is used as the medium of instruction.

Developmental Bilingual Education (DBE) - defined on the California Department of Education, Multilingual Education website as a program that provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in students' first and second languages. This program is typically found in kindergarten through grade eight.



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DOJ – Department of Justice

Dual Language/Two-Way Immersion (TWI) – the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

EL – English Learner: a student whose primary language is a language other than English. ESSA 8101(20) defines an EL as an individual:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and o who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or o who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual o the ability to meet the state's proficient level of achievement on state assessments; o the ability to successfully achieve in classrooms where the language of instruction is English; or o the opportunity to participate fully in society.

ELL – English Language Learner is often used interchangeably with EL.

ELP – English Language Proficiency

ELSWD – English Learner Students with Disabilities



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English as a Second Language (ESL) – An educational approach designed to help **students whose first language is not English** develop proficiency in **listening, speaking, reading, and writing in English**. **English as a Second Language (ESL)** refers to the instruction and support provided to students who are learning English in addition to their native language, with the goal of helping them succeed academically and socially in an English-speaking environment.

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

ESEA – The Elementary and Secondary Education Act was first enacted in 1965, is the principal federal law affecting K-12 education. The Every Student Succeeds Act is the most recent reauthorization of the ESEA.

ESSA – Every Student Succeeds Act Evidence-Based – as defined by ESSA, “evidence-based” refers to an activity, strategy, or intervention that:

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on
 - 1) strong evidence from at least one well-designed and well-implemented experimental study; 2) moderate evidence from at least one well-implemented and quasi-experimental study; or 3) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
- Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.



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- Includes ongoing efforts to examine the effects of such activity, strategy, or intervention. For additional information on evidence-based practices, visit KDE's Evidence-based Practices website.

FERPA – Federal Educational Rights and Privacy Act

Grant Management and Application Planning (GMAP) – the system used by Kentucky districts to maximize the use of their grant dollars from federal non-competitive programs. GMAP allows districts to apply for and manage grant applications. GMAP also provides monitoring, approval, and reporting functionality for KDE staff. KDE's GMAP website 25 contains additional information on the program.

Heritage Language (HLA) - defined on the California Department of Education, Multilingual Education website as a program that provides instruction in English and another language for non-English speakers or students with limited literacy skills in their first language. Indigenous language programs support endangered minority languages in which students may have limited receptive and no productive skills. Both programs often serve American Indian students. This program is typically found in kindergarten through grade twelve.

HLS – Home Language Survey

IFEP – Initially Fully English Proficient Immigrant Child or Youth – ESSA 3201(5) defines immigrant children and youth as individuals who are aged 3 through 21; were not born in any state (including the 50 states, the District of Columbia and Puerto Rico); and have not been attending one or more schools in any one or more states for more than three full academic years. Not related to an individual's legal status in the United States. Lau Plan – Name for the local English Learner Plan; the name is derived from the Lau v. Nichols ruling that requires services provided to EL students to assist in overcoming educational barriers of limited English proficiency.

LEA – A Local Education Agency is a public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county,



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township, school district or other political subdivision of a state, or of/for a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools. In short, an LEA is the term used for a school district.

LEP – Stands for Limited English Proficient, the term used under NCLB and replaced with the more student-first term, English Learner under ESSA. LEP is often still used to describe the parents of ELs.

LIEP – Language Instruction Educational Program

NCELA – The National Clearinghouse for English Language Acquisition (NCELA) was authorized under Title III to support the USED in providing research and resources to provide high-quality education for ELs. Visit the NCELA website for more information.

Newcomer Program (NEW) – Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

OCR – The Office of Civil Rights is an office within USED. OCR's mission is to ensure equal access to education and to promote educational excellence through vigorous enforcement of civil rights in our nation's schools. OCR's Equal Educational Opportunities for English Learners website has guidance on requirements for LEAs as well as resource materials for planning and self-assessment.

OELA – The Office of English Language Acquisition identifies major issues affecting the education of ELs and assists and supports state and local systemic reform efforts to improve the achievement of ELs. Visit the OELA's website for additional information.

PHLOTE – Primary Home Language Other Than English



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Pull-Out ESL Resource (POE) - A program of techniques, methodology and special curriculum designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, 26 and cultural orientation. Instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content), and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Sometimes referred to as English Language Development.

Professional Development (PD) – ESSA 8101(42) defines professional development as activities that are an integral part of school and LEA strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards. Professional development is integral to a school strategy, part of a sustained program or continuum of service, and not as “stand-alone, 1-day, or short-term workshops.” Professional Development includes, but is not limited to, activities that:

- Improve and increase teachers’ knowledge of academic subjects.
- Are an integral part of broad school-wide and district-wide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging state academic standards;
- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents, and administrators.

PSP – Program Services Plan



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RFEP – Re-designated Fully English Proficient

SEA – State Education Agency

Sheltered English Instruction (SEI) – An instructional approach used to make academic instruction in English understandable to EL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

Structured English Immersion (SEM) – This program's goal is to acquire English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of EL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.

TESOL – Teaching English to Speakers of Other Languages

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

USED – United States Department of Education

WIDA – Nonprofit cooperative group whose mission is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high-quality standards, assessments, research, and professional learning for educators. Formerly known as the World-Class Instructional Design and Assessment Consortium.



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