

The background is a composite image. The top left shows a line of yellow school buses, with the number '32' visible on the front of the closest one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several desks and chairs arranged in the room.

English Learner (EL) Lau Plan/EL Plan



Kentucky Department of
EDUCATION

Lau/EL Plan (1)

- Named from a Supreme Court case, Lau vs. Nichols 1974, which examined whether federally-funded schools must offer supplementary EL programs for non-English speaking students.
- **ALL** districts (and consortium members) are required to develop a local plan (can be referred to as your EL plan or Lau plan) designed to detail how the district will meet all English learner (EL) requirements (*civil rights for EL students* and EEOA (Equal Educational Opportunities Act)).
- District Lau Plans should be seen as a “working document”. Lau Plans should be dated and signed each time they are reviewed.

Lau/EL Plan (2)

- A committee for your Lau plan should be formed to provide input on the development and revisions. The committee should include all stakeholders* and the names and titles of the committee members should be included in the Lau Plan.
- District Lau Plans should be uploaded to the Continuous Improvement Platform (CIP [formerly eProve]) by May 1 each year and be posted on your district's webpage.
- Revisions should consider program evaluations and stakeholder feedback.

District Lau Plan Requirements

1. Lau Plan guiding principles
2. Enrollment, identification and placement of ELs in a Language Instruction Education Program (LIEP)
3. Description of LIEP(s)
4. Process to provide meaningful access to all co-curricular and extracurricular programs and activities
5. EL professional development for staff who deliver instruction or support the LIEP for EL's
6. Annual English language proficiency assessment and administration
7. LIEP exit criteria and procedures
8. Monitoring procedures after students exit the LIEP program
9. EL program evaluation

Lau Plan Guiding Principles

- Districts may choose to include acknowledgments, relevant laws and regulations, assurances of compliance with regulatory standards, and background information in this section.
- Also consider these questions:
 - Does the EL plan describe the district's educational approach?
 - Is the educational approach chosen by the district recognized as a sound approach by experts in the field, or recognized as a legitimate educational strategy to ensure EL students acquire language proficiency and are provided access to the educational program?

Enrollment, Identification and Placement of ELs in a Language Instruction Education Program (LIEP)

- Include the district's process of enrollment, identification and placement into a LIEP: guidelines for these procedures can be found in the [District Guide for EL Learners](#)
- Consider the following:
 - LEAs must accurately and timely identify potential EL students and administer a valid and reliable test to assess English language proficiency in speaking, listening, reading and writing.
 - KDE's [Home Language Survey \(HLS\) template](#) must be used to gather information about a student's language background upon **initial** entry into a Kentucky public school.

Enrollment, Identification and Placement of ELs in a Language Instruction Education Program (LIEP) (2)

- Once a student is identified as an English Learner (EL), the district must create a Program Service Plan (PSP).
- Regular monitoring of the progress of all EL students is required to ensure students achieve English language proficiency and acquire content knowledge within a reasonable period of time. This documentation should be kept in the student folder.

Description of an Effective LIEP

- Adopt criteria to ensure that LIEPs are effective in helping ELs achieve English language proficiency, as well as helping them meet the State’s challenging academic standards.
- LIEPs should be outcome-driven; an LIEP should demonstrably result in improved English language proficiency and academic achievement for ELs to be considered “effective” for purposes of the Title III requirements.
- More information regarding LIEP’s can be found on the [Non-Regulatory Guidance: English Learners.](#)

Examples of Effective LIEPs

- A. English as a Second Language (ESL) or English Language Development (ELD)
 - B. Structured English Immersion (SEI)
 - C. Transitional Bilingual Education (TBE) or Early-Exit Bilingual Education
 - D. Dual Language or Two-Way Immersion
- The first two programs (A and B) are usually taught in English and the latter two (C and D) are taught both in English and in the EL's primary language.
 - For new arrivals and students with interrupted formal instruction (SIFE), districts may establish newcomer programs.

4. Process to Provide Meaningful Access to All Curricular and Extracurricular Programs

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs
 - **Co-curricular** – Advanced Placement, International Baccalaureate, honors programs, gifted and talented programs, etc.
 - **Extracurricular** – Athletic teams, clubs, etc.

Effective Professional Development (1)

Effective high-quality professional development meets the following criteria:

- Designed to improve the instruction and assessment of ELs
- Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs

Effective Professional Development (2)

- Effective in increasing student's English language proficiency or teaching skills of teachers of ELs
- Of “sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom”

English Language Proficiency-Annual Assessment

- Districts are required to assess the ELP of all EL students every year.
- Kentucky uses WIDA's ACCESS for English Learners to assess ELP during the testing window (usually from the beginning of January to early February).
- Any student identified as an EL, including those not receiving services, must take the ACCESS test each year until they earn a composite score of 4.5+ or P2 on Alternate ACCESS.
- Guidelines about WIDA assessments can be found in our [District Guide for English Learners](#).

LIEP Exit Criteria and Procedures

- Exiting EL programs, services, or status requires that an EL student demonstrate English proficiency by scoring a composite "proficient" in all four language domains on a valid and reliable ELP assessment.
- Further guidance can be found in the [Dear Colleague Letter](#).

Monitoring of Students Exiting LIEP program

- Academic progress of **exited students must be monitored for 4 years *after*** exiting the EL program to ensure:
 - that students have not been exited prematurely
 - academic deficits incurred resulting from exiting the EL program have been remedied
 - they are meaningfully participating in the district's educational programs comparable to their never-EL peers.
- Specific guidance can be found in the [District Guide for English Learners](#).

Evaluating Program Effectiveness

- EL programs should be periodically monitored to determine if students are enabled to do the following in a reasonable length of time:
 - Attain English language proficiency
 - Meaningfully participate in the standard educational program comparable to their never-EL peers
- If the district's chosen EL program proves to be ineffective, the district must revise the program.

Title III Required Activities

ESSA 3115(c) requires recipients of Title III funds use those funds for three required activities:

- Providing a language instruction educational program (LIEP) to increase ELs' English language proficiency (ELP).
- Providing effective professional development.
- Providing and implementing other effective activities and strategies that enhance or supplement LIEPs for ELs, which must include parent, family and community engagement activities, and may include strategies that serve to coordinate and align related programs

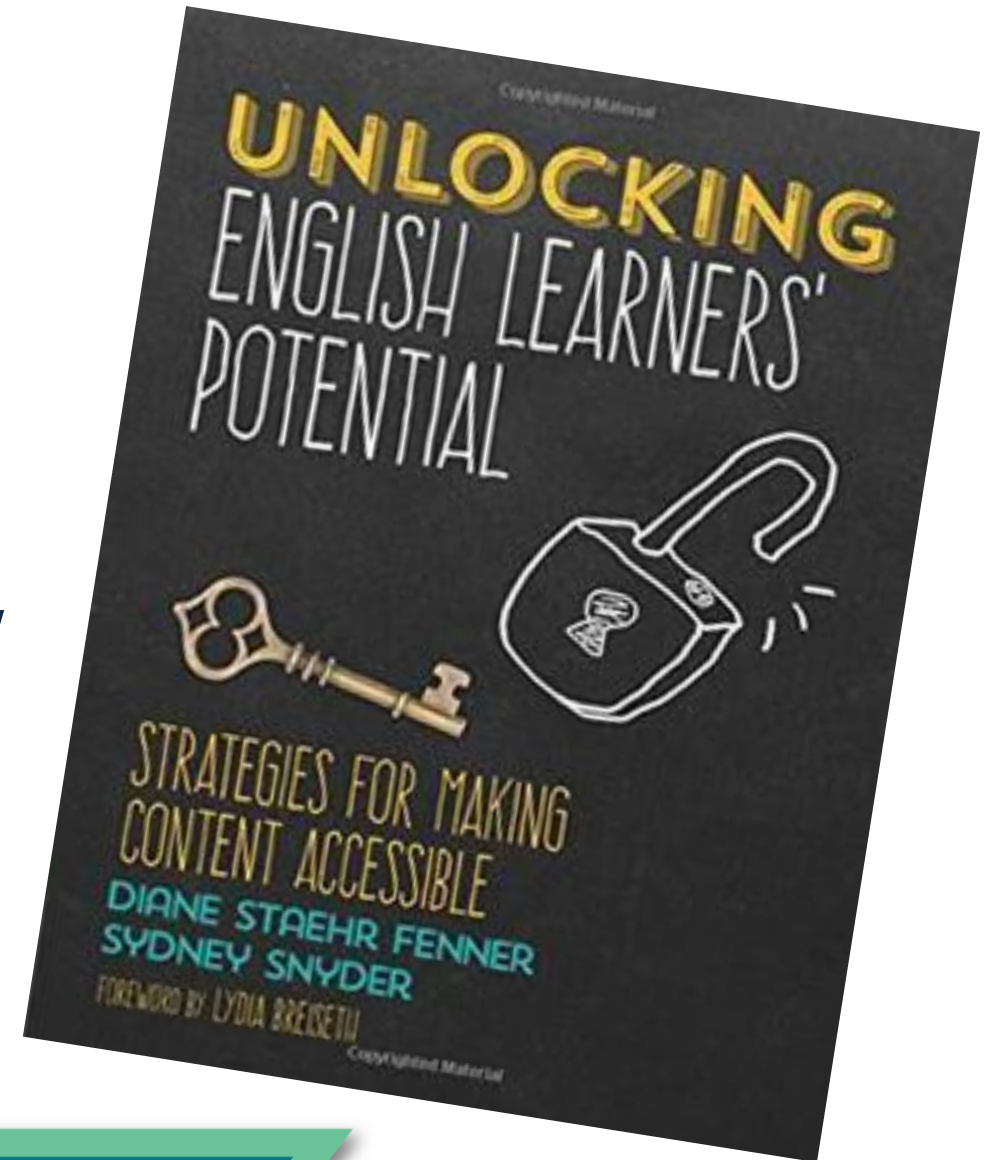
Upcoming WIDA Trainings for Districts

Self-paced workshops

- Developing Language for Learning in Mathematics
- Engaging Multilingual Learners in Science: Making Sense of Phenomena
- Exploring the WIDA PreK-3 Essential Actions **(NEW)**
- Home Languages in the Classroom
- Making Languages Visible in the Classroom
- Newcomers: Promoting Success through Strengthening Practice **(NEW)**
- Reframing Education for Long-term English Learners
- Social Studies: Engaging Multilingual Learners through Inquiry
- WIDA ELD Standards Framework: A Collaborative Approach
- Expanding Reading Instruction with Multilingual Learners on October 26th and November 2nd
- Spring: Writing with Multilingual Learners in the Secondary Grades

Book Study

- Unlocking English Learners' Potential
- Free book and book study supplies
- Monthly book study
- Strategies teachers can implement tomorrow



Resources

- [Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act \(ESEA\), as amended by the Every Student Succeeds Act \(ESSA\)](#)
- [Dear Colleague Letter](#)
- [District Guide for English Learners](#)
- [Home Language Survey \(HLS\) template](#)