

### **K-12 Lau (EL) Plan for Serving English Learners (ELs)**

A Lau Plan is required of both public and nonpublic accredited school systems in accordance with Title III of the ESEA (PL 107-110) and federal civil rights law. (Legal Guidance: <https://www2.ed.gov/about/offices/list/ocr/ell/legal.html>)

The **Lau Plan** is named for the court decision *Lau v. Nichols* (1974) that established the civil rights of English learners to receive adequate access to participate in a public education program.

This document is to be used to organize the components of the Lau Plan for submission through the [Lau Plan Submission Form 2021-2022](#). If a school system is unable to access the online form, please contact [alice.garcia@la.gov](mailto:alice.garcia@la.gov).

**Purpose: School systems are required to have a plan to identify and serve the educational needs of ELs.**

The school system's Lau Plan is designed to meet the linguistic, academic, social, and emotional needs of ELs. The Lau Plan should be collaboratively written by the K-12 team, to include: school system administrator(s), building administrator(s), SBLC, EL teacher(s), classroom /content teacher(s) and any other stakeholders.

School systems are required to provide EL support services to all identified ELs. LDOE does not require school systems to provide a specific EL Program, but we do provide a list of recommendations in our [EL Programming One Pager](#).

The program must:

1. Identify ELs
2. Be an effective program reflective of the needs of ELs
3. Employ appropriate ESL or bilingual personnel (or both)
4. Align the instruction of ELs to state and local content standards
5. Provide ongoing authentic assessments to monitor student progress toward EL proficiency and comprehension of academic content

The Lau Plan is composed of four (4) parts:

**Part I: Goals for EL Programming**-This section gives school systems an opportunity to establish specific goals for their EL Programming and to determine how they will be measured.

**Part II: Implementation Table**-Lists out the specific components of the school system's EL programming

**Part III: Additional Information Related to EL Programming and Support**-Includes additional questions to explain how EL programming will support ELD.

**Part IV: Title III (Part A) Immigrant**-If a school system is receiving Title III Part A funding, they must describe how they are using that money to support Immigrant students.

School systems with Two-Way Immersion programs will receive an additional form to complete.

**Part I: Goals for EL Programming**

	Description	How it will be measured
Goal(s) for EL Programming in your school system		
Goal(s) for English Language Proficiency		
Goal(s) for EL achievement on content assessments		

## Part II: Implementation Table

School systems should link or attach supporting evidence of any element that is not state provided.

**Requirement**-A required element of the Lau Plan.

**Description**-Details what needs to be provided to meet the requirement.

**State Provisions**-In many cases, the state education agency (LDOE) has provided some or all of the elements through guidance, policy or a combination of both. This will guide school systems in identifying what additional pieces they need to provide.

**School System**-List out what additional or specific steps the school system is taking to fulfil the requirement.

**Notes**-Add any explanation or information to identify attached evidence.

Requirement	Description	State Provision	School System	Notes/Documentation
1. Identify ELs	The procedures and documents that your school system uses to identify ELs.	<p>Use a Home Language Survey to identify potential ELs.</p> <p>1b. Use a family interview to gather additional information about home language use.</p> <p>Screen potential ELs with ELPS within 30 days of enrollment.</p>	<p>1a. HLS:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We use only the HLS posted to LDOE website</li> <li><input type="checkbox"/> We use our own/another HLS. (Include copy of HLS and all translations.)</li> <li><input type="checkbox"/> We don't use a HLS. Explain in Notes.</li> </ul> <p>1c. Screener:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We use ELPS to screen potential ELs.</li> <li><input type="checkbox"/> We use another EL assessment to screen potential ELs. (Include copy of screener)</li> <li><input type="checkbox"/> We don't use an EL screener.</li> </ul>	
	Annual parent notification of new or continuing EL placement	Notify parents within 2 weeks of identification of their child's EL status.	<p>1d. Parent Notification:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We use the parent notification letters posted to LDOE website.</li> <li><input type="checkbox"/> We use our own parent notification</li> </ul>	

			<p>letters. (Include copy of letter and translations)</p> <p><input type="checkbox"/> We do not notify parents annually.</p>	
<p><b>Resources</b> <a href="#">Home Language Survey</a> <a href="#">Family Interview Questions</a> <a href="#">EL Identification Flowchart</a> <a href="#">ELPS Assessment Guidance</a> <a href="#">Parent Notification Letter</a></p>				
<p>2. Be an effective program reflective of the needs of ELs</p>	<p>Type and description of EL programs offered at your school system</p>	<p>School systems may choose their own EL program model(s) as long as it is based in sound research.</p>	<p>2a. Select which EL Program(s) your school system uses and give details in Notes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Content Based ESL</li> <li><input type="checkbox"/> Sheltered English Instruction</li> <li><input type="checkbox"/> ESL Program</li> <li><input type="checkbox"/> Newcomer Program</li> <li><input type="checkbox"/> Structured English Immersion Program</li> <li><input type="checkbox"/> Dual Language/Two-Way Immersion*</li> <li><input type="checkbox"/> Transitional Bilingual Program</li> <li><input type="checkbox"/> Other (Please describe in notes and attach supporting documentation)</li> <li><input type="checkbox"/> We have no specific EL program</li> </ul>	
	<p>Type of direct English language development (ELD)</p>	<p>Direct ELD should be offered to ELs who demonstrate</p>	<p>2b. Select which ELD program your school system uses and</p>	

	<p>services offered (if any)</p> <ul style="list-style-type: none"> <li>• Frequency of services</li> <li>• Who provides ELD</li> </ul>	<p>lower levels of proficiency,</p>	<p>give details in Notes and as follows.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sheltered English Instruction</li> <li><input type="checkbox"/> ESL Program</li> <li><input type="checkbox"/> Newcomer Program</li> <li><input type="checkbox"/> We do not offer ELD</li> </ul> <p>Frequency: _____</p> <p>Staff: _____</p>	
	<p>Description of procedure for communicating with parents who have opted out of EL services.</p>	<p>Parents of ELs may choose to opt out of EL services. However, this only opts them out of direct ELD. ELs should still be accommodated and supported in all content classes.</p>	<p>2c. Parent Notification:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We use the parent notification letters posted to LDOE website.</li> <li><input type="checkbox"/> We use our own letters. (Include copy of letter and translations.)</li> <li><input type="checkbox"/> We follow-up with parents through phone calls, emails, or meetings. (Include documentation)</li> <li><input type="checkbox"/> Other (Describe in Notes)</li> </ul>	
<p>Resources: <a href="#">EL Programming One-pager</a> <a href="#">EL Program Handbook</a> *School systems with a Two-Way Immersion program will be sent an additional form to fill out for that program.</p>				

3. Employ appropriate ESL or bilingual personnel (or both)	List staff and faculty who provide EL services and their appropriate certifications and add-on certifications.	School systems are encouraged to have all teachers who work with ELs receive their ESL add-on.	3a. Faculty and Staff <input type="checkbox"/> Attached is a list of all staff and faculty assigned to provide EL services. Indicate their licensure areas and any add-on certifications. <input type="checkbox"/> We have only paraeducators providing EL services. <input type="checkbox"/> We have no dedicated staff or faculty to provide EL services.	
	Indicate if staff and faculty are providing bilingual or first language support	Some EL programs do require bilingual staff/faculty.	Are any staff/faculty members providing bilingual support to ELs: <input type="checkbox"/> Yes <input type="checkbox"/> No  If so, how many?  In what languages?	
Resources: <a href="#">ESL Add-on Certification Check-List</a>				
4. Align the instruction of ELs to state and local content standards	Describe how ELs have access to Louisiana Student Standards and EL Connectors, and all general curriculum.	Schools may select the Tier 1 curriculum and other content area materials.	4a. ELs are provided access to all content areas through: <input type="checkbox"/> Building content teacher capacity for EL support	



			<input type="checkbox"/> EL specialist push-in <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Small groups <input type="checkbox"/> Other (Describe in Notes.)	
	Describe any supplemental resources used for English language development (ELD).	Some EL programming may require its own curriculum.	4b. Supplemental curriculum or materials for ELD (In Notes, describe selection process and use).	
Resources: <a href="#">LA Connectors for ELs-One Pager</a> <a href="#">ELA -Connectors for ELs Crosswalk</a> <a href="#">Instructional Materials Review Guidance</a>				
5. Provide ongoing authentic assessments to monitor student progress toward EL proficiency and comprehension of academic content	Describe the annual assessment training offered in your school system.	Administer the English Language Proficiency Test (ELPT) annually to all identified ELs to assess English proficiency in a standardized way.	5a. Assessment Training: <ul style="list-style-type: none"> <li><input type="checkbox"/> ELPT TA Training</li> <li><input type="checkbox"/> ELPS TA Training</li> <li><input type="checkbox"/> LEAP 2025 Training</li> <li><input type="checkbox"/> Other (Describe in notes)</li> <li><input type="checkbox"/> We provide no assessment training.</li> </ul>	
	Describe any training and/or dedicated time to interpret and evaluate results from assessments.	Administer all statewide assessments to identified ELs with applicable and approved accommodations.	5b. We provide training/dedicated time to interpret and evaluate results from assessments.	

			<input type="checkbox"/> Yes (Describe how often and who facilitates in Notes) <input type="checkbox"/> No	
	Describe how data is used to guide instruction and planning for ELs.		5c. We use data to guide instruction and planning for ELs. <input type="checkbox"/> Yes (Describe how often and who facilitates in Notes) <input type="checkbox"/> No	
	List exit procedures.		5d. Exit procedures: <input type="checkbox"/> Student scores proficient on ELPT <input type="checkbox"/> Parent is notified of exiting with LDOE's notification letter <input type="checkbox"/> Parent is notified of exiting through other means (Describe in Notes) <input type="checkbox"/> ELs are exited based on teacher suggestion. <input type="checkbox"/> ELs are not exited.	
Resources: <a href="#">ELPT Assessment Guide</a> <a href="#">Assessment Library</a> <a href="#">EL Accommodation Checklist</a> <a href="#">EL Reclassification Letter</a>				

**Part III: Additional Information Related to EL Programming and Support**

**Provide a description and attach documents or documentation.**

1. What professional development (PD) is your school system providing for teachers and staff who support or deliver instruction to ELs?
2. How are former ELs monitored after they are reclassified as fully English proficient?
3. How is your school system monitoring the effectiveness of the EL program(s)?
4. How are ELs identified for special education, gifted and talented, or related services?
5. How are ELs given access to extracurricular or co-curricular activities?
6. What tools is the school system using to monitor ELs' progress in their content areas and with English language development?

7. In the event that ELs are receiving instruction through distance learning, explain how the following will be addressed:

	EL Classroom Supports	Direct ELD Instruction
Hybrid		
Virtual		

**Part IIV: Title III (Part A)- Immigrant**

**If your school system receives funding to support the instruction of students identified as immigrants, explain how that funding is being used.**