

## English Learner Program (Lau) Plan Template

### Data and Demographics

- What types of ELs does your district serve (migrant, colony, New American, etc)?
- Which languages other than English do your students use?
- How has your program and EL population changed over time? Have you added staff if your EL student population has grown?
- What percentage do your EL students represent in terms of your total student population?
- What insight can you give to EL student growth in terms of language development and academic achievement?

**Definitions, acronyms, etc.** – Sometimes it is helpful to include common definitions and acronyms that will be used throughout the document in this section.

**Laws** – Some Lau Plans include a section for civil rights law so that everyone understands the school’s obligation to provide EL services. ESEA Title III and State administrative rules can also be listed here.

**Policy** – Insert a copy of the school board approved EL policy.

**Mission and Vision Statements** – Some large programs have their own EL mission and vision, some schools use their overall school mission and vision statements that encompass all learners to lead their EL program work.

### Screening & Identification

- What is the districts’ process for identifying English learners?
- How is the ND Home Language Survey used in the identification process?
- Which screening tools are used by your district? K MODEL, WIDA Screener Online or Paper, ACCESS 2.0, etc.
- How do you handle within-state transfers, other WIDA state transfers, non-WIDA state transfers?
- How do you share the data with other staff (mainstream teachers, data input specialists, etc.)
- How/when do you notify parents of program eligibility?
- What forms do you keep in the cumulative file? Do you have a separate EL folder?

**Individualized Language Plan (ILP) writing process** – What time of year is this completed? How are parents invited to participate? How do teachers and other staff have input on the plan?

### English Language Development Services

- Minutes per day – How are EL services determined for different grade levels and proficiency levels? What happens if students are in multiple special service programs?

- Type of program model(s) used – Describe the different types of programs offered, often this varies by building or grade level.
- Program placement considerations – How are grade levels determined for students? Explain that in the US, students start Kindergarten at age 5 or 6 (some countries start at age 5 but do not have Kindergarten). Grade levels that students completed in other countries do not always transfer to US schools. Explain how credits are transferred in and how High School grade levels are determined (by age and/or credit completion).

**Assessments** – Which assessments does your district require of all students? Are there EL accommodations available? Are there EL norms available? How do you use assessment information for placement in special programs in your schools? How are students included in the state assessment? How do you determine which designated supports each student will receive? Where will this be noted? Who is trained to administer assessments and provide designated supports? How often do they need to renew their training?

**Staff** – Include contact & caseload info. How are decisions made about hiring or adding staff? How are all staff included in professional development related to helping ELs succeed in mainstream classrooms?

**Interpreters & First Language Support** – How do parents and staff request interpreters? Is a local phone or in-person service used? Is there a list of interpreters than anyone can contact or is there a process used to request an interpreter? What documents will be translated? How will staff request translations? How will students be surveyed about their literacy in their first language? What types of supports are made available within content classes and the library to support students' first language?

**Exiting the EL Program** – What is the exit criteria? How and when are decisions made about exiting? How will parents be notified when their child reaches this level?

**2 Year Monitoring** – How does your district monitor students for two years after exiting the program? Do you use a form or process?

**Annual Program Evaluation** – How does the district ensure the EL program is staffed and resourced appropriately? How does the district ensure the EL program is effectively serving all EL students? Which data sources are used to determine program effectiveness (ACCESS, attendance, graduation rate, state assessments, local assessments, parent surveys, etc.) for current and former ELs? When does the annual evaluation occur and in what format?

**Appendices** – Including the various templates/checklists used within the district in the appendix can help inform parents and other stakeholders as well as provide consistency for EL teachers in the school district.

- Registration checklist/procedures - HLS
- Program eligibility form
- ILP Sample
- Monitoring Worksheet
- Special Programs/Special Ed – Identification of
- Example checklists/questions to ask regarding LD or speech/language