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

**TEMPLATE**

Lau Plan

According to the Code of Iowa, **districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students**(**Chapter 280—280.4 and 281-60.1-6**).  In order to meet the linguistic, academic, social, and emotional needs of ELs, districts are required to develop a service plan.

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (Lau v. Nichols, 1974). The Lau Plan must be collaboratively written by the K-12 team, to include: district administrator(s), building administrator(s), equity coordinator (public only), EL teacher(s), classroom /content teacher(s).

***Please use the Associated Guidance Document and Checklist to develop your Lau Plan utilizing this template to ensure that a plan is developed that will meet approval requirements.***

**Required Lau Plan Team Members:**

1. **Lau Plan Guiding Principles**

Evidence: Reference English language development, academic achievement, and cross-cultural efficacy.

1. **Identification and Placement of ELs in a Language Instruction Educational Program (LIEP)**

Evidence: Please include references to Home Language Survey-IA, State approved English language proficiency assessment, process to place student in appropriate LIEP and content courses, parental forms in parent’s home language, process for waiving students from LIEP.

1. **Description of the LIEP**

Evidence: LIEP goals, description and implementation of specific state-approved LIEP models, description of annual parent notification of continuing placement and programming options, description of procedure for communicating with parents who have waived LIEP services, highly qualified staff, administrator oversight, access to Iowa Core and ELP standards, and curriculum and supplemental resources for LIEP.

1. **Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities**

Evidence: Identifying and serving talented and gifted students, identifying and serving students for special education services, and identifying and serving students in co-curricular and extracurricular areas.

1. **Ongoing, Embedded District Level EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs**

Evidence: Professional development for those who deliver or support LIEP services and training and implementation of ELP standards.

1. **Annual English Language Proficiency Assessment and Administration (ELPA21)**

Evidence: Annual assessment training, dissemination of scores, training to interpret results, and use of assessment data to guide instruction and programming.

1. **LIEP Exit Criteria and Procedures**

Evidence: Identifies state/federal approved exit criteria and describe LIEP exit procedures.

1. **Monitoring Procedures after Students Exit the LIEP Program including parent notification**

Evidence: Describes monitoring procedures and re-entry into LIEP.

1. **LIEP Evaluation**

Evidence: Describes team based process for LIEP annual evaluation.