

**PROGRAMS FOR ENGLISH LEARNERS**  
*(Lau Plan)*

Pursuant to federal law, the district's program for educating English learner (EL) students must be based on sound educational theory, including an effective and research-based instructional program; be adequately supported with staff and resources sufficient to ensure that the program has a realistic chance of success; and be evaluated periodically and, if necessary, revised. The plan created by the district to meet these requirements is often referred to in state and federal guidance as a "Lau Plan."

**Identification**

In accordance with Board policy, all students will complete the Language Use Survey (LUS) at enrollment. If the LUS indicates a language other than English, the district will further assess the student's English proficiency. Placement in a language instruction educational program (LIEP) will be based on the results of the English proficiency assessment and any other screenings, observations or information that would be useful in designing the student's program of services.

**Instruction**

The district offers the following LIEP(s): *[List all aspects of the district's LIEP, including the types of instruction offered, and describe how the instruction will be delivered and how the program will help students achieve English proficiency and meet challenging state academic standards.]* \_\_\_\_\_

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The district's LIEP involves the following staff members (excluding teachers and other staff members who may serve EL students in the regular course of their duties) dedicated wholly or partially to implementing the program: *[List positions involved directly with the program and include certifications or other qualifications (for example, bilingual assistant, EL teacher, social worker, etc.).]* \_\_\_\_\_

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Staff members who may serve EL students in the regular course of their duties but who are not primarily responsible for implementation of the program are provided the following training and resources: *[Explain how the district educates all staff members on identifying and assisting EL students.]* \_\_\_\_\_

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**Assessment**

The English proficiency of EL students is assessed annually using the ACCESS for ELs 2.0. In addition, the district may administer other assessments in accordance with Board policy and administrative procedures.

**Transition**

The goal of the district's EL program is English proficiency and transition from any specialized programs to a regular course of instruction. No student will be transitioned out of the district's LIEP unless the student has achieved the DESE-established composite score on the ACCESS for ELs 2.0 assessment. In addition, the following information will be used to determine when students are ready to transition out of the program and how student progress will be monitored after exiting the program: *[List benchmarks and other standards used to determine when a student is ready to leave the program. Also include which staff members are involved in that determination and include who is responsible for follow up.]* \_\_\_\_\_  
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Some support may still be required even after a student has transitioned to the regular program. The following services are available to EL students during and after the transition process: *[List services.]* \_\_\_\_\_  
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**Parent and Family Involvement and Engagement**

In addition to the parent and family involvement and engagement activities described in policy IGBC, the district offers the following activities designed to engage parents and families of English learners: *[Describe the activities available to parents/guardians and families of EL students.]* \_\_\_\_\_  
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**Program Evaluation**

The EL coordinator will regularly evaluate the district's EL program and prepare a report for the superintendent that will include the types of services provided, the number of students served, the number of students who have exited the program and assessment data. Information from student records will be reported in accordance with the Family Educational Rights and Privacy Act. Based on the evaluation, the EL coordinator will make recommendations for modifying and staffing the program and suggest resources necessary to improve the effectiveness of the program.

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*Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.*

Implemented: October 17, 2019

Revised: July 16, 2019

Boonville R-I School District