

# North Kossuth Community School District K-12 Lau (EL) Plan for Serving English Learners

Revised 10/3/2024

## Lau Plan Leadership Team Members:

- Travis Schueller – Superintendent, Equity Coordinator
  - Julie Runksmeier – Elementary Principal
  - Jen Hansen – Classroom teacher
  - Jadyn Schutjer – Guidance counselor
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- Sherri Anderson – Educ. Consultant/ Title III NWEA

## Lau 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 was written by the team identified above.

### I. Lau Plan Guiding Principles

#### A. English language development

- Teach English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence

#### B. Academic achievement

- Educate ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet. A multi-tiered system of support shall be provided.

#### C. Cross-cultural (Multicultural, Gender-Fair)

- Foster positive self-concepts regardless of their gender, race, national origin, or disability and attitudes toward school
- Develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism
- Communicate with parents in their first language when needed. Involving families in the educational process in order to make education a cooperative effort between home and school

### II. Identification and Placement of ELs in a Language Instruction Educational Program (LIEP)

#### A. Home Language Survey-IA ([www.TransAct.com](http://www.TransAct.com) )

A copy of the Home Language Survey-IA will be included in the district's registration materials so that parents or guardian of all new students in the district can complete survey. The district will make every attempt to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281—60.3(1)). The district will utilize translated forms available at the TransACT website.

Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support. The survey is done only one time, during the first registration of a student into the district.

If a student transfers from another Iowa district, the school district will file the student's original HLS. This form should only be filled out once during the child's Iowa school career.

If a new family indicates a language other than English on the HLS-IA the enrolling school secretary will let the guidance counselor and/or building principal know.

The district will enlist the Prairie Lakes Area Education Agency to assist the guidance counselor and/or building principal in screening the completed surveys to verify if a language other than English is represented.

The completed home language survey will be kept in the student's cumulative folder and is available to the student's teachers.

The district will include student race and ethnicity when reporting.

## **B. State-approved English language proficiency placement assessment**

When a parent indicates a language other than English on the home language survey, the EL building staff administer the complete ELPA 21 Dynamic Screener to measure listening, speaking, reading, and writing levels in English within 30 days of the beginning of the school year or two weeks of the student's enrollment, if it is after the start of the school year

A dynamic screener for future kindergarteners will be available from mid-March to mid-January. Administrators (licensed teachers) of ELPA 21 Dynamic Screener will be trained through the online training offered by the IDE on an annual basis.

Certification will be kept in the teacher's personnel file. Completed assessments/results are kept in the student's cumulative folder.

## **C. Process to place student in appropriate LIEPs and content courses**

The district will follow the guidelines outlined in the 2015 [Educating Iowa's English Learners \(ELs\) Handbook](#) (pg. 14-21). The process is team-based. After completing the initial assessment, they will assess the student's academic skills. These may be more appropriately assessed in the student's first language. The district will use ISASP to assess reading and math in grades 3-5 and 9-11. FAST assessment for reading and math for K-2<sup>nd</sup> grade. Language proficiency will be assessed by EL PA21 Dynamic Screener and EPA21 Summative.

The district must also consider other pertinent information. This may include health, length of time in the US, cultural and developmental information. Based upon assessment, observation, and information gathering, a decision must be made regarding the student's placement in both mainstream classes (content classes and extra-curricular) and the English language instructional program. This decision will be made using a team approach.

Preliminary program placement (in a classroom setting) will initially occur in order for the LIEP teacher to better judge the student's strengths and weaknesses. Students will be placed in the appropriate grade level, within two years of age group. No placement should be considered permanent, however. The student's progress should be evaluated frequently, and an appropriate program change should be made as soon as need is determined.

## **D. Initial Parent Notification of Eligibility Following State Guidelines in Language Most Easily Understood**

Parents must be notified every year when a student is identified for the LIEP. This notification is done in "an understandable and uniform format, to the extent practicable," in a language that the parents can understand.

Parents are notified within 30 days of enrollment, or two weeks of the student's enrollment, if it is after the start of the school year.

Parent Notification must include:

1. Reasons for placement in a program for English Learners
2. Child's level of English language development (how it was assessed and their level of academic achievement)
3. Method of instruction
4. How the program will meet the educational strength and needs of the student
5. How the program will help the student learn English
6. The program's specific exit requirements
7. How the program meets the objective of the IEP of a student with a disability.

Parents/guardians are notified using the "English Learner Program Placement" (required – meets ESSA Requirements –ESEA as amended, 2015, Section 1112(e) (3) (A), initially and annually from TransACT (NOTE: Choose "Gen. Ed. Translation e-Library" for the appropriate forms and additional translations).

Copies of the completed "English Learner Program Placement" forms are placed in the student's cumulative file. The list of TransACT documents is found in the Appendix. If a document with parent/guardian signature is preferred, "Determination of Student Eligibility of Program Placement" is available in TransACT.

The district will make plans for interpreters for conferences or other contacts for parents.

### **E. Process for waiving students from LIEP**

The EL program is a voluntary program, and if at any point the parents wish to waive enrollment in LIEP, a meeting is held to discuss the school's recommendation of services, ELPA21 assessment requirements, concerns about not receiving services, and the potential outcomes of the decision with the parent.

If the parent proceeds with waiving services, the parent must sign a "Request for Change in Program Participation". This signed form will be kept in the student's cumulative folder. This form will be updated on a yearly basis. Parents are also given a form titled "Explanation of Consequences for not Participating in English Learner Program".

The EL teacher will communicate with the general education teacher regarding a plan to provide support to ensure mastery of English and academic achievement for any EL who has waived services. This communication will include the student's current level of proficiency, as well as appropriate strategies the general education teacher may use to differentiate instruction. All students who qualified for EL services, including the students who waived those services, will continue to be monitored and take the ELPA21 assessment annually until they reach English language proficiency and meet state exit criteria.

### **III. Description of the LIEP**

#### **LIEP goals (measurable goals tied to data and LIEP evaluation)**

##### Academic –

- 3rd-5<sup>th</sup> and 9<sup>th</sup>-11<sup>th</sup> grade EL students will demonstrate growth on the ISASP in reading and math.
- Kindergarten – 2<sup>nd</sup> grade EL students will meet benchmark on the spring FAST assessment for reading and math.

Linguistic - EL students will show growth on at least 1 area of the annual ELPA21 (reading, writing, listening, and speaking).

Cross Cultural: 100% of EL students will have a parent attend fall and spring conferences

□ **Description and implementation of specific state-approved LIEP model(s) used in district and the process to place students**

Newcomer Program: Newcomer students are recent immigrants who have little or no English proficiency and who may have had limited formal education in their native countries. These students have needs that traditional ESL and bilingual programs are usually not designed to address. Based on assessment results, our district will implement instruction to support their needs.

The district will utilize the English as a Second Language (ESL) program. This is a program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, EL instruction is usually in English with little use of native language. Teachers may use physical activities, visual aides, and the environment to teach vocabulary, for concept development in mathematics, science, social studies, and other subjects.

Placement is addressed in Item III C. No placement should be considered permanent, however. The student's progress should be evaluated frequently, and an appropriate program change should be made as soon as need is determined.

ESL may occur in the following ways:

Co-teaching: a service delivery model in which an ELL teacher and a classroom teacher share responsibility for teaching some or all the students assigned to a classroom. Teachers share the responsibility for planning, instructing, and evaluating students.

Pull-Out: a service delivery model in which English Language Learners are "pulled out" of regular, mainstream classrooms for specialized instruction in English.

Resource Assistance: a model in which ELs receive additional time and instructional support from an EL teacher for their core academic courses.

Method used will be determined by the need of the student. Based on the results of the screening and/or assessment determination is made as to the level of support the student needs in the EL program. Students who are shown to be in preproduction, early-production, speech emergence, intermediate or advanced fluency in English skills are placed into appropriate levels of programming and provided supports to assist in their continued acquisition of English and access to the district core curriculum

□ **Description of annual parent notification of continuing placement and programming options in language most easily understood**

Parents are notified of program placement no later than 30 calendar days after the beginning of the school year, or if a child enrolls after the beginning of the year, within two weeks. Additional notifications (see TransACT):

- Annual notification of continuing placement.
- Program exit notification.

The district's EL teacher will notify parents. The teacher will complete the "English Learner Program Placement". All information is provided in a language that the parent understands.

Parental Notification must include:

1. Reasons for placement in a program for English Learners
2. Child's level of English language development (how it was assessed and their level of academic achievement)
3. Method of instruction
4. How the program will meet the educational strength and needs of the student
5. How the program will help the student learn English
6. The program's specific exit requirements
7. How the program meets the objective of the IEP of a student with a disability
8. Information regarding parental rights

A copy of the "Notice of English Program Placement" form will be placed in cumulative file

**Description of procedure for communicating with parents who have waived LIEP services is in place annually**

The EL teacher will annually communicate with parents who have waived LIEP services. If parents wish to waive enrollment in LIEP, a meeting will be held to discuss recommendation, concerns, ELPA21 assessment requirements and potential outcomes with parents. The teacher will provide parents with "Explanation of Consequences for not Participating in English Learner Program" and "Request for Change in Program Participation" forms. Each year the parents waive services, they must sign the "Request for Change in Program Participation" form and this form will be placed in the student's cumulative folder.

**Highly qualified staff**

The district employs highly qualified classroom teachers who are licensed in the content area for which they are teaching. If an EL teachers is needed, the district will contract with another district unless a teacher on staff already has the qualifications.

**Designated administrator oversight for LIEPs who has training in needs of English Learners**

Katie Black, elementary principal, will have oversight for LIEPs. She will participate in any training deemed necessary.

**Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards**

The teacher will follow the ELP (English Language Proficiency) standards and to ensure that ELs have access to the Iowa Core Curriculum, all ELs spend significant time in the general education classroom. EL teachers and content area teachers collaborate the planning of instruction through PLCs, meetings during planning time or before/after student hours, and via email. The frequency of collaboration varies depending on the purpose and the level of student language acquisition

**Curriculum and Supplemental Resources for LIEP**

Curriculum is the ELP standards and the Iowa Core Standards. Core curriculum materials are modified for instruction and teachers are able to obtain other materials used to support these standards. The EL

teacher can obtain any necessary materials for individual students. Supplemental materials are chosen based on an identified need of individual learners. Using pretest or baseline data, materials are selected or created to address gaps students have. Materials can change year to year. The LIEP teacher and general education teacher(s) will also search out the most effective and appropriate research based strategies and materials to utilize with ELs that they are able to meet the rigorous academic demands. The focus will be on reading writing speaking and listening.

Materials for content classes are reviewed on a regular cycle and materials selected are evaluated for use with English Learners. Supplemental materials are chosen based on an identified need of the individual learner.

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

##### **□ Process in place for identifying and serving gifted/talented (GT) ELs**

The district will follow the process for identifying and serving gifted ELs as outlined in Identify Gifted Talented ELL. Multiple criteria will be used. They may involve any combination of the following:

- English language proficiency tests
- Acculturation scales
- Input from the student's cultural group
- Prior academic performance in the child's home school
- Parent interviews

In addition, other factors may be considered:

- Assessment data
- Student observations
- Dynamic-performance-based indicators
- Portfolio assessments

ELs will be evaluate for TAG services if they demonstrate the following characteristics:

- Acquires second language rapidly
- Shows high ability in Math
- Displays a mature sense of diverse cultures and languages
- Code switches easily
- Demonstrates an advanced awareness of American Expressions
- Translates at an advanced level (orally)
- Navigates appropriate behaviors successfully within both cultures

Students are eligible for identification at any point during their K-12 educational career.

##### **□ Process in place for identifying and serving ELs in special education**

The district will establish a pre-referral process when a teacher suspects that an EL student has a learning disability. There will be a collection, examination, and weighing of a variety of sources of information, distinguishing between a learning disability and the normal process of acculturation and language acquisition should prove less problematic.

The process would include assessing the student in their first language to determine whether the suspected condition exists in the language and cultural context with which the student is most familiar and comfortable. The EL teacher will be a member of the team (which also includes parents) deciding placement to help differentiate between language acquisition and disability characteristics.

Considerations to consider:

- ✓ Is the learning environment supportive for language development of ELs?
- ✓ Have personal and family factors been considered?
- ✓ Has information been gathered about the ELs previous schooling experiences?
- ✓ Is the child proficient in oral language and literacy in both first and second language?
- ✓ Have cross-cultural factors been considered? How is information gathered about others' ways of doing things and their values and beliefs?

The EL should only be referred to special education after various EL strategies have been tried over time and yet no progress is being made in the ELs English language acquisition.

- **Process in place for identifying and serving ELs in any other district programs for which they are eligible (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses)**

The process for identifying and serving ELs in other district programming occurs through PLCs and building data analysis. The process for identification is the same for all students, however, with an EL student the EL teacher participates in the process. All communication regarding other district programs is conveyed via the language of the parent/student. The language needs of the EL will be supported within the program with a focus on reading, writing, listening and speaking.

- **Process in place for identifying and serving ELs in extracurricular- (e.g., performing and visual arts, athletics, clubs, honor societies)**

The district has an Activities Program which consists of athletic and performing arts programs. Students are made aware of these programs through music and physical education classes in middle school. District staff encourage students to get involved. Activities are also outlined in the student handbook.

All communication regarding other district programs is conveyed via the language of the parent/student.

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

The district, with assistance from the AEA, will provide professional development that incorporates scientifically based research into Title III programs. ELPA training will be conducted through the ELPA Training Modules which are located in the statewide Moodle system. EL teacher will present to classroom teachers during Professional Development and/or PLCs. Time will also be set aside during Professional Development days for staff to access training modules described below.

Professional development regarding ELP standards and implementation can be found at [www.elpa21.org/standards-initiatives/professional-development](http://www.elpa21.org/standards-initiatives/professional-development) ELPA21's PD consists of 6 online training modules that focus on classroom implementation of the ELP Standards.

The district has chosen "Option A" as their training option: Certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment. Certificate of module completion shall be submitted to the Human Resource office.

The LAU Plan Committee members will take place in the fall and will address the following:

- Review district's Lau Plan
- Number of ELs in district and scores
- EL professional development

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

All ELs (K-12) must participate in the English language proficiency testing of their listening, speaking, reading and writing skills each year. This assessment is tightly aligned to the new Iowa English Language Proficiency Standards and corresponds to the Iowa English Language Arts Standards of the Iowa Core.

The ELPA21 is an online assessment measuring English proficiency in reading, writing, speaking, and listening. Most of the test will be scored online while those test items requiring human scoring (speaking and some writing), will be scored with a centralized scoring process.

**A. Annual training to staff assigned to administer ELPA21**

Mandatory training will be provided each school year, beginning in late fall, for tech coordinators, district/school test coordinators, and test administrators. The Iowa Dept. of Education has developed training modules that can be used to address the required training. The district will require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment. Certification of completion will be submitted to Human Resources.

**B. Dissemination of scores to stakeholders**

The results of ELPA21 are shared with:

- Students - The EL teachers discuss individual ELPA21 results with the students.
- Parents - The school district sends home individual ELPA21 results.
- Classroom/content area teachers - The EL teachers discuss individual ELPA21 results with teachers. Based on these results, the EL teachers make recommendations regarding student placement, accommodations, and instructional strategies that would benefit the learner.

**C. Appropriate training to interpret results for staff**

Upon receiving the results of the ELPA21, the EL teachers will participate in training through the state to interpret ELPA21 results.

**D. Utilization of assessment results to guide instruction and programming**

These results will be shared with administrators and classroom teachers to be used to guide instruction and programming. Classroom teachers and administrators will be involved in training, as appropriate.

Appropriate EL accommodations, [Educating Iowa's ELLs Handbook](#), pages 22-25; [Iowa Guidelines for K-12 ELL Participation in District-wide Assessments \(2011-2012\)](#)

- a. Annual training to appropriate staff
- b. Dissemination of scores to stakeholders
- c. Provide appropriate training to interpret results to staff
- d. Use results to guide instruction and programming

## VII. LIEP Exit Criteria and Procedures

### LIEP Exit Criteria

The student:

1. Achieves the required score for proficiency on ELPA21

### LIEP Exit Procedures

1. Occurs during the allowable window only (between the distribution date of ELPA21 scores and October 1<sup>st</sup> each year).
2. The EL teacher will notify parents with the state-approved TransACT exiting form in the language most understandable to parents/families. The form is called "Program Exit Letter" : Form B - signature required.
3. Guidance counselor or Elementary Principal will change student coding to "exited".
3. A copy is placed into the student's cumulative folder.
4. A two year monitoring process then begins (pending ESSA guidance).

## VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification

### Describe monitoring procedures in place after students exit the program.

Exited students must be monitored for two years and that their progress on academic content and achievement standards be reported biennially (Sec. 3121(a)(4)).

Katie Black, elementary principal, will ensure that the EL teacher will monitor the academic progress of students who have exited. The EL teacher will head up a team who will review the data on exited students to determine success. The continued success of exited students will be determined, in large part, by how closely the English language proficiency and academic achievement exit criteria established by the program staff align with the demands of the mainstream classroom.

### LIEP re-entry procedures in place

If the team determines that the student progress/success is a concern, the team must determine whether to adjust the plan or determine if the issue is a language barrier. Student can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener (or another standardized English proficiency assessment)

EL teacher and the student's parent must be included when making a decision regarding re-entry. . If a re-entry occurs, a note should be added to the exit letter in the cum folder stating that the student has re-entered, along with the date of the re-entry and a parent signature. When appropriate, the annual placement form (English Learner Program Placement" will be used.

## **IX. LIEP Evaluation**

### **A. Describes team based process for how the LIEP is evaluated annually that includes:**

The district/buildings, using a team approach, will carrying out the process of program evaluation using the Lau Plan Checklist. (See Appendix F). The building principal and guidance counselor will facilitate the team process. This Lau Plan Checklist will assist in evaluating the following areas related to the education of ELs:

- I. Goals
- II. Identification and placement of ELs in a LIEP
- III. Description of the LIEP
- IV. Process to provide meaningful access to all co-curricular and extra-curricular programs
- V. Ongoing, embedded EL professional development for staff who support ELs
- VI. Annual English language proficiency assessment administration (ELPA 21)
- VII. LIEP exit criteria and procedures
- VIII. Monitoring procedures after students exit the LIEP program
- IX. LIEP evaluation - The LIEP will be evaluated yearly by the LAU Committee, led by EL Teacher, to determining the effectiveness of the program(s) and the growth of the students being served.

In addition to the Lau Plan Checklist, the district/buildings may also use the following questions (Castenada & Pickard, 1981, as cited in Office of Civil Rights, 1999, p. 35):

1. Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy?
2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Based on these questions, English language proficiency, achievement-test data, and exit criteria could be used as indicators of program effectiveness.

LEA English Learner Assurances (signed in CASA) completed by district Superintendent, Travis Schueller.

## **X. APPENDICES**

- A. Letter to Districts from the U.S. Department of Justice
- B. Description of LIEP Models
- C. Transact.com Documents
- D. English Language Proficiency Standards Training Options (excerpt from Dave Tilly e-mail May 6, 2016)

## Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document may be downloaded from:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

## Appendix B

### Description of LIEP Models

[www2.ed.gov/about/offices/list/ocr/EL/glossary.html](http://www2.ed.gov/about/offices/list/ocr/EL/glossary.html)

**Newcomer Program:** Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).

**Sheltered Instruction:** An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. An approved LIEP model using sheltered instruction must include direct instruction by an ESL endorsed teacher.

**English as a Second Language (ESL):** A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.

**Dual Language Program:** Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

**Other Bilingual Program:** Bilingual education refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction. [www.nabe.org/BilingualEducation](http://www.nabe.org/BilingualEducation)

## Appendix C

Home Language Survey - IA includes second page for race and ethnicity

Determination of Student Eligibility for Program Placement (Optional) Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

Program Exit Letter-A for students who are eligible to exit services

English Learner Program Placement (Required - Meets ESSA Requirements): initial, annual and re-entry placement notification

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Request for Change in Program Participation - waive or withdraw ELL/bilingual Services

Explanation of Consequences for not Participating in English Learner Program

- a. describes compliance with *Civil Rights law* that requires districts to provide services that will help the child attain English proficiency and access academic content by placing the responsibility onto the child's classroom and/or content area teacher(s), and
- b. informs parents that the child still participates in the ELPA21 until they meet exit criteria.

## Appendix D

English Language Proficiency Standards Training Options (excerpt from Dave Tilly e-mail May 6, 2016)

The Iowa Department of Education has worked with ELPA21 (English Language Proficiency Assessment for the 21st Century) and a consortium of states to develop training modules that can be used to address the required training on the ELP Standards. School districts and AEAs responsible for delivering the training have several options for how to use the modules to support the required training on the ELP standards.

A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.

B. AEAs and school districts may use the modules flexibly (chunk the content, provide training to groups where they watch the modules together with some facilitated discussion, alter the sequence, facilitate learning activities in conjunction with the modules, etc.) as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district.

C. AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning. The plan must include:

- a. the trainers and the target audience for each training session.
- b. The specific content and learning outcomes for each training session.
- c. The learning activities that will be used to deliver the content.
- d. How the trainers will assess whether or not the participants are meeting the intended outcomes.