

Collins-Maxwell CSD  
Lau Plan Guidance Document  
2024-2025

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

**Required Lau Leadership Team Members:** Marc Snavely (Superintendent) Lori Fricke (Middle/High School Principal), Pam Heward (Curriculum Director), Cody Coffelt (EL Teacher), Cindra Porter (AEA Consultant)

**Suggested Additional Lau Leadership Team Members:** Teddy Palmer (Middle/High School Counselor), Ashley Shivers (Elementary Counselor), Chelsey Plants (Elementary Principal)

**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 must be collaboratively written by the K-12 team identified above. (See Appendix A for guidance around Lau requirements and critical elements.)

**I. Lau Plan Guiding Principles**

- A. English language development
  - a. Teaching English language comprehension through listening, speaking, reading, and writing skills to attain English proficiency and academic competence.
- B. Academic achievement
  - a. Educating ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet.
- C. Cross-cultural Efficacy (consider alignment with MCGF plan)
  - a. Assisting students in understanding and functioning within American society, including what their role is a productive citizen of the United States.
  - b. Promoting pride in the students' cultural and linguistic backgrounds

**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))
  - 1. including student race and ethnicity reporting beginning 16-17
  - 2. shares process for reviewing and referring students for screening

3. stores HLS-IA in students' cumulative files
- B. State-approved English language proficiency placement assessment
  1. ELPA 21 Dynamic Screener
  2. certified screener administrator; licensed teacher
  3. specifies where certificates of completion are filed
  4. summary of results in the cumulative file
- C. Process to place student in appropriate LIEPs and content courses
  1. team collection of academic and other pertinent data
  2. team-based data review and recommendations for LIEP program
  3. team-based data review and recommendations for content courses
  4. age appropriate placement
- D. Parental forms distributed in a language most easily understood (TransACT) within 30 days at the beginning of the year and two weeks later in the school year
  1. "Determination of Student Eligibility for Program Placement" **{English Learner Program Placement Document}** (sent once upon placement) from TransACT - eligibility notification and permission from TransACT including parent signature
  2. "Notification of Program Placement", initially and annually from TransACT
  3. within required timelines
  4. required copies placed in students' cumulative files
- E. Process for waiving students from LIEP
  1. meeting is held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s) and providing a copy of "Explanation of Consequences for not Participating in English Learner Program" notice
  2. "Request for Change in Program Participation"- signed copy to document the parent/guardian decision is placed in student's cumulative file
  3. describe the process by which the district provides support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP

### III. Description of the LIEP

- A. LIEP goals (measurable goals tied to data and LIEP evaluation)
  1. language goal(s)
  2. academic goal(s)
- B. Description and implementation of specific state-approved LIEP model(s) used in district and the process to place students (*See Appendix B*)
  1. identifies and describes district implementation of an approved program model
    - a. Newcomer Program

- b. English as a Second Language (ESL)**
      - i. This is the program our district uses**
      - c. Sheltered Instruction
      - d. Dual Language Program
      - e. Other Bilingual Program
    - 2. description of frequency and intensity of services by grade level/span and/or current English proficiency level
      - Elementary- twice per week
      - MS/HS- once per week
      - Instructional time is 20 minutes per student
    - a. English language development
      - b. LIEP support to access district core curriculum
    - 3. addresses that identified ELs at all proficiency levels receive direct IEP instruction unless services have been waived.
- C. Description of annual parent notification of continuing placement and programming options in language most easily understood
  - 1. within 30 days of the beginning of the school year using the “Notice of Program Placement”
  - 2. EL teacher notifies parents
  - 3. copy of “Notice of English Program Placement” form placed in cumulative file
- D. Procedure for annual communication with parents who have waived services
  - 1. annual communication, provide “Explanation of Consequences for
  - 2. not Participating in English Learner Program” and “Request for Change in Program Participation” forms
  - 3. sign “Request for Change in Program Participation” form
  - 4. “Request for Change in Placement” form placed in cumulative file
- E. Qualified LIEP and content staff
  - 1. ESL endorsement to provide direct services to identified English Learners
  - 2. endorsement for content teachers who deliver content area instruction to ELs
- F. Designated administrator oversight for LIEPs
  - 1. Elementary and Secondary principals
  - 2. administrator(s) supporting ELs receive training regarding ELs
- G. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards
  - 1. access to core and ELP standards
  - 2. EL teacher meets and collaborates with gen ed teachers as needed
- H. Curriculum and Supplemental Resources for LIEP
  - 1. Wonders 2024 for Elementary and Education.com materials
  - 2. Into Literature and Writeable for Secondary

3. EL curriculum is reviewed during Literacy review curriculum cycle
4. considers the needs of ELs with core textbook/curriculum adoption reviews

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

- A. Process in place for identifying and serving gifted/talented (GT) ELs
  1. All students in Grades 3, 5 and 8 are tested on the CoGAT for TAG identification
  2. supporting needs of GT ELs' language needs
- B. Process in place for identifying and serving ELs in special education
  1. identification using culturally and linguistically appropriate measures; not only standardized assessments
  2. direct instruction for SE and LIEP by highly qualified staff
  3. IEP team that includes someone with knowledge of second language acquisition
- C. Process in place for identifying and serving ELs in any other district programs for which they are eligible (e.g., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, etc.)
  1. describes the district's process for ensuring ELs are included appropriately
    - a. EL are identified through the same process as all students
    - b. supporting language needs
  2. provides parents and students with communication about programs and eligibility in a language most easily understood
  3. includes LIEP teacher in placement/consideration in all programs
- D. Process in place for identifying and serving ELs in extracurricular- (e.g., performing and visual arts, athletics, clubs, honor societies)
  1. EL are identified through the same process as all students
  2. provides parents and students with communication about programs and eligibility in a language most easily understood

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

- A. Professional development for those who deliver instruction or support the LIEP
  1. district and building administrators
  2. LIEP staff (certified & support)
  3. content and classroom teachers

4. paraprofessionals and building/district support staff (e.g. instructional coaches, curriculum coordinators, counselors, etc.)
  5. Preschool teachers who serve ELs
- B. District training of ELP Standards and implementation plan has a plan for PD for required staff for ELP Standards completion and implementation.
1. District will have required staff to take the ELP standards and implementation training when applicable. This training will be documented through AEA Learning Online and the ELPA21 website, and documentation will be housed at the District Office. New staff will be trained through the entities listed above prior to the beginning of the school year.

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

- A. Annual training to appropriate staff with certificate on file
1. Screener will take place at the beginning of the year and summative training will take place when it opens
  2. documentation of training certificates' are held in the administrative office
- B. Dissemination of scores to stakeholders
1. TIDE reports are provided to administrators, teachers serving identified EL's and parents when they are available
- C. Appropriate training to interpret results for staff
1. AEA online trainings are taken by LIEP teachers, administrators, staff directly serving ELs when available
- D. Utilization of assessment results to guide instruction and programming
1. Following the ELPA summative student groups are structured according to language level results

## **VII. LIEP Exit Criteria and Procedures**

- A. LIEP Exit Criteria
- The student:
1. achieves the required score for proficiency on ELPA21  
(This is the only exit requirement beginning spring of 2019)
- B. LIEP Exit Procedures
1. occurs during the allowable window (Students can only be exited between May 31 and Oct 1)
  2. notify parents with state-approved TransACT exiting form in language most understandable to parents/families "Program Exit Letter"
  3. designates staff by positions to change student coding to "exited" (so the student does not continue to generate unwarranted funding)

4. begin required monitoring process

### **VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification (No current form notifies parents of monitoring)**

- A. Describe monitoring procedures in place after students exit the program.
  1. monitoring procedures need to include data and criteria to determine ELs' sustained academic progress.
  2. certified, licensed professional(s) must be responsible for the monitoring procedure, identified by name(s) and position(s).
  3. team review to determine continue to monitor, successful completion of monitoring for 2 years minimum (pending ESSA guidance), or consideration of re-entry due to language needs
- B. LIEP re-entry procedures in place
  1. Students will be considered for re-entry based on teacher recommendation, classroom grades and after Tier 2 interventions
  2. include parental notification, when appropriate using the annual "Notice of Program Placement" form

### **IX. LIEP Evaluation**

- A. Describes team based process for how the LIEP is evaluated annually that includes:
  1. Lori Fricke, secondary principal
  2. District data will be based on ELPA results to plan for EL instruction in Core classes and in English language development
  3. District will evaluate the impact on future programming and services for ELs based on ELPA results (for example):
    - a. professional development needs
    - b. adjustment of the LIEP
    - c. staffing
    - d. teacher scheduling
    - e. curricular needs
    - f. meeting the needs of individual ELs and/or subgroups
  4. Title III Assurances (optional)

### **X. Appendices**

- A. Letter to Districts from the U.S. Department of Justice:  
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>
- B. Description of LIEP Models

## C. TransACT.com documents

### 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

[www.2.ed.gov/about/offices/list/ocr/EL/glossary.html](http://www.2.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.*

**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](#) Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify (**Actually called the English Learner Program Placement**)

[Program Exit Letter](#) for students who are eligible to exit services

[Notice of Program Placement](#) for initial, annual and re-entry placement notification

[Request for Change in Program Participation](#) - waive or withdraw ELL/bilingual services

## 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. AEA's 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. AEA's 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 AEA's/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.