



Lau Plan

Colo-NESCO Community School District

Updated October 2024

K-12 [Lau \(EL\) Plan](#) for Serving [English Learners \(ELs\)](#)

Lau Leadership Team Members: Marc Snavelly, Superintendent; Mike Boeve PK-4 Principal; Beth Heller, Director of School Improvement and Innovation, TLC Instructional Coach 5-12, & Equity Coordinator; Brandon Kelley, 5-12 Principal & Director of Special Education; Hannah Bain, TLC Instructional Coach PK-4; Kara Kinser, K-12 Counselor; Janeal Penning, ESL Coordinator; and Abbigail Jones, Classroom Teacher

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 has been collaboratively

written by the K-12 team identified above and includes the following required critical elements:

I. Lau Plan Goals (*See Appendix A*)

- A. English language development – Teaching English language comprehension through listening, speaking, reading, writing skills to attain English proficiency and academic competence. (linguistic)

- B. Academic achievement – To help students to successfully participate in classroom learning situations and other school activities. To help students to develop and/or reinforce positive attitudes toward self, school and community. Educating EL's to meet the same challenging academic content and student academic achievement that all children are expected to meet. Teaching English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence. Communicating with parents in their first language when needed.

- C. Cross-cultural goals – The learning environment for ELLs should make them feel safe to share their ideas and culture. Students should be explicitly taught language to express their feelings in meaningful ways. Use of the native language in their homes will support ELLs as they acquire their second language. Learning to speak multiple languages is a strength and will be supported. The cultural diversity of our school and community enriches us all and cultural learning should be reciprocal.

II. Identification of ELs:

- A. Home Language Survey (www.TransAct.com)
 - 1. All families are asked to complete a Home Language survey (281-60.3(1)a.(See Appendix A) during registration. This form is included in the district's registration packet. This will be available in English and Spanish. Other languages are available based upon need.
 - 2. Our district is prepared to conduct oral or native language interviews in the student's home with those adults who may not have sufficient English or literacy skills to complete a survey written in English. (281-60.3(1)
 - 3. 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 support.
 - 4. The ELPA21 will be used to identify students.
 - 5. The secretary at each level is responsible for screening Home Language surveys to verify that a language other than English is represented and sharing with the EL students teachers the Home Language survey information.

6. When a student is identified as speaking a language other than English is identified the secretary will notify the designated certified screener to assess the student with the identification/placement screener.
7. The Home Language surveys are kept in the student's cumulative file.

B. State-approved English language proficiency placement assessment

1. Notification of parents within the first thirty days of the student's arrival (NCLB, Sec. 3302[a]) or if the child enters after the beginning of school year ELL staff will administer and score the ELPA21.
2. Building administrator will check with the instructional coach/ELL teacher to ensure that the assessment will take place and then contact the instructional coach/ELL teacher to confirm that the assessment has taken place within the applicable time frame.
3. ELL staff will assess academic skills, in relation to the student's grade or age level (281-60.3(1)b). The district uses "*Educating Iowa's English Language Learners.*" This can be found at:
<https://www.educateiowa.gov/sites/files/ed/documents/ELHandbook-May2013.pdf>
4. The staff will also have completed the Moodle training.
5. See table below for other academic testing to be done to assess students' academic skills and when possible will be done in students' native language:

Informal academic assessments	Classroom/content teacher
ISASP Iowa Statewide Assessment of Student Performance (gr.3-11)	Classroom teachers
FAST testing (gr. K-8)	Classroom teachers

6. ELL teacher/coordinator will analyze data from the ELPA21 assessments from the chart above, student records, teacher observation and referral. This information is kept in the student's cumulative file.
7. If the student is flagged by the Home Language Survey and is not proficient on the ELPA21, he/she is identified as ESL.

C. Process to place student in appropriate LIEPs

1. When a student is identified for the LIEP, the district will utilize forms from the TransACT website to communicate this information to parents (See Appendix A). Included in this is an invitation to meet and discuss recommendations, concerns, and potential outcomes.
2. Parents will be notified via mail, no later than 30 calendar days after the beginning of the school year or within two weeks of the child being

placed in a language instruction program (if the student enrolls after the beginning of the year).

3. Parental information will be provided in “an understandable and uniform format, to the extent practicable”, in a language that the parents can understand.
4. Annual parental notification of continuing placement and programming options will include:
 - a. Reasons for identification
 - b. Child’s level of English language proficiency
 - c. Method of instruction
 - d. How the program will meet the educational strength and needs of the child
 - e. How the program will help the child learn English
 - f. The program’s specific exit requirements
 - g. How the program meets the objectives of the IEP of a child with a disability
5. The instructional coach/ELL teacher will complete and send the forms.
6. They will maintain a log to indicate when forms were sent to parents.
7. If parents refuse services they may complete a waiver form. (See Appendix A).
 - a. If the parents choose to waive enrollment in the LIEP, a meeting is held with the building administrator, counselor and ELL teacher to let them know what they are opting out of.
 - b. Professional Learning Communities (PLC’s) will look at data to ensure the student is showing progress as required by law without enrollment in the LIEP.
 - c. Regardless of the decision of the parent, students identified for placement in LIEP will be provided sheltered instruction to ensure their mastery of English and academic achievement. Additionally, PLC’s will look at data to ensure the student is showing progress as required by law without enrollment in the LIEP.
8. This information will be kept in the students’ cumulative files.

D. Parental forms distributed in a language most easily understood (found on TransAct)

1. Determination of student eligibility (sent once upon placement)
2. Notification of English language development program placement (Version A or B), initially and annually. The Transact letters of notification will be sent home in the preferred home language of the family upon initial evaluation, and annually for continuing placement after the English assessment.

E. Process for waiving students from LIEP

1. A meeting will be held to discuss recommendations, concerns, and potential outcomes, as well as the benefits of the program.
2. The form that is used to document the parents' decision is available through Transact.
3. If, after the meeting, parents still wish to refuse services the "Waiver/Refusal of English as a Second Language" form (Transact) will be filled out by the parents. The EL teacher will place the waiver in the cumulative file of the student.
4. In the event of parent refusal, the EL teacher will collaborate with the mainstream/content area teacher(s) to address students' language needs and potential supports that could benefit that student outside the LIEP. This collaboration will continue until proficiency is met.

III. Description of the LIEP

- A. LIEP Program goals:
 1. Students in the LIEP will attain English proficiency according to the English Language Proficiency Assessment [ELPA21]
 2. Students will attain equitable participation in the mainstream/content area classroom according to district and building-level assessments.

- B. Description of specific state-approved LIEP model(s) used in district and the process to place students (*See Appendix B*)
 1. Newcomer Program
 2. English as a Second Language (ESL): a program that includes specialized approaches to language teaching designed for those whose primary language is not English.
 - a. ESL is provided as a pull-out service to meet the unique needs of English Learners that cannot be met in the regular classroom.
 - b. Frequency and intensity will be based on the level of the individual student.
 3. Sheltered Instruction: An approach that utilizes the simplification of the English language to teach ESL and subject area content simultaneously (sometimes called "content ESL"). Although the actual content is the same as that taught to non-LEP students, key concepts and vocabulary are targeted to fit the ELL student's English language proficiency level.
 4. Dual Language Program
 5. Other Bilingual Program

- C. Annual parent notification and procedure for waiving services
 1. The EL teacher will send home TransAct letters of notification for initial placements in the preferred home language of the family within two weeks of arrival (30 days in the Fall). Documentation of the parent notification will be kept in the cumulative file.
 2. The EL teacher will send home TransAct letters of notification annually for continuing placement in the preferred home language of the family. Parents will receive a copy of the scores and a letter or phone call explaining the results, the continuing placement decisions, and other

program details. Documentation of the parent notification will be kept in the cumulative file.

3. If parents wish to withdraw their student from the LIEP, a meeting will be held to discuss the potential outcomes of refusal of services, as well as the benefits of the program. The parents will be informed that students will still be tested annually using the English Language Proficiency Assessment until they reach proficiency. If, after the meeting, parents still wish to refuse services, the “Waiver / Refusal of English as a Second Language” form (TransAct) will be filled out by the parents. The EL teacher will place the waiver in the cumulative file of the student. In the event of parent refusal, the EL teacher will collaborate with the mainstream / content area teacher(s) to address students’ language needs and potential supports that could benefit that student outside the LIEP. This collaboration will continue until proficiency is met.

- D. Highly qualified staff (ESL endorsement) the district requires ELL staff to have an ESL endorsement from the Iowa Department of Education. The district will also provide highly qualified teachers in the mainstream / content-area classrooms.
- E. Superintendent, Marc Snavelly and Equity Coordinator, Beth Heller. or appointed designee will provide oversight for LIEPs: the district LIEPs will also be overseen by the administrators of each building.
- F. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards: to ensure that all students have access to Common Core and English Language Development (ELD) Standards the district uses the following resources:
 - 1. Students will access the Iowa Core Standards in their mainstream classrooms and / or the ESL classroom (as appropriate). Newcomers, especially at the intermediate elementary and secondary levels, will receive more time intensive English Language instruction. This instruction will be based around the Iowa Core ELA standards. Intermediate and Advanced level students will access the Iowa Core standards in their mainstream / content-area classrooms. The EL teacher will collaborate with the mainstream / content-area teachers to support differentiation and ensure progress in accessing the Iowa Core standards.
 - 2. Students will access the ELP standards in the ESL classroom, or through a collaboration between the EL teacher and the classroom teacher.
- G. Curriculum and Supplemental Resources: the district will purchase and modify instructional materials that are appropriate to the needs of the learner and goals of instructional programs (280-180.4).
 - 1. Students will access ELP and Iowa Core standards through reading, discussing (speaking / listening), and writing about various science and social studies topics through a content-based approach. The program will focus on reading comprehension and academic vocabulary, using leveled reading materials and rigorous informational texts.

2. Bilingual materials, intended to aid in the comprehension of the mainstream curriculum, will be provided depending on the language needs of the students.
3. Technology e.g. computers, iPads, and student Chromebooks will be provided for the students at the same level as their peers. Apps, computer programs, and online resources designed to help students meet the ELP and Iowa Core standards will also be provided.

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

- A. Process in place for identifying and serving gifted/talented (GT) ELs:
 1. District will use same criteria that is used for non ELs
 2. District will receive support from Heartland AEA.
 3. Consideration of culture, language proficiency and development in the first and second languages, prior schools, and parent input is also included.
- B. Process in place for identifying and serving ELs in special education:
 1. District will use the same criteria that are used for non-ELs.
 2. Initial evaluation is completed and the student's educational progress, need, and discrepancy are analyzed. District also makes sure that lack of appropriate instruction was not the contributing factor for the educational discrepancy.
 3. District will also receive support from Heartland AEA.
 4. Consideration of culture, language proficiency and development in the first and second languages, prior schools, and parent input is also included.
- C. Process in place for identifying and serving ELs in any other district programs (i.e., Title I, Second Chance Reading, At-Risk, career and technical programs, counseling services, Advanced Placement, performing and visual arts, athletics, clubs, honor societies, etc.)
 1. Students will be identified for Title 1 based upon the FAST assessments at the elementary level.
 2. Elementary students will be eligible for summer school based on the results of the FAST assessments.
 3. Secondary students will be eligible for summer school based on their academic performance.
 4. Consistent and ongoing collaboration between the EL teachers and the At-Risk coordinators along with the school counselor will take place on a regular basis.
 5. Advanced Placement opportunities are available for any student who wishes to participate. No students are excluded from the programs.
 6. Opportunities for performing and visual arts, athletics, clubs, honor society, and other extra-curricular activities are extended to all students.
 7. The Guidance Counselor will collaborate with the EL teacher when working on the EL student's schedule so that the student can participate in the various programs so that they can be successful.

V. Ongoing, Embedded EL Professional Development for Staff who Support ELs

- A. District and building administrators will keep a record of the professional development activities.
- B. LIEP staff (certified & support) will receive in-service training along with our district instructional staff.
- C. Content and classroom teachers will receive in-service training in the educational process of ELs (281-12.5(8), 12.8(1), and 60.3(3)b5). This includes professional development on how to provide sheltered instruction, how to involve families and community members, how to respect linguistic and cultural backgrounds, and how to create an inclusive and welcoming environment.
- D. Paraprofessionals will receive specific instructional practices to accommodate ELs.
- E. Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.) will also be involved in training to accommodate ELs.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

Assessments will be done annually, during the month of March, with standardized English language proficiency instruments recommended by the state of Iowa. In 2015-16, Iowa will begin the English Language Proficiency Assessment for the 21st Century (ELPA21).

- A. Annual training to appropriate staff done by Heartland AEA and/or staff trained in EL's will be made available by the district.
- B. Dissemination of scores to stakeholders: the administrator at each level gives results to teachers that have the EL students.
- C. Appropriate training to interpret results for staff will also be provided. The EL teacher will attend all required training regarding how to interpret the results of the ELPA21.
- D. Utilization of assessment results to guide instruction and programming: use results to guide instruction and programming: the ELL teacher has a student roster and shares accommodation/modification ideas with teachers.
- E. Classroom assessments (NCLB, Sec.1111(b)(3)(c)(xi)1): Mainstream teachers will report the student's achievement and growth (60.3(1)b) through authentic assessments and content area tests (modified as necessary) in the regular classroom. Appropriate levels of scaffolding will be provided to help ELs at different language proficiency levels access Core content. Scaffolding / accommodations will be provided in both instruction and classroom assessments.
 - 1. The district also uses an Individual Learning Plan (ILP) which has accommodation ideas and ELPA21 scores.
 - 2. Meeting minutes of grades/teams K-12 are documented to ensure that accommodations are provided to ELs and this information is shared on a Google doc district-wide.
- F. District-wide Assessments (NCLB, Sec. 1111(b)(3)(c)l)
 - 1. ELs must be tested on the district-wide assessments with or without accommodations for reading and math and science. ELs require a dual focus of language and content.

Informal academic assessments	Classroom/content teacher
ISASP Iowa Statewide Assessment of Student Performance (gr.3-11)	Classroom teachers
FAST testing (gr. K-8)	Classroom teachers

2. The district uses Guidelines for inclusion of English Language Learners in K-12 assessments to ensure that the appropriate accommodations are identified.

(<https://educate.iowa.gov/pk-12/standards/assessment/required>)

G. Proficiency Level Descriptors by Domain: Proficiency Level Descriptors by Domain specify the skills demonstrated by the English Learner. These objectives are based on the English language proficiency standards and relate to ELs' development and attainment of English language of English language development while also meeting challenging state academic achievement standards

As an essential component of the ELPA21 Standards, the Proficiency Level Descriptors (PLDs) are a tool for assessing an English learner's degree of language proficiency. This educator resource is the new and improved 2020 Achievement Level Indicators (ALIs) – based on domain and grade-level. This document should be used in place of the previous ALIs document.

VII. LIEP Exit Criteria and Procedures

A. Criteria for 2024-2025 Academic Year and Future Academic Years

The student:

1. Achieves the required score for proficiency on ELPA21

B. Procedures

1. Notify parents with state-approved TransAct exiting form in language most understandable to parents/families
2. Change student coding to "exited" so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data should refer to the Iowa *Department of Education's Data Dictionary*.
3. Students who are exited will begin the required two-year monitoring process

VIII. Monitoring Procedures After Students Exit the LIEP Program

A. Monitoring Procedure

1. Student achievement in the mainstream classroom, performance records using a standards-based grading system, and performance on district and building-wide assessments will be taken into account to determine the academic progress of the student.
 2. A multi-year shared document will be maintained by the EL teacher and continually updated by classroom / content area teachers. The document will include notes about the students' academic progress and assessment results. The EL teacher is responsible for the monitoring the procedure with the support of the building administrator.
- B. Re-Entry into the LIEP
1. If students are not meeting the standards for their grade-level and are not achieving satisfactory assessment results, as recorded by the classroom / content area teachers in the shared document, re-entry will be considered. The EL teacher in collaboration with classroom teachers, will analyze and discuss the information in the shared document to determine whether the student needs to be re-entered into the LIEP.
 2. If the EL teacher and building administrator determines the student should be re-entered, parents will be notified using the TransAct re-entry form, or orally, in the language most understandable to parents. This form, or documentation of notification, will be stored in the student's cumulative file.
 3. If parents wish to refuse re-entry into the LIEP, a meeting will be held to discuss the potential outcomes of refusal of services, as well as the benefits of the program. The parents will be informed that students will still be tested annually using the ELPA21 until they reach proficiency. If, after the meeting, parents still wish to refuse services, the "Waiver / Refusal of English as a Second Language" form (TransAct) will be filled out by the parents. The form will be placed in the student's cumulative file. In the event of parental refusal, the EL teacher will collaborate with the mainstream / content area teacher(s) to address the students' language needs and potential supports that could benefit that student outside the LIEP. This collaboration will continue until proficiency is met.
 4. After parental notification, the student will be re-entered into the LIEP and receive services.

IX. LIEP Evaluation

A. Annual LIEP Evaluation Goals and Process

1. Our LIEP goal is to increase the percentage of EL's making growth in language acquisition as measured by the ELPA21. This growth measure will be used as the EL Teacher evaluates the effectiveness of its LIEP.
2. The EL teacher will also consider student achievement in the mainstream classroom, using standards-based assessment, when evaluating the effectiveness of the LIEP.

X. Appendices

Appendix A

The district uses the following forms from the www.transact.com website:

1. Home Language Survey [Form A] – Including second page for race and ethnicity
2. Notification of ELL Program Placement
3. Request for ELL program Withdrawal
4. Waiver/Refusal of ELL Program
5. Notice of Annual Assessment
6. Exit Letter
7. Continuation of ELL Services: Annual Notification & Test Results
8. Monitoring form for Reclassified EL Students

Appendix B

Description of LIEP Models

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 Learners (ELs) for instruction.*

Plan Adopted: 2015

Revision & Review History: September 2018
October 2024