

West Liberty CSD

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

Revised 2023

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).** “Every Student Succeeds Act” legislation added some additional requirements as well. 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).

Required Lau Plan Team Members: Brenda Arthur-Miller, HS Principal, Director of Dual Language and ESL; Vicki Vernon, MS Principal & Director of TAG; Kirk Ryan, Elementary and ELC Principal and Director of Title I, Dawn Kruse, Assistant Director of Elementary and ELC and Director of Special Education; Andrew Genz, Director of Equity, HS Assistant Principal; Melody Russell, Instructional Coach 6-8, Cindy Lopez, Instructional Coach K-4, Melia Larson Instructional Coach 9-12; EL Staff: Beth Bryce, Sheila Polman, Lori Brooke, Alina Vamanu, Madelyn Cunningham, Paula Jackson, Ryan Hayes, Elizabeth Levai-Baird, and Kennedy Amos.

I. Lau Plan Guiding Principles

- A. English language development: ELs have access to specially designed instruction through LIEP services to increase the number of students scoring proficient on ELPA and increase the number of students growing one or more levels on ELPA.
- B. Academic achievement: To educate ELs to meet the same challenging academic goals as all students, in keeping with the School Board’s established goals: each grade level will reach or exceed the state average achievement levels in reading and math as measured by state assessments.
- C. Cross-cultural efficacy: The district promotes inclusion and appreciation of diverse backgrounds to help families and students connect with community resources that support their cultural identities.

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

- A. Home Language Survey-IA (www.TransACT.com)
 - 1. The “Home Language Survey-IA” issued from the state through TransACT.com is the

form used for all students. The Home Language survey is part of the registration process and is offered in multiple languages so parents may complete it in a language they understand. Office managers screen surveys for possible testing of students and confer with the Director of ESL Programming and building level ELL teachers for consideration of testing. All Home Language surveys are filed in student cumulative folders with parent signature and race and ethnicity information is entered in the student data management system for state reporting.

B. State-approved English language proficiency placement assessment

1. The ELPA21 Dynamic Screener is used to assess new students who mark a language other than English on their Home Language survey. Testing is completed within 30 days of the start of the year and within two weeks after the arrival of a new student within the school year. The ELPA21 Dynamic Screener testing is administered by EL teachers who are trained with the state mandated ELPA21 Dynamic Screener Training. Certificates of completion are kept on file in the office of the Director of ESL/Superintendent. Summary of results of the ELPA21 Dynamic Screener are placed in students' cumulative files.

C. Process to place students in appropriate LIEP and content courses

1. EL teachers, general education teachers, building and district administration meet to review the screener scores, cumulative folder information, and other data to determine the best placement for students who qualify for ESL services. Consideration is given for both LIEP and content course placement and placement is based on English language development needs and academic needs of the students. Placement in the general education setting is age appropriate (within two years of actual age of student). EL teachers notify parents of their students' eligibility and placement within 30 days of the beginning of the school year, or within 2 weeks of a child being enrolled after the beginning of the school year. Notifications are sent in a mailing in a language parents understand and a copy is kept in the student's cumulative folder.

D. Initial parent notification of eligibility following state guidelines, in language most easily understood.

1. "Determination of Student Eligibility for Program Placement" form from TransACT is sent upon initial placement and includes parent signature.
2. Parents are notified initially and annually of their student's placement and program description using the "**Notice of Program Placement**" form from TransACT.com.
3. Notification is sent initially and annually within the first 30 days of school, or within 2 weeks if a student is identified later in the academic year.
4. Signed forms are stored in students' cumulative folders.

E. Parent documentation of initial change from LIEP programming (included only if parents indicate they want to waive or withdraw from services).

1. Parents have the choice to waive services annually upon receiving their notification of placement and services. A meeting with parents, ELL teacher, general education

teacher, building principal, and District Superintendent overseeing ELL Programs is held to discuss recommendations, concerns and potential outcomes of waiving LIEP services. Documentation using the form “Explanation of Consequences for not Participating in English Learner Program” notice.

2. Signed documentation of the parents’ decision on the “Request for Change in Program Participation” from TransACT is stored in the student’s cumulative folder.
3. Students whose parents have waived ELL services will receive support and appropriate accommodations within the general education classroom to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP.

III. Description of the LIEP

A. LIEP Program Goals

1. Language Goals

WLCSD will increase the percent of students growing one or more levels as measured by ELPA21 by 10% annually.

WLCSD will increase the percent of students who score proficient as measured by ELPA21 by 1% annually.

1. Academic Goals

WLCSD will increase by 10% the percent of ELs who show academic growth in reading and math as measured by Iowa Assessments annually.

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

1. Programs

a. **Newcomer Program:**

1. 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). English language instruction for newcomers is offered as an intensive course when students’ proficiency levels are 0 - 2. Newcomer programs are often in correlation with other services including Dual Language and/or ESL and are offered K - 12.

b. Sheltered Instruction--not currently offered as LIEP.

c. **Dual Language Program:**

1. 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. Students at Kindergarten through 5th grade

are placed in a 50/50 dual language classroom when appropriate and parent chosen. Students study English and Spanish literacy and language development. Other content areas are delivered in Spanish and/or English dependent on the grade level and schedule. ELs in grades 6-8 are placed in a dual language classroom where native language literacy and world studies are stressed when appropriate and parent chosen.

d. Other Bilingual Program--not currently offered as LIEP.

e. **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. Services are delivered through a collaborative model with general education teachers and/or as a pull-out model. EL teachers offer direct English language instruction and support in the delivery of the district content curriculum.

2. ELs at levels 1 - 3 of proficiency in grades K - 12 receive at least 80 minutes of direct English language instruction weekly with an endorsed EL teacher. ELs at levels 4 - 5 will receive English language instruction through the SIOP model within their content classes. Services are delivered through the models listed above, Newcomer Program, Dual Language Program, and/or ESL program according to student proficiency level and parent choice. EL teachers work collaboratively with general education teachers and use both a push-in and pull-out model based on individual student needs, time, and staff. EL teachers offer direct English language instruction and support in the delivery of the district content curriculum.
3. All students at all proficiency levels whose families waive LIEP services will receive direct LIEP instruction within the general education setting through a collaborative and co-taught model.

C. Description of annual parental notification of continuing placement and programming options in languages most easily understood.

1. Notifies parents annually within 30 days of the beginning of the school year using the "Notice Program Placement".
2. Director of ESL, Brenda Arthur Miller is responsible for implementing the parental notification process.
3. Records of notification are stored in students' cumulative files annually.

D. Procedure for annual communication with parents who have waived services with the ["Notification to opt a child out of EL Programs."](#)

1. Parents have the choice to waive services annually upon receiving their notification of placement and services. A meeting with parents, ESL teacher, general education teacher, building principal, and District Superintendent overseeing ELL Programs is held to discuss recommendations, concerns and potential outcomes of waiving LIEP services with the form ["Explanation of](#)

Consequences for not Participating in English Learner Program.”

2. Documentation of parent’s decision to waive services is completed on the required “Notification to opt a child out of EL Programs” form.
3. Documentation with parents’ decision and signature is stored in the cumulative folder (“Notification to opt a child out of EL Programs”).

E. Highly qualified LIEP and content staff

1. All teachers who deliver direct LIEP services are highly qualified with a valid and a current ESL endorsement. Staffing for ELs is determined by the number of ELs served and the language level and English language instruction needs of those students. Content teachers and Instructional Coaches who have an ESL endorsement are recruited and hired.
2. The district ensures that teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided.

F. Designated administrator oversight for LIEPs

1. The district ESL administrator is Brenda Arthur Miller who will oversee the highly qualified staff, keep evidence of yearly parent notifications, lead professional development, monitor programming, collect and analyze data.
2. The Director of ESL Brenda Arthur Miller will receive ELL training including but not limited to ELP standards, ELPA21 Dynamic Screener Certification, ELPA, and other pertinent ELL trainings.

G. Access to Iowa Core Standards and English Language Proficiency (ELP) Standards

1. All teachers grades PreK - 12 are trained on both Iowa Core and ELP standards to ensure that content is comprehensible. New teachers, PK - 12, are trained on ELP standards and Iowa Core.
2. All teachers are currently part of Iowa Core and ELP trainings and professional development.
 - a. Iowa Core standards and ELP standards are infused in content area lessons and supported through LIEP.
 - b. General education and ESL teachers meet weekly to collaborate, analyze data, and plan units.

H. Curriculum and Supplemental Resources for LIEP

1. Teachers use ELP standards and Iowa Core standards as the curriculum. ESL strands of literacy, math, science, and social studies are used as supplemental curricular materials.
2. The district has established a curricular adoption schedule and cycle for updating curricular materials district-wide. This schedule runs on a 7 - 8 year cycle. All curricular choices must be presented to the School Board before adoption. Curricular teams including representatives from general education, ESL, special education, and other programs work with an administrator to review, select, purchase, and update curricular resources.

3. Curricular choices must be gender fair, multi-culturally sensitive, ESL supportive including resources for all proficiency levels, include differentiated instruction, be aligned to ELP and Iowa Core standards and available in Spanish.

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. Assessments used to identify Gifted and Talented students are also used to identify Gifted and Talented ELs. Special consideration of the student's native language and assessment in the student's native language is included.
 2. ELs receive equal programming as all GT students with consideration given to their unique language development needs. Highly qualified GT teachers offer advanced and enhanced curriculum.
- B. Process in place for identifying and serving ELs in special education.
 1. Students who may qualify for Special Education are assessed in collaboration with the Area Education Agency for potential disabilities. The same procedures are used to assess and determine placement in special education for ELs. Special consideration of a student's native language and culture, as well as assessment in the student's native language, is included. Language development and a student's culture are both factors in determining eligibility.
 2. The district ensures that students who are dually identified for special education and LIEP receive direct instruction by highly qualified EL staff and special education teachers with support for language needs.
 3. Placement in Special Education is a team decision including parents, general education teachers, Special Education teachers, EL staff, AEA staff, building level administration, and the Director of EL.
- C. Process in place for identifying and serving ELs in all co-curricular district programs (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement)
 1. District policies and practices do not discriminate against ELs. Special consideration of student's native language and culture are determining factors for enrollment or qualification for district programs such as Title I, career and technical programs, and Advanced Placement courses.
 - a. The team determining eligibility or qualification includes an ESL teacher in the data review. ELs have equal opportunities and are encouraged by staff to receive or be involved in district programs such as counseling services, At-Risk.
 - b. Special consideration is given to students' native language and culture. The district provides parents and students with communication about programs and eligibility in a language most easily understood.
 2. District Program offerings and eligibility are provided to families in a language most easily understood.
 3. The team determining eligibility or qualification includes an ESL teacher in the

data review. ELs have equal opportunities and are encouraged by staff to receive or be involved in district programs such as counseling services, At-Risk.

D. Process in place for identifying and serving ELs in extra-curricular activities and programs (performing and visual arts, athletics, clubs, honor societies)

District policies and practices do not discriminate against ELs. Special consideration of student's native language and culture are determining factors for enrollment or qualification for district programs such as ELs in extra-curricular activities and programs (performing and visual arts, athletics, clubs, honor societies.)

1. The team determining eligibility or qualification includes an ESL teacher in the data review. ELs have equal opportunities and are encouraged by staff to receive or be involved in district programs such as performing and visual arts, athletics, clubs, honor societies, etc.. Special consideration is given to students' native language and culture.
2. The district provides parents and students with communication about programs and eligibility in a language most easily understood. The district 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. Ongoing EL professional development (PD) provided for staff who support the LIEP:

1. District and building administrators
- a. Administration is trained on professional development related to the implementation of SIOP and SIOP walk-throughs as well as participating in monthly PLCs with PK - 12 teachers.
2. LIEP staff (certified & support staff)
- a. LIEP teachers are trained on professional development related to the implementation of SIOP and participate in monthly PLCs with PK - 12 teachers. Support staff including ESL paraprofessionals, Special Education paraprofessionals, and general education paraprofessionals receive yearly training on best strategies for working with ELs and subgroups.
3. Content/Classroom Teachers
 - a. The district implements the SIOP model and trains all PK - 12 teachers. All teachers including general education, Special Education, ESL, and other specialists meet monthly in PLCs to analyze data, review strategies, collaborate, and plan lessons using the SIOP model.
 - b. New teachers are trained in SIOP during pre-service days and through monthly professional development led by highly qualified instructional coaches.
4. Paraprofessionals, Building/District Support Staff (Instructional Coach, Counselor, Curriculum Coordinator)
 - a. Instructional coaches, Counselors, and Curriculum coordinators are trained on professional development related to the implementation of SIOP and participate in monthly PLCs with PK - 12 teachers.

B. District training of English Language Proficiency Standards and implementation.

Professional development is provided to required staff as designated by the Iowa Department of Education for English Language Proficiency Standards.

1. All new teachers to the district will be trained on all ELP standards modules using the state released modules. Teachers will complete the modules and modules will be watched in their entirety through aeapdonline.org. Certificates will be collected and maintained by Human Resources.

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

A. Annual training to appropriate staff

1. All EL staff are trained annually on administration and scoring of the ELPA21 Dynamic Screener and ELPA21. Training is completed via [AEA online learning](#).
2. Certificates for each assessment administration are printed for each individual teacher and submitted to Human Resources.

B. Dissemination of scores to stakeholders

Results are disseminated to stakeholders including Administration, School Board, parents, and staff when results are available and at the start of the academic year to ensure correct services and placement for ELs.

1. Administration receives ELPA scores for all of the ELs within their building. Progress towards district goals is also shared.
2. All teachers are provided the ELPA score and language level of ELs within their classroom with interpretation to aid in the deliverance of curriculum.
3. Parents are notified of their student's ELPA scores annually in a mailing in a language most easily understood.

C. Appropriate training to interpret results for staff

Administrators, LIEP teachers, and EL staff are trained on language levels of ELs as well as the annual assessment scores of ELs and their importance and impact on classroom strategies for ELs.

1. LIEP teachers are trained on language levels of ELs as well as the annual assessment scores of ELs and on accommodations needed for individual ELs. General education teachers are given copies of accommodations for assessment and lesson planning.
2. Administrators are trained on language levels of ELs as well as the annual assessment scores interpretation.
3. EL staff are trained on language levels of ELs as well as the annual assessment scores interpretation.

D. Utilization of assessment results to guide instruction and programming

Results of ELPA, Iowa Assessments and District assessments pertaining to ELs are analyzed yearly by ESL staff, instructional coaches, and administration.

1. Results are used to determine placement in content specific areas.
2. Results are used to determine placement for LIEP services.
3. Results are used to determine future programming and placement needs.

VII. LIEP Exit Criteria and Procedures

A. LIEP exit criteria

The student:

1. Achieves the required score for proficiency on ELPA21

B. LIEP exit procedures

1. Exit occurs between the end of the academic year and before October 1st when ELPA and district assessments results are available.
2. Notify parents with state-approved TransAct exiting form, "[Program Exit Letter](#)", in language most understandable to parents/families.
3. Office managers and the Director of ESL will work together to 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 [Iowa Department of Education's Data Dictionary](#).
4. Begin required two-year monitoring process.

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

A. Monitoring procedures in place after students exit the program

1. Monitoring procedures include criteria to determine ELs' sustained academic progress. Students who have been exited from LIEP services are monitored for 2 years for continued academic success as demonstrated by district and classroom assessments, and grades.
2. Director of ESL, Brenda Arthur Miller, is responsible for monitoring of all exited EL students.
3. Reports of academic progress are checked on a trimester basis by the Director of ESL Brenda Arthur Miller, in collaboration with the instructional coaches and EL staff. This team reviews exited students for language needs, academic and social success. The team chooses whether students will continue to be monitored, have successfully completed the monitoring period, or should be considered for re-entry into LIEP services.
4. A plan for exited ELs who are showing a lack of academic progress or success (Exited ELs should be given the same support and consideration as never ELs within the building intervention system to determine what is impeding academic progress)

B. LIEP re-entry procedures in place, if indicated by data, including notification of parents/guardians

1. Students are recommended for intervention, special academic services and/or re-entry into LIEP when they are unable to sustain success. Student will 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)
2. Parents are an integral part of the process and are included in the final decision making. All notifications are sent to parents in a language they most easily understand using the state approved, "[Reentering EL Program](#)" form.

IX. LIEP Evaluation

A. LIEP evaluation in place

1. Program evaluation is completed annually by the required Lau Plan Team Members: Brenda Arthur-Miller, HS Principal, Director of Dual Language and ESL; Vicki Vernon, MS Principal & Director of TAG; Kirk Ryan, Elementary and ELC Principal and Director of Title I, Dawn Kruse, Assistant Director of Elementary and ELC and Director of Special Education; Andrew Genz, Director of Equity, HS Assistant Principal; Melody Russell, Instructional Coach 6-8, Cindy Lopez, Instructional Coach K-4, Melia Larson Instructional Coach 9-12; EL Staff: Beth Bryce, Sheila Polman, Lori Brooke, Alina Vamanu, Madelyn Cunningham, Paula Jackson, Ryan Hayes, and Elizabeth Levai-Baird, Kennedy Amos. Director of ESL Brenda Arthur Miller, will facilitate the team based evaluation process.
2. Modifications to the program and LIEP services are completed by analyzing data from multiple sources including but not limited to ELPA21, Iowa Assessments, district assessments, and student achievement in meeting the LIEP goals. Data will also be collected on the success of delivery of LIEP services and professional development needs through teacher input and state requirements.
3. Modifications to LIEP services, core instruction, and English language development are determined by the results of the evaluation and in meeting LIEP goals and district goals. The evaluation helps determine professional development for teachers to implement strategies to best meet the needs of ELs. LIEP services are also adjusted according to the results of the program evaluation and student needs. Staffing and teacher scheduling is determined by the number of ELs served and the language level and English language instruction needs of the students. Curricular needs for ELs and/or subgroups are determined in part by the program evaluation as well as meeting the needs of individual ELs and/or subgroups. All changes are communicated to stakeholders including parents, staff, administration, and school board.
4. Title III Assurances

Appendix C

Title III Compliance Assurances: Checklist for Districts

- ___ The district maintains and annually revises the district Lau (EL) Plan. [NCLB Sec. 3116] (Lau v. Nichols, 1974)
- ___ The district has a policy of admitting students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]
- ___ The district provides information and communication to the parent(s) in the language the parent(s) understand to the extent practicable. [NCLB Sec. 3302(c)]
- ___ The district will promote parental and community participation in programs for ELs [NCLB Pub. L. No. 107-110].
- ___ The district includes a Home Language Survey (TransAct form IA) in registration materials for all students and maintains these forms in student cumulative folders. [Iowa Code 281-60.3]
- ___ The district uses the state-approved language proficiency test (ELPA21) to screen and identify ELs (including parental notification) within the first 30 days of a student being enrolled in the district at the beginning of the school year, and within 14 days thereafter. [NCLB Sec. 3302(a); Iowa Code 281-60.3(1)b]
- ___ The district ensures educators administering the state-approved language proficiency test for identification & placement recertify annually.
- ___ The district notifies parents of program eligibility and placement within the mandated time frames. [NCLB Sec. 3302]
- ___ The district has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, developing Title III programs and activities [NCLB, Pub. L. No. 107-110].
- ___ The district provides a Language Instruction Educational Program (LIEP) with direct instruction provided by a highly qualified (ESL-endorsed) teacher. Consultative services do not meet the requirement for direct instruction. [Iowa Code 281-60.3(2)]
- ___ The district assures that LIEPs carried out under Title III will ensure that ELs being served by the programs develop English proficiency. [NCLB, Pub. L. No. 107-110].
- ___ The district ensures that teachers of ELs are fluent in oral and written English [NCLB Sec. 3116(c)]
- ___ The district has a designated administrator overseeing the district's LIEP.
- ___ The district ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards [NCLB, Pub. L. No. 107-110].
- ___ The district has developed programs and activities for ELs and immigrant children and youth

[NCLB, Pub. L. No. 107-110].

- ___ The district offers high quality professional development to classroom teachers (including teachers in classrooms that are not the settings of LIEP), principals, administrators, and other school or community-based organizational personnel [NCLB, Pub. L. No. 107-110].
- ___ The district ensures the implementation of the English Language Proficiency (ELP) standards. [NCLB, Title IX, Part A, Section 9101].
- ___ The district ensures that all paraprofessionals serving EL students are supervised by a highly qualified teacher. [Iowa Code 281-60.3(2)]
- ___ The district assesses the English proficiency of all EL students with the state-approved English language proficiency assessment (ELPA21) annually. [NCLB Sec. 3113(b)(3)(D)]
- ___ The district ensures educators administering the state approved language proficiency monitoring assessment recertify annually.
- ___ The district disseminates ELPA21 scores to parents and district staff. [NCLB Sec. 3121]
- ___ The district ensures that all EL students participate in district-wide assessments. [NCLB Sec. 3121]
- ___ The district uses state-approved exit criteria to determine when students should be exited from the LIEP program [Iowa Code 281-60.3(3)b4]
- ___ The district monitors exited EL students for two years after exiting the program (Changing to 3 years required monitoring in 2016-7 based on ESSA). [NCLB Sec. 3121(4)]
- ___ The district reports required EL data elements on Iowa's Student Reporting System.
- ___ The district conducts an annual program evaluation and makes adjustments to programming as indicated by EL student achievement data. [NCLB Sec. 3121]
- ___ The district ensures that Title III funding is not used for opportunities that are afforded all students, such as parent-teacher conference translation. This means that interpretation and translation for ELs must be paid, not using Title III funds, rather, using district funds.
- ___ The district ensures that personnel funded by Title III are being used exclusively for EL students for the full amount of the apportionment of the funding.
- ___ The district is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127 (NCLB, Pub. L. No. 107-110).

Checklist Completed by (print name): Brenda Arthur-Miller

Signature: 

Date: 11/22/2023

Superintendent (print name): Shaun Kruger

Signature:

Date: