

**Bellevue Community School District**  
**K-12 Lau (EL) Plan for Serving English Learners**  
**(ELs)**

**(September 2024)**

**Lau Leadership Team Members:**

District Administrator (Superintendent) - Mike Hilmer (Also Equity Coordinator)

Building Administrator (Principal) - Jeanette Hartung-Schroeder

Building Administrator (Principal) - Jeff Recker

ELL Teacher - Will work to fill in conjunction with other districts in our area; We are making this a part of our future job descriptions for positions within the district. - Currently shared with another school system - Alexsea Strickrod (Marquette Catholic)

Bellevue School Counselor - Scott Jess

Administrative Assistant in Charge of Registration - Chelsey Junk

ELL Coordinator - Mike Hilmer

**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 and includes the following required critical elements:

**I. Lau Plan Guiding Principles**

A. English language development goals

1. Increase the percentage of ELs making growth in language acquisition as measured by the ELPA21
2. Increase the percentage of ELs attaining or reaching full proficiency as measured by ELPA21

B. Academic achievement goals

1. Make Adequate Yearly Progress (AYP) in reading and math as measured by the state required content assessments according to targets established by Title III

### C. Cross-cultural goals

1. Educate Bellevue staff about ELs cultural and linguistic background.
2. Provide ELs with the same opportunity as their peers to participate in all district programs and activities.
3. Inform parents in their native language (to the extent possible)
4. Consider cultural influences (ie. religious holidays, special celebrations, customs) when developing and enforcing district policy

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

### A. Home Language Survey

1. All families are asked to complete a Home Language Survey during new student registration. The Home Language Survey used is Form A from [www.TransAct.com](http://www.TransAct.com) as required by state guidance. The Home Language Survey is provided to parents in a language they can understand (to the extent possible). Each school secretary in the district has been trained by the District Curriculum Director in how to administer the Home Language Survey at new student registration. 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 district is prepared 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. Each building secretary will screen and forward a copy of all Home Language Surveys that indicate a home language other than English to the district's building principals and ELL Coordinator. Completed Home Language Surveys are maintained in the students cumulative files.

### B. State approved language proficiency placement assessment

1. For any student whose Home Language Survey indicates a language other than English, an assessment of English Language Proficiency will be completed within the first thirty days of the student's arrival or, if the child enters after the beginning of the school year, within two weeks. The district will use the state-approved English language proficiency placement assessment TELPA (Tennessee English Language Proficiency Assessment) The screener assessment is administered by the district ELL Coordinator who is trained in administration and scoring. The completed assessment is maintained in the student's cumulative folder. It is the responsibility of the building principal to ensure that this is completed within the mandated timelines. (This began during the 2016-17 school year, and the district will use the state approved ELPA21 screener information at <http://www.elpa21.org/assessment-system>).
2. Training in how to give the TELPA is being completed by the ELL Coordinator. He will also attend training to be able to administer the ELPA21 screener prior to the fall of 2022 and a copy of his certificate for completion of this training will be maintained in her personnel file.

### C. Placement of ELs in appropriate LIEP

1. In addition to the English Language Proficiency Assessment, an assessment of academic skills in relation to the student's grade or age level will be completed in order to place the student in the education setting that is age appropriate (within two years of actual age). The

ELL coordinator will administer the academic assessments in the areas of reading and mathematics. Appropriate reading assessments are those on the Iowa Department of Education's list of Approved Literacy Assessments for grades K-6. The district is currently utilizing the FAST assessment suite to measure literacy in grades K-5. Literacy for grades 6-12 and math for grades K-12 will be assessed using the AIMSweb screening probes. In addition, students' academic skills will be assessed in their native language when possible. 2. Data will be collected by the ELL coordinator and reviewed for new ELs, including the results from the English language proficiency assessment, assessment of academic skills and other pertinent data including prior student records, teacher interview, parent information, teacher observation, referral, student grades, and/or informal assessment. The ELL Coordinator will lead the Lau Leadership team's review of the student's data. If the student is non-English proficient or limited English proficient in any of the English language development subtests (speaking, listening, reading, and writing) and there is evidence from the Lau leadership team data review that he/she will not be successful in the regular classroom because of language background, the student is identified for the LIEP. Each EL student's English proficiency level, grade level, and educational and language background are considered by the Lau team and teacher(s) of EL student to determine which EL program services are appropriate.

D. Parental notification of student eligibility for LEIP (Reference [www.transact.com](http://www.transact.com) and <http://www.parentnotices.com/>)

1. When a student is identified for the LIEP, parents are notified no later than 30 calendar days after the beginning of the school year, or within two weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year) through a Notification of English Language Program Placement - Version A for initial annual placement notification and program description from TransACT. This form is distributed in a language most easily understood (found on TransAct). Parents will continue to receive this notification each year their child is eligible for the LIEP.
2. Parental Notification will include:
  - a. Reasons for identification
  - b. Child's level of English language development
  - c. Method of instruction
  - d. How the program will meet the educational strength and needs of the student
  - e. How the program will help the student learn English
  - f. The program's specific exit requirements
  - g. How the program meets the objective of the IEP of a student with a disability
  - h. Information regarding the parents' right to refuse or withdraw their child from the LIEP

3. The ELL Coordinator is responsible for ensuring that parents are notified within the mandated time frame. A copy of the parent notification letter will be maintained in the student's cumulative folder.

E. Process for waiving students from LIEP

- a. If parent refuses or withdraws their child from the LIEP, a meeting will be held with the parents to explain the process and discuss recommendations, concerns, and potential outcomes. *A signed documentation of the parent's decision on "Waiver-Refusal of ESL Bilingual Program" from TransACT will be documented and kept in the student's*

*cumulative file.*

b. A plan will then be developed by the ELL coordinator and Lau team to provide support within the classroom setting to ensure mastery of English and academic achievement. The student will continue to be assessed annually and a plan developed to ensure mastery of English and academic achievement until the student reaches the English proficiency score on the ELPA 21 assessment.

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

#### **A. LIEP program goals**

1. Increase the percentage of ELs making growth in language acquisition as measured by the ELPA21
2. Increase the percentage of ELs attaining or reaching full proficiency as measured by ELPA21
3. Make Adequate Yearly Progress (AYP) in reading and math as measured by the state required content assessments according to targets established by Title III

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

1. The LIEP service offered at Bellevue in grades K-12 is considered an “English as a Second Language Program.” By definition English as a Second Language (ESL) 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, ESL instruction is usually in English with little use of native language.
2. Each EL student’s English proficiency level, grade level, and educational and language background are considered to determine the EL program services appropriate for EL students. This is based on collaboration between the ELL coordinator/teacher and the teacher(s) that serve the students to determine times, dates, and delivery of ELL services to the ELs by the ELL teacher and para-educator.
3. ELs services are pull out or push in, delivered in individual or small group settings. Bellevue has a certified ELL coordinator/teacher and a para-educator trained in ELL strategies by the ELL coordinator who works with EL students. The para-educator will provide review and support of skills needed to reach and/or exceed grade level standards
4. At all other times the student receives instruction in the general education environment ensuring access to the Common Core Curriculum and ELP standards. The ELL teacher and the general education teacher and the ELL para-educator will collaborate for a minimum of 60 minutes per month to align instruction materials, curriculum, and appropriate strategies and accommodations given the student’s level of English proficiency. This collaboration will be documented by the ELL coordinator.

#### **C. Description of Annual parental notification of continuing placement and programming option in language most easily understood.**

1. Each parent receives an explanation by the ELL coordinator and/or interpreter of the Parent Notification and Placement Letter. This includes an explanation of the parents’ right to refuse

services or withdraw their child from the LIEP. These forms will be completed annually until the child meets the exit criteria. In addition see Section II part D of this Lau Plan for more detailed information on the parent notification process and Section II part E for more information on the LIEP waiver process. All notification and waiver forms will be filed in the students' cum file by the ELL coordinator. The ELL coordinator will make sure that the notifications of and waivers for EL services are given to/explained to parents within the state time framework.

D. Procedure for communicating with parents who have waived LIEP services is in place annually.

1. The school communicates annually with parents who have waived the LIEP services, and reviews the services available. This is documented through the "Waiver-Refusal of ESL Bilingual Program" form.
2. Documentation of this form is kept in the student's cumulative record.

E. Highly qualified staff (ESL endorsement)

1. The district requires that the teacher delivering LIEP maintain an ESL endorsement and that all teachers delivering Iowa Core content instruction to ELs meet the qualifications for highly qualified teacher.
2. At the current time the district has no students in an ELL program, and past practice has been to share with other local districts. We will be making an ESL endorsement a part of the job description for future positions in the district.

F. Designated administrator oversight for LIEPs

1. It is the responsibility of the building administrator in each of Bellevue's schools, Bellevue Elementary, Jeanette Hartung-Schroeder and Bellevue Middle/High School, Jeff Recker, to ensure that adequate and appropriate language instruction and support is provided to all students eligible for LIEP services.
2. Administrators supporting the ELL program receive training as provided by the Mississippi Bend Area Education Agency (or more if needed).

G. Access to Iowa Core and English Language Proficiency Standards

1. The ELP standards correspond to CCR standards for English, Language arts, Mathematics and science. Teachers have access to and training on Iowa common core through local professional development provided in concert with the Area Education Agency. In the fall of 2015 a comprehensive toolkit of six online training modules that focus on how to implement the ELP Standards in the classroom will be available through the Department of Education. Staff will be instructed by the ELL coordinator on how to apply the ELP standards to their planning and instruction. Currently all staff have access to the ELP Standards through [www.ELPA21.org](http://www.ELPA21.org) and are given a grade band proficiency level 1-5 poster for easy access to the ELP standards.
2. Staff who work with EL's will collaborate with ELL coordinator/teacher no less than 60 minutes per month.

H. Curriculum and Supplemental Resources

1. Bellevue is unique in that it has a small number of ELL students. Curriculum and resources will depend on each EL student's English proficiency level, grade level, and educational and

language background. These are considered when deciding which curriculum and supplemental resources are appropriate. As needs arise, the district will purchase and modify instructional materials that are appropriate to the needs of the learner and goals of the instructional programs. The district curriculum director, Jeanette Hartung-Schroeder, and the MBAEA ELL coordinator, will work with the ELL AEA consultant, Terri Parker, to help select supplemental instructional resources for EL's. The curriculum needs will be reviewed annually with the district Curriculum Director.

#### **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. The Iowa Department of Education requires that there be multiple selection criteria for identifying gifted and talented students from the total population which includes EL's. The multiple criteria used to identify students for gifted/talented programs at Bellevue includes academic achievement data, thinking and reasoning assessment data, verbal, non-verbal and qualitative assessment data, teacher input, and classroom observations. Additional data may include demonstrating a high level of skills in comparison with other ELs who have been in the U.S for the same length of time.. Staff are also referred to "Identifying Gifted and Talented English Language Learners" at [www.iowa.gov](http://www.iowa.gov).
2. The school districts gifted evaluation and testing procedures do not screen out EL students because of their limited English proficiency when participation in a particular gifted program does not require proficiency in English.

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

1. During the Child Find process the evaluation team gathers evidence from multiple data sources to determine if the child's educational performance and progress discrepancy are or are not the result of limited English proficiency. The evaluation team reviews the relevant information through RIOT (Review, Interview, Observe, and Test) methods to rule out whether a child's performance difficulties are primarily the result of cultural differences or limited language proficiency.
2. The evaluation team considers the child's unique linguistic variables. The team determines a child's unique linguistic variables by comparing the child's performance to peers with similar linguistic backgrounds. If the performance is similar to peers of the same linguistic background, than the team determines the child's needs are not likely due to a disability requiring special education. The team uses other sources of data to corroborate this finding.
3. When conducting the evaluation and the family's primary language is not English, the parents are interviewed in their native language. The team determines if the child's deficits are present in both English and the primary language. It only constitutes as a disability if the problem presents in both English and the individual's primary language. The evaluation team uses data from multiple sources to rule out language and acculturation as the primary reason for the performance deficit(s). Evaluation teams consider the following during the evaluation process:
  - a. The materials and methods used in the evaluation process are nondiscriminatory.
  - b. Assessments or other evaluation activities are administered in the child's primary

language whenever possible

- c. During the intervention process the child's linguistic variables are taken into consideration
- d. The child's language aptitude is measured in areas such as interpersonal communication skills, cognitive academic language proficiency, etc.
- e. Based on the information gathered the team is able to rule out language as the primary factor in the child's performance and progress.

- 4. If limited English proficiency is ruled out as the primary factor in the child's performance and progress, and the child meets eligibility criteria, then the IEP team determines if specially designed instruction is needed to meet the child's identified needs. If a child qualifies for special education services, the IEP team considers the child's language needs as the IEP is developed.

C. Process in place for identifying and serving ELs in all co-curricular programs (e.g., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses)

- 1. All students, including EL's, in Bellevue School District are given equal opportunities to participate in all programs or activities in the school district. Information about the special programs or activities will be provided to the EL student and parents in the same manner as non EL students. The information will be provided (when possible) in a language most easily understood, either written or orally. The building principals and ELL coordinator will communicate information about ELs to program and activity coordinators at the beginning of and throughout the school year.
- 2. The ESL teacher will be included in the data review for appropriate placement/consideration in all programs.

D. Process in place for identifying and serving ELs in all co-curricular programs (e.g., performing and visual arts, athletics, clubs, honor societies)

- 1. All students, including EL's, in Bellevue School District are given equal opportunities to participate in all programs or activities in the school district. Information about the special programs or activities will be provided to the EL student and parents in the same manner as non EL students. The information will be provided (when possible) in a language most easily understood, either written or orally. The building principals and ELL coordinator will communicate information about ELs to program and activity coordinators at the beginning of and throughout the school year. (For example, in a coaching situation, the need for explaining directions clearly, helping parents understand about physicals and where to get one, etc.)

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

A. District and building administrators

- 1. The district Curriculum Director and ELL Coordinator attend Title III professional development opportunities provided by the AEA to ensure timely and accurate understanding and implementation of all ELL requirements.

B. LIEP staff (certified & support)

1. The ELL teacher attends conferences, trainings, and classes related to ELL including the Language and Culture Conference, Q-TEL training, and AEA ELL professional development. She also engaged in professional readings and webinars to further her knowledge of ELL instruction.
2. The district and staff will utilize the use of 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.
3. Training documentation will be included in teacher files in the district office for reference and verification of training.

**C. Content and classroom teachers**

1. All teaching staff and administrators who serve ELL students receive in-service that addresses ELL issues on an on-going basis and receive information about conferences, workshops, academies, training sessions, and specialized classes that address ELL issues.
2. In the fall of 2015 a comprehensive toolkit of six online training modules that focus on how to implement the ELP Standards in the classroom will be available. Staff will be instructed by the ELL coordinator on how to apply the ELP standards to their planning and instruction. Currently all staff have access to the ELP Standards through ELPA21.org and given a grade band proficiency level 1-5 poster for easy access to the ELP standards.

**D. Paraprofessionals**

1. Para-educators who work directly with ELs collaborate weekly with the ELL coordinator to learn new strategies and techniques that will support the EL students learning of content standards and further their development of English proficiency.

**E. Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)**

1. All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for EL students, with continuing training provided according to district's Comprehensive School Improvement Plan. A record of professional development activities is maintained. In the 2015-16 online training modules will be given for

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

**A. Annual training to appropriate staff**

1. All English Learners (including those students whose parents have waived/refused services) will be evaluated annually with a standardized English language development instrument recommended by the state of Iowa. The state began using the ELPA21 in the spring of 2016 to measure growth.
2. Training in how to give the ELPA21 assessment to students will be completed by the ELL Coordinator in the fall of 2015 and a copy of her certificate for completion of this training will be maintained in her personnel file.



**B. Dissemination of scores to stakeholders**

1. Student scores from the ELPA21 will be shared with parents, teachers and para educators of EL's, the Lau Team, and building administrators by the ELL coordinator within 30 days of the score receipt. A copy of the results will be filed in the student's cumulative folder. C. Appropriate training to interpret results to staff

1. The ELL coordinate will participate in training to understand how to interpret these scores and will provide training as needed to all other stakeholders once each year when the results are received.

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

1. The Lau team and teachers of EL's will utilize the results for instructional and programmatic decisions. ELPA21's assessment system measures growth in English language proficiency based on the newly developed English Language Proficiency (ELP) Standards. The ELPA was adopted as the state assessment as it provides valuable information that informs instruction and facilitates academic proficiency. As the EL coordinator completes professional development on the ELPA21 information will be shared with teachers of EL's and the Lau team on effective ways to use the results to guide instruction and programming.
2. Instruction will be focused around the Core instruction, with direct services provided to the student. Future programming considerations will be considered based on formative and summative assessments on a regular basis, at minimum annually using the ELPA21 data.

**VII. LIEP Exit Criteria and Procedures**

**A. LEIP exit criteria - Began in 2015-2016**

1. To be considered for exit of the LIEP, a student must:
  - a. Achieves the required score for proficiency on ELPA21
  - b. Scores proficient on district-wide and/or state-wide assessments, such as Iowa Assessments or other district-wide assessment if Iowa Assessment is not available
  - c. Meets both the above criteria in the same school year.

**B. LIEP exit procedures**

1. Exit Criteria and Procedure
  - a. If the student meets the above exit criteria, then the ELL coordinator will bring the information to the district Lau team. The team will utilize the data to make the recommendation to exit a student from LIEP services. This change is communicated to parents using the "English Language Development Program - Exit Letter" which is in a language most understandable to parents to the extent possible, and a copy is maintained in the student's cumulative file.
  - b. The building secretary under the direction of the building principal will change the 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.
  - c. The required two-year monitoring progress described in section VIII begins after a

student is exited.

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

### **notification A. Monitoring procedures in place after students exit the program**

1. MBAEA ELL coordinator, will be responsible for giving the student monitoring form each semester to the appropriate classroom teacher, content area teachers, counselor, and support teachers to complete. This form includes district wide assessment scores, alternative assessments scores, current grade, teachers' comments, and GPA (for high school). Monitoring will continue for two years after the EL student has exited the LIEP program. The ELL coordinator will share the forms with the Lau team during a meeting at the beginning of the new semester. This meeting will be documented in the Lau Team minutes.

### **B. LIEP re-entry procedures in place**

1. If the Lau Team decides that the student's monitoring form indicates the exited EL student is struggling academically, the Lau Team, teachers and staff who contributed to the monitoring form, and the EL student's parent will meet to decide the assistance or support the student needs be academically successful. The EL's parents will provided notice of this meeting in their native language (if possible) and invited to attend. If the parents do not attend, they will be notified in the same manner as to the decision made.
2. One of the decisions can be for the student to reenter the ELL program. If the student is reentered into the ELL program, then the secretary at the building, under the principal's guidance, will mark the student as ELL (refer to Iowa Department of Education's Data dictionary). Parents, as in the initial entry into the LIEP, have the right to refuse the service. In that instance, the Lau team and school district staff still has the responsibility to assure measures be put in place to help the student academically and document this plan. The ELL coordinator with be responsible to ensure the implementation of the plan.

## **IX. LIEP Evaluation**

### **A. LIEP evaluation** which includes evidence regarding progress toward meeting Lau Plan LIEP goals in both English language development and academic achievement:

1. Annually the Lau Team will meet to analyze growth according to the three identified goals in English language development and academic achievement as indicated below:
  - a. English language development goals
    - i. Increase the percentage of ELs making growth in language acquisition as measured by the ELPA21, state assessments, and other state-approved district assessments.
    - ii. Increase the percentage of ELs attaining or reaching full proficiency as measured by ELPA21, state assessments, and other state-approved district assessments.
  - b. Academic achievement goals
    - i. Make Adequate Yearly Progress (AYP) in reading and math as measured by the state required content assessments according to targets established by Title III.
    - ii. In addition to the AYP data, the district will specifically utilize the following assessments and data: FAST, Iowa Assessments, Graduation Rates, ACT (given to all graduates), and similar measures of learning utilized for all students.

2. In addition, every three years the Lau Team will utilize the ELL District Self Study Guide to conduct and overall program evaluation. The results of this evaluation will be shared with the School Improvement Advisory Committee for their input and to determine recommendation for changes.