

# **ANAMOSA COMMUNITY SCHOOL DISTRICT**

## **Lau Plan Guidance Document**

**Revised September, 2023**

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

**Required Lau Leadership Team Members:** Superintendent: Darren Hanna, Principals: Ellen Recker, Linda Vaughn, Joshua Bentley, Curriculum and Technology Support Director: Erin Jenkins, Equity Program Coordinator: Darren Hanna, ELL Teacher(s): Kelli Cross, Christine Samuelson Counselor(s): Greta Vaughn, Jamie Vroegh, Jenna Hardersen Classroom Teacher: Robin Flattery

**Suggested Additional Lau Leadership Team Members:** Title III Subgrantee ELL Consultant: Lynn Tiemann

#### **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.

#### **I. Lau Plan Guiding Principles**

- A. English language development- Systemically teaching English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence
- B. Academic achievement- Systemically educating ELs (English Learners) to meet challenging academic content and student academic achievement through multi-tiered system of support
- C. Cross-cultural efficacy- Systemically working to promote pride in the students' cultural and linguistic backgrounds through opportunities for students to share with their peers. Communicating with parents in their first language when needed. Involving families in the educational process in order to make education a cooperative effort between home and school. The educational program is free of discrimination and provides equal opportunity for the students. The educational

program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups to society. It will also reflect the wide variety of cultures and provide equal opportunity to all.

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

### **A. “Home Language Survey- IA” (completed on Infinite Campus)**

1. All families are asked to complete a Home Language Survey, including student race and ethnicity. This will be completed during registration within the Infinite Campus registration process. This happens only one time, during the first registration of a student into the district.
2. Secretaries will review the HLS for a language other than English, and notify the assigned EL teacher of potential students to screen.
3. Copies of the HLS will be placed in all students’ cumulative files.

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 (281-60.3(1)).

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.

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

1. The district will use the ELPA21 Dynamic Screener plus additional measures for determining eligibility for LIEP services. Within 30 days of the student entering the district the ELPA21 Dynamic Screener will be administered.
2. The ELPA21 Dynamic Screener will be administered by certified staff who have completed the state required online training.
3. Certificates of completion are filed with each individual teacher and in the district Central Office.
4. A summary of the results of the ELPA21 Dynamic Screener will be placed in each student’s cumulative file.

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

1. ELPA21, ELPA21 Dynamic Screener, teacher and parent interview, and other district assessments and informal assessments are used when the Home Language Survey indicates that the student could be a candidate for EL programming. Data from these assessments is reviewed and eligibility for programming is determined. Assessments will be coordinated by the district identified EL teacher/coordinator.
2. Knowing the student's academic skills in his/her native language is vital. If additional measures are needed, academic input will be gathered from biographical information, parent interviews, teacher feedback, and informal assessments in order to assist the district staff in knowing the student's English language development needs and academic needs in order to design appropriate instruction used in LIEP programming.
3. Additional information and assessments will be used if necessary (see #2), to determine appropriate placement in content courses for each student based on the student's language development and academic needs. The LIEP teacher and content-area teachers will work together to ensure that each student is placed in **content courses** that match the student's abilities and provide opportunities for success.
4. Students will be placed in a general education classroom that is matched to the student's needs and within two years of the student's actual age.

D. Parental forms will be distributed in a language most easily understood (TransACT or ParentNotices),  
within 30 days.

1. The LIEP teacher will send the "[English Learner Program Placement](#)" (from TransACT or ParentNotices). This form will be used for initial placement and annually thereafter.
2. Parents are notified within 30 calendar days of a child being placed in a language instruction program.
3. A copy of the "[English Learner Program Placement](#)" form will be kept in the student's cumulative folder. A copy of the "[English Learner Program Placement](#)" (from TransACT or ParentNotices), will be made annually and also be kept in the student's cumulative file.

E. Process for waiving students from LIEP program

1. If parents request no services for their child, a meeting will be held to discuss recommendations, concerns, ELPA21 assessment requirements, and potential outcomes with parents. Parents will be provided with the "Explanation of

Consequences for not Participating in English Learner Program” notice. The date and outcomes of the meeting will be documented.

2. The form “Request for Change in Program Participation” from TransACT, will be used to document the parent(s) decision and placed in the student’s cumulative file. This form will be updated on a yearly basis.
3. The district will provide consultation with classroom teachers and professional development opportunities for teachers 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 Measurable Goals**

Academic goals:

1. Sixty percent of 9th-12th EL students will meet projected growth on the ISASP/MAP in reading and math.
2. Sixty percent of 3rd-8th EL students will meet projected growth on the ISASP in reading and math.
3. Sixty percent of 3rd-8th EL students will meet benchmark on the spring FAST assessment for reading and math.
4. Sixty percent of Kindergarten-2nd grade EL students will meet benchmark on the spring FAST assessment for reading and math.

Language goals:

60% of all ELs will show growth on at least 1 area of the annual ELPA21 (reading, writing, listening, speaking).

#### **B. Description and Implementation**

1. Anamosa Community School District uses the English as a Second Language model. English is used as the medium of instruction.
2. Frequency and Intensity of Services
  - a. Students at the Elementary level (K-4) with a proficiency level of emerging will receive 30 minutes of LIEP services, 5 days a week. Students with a proficiency level of progressing receive 30 minutes of LIEP services 2/3 days a week.

Students at the Middle level (5-8) with a proficiency level of emerging receive 30 minutes of LIEP services 5 days a week. Students with a

proficiency level of progressing receive 30 minutes of LIEP services 2/3 days a week.

Students at the High School level (9-12) with a proficiency level of emerging receive at least 90 minutes of LIEP services 2-3 days a week. Students with a proficiency level of progressing receive at least 40 minutes of LIEP services 2-3 days a week.

- b. The district provides equal access to the Iowa Core and core content through research based instructional strategies, reading series aligned to core, cooperative learning opportunities, supplementary videos, and technology to support learning.

3. Identified ELs at all proficiency levels will receive direct LIEP instruction, unless services have been waived by parents/guardians.

C. Annual parent notification and procedure for waiving services

1. Parents are notified annually with the “[English Learner Program Placement](#)” form from TransAct.com (ParentNotices.com) in a language most easily understood within 30 calendar days.
2. The LIEP teacher responsible for students in each building, will send home the notification forms.
3. A copy of these forms will be located in each student’s cumulative file.

D. Procedure for annual communication with parents who have waived LIEP services

1. Each year, parents will be provided with copies of the “Explanation of Consequences for not Participating in English Learner Program” and the “Request for Change in Program Participation” forms. They will be given the opportunity to ask questions, as needed. If their decision remains, a signature will be obtained documenting their continued refusal of services.
2. Documentation and signature of parental waiving of services will be located on “Request for Change in Program Participation” form from TransACT or ParentNotices.com.
3. Signed “Request for Change in Program Placement” documents will be stored in students’ cumulative files.

E. Highly qualified staff (ESL endorsement)

1. Anamosa employs ESL-endorsed teachers to serve its ELL students. K-12 Teacher, Kelli Cross. (ESL endorsement (281-60.3(2)).)

2. If a teacher is providing an ELL student instruction for a core curriculum class credit, the teacher must have certification in that discipline.

F. Designated administrator oversight for LIEPs

1. Erin Jenkins - Curriculum and Instruction Director
2. Building administrators will receive Professional Development concerning EL students through one or more of the following options: online courses, district professional development and AEA professional development.

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

1. The district provides equal access to the Iowa Core and core content through research based instructional strategies, reading series aligned to core, cooperative learning opportunities, pre-teaching of vocabulary, supplementary videos, and technology to ensure that content is comprehensible. ELP standards are integrated throughout core courses as well.
2. The LIEP teachers will participate in training offered by the Iowa DE for Iowa's ELP standards. The LIEP teachers will begin implementing the standards based on the training received.
  - a. The district ensures collaboration between mainstream and LIEP teachers to discuss instructional needs of the ELs. The district will also ensure classroom teachers provide time periods for EL students to receive services, online learning resources for students, and sharing of strategies to assist in English proficiency.
  - b. LIEP teachers will collaborate with general education teachers, as well as provide periodic check-ins on student progress.

H. Curriculum and Supplemental Resources-

1. The LIEP program supports EL students using the following district materials when working with ELs:
  - K-4 Reading- Benchmark Advanced  
Jolly Phonics (K)  
K-4 Math- GO Math
  - 5-6 Reading- Benchmark Advanced  
5-6 Math- Illustrative Math
  - 7-12 Reading  
Time Zones curriculum from National Geographic that meets the ELL

standards

- 7-8 Math- Illustrative Math
- 9-12 Reading and Math

Materials vary and are chosen based on state standards in each area and grade

2. The EL teacher is part of the curriculum adoption in the district. They are involved in the selection process of new curriculum materials, reviewing them and participating in the decision-making process of what will be best to support the District's ELs.
3. When reviewing new curriculum, the availability and quality of EL resources that accompany the materials, is a strong, determining factor. Implementation and instructional resources will assist both LIEP teachers and classroom teachers in the instruction of ELs.

#### **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. ELP referral characteristics used to identify ELs who are gifted and talented include as listed below:

- Acquires second language rapidly
- Shows high ability in math
- Displays a mature sense of diverse cultures and languages
- Code switches easily
- Demonstrates an advanced awareness of American expressions
- Translates at an advanced level (orally)
- Navigates appropriate behaviors successfully within both cultures
- Teacher recommendation
- ISASP scores
- MAP scores (Measures of Academic Progress)

Students will not be excluded from GT only on the basis of standardized scores.

2. The LIEP staff will provide GT staff with activities and resources for supporting ELs language needs in the GT setting. Assistance will be sought from the Belin and Blank Center for Gifted Education & Talent Development as needed.

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

1. Special education referral characteristics used to identify ELs who meet requirements for services in both special education and LIEP include:
  - Additional testing to eliminate language as a barrier
  - Review of records including teacher interviews, student interviews, parent interviews
  - Academic achievement records
  - State assessments
  - Native language and literacy information

The process used to determine if learning struggles are due to a language difference or disability begin with the initial step of the classroom teacher bringing the student's name to a team meeting. From there, intensive instructional methods are put in place, the Acculturation Quick Screen (AQS) can be administered, and parent interviews given. The team may include an EL teacher, classroom teacher, counselor, administrator, Grant Wood AEA staff. Native language assessment will be administered as appropriate. The team will carefully consider exclusionary factors such as previous schooling, language proficiency and culture, prior to making a recommendation for inclusion in special education

2. LIEP teachers and special education teachers are certified in their designated assignments. They will work together to provide direct instruction to students who are dually identified, meeting their special education needs and providing support for language needs.
3. The LIEP teacher will attend IEP meetings for EL students in order to provide input on the student's language needs and the training in second language acquisition.

C. Process in place for identifying and serving ELs in any other co-curricular district Programs

1. Identification
  - a. ELs will be identified and served in other district programs based on their performance on both formal and informal district assessments.
  - b. The LIEP teacher will work with teachers/advisors in the co-curricular program to provide appropriate language assistance as needed.
2. Efforts will be made to ensure information is provided to students/parents in a manner that is understood. Materials will be translated if necessary. Language will not be a deterrent for participation in any program in the Anamosa Community School District
3. The LIEP teachers will be part of the data review process for placement



in certain programs (e.g. Title I, MTSS/RTI, etc.)

D. Process in place for identifying and serving ELs in any other extra-curricular district Programs

1. Identification- All ELs will have the same opportunity to participate in all school-sponsored extracurricular activities as other students.
2. Efforts will be made to ensure information is provided to students/parents in a manner that is most easily understood. Materials will be translated if necessary.

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

A. The district has an ongoing professional development plan for the various staff who support the ELs in our district.

1. Administrator capacity is built and further developed to equip them to be leaders in their buildings for ELs. It is important that administrators: attend EL professional development sessions, receive information on EL strategies for principals, attend annual and/or mid-year updates of EL program status, be involved in EL meetings and plans, and develop a Language Acquisition Committee with administrators when the EL population reaches 5% of the district and/or the building population.
2. LIEP staff (certified & support), are provided access to professional development opportunities through GWAEA. The LIEP teachers will participate in the online training of all six modules of the English Language Proficiency Standards or the GWAEA ELP Standards for Educators, and will begin implementation following the state requirements from the Iowa DE.
3. In-service training is provided for all licensed staff involved in the educational process of ELs (rule 281-60.2(280) in Chapter 60. All content area and classroom teachers receive in-service training by the district's EL endorsed teachers regarding instructional techniques and modifications for EL students. Teachers directly working with ELs, including preschool teachers, will also be given additional opportunities for training offered through GWAEA. A record of professional development activities will be maintained.
4. Paraprofessionals and Building/District Support staff (Counselors, Instructional Coaches, Curriculum Coordinator), will receive in-service training through

GWAEA or by the district's EL endorsed teachers regarding instructional techniques and modifications for EL students.

**B. District Training of ELP Standards and Implementation Plan**

1. All licensed staff that provided services to ELs and other support personnel, received training on the ELP Standards- modules 1-6, available through AEA PD online. These were completed during professional development time or other time as indicated by district administrators. Any incoming staff will complete all six modules with the assistance of the LIEP staff or will attend the GWAEA ELP Standards for Educators training. Implementation of the ELP Standards will begin upon completion of the training modules. Evidence of implementation will be monitored through administrative walk-throughs, observations, and self-reporting.
2. Completion of the ELP Standards are documented through a certificate of completion from AEA PD online.
3. These certificates of completion will be placed in each teacher's personnel file located in the district office.

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

**A. Annual training to appropriate staff**

1. LIEP staff and other appropriate staff will be trained and certified for the ELPA21 through online modules
2. Documentation of completion of training will be stored with the LIEP teacher and in each teacher's personnel file located in the district office.

**B. Dissemination of scores to stakeholders**

1. Scores will be printed by LIEP teachers and shared with district/building administrators.
2. Teachers serving EL students will be provided with the information from these scores in printed format from the LIEP teacher.
3. The LIEP teacher will provide parents with assessment results at conference time, or they will be sent home in a language most easily understood.

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

1. LIEP teachers will be trained in interpreting the scores through state training with the support of GWAEA.
2. LIEP teachers will share the data and interpretations with district and building administrators.
3. LIEP teachers will share the data and interpretations with other staff directly serving ELs.

#### D. Using Assessment to Guide Instruction-

1. Teachers serving EL students will use the data from the ELPA21 to determine standards for focus of instruction. The LIEP teacher will work with classroom teachers to determine effective instruction based on the student's level of proficiency in the areas of reading, writing, speaking, and listening. Instructional strategies and accommodations will be used to meet the needs of the student. Some of these strategies and accommodations may be: reading series aligned to core, cooperative learning opportunities, and small group interaction, pre-teaching of vocabulary, alternative assessments, supplementary videos and technology to support learning. EL students will receive additional instruction by other teachers as needed (Title I, Reading Specialist, MTSS )
2. The LIEP instruction will be focused in the areas of reading, writing, listening and speaking, depending on the levels of proficiency indicated on the ELPA21.
3. EL students will receive necessary instruction as determined by ELPA 21 scores for the following year. They will either continue in LIEP or be exited from the program and monitored for two subsequent years.

### VII. LIEP Exit Criteria and Procedures

#### A. LIEP Exit Criteria

The student will be able to exit the LIEP by meeting the following criteria:

1. Achieves the required proficient score for on the ELPA21

#### B. LIEP Exit Procedures

1. Students will be allowed to exit during the allowable window- May 31 to October 1 or after ELPA21 results are received.
2. The LIEP teacher will notify parents with state-approved TransACT (ParentNotices) form  
“[Program Exit Letter - A](#)” in the language most understandable to parents/families.
3. Building secretaries will change student coding to "exited" in Infinite Campus. This will prevent the student from generating unwarranted funding. District data personnel responsible for entering data should refer to *Iowa Department of Education's Data Dictionary*.
4. Required two-year monitoring process begins

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

#### A. Monitoring procedures

1. A spreadsheet will be developed for all students formally exited from the program, including the dates monitored, biannual review of classroom performance, curriculum-based measurements, and district assessment data. The students must maintain proficiency on district assessment data in reading and math. In the classroom, the exited students need to continue to perform at average-level or above. Once exited, students no longer need to take the English Language Proficiency Assessment.
2. Once students have formally exited the program, the ELL Coordinator, Kelli Cross, and/or LIEP teachers, will monitor the student's progress for two more years.
3. If a student is consistently performing below the average of his/her peers on classroom work, and/or is not proficient on district-wide assessments, then a meeting will be held with pertinent staff (EL teacher, classroom teacher, principal, counselor) to determine the cause of lack of success and/or consider re-entry.

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

1. Parents will be notified and met with to discuss concerns and possible re-entry into the LIEP Program. Data will be shared from the team review meeting. If the team would like to consider reentry into ELL services, the ELPA21 Dynamic Screener will be readministered to determine eligibility.
2. If appropriate, parents will be provided with the "[English Learner Program Placement](#)" form following the re-administration of the screener and determining eligibility.

### IX. LIEP Evaluation

#### A. Evaluation process

1. The District Administrators (Darren Hanna -Superintendent, Ellen Recker, Linda Vaughn, Joshua Bentley- Building Principals, Erin Jenkins, Curriculum and Technology Support Director, along with Kelli Cross and Christine Samuelson- LIEP teachers, will conduct an annual LIEP evaluation process, which includes evidence regarding progress toward meeting Lau Plan LIEP goals in both English language development and academic achievement. Curriculum and Technology Support Director, Erin Jenkins will convene the meeting in the Spring & Fall of each year.
2. LIEP teachers, content teachers, and classroom teachers will study the district data and use results to determine needs for modifications to Core instruction and/or adjustments to the language instruction provided in the LIEP.
3. District administrators and LIEP teachers will work to evaluate the impact on future programming and services for ELs. Additional professional development

will be sought for teachers new to the district and certified or support staff working directly with ELs. The number of ELs in the district, as well as the language and instructional needs of our ELs will be the determining factors in how the LIEP is set up on an annual basis. This will impact the LIEP staff serving at each building, along with changes in schedules as needed. The needs of each individual student will be considered when making curricular decisions and in the planning of the content areas and in the LIEP. It is crucial that all ELs have access to the Core and that the ELP standards are met.

4. The district Superintendent, Darren Hanna, will manage the Title III Compliance Assurances. These will be submitted through CASA.