

# Bennett LAU Plan

2024-2025 School Year

Required LAU leadership team members: Shane Knoche, Superintendent; Jeremiah Costello, Principal and Equity Coordinator; Tina Vyncke, Title I Reading; Stacey Hennings, TAG; Brooklyn Koranda, Special Education Teacher; Kait Noel, Guidance Counselor; Sharon Rounds EL Teacher.

## LAU Plan

The district plan designed to meet the instructional needs of ELs is referred to as the Lau (ELL) Plan (Lau v. Nichols, 1974). The Lau (ELL) plan must be collaboratively written by the K-12 team identified above. This detailed narrative must include the following required critical elements:

- I. LAU Plan Goals (*See Appendix A*)
  - A. English language development
    1. Assists students in acquiring proficiency in the comprehension and production of the English language comparable to their age and grade level peers in the areas of reading, writing, listening and speaking.
  - B. Academic achievement
    1. Enable students to reach grade-level benchmarks in the same challenging academic content as their native peers.
  - C. Cross-cultural goals
  - D. Orient students to the cultural patterns of American life so that they confidently participate in classroom, school and community activities.
    1. Develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.
    2. Encourage families to be an active and collaborative participant in their child's education.
- II. Identification and Placement of ELs in a Language Instruction Education Program (LIEP)
  - A. Home Language Survey
    1. Upon registration in the district parents will complete a Home Language Survey.
    2. The building secretary (or another designated person in the district) will be responsible for distributing, collecting, and filing the Home Language Survey in every student's cumulative file.
  - B. State-approved English language proficiency placement assessment
    1. If the home language survey indicates another language is spoken in the home, the TELPA(2015)/EPLA21 (2016) screener will be administered by

staff certified to administer the assessment within 30 days from the beginning of the school year and within 2 weeks during the school year.

C. Process to place students in appropriate LIEPs

1. If a student is not proficient on the TELPA (2015)/ELPA21(2016) the district LAU team and parents will review the results of the Language Placement Assessment and other formal and informal data in order to determine the best way to meet the student's English language development needs. An appropriate LIEP model will be chosen and the amount of direct instruction and support the student receives based on the student's needs, will be determined at this meeting.
2. Students will be assigned to a mainstream classroom or set of mainstream courses and LIEP services will be provided.

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

1. Notification of student eligibility for ESL/LIEP services will be communicated to the parents in a language most understood (TransAct.com), once evaluations are complete (Within 30 days of the beginning of the school year and 2 weeks during the school year).
2. A document will be signed for parental consent to receive services and placed in the students cumulative file.
3. The ESL teacher (Debi Goslin) will be responsible for this communication and filing.

E. Process for waiving students from LIEP

1. Parents have the right to waiver ESL/ LIEP services but must complete a Waiver Form to do so. It will be stored in the students cumulative file.
2. A documented meeting will be held to discuss concerns the parents have and potential outcomes for the student.
3. A signed Denial of Enrollment will be placed in the student's cumulative file.
4. The ESL teacher will collaborate with the Content Area teacher(s) by reviewing student data on district-wide assessments to ensure appropriate support and academic progress regardless of the participation of the LIEP.
5. The student will be required to take the ELPA21 annually until proficiency is reached. The ELPA21 data should also be reviewed to identify the students' strengths and areas in need of development

III. Description of the LIEP

A. LIEP goals

1. 100% of EL goals will obtain 1 level of language acquisition development on the ELPA 21
2. 67% of ELs will obtain proficiency on the reading portion on ELPA21

3. 80% of ELs will meet benchmarks for CBM progress monitoring
- B. Description of specific state-approved LIEP model(s) used in district and the process to place students (*See Appendix B*). (*Schools can choose from one of the 5 models, Newcomer Program, Sheltered Instruction, English as a Second Language, Dual Language Program, Other Bilingual Program*) ([www.2.ed.gov/about/offices/list/ocr/EL/glossary.html](http://www.2.ed.gov/about/offices/list/ocr/EL/glossary.html)) \*A variety of programs are used in PreK-6th in this district to meet the diverse needs of our ELs.
1. The district will use the Newcomer Program for students with a Level 1 or Level 2 on the TELPA/EPLA21 to support their intense language need. Sheltered Instruction will be used for Level 3 and Level 4 students to make content accessible. English as a Second Language will be used for students who are at Level 5 & 6 on the TELPA/ELPA21 to enhance their performance in academic content. (Most schools default to English As a Second Language with push-in and pull-out based on student need.)
  2. Students will be placed in a mainstream classroom with peers of similar age, to have access to the Core Content. The ELL teacher will collaborate with the general education teachers and provide resources to support the district core curriculum.
- C. Annual parent notification and procedure for waiving services
1. Notification of student eligibility for ESL/LIEP services will be communicated to the parents in a language most understood (TransAct.com), once evaluations are complete (Within 30 days of the beginning of the school year and 2 weeks during the school year).
  2. A document will be signed for parental consent to receive services and placed in the students cumulative file.
  3. The ESL teacher (Sharon Rounds) will be responsible for this communication and filing.
- D. Parent waiver for placement process
1. Parents have the right to waiver ESL/ LIEP services but must complete a Waiver Form to do so.
  2. A documented meeting will be held to discuss concerns the parents have and potential outcomes for the student.
  3. A signed Denial of Enrollment will be placed in the student's cumulative file.
  4. The ESL teacher will collaborate with the Content Area teacher(s) by reviewing student data on district-wide assessments to ensure appropriate support and academic progress regardless of the participation of the LIEP.
  5. The student will be required to take the ELPA21 annually until proficiency is reached. The ELPA21 data should also be reviewed to identify the students strengths and areas in need of development.

- E. Highly qualified staff (ESL endorsement): Will partner with another school if we need to administer the LIEP
- F. Designated administrator oversight for LIEPs; District Administrator, Shane Knoche, will oversee the LIEP program
- G. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards
  - 1. Students will have access to both the Iowa Core Standards and English Language Proficiency standards through collaboration between the classroom and EL teacher. Staff teaching ELs will take online modules provided by the DE to ensure that EL students have access to instruction based on Iowa Core and ELP standards. The ESL teacher and content teacher will collaborate weekly to discuss support and resources for Core Content Areas to make it accessible to ELs.
- H. Curriculum and Supplemental Resources
  - 1. All ELL students will have access to the district-wide general education curriculum resources, such as Amplify CKLA and Treasures (MacMillan McGraw-Hill), Science Foss Kits/STEM Kits, Houghton Mifflin Social Studies, Big Ideas Math for fact fluency, and Sum Dog, Freckle and Xtramath for math practice. (Other curriculum could include designed literacy, math or science units aligned with Iowa Core, Phonics Programs, 95% Group etc.) Instructional and supplemental resources will be evaluated and updated on a regular basis and dependent upon academic performance on district-wide and state-wide assessments. All resources are selected and purchased dependent on the alignment of the Iowa Core and ELP Standards.

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

- A. Process in place for identifying and serving gifted/talented (GT) ELs. Many sources of data will be reviewed in identifying EL for the GT Program. This data includes quick acceleration in the English Language, CoGAT scores, Iowa Assessment scores of 90% or above, and teacher recommendation. Services will be provided based on the data and needs of the student. The language needs will continue to be met through support from the ESL teacher. Process for Special Education-Our district also has a process in place to determine if an EL has a need for special education services. The TELPA data, Iowa Assessment data, classroom or ELL teacher recommendation, etc. would point to the need of a 'suspicion of disability' meeting with the AEA special education consultant including the ESL teacher. One of the major goals of this meeting is to ensure that there is a clear discrepancy in the student's skills vs. language proficiency. Before any special education referrals are put in place, EL strategies should be tried. These strategies are best developed through collaboration between the EL teacher and the classroom teacher and should

be implemented in the general education setting with adequate assessment data collected. The strategies may be universal strategies that are good for all students. The student's ability in his/her first language should be considered as well. The EL should only be referred to special education after various EL strategies have been tried over time and yet no progress is being made in the ELs English language acquisition. If the strategies do not improve the EL's progress in English language acquisition the special education referral process may begin. Special note: EL strategies should not be used to qualify ELs for special education nor should the LIEP (ESL) program be seen as a special education intervention.

- B. Parents would be involved in the process.
  - C. Process in place for identifying and serving ELs in any other district programs (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, performing and visual arts, athletics, clubs, honor societies, etc.). The district will provide an interest survey to all ELL and parents in their native language to determine the level of interest in various clubs, organizations and services that are offered by the district. The ELL teachers will work with the ELs to determine interests and points of contacts for activities and services that are applicable. Include all ELL teacher(s) in the screening process and the data review to determine if these services (Title I, At-Risk, SPED) are appropriate for the ELL students.
- V. Ongoing, Embedded EL Professional Development for Staff who Support ELs District and building administrators will monitor EL PD provided by the AEA and DE to determine the need for training. The district will implement EL PD through the full day in-service days and individual conferences provided by the AEA and DE, throughout the year. The district will continue to monitor EL training through its monthly Curriculum Director Network meetings through the AEA. This training will apply to ESL endorsed staff members, content area teachers, paraprofessionals and administrators that directly work with ELs. The district will implement PD on the new English Language Proficiency ELP standards during the 2015-2016 school year as soon as the standards are released.
- VI. Annual English Language Proficiency Assessment (ELPA21) Administration A.
- A. Annual training to appropriate staff will be provided through the state approved online modules to give the English Language Proficiency assessments. All trained staff will turn their certificates into the district office and stored in their personnel file.
  - B. All data from the English Language Proficiency assessments will be shared (by the trained ESL teacher) with the stakeholders/staff during the PLC meetings. The ESL teacher will explain proficiency levels and student capabilities to the general education teachers to guide instruction and future programming. The secretary responsible for reporting ELL status to the state will also be informed of ELPA21 results.

- C. Staff will receive support from the EL teacher for interpreting assessment results in order to provide appropriate accommodations based on student need.
  - D. Utilization of the assessments results will be used to modify and guide instruction and programming in order to make the core accessible to the EL.
  - E. The testing window for ELPA21 is FEB 15th- APRIL 15th.
- VII. LIEP Exit Criteria and Procedures
- A. LIEP Exit Criteria: The student achieves the required score for proficiency on ELPA21.
  - B. LIEP Exit Procedures
    - 1. Occurs during the allowable window (May 31st-October 1st)
    - 2. Parent notification-when students are exited from the ELL program, the EL teacher will notify the parent(s) using the TransAct exiting form to be sent home in the language most understandable to parents/families. The letter is sent home to parents and a copy is placed into the student's cumulative folder.
    - 3. Change student coding in the student information system and other places to reflect "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.
    - 4. Bennett CSD will then begin the required monitoring process.
- VIII. Monitoring Procedures After Students Exit the LIEP Program
- A. Bennett Community School District will monitor students who have formally exited the program for a period of two years to determine if the ELs are performing at a level comparable to their English-speaking peers. Periodically, the ELL teacher, classroom teacher, grade level team and/or guidance personnel will collaborate to analyze and discuss quarterly grades, formal and informal assessment data, and teacher observations to assure the EL's continued success in the mainstream classroom. If the academic performance of the EL based on the collected data indicates a need for further language support, the team will determine the level of support necessary to address the deficit, or the student may re-enter the language program. If the student re-enters the program, parent notification process will begin and the student will be required to take the ELPA21 until proficiency is met once again.
  - B. A certified licensed ESL teacher, Debi Goslin, will be responsible for the review of the ELs test scores and consultation with core teachers working with the ELs.
  - C. Parent Notification Process- Notification of student eligibility for ESL/LIEP services will be communicated to the parents in a language most understood (TransAct.com), once evaluations are complete.
    - 1. A document will be signed for parental consent to receive services and place in.
    - 2. The ESL teacher (Sharon Rounds) will be responsible for this communication and the students cumulative file filing.
- IX. LIEP Evaluation
- A. The LIEP will be evaluated based on the following goals.
    - 1. 100% of ELs will obtain 1 level of language acquisition development on the

- ELPA21.
2. 67% of ELs will obtain a proficiency on the reading portion of ELPA21.
  3. 80% of ELs will meet benchmarks for CBM progress monitoring.
- B. If these goals are not met the LAU team will meet to determine the need of adjustment for the LIEP such as changing the curriculum, increasing the amount of contact time between the EL and ESL teacher, increasing collaboration of the EL teacher with the content teacher, etc.
- X. Hybrid/On-Line Learning
- A. If the student is learning online/Hybrid instead of in the classroom, Our ESL teacher or assigned staff member will meet with the student twice a week. Working on ELA goals, Zoom meetings or actual in-person meetings will be decided by the Lau team and family. If the internet or technology is a hindrance to learning the district will look into ways to resolve any issues. Examples could include; internet, device, alternate schedule.

## **Appendices**

Letter to Districts from the U.S. Department of Justice:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

Description of LIEP Models

## Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

## Appendix B

Description of LIEP Models [www.2.ed.gov/about/offices/list/ocr/EL/glossary.html](http://www2.ed.gov/about/offices/list/ocr/EL/glossary.html)

**Newcomer Program:** Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).

**Sheltered Instruction:** An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

**English as a Second Language (ESL):** A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.

**Dual Language Program:** Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed 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. [www.nabe.org/BilingualEducation](http://www.nabe.org/BilingualEducation)

Created: 10/2013

Revised:

9/2015

10/22/2020

9/11/2023

1/27/2025