

Woodbine Community School District - K12 Lau (EL) Plan for Serving English Learners (ELs)

Last updated 8/8/2025

Required Lau Leadership Team Members: Betsy Gale (High School Instructional Coach), Tracy Kelley (Elementary Instructional Coach), Justin Wagner (Superintendent), Scott Mitchell (High School Principal), and Jill Ridder (Elementary Principal).

Classroom/Content Teacher(s): Tisha Argotsinger, Kyle Bartels, Patricia Diaz Rosa

School Counselor(s): Teresa Smith and Alison Wickwire

Lau Plan

The district Lau Plan (*Lau v. Nichols*, 1974) is designed to meet the instructional needs of English Learners (ELs). The Lau Plan must be collaboratively written by the K12 team identified above and must include the following required critical elements:

I. Lau Plan Goals

A. English Language Development: The Woodbine EL program teaches English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence. Through the Woodbine EL program students are better equipped and able to develop an understanding of American culture and society. Program goals are designed to promote respect of students' first languages, culture, ethnicity, and heritage while simultaneously supporting a student as they acclimate to new learning environments and culture

B. Academic achievement :

- Provide EL students with instruction in English language skills including listening, speaking, reading and writing appropriate to their grade level as efficiently and effectively as possible.
- Provide EL students with supplementary materials, instruction and tutoring in order to close academic achievement gaps.
- Providing EL students with a school environment that understands the growth and development patterns of the learner, especially those that are culturally and linguistically diverse.

C. Cross-cultural goals

- Orient students to the cultural patterns of American life so they can fully participate in classroom activities and community activities.
- Develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.
- Communication with families is provided in the first language of the home (when needed) to encourage and promote family involvement in the education of EL students.

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

A. Home Language Survey (www.TransAct.com): The Home Language Survey IA(28160.3(1)a) is given upon enrollment to the district for every student. This is part of the registration process at the beginning of the year as well. Families registering students will be assisted in completing documents and registration materials onsite as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support. Upon completion of the Home Language Survey it is

collected from the family and placed in the student's cumulative file.

B. State approved English language proficiency placement assessment The

Home Language Survey is used as the Primary Screening tool to determine if a student may have a need for ELL services. If the home language survey indicates a language other than English listed by the family on any section of the survey it is then reviewed by Justin Wagner, EL coordinator. Additional measures are taken if the Home Language Survey indicated that the student could be a candidate for ELL programming in the Woodbine School District. As a part of this review process prior student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment can be used. Woodbine Schools uses the current guidance from the Iowa Department of education, which is the following:

- If the student is non-English proficient or limited English proficient on the ELPA 21
- or There is evidence that he/she will not be successful in the regular classroom because of language background, the student is identified for the LIEP.

C. Placement process of students in appropriate LIEPs Woodbine schools follows a data team process for identification and placement of a student needing EL services. Following the determination of initial placement into the program parent permission for placement will be obtained. The EL teacher, classroom teacher(s), parent and other support persons that are appropriate to programming for the student convene to determine the programming for the student. Woodbine has two different models for programming that are often hybrid depending on student needs. The placement of the student will be matched to the student need and be within two years of the student actual age.

D. Parental notification and eligibility and placement – Notification and eligibility, and placement information will be provided in a language that is most easily understood by parents. If a student's score indicates that he or she is eligible for EL services, the district provides parent with the TransAct.com Determination of Student Eligibility, English Language Dev. Program Placement, Notification of English Language Development Program Placement and Description of English Language Development Program forms which are sent once upon placement. It includes the following:

1. Reasons for identification
2. Child's level of English language development
3. Model of instruction
4. How the program will meet the educational strength and needs of the student
5. How the program will help the student learn English
6. The program's specific exit requirements
7. How the program meets the objective of the IEP of a student with a disability that is found eligible for special education services

The district will ensure that the appropriate measures are taken to provide an interpreter and documents in the parent's home language in order for them to fully understand the placement process. Notification of English language development program placement and Description of English Language Development Program forms are sent annually. Parent notification forms will be completed by the district EL teacher, Elizabeth Medina. Documentation of parent notification and approval for placement will be kept in the student's cumulative folder as well as in a file in the EL teachers classroom/office.

These forms are sent within 30 calendar days after the beginning of the school year or within 2 weeks of a student being placed in the LIEP program after the beginning of the year.

E. Process for waiving students from LIEP In the event that parents refuse entitlement to LIEP programming the EL Teacher, Justin Wagner will document refusal of services.

- At this point a plan for support will be created with classroom teachers and the EL teacher to provide supports in the regular classroom based on student needs.
- The EL teacher will send the TransAct Request for English Language Development program withdrawal/Denial of Enrollment in a language most easily understood by the parent and conference with parents to discuss options. The building administrator and classroom teacher will be invited to attend. All documentation will be filed in the student cumulative folder.
- The EL teacher will be available for additional support for teachers. Formal programming will not be put into place. The EL teacher will continue to monitor student achievement for students that were eligible for services, but refused formal placement.

III. Description of the LIEP

A. LIEP goals

The LIEP program for English Learners in the Woodbine Community School District is structured to give ELs access in the general education classroom. EL students are held to the same rigorous standards and benchmarks as all other general education students in the district. Therefore, the WCSD uses specialized materials and strategies to assist ELs in maximizing their opportunity to be successful in all English classrooms alongside their English speaking peers thereby meeting district goals.

The goals of the ELL program in the WCSD is to

- Increase the English learners' social and academic language development
- Increase the English learners' academic achievement in areas of reading, writing, listening, and speaking
- Target intervention for specific English learners' unique linguistic and academic needs
- Assess English learners annually on their academic language development
- Provide professional learning opportunities to develop capacity of EL and Content teachers to deliver instruction and accommodate assessment aligned to Core Standards
- Provide opportunities for meaningful communication between district and EL parents as possible
- Evaluate the district LAU plan and update as necessary

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

The WCSD uses the English as a Second Language (ESL) program model. Services include a push-in as well as a pullout approach across the district to serve its EL student population. The push-in model serves the EL student through direct instruction within the classroom delivered by the EL teacher and a general education teacher. The amount of instructional time depends on the student's proficiency; lower proficient students receive more EL time. The pullout model serves EL students individually, outside the general education classroom in order to provide needed additional support to increase student comprehension and function in the classroom. The amount of instructional time depends on the student's proficiency; lower proficient students receive more EL time. A student who is at a Level 13 on the IELDA would receive a minimum of 45 minutes per day or 225 min per week for LIEP programming. Students who are at a Level 45 would receive a minimum of 35 min per day or 175 min per week for LIEP programming.

C. Annual parent notification and procedure for waiving services

Annual parent notification is an important component of the law. If a student is eligible for the EL program, the EL Coordinator in the district will send out forms available from the TranACT library at www.transact.com, including the Notification of English Language

Development Program Placement and Description of English Language Development Program forms. All direct EL students receive the required forms annually. Given that the EL program is a voluntary program, parents can refuse services or choose to withdraw their student from the program at any point. To receive the **Waiver/Refusal of Services** form, parents must meet with the building EL Coordinator and sign "Waiver/Refusal" letter initially. These signed forms are kept in the student's cumulative folder. For parents choosing to waive services the ELL teacher will contact them annually to discuss their student's English Language Proficiency and academic skills to determine if parents choose to continue to waive services. Documentation of the conversation will be made on the initial waiver form. Upon waiving services, the student will no longer be served in an EL program, however, the student will still be required to take the IELDA or any other test approved by the state to measure English proficiency as scheduled by the district. They will be afforded appropriate accommodations in the classroom and on assessments Notification of continuing placement and programming options will begin within the first thirty days of the start of school year or, if the child enters after the beginning of the school year, within two weeks. The EL teacher will send out parent notification and place a copy in the student cumulative file.

C. Highly qualified staff (ESL endorsement) ELL/LIEP services are delivered by a high qualified EL teacher with appropriate licensure as required by the Iowa Bureau of Educational Examiners. As we currently have no ELL students in our district, we have not hired an ELL teacher. However, we have an agreement with the Logan-Magnolia School District to share their ELL teacher if the need arises. Should sharing prove impractical, there is a certified ELL teacher living in WCSD who has stated they would be willing to work for us part-time or full-time, depending on the need.

D. Designated administrator oversight for LIEPs The Woodbine School Administrator signed as the administrative liaison to ELL services (currently the Superintendent, Justin Wagner). The administrative liaison will work with classroom teachers and the ELL teacher to review individual student progress data, student placement data, and program oversight including the budget and materials needed to support student programming.

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

The district is implementing the Common Core/Iowa Core State Standards in Reading and Mathematics. ALL students will have access to the Common Core/Iowa Core Standards regardless of program placement. The district will be using the Iowa English Language Proficiency Standards. The approved standards can be found at <http://www.elpa21.org/elpstandards> found on the Iowa DE website. Teachers will have opportunity to for collaboration during designated collaboration days per the district approved calendar.

G. Curriculum and Supplemental Resources

- Vocabulary instructional materials used at the Elementary Level
- BLAST reading program
- Novels and ELA instructional materials supported in English and home languages
- Supplemental Library books in student home languages
- Usage of Chromebooks for translation and materials in home languages
- As requested, textbooks series and supplemental student materials in home languages.

Materials are revised and updated annually as needed to support the Iowa Core and ELP standards. Additionally, materials will be reviewed for their effectiveness based on student and progress towards instructional goals.

IV. Process to Provide Meaningful Access to all Cocurricular and Extracurricular Programs

A. Process in place for identifying and serving gifted/talented (GT) ELs

For grades k3 Woodbine Schools follows an enrichment model for gifted and talented programming for students based on Response to Intervention data. Teacher teams examine student academic achievement data and determine if enrichment services are warranted. Formal placement into gifted and talented programming is done in the 5th grade.

All students are considered part of the initial candidate pool. Academic classroom achievement data, parent and teacher advocacy data, as well as formalized testing data to determine placement. EL students will not be excluded from gifted programming solely on the basis of standardized assessments. The ELL teacher will collaborate with the GT teacher to provide support to establish what and if language supports are needed.

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

For placement into special education the EL teacher will be included for all students being considered for special education services. The team will need to carefully consider the student's English Proficiency level, cultural considerations and prior education as part of the information gathered. Parent involvement will be important. For students whose primary language is not English, it will be important to gather information about their proficiency in their home language. Students in ELL cannot be placed into Special Education programming due to ELL status alone. During the eligibility decision making process, the evaluation team must rule out language, prior education and acculturation as the primary reasons for performance deficits. The same process for Eligibility Determination to special education services is followed for student entitled to ELL services.

C. Process in place for identifying and serving ELs in any other district programs

Extra-Curricular Activities:

Students identified as EL will have the same opportunity to participate in extracurricular activities they are eligible for just as non EL students. Efforts will be made to insure parents and students are aware of available opportunities.

At-risk

The At-risk Plan for the Woodbine Community School District encompasses the other District programs, which have been designed around the District's educational vision and mission as well as the Iowa Department of Education's suggestions with an approach, which reflects the following:

- Is child centered – meets the needs of each child across age groups with need and age appropriate strategies.
- Is flexible
- Is adaptable within varied learning styles
- Is school and community based – engages teachers, parents and students in both planning and implementation
- Strives for confidentiality of the student(s) served
- Encompasses a variety of criteria for the placement of a student needing assistance into an appropriate assistance program
- Avoids labeling children. Formal and informal procedures, assessments and studies to predict or confirm student performance by grade level teams. Specific identification is made through:

- Referral by teacher, family, counselor, support staff, peer, self, outside agency
- Testing: group and individual, formal and informal
- Career assessment systems: career interests (Iowa PLAN, individual career planning, curriculum based assessments)
- Students Teacher Assistance Team (STAT)
- Mentoring programs
- Student response checklists
- For new students to the district a comprehensive cumulative file review will be completed to see if programming was provided in their previous district or if they qualify for programming at Woodbine.

Title I Reading Services

The focus of the service is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through high quality instruction and comprehensive reading strategies/methods that are based on the use of scientifically based research.

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

ELs Documentation for Professional development will be embedded within the district professional development plan as well as in the individual professional development planning sheets completed by building level principals.

A. District and building administrators

Building level and District Level administrators attend professional development of EL in the classroom along with classroom teachers. Administrators take advantage and attend professional development and information meetings on support for EL students through GHAEA. Building level administrators work in collaboration with GHAEA ELL Consultants, the District ELL teacher and classroom teachers to provide appropriate supports for ELs.

B. LIEP staff (certified & support)

The WCSD would require EL teacher(s) to hold a permanent professional license and an ESL endorsement from the Iowa Department of Education. The EL teacher attends opportunities offered through the AEA and state to continue professional learning in the area of ELL.

- Iowa Culture and Language Conference
- GHAEA workshops and course
- MidTESOL conference
- GHAEA ELL consultant PR per district need
- World Language Conference
- EL teachers will participate in the English Language Proficiency Standards training through the AEApdonline training system as required by the Iowa DE.

C. Content and classroom teachers

On an annual basis the district EL teacher shares opportunities for graduate and recertification courses for teachers based on meeting the social emotional, academic, and cultural needs of EL students and their families.

The EL teacher provides consultation to classroom teachers on how to modify and accommodations to the regular classroom curriculum instruction and materials for EL students. These classroom consultations range from occurrence on a biweekly basis to periodic check-ins based on individual student needs.

- Iowa Culture and Language Conference
- GHAEA workshops and courses

- District developed PD provided by endorsed EL Teacher Teachers working with ELs will participate in the English Language Proficiency Standards training through the AEA pd online training system as required by the Iowa DE beginning in 2016.

D. Paraprofessionals

All teachers are provided with Professional Development and information regarding services and academic intervention for students entitled to EL services. Additional learning is available through collaboration with the EL teacher.

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

The WCSD has district-wide Teacher Leadership System in place to provide additional support to teachers and staff members. They are offered the same opportunities for EL training as other district staff. The team is positioned as follows:

Elementary (K-4)

Instructional coach: Tracy Kelley

Technology Facilitator: Shawna Harris

Technology Facilitator: Jeremy Gergen

Counselor: Teresa Smith

Middle School / High School (5-12)

Instructional coach: Betsy Gale

Technology Facilitator: Shawna Harris

Technology Facilitator: Jeremy Gergen

Counselor: Alison Wickwire

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

A. Annual training to appropriate staff

Appropriate staff members are trained in the usage and analysis of the ELPA 21 a recommended by the State of Iowa. At this time, Justin Wagner is the designated assessment administrator for Woodbine Schools. Training for the ELPA 21 is through the AEA online Moodle course. Training for the ELPA 21 will be state developed modules. Those trained in the ELPA 21 will be documented and certificates kept in their office and/or personnel file at the district office.

B. Dissemination of scores to stakeholders

Student data is shared with the appropriate school personnel involved with the education of the child (including parents). Based on data the team makes decisions regarding programming and supports for students. This is through the sharing of the individual student reports. Reports will be shared periodically throughout the year during parent teacher conferences and /or sent home.

C. Appropriate training to interpret results for staff

Woodbine Schools utilizes the support services of GHAEA to ensure that all staff needed to interpret the results of approved English Language Proficiency Assessments are properly trained. The EL teacher along with the Green Hills Area consultant and other appropriate staff members are trained in the interpretation results of the ELPA 21 yearly when scores are released.

D. Utilization of assessment results to guide instruction and programming

The ELPA 21 assessment and classroom data are used to create and implement programming for EL students at all grade levels. Planning meetings will be held during collaboration days and/or during early dismissal days. Members will include, but not be limited to: EL teacher, general education teacher, and other staff members. The team will analyze the assessment results and plan instruction and programming. Additional testing and assessment results are may be compiled through, but not limited to administration of various assessments such as the Iowa Assessments, MAP, and FAST and reported out to the buildings as appropriate. All students

(with the exception of students on alternate assessments as determined by their IEP) are required to take on grade level assessments with their grade level peers. EL students are allowed accommodations for testing as determined by the individual needs of the students. These may include but are not limited to extended testing time, testing in an alternate setting, portions of the test read aloud. Guidelines for appropriate accommodations can be found in www.educateiowa.gov/sites/files/ed/documents/IowaELLguidelines.pdf

VII. LIEP Exit Criteria and Procedures

A. Criteria for the current Academic Year and Future Academic Years

The student:

1. Achieves the required score for proficiency on ELPA21

B. Procedures

1. Notify parents with state approved TransAct exiting form in language most understandable to parents/families (**English Language Development Program Exit Letter**)
2. The EL coordinator, Justin Wagner or his designee, will change student coding to "exited" between June 1 and the count date so the student does not generate unwarranted funding. District data personnel responsible for entering data should refer to *Iowa Department of Education's Data Dictionary*
3. Begin required two-year monitoring process

VIII. Monitoring Procedures after Students Exit the LIEP Program

A. Once students have formally exited the program, the district will continue to monitor student standardized test data to ensure proficiency. Instructional Coaches, Tracy Kelley and Betsy Gale, will send Justin Wagner or his designee, the IA Assessment scores. Exited student data will be collected following Iowa Assessments, standardized such as FAST and MAP growth data will be collected and placed in the student file for review on an annual basis to ensure supports (as needed) are put into place each year. Documentation will be kept in the student cumulative file as well as in the EL teacher's student files.

B. Describe reentry to LIEP process, including parental notification, when appropriate

In the event that a student who has been exited from the EL program begins to show signs of difficulty or struggle in formal and informal assessments, the LAU Leadership Team defined above will convene to evaluate the data gathered on the student and determine if the student will be reentered into the LIEP program. Documentation on the student can include Iowa Assessments, FAST and MAP. If a student is reentered into the LIEP program notification of such action will be communicated to the parent and/or guardian by the EL Coordinator and Description of English Language Development Program forms on the TransACT website. The form is sent within 30 calendar days of the recommendation for reentry. The EL program is a voluntary program, and the parent will have the right to refuse EL services as defined previously in the plan.

IX. LIEP Evaluation

A. Regular program evaluation is recommended by the Iowa Department of Education. One way to gauge program effectiveness is through careful monitoring of the students' progress. Woodbine Schools conducts program evaluations in light of the following questions. (Castaneda & Pickard, 1981, as cited in Office of Civil Rights, 1999, p.35):

1. Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy;
2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and

3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Woodbine School uses ELPA21 scores, Iowa Assessment Data, MAP testing growth data, student progress in general education curriculum based on common core assessments in reading and math, teacher objective data, and ELL teacher recommendations and assessment data on proficiency in utilizing the English Language in the general education classroom. The district will review program effectiveness on an annual basis to determine effectiveness of instruction and additional supports: The team will include members of the Lau Leadership Team listed at the beginning of this document. Review will include progress towards LIEP goals: Student Growth: Annual Program goals will also be used to evaluate the effectiveness of programming for EL students in each building across the Woodbine Community School District. For the current school year.

X. Appendices

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

<http://www2.ed.gov/about/offices/list/ocr/letters/colleagueel201501.pdf>

B. Description of LIEP Models

C. Lau Program (EL Program) Forms

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/colleagueel201501.pdf>

Appendix B

Description of LIEP Models

www.2.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 Program: *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half-native English speakers and half native speakers of the other language.*

Other Bilingual Program: *Bilingual education...refers to approaches in the*

classroom that use the native language of English language learners (ELs) for instruction . www.nabe.org/BilingualEducation