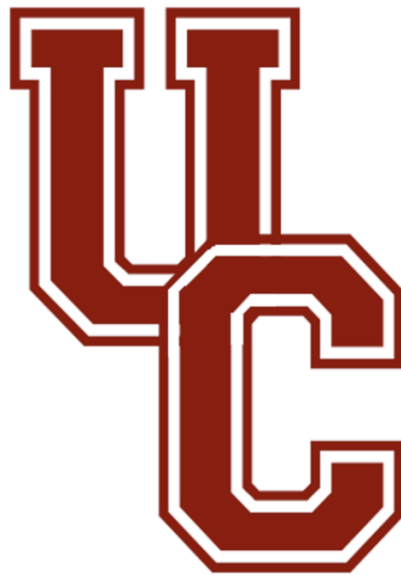


# **United Community School District Lau Plan**



## **2025-2026**

Board Approved September 15, 2025

Equal Opportunity Employer

## **LAU Plan**

The United LAU Plan will also be reviewed annually by the LAU leadership team and approved annually by the United School Board. The current team members are:

Heather Holm – Superintendent

Elyse Brimeyer - Elementary Principal, Equity Coordinator

Vickie McCool - Special Education Director

Maggie Butler - MTSS Coordinator & Instructional Coach

Gabriela Fuentes – ELL Teacher

Jack Nurre - Professional School Counselor

Cindra Porter - Heartland AEA EL Consultant

Dawn Owen - Reading Specialist

### **Lau Plan Description**

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. (See Appendix A for guidance around Lau requirements and critical elements.)

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

##### **A. English Language Development**

1. Teaching English language development through listening, speaking, reading and writing to attain English proficiency and academic competence.
2. Providing a language instruction program grounded in research-based educational practices that are aligned to state and local standards.

##### **B. Academic Achievement**

1. Helping students to successfully participate in classroom instruction and other school activities.
2. Educating ELs to meet the same challenging core content standards and achievement that all Ames students are expected to meet.

##### **C. Cross-Cultural Efficacy**

1. Assist students in understanding and functioning within various settings.
2. Promote pride in students' cultural and linguistic backgrounds.
3. Involve families and community leaders in the educational process in order to make education a cooperative effort between the home and school.

4. Encourage family engagement in schools and students' education by providing regular communication between school staff and EL families in their preferred language.

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

### A. "Home Language Survey-IA" [parentnotices.com/transact](http://parentnotices.com/transact)

1. Including student race and ethnicity reporting beginning 16-17
2. Shares process for reviewing and referring students for screening
3. Stores HLS-IA in students' cumulative files
4. Survey administered via paper-pencil form. Survey is interpreted from the main office by identifying any languages stated other than English and then it is given to the ESOL teacher to further interpret.

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

1. ELPA 21 Dynamic Screener - Dynamic Screener for Future Kindergarteners (available August 2 - January 12th, 2023). See [ELPA21 Calendar](#) on Iowa ELPA21 Portal.
2. After the Home Language Survey is given, if a survey states a language other than English is utilized, the ESOL teacher administers the Dynamic Screener.
3. District's Certified screener administrator is a licensed teacher. See [ELPA21 Dynamic Screener Training on AEA PD Online](#) (yellow section) for yearly training requirements.
4. Certificates of completion are filed in the ESOL teacher's file.
5. Summary of student results are in the main office cumulative student files and in the ESOL teacher's classroom files.

### C. Process to place students in appropriate LIEPs and content courses

1. If a student does qualify for ESOL services, then the student is admitted into the ESOL program and also placed in a grade-level general education classroom.
2. The ESOL teacher collects data using the ELPA21 data to determine the frequency of instruction provided.
3. The district will use age appropriate placements.
4. If a student does not qualify for services, no ESOL services are required. Screening results are filed in the student's cumulative file.

### D. Parental forms distributed in a language most easily understood within 30 days of enrollment, both upon initial and annual school enrollment.

1. Required form for placement: TransACT "English Learner Program Placement (Required-Meets ESSA Requirements)
2. Send within the required timeline listed above.
3. Required copies placed in students' cumulative files "English Learner Program Placement" (sent once upon placement) from

TransACT - eligibility notification for initial program placement on and ongoing placement.

4. TransACT including parent signature for initial placement. [Student Eligibility of Program Placement Form](#)

### Heartland AEA TransACT documents used with English Learners

#### **E. Process for parents considering waiving services students from LIEP**

1. Meeting is held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s) and providing a copy of “Explanation of Consequences for not Participating In English Learner Program” notice
2. “Request for Change in Program Participation”- signed copy to document the parent/guardian decision is placed in student’s cumulative file.
3. Describe the process by which the district provides support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP
4. Yearly meeting to discuss recommendations and enrollment in ESOL Program will be held.

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

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

1. English Language Proficiency Goal: All EL students make growth on at least one subtest of the annual English language proficiency assessment.
2. Academic Goal: Maintain proficiency in reading and math on the statewide and district assessments for current EL students.

#### **B. EL Program Model(s):**

1. Identifies and describes district implementation of an approved program Model: English as a Second Language (ESL). EL students may be “pulled out” if necessary. Otherwise, EL teacher will “push-in” to the student’s regular classroom to provide language instruction.
2. Scheduling priority is given to ELs with lower English language proficiency levels. Students at lower proficiency levels have more direct LIEP instructional time. Students with higher levels of proficiency have less direct LIEP instructional time but still receive direct services from an EL-endorsed teacher at least once per week. Services include English language development and access to the district core curriculum.

3. ELs with disabilities at all proficiency levels receive direct LIEP instruction unless services have been waived.
- C. Annual parent notification of continuing placement and programming options**
1. Notification of continuing placement will be communicated within 30 days of the beginning of the school year using the “English Learner Program Placement. [Meets ESSA Requirements](#)
  2. Ms. Fuentes will notify parents.
  3. Copy of “English Learner Program Placement [Meets ESSA Requirements for](#)” will be placed in the ELs cumulative file.
- D. Procedure for annual communication with parents who have waived Services** - District will provide an annual communication, including [“Explanation of Consequences for not Participating in English Learner Program”](#). The EL teacher will meet with parents on an annual basis to revisit the decision to waive services. A signed [“Request for Change in Program Participation”](#) letter will be placed in the student’s cumulative file.
- E. Highly Qualified Staff**
1. Only teachers who are currently endorsed in ESL according to the Iowa Board of Educational Examiners (BOEE) will provide LIEP services.
  2. Only teachers who are currently licensed/endorsed in the specific content area according to the Iowa BOEE will provide content area instruction for ELs.
- F. Designated administrator oversight for LIEPs** - Elyse Brimeyer, Principal is the designated administrator for LIEP. She will utilize Heartland AEA for EL-specific training and participate in EL training as possible.
- G. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards**
1. EL teacher has completed the ESL Standards (Modules 1-6) training available via AEA PD Online.
  2. Collaboration will occur between content teachers and the EL teacher. Collaboration will focus on essential standards as part of the PLC process.
- H. Curriculum and Supplemental Resources for LIEP**
1. Specify curriculum for LIEP
    - a) Wonders
    - b) Illustrative Math
    - c) National Geographic (Look, Our World, Reach Higher)
    - d) Decodable texts
    - e) Supplemental technology resources may be utilized (ipad, websites, etc)
  2. Resources are purchased with district funds.
  3. The textbook adoption process in the United Community School district is whether or not materials address the needs of all subgroups including 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. The process for identification of ELs in the Talented and Gifted (TAG) program:
  - a) United provides flexible services to students with above level needs in the early elementary. Students participate in extended learning opportunities based on data such as: reading data, writing samples, classroom observations, and math pre tests. Teacher and parent recommendation is also a piece of data utilized. The TAG, classroom, and EL teacher will meet to determine above-level needs and appropriate programming for ELs.
  - b) Standardized data is also taken into account for upper elementary. For native English speakers, more emphasis is given to standardized tests.
  - c) At any level, a referral may be made by a teacher, parent, or building principal.
2. Supporting needs of GT ELs' language needs - Early elementary services are provided through flexible groups. Some ELs are push-in in the delivery model, while upper elementary may be provided through pull-out. EL and TAG teachers will coordinate schedules to ensure services are provided through both programs.

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

1. The process for identification of ELs in Special Education is the same as it is for any other student. If a concern exists, data is collected around the area of concern, and an intervention is implemented.
2. For ELs with Individual Education Plans (IEPs), a meeting will be held with the classroom teacher, Special Education teacher, EL teacher, and the building principal to ensure needs are met for both programs by highly qualified teachers.
3. The IEP team will include someone with knowledge of second language acquisition.

##### **C. Process in place for identifying and serving ELs in any other district programs for which they are eligible**

1. Title I (Reading and Math Success Programs) - ELs are eligible for Title services based on their performance on FAST, Iowa Statewide Assessment of Student Progress (ISASP), and common

formative assessments. United uses a variety of assessment data to determine the levels of instructional supports needed by students in the areas of reading.

2. Every effort is made to provide forms regarding programming and eligibility in a language most easily understood by parents.
3. EL teacher collaborates with appropriate personnel to recommend students for services.

**D. Process in place for identifying and serving ELs in extracurricular**

1. All ELs have equal access to participate in extracurricular activities.
2. Every effort is made to provide forms regarding programming and eligibility in a language most easily understood by parents.

**V. Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs**

**A. Professional development for those who deliver instruction or support the LIEP**

1. Professional development priorities are determined on a yearly basis. District principal will receive professional development through the AEA ESL Diversity Consultant. AEA PL options: [Heartland AEA English Learner-Focused Professional Learning Opportunities](#). Additionally, EL Teacher will participate in [Heartland AEA ESOL Network](#).
2. LIEP staff will continue working in PLCs to support the ongoing implementation of ESL standards.
3. Content and classroom teacher training will be provided by TLC leaders during PLCs as needed.
4. United does not currently have any EL-specific paraprofessionals. Any needed training will be provided by the EL teacher.

**B. District training of ELP Standards and implementation plan**

1. Completion of required training
  - a) Option A will be used to provide training for LIEP staff.
  - b) AEA PD Online quizzes will be individually completed for certification on each module.
2. Proof of successful completion will be sent to the District Office to be kept in personnel files.

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

**A. Annual training of appropriate staff**

1. The district EL teacher will annually complete the online training

modules for both the ELPA21 dynamic screener and the English Language Proficiency Assessment (ELPA21) through the AEA PD online.

2. Documentation of successful completion is sent to the district office and kept in the personnel files.

**B. Dissemination of scores to stakeholders**

1. English language proficiency assessment scores are shared with certified staff and administrators each fall.
2. Individual Score Reports (ISRs) are sent to parents/guardians of ELs in the spring or immediately following receiving the scores. The notification letters sent home each time will reference the individual scores and include the dynamic screener ISR if applicable.

**C. Appropriate training to interpret results for staff** - Ongoing support for data analysis will be provided through Teacher Leaders.

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

1. Core instruction
2. LIEP instruction
3. Future programming

**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 only (Students can only be exited between the distribution date of ELPA21 scores and Oct. 1 each year)
2. Notify parents with state-approved TransACT exit form in language best understood by parents/families. ("[Program Exit Letter](#)" – signature required)
3. Designates staff by positions to change student coding to "exited" (so the student does not continue to generate unwarranted funding)
4. Begin required monitoring process

**VIII. Monitoring Procedures after Students Exit the LIEP Program Including Parent Notification**

**A.** A student will be monitored for a minimum of two years after they have exited the program. The certified EL teacher will be responsible for the monitoring. Classroom and EL teachers will review classroom

achievement data to ensure monitored students are experiencing expected growth in the classroom. Monitored students' progress will be reviewed in order to determine successful completion of a minimum of two years monitoring or re-entry into LIEP (See B below)

- B.** An exited student who is struggling as indicated by data such as assessments and/or classroom grades will be discussed by the EL team to consider which supports are needed. If the concern is about language proficiency, the ELPA21 dynamic screener will be administered after every chance is given to students to succeed in United's MTSS.
1. Student can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener (or another standardized English proficiency assessment)
  2. Include parental notification, when appropriate, using the annual "[English Learner Program Placement](#)" form.

## **IX. LIEP Evaluation**

### **A. Describes team-based process for how the LIEP is evaluated annually that includes:**

1. The person responsible for facilitating the team-based process for LIEP evaluation is Elyse Brimeyer, principal.
2. United will consider and respond to district data when planning for ELL instruction in Core content and in English language development.
3. Evaluates the impacts on future programming and services for ELs (for example):
  - a) Professional development needs
  - b) Adjustment of the LIEP
  - c) Staffing
  - d) Teacher scheduling
  - e) Curricular needs
  - f) Meeting the needs of individual ELs and/or subgroups
4. LEA English Learner Assurances (signed in CASA)  
<https://educateiowa.gov/sites/files/ed/documents/2018-19CASAAssurances.pdf>
5. United will monitor language growth through the ELPA21 assessment and increases of domain levels.

## **X. APPENDIX**

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

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

### **B. Description of LIEP Models - 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.

**C. TransACT.com documents**

1. [Home Language Survey – IA](#): Includes second page for race and ethnicity
2. [English Learner Program Placement \(Optional\)](#): Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify
3. [Program Exit Letter – B](#): Students who are eligible to exit services
4. [English Learner Program Placement \(Required - Meets ESSA Requirements\)](#): Initial, annual and re-entry placement notification
5. [Request for Change in Program Participation](#): Waive or withdraw ELL/bilingual services
6. [Explanation of Consequences for not Participating in English Learner Program](#):
  - a) describes compliance with *Civil Rights law* that requires districts to provide services that will help the child attain English proficiency and access academic content by placing the responsibility onto the child's classroom and/or content area teacher(s), and
  - b) informs parents that the child still participates in the ELPA21 until they meet exit criteria.

**D. ELP Standards Training Options - English Language Proficiency Standards Training Options** (excerpt from Dave Tilly e-mail May 6, 2016)

1. The Iowa Department of Education has worked with ELPA21 (English Language Proficiency Assessment for the 21st Century) and a consortium of states to develop training modules that can be used to address the required training on the ELP Standards. School districts and AEAs responsible for delivering the training have several options for how to use the modules to support the required training on the ELP standards. A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
2. AEAs and school districts may use 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.

AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning.

## **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://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 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)

**Appendix C**  
**Title III Compliance Assurances: Checklist for Districts**

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

community-based organizational personnel [NCLB, Pub. L. No. 107-110].

\_\_\_ The district ensures the implementation of the English Language Proficiency (ELP) standards. [NCLB, Title IX, Part A, Section 9101].

\_\_\_ The district ensures that all paraprofessionals serving EL students are supervised by a highly qualified teacher. [Iowa Code 281-60.3(2)]

\_\_\_ The district assesses the English proficiency of all EL students with the state-approved English language proficiency assessment (ELPA21) annually. [NCLB Sec. 3113(b)(3)(D)]

\_\_\_ The district ensures educators administering the state approved language proficiency monitoring assessment recertify annually.

\_\_\_ The district disseminates ELPA21 scores to parents and district staff. [NCLB Sec. 3121]

\_\_\_ The district ensures that all EL students participate in district-wide assessments. [NCLB Sec. 3121]

\_\_\_ The district uses state-approved exit criteria to determine when students should be exited from the LIEP program [Iowa Code 281-60.3(3)b4]

\_\_\_ The district monitors exited EL students for two years after exiting the program (Changing to 3 years required monitoring in 2016-7 based on ESSA). [NCLB Sec. 3121(4)]

\_\_\_ The district reports required EL data elements on Iowa's Student Reporting System.

\_\_\_ The district conducts an annual program evaluation and makes adjustments to programming as indicated by EL student achievement data. [NCLB Sec. 3121]

\_\_\_ The district ensures that Title III funding is not used for opportunities that are afforded all students, such as parent-teacher conference translation. This means that interpretation and translation for ELs must be paid, not using Title III funds, rather, using district funds.

\_\_\_ The district ensures that personnel funded by Title III are being used exclusively for EL students for the full amount of the apportionment of the funding.

\_\_\_ The district is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127 (NCLB, Pub. L. No. 107-110).

Checklist Completed by (print name): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent (print name): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix D**

Home Language Survey - IA includes second page for race and ethnicity

Determination of Student Eligibility, English Language Dev. Program Placement  
Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

English Language Development Program - Exit Letter for students who are eligible to exit services

Notification of English Language Development Program Placement - Version A  
for initial and annual placement notification

Waiver-Refusal of ESL-Bilingual Program - waive or withdraw from bilingual services

## Appendix E

English Language Proficiency Standards Training Options (excerpt from Dave Tilly e-mail May 6, 2016)

The Iowa Department of Education has worked with ELPA21 (English Language Proficiency Assessment for the 21st Century) and a consortium of states to develop training modules that can be used to address the required training on the ELP Standards. School districts and AEAs responsible for delivering the training have several options for how to use the modules to support the required training on the ELP standards:

- A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
- B. AEAs and school districts may use 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.
- C. AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning. The plan must include:
  - a. The trainers and the target audience for each training session.
  - b. The specific content and learning outcomes for each training session.
  - c. The learning activities that will be used to deliver the content.
  - d. How the trainers will assess whether or not the participants are meeting the intended outcomes.