

Center Point-Urbana CSD



2025-2026

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

Center Point-Urbana Community School District K-12 Lau (EL) Plan for Serving English Learners

Revised September 30, 2025

According to the Code of Iowa, **districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280—280.4 and 281-60.1-6).** In order to meet the linguistic, academic, social, and emotional needs of ELs, districts are required to develop a service 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, to include: district administrator(s), building administrator(s), equity coordinator (public only), EL teacher(s), classroom/content teacher(s).

Required Lau Plan Team Members: Melissa Hocking (Director of School Improvement & Special Services and EL Director), Dan Devore (High School Principal), KC Tupa (Middle School Principal), Dirk Troutman (Intermediate Principal), Dani Kremer (Primary Principal)

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

I. Lau Plan Guiding Principles

- A. English Language Development
 - 1. To help students to become English proficient in the language skills of speaking, reading, writing, and listening.
- B. Academic Achievement
 - 1. To help students to successfully participate in classroom learning situations and other school activities.
- C. Cross-Cultural Efficacy
 - 1. To help students to develop and/or reinforce positive attitudes toward self, school, and community.
 - 2. To support families of EL students to engage in the school community's activities and events.
 - 3. To promote multicultural education.

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

- A. Home Language Survey (www.TransAct.com, Form IA)
 - 1. All families are asked to complete the Home Language Survey-IA (281—60.3(1)a) during initial registration to the district. Our 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)).

2. 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.
3. Other data that may be used to initially identify a student as needing EL services include: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment.
4. Administrative Assistants (Building Secretaries) will review Home Language Surveys that are completed by parents to determine if a language other than English is indicated. Copies of Home Language Surveys will be placed in all students' files. If another language is indicated, they will contact the **EL Coordinator, Melissa Hocking**, to screen for English language proficiency.

B. State-Approved English Language Proficiency Assessment and Placement

1. Assessment of English Language Proficiency within the first thirty days of the student's arrival (NCLB, Sec. 3302[a]) or, if the child enters after the beginning of the school year, within two weeks (NCLB, Sec. 3302.[d]).
2. The EL Coordinator or designated trained assessor will administer the English language proficiency assessment.
3. The district will use the ELPA21 for assessment purposes.
4. The summary of the results of the completed assessments will be located in the student's cumulative folder.

C. Process to Place Students in Appropriate LIEP and Content Courses

1. EL teachers in collaboration with Title I and/or the classroom teachers will assess academic skills, in relation to the student's grade or age level (281-60.3(1)b).
2. Data may be gathered from previous English language assessments, academic records, transcripts, academic skill assessments (such as FAST aMath, aReading, and CBMR), parent interviews, teacher feedback, and classroom assessments.
3. The team will review the data to design appropriate instruction and accommodations to meet the child's needs.
4. Students who are found to be non-proficient or limited proficient in English will be identified for LIEP services which will begin upon enrollment.
5. ELs will be placed in a mainstream classroom with grade level peers their same chronological age, with no more than two years differential.

D. Parental Notification of Eligibility and Placement in Language Most Easily Understood

1. Forms for communicating this information to parents are available at www.TransAct.com. If a child is identified for the EL Program:
 - a) Parents will receive a "Determination of Student Eligibility for English Language Development Program Placement" form. A copy of the signed form will be placed in the student's file.
 - b) Upon initial placement and annually parents will also receive the "English Learner Program Placement" form. Copies will be placed in the student's cumulative file.
 - c) Parents are notified no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a language instruction program (if a child enrolls after the beginning of the year).
 - d) Parental notification will include:
 - (1) Reasons for identification
 - (2) The child's level of English language proficiency

- (3) The method of instruction
- (4) How the program will meet the educational strength and needs of the child
- (5) How the program will help the child learn English
- (6) The program's specific exit requirements
- (7) How the program meets the objective of the IEP of a child with a disability
2. Parental information must be provided in "an understandable and uniform format, to the extent practicable," in a language parents can understand. TransAct forms will be used.

E. Process for Waiving Students from LIEP:

1. Parents have the right to waive enrollment in the LIEP (Language Instruction Educational Program).
2. The following procedure is utilized:
 - a) A meeting is held to discuss recommendations, concerns and potential outcomes with parent(s).
 - b) ESSA - Request for English Language Development Program Withdrawal/Denial of Enrollment - Version A is used to document the parent decision. A copy will be placed in the student's file.
3. The district will provide consultation quarterly from the **District Coordinator, Melissa Hocking**, 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.
4. The district will provide an annual update to parents who have waived services, to determine if parents would like to continue to waive service or enroll in the LIEP program.

III. Description of the LIEP

A. LIEP Goals

1. The number of ELs in grades K-8 scoring in the proficient range on the Reading and Math portion of FAST universal screening assessment will increase by 10% from the beginning of the school year to the end of the school year.
2. The number of ELs in grades 3-11 scoring in the proficient range on the ELA, Math, and Science portion of ISASP will increase by 10% from the previous grade level to the next grade level.

B. Description of Specific State-Approved LIEP Model Used

1. EL Services: Center Point-Urbana will use an *English as a Second Language Model*. These services support English Language Development. The district identifies and provides the following EL services based on student needs:
 - a) Pull-Out Services
 - b) Co-Teaching/Collaboration
 - c) Curriculum Differentiation
 - d) Tutorial Support
 - e) Teacher Consultation
2. Recommended Minutes and Frequency of Instruction for ELs
 - a) Students will receive direct instruction at least 20 minutes a day.
 - b) The frequency and intensity of services are individualized based on student needs. More significant needs receive more intensive services. Services range as provided in the list above as well as consultation with the classroom teacher and monitoring transitional students.
3. The district provides equal access to the Common Core and district core content through research-based instructional strategies, reading instruction aligned to the core, cooperative

learning opportunities, small group instruction, pre-teaching of vocabulary, supplementary videos, and technology to support learning.

4. The district ensures collaboration between mainstream and EL teachers to discuss instructional needs of the ELs. The collaboration between classroom teachers and EL teachers will take place monthly, at a minimum. The district will also ensure classroom teachers provide time periods for EL students to receive services, online learning resources for students, sharing of strategies to assist in English proficiency.

C. Annual Parental Notification of Continuing Placement and Programming Options

1. Forms for communicating this information to parents are available at www.TransAct.com in language most easily understood.
2. These forms are sent home initially and annually as required by the EL Director if a child is identified for the EL Program:
 - a) Upon initial placement parents will receive a “Determination of Student Eligibility for English Language Development Program Placement” form. A copy of the signed form will be placed in the student’s cumulative file.
 - b) Upon initial placement and annually parents will also receive the “English Learner Program Placement” and “Description of District English Language Development Program” forms. Copies will be placed in the student’s cumulative file.
 - c) Parents are notified no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a language instruction program (if a child enrolls after the beginning of the year).
 - d) Parental Notification must include:
 - (1) Reasons for identification.
 - (2) The child’s level of English language proficiency.
 - (3) The method of instruction.
 - (4) How the program will meet the educational strength and needs of the child.
 - (5) How the program will help the child learn English.
 - (6) The program’s specific exit requirements.
 - (7) How the program meets the objective of the IEP of a child with a disability.
 - e) Parental information must be provided in “an understandable and uniform format, to the extent practicable,” in a language parents can understand. TransAct forms will be used.

D. Process for Waiving Students from LIEP

1. Parents have the right to waive enrollment in the LIEP (Language Instruction Educational Program).
2. The following procedure is utilized:
 - a) A meeting is held to discuss recommendations, concerns and potential outcomes with parent(s).
 - b) Request for English Language Development Program Withdrawal/Denial of Enrollment is used to document the parent decision. A copy will be placed in the student’s file.
3. The district will provide consultation quarterly from the **District Coordinator, Melissa Hocking**, 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.
4. The district will provide an annual update to parents who have waived services, to determine if parents would like to continue to waive service or enroll in the LIEP program. Documentation of the annual communication will be maintained by the EL Director.

E. Highly-Qualified Staff:

1. Center Point-Urbana CSD employs or receives services from a highly-qualified ESL endorsed teacher to provide LIEP services.

F. Designated Oversight for LIEPs

1. **Melissa Hocking, Director of School Improvement & Special Services**, is the designated administrator who provides oversight of the LIEP program.

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

1. The district will use the Iowa English Language Proficiency Standards and Iowa Core Standards. All instruction is based upon these standards.
2. The CPU CSD assists in making decisions regarding supplemental services that are appropriate to the needs of the learner and goals of instructional programs (Iowa Code 280—180.4).
3. The EL director will work with content teachers to ensure access to core and ELP standards through ongoing professional learning on instructional strategies and accommodations for EL students.

H. Curriculum and Supplemental Resources

1. Please see the Iowa Core <http://iowacore.educateiowa.gov> for the district standards in literacy.
2. Currently, the district has determined research and/or collected local student data to support the use of several research-based instructional practices to help obtain long-range goals in reading. The universal core curriculum is reviewed at least every 5 years per the district curriculum replacement/review process. These instructional practices include the following, but are not limited to:
 - a) *95% Phonics Lesson Library, Phonics Chip Kit, Multisyllabic Word Routine, & Comprehension*
 - b) *IXL*
 - c) *Lit360*
 - d) *Membean*
 - e) *Be a Better Reader*
 - f) *REWARDS*
 - g) *Six Minute Solutions*
 - h) *Really Great Reading*
 - i) *Readtopia*
 - j) *Read Well Core Reading*
 - k) *Read it Again*
 - l) *Corrective Reading*
 - m) *Words Their Way*
 - n) *Fishtank ELA*
 - o) *myView*
 - p) *iReady*
 - q) Additional phonemic awareness and phonics activities
 - r) Small group explicit reading instruction
 - s) Title 1 (Reading Intervention) learning opportunities
 - t) Explicit reading/writing instruction
 - u) Strategies for literacy skills across content areas (i.e. graphic organizers, summarizing, etc)
 - v) *Write Tools*
 - w) *Orton-Gillingham*
 - x) *Flashlight 360*
 - y) *EPS Reading Assistant (AMIRA)*

IV. Process to Provide Meaningful Access to all Co-Curricular and Extracurricular Programs and Activities

A. Talented and Gifted (TAG)

1. Iowa Code, Chapter 59 states that gifted and talented students are “students, distinguished from the total K-12 population, who are identified as possessing outstanding ability and who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination: general intellectual ability, creative thinking, leadership ability, visual and performing arts ability, or specific ability aptitude.”
2. According to the Iowa Department of Education (Belin-Blank Center, 2008), research has described gifted English Language Learners as having varying degrees of the following characteristics:
 - a) Acquires a second language rapidly
 - b) Shows high ability in mathematics
 - c) Displays a mature sense of diverse cultures and languages
 - d) Code switches easily (thinks in both languages)
 - e) Demonstrates advanced awareness of American expressions
 - f) Translates at an advanced level (orally)
 - g) Navigates appropriate behaviors successfully within both cultures
3. Center Point-Urbana School District has an identification plan for the Talented and Gifted Program that considers multiple sources of information, including student test data, observation inventories, and rating scales. The tests provide instructions provided both in both auditory and written fashion. Students are universally screened via the Cognitive Abilities Test (CogAT) at the end of 2nd, 5th and 8th grades. Universal screening, in which all students are assessed for gifted identification regardless of nomination, is believed to offset the parent/teacher under-referral problem of low income, minority, and/or English language learners (Card & Giuliano, 2015). Additionally, the use of rating scales as a factor in identifying gifted and talented students provides information that is gleaned outside the realm of standardized testing.
4. EL students will not be excluded based upon standardized measures.
5. Once identified for TAG services, EL students will participate in established programming with support from the EL teacher as needed.

B. Special Education

1. Center Point-Urbana Community School District's Multi-Tiered System of Supports (MTSS) is in place for identifying and serving ELs in special education.
2. The team will include ELs in the same processes and procedures for identifying ELs as potential candidates for special education identification as other students with additional supports.
 - a) The team will include the district EL teacher or another professional with knowledge of second language acquisition.
 - b) The team will include parents early in the process to gather information about language development, prior educational experience and cultural considerations.
 - c) The team will ensure that interventions are appropriate for EL students.
 - d) Native language assessment and interpreters will be included as appropriate.

3. If the team determines that academic/behavioral concerns are primarily the results of cultural, English proficiency, or prior education, the team will not identify the students for special education placement.
4. ELs who are identified for special education services will receive direct instruction for both from highly qualified teachers.

C. Process in Place for Identifying and Serving ELs in All Other District Programs

1. EL students are provided access to any district co-curricular and extracurricular program for which they are eligible. The EL teacher will work to ensure students and families are aware of these opportunities to participate.

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

A. Professional Learning

1. Professional learning is provided for all staff involved in the educational process of ELs (281-12.5(8), 12.8(1), and 60.3(3)b5).
2. All educational and appropriate school personnel working with ELs receive in-service training from regarding instructional techniques and modifications for EL students, the continuing training provided according to the district's Comprehensive School Improvement Plan. This will include administrators, classroom teachers, paraeducators and support staff.

B. Improvement Plan (281-12.7(256) and 281-60.3(3)b5)

1. A record of professional development activities will be maintained:
 - a) To improve the instruction and assessment of ELs
 - b) To enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for children in an EL program
 - c) Base programs on scientifically based research demonstrating effectiveness in increasing English proficiency or subject matter knowledge, teaching knowledge, and teaching skills
 - d) Plan and implement programs of sufficient intensity and duration to have a lasting impact on the teacher's performance (no 1-day or short-term workshops/conferences)
 - e) Reports from Business Office of the Professional Learning sessions will be documented at a district level

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

A. Yearly Measure

1. Center Point-Urbana will conduct a yearly measure of English language proficiency for all EL students K-12 in the domains of listening, speaking, reading, and writing (NCLB, Sec. 3113(b)(3)(D)). English Learners will be evaluated annually with a standardized English language development instrument recommended by the state of Iowa. The state approved assessment is the ELPA21 which will be administered between February 3rd and March 28th.
2. All students that have been identified as English Learners, including those students whose parents have waived/refused services, will be assessed.

B. Annual Training

1. The district will follow the state training guidelines for the ELPA21. The assessment administrator will complete the required training modules on the AEAPDOnline system and provide the certificate of completion to the district office to be included in their personnel file.

2. The EL teacher will participate in state and/or AEA training to assist with interpreting scores. The results will then be shared with the students' teachers. Meetings with the EL instructor will occur at the beginning of the year and following receipt of ISASP results to assist in interpretation.

C. Dissemination of Scores to Stakeholders

1. Results of assessments will be provided to parents/guardians in their preferred language. EL teachers will interpret the results and will share them with all staff members who provide instruction to EL students and administration.
2. Result data will be disseminated to the Lau leadership team and used in instructional and programmatic decision-making. EL and classroom teachers will utilize the results of ELPA21, ISASP, and classroom assessments to guide instruction and programming for children.

D. Classroom Assessments

1. Classroom teachers will report the student's achievement and growth (60.3(1)b) through assessments based on the student's LIEP in the regular classroom.
2. Accommodations will be made to support students until the student is able to achieve academically in the classroom with age and grade level peers.
3. EL teachers will share accommodation information with pertinent staff. EL teachers and classroom teachers will collaborate and share data to ensure achievement and growth.

E. School-Wide Assessments

1. ELs must be tested on the district-wide assessments with or without accommodations for reading, math and science (Sec. 1111(b)(3)(c) (xi)I).
2. All ELs, regardless of time in a language instructional program and level of proficiency in English, will be assessed annually in the areas of reading, mathematics and science using the ISASP.
3. One or more of the following accommodations may be made according to the student's LIEP:
 - a) Allowing extra time to complete a test
 - b) Allowing the use of a translation (word-word) dictionary during testing
 - c) Reading parts or all of a test (This should not be done with tests of reading vocabulary or reading comprehension)
 - d) Providing word pronunciations or word meanings when such help does not interfere with the subject matter or skills being tested.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

1. Achieve the required proficiency score on the ELPA 21

B. LIEP Exit Procedures

1. Utilizing exit criteria defined above, the Lau leadership team will determine exit status for EL students on an annual basis.
2. Notify parents on state-approved TransAct exiting form "English Language Development Program Exit Letter" in language most understandable to parents/families
3. Change student coding to "exited" so the student does not continue to generate unwarranted funding between June 1 and count date
4. Begin two year monitoring process

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

A. Procedures

1. Once students have formally exited the EL services, they will be monitored for two school years to ensure that academic success is not hindered by lack of English proficiency.
2. The administration, EL teacher, and classroom teachers will monitor student progress.
3. Districts must keep documentation (grade level, final ELPA 21 composite score, at least two pieces of evidence (i.e. ISASP Growth, Meeting Grade Level Expectations, and FAST), parental notification, and additional annual evidence of English language proficiency) on file throughout the two-year monitoring period.

B. Re-Entry Process

1. If a student is academically performing below grade-level after exit, a meeting will be held by the Lau Leadership Team for an official decision regarding re-entry into the program.
 - a) **Melissa Hocking, EL Coordinator**, is responsible for monitoring students.
 - b) Lau Leadership Team includes: **EL Coordinator, Melissa Hocking**; Building Principal(s), Student(s) classroom teacher, **Melissa Hocking, Director of School Improvement & Special Services**.
 - c) Building grade level data for each EL student will be kept in the student's cumulative file (Evidenced data includes: FAST benchmark data Fall, Winter, Spring; ISASP Data for reading and mathematics (beginning in 3rd grade); final ELPA 21 composite score)
2. If a student is not sustaining success in the classroom the team will meet to review data to determine if the student's lack of progress is due to language issues.
 - a) If so, the student is returned to full status and LIEP services are reinstated. Parents will be notified of a student's re-entry in the language most easily understood using the "English Learner Program Placement" and "Description of District English Language Development Program" forms available on TransAct.com

IX. LIEP Evaluation

A. Evaluation of LIEP Programs

1. Program evaluation based on the following questions (Castenada & Pickard, 1981, as cited in Office of Civil Rights, 1999, p. 35):
 - a) 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?
 - b) Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
 - c) Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?
2. Review of LIEP goals
 - a) The number of ELs in grades K-8 scoring in the proficient range on the Reading and Math portion of FAST universal screening assessment will increase by 10% from the beginning of the school year to the end of the school year.
 - b) The number of ELs in grades 3-11 scoring in the proficient range on the ELA, Math, and Science portion of ISASP will increase by 10% from the previous grade level to the next grade level.
3. Based on answers to the above questions, ELPA21 data, ISASP data, and LIEP goals are used as indicators of the effectiveness of our EL programming. Assessment data will be used to place students appropriately and to inform instruction.
4. The process is ongoing and involves a 6-step data process:

- a) Collect and chart data
 - b) Analyze data and prioritize needs
 - c) Set, review, and revise SMART goals
 - d) Select common instructional strategies
 - e) Determine results indicators
 - f) Monitor and evaluate results
5. The data process is completed every 1-6 weeks depending on various factors. Overall program evaluation is completed annually in May and June after the ELPA21 and ISASP results have been analyzed.
 6. The team includes: Melissa Hocking (Director of School Improvement & Special Services & EL Director), Dan Devore (High School Principal), KC Tupa (Middle School Principal), Dirk Troutman (Intermediate Principal), Dani Kremer (Primary Principal).
 7. Based on the information the team will consider recommendations regarding the instructional practices with ELs and future programming needs.