



Hubbard-Radcliffe Community School District

Embracing today's challenges, preparing for tomorrow's world!

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

School Year: 2025-2026 School Year
School District: Hubbard-Radcliffe Community School District
Report Submission: Sherri Walker, Director of Teaching, Learning, and Assessment

Services Lau Plan
Melissa Ludt: English Learner Teacher, Brian Mangold: Elementary Principal, Kevin Henrichs: Sherri Walker: Director of Teaching, Learning and Special Education, Deb England: School Business Official

Introduction

The Hubbard Community School District, serving preschool through eighth grades, is committed to providing equitable and comprehensive educational opportunities for English Learners (ELs). Our plan ensures compliance with the Code of Iowa (Chapters 280—280.4 and 281-60.1-6) and the *Lau v. Nichols* decision, addressing the linguistic, academic, social, and emotional needs of EL students.

The Lau (EL) Plan is collaboratively developed and serves as a living document to ensure compliance and provide high-quality education for all EL students.

I. Guiding Principles

English Language Development

- Develop English language proficiency in listening, speaking, reading, and writing.
- Equip students with skills to succeed in classroom and societal settings.

Academic Achievement

- Ensure ELs meet the same challenging academic standards as all students.
- Provide equitable access to the core curriculum.

Cross-Cultural Goals

- Foster positive attitudes toward self, school, and community.
- Promote multicultural understanding and collaboration.
- Support family engagement.

II. Identification and Placement of ELs

Home Language Survey (HLS)

- All families complete the Home Language Survey during initial enrollment.
- The survey is reviewed, and copies are placed in cumulative folders.

- If a language other than English is indicated, the EL Coordinator or the Director of Teaching, Learning, and Assessment screens the student for English language proficiency.
- Additional data may be used to identify students needing EL services, including student records, teacher input, parent information, observations, referrals, grades, or informal assessments.
- The district follows up in the family's preferred language as needed, conducting oral or native language interviews when necessary.

English Language Proficiency Assessment

- The district administers the state-approved ELPA21 screener within 30 days of enrollment (or two weeks for mid-year enrollments).
- The assessment administrator maintains current annual training.
- Results determine placement in the Language Instruction Educational Program (LIEP) and are filed in the student's cumulative folder.

Placement in LIEP

- Placement decisions are made collaboratively based on assessment data, grades, teacher observations, and family input.
- ELs are placed in grade-level classrooms with accommodations as needed.
- EL students are eligible for Title 1, Talented and Gifted (TAG), Special Education, and intervention services as determined through the district MTSS process if they are needed or qualify.

Parental Notification of Eligibility and Placement

- Parents receive notification forms in a language they understand. Forms are available at www.TransAct.com.
- Parents receive the following forms:
 - "Determination of Student Eligibility for English Language Development Program Placement"
 - "English Learner Program Placement" (received at initial and then annually)
- Notifications include reasons for identification, the child's proficiency level, and the program details.
- Parents are notified within 30 days of the school year's start or within two weeks of placement if enrollment occurs mid-year.

Process for Waiving Students from LIEP

- Parents have the right to waive LIEP services by:
 - Attending a meeting to discuss recommendations, concerns, and outcomes.
 - Completing the ESSA "Request for English Language Development Program Withdrawal/Denial of Enrollment" form.
- The district provides:
 - Quarterly teacher consultations with the EL Coordinator, Melissa Ludt.
 - Professional development to ensure English mastery without LIEP enrollment.
 - An annual update for parents to review or revise their waiver decision.

III. Description of LIEP

1. Program Goals

- Increase ELs scoring proficient on reading and math benchmarks by 10% annually.
 - i. May include FAST, MAP, ISASP as appropriate for various grade levels
- ELs show adequate growth within ELPA21 domains
- Provide equitable access to the Iowa Core Standards.

2. Program Model

- The District 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:
 - i. Pull-Out Services: ELs receive focused English instruction outside the regular classroom.
 - ii. Co-Teaching and Collaboration: EL and classroom teachers collaborate to support language and content learning.
 - iii. Curriculum Differentiation
 - iv. Tutorial Support
 - v. Teacher Consultation
- **Recommended Minutes and Frequency of Instruction for ELs**
 - i. Students will receive direct instruction at least 20 minutes a day unless there is data that supports additional instructional time.
 - ii. The frequency and intensity of services are individualized based on student needs. More significant needs receive more intensive services. Services are tailored to student needs, ranging from daily instruction for newcomers to periodic support for advanced learners.
 - iii. Services range as provided in the list above, as well as consultation with the classroom teacher and monitoring transitional students.
- 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.
- The district ensures collaboration between mainstream and EL teachers to discuss the instructional needs of the ELs. The collaboration between classroom teachers and EL teachers will occur at least monthly. The district will also ensure classroom teachers provide periods for EL students to receive services, provide online learning resources for students and share strategies to assist in English proficiency.

3. Annual Parental Notification of Continuing Placement and Programming Options

- Forms for communicating this information to parents are available at www.TransAct.com in language most easily understood.

- These forms are sent home initially and annually as required by the EL Director if a child is identified for the EL Program:
 - i. 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.
 - ii. 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.
 - iii. 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).
 - iv. Parental Notification must include: (1) Reasons for identification. (2) The child’s level of English language proficiency. (3) The method of instruction. (4) How will the program 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.
 - v. 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.
- Process for Waiving Students from LIEP
 - i. Parents have the right to waive enrollment in the LIEP (Language Instruction Educational Program).
 - ii. The following procedure is utilized:
 - 1. A meeting is held to discuss recommendations, concerns and potential outcomes with parent(s).
 - 2. 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.
 - iii. The district will provide consultation quarterly from the District Coordinator, Sherri Walker and Melissa Ludt, the ELL Teacher, 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.
 - iv. 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.
- Highly-Qualified Staff: Hubbard Radcliffe CSD employs or receives services from a highly-qualified ESL-endorsed teacher to provide LIEP services.
- Designated Oversight for LIEPs: Sherri Walker, Director of Teaching, Learning, and Assessment and Special Education Services is the designated administrator who provides oversight of the LIEP program.

- Access to Iowa Core Standards and English Language Proficiency (ELP) Standards
 - i. The district will use the Iowa English Language Proficiency Standards and Iowa Core Standards. All instruction is based upon these standards.
 - ii. 2. The District 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).
 - iii. 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.
- Curriculum and Supplemental Resources
 - i. Please see the Iowa Core <http://iowacore.educateiowa.gov> for the district standards in literacy.
 - ii. The district has determined research and/or collected local student data to support using several research-based instructional practices to help obtain long-range goals in reading. The universal core curriculum is reviewed at least every 6 years per the district curriculum replacement/review process. These instructional practices include the following but are not limited to:
 - 1. Being a Reader (CCC)
 - 2. Being A Writer (CCC)
 - 3. SIPPS (CCC)
 - 4. IXL
 - 5. Morpheme Magic
 - 6. Six Minute Solutions
 - 7. Really Great Reading
 - 8. Words Their Way
 - 9. Additional phonemic awareness and phonics activities
 - 10. Small group explicit reading instruction
 - 11. Title 1 (Reading Intervention) learning opportunities
 - 12. Strategies for literacy skills across content areas (graphic organizers, pre-teaching vocabulary, summaries, etc.)

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

1. 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 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 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.”

- a. 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) Acquire a second language rapidly b) Show 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.
 - b. Hubbard Radcliffe School District has an identification plan for the Talented and Gifted Program on file with the State of Iowa and located on the District's webpage.
 - c. EL students will not be excluded based on standardized measures.
 - d. Once identified for TAG services, EL students will participate in established programming with support from the EL teacher as needed.
2. Special Education
- a. Hubbard Radcliffe Community School District's Multi-Tiered System of Supports (MTSS) is in place to identify and serve ELs in special education.
 - b. 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 support.
 - i. The team will include the district EL teacher or another professional with knowledge of second language acquisition.
 - ii. The team will include parents early in the process to gather information about language development, prior educational experience and cultural considerations.
 - iii. The team will ensure that interventions are appropriate for EL students.
 - iv. Native language assessment and interpreters will be included as appropriate.
 - c. 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.
 - d. ELs identified for special education services will receive direct instruction for both from highly qualified teachers.
3. Process in Place for Identifying and Serving ELs in All Other District Programs
- a. 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. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities

- 1. Professional Learning
 - a. 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).

- b. All educational and appropriate school personnel working with ELs receive in-service training regarding instructional techniques and modifications for EL students, and the continuing training is provided according to the district's Comprehensive School Improvement Plan. This will include administrators, classroom teachers, paraeducators, and support staff.
- 2. Improvement Plan (281-12.7(256) and 281-60.3(3)b5)
 - a. A record of professional development activities will be maintained:
 - i. To improve the instruction and assessment of ELs
 - ii. To enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for children in an EL program
 - iii. Base programs on scientifically based research demonstrating effectiveness in increasing English proficiency or subject matter knowledge, teaching knowledge, and teaching skills
 - iv. 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)
 - v. Reports from the Business Office of the Professional Learning sessions will be documented at a district-level.

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

- 1. Yearly Measure
 - a. Hubbard Radcliffe Community 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.
 - b. All students that have been identified as English Learners, including those students whose parents have waived/refused services, will be assessed. B.
- 2. Annual Training
 - a. The district will follow the state training guidelines for the ELPA21. The assessment administrator will complete the required training modules on the AEAPD online system and provide the certificate of completion to the district office to be included in their personnel file.
 - b. 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.
- 3. Dissemination of Scores to Stakeholders
 - a. 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.

- b. 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.
- 4. Classroom Assessments
 - a. 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.
 - b. Accommodations will be made to support students until the student is able to achieve academically in the classroom with age and grade level peers.
 - c. EL teachers will share accommodation information with pertinent staff. EL teachers and classroom teachers will collaborate and share data to ensure achievement and growth.
 - 5. School-Wide Assessments
 - a. ELs must be tested on the district-wide assessments with or without accommodations for reading, math and science (Sec. 1111(b)(3)(c) (xi)).
 - b. 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.
 - c. 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

- 1. LIEP Exit Criteria:
 - a. Achieve the required proficiency score on the ELPA 21
- 2. LIEP Exit Procedures
 - a. Utilizing exit criteria defined above, the Lau leadership team will determine exit status for EL students on an annual basis.
 - b. Notify parents on state-approved TransAct exiting form "English Language Development Program Exit Letter" in language most understandable to parents/families.
 - c. Change student coding to "exited" so the student does not continue to generate unwarranted funding between June 1 and count date
 - d. Begin two year monitoring process

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

- 1. Procedures
 - a. 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.

- b. The administration, EL teacher, and classroom teachers will monitor student progress.
 - c. 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.
2. Re-Entry Process
- a. 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.
 - i. Melissa Ludt, EL Coordinator, is responsible for monitoring students.
 - ii. Lau Leadership Team includes EL Coordinator Melissa Ludt; Building Principal(s); student (s) classroom teacher and Sherri Walker, Director of Teaching, Learning, Assessment, and Special Education.
 - iii. 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)
 - b. 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.
 - i. 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 readily understood using the "English Learner Program Placement" and "Description of District English Language Development Program" forms available on TransAct.com

IX. LIEP Evaluation

- 1. Evaluation of LIEP Programs
 - a. Program evaluation based on the following questions (Castenada & Pickard, 1981, as cited in Office of Civil Rights, 1999, p. 35):
 - i. 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?
 - ii. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
 - iii. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?
 - b. 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.

- c. 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.
- d. 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
- e. 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.
- f. The team includes: Melissa Ludt: English Learner Teacher, Brian Mangold: Elementary.
- g. Principal, Kevin Henrichs: Sherri Walker: Director of Teaching, Learning and Special Education, Deb England: School Business Official
- h. Based on the information the team will consider recommendations regarding the instructional practices with ELs and future programming needs.

The Hubbard Community School District is dedicated to ensuring that all EL students achieve linguistic and **academic success in an inclusive, supportive environment.**