

K-12 Lau (EL) Plan for Serving English Learners
Linn-Mar Community School District
August 2018

Lau Plan

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).

Please use the Associated Guidance Document and Checklist to develop your Lau Plan utilizing this template to ensure that a plan is developed that will meet approval requirements.

Required Lau Plan Team Members:

Kristin Hicks, Associate Director of Student Services

Leisa Breitfelder, Executive Director of Student Services

Shannon Bisgard, Deputy Superintendent – Equity Coordinator

Ed Rogers, Principal-Westfield Elementary School

Ashley Messerli, 3rd Grade Teacher-Westfield Elementary School

Sarah Kelley, ELL Teacher

Bri Baranowski, ELL Teacher

Alicia Jessen, ELL Teacher

Brianne Arnold, ELL Teacher

Carol Stamp, ELL Teacher

I. Lau Plan Guiding Principles

The Lau (ELL) Plan (Lau v. Nichols, 1974), is Linn-Mar’s district plan designed to meet the instructional needs of ELs. The Lau (ELL) plan was collaboratively written by the K-12 team identified on page 2. The following detailed information is Linn-Mar CSD’s Lau Plan:

I. Lau Plan Goals

A. English Language Development –

- 1) To help students to become English proficient in the language skills of speaking, reading, writing, and listening.
- 2) To help students to successfully participate in classroom learning situations and other school activities, and to ensure that they have full access to the Iowa Core standards.
- 3) To help students to develop and/or reinforce positive attitudes toward self, school, and community.

B. Academic Achievement -

- 1) Educate ELL students to meet the same challenging academic content and student academic achievement that all students are expected to meet.
- 2) Develop academic English in the areas of listening, speaking, reading, and writing at an age appropriate level.
- 3) Develop the conversational English needed to communicate with classmates, teachers, and other building staff at an age appropriate level.

C. Cross-Cultural Efficacy –

- 1) Encourage parental involvement in schools and students' education.
- 2) Orient students to the cultural patterns of American life so they can fully participate in classroom activities and community activities.
- 3) Develop students' awareness of cultural diversity and promote pride in the students' own cultural and linguistic backgrounds.
- 4) Communicate with parents in their first language when needed.
- 5) Forms and letters home to parents provided in their preferred language when needed.

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

A. Home Language Survey- IA (www.TransAct.com)

1. All families are asked to complete a *Home Language Survey* (281 – 60.3(1)a) during registration. The 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)). When other languages are needed, staff is able to access the TransACT website at www.transact.com. 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.
2. All new students who have red flags in the home language survey, an identifier of students with anything other than English indicated, will be given the initial placement test (see below). ELL teachers will work with the building secretaries to receive all of the home language surveys that come through. This will allow ELL

teachers to look for and find students that may possibly be needing ELL services. Students who move into Linn-Mar CSD from out of state and have identifying information on the home language survey for possibly needing ELL services, the ELPA21 screener will be used, regardless of having prior ELL services or not.

3. The Home Language Survey will be kept in student cum files.

B. State-Approved English language proficiency placement assessment –

1. ELL building staff (Brienne Arnold, Carol Stamp, Bri Baranowski, Sarah Kelley, Alicia Jessen) administer the ELPA 21 Dynamic Screener (August 1, 2018), an English language placement test, to measure listening, speaking, reading, and writing levels in English within 30 days of the beginning of school, or within two weeks of the student's enrollment, if it is after the start of school.
2. Staff administering the ELPA 21 Dynamic Screener will be trained yearly on giving this assessment.
3. Certificates of completion stored in the Student Support Office
4. Summary of results in cum file

C. Process to place student in appropriate LIEP and content classes –

1. The ELL team will collect and review data for new ELL students within the first thirty days of registration, including the results from the English language proficiency assessment and assessment of academic skills. Other data that may be used to potentially identify a student as needing ELL services include: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment. If the student is non-English proficient or limited English proficient in any of the English language proficiency subtests (speaking, listening, reading, and writing) 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 ELL program.
2. A team consisting of ELL teacher, general education teacher(s), building administrator, and school counselor will look at all the data and determine LIEP placement for the student.
 - a. language development needs
 - b. academic needs
3. Content course placement
 - a. Language development needs
 - b. Academic needs
4. General education classroom placement will be matched to the students' needs and be within two years of the students' actual age.

D. Parental notification of eligibility forms distributed in a language most easily

understood - Parental notification of eligibility and placement, will be given in a language most easily understood by parents. Parent notification is an important component of the law (NCLB, Sec. 3302).

1. If a student's score indicates that he or she is eligible for the ELL program, the school sends out the *Determination of Student Eligibility For Program Placement*
2. In addition the *Notice of Program Placement* form from TransACT is sent.

3. These forms are sent in the language most easily understood within 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 student enrolls after the beginning of the year.)
4. Copies with signatures for required forms will be placed in the student's cumulative file.

The parental notification includes the following information:

1. Reason 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

E. Parent documentation of waiving/withdrawal from LIEP programming –

The ELL program is a voluntary program, and at any point the parents can refuse services or choose to withdraw their student from the program.

1. When a parent refuses services, the ELL team (parents, ELL teacher, building administrator, and general education teacher(s) will meet with the parents to discuss options. The parent will be provided the *Explanation of Consequences for not Participating in English Learner Program* form.
2. When parents choose to waive services, the parent must sign *Request for Change in Program Participation*. All signed forms are kept in the student's cumulative folder. Eligibility for services will still be sent out annually to the family and the student will receive ELPA21 testing.
3. The student is still eligible for services provided through MTSS (if team determines a need) as well as differentiated instruction and accommodations in the classroom. The ELL team will meet with the general education teachers to help to provide differentiation in instruction and assessments.

III. Description of the LIEP

A. LIEP Goals –

- By June 2019, 80% of EL's will gain one year's growth in reading as measured by FAST (K-2), and Iowa Assessments (3-12), or Iowa Alternate Assessment (as indicated on an IEP).
- By June 2019, preschool teachers within the district will have completed three hours of professional development that is focused on the needs and teaching methods of ELL students.
- By June 2019, the ELL team will produce a minimum of three events that are focused on the needs of the ELL families within the district.

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

1. English as a Second Language (ESL): A program of techniques, methodology, and special curriculum designed to teach ELLs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ELL instruction is usually in English with little use of native language. ELL instruction is provided in a small group setting for students. For students with higher language levels a push-in model will be used and progress will be monitored and changes in programming will be made as needed on an individual basis.
2. Based on the results of screening or assessment that is completed, it is determined which level of support that students may need in ELL programming.
 - a. Students who receive a score of, "emerging," on the ELPA21 and/or the ELPA21 Dynamic Screener, will receive services that can include pull-out, push-in, differentiated instruction, and/or ESL class period. These students will receive a minimum of 150 minutes per week for LIEP programming. Students who receive a score of, "progressing," on the ELPA21 and/or the ELPA21 Dynamic Screener, will receive LIEP support, differentiated instruction, flexible instruction, and tutoring. These students will receive a minimum of 90 minutes per week for LIEP programming.
 - b. To ensure ELL students access to the district core curriculum, accommodations are made to support students until the student is able to achieve academically in the classroom with age and grade level peers without additional support.
3. All students whose parents have not waived services will receive direct LIEP instruction.

C. Descriptions of annual parent notification of continuing placement and programming options in language most easily understood –

1. Annual parental notification of continuing placement and programming options, occurs between June through September of each school year in a language most easily understood by parents using the *Notice of Program Placement*. Notification of continuing placement and programming options will begin upon receipt of ELPA21 scores through the first thirty days of the start of the school year or, if the child enters after the beginning of the school year, within two weeks.
2. The ELL teacher will send out the parent notification
3. A copy is placed in the student cumulative file annually.

D. Procedure for communicating with parents who have waived LIEP service is in place annually

1. The ELL program is a voluntary program, and at any point the parents may refuse services or choose to withdraw their student from the program. When a parent refuses services, the ELL team (parents, ELL teacher, building administrator, and general education teacher(s)) will meet with the parents to discuss options. Eligibility for

services will still be sent out annually to the family utilizing the *Explanation of Consequences for not Participating in English Learner Program* form.

2. *Request for Change in Program Placement* form will be signed annually.
3. All signed forms are kept in the student's cumulative folder. The student is still eligible for services provided through MTSS (if team determines a need) as well as differentiated instruction and accommodations in the classroom. The ELL teacher will meet with the general education teachers to help to provide accommodations to ensure that the student has the opportunity to succeed in the classroom and has access to the core curriculum. The ELL teacher will also work with the classroom teacher to help modify assessments when needed.

E. Highly qualified LIEP and content staff –

1. ELL services are delivered by a highly qualified ELL teacher who is ELL endorsed (281-60.3(3)) or approved provisional licensure from the Iowa Board of Educational Examiners. The highly qualified ELL staff will provide direct services to identified ELL students.
2. Content classes by teacher endorsed in content area

F. Designated administrator oversight for LIEPs –

1. The Associate Director of Student Services, Kristin Hicks, is the administrator assigned to oversee ELL services for the Linn-Mar School District. The administrator will work with the ELL teacher to review student progress data, student placement data, and program oversight which includes the budget and materials needed to support student programming.
2. Associate Director of Student Services will participate in the ELP Standards Modules and attend applicable conferences

G. Access to both IA Core Standards and English Language Proficiency (ELP) Standards-

1. The Linn-Mar School District is implementing the Iowa Core. ALL students will have access to the Iowa Core regardless of program placement. Our district also follows the ELP standards adopted by the Iowa Department of Education.
2. Collaboration will occur between the ELL teacher, the general education teacher and other staff members
 - a. The team will utilize time to analyze assessment results and plan instruction and programming.
 - b. This will occur during monthly planning meetings

H. Curriculum and Supplemental Resources for LIEP –

1. The district will purchase and modify instructional materials that are appropriate to the needs of the learner and goals of instructional programs (280-180.4). State funding is provided for the “excess costs of instruction of ELL students.” (280-60.4 and 60.6 (280)). The district uses AEA online resources, ELL Newcomer curriculum, ELL core supplements to our district reading program, vocabulary building skill workbooks, and various teaching strategies (i.e. word walls, flip books, graphic organizers, visuals, etc.).
2. Materials are revised and updated annually as needed to support the Iowa Core and ELP standards. The district core ELL programs are *Rigby - On Our Way to English (K-5)* and *High Point- Hampton Brown (6-12)*. As materials are updated and

considered for the ELL program, a committee of the ELL teachers, Kristin Hicks, and a representative from the Teaching and Learning department will meet to review curriculum with support of the AEA.

3. An ELL team member will be a member of the decision making process to review and adopt new curriculum.

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) ELLs - Linn-Mar

Community School District uses a systematic procedure each spring to identify gifted and talented students in grades 3-5. The major goal of this process is to apply valid, reliable and unbiased procedures to identify students as being gifted in the areas of general intellectual ability and specific ability aptitude in reading and math.

1. Students are identified through the use of multiple criteria from standardized tests such as Iowa Assessments and MAP. Also included are classroom performance and assessments, parent/guardian input, teacher input, student input and out-of-level testing as needed. **All** students are evaluated each year for participation in the Extended Learning Program. Nomination, screening and placement procedures are described below.

- **Nomination**

At least one of the following is used to nominate students for ELP in Linn-Mar Elementary Schools: teacher reports of gifted behaviors, parent/guardian reports of gifted behaviors, ELL teacher observations of students in the general education classroom, standardized testing data, classroom performance and assessments, parent/guardian input, teacher input, student input and out-of-level testing as needed.

- **Screening**

All screening data will be considered carefully by a screening team that may include: general education teacher(s), ELP facilitator, counselor, building principal and as needed, Grant Wood Area Education staff. The specific abilities and needs of each student will be considered individually, and no one piece of data will exclude a student from being identified. Selection criteria will consist of: Iowa Assessments, 98% NPR and above, MAP scores, 95% NPR and above, classroom performance and assessments, parent/guardian input, teacher input, student input and out-of-level testing as needed. Individual subtest scores in reading and math will also be considered during the screening process. Additional testing may be administered as needed.

- **Placement**

Students who demonstrate potential as compared with others of their age and require additional differentiated programming will be placed in the ELP Extension Strand. ELP goals and objectives will be developed for all students participating in this strand in collaboration with the ELL teacher.

2. The ELL teacher will work with the Talented and Gifted Teacher to support the needs of the student.

B. Process in place for identifying and serving ELLs in special education - The context in which evaluation and eligibility decisions are made includes the consideration of linguistic variables unique to the individual. For children whose primary language is not English, communication deficits only constitute a disability if the communication problem is present in both English and the individual's primary language.

1. During the eligibility decision-making process, the evaluation team must rule out English proficiency, prior educational experience and acculturation as the primary reason for performance deficits. An assessment of the individual's English language proficiency may be needed in order to develop appropriate interventions or evaluate the individual's response to interventions and to make eligibility decisions. Criteria other than standardized assessments. At the Eligibility Determination meeting the exclusionary factors will be discussed. If the determinant factor for the child's performance is limited English proficiency, cultural considerations or previous education/instruction, the child will be determined "not eligible" for special education services.
2. ELs identified for special education services will receive direct instruction from highly qualified teachers for both services.
3. IEP team includes someone with requisite knowledge of child's language needs and training in second language acquisition.

C. Process in place for identifying and serving ELLs in all co-curricular programs –

1. The process for ensuring ELs are included in appropriate funded programming in addition to LIEP includes
 - program process for identifying students (i.e. Title I, At-Risk, etc.) will have the same qualifying criteria for ELs.
 - support for language needs within the program
2. parent and student communication about programs and eligibility understandable
3. includes ELL teacher in data review for placement considerations

D. Process in place for identifying and serving ELs in extra-curricular activities

1. Extra-curricular activities, clubs, and other opportunities for students within the district will be made available for participation by ELs as well.
2. Information regarding these programs and eligibility may need to be sent to parents and students in a language they understand

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

In-service training is provided for all staff involved in the educational process of ELLs (281-12.5(8), 12.8(1), and 60.3(3)b5). All educational and appropriate school personnel receive in-service district training regarding instructional techniques and modifications for ELL students, with continuing training

provided according to the district's Comprehensive School Improvement Plan (218-12.7(256) and 281-60.3(3)b5). A record of professional development activities will be maintained. Staff have access to:

A. The district provides ongoing EL professional development for staff who support the LIEP

1. District and Building Administrators

- Workshops and Courses sponsored by GWAEA
- GWAEA ELL Consultant PD per district needs

2. LIEP Staff (certified and support)

- English Language Proficiency Standards training
- Workshops and Courses sponsored by GWAEA
- GWAEA ELL Consultant PD per district needs
- Online Modules

3. Content and Classroom Teachers PK-12+

- English Language Proficiency Standards training
- Workshops and Courses sponsored by GWAEA
- GWAEA ELL Consultant PD per district needs
- Online Modules for ELPA21

4. Building/District Support Staff (i.e. instructional coaches, curriculum coordinators, counselors, etc.)

- Workshops and Courses sponsored by GWAEA
- GWAEA ELL Consultant PD per district needs

In addition the district encourages participation in Professional Development through Grants from GWAEA Title III

1. Our Kids Summer Institute
2. Iowa Culture and Language Conference

B. District training of ELP Standards and implementation plan

Has a plan that describes PD for required staff for ELP Standards completion and implementation

1. The district will be conducting Option B for training district staff by using the modules and allowing time for discussion within PLC groups and through ELL teacher support.
2. All Linn-Mar teachers will have completed modules 1-6 by the end of the 2017-2018 school year. Teachers who are new to the district or hired mid-year will be expected to complete the ELP Modules 1-6.
3. Documentation of completion will be kept in the district's Human Resource office.

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

- A. **Annual training to appropriate staff** –
 - a. Appropriate staff members are trained in the usage and analyzing of the ELPA 21 as recommended by the State of Iowa. Training for the ELPA 21 will be state developed Modules.
 - b. Those trained in ELPA 21 will submit documentation to the Executive Director of Student Services who will keep a record in their office.

- B. **Dissemination of scores to stakeholders** – Student data is shared with the appropriate school personnel involved with the education of the child
 - a. Administrators
 - b. Teachers will have access through sharing of *ELL Student Profile* (see Appendix F) as a hard copy at the beginning of the school year to ensure that the classroom teacher understands the student's current English language level and has suggestions for how instruction and assessments may need to be modified.
 - c. Parents are given the ELPA 21 scores at parent/teacher conferences or mailed home in the language parents most easily understand.

- C. **Appropriate training to interpret results for staff** –
 - a. Appropriate staff members (involved with the education of an EL student) are trained in the interpretation results of the ELPA21 yearly when the scores are released. The ELL teachers will attend the training modules regarding the new ELPA21 to learn how to interpret results of the test.
 - b. They will provide the information to administrators
 - c. In addition, information will be shared with appropriate teachers and support staff.
 - d. Grant Wood Area Education Agency staff members are utilized when interpreting results as well.

- D. **Utilization of assessment results to guide instruction and programming** –
 - a. ELPA21 Assessment and classroom data are used to create and implement programming for EL students at all grade levels. During monthly planning meetings, the ELL teacher, the general education teacher and other staff members will utilize time to analyze the assessment results and plan instruction and programming.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria –

The Student:

1. Achieves the required proficiency on the ELPA 21.

B. LIEP Exit Procedures –

1. During allowable window between May 31st and October 1st.

2. Notify parents using the *English Language Development Program - Exit Letter* in a language most understandable to parents/families within 30 calendar days after the beginning of the school year, or as soon as ELPA-21 and Iowa Assessment data have been received.
2. Associate Director of Student Services (Kristin Hicks) or ELL teacher (Carol Stamp, Sarah Kelley, Alicia Jessen, Bri Baranowski or Brianne Arnold) will change the student coding to “exited” so the student does not continue to generate unwarranted funding (See Iowa Department of Education Data Dictionary).
3. Begin two year monitoring process

VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification

A. Monitoring procedure in place after students exit the program –

1. Once students have formally exited the program, the district will continue to monitor
 - a. student standardized test data from the annual Iowa Assessments to ensure proficiency for a minimum of two years.
 - b. The ELL teachers will also monitor exited students quarterly to ensure that they are passing classes, meeting grade level benchmarks, and are still performing successfully in the classroom.
2. The Associate Director of Student Services, Kristin Hicks will oversee monitoring of exited student. She will send the IA Assessment scores to the building ELL teachers. These scores will be recorded and kept in the Executive Director of Student Services file.
3. A team consisting of the ELL teachers and Kristi Hicks will review monitored students and determine status (continue monitoring, successful completion, consideration for re-entry due to language needs).

B. LIEP Re-Entry Procedures in place, if indicated by data including notification of parents/guardians –

1. If a student’s performance indicates that he or she is eligible to re-enter in the ELL program, the ELL teacher will arrange a meeting with the family to explain the reasons for re-entry and options available for support.
2. The district will also provide the *Notice of Program Placement* form. This form will be provided in the language most easily understood by the parents at the meeting, and copies will be kept in the student's cum file. The ELL program is a voluntary program, and if parents refuse services to re-enter their student into the program, then the waiver process (stated earlier) will begin.

IX. LIEP Evaluation

- A. Team process for review- Kristin Hicks, Associate Director of Student Services, is responsible for facilitating a team based process to evaluation the LIEP program. The team will consist of Kristin Hicks and the district’s ELL teachers: Alicia Jessen, Carol Stamp, Brianne Arnold, Bri Baranowski, and Sarah Kelley.
 1. District data review

- a. Student Growth will be used in the evaluation process of the LIEP program. Student growth will be measured by:
 - 1. By June 2018, an increase in the percentage of ELLs making growth in language acquisition as measured by the ELPA 21 and district assessments.
 - 2. By June 2018, an increase in the percentage of ELLs making one year's growth in reading using AYP data for IA Assessments.
 - b. Program Review- In addition, the ELL Program uses the Iowa Department of Education, "English Language Learner District Self-Study Guide" (2002) for guidance in meeting this goal. The Self Study Guide is reviewed annually after ELPA-21 results have been received.
- B. The ELL team reviews the data, and uses the information to form goals for the coming school year. The ELL team makes possible adjustments to the LIEP Plan, target professional development to the areas of need, and review and purchase supplemental curriculum to meet the deficit areas. The data and new goals are shared with Teaching and Learning Committee. The ELL team and the Teaching and Learning Committee will review the Title III Assurances to determine compliance with Title III requirements.