

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

(September 15, 2017)

Required Lau Leadership Team Members:

District Administrator:	Jon Hueser, Superintendent
Building Administrator(s):	Jennifer Peter, 9-12 Principal David Neubauer, PreK-8 Principal
Equity Coordinator:	Jennifer Peter, 9-12 Principal
EL Teacher(s):	Megan Claypool, K-12 ELL Instructor
Classroom/Content Teachers:	Raymond Wisecup, 3rd Grade Teacher Samantha Daby, Kindergarten Teacher Billie Glenn, 7-8 Reading Teacher Laurie Strandberg, 5-6 Reading Teacher Michelle Reimers, 9-12 Spanish Linda Dutcher, 10-12 Language Arts Samantha Sperling, 7-12 School Counselor Megan Brackemyer, K-6 School Counselor Ellia Rodgers, Native Language Interpreter Tim Stinemetz, Native Language Interpreter Eliana Stinemetz, Native Language Interpreter Sally Good, School Board Member Gary Hoyt, SAIAC Member

Lau 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 K-12 team identified above collaboratively wrote the Lau Plan. (See Appendix A for guidance around Lau requirements and critical elements.)

I. Lau Plan Guiding Principles

The Ogden Community School District's English Learner program goals are:

- A. English language development
 - a. To help students to become English proficient in the language skills of speaking, reading, writing, and listening.

- B. Academic achievement
 - a. To help students successfully participate in classroom learning situations and other school activities.
 - b. To help ensure that English learners (EL's) meet the same challenging academic content and student academic achievement standards that all children are expected to meet.
- C. Cross-cultural goals
 - a. To help students develop and/or reinforce positive attitudes toward self, school, and community.
 - b. To support non-EL's in develop and/or reinforce positive attitudes towards other cultures.

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

- A. Home Language Survey (www.TransAct.com)
 - 1. The building secretary provides a home language survey (HLS) to all students during enrollment. This survey includes information the parent provides the Ogden School District about each student's race and ethnicity.
 - 2. Survey results that specify that home language, race, or ethnicity indicate a possibility for screening are provided to the building principals. The building principals review the survey information and collaborate with the English as a Second Language (ESL) teacher and to how to proceed for each student.
 - 3. The completed survey results are stored in the cumulative folders.
- B. State-approved English language proficiency placement assessment
 - 1. If indicated by HLS, students are administered the state approved screener.
 - 2. The EL teacher will administer this screener to students who are identified on the HLS within the first 30 days of school, or within 14 days if enrolled after the beginning of school.
 - 3. The completed survey results are stored in the cumulative folders. In addition the student's score they earned is entered into Infinite Campus, the Ogden School District's student information system.
- C. Process to place student in appropriate LIEPs
 - 1. The ESL teacher will review the State approved screener scores and report these to the building principal and classroom teachers who have direct instruction with the student. Other academic data that the classroom teacher has will be shared

- with the ESL teacher to build an informational base of the student's present academic level. The parents of students who are identified as not proficient will be notified and included in a meeting to discuss program design.
2. Based on the data review, the classroom teacher will work in cooperation with the ESL teacher and provide recommendations for the LIEP program.
 3. Based on the data review, the classroom teacher will work in cooperation with the ESL teacher and provide recommendations for the content courses based on the student's current level of understanding of academic content and preferred learning styles. In addition the school guidance counselors and building principals reviews at risk indicators to determine levels of services that may be necessary to ensure mastery of academic achievement.
 4. Students are placed at the appropriate grade level.
- D. Parental forms distributed in a language most easily understood (TransACT) within 30 days at the beginning of the year and two weeks later if in the school year.
1. "Determination of Student Eligibility, English Language Development Program Placement" (sent once upon placement) from TransACT
 2. Notification of English Language Development Program Placement - initially and annually from TransACT within required timelines
 3. Signed copies are placed in students' cumulative files
- E. Process for waiving students from LIEP
1. There will be a meeting held to discuss recommendations, concerns, and potential outcomes with parent(s).
 2. The waiver form from TransAct is used to document the parent's request to waive services and stored in the student's cumulative folder.
 3. The ELL instructor administers an annual state approved assessment (ELPA 21) for EL identified students.

III. Description of the LIEP

A. LIEP goals

Our goal is to help our EL students move from their current EL level to the level of language proficiency in reading, writing, speaking, and listening as measured by the ELPA 21 during the 2017-18 school year.

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

1. Identifies and describes district implementation of an approved program model based on the need of each student:
 - a. Newcomer Program
 - b. English as a Second Language (ESL)
 - c. Sheltered Instruction
 - d. Dual Language Program
 - e. Other Bilingual Program
2. Frequency and intensity of services varies depending on the English proficiency and needs of the student. Students who need more intensive help will receive this through individualized and direct instruction with the ESL teacher and other identified teachers who will provide the student with the learning supports they need.
3. As the student progresses with higher levels of English proficiency, LIEP support transitions from providing assistance for language acquisition to access of district core curriculum based on the individual needs of each student.
4. All students receive services despite their proficiency levels, as long as their parent(s) do not waive services. When appropriate, students are pulled out of the general education classroom setting to receive ESL instruction from Megan Claypool, a highly qualified ESL staff member.
- C. Megan Claypool, the ESL teacher, will notify parents annually parent of each student's current placement and the student's continuing placement and programming options in language most easily understood for the parent/guardian.
 1. Within 30 days of the beginning of the school year using the "Notification of English Language Development Program Placement (A)"
 2. A copy of Notification of English Language Development Program Placement (A) form will be placed in student's cumulative file
- D. The parents will be conferred with annually with the ESL teacher. Parents will be informed of their right to waive services.
 1. The parents will be notified annually and sign the appropriate documents.
 2. The process for waiving ESL services requires the waiver form for parents found on TransAct.
 3. The waiver will be placed in the cumulative file.
- E. Highly qualified staff

1. Megan Claypool has an ESL endorsement to provide direct services to identified English Learners.
 2. General classroom teachers who deliver content to EL's are highly qualified instructors.
- F. Designated administrator oversight for LIEPs who has training in needs of English Learners
1. David Neubauer is the designated administrator oversight for LIEPs.
 2. The administrators will view the EL online modules.
- G. The ESL teacher works to provide access to Iowa Core Standards and English Language Proficiency Standards through collaboration with general education teachers to differentiate for the needs of students.
1. Time will be provided for collaboration between the ESL teacher and the general education teachers through common plan times and PLC time during professional development.
- H. The Ogden CSD will purchase curriculum and supplemental resources for English language development and core content areas as needed. Since our current situation has very few students identified and needing EL services, the curriculum is based on the individual needs of students.
1. A focus of instruction will be in the acquisition of vocabulary in the areas of speaking and academic content areas.
 2. LIEP curriculum will be taken from the District adopted including Journeys Reading Curriculum and Everyday Math 4.
 3. Vendor provided ESL supplementary material would be utilized when appropriate.

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

- A. EL students who qualify for the gifted/talented program as outlined in the Ogden District School, Board approved, Extended Learning Program (ELP) plan will participate in the ELP program.
1. Other than the Iowa Assessment and CoGat standardized tests, students are identified through parent recommendations and teacher identification procedures as outlined in the ELP plan.
 2. The ELP teacher will provide direct instruction for identified ELP, EL students.

- B. EL students who are determined to be significantly discrepant from their peers academically or behaviorally, but not as a result of their language acquisition or development, will be served in special education setting.
 - 1. Culturally and linguistically appropriate measures identification will be used and coordinated by the special education team, which include local special education teachers and AEA support personnel.
 - 2. Highly qualified teachers in both special education and for LIEP will provide instruction for EL students who qualify for special education services.
 - 3. The IEP team, including members who have knowledge of second language acquisition, includes AEA support personnel and the ESL teacher (when it is appropriate).
- C. EL students are identified and served in any other district programs for which they are eligible (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, etc.)
 - 1. The instructors will work with the ESL teacher to ensure the EL students are:
 - a. Properly identified for placement in programs
 - b. Provided supporting language needs
 - 2. The ESL teacher provides parents and students with communication about programs and eligibility in a language most easily understood
 - 3. ESL teacher consults and advocates in placement/consideration in all programs
- D. EL students are eligible to participate in all extracurricular- (e.g., performing and visual arts, athletics, clubs, honor societies)
 - 1. The equity coordinator monitors the participation rate of all students including the EL students in extracurricular programs. Staff members in charge of each program are encouraged to meet with students to inform and encourage students to participate in each program.
 - 2. Parents and students are communicated with about programs and eligibility in a language most easily understood.

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

- A. Megan Claypool will be allowed to attend workshops and seminars that will provide her with EL or reading acquisition professional development. In addition, Ogden CSD will allow staff members to the annual Iowa Culture and Language Conference (November) and the Our Kids Summer Institute (June).

1. Dave Neubauer, principal, will support the LIEP program, monitor the implementation of the Lau Plan, view the EL learning modules, and assist in identifying and providing time to attend PD opportunities.
 2. Megan Claypool, ESL teacher is certified to provide support to EL students and gain knowledge through will viewing the EL online learning modules as well as internal and external professional development.
 3. The classroom teacher, who has the EL student in their class, will view the EL online learning modules and provide and receive professional development through internal and external sources.
 4. The ESL teacher will be provided support by the instructional coach. The content and classroom teachers, curriculum coordinators, counselors, etc. will be encouraged to participate with the ESL teacher in PD opportunities.
- B. The Ogden School District has training for interventions staff working with students who need intensive help in reading and an implementation plan that allows for PD as needed for the staff of ELP standards completion and implementation.
1. The certified staff involved in direct instruction will complete the required training.
 - a. View the Modules individually via AEA PD Online and take the associated brief quiz to document completion and content attainment.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

- A. The ESL teacher will be trained annually in the test administration.
1. Megan Claypool will view and complete the required tasks on the EL online modules.
 2. Megan Claypool's certificates will be stored in her personnel folder.
- B. Megan Claypool will share results to stakeholders.
1. The results will be shared with Dave Neubauer or Jenn Peter, Principals.
 2. The results will be shared with the appropriate classroom teachers.
 3. The results will be shared with the parents.
- C. The ESL teacher will collaborate with the Heartland AEA ESL consultant staff to deliver appropriate training to interpret results for staff and the utilization of assessment results to guide instruction and programming.
1. Megan Claypool, ESL teacher, will use the results of the ELPA21 to guide her instruction and programming.

2. The administrators will collaborate with the ESL teacher to discuss the results of the ELPA21.
 3. Along with the ESL teacher and administrator, the classroom teacher will also be directly involved with the interpretation of the ELPA21 results.
- D. The ESL teacher, administrator, and classroom teacher will utilize the results of the ELPA21 to guide their instruction and programming.
1. Based on the results of the ELPA21, the ESL teacher will use these results to guide the core instruction. The classroom teacher will also use these results to guide the core instruction in the regular classroom.
 2. The results will also guide the LIEP instruction in the ESL classroom.
 3. The ELPA21 scores will provide the ESL teacher with data that will be used to decide what services and levels of service the EL students' need.
 4. Based on the data collected over time, the ESL teacher and administrator will decide whether or not the program in place now is best suited for the EL student. The ESL teacher will be flexible and willing to change the program whenever necessary to meet the needs of the EL student.

VII. LIEP Exit Criteria and Procedures

LIEP Exit Criteria

A. The student:

- a. Achieves the required score for proficiency on ELPA21
- b. Scores proficient on district-wide and/or state-wide assessments in Reading and Math (*Use Iowa Assessments if available; use district-wide assessments if student is in a grade not tested by Iowa Assessments*)
- c. Meets both of the above criteria in the same school year

B. LIEP Exit Procedures

- a. The ESL teacher will notify parents with state-approved TransAct exiting form during the allowable window (end of the previous year and the October 1st student count date) in language most understandable to parents/families using the "English Language Development Program - Exit Letter".
- b. The district official, Brenda McCloud or Vicki Anderson (staff members in charge of entering EL information into Infinite Campus), will change student coding to "exited" so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data should refer to *Iowa Department of Education's Data Dictionary*.

- c. The ESL teacher will begin the minimum two-year monitoring process when a student has been exited from the LIEP program.

VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification (No current form notifies parents of monitoring)

- A. The Ogden CSD will begin the regular required two-year monitoring process (minimum) of the exited student. This will be accomplished by:
 - a. The ESL teacher, school guidance counselors, and building principals reviewing at risk indicators to determine levels of services that may be necessary to ensure mastery of academic achievement.
 - b. Ongoing monitoring of the exited students by Megan Claypool, ESL teacher, by checking the progress of each student in the general education classrooms.
- B. If the student fails to sustain academic progress following exit, the student can be re-entered into the ESL program. Parents will receive notification of eligibility for re-entry in the language best understood, located on TransAct.

IX. LIEP Evaluation

A team based process will be used to evaluate the LIEP annually that includes:

1. David Neubauer, PK-8 principal, will facilitate the team based process for LIEP evaluation.
2. All district data available will be considered when planning for EL instruction in Core classes and in English language development including State standardized tests and teacher generated summative and formative assessments.
3. Evaluation of data will determine impacts future programming and services for ELs for example include:
 - 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. Title III Assurances will be reviewed and implemented (see Appendix C)

X. Appendices

- 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

- C. "Title III Compliance Assurances: Checklist for Districts"
- D. TransACT.com documents

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

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 comprised of half native English speakers and half native speakers of the other language.*

Other Bilingual Program: *Bilingual education refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction. www.nabe.org/BilingualEducation*

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 2017-8 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.