

# Luverne Community School District

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

(Revised 9/13/2016)

**Lau Leadership Team Members:** Jon Hueser (Superintendent/Elem Principal),  
Tom Fey (Equity Coordinator)  
Amber Pyle (ELL Coordinator/Instructor)  
Karen Roman (classroom instructor)  
Lois Gent (classroom instructor)  
Courtney Fannon (school counselor)

### 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 Lau Plan must be collaboratively written by the K-12 team identified above. (See Appendix A for guidance around Lau requirements and critical elements.)

#### I. Lau Plan Guiding Principles

- a. English Language development – To teach English comprehension through listening, speaking, reading and writing skills attain English proficiency and academic competence. Promote pride in the student’s cultural and linguistic backgrounds.
- b. Academic achievement goals- Educating our students to meet the same challenging academic content and student achievement that all children are expected to meet. Providing our ELs the opportunity to progress academically with their peer group by using academic support through tutoring in their first language. Involving parents and families of ELs in the educational process, in order to develop positive home school relationships.
- c. Cross-cultural goals – (Multicultural, Gender-Fair Education, Iowa Code Chapter 256.11) When students see the contributions and perspectives of their group included in the curriculum it connects the learner to the curriculum. It tends to contribute to a higher self esteem, stimulate greater motivation to learn, and ultimately to higher achievement. When students see the contributions and perspectives of other groups included in the curriculum, it tends to prevent students from developing an inflated sense of self/group superiority, which can contribute to ethnocentric perspectives, paternalism, and subtle forms of racism and sexism over time. It exposes students to the diversity of their country and the world and therefore better prepares them to live

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and work successfully in a diverse world and a global economy. We have selected the following goal: To help students to develop positive and realistic self concepts regardless of their gender, race, national origin or disability.

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

### **A. “Home Language Survey-IA” ([www.TransACT.com](http://www.TransACT.com))**

This includes student race and ethnicity reporting. All Home Language Surveys are sent to the district EL Coordinator/teacher who analyzes the forms to identify any students who need to be screened and then places the HLS in the student cumulative file.

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

TELPA screener is administered by the certified EL staff to measure listening, speaking, reading and writing levels in English within 30 days of the beginning of the school year or two weeks of the student’s arrival if it is after the start of the school year. Completed assessments are kept in the student’s cumulative file.

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

Academic data is gathered, as well as any other pertinent data. This is analyzed and reviewed by the Lau team to make recommendations about the LEIP program and placement in content courses making sure that the placement is age appropriate.

### **D. Parental forms distributed in a language most easily understood**

(TransACT) within 30 days at the beginning of the year and two weeks later in the school year

“Determination of Student Eligibility, English Language Development Program Placement” (sent once upon placement) from TransACT is used. “NCLB - Notification of English Language Development Program Placement - Version A” is sent initially and annually from TransACT within the required timelines and signed copies are placed in students’ cumulative files.

### **E. Process for waiving students from LIEP**

If a parent wishes to waive EL services, a meeting is held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s). The “Waiver-Refusal of ESL-Bilingual program” is used and a signed copy to document the parents’ decision is placed in student’s cumulative file. Classroom teachers of the student will be made aware of the waiver and a plan will be developed to support the student in language development and academic growth through differentiated practices and a MTSS system.

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

### **A. LIEP goals Within 36 weeks of receiving LIEP support the student’s literacy gap in reading comprehension will decrease by 10%**

- B. Description and implementation of specific state-approved LIEP model(s) used in district and the process to place students The Lu Verne Community School District uses a variety of program models in their English as a Second Language Program. Each program model integrates Common Core Standards. Collaboration between mainstream and LIEP teachers is frequent and ongoing, including lesson plans, instruction materials, and appropriate strategies for English proficiency. The program models include:

English as a Second Language (ESL) Program – ELs are in the mainstream classes with non-ELs. The goal is both academic content and proficiency in English. The ELs are integrated in the mainstream, English-only classroom with a LIEP teacher/paraprofessional attending the classes, assisting them as needed with concepts, terminology, assignments, etc. Students may be grouped or pulled out from time to time to meet their needs. The Imagine Learning online curriculum will be used. Services provided every day, ranging from 20 minutes-1 hour per day. Student are typically in the program 1-5 years. This method is used at all three levels. All identified Non parental waiver ELs at all proficiency levels receive direct LIEP instruction.

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

Parents are notified within 30 days of the beginning of the school year using the “Notification of English Language Development Program Placement (A)” by the district EL coordinator/teacher and a copy of the form is placed in the cumulative file.

- D. Description of procedure for communicating with parents who have waived LIEP services is in place annually

Parents who have waived services receive annual communication and signed documentation. The signed “Waiver-Refusal of ESL-Bilingual program” form is placed in the cumulative file.

- E. Highly qualified staff

All staff who provide direct services to identified English Learners are properly endorsed with the ESL endorsement, and all content teachers are also highly qualified in their area.

- F. Designated administrator oversight for LIEPs who has training in needs of English Learners

The Luverne LIEP is overseen by Jon Hueser, superintendent and he also receives training in the area of ELL support.

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

The Lu Verne Community School District uses a variety of program models in their English as a Second Language Program. Each program model integrates

Common Core Standards and ELP standards. Collaboration between mainstream and LIEP teachers is frequent and ongoing, including lesson plans, instructional materials, and appropriate strategies for English proficiency. All instructors have been given the ELP standards. All teachers incorporate the ELP Standards (reading, writing, speaking and listening) in their core classes.

i. Curriculum and Supplemental Resources –

1. The district uses Imagine Learning (which is provided through Prairie Lakes AEA)
2. 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.” (281-60.4 and 60.6(280)).

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

A. Process in place for identifying and serving gifted/talented (GT) ELs

– The district has a process in place for identifying and serving gifted/talented (GT) ELs. Iowa code states that gifted and talented students are “those identified as possessing outstanding abilities who are capable of high performance and 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.” ELL students will be evaluated for TAG services if they demonstrate the following characteristics: acquires second language rapidly, shows high ability in Math, displays a mature sense of diverse cultures and languages, code switches easily, demonstrates an advanced awareness of American Expressions, translates at an advanced level (orally), and/or navigates appropriate behaviors successfully with in both cultures. The ELL referral form serves as a starting point for this process. The Lau Leadership team will meet and discuss recommendations. The team may choose to gather more information and may choose to do a follow-up meeting to review prior to referral for TAG services.

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

– ELs have specific needs and consideration that must be taken into account when they are progressing through the stages of language acquisition. Such considerations include the following;

- Is the learning environment supportive for language development of ELs?
- Have personal and family factors been considered?
- Have physical and psychological factors been taken into account?

- Has information been gathered about the ELs previous schooling experiences?
- Is the child proficient in oral language and literacy in both first (L1) and second language(L2)?
- Is there academic achievement in both L1, if available, and L2?
- Have cross-cultural factors been considered? How is information gathered about others' ways of doing things and their values and beliefs?

Before any special education referrals are put in place, EL strategies should be tried. These strategies are best developed through collaboration between the EL teacher and the classroom teacher and should be implemented in the general education setting with adequate assessment data collected. The strategies may be universal strategies that are good for all students. The EL should only be referred to special education after various EL strategies have been tried over time and yet no progress is being made in the ELs English language acquisition. If the strategies do not improve the EL's progress in English language acquisition the special education referral process may begin. Special note: EL strategies should not be used to qualify ELs for special education nor should the LIEP (ESL) program be seen as a special education intervention.

C. Process in place for identifying and serving ELs 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, performing and visual arts, athletics, clubs, honor societies, etc.)

- The district will provide an interest survey to all ELs and parent in their native language to determine level of interest in various clubs, organizations and services that are offered by the district. The EL teachers will work with the EL to determine interests and point of contacts for activities and services that are applicable. Include all EL teacher(s) in the screening process and the data review to determine if these services (Title I, At-Risk, SPED, SCR) are appropriate for the EL Student.

D. Process in place for identifying and serving ELs in extracurricular- (e.g., performing and visual arts, athletics, clubs, honor societies)

- The district will provide an interest survey to all ELs and parent in their native language to determine level of interest in various clubs, organizations and services that are offered by the district. The EL teachers will work with the EL to determine interests and point of contacts for activities and services that are applicable. Include all EL teacher(s) in the screening process and

the data review to determine if these services (Title I, At-Risk, SPED, SCR) are appropriate for the EL Student.

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

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

All staff who deliver or support instruction for ELs are provided with professional learning in the area of strategies and best practice. This is done through district staff, AEA personnel and the use of AEA PD Online modules. Staff include district and building administrators, LIEP staff (certified & support), content and classroom teachers, paraprofessionals and building/district support staff (e.g. instructional coaches, curriculum coordinators, counselors, etc.).

2. District training of ELP Standards and implementation plan

All staff who instruct ELs are required to complete training from AEA PD Online in the area of the language standards. Certificates from the trainings are kept in personnel files and implementation is monitored through administrative walkthroughs.

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

A. Annual training to appropriate staff with certificate on file

All staff who administer the ELPA21 assessment complete annual training/certification and the certificates from that training are kept in the personnel files.

B. Dissemination of scores to stakeholders

Scores are shared with administrators, teachers serving identified ELs, and parents.

C. Appropriate training to interpret results for staff

Training for LIEP teachers, administrators, and staff directly serving ELs is provided by the AEA.

D. Utilization of assessment results to guide instruction and programming

Assessment scores inform core instruction, LIEP instruction, services to ELs and future programming.

**VII. LIEP Exit Criteria and Procedures**

A. LIEP Exit Criteria

The student:

1. achieves the required score for proficiency on ELPA21
2. scores proficient on district-wide/state-wide assessments in reading and math
3. meets both of the above criteria in the same school year

## B. LIEP Exit Procedures

1. occurs during the allowable window (end of previous year and the Oct. 1<sup>st</sup> student count date)
2. notify parents with state-approved TransACT exiting form in language most understandable to parents/families “English Language Development Program - Exit Letter”
3. Building secretary will change student coding to "exited" (so the student does not continue to generate unwarranted funding)
4. begin required monitoring process

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

### A. Describe monitoring procedures in place after students exit the program.

Monitoring procedures in place after students exit the program - Once students have formally exited LIEP, the state, through the Student Reporting System, still “monitors” the student for AYP purposes for two more years. ELs who have exited the program are monitored by the EL staff (Karen Roman, Instructor and Amber Pyle, Coordinator) and general education classroom teachers. Students may be assigned to the at-risk program where these students are monitored more closely by the at-risk staff that provides academic support. The EL staff monitoring exited ELs document the progress of the students. At-risk personnel keep records of students served in their program, as well as the after school program. The after school program provides academic support beyond the school day.

B. Re-entry to LIEP procedures in place if indicated by data, including parental notification, when appropriate using the annual placement forms (Notification of English language development program placement (Version A).

## IX. LIEP Evaluation

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

Jon Hueser is responsible for facilitating the team based process for LIEP evaluation. The process considers and responds to district data when planning for EL instruction in Core classes and in English language development and this evaluation impacts future programming and services for

ELs for example:

- a. professional development needs
- b. adjustment of the LIEP
- c. staffing
- d. teacher scheduling
- e. curricular needs

- f. meeting the needs of individual ELs and/or subgroups

## **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**

**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.*