

Shenandoah School

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

11/28/2016

Lau Leadership Team Members: Monte Munsinger – Director of Special Programs/Equity Coordinator, Barb Farwell – ELL Teacher, Patty Roberts – ELL Para, Sandy Hilding – HS Principal, Jason Shaffer – MS Principal, Tiffany Spiegel – ES Principal, Marty Mason – HS Language Arts Teacher, Carleen Perry – MS Language Arts, Ellen Christensen – MS Language Arts Teacher, Maria Blake – ES 2nd Grade Teacher

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 and must include the following required critical elements:

I. Lau Plan Goals (See Appendix C)

- A. English Language Development Goals
 - a. ELL students will gain proficiency in speaking, listening, reading, writing and understanding English.
- B. Academic achievement
 - a. ELL students will gain proficiency with grade level appropriate skills.
 - b. ELL students will have equal opportunity to access the mainstream curriculum.
 - c. ELL students will be taught by highly qualified and credentialed instructors.
- C. Cross-cultural goals
 - a. ELL students will develop positive and realistic self-concepts regardless of their gender, race, national origin, or disability.
 - b. ELL students will learn in a warm, supportive and inclusive learning environment for all students so that they can achieve their maximum potential.
 - c. The ELL program promotes pride in diverse cultural and linguistic backgrounds in students.

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

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

- a. All parents are asked to complete the Home Language Survey at the time of registration (at least once per student).
 - b. Completed Home Language Surveys are placed in the student's cumulative folder.
 - c. Shenandoah School District will provide assistance for families not able to fill out the survey on their own. On-staff assistance will be provided for Spanish speaking families. Every attempt will be made to find appropriate assistance for families speaking languages other than Spanish or English.
 - d. When a parent indicates a language other than English on the Home Language Survey, the information will be given to Barb Farwell, ELL Teacher, to assess those students for alternative language services. That referral is immediate. The evaluator will then begin the Assessment/Program Entrance process.
2. State-approved English language proficiency placement assessment
- a. **Step #1** - The Tennessee English Language Placement Assessment (TELPA) or the current state approved screener assessment is used 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 enrollment, if it is after the start of the school year. The screener will be administered by a trained administrator. TELPA training certificate is kept in the trained administrator's personnel file.
 - b. Completed assessments are kept in the student's LPF (Language Progress File) and scores are also put in their student cumulative file.
 - c. TELPA data is used to match LIEP programming to student ELL needs.
3. Process to place student in appropriate LIEP and content programming
- a. **Step #2** - The following assessments are used for academic testing and considered when making programming decisions for students.

District-Wide and State-Wide Assessments		
Grade Levels	Assessment	Skills Assessed
PK	Gold Assessment	Developmental Skills
PK	IGDI's	Early Childhood Literacy
K-6	FAST	Literacy
K-4	Math Screener	Math skills
K-4	Math Assessment	Math skill level

K-4	F&P Reading	Guided Reading level
5-8	Easy CBM	Math and Reading
2-11	Iowa Assessments	Basic academic skills in math, reading, and science
K-12 ELs	ELPA21	Assessment given to students receiving LIEP services – determines growth in reading, listening, speaking, and writing

- b. **Step #3** – Once language and academic skills have been assessed, the EL staff reviews the data with appropriate administrators and the Lau Leadership Team. Based on this review ELs are placed in appropriate LIEP and content programming. In addition, prior student records, student grades, medical records, and informal assessments are reviewed and used to determine placement. If the student is non-English or limited English proficient on the English language development assessment or based on previous records, the student is identified for the LIEP
 - c. **Step #4** – Based on the assessment results, the EL should be assigned to mainstream classrooms with students the same chronological age, with no more than two years differential.
 - d. **Step #5** – When a student is identified for the LIEP - parents will be notified every year, no later than 30 calendar days after the beginning of the school year, or within 2 weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year). Parent notification includes:
 - i. Reason for identification
 - ii. Student’s level of English language development
 - iii. Method of instruction
 - iv. How the program will meet the educational strengths and needs of the student
 - v. How the program will help the student learn English
 - vi. The program’s specific exit requirements
 - vii. How the program meets the objectives of the IEP of a student with a disability.
4. Parental notification will be provided using TransAct in a language that the parents can understand.

1. The “Determination of Student Eligibility, English Language Dev. Program Placement” (sent once upon placement) - eligibility notification and permission from TransACT
2. “NCLB - Notification of English Language Development Program Placement - Version A” for initial and annual placement notification and program description from TransACT
3. The completed Parent Notification forms are returned with the parent’s signature and placed in the student’s LPF (Language Progress File) and cumulative file by EL staff. The EL staff follows up on unreturned forms.
5. Process for waiving students from LIEP . A meeting is held to discuss recommendations, concerns, and potential outcomes.
 1. Parents are informed that all EL students are required to take the ELPA21 assessment even if parents waive EL programming.
 2. Signed documentation of the parents’ decision on “Waiver-Refusal of ESL-Bilingual program” from TransACT in student’s cumulative file as well as the student’s LPF folder.
 3. The classroom teachers will be made aware of the waiver and expected to ensure mastery of English and academic achievement. They may consult with the EL teacher to get suggestions for best practices to use with their EL students.

III. Description of the LIEP

- A. LIEP goals – Progress from the beginning of the year and compare with the end of the year.
 1. First year students in the program, within 36 weeks of receiving LIEP services will achieve ELPA21 assessment level at least one step above the level achieved on the TELPA.
 2. Non-first year students in the program, as measured by the ELPA21 assessment, will achieve at least one level higher than that of the previous ELPA21 assessment results.
 3. As state approved testing changes, goals will be amended to fit new testing requirements.
- B. The Shenandoah Community School District uses the English as a Second Language Program for LIEP services. Collaboration between mainstream and LIEP teachers is monthly (time varying based on need), regarding the student’s English language development, classroom lesson plans, instructional materials, and appropriate strategies for English proficiency. ELs are in the mainstream classes with non-ELs. The goal is both academic content and proficiency in English. Support in mainstream classrooms as well as through LIEP instruction is based on grade level as well as English language proficiency. The ELs are integrated in the mainstream, English-only classroom with a LIEP teacher/paraprofessional attending some of their classes, assisting them as needed with concepts, terminology, and assignments. Students are grouped and pulled out to

meet their needs. The LIEP teacher has appropriate training and the program para is under the supervision of the LIEP teacher. Services are provided every day ranging from 15 minutes to 1 hour per day. Students are typically in the program 1 to 5 years.

1. Identified Non Parental Waiver ELs at all proficiency levels receive direct LIEP instruction
- C. Annual parent notification and procedure for waiving services
1. The LIEP teacher will notify parents of continuing LIEP students, or new students placed at the beginning of the school year are notified no later than 30 calendar days after the beginning of each school year.
 2. The LIEP teacher will notify parents of students placed in the LIEP program within 2 weeks of the student's actual placement (for students placed at some time other than the beginning of the school year).
 3. The form - "Notification of English Language Development Program Placement (A)" will be used for parent notification.
 4. Parental notification will be provided using TransAct in a language that the parents can understand.
 5. The completed Parent Notification forms are returned with the parent's signature and placed in the student's LPF and student Cumulative File by EL staff. The EL staff follows up on unreturned forms.
 6. Process for waiving students from LIEP . Waivers will be completed using the "Waiver-Refusal of ESL-Bilingual program"
 - a. A meeting is held to discuss recommendations, concerns, and potential outcomes.
 - b. The Waiver/Refusal of English as a second Language Program is then signed by the parents and placed in the student's LPF as well as the student's cumulative file.
 - c. The classroom teachers will be made aware of the waiver and expected to ensure mastery of English and academic achievement. These students continue to be tested with ELPA21 until they are proficient.
- D. Highly qualified staff (ESL endorsement): Barbara Farwell, LIEP teacher, K-12 ESL Endorsement. Content teachers are also highly qualified in their area of instruction for EL students (having appropriate certification for the subjects/courses taught)
- E. Designated administrator oversight for LIEPs: Monte Munsinger, Director of Special Programs oversees the district's LIEPs.
- F. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards
1. Collaboration between mainstream and LIEP teachers is monthly (time varying based on need), regarding the student's English language development, classroom lesson plans, instructional materials, and appropriate strategies for English proficiency. LIEP and regular education teachers work together to integrate LIEP and Iowa Core standards into lessons. Regular education teachers provide resources

for Iowa Core, and LIEP teacher provides resources and support for LIEP goals. All teachers incorporate [ELP standards](#) in their core classes.

G. Curriculum and Supplemental Resources

1. LIEP Curriculum and Supplemental Resources:
 - a. Annually, student needs are reviewed by the LIEP teacher, and LIEP curriculum purchasing decisions are based on those needs.
 - b. Core curriculum purchasing decisions also involve input from the LIEP teacher in the effort to purchase core materials meeting EL student needs.
 - c. HIGH SCHOOL/MIDDLE SCHOOL:
 - d. Making Connections-An Integrated Approach to Learning English-Levels 1, 2, 3 by Heinle & Heinle Publishers
 - e. Read Naturally
 - f. Rosetta Stone—online
 - g. Side by Side-grammar/vocabulary books 1 & 2-published by Longman
 - h. Word by Word Phonics Book B- published by Longman
 - i. Fast Track Phonics for Young Adults and Adults-published by Longman
 - j. Oxford Picture Dictionary for Content Areas
 - k. Oxford Picture Dictionary-Beginning and Intermediate
 - l. Voices in Literature books—bronze/silver/gold levels by Heinle & Heinle Publishers
 - m. Basic English Composition and English to Use—published by American Guidance Service, Inc.
 - n. “Bring the Classics to Life” at lower reading levels: White Fang, Black Beauty, Oliver Twist, Tom Sawyer, Hamlet—by Edcon Publishing
 - o. Oral listening comprehension cards-Super Duper Publications/
Oral Public Speaking cards/Ready to write prompt cards-by Lakeshore, Create a Prompt by Lakeshore
 - p. Picture card boxes by Lakeshore
 - q. Beginning/Middle/Ending sounds magnetic pictures by Lakeshore
 - r. Beginning Phonics Picture Card Library by Lakeshore
 - s. Phonics/grammar/comprehension games and puzzles by Lakeshore
 - t. ELEMENTARY SCHOOL
 - u. Spin A and B—Grammar, Vocabulary, and Writing-published by Longman
 - v. Word by Word Phonics book A & B
 - w. Newcomer Phonics-published by Longman
 - x. Oxford Picture Dictionary for Kids-Oxford University Press
 - y. Oxford Picture Dictionary in the Content Areas for Kids
 - z. Scott Foresman ESL books K-5th grade
 - aa. Learn to Write-K- 2nd Grade by Creative Teaching Press

- bb. Writing Words and Sentences book-1st- 3rd Grade by Learning Horizons
- cc. Ready to Write Prompt Box cards-3rd-6th grade by Lakeshore
- dd. Phonics Chart picture/word cards
- ee. Beginning/middle/ending sound magnetic pictures
- ff. Storybooks for Building Oral Languages by Key Education Publishing Co.
- gg. Library books/reading room books/classroom books---some bilingual
- hh. AEA big books and kits—seasons, community helpers, transportation, etc.
- ii. Comprehension/vocabulary/listening skill pack CD kits by Lakeshore
- jj. Alphabet- cards, letters, tiles, puzzles, books; colors—cards, books, puzzles; shapes—cards, books, puzzles; numbers-cards, books, puzzles; animals—cards, books, puzzles; calendar—numbers, days, months, holidays; transportation-cards, books, puzzles; body—pictures, cards, books; food—pictures, plastic food, books, puzzles;
- kk. Maps—North America, World; Globe; Geographic Landforms puzzle set

2. The district will purchase and modify instructional materials that are appropriate to the needs of the learner and goals of the instructional programs. State funding is provided for the “excess costs of instruction of ELL students.”

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

- A. Process in place for identifying and serving gifted/talented (GT) ELs: Gifted and talented children include those children with demonstrated achievement or potential ability. ELs will be evaluated if the classroom or LIEP teacher determines that the student shows rapid growth or characteristics of the TAG program. 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. See Appendix A for the TAG Referral Form. LIEP teacher will support the TAG teacher with appropriate strategies/accommodations to meet the individual needs of EL students.
- B. Process in place for identifying and serving ELs in special education
 1. Before any special education referrals are put in place, EL strategies and general education intervention are implemented in the mainstream classroom. These strategies are developed through collaboration between the EL teacher and the classroom teacher and are

implemented with adequate assessment data collected. Students are referred to special education only after various EL strategies are effectively implemented with no progress on EL's English language acquisition. If the strategies do not improve the EL's progress in English language acquisition, the special education referral process may begin. EL strategies are not used to qualify ELs for special education nor is the LIEP an extension of the special education program. LIEP teacher will support the SPED teacher with appropriate strategies/accommodations to meet the individual needs of EL students.

2. Special Education services will be implemented only when students qualify for services based on the requirements for IEP services. EL status alone does not qualify or justify SPED placement.
 3. Special Education Referral Form (See Appendix A)
 4. When EL students qualify for Special Education Services, the properly licensed LIEP teacher and Special education teacher will provide support and instruction to the student.
 5. The IEP team for an EL student will include the properly licensed and endorsed LIEP teacher.
- C. Process in place for identifying and serving ELs in any other district programs - co-curricular and extra-curricular (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 LIEP teacher and classroom teachers will work collaboratively with the EL to determine interests and point of contacts for activities and services that are applicable. In this manner, appropriate teachers will be included in the screening process and data review to determine if Title, At-risk, SPED, and intervention classes are appropriate for ELs. LIEP teacher will support the program teacher/coach/advisor with appropriate strategies/accommodations to meet the individual needs of EL students.
1. Communication to parents and students about programs and eligibility will be provided in a language most easily understood

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

- A. Professional Development for all Lau Plan Committee Members is ongoing and based on committee needs (District and Building Administrators, LIEP teacher and support para, classroom teachers) will meet 2 times per year. The first meeting will take place in the fall and will address the following: review of the district Lau Plan; TELPA scores; number of ELs in the district; programing services; EL professional development for the current school year. The second meeting will take

place in the spring and will address the following: discuss student ELPA21 results/scores; determine which students meet the exit criteria; review and make changes, if needed, to the district's Lau Plan based on the district's evaluation process; update Lau plan with revised rubric from the DE (date revised, Lau Plan Committee names and positions, ELP standards, etc); update District Self-Study Document

- B. District and building administrators
 - 1. Building and District administrators are active participants on the Lau Plan Committee. Director of Special Programs, Monte Munsinger, attended Lau Plan workshop August 3, 2015.
- C. LIEP staff (certified & support)
 - 1. LIEP Teacher, Barbara Farwell attended Lau Plan workshop August 3, 2015. She yearly takes the TELPA recertification online course. She yearly recertifies in the ELPA21 training. In the fall, she attends the ICLC conference and she attended the *Our Kids Summer Institute* in June 2015 and 2016.
 - 2. LIEP support para, Patty Roberts attends the ICLC conference in the fall and attended the *Our Kids Summer Institute* in 2015 and 2016.
- D. Content and classroom teachers
 - 1. All content teachers serving EL students will be trained on ELP Standards through AEA PD Online Option A webinar training. Once training is complete, teachers will print the completion certificate, and the certificate will be stored in the teachers' personnel file.
 - 2. Barb Farwell sends general EL recommendations by email to staff on a regular basis.
 - 3. Barb Farwell informs classroom teachers whether or not they will be serving ELs in the regular classroom and works collaboratively with regular education teachers serving ELs. In this manner she provides imbedded professional development that is immediately implemented into the regular classroom lessons. Information shared includes: appropriate strategies, TELPA and ELPA21 results and English language acquisition results.
 - 4. Barb Farwell presents general LIEP strategies to staff at faculty meetings
- E. Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)
 - 1. Barb Farwell presents general LIEP strategies to staff at faculty meetings

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

- A. Annual training to appropriate staff – English Learners will be evaluated annually with a standardized English language development instrument recommended by the state. The state began using the ELPA21 in the spring of 2016. The testing window is late February to the middle of April. Barb Farwell-EL teacher receives yearly training by webinar to be certified to

administer the ELPA21. The certificate will be kept in the LIEP teacher’s personnel file. All students who have been identified as ELs (including those students whose parents have waived/refused services) are assessed. Parents are informed prior to the test that their child will be assessed with the ELPA21.(see www.transact.com)

1. ELPA 21 data will be used to guide: core instruction, LIEP instruction, direct services to students, and future programming.
2. Dissemination of scores to stakeholders – The test results are sent to parents so that they are aware of the language growth of their child. Data is shared with classroom teachers, administrators, program para, and other resource personnel. ELPA21 Levels and Explanation are given with the test results.
3. Appropriate training to interpret results for staff – Barb Farwell, LIEP teacher, will attend ELPA21 interpretation training when offered by the State and disseminate learning to appropriate staff.
4. Utilization of assessment results to guide instruction and programming – Barb Farwell, LIEP teacher, will work collaboratively with classroom teachers using TELPA and ELPA21 results to plan instruction. In this way, she will support imbedded training to classroom teachers and facilitate appropriate implementation.

VII. LIEP Exit Criteria and Procedures

A. Criteria for 2015-2016 Academic Year and Future Academic Years

The student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on district-wide and state-wide assessments in Reading and Math
3. Meets both of the above criteria in the same school year

District-Wide and State-Wide Assessments		
Grade Levels	Assessment	Skills Assessed
PK	Gold Assessment	Developmental Skills
PK	IGDI’s	Early Childhood Literacy
K-6	FAST	Literacy
K-4	Math Screener	Math skills
K-4	Math Assessment	Math skill level
K-4	F&P Reading	Guided Reading level
5-8	Easy CBM	Math and Reading

2-11	Iowa Assessments	Basic academic skills in math, reading, and science
K-12 ELs	IELPA21	Assessment given to students receiving LIEP services – determines growth in reading, listening, speaking, and writing

B. Procedures

1. Notify parents with state-approved TransAct exiting form in language most understandable to parents/families (see www.transact.com)
2. Change student coding to "exited" so the student does not continue to generate unwarranted funding. Barb Farwell, LIEP teacher, will notify Monte Munsinger, Director of Special Programs, of students when exited. Monte Munsinger will be responsible for entering data in PowerSchool and eventually to the state through the reporting system.
3. Following ELPA21 assessment and receipt of results, proficient students will be exited during the allowable window (end of school year to Oct. 1 student count)
4. When a student is exited from LIEP, parents are notified. A copy of the English Language Development Program –Exit Letter is given to parents and a copy is filed in the student’s cumulative folder. The official TransAct letter “English Language Development Program - Exit Letter” will be used.
5. Begin required two-year monitoring process.

VIII. Monitoring Procedures after Students Exit the LIEP Program

- A. Barb Farwell, LIEP teacher, will use the Lau Plan Monitoring Form (See Appendix B) to monitor progress of exited students on a semester basis for two years. She works collaboratively with classroom teachers to gather academic achievement data and addresses concerns as needed. The criteria for success in the regular classroom includes being proficient on district and statewide assessments (refer to chart shown previously). Barb Farwell tracks student progress over time and provides support as needed.
- B. During the two year monitoring period if data from district and statewide assessments show that a student’s scores are dropping, then they would first be helped like any other student—such as joining after school tutoring, teachers being given specific strategies to try in their classrooms, or having the students take at-risk academic classes. After a period of 9 weeks if the student has not improved, then the Lau committee will meet to determine if re-entry to the LIEP program is the best option. Barb

Farwell-EL teacher may give the IPT screener assessment to help determine what specific language areas are weak. Parents will be notified and asked for permission to have their child re-entered into the program. The form “Notification of English Language Development Program Placement” will be used to document re-entry. The completed form will be stored in the students LPF as well as Cumulative Student File.

IX. LIEP Evaluation

- A. The LIEP will be evaluated yearly by the Lau Committee led by the LIEP teacher (Barb Farwell) and administrator (Monte Munsinger) to determine the effectiveness of the program and the growth of the students being served. The overall goal of the committee is to consider and respond to district data when planning for EL instruction in Core classes and in English language development. The team evaluates the impact on future programming and services for ELs: professional development needs, adjustment of the LIEP, staffing, teacher scheduling, curricular needs, meeting the needs of individual ELs and/or subgroups. The committee meets annually to verify documentation: identification of ELs, assessment/assessment data, program, exiting and monitoring of the EL, LIEP staff, exit criteria and results, notices to parents, and Lau Plan updates. The committee also verifies that the Title III assurances signed by the Superintendent are being met. All the above information is obtained from the data collection system used by the district, from the Language Progress File (LPF) maintained for every EL student, or other sources that exist in the district. All EL students not exited participate in re-evaluations of their English Language proficiency every spring in order for academic language progress to be measured. All EL students, except for approved exceptions by the state, are included in the district’s academic content assessments in reading and mathematics and other content areas as required by compliance regulations as they occur. The data from these assessments will show if the EL’s are making growth in language acquisition as measured by the ELPA21 and the percentage of EL’s attaining or reaching full proficiency.

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. TAG Referral Form/SPED Referral Form
- C. Monitoring Form
- D. File Placement Form

Appendix A - ELL Monitor Form

To be completed by classroom teacher

Student name _____ Grade _____

School _____

Classroom teacher _____

Information

Achievement Scores: Reading _____ Math _____

Reading : Assessment name and score _____ or reading level _____

Writing: Samples attached _____yes _____no

Report card: Copy attached _____yes _____no

Comments _____

To be completed by LAC

Student exit date _____ Today's date _____

Continue Monitor status.....YES NO

Provide follow-up support.....YES NO

Person responsible for support help _____

Brief description of support help _____

Signatures:

_____ ESL teacher
_____ Classroom teacher
_____ other
_____ other
_____ other

copies to: Classroom teacher, LPF

Appendix B
Recommendation Form
For Special Programs

Today's date _____

Student name _____ Grade _____

Father's name _____

Mother's name _____

Classroom teacher _____ ESL teacher _____

Primary language _____ Testing date _____

Testing Data: _____ (name of test)

Oral _____ Reading _____ Writing _____

Other Data _____

Placement in ELL Program YES NO

Other language services (please explain) _____

Refer student to: S.A.T. TAG TITLE 1 _____

Signatures

Copies to:

- ESL Teacher
- Classroom Teacher
- Principal
- LPF

Appendix C

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>