

Riceville Community School District

K-12 Lau Plan for Serving English Learners

Required Lau Leadership Team Members: Barb Schwamman, Superintendent/Equity Coordinator, Heather Suckow, K-12 principal, Marcia Grimm, Associate principal and EL coordinator, Shary Ebert, EL instructor, Izzy Worrall, EL instructor

Mission

The Riceville Community School District is committed to providing a balanced education focusing on academic excellence, high expectations of performance, respect of self and others, and integration of technology in collaboration with parents, students, and our global society.

EL Rationale

To promote English language development focusing on vocabulary and grammar while supporting the classroom or content teachers in their goal to meet the needs of all diverse learners.

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 Guiding Principles (*See Appendix A*)

- A. ELL students will master English in speaking, listening, reading, writing and understanding.
- B. English language learners will demonstrate communication skills for social, intercultural, and instructional purposes within the school setting.

English language will demonstrate communication skills in the areas of information, ideas and concepts necessary for academic success in the area of language arts.

English language learners will demonstrate communication skills in the areas of information, ideas and concepts necessary for academic success in the area of mathematics.

English language learners will demonstrate communication skills in the areas of information, ideas and concepts necessary for academic success in the area of science.

English language learners will demonstrate communication skills in the areas of information, ideas and concepts necessary for academic success in the area of social studies.

C. English Language Learners who attend Riceville Community School and participate in the ESL program will smoothly navigate

1. American culture
2. Follow American norms while continuing to appreciate and embrace their native culture and language.
3. Students, when possible, will be exposed to authentic learning resources in their native language.

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

- A. Home Language Survey-IA (www.TransAct.com) form IA. All district students will fill out this form along with the race and ethnicity reporting. HLS will be stored in the student's cumulative folder including parent signature. Central office personnel will screen surveys for potential EL students. Such students will be referred to the ELL coordinator, Marcia Grimm for further assessment.
- B. As a result of the home language survey, ELPA21 screener occurs in the first 30 days of school or within the first two weeks the student has arrived. Students are tested in three domains of listening, reading, and writing and are placed appropriately within the program. Results of this test are stored in the student's cumulative file. Students are tested by trained administrator whose certificates of completion are placed in their personnel file. (See appendix for ELL Assessment Timeline and intake interview)
Dynamic Screener for Future Kindergarteners (available April 2 - November 30th)
- C. Identified students through ELPA21 screener will also have their academic skills assessed through formative and summative assessments, observational data and standardized test results. A team made up of

general education teachers, ESL instructor, Title 1 and administration will meet to go over data to determine placement in LIEP and core content based on the academic and English language development needs. Students will be monitored by the team to help determine the best match to meet the needs of the ELL student with their academic and English development needs. Classroom observations, standardized test data, and classroom assessments will be taken into consideration. All students will be placed with two years of actual age in the general education setting.

- D. Parental forms distributed in a language most easily understood (found on TransAct form IA)
 - 1. “Determination of Student Eligibility for Program Placement” from TransACT. (see appendix C)
 - 2. “**English Learner Program Placement**” initially and annually from TransACT version A. (see appendix C)
 - 3. This notification will be sent the first 30 days of the school year or within two weeks of the student beginning school.
 - 4. All signed notifications will be in the student’s cumulative file.
- E. Process for waiving/withdrawal of students from LIEP
 - 1. A meeting will be held with all stakeholders as to the pros and cons of waiving ELL programming. Recommendations from the ELL team along with concerns and ELPA21 assessment requirements will be included in the parent meeting. Interpreters will be provided on an as needed basis. Parents will be provided a copy of “Explanation of Consequences for not Participating in English Learner Program” notice from TransACT (see appendix C)
 - 2. A signed parent waiver form: “Request for Change in Program Participation” from TransACT will be placed in the student’s cumulative file. (see appendix C)
 - 3. Student will take the ELPA21 until they obtain a score of proficient and test proficient on state standardized tests. The ELL teacher will monitor progress with classroom teachers and provide support in any needed areas.

III. Description of the LIEP

- A. Iowa educators are actively responding to the unique needs of ELs. The goals of our LIEP are aligned with Title III of the ESSA the Iowa Department of Education publication, Educating Iowa’s ELs: A Handbook for Administrators and Teachers, and the Iowa Teaching Standards and Criteria. Since the number of ELs in our classrooms is increasing, ALL teachers have a crucial opportunity and responsibility to address their instructional needs.

- Teaching English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence as demonstrated on standardized tests.
 - Providing students the opportunity to progress academically with their peer group by using tutor assistance in their first language to improve scores on standardized tests.
 - Teaching English language comprehension as measured by proficiency scores on the ELPA21.
 - Data will be collected from the ELPA21, MAP testing and Iowa Assessments along with classroom data to determine student's progress. Data will reflect that students are progressing towards grade level proficiencies.
- B. Description of specific state-approved LIEP model(s) used in district and the process to place students (*See Appendix B*)
- 1) Students will be in a pull-out ESL program after being exposed to the Common Core. The pull-out program consists of up to 120 minutes weekly providing support for the ELL student in areas identified by the classroom teacher and/or the ELL instructor based on triangulated testing data and proficiency levels.
 - 2) Students will also be in classes that are co-taught with the general education teacher and the ESL teacher. Based on student's need, the frequency and intensity of intervention will be determined.
 - 3) All students identified as ELL including those with disabilities will receive ELL services unless waived by the parent.
- C. Parental forms distributed in a language most easily understood (found on TransAct)
1. "English Learner Program Placement" (see appendix C) initially and annually will be given to parents by Marcia Grimm (see appendix C)
 2. This notification will be sent the first 30 days of the school year or within two weeks of the student beginning school by the ESL coordinator, Marcia Grimm.
 3. All notifications will be in the student's cumulative file.
- D. Process for waiving students from LIEP annually.
1. A meeting will be held with all stakeholders as to the pros and cons of waiving ELL programming. The Explanation of Consequences for not Participating in English Learner Program will be shared with stakeholders. Interpreters will be provided on an as needed basis.
 2. Parents will be provided the Request for Change in Program Participation, in the appropriate language for parent's signature.
 3. Signed waiver (appendix C) form will be stored in the student's cumulative file.

E. Highly Qualified Staff

- Currently the ELL coordinator has obtained the ESL endorsement.
- All teachers who are providing instruction through content area classes are properly endorsed in the content area in which instruction is being provided.

F. Designated administrator oversight for LIEPs is Barb Schwamman, Superintendent at Riceville Community School District and Vanessa Huber, K-12 principal.

- Administrators supporting ELL will receive training including but not limited to ELL webinars and local professional development through inservices designed to support classroom teachers with ELL students by providing staff with strategies and methods for assisting ELL students.

G. Access to the Iowa Core Standards and English Language Proficiency (ELP) Standards will be provided to staff members by the ELL coordinator and by the AEA PD on-line format when available.

- Administration will do periodic walk-throughs to ensure ELL students are being exposed and students are afforded the opportunity to have meaningful access to the Common Core and are actively participating in grade level work and ELP standards are being observed. The ELL coordinator will ensure content area instruction is comprehensible for all ELL students.
- Teachers will work together during in-service to accommodate the needs of the ESL students.
- Teachers will work together to make sure students are exposed to the Common Core before they are pulled out for other services.

H. Curriculum and supplemental resources are provided for each student as prescribed by the classroom teacher.

- On-line components such as Study Island, Fast for Word, bilingual texts and L1 materials when appropriate from A to Z Reading and Raz Kids are utilized. AEA media resources will also be used to supplement general education classroom.
- Jolly Phonics is selected for use in K-2 for reading support.
- 3rd and 4th grade uses Words Their Way.
- English at middle school and high school will use Studysync to differentiate learning.
- Supplemental materials for both LIEP and Core are reviewed yearly by the general education teacher, Title 1 teacher, Reading interventionist and ESL coordinator to determine if changes are needed.

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

A. Identification of English Language Learners Who Are Gifted

Riceville Community School District has created an identification plan for the Talented and Gifted program that considers multiple sources of information including student test data, student work samples, student inventories, teacher inventories, parent inventories, and Kingore Observation Inventory (<http://www.seisd.net/common/pages/DisplayFile.aspx?itemId=2373895>) The information collected for each child is examined by a Student Assistance Team comprised of all Talented and Gifted teachers, SPED teacher and an ELL teacher, and a general education teacher from each level (K-2, 3-5, 6-8, and 9-12). The Student Assistance Team committee is able to use any information gathered on each student to determine if a student needs to have a Personal Education Plan for Talented and Gifted services developed. The committee also provides the building Talented and Gifted teacher with recommendations for services when a student exhibits a need for Talented and Gifted services. Students are eligible for identification at any point during their K-12 educational career at Riceville. The identification process for other grades can be initiated by any teacher or administrator in the district, a parent/guardian, or the student themselves by contacting the building Talented and Gifted teacher. Completed assessments are kept in the student's cumulative folder. Additional data to consider when evaluating an ELL student: ELPA21, ELPA21 screener, prior academic performance in another language, ability to speak multiple languages, rapid acquisition of a second language, high ability shown in mathematics, mature sense of diverse cultures and languages, code switches easily (can think in both languages), demonstrates an advanced awareness of American expressions, translates at an advanced level, and navigates appropriate behaviors successfully within both cultures. The TAG program is a 60 minute pull-out program per week. The ELL coordinator will provide language support in L1 and L2 as needed by student such as translation of materials and materials in L1 when available.

B. Identification of English Language Learners Who Are Entitled to Special Education Services

Limited English proficiency is not a disability. ELLs should not be placed in a special education program unless exceptionality is well-documented (including assessment of a student's native language skills). To assist in determining the appropriateness of a referral to special education, the district's established pre-referral process for interventions will be followed, independent of the ELL identification. The process documents approaches utilized to provide positive supports for a student's learning. Evaluation teams examine relevant information through (Review, Interview, Observation and Test (RIOT)) method to rule out whether a child's performance difficulties are primarily the result of a lack of English language skills. Completed assessments are kept in the student's cumulative folder. When the family's primary language is not English, every attempt will be made to secure a trained interpreter who is proficient in the family's language to explain the process and conduct interviews with the

family. 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. During the eligibility decision-making process, the evaluation team must rule out language and acculturation as the primary reason for performance deficits. An assessment of the individual's English language proficiency is needed in order to develop appropriate interventions or evaluate the individual's response to interventions and to make eligibility decisions. An ELL teacher will be a member of the team to help differentiate between language acquisition and disability characteristics along with an AEA Special Education consultant, Special Education teacher, content area teachers, parents and other pertinent stakeholders. All students will be provided SE by a highly qualified SE teacher and ELL services by a highly qualified teacher..

C. All ELL students who are identified for other support programs such as Title 1 and Reading Recovery will follow the same testing protocol as their peers. Identifying areas of strength in non- academic areas will follow the procedure indicated for their peer age group. Students will receive all necessary language supports by a highly qualified ELL instructor. Information about support programs will be provided to both parents and students in the language most easily understood. The ELL coordinator will review all data before consideration or placement take place.

D. Extra curricular activities are promoted for all students via the school newspaper, school website and direct mail communications with parents. Either a written or oral interpretation are provided on an as needed basis. Parents and students are provided information about extracurricular activities in the language they most easily understand either in written form or by verbal communication by the ESL coordinator.

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

- A. District and building administrators will stay up to date on changes that occur in the laws and requirements for ELL students and their teachers through AEA webinars.
- B. All staff or anyone new to the district who assists or directly instructs an ELL student will complete the six modules pertaining to the ELP standards during their first school year. This training will take place via AEA PD on-line. Certificates of completion will be kept on file. The district will have teachers complete all training within the academic school year. Teachers will use the modules with flexibility as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district. Teachers will be monitored to assure the implementation of the ELP standards through check in during their coaching cycle with their lead teacher.

- C. Content and classroom teachers will consult on a weekly basis with the ELL instructor to discuss the ongoing needs of individual students. The ELL coordinator will send out materials and ideas.
- D. All paraprofessionals working with ELL students will be under the direct supervision of the classroom teacher, Reading Interventionist, and/or the ELL coordinator.
- E. In-service training is provided for all staff involved in the educational process of ELs (281—12.5(8), 12.8(1), and 60.3(3)b5). All educational and appropriate school personnel PK-12 receive in-service training regarding instructional techniques and modifications for ELL students, with continuing training provided according to district's Comprehensive School Improvement Plan (281—12.7(256) and 281—60.3(3)b5). A record of professional development activities will be maintained in their personnel file. The ELL teacher will participate in the ELP standards training during the current school year. Teachers with ELL students who have not previously completed the ELP training, will complete the 6 module trainings by the end of the school year. All documentation will be stored in personnel files. Teachers will self-evaluate themselves using the CLASSIC Continuum of Best Practice and the ELP standards and review their reflection with the ELL coordinator. Reflections will be kept on file by the ELL coordinator.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

- A. Annual training to appropriate staff. Training will be done through AEA PD online for the ELPA21 (screeners) and ELPA21 certificates of completion will be in the teacher's personnel file.
- B. Dissemination of scores to stakeholders by the ESL coordinator after testing is complete in the spring. Parents will be sent copies of their students testing report in their native language with a follow up meeting if necessary. Teachers and administration will have results shared with them during an in-service along with the ELP standards.
- C. Appropriate training, using AEA Learning On-line PD and teacher in service instruction by the ELL coordinator to interpret the results of the ELPA21 for teachers who have ELL identified students in class through the ELL coordinator and or the AEA ELL specialist. All administrators will complete training on the interpretation of ELPA21 scores via AEA Learning On-line PD.
- D. Utilization of assessment results to guide instruction and programming of the Core instruction and any future programming by triangulating language scores with statewide assessments and classroom progress compared to peers. Based on these factors and proficiency the frequency and intensity of services will be determined.

VII. LIEP Exit Criteria and Procedures

A. Criteria

The student:

1. Achieves a proficient composite score on the ELPA21

B. LIEP exit procedures

1. Notify parents with state-approved TransAct exiting form: Program Exit Letter, in language most understandable to parents/families during the allowable window from the end of the school year to October 1 after the ELPA21 results are received. ("Program Exit Letter: Form B" – signature required)
2. All data will be entered into SRI by the building administrator. At this time a two monitoring program will begin following ESSA guidelines.
3. 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*.
4. Begin required two-year monitoring process

VIII. Monitoring Procedures after Students Exit the LIEP Program

- A. The district recognizes the goal to provide alternative language services for every ELL student until a fluent level of proficiency is attained to ensure success in the academic classroom setting. It becomes a critical issue to determine the point at which that transition should occur. Also of importance is to provide the student with follow-up support to ensure a successful transition. With that in mind, the District has established the following exit and monitor procedures. Monitoring will take place for 2 years pending ESSA guidance. The responsibility for implementation of exit procedures is the task of the ELL coordinator, Marcia Grimm along with a team consisting of a content area teacher, Title 1, and administration will determine annually if the student is eligible for exit. The coordinator informs the parent(s), classroom teacher, and other appropriate personnel that an exit review is taking place and invites them to attend. The coordinator follows these steps...

- meets to review ELL student's file and collect exit data.
- Data are reviewed.
- Input from staff and parent(s) is presented.
- Recommendation is made.
- Exit Form is completed and signed by all present.
- Copies of the Exit Program Letter are given to the parent(s), ESL teacher, and principal and a copy is put in the student's file.

- The monitor follow-up procedure is explained to parents. If the parent(s) are not at the meeting, a signature must be obtained on the Exit Program Letter. A copy of the signed form and an explanation of the follow-up procedure is sent home.

The data that are collected for review are...

- Current academic English proficiency testing (ELPA21)
- Current standardized Achievement Test scores (reading and math)
- Current reading assessment or reading level
- Recent writing samples and dated
- Current report card

The District guidelines for using the collected data are...

- A student must achieve fluent (F) level in each category of speaking, listening, reading, and writing proficiency on a recent academic English Language Proficiency test. If a student is recommended for exit before reaching a fluent level in all four categories, the reasons must be written on the Exit Form.
- A student should be at 41%ile or above on Achievement Test score in reading and math.
- A student should be at an acceptable reading level of same grade nonELL peers.
 - A student should be at an acceptable writing level of same grade non ELL peers.
- A student's grades should reflect success at an average level in the mainstream classroom.

Input from teachers and parents include...

- Classroom academic performance
- Social success with peers
- Homework/study skills

B. Students who become deficient in the following area would be candidates for reentry in the ELL program:

- Falling below the acceptable reading and writing level of their native speaking peers.
- Grades reflect below average level in the mainstream classroom.
- All possible teacher and classroom interventions have been exhausted.
- Student can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener (or another standardized English proficiency assessment)
- Parents will be notified of reentry using form "**English Learner Program Placement**"

IX. LIEP Evaluation

A. The Riceville Community School District uses four components to evaluate the success of its ELL program annually. Those components are:

Qualified staff Professional development, Program design, Program implementation. Superintendent Barb Schwamman, Principal Vanessa Huber and Marcia Grimm will use data from evaluations along with teacher input to drive instructional change.

Qualified Staff

The district can identify...

- Number of certificated and ESL endorsed teachers
- Number of qualified ESL associates
 - Potential teaching candidates who understand the requirements for ESL training if they are hired for positions in Sheltered English/ ESL classrooms
- The progress of teachers in their work for ESL endorsements/ESL training for Sheltered English teachers (Individual Professional Development Plans)
- Teacher goals / expectations
- ELL Instructional skills used in the classroom

Professional Development

The district can identify...

- The topics and agendas for in-services/staff development
 - Distribution of information about conferences, workshops, academies, etc. to all staff
- Number of staff development sessions attended by staff members
- Professional development aligned to need
- Staff evaluations of training events
- Selection of staff for training. * English as a Second Language
- Collaboration among staff

Program Design

The district can identify...

- An up-to-date Lau Plan is in place
- Student completion rates
- Student discipline referrals
- Student extra-curricular participation rate
 - Student participation in Special Education, Talented and Gifted, Title I,
- Migrant students
- Achievement Scores, authentic assessments 45
- Student performance after program exit Curriculum aligned with state/local/TESOL standards
 - Curriculum aligned with authentic assessments
 - Collaboration between ESL and content teachers
- A list of interpreters/translators
- Use of the Transact Library and the Language Line ESL

Program Implementation

The district can collect...

- Test results of academic English language proficiency
- Socio economic data

- Language proficiency levels
- Record keeping of formal and informal assessment results
- Learning progress reports after program exit (Monitor forms)
- Fluency in native language
- Referrals of ELL students to special services.

All the above information is obtained from the data collection system used by the district, from the Language Progress File (LPF) maintained for every ELL student, or other sources that exist in the district. All ELL students not exited participate in re-evaluations of their English language proficiency every Spring in order for academic language progress to be measured. Currently, ELPA21 test is used. All ELL 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.

[CASA Assurances Documents](#)

X. Appendices

- A. [Letter to Districts from the U.S. Department of Justice:](#)
- B. Description of LIEP Models
- C. Title III Assurances

Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

[Civil Rights Joint Guidance Document](#)

Appendix B

Description of LIEP Models

U.S. Department of Education, Office For Civil Rights Index

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 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. <https://nabe.org/>*

Appendix C

[Click Here For Home Language Survey In English](#)

[Haga Clic Aquí Para Ver La Encuesta Sobre El Idioma Del Hogar En Español](#)