

Bondurant-Farrar Community School District

Lau Plan Guidance Document 2018-2019



**Rich Powers
Superintendent**

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Director of Instructional Services**

**Bondurant-Farrar Community School District
Lau Plan Guidance Document
Revised and Reviewed
August, 2018**

Required Lau Leadership Team Members:

Director of Instructional Services, Jodi Brogan
Educational Equity Officer, Chad Carlson
Elementary (K-2) Principal, Ben Anderson
EL District Coordinator (through August, 2018), Amy Williams-McKern
EL District School Improvement Leader, Kristin Maffin
Building School Improvement Leader, Erin Fynaardt
EL Teacher, Karen Moe
EL Teacher, Kayla McConnell
EL Teacher, Bonita Wiley
EL Teacher, Haley Vance
EL Teacher, Allie Kerper
District (K-12) Substitute, Chelsea Johnson
Kindergarten Teacher, Susan Burris
Fifth Grade Teacher, Christina Cornia
Middle School Language Arts Teacher, Nichole Lozano
Middle School Language Arts Teacher, Andrea Goes
High School At-Risk Teacher, Brad Hamilton
Parent Representative, Nicole DiTomaso

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. To help students to become English proficient in the language skills of speaking, reading, writing, and listening. (**English Language Development**)

- B. To help students to successfully participate in classroom learning situations and other school activities. (**Academic Achievement**)
- C. To help students to develop and/or reinforce positive attitudes toward self, school, and community. (**Cross-cultural Efficacy**)
 - 1. To provide inclusion in all school district activities with consideration of a student's multi-cultural background. (**Cross-cultural Efficacy**)

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

- A. "Home Language Survey-IA" (www.TransACT.com)
 - 1. The Home Language Survey is given to all new students, including kindergarten students. It is available in multiple languages. (Thru Transact)
 - 2. A student ethnicity and race survey is on the reverse of the Home Language Survey.
 - 3. All surveys are placed in students' cumulative files.
 - 4. Race and ethnicity data is entered in and monitored on the district's student management system (Infinite Campus).
 - 5. All student information is stored electronically and administered by the district registrar.
- B. State-approved English language proficiency placement assessment
 - 1. ELPA 21 Dynamic Screener (August 1, 2018).
 - 2. All EL teachers have received the most current training available in ELPA21 administration and are available through AEA PD online. The training is provided through AEA PD online.
 - 3. Results of students' ELPA21 Dynamic Screener are stored in cumulative files.
- C. Process to place student in appropriate LIEPs and content courses
 - 1. Team collection of academic and other pertinent data
 - 2. Team-based data review and recommendations for LIEP program
 - 3. Team-based data review and recommendations for content courses age appropriate placement

D. Parental forms distributed in a language most easily understood
It is important that the parents of EL students are involved in the decision-making process of the development of the instructional plan for their child. It is well within the rights of the parents to refuse services for whatever reason; however, it is the teacher's, EL team, and EL teacher's responsibility to inform the parents of the benefits to receiving these supportive services.

1. Parents will be notified within 30 calendar days of the beginning of the school year or within two weeks, if a student arrives after the beginning of the school year.
2. Using TransAct forms (www.transact.com) parents will be notified of the student's eligibility based on initial assessment.
3. Using TransAct forms (www.transact.com) parents will be notified initially and annually of program placement.
4. Copies of initial and annual placement letters are placed in students' cumulative files.
5. All forms will be given to parents in the language most easily understood (as available through www.transact.com).

E. Process for waiving students from LIEP

1. If parents waive EL services, a meeting will be arranged to discuss student's needs, parent concerns, ELPA21 assessment requirements and potential student outcomes. We also provide a copy of "Explanation of Consequences for not participating in English Learner Program" notice.
2. "Request for Change in Program Participation" document (Transact) is provided for the parent(s) to sign. A signed copy to document the parent/guardian decision is placed in student's cumulative file
3. If a student has been opted out of the program, we will periodically monitor the progress of the student. If a student is not making progress, the student will be served in the classroom with best practice strategies. The student may also be served in the At Risk program located throughout our district. Currently we have 4.5 FTE At Risk Teachers.
4. Regardless of waiving (opting out) of services. We will provide support second language development.

III. Description of the LIEP

- **Language Goal**-To help students to become English proficient in the language skills of speaking, reading, writing, and listening as measured by the ELPA 21 annual assessment.
 - **Academic Goal**-To provide support to EL students to help them close academic gaps (with grade-level peers) as measured by annual standardized assessments (Fast or Iowa State Assessment of Student Progress-ISASP)
- A. Description and implementation of specific state-approved LIEP model(s) used in district and the process to place students (See Appendix B)
1. English as a Second Language (ESL): A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. (See appendix B)
 2. Services by grade level spans:
 - a. Students in grades K-2 are served in a pull out program 30 – 60 minutes per week. This can range from 2-4 days per week depending on current proficiency level.
 - b. Students in grades 3-5 are served in a pull out program 30 -60 minutes per week. This can range from 2-4 days per week depending on current proficiency level.
 - c. Students in grades 6-8 are served in a pull out program for 30-60 minutes per week depending on current proficiency level.
 - d. Students in grades 9-12 are served in both a pull out program and in content class. The students are seen for 40-60 minutes per week in pullout. This can range from 1-2 days per week, depending on current proficiency.
 - e. All LIEP students have direct access to the core curriculum through content classes and supplemented through pull-out programs.
 3. All students who are non-waivered have access to LIEP instruction through pull-out programs.
- B. Parents are notified annually of program placement using TransAct approved forms (www.transact.com).
1. Parents are notified upon initial placement and annually.

2. Parents are notified within the required timeline of 30 days from the beginning of the school year using the “Notice of Program Placement” TransAct approved form.
3. Parents, of students, who arrive after the beginning of the school year will be notified within two weeks of enrollment using the “Notice of Program Placement” TransAct approved form.
4. The District EL Coordinator, or designee, will be responsible for notifying parents about initial placement and annually.
5. Copies of all notifications are placed in student’s cumulative files.

D. Procedure for annual communication with parents who have waived services

1. Annually, parents are given the “Explanation of Consequences for not participating in English Learner Program” and “Request for Change in Program Participation” forms
2. Parents are asked to sign and return “Request for Change in Program Participation” form.
3. Copies of all signed forms are placed in students’ cumulative files.

E. All instruction will be designed by a highly qualified staff that has an ESL endorsement through the Iowa Board of Educational Examiners (BOEE).

1. All EL direct language instruction is provided, or supervised by, an ESL certified teacher.
2. All content teachers hold appropriate grade span and content endorsements.

F. Designated administrator oversight for LIEPs

1. Lead Administrator: Jodi Brogan, Director of Instructional Services
2. EL Coordinator: Amy Williams-McKern (August, 2018)
3. District School Improvement Leader: Kristin Maffin (September, 2018-May, 2019)

G. All EL students have access to the Iowa Core in either the general education setting or in EL classes.

1. Bondurant-Farrar fully implements the Iowa Core. The district is working on alignment between the Iowa Core and the ELP standards to ensure the ELP standards are embedded in the curriculum.

2. Collaboration of the K-12 EL team will take place through dedicated PLC time. Training for content teachers will take place during PLC time on Mondays. PLC times are from 2:00-3:45 on Monday. One Monday per month is dedicated to ESL content.

H. Curriculum and Supplemental Resources for LIEP

1. Currently, we use supplemental materials to grade level and content curriculum. These materials are closely aligned to the Common Core.
2. Supplemental curriculum materials are available online. Secondary students (Grades 6-12) have access to a computer through our district 1:1 initiative.
3. Elementary supplemental curriculum materials are available through Think Central.
4. During the curriculum adoption process, Bondurant-Farrar reviews textbooks and materials to ensure alignment with the Iowa Core. During the process companion textbooks, materials and resources are purchased to support EL students.

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
 1. EL students, who demonstrate higher academic skills, will have the opportunity to test for the “Expanding Horizons” program (Talented and Gifted). The CoGAT test scores may be used (with accommodations as needed) along with an assessment of portfolio work for GT placement. Language supports will be provided in collaboration with the ELL teacher. Online resources are frequently used for GT students and are available in several different languages.
- B. Process in place for identifying and serving ELs in special education
 1. EL students who experience academic difficulty in the general education setting may or may not be in need of special education services. A comprehensive process is in place to insure that a child’s needs are met, taking into account language barriers and acculturation issues that may exist.

2. The following is a step-by-step process used to identify EL students who may qualify for special education services. Please note that although it is important to place a child in need of special education services in a timely manner, it is also important that time is allowed for the child to adjust socially as well as academically. As a general guideline we ask, “Is the problem a linguistic or cultural difference or a learning difficulty?”
 - a. Initial Intake
 - b. Pre-referral documentation
 - c. Initial Referral Meeting (SST-Student Success Team)
 - d. Initial Intervention(s)
 - e. Follow-up SST Meeting
 - f. Refer on for evaluation – if that is the recommendation of SST
 - g. Disability Suspected Meeting (parental consent is required for the evaluation)
 - h. Evaluation by Heartland Area Education
 - i. Development of IEP (Individual Education Plan)
 - j. Initial Placement Meeting

 3. The goal of this process is to provide the best educational setting and least restrictive environment for the EL student.
- C. Every student in the Bondurant-Farrar School District will be given equal educational opportunities. It is the responsibility of all staff to treat students without discrimination on the basis of linguistic background when determining students’ eligibility for district services.
- D. Teachers will provide notification of special programs to the parents of EL students taking into account the possibility of language barriers. The EL Teacher will provide support to classroom teachers if they need assistance with home communication either written or verbal.
- E. Every student will be given equal opportunity to participate in grade level/age level extra-curricular activities.
1. Extra-curricular activities are optional for all students regardless of cultural background. Students are not recruited or selected for participation.

2. All students are provided notice about extracurricular activities. Teachers and sponsors take into consideration possible language barriers.

V. Ongoing, Embedded District Level ELL Professional

- A. Professional development for staff who deliver instruction or support the LIEP
 1. District administrators, who are responsible for EL programs, will collaborate with Heartland AEA staff and a network of similar administrators.
 2. LIEP staff will receive training provided by Heartland AEA.
 3. Content and classroom teachers will receive ongoing training provided by the ESL certified teachers. This training is incorporated into the PLC time.
 4. The school district also provides tuition assistance to certified teachers who wish to obtain an ESL endorsement (Title II-A Funds, recruiting and retaining highly qualified teachers).
 5. Paraprofessionals – are provided training, as needed, for an EL assignment.
 6. Building/district support staff - participate in building level, as well as K-12 department PLC's. Appropriate training is provided through the PLC's.

- B. District training of ELP Standards and implementation plan has a plan for PD for required staff for ELP Standards completion and implementation
 1. Completion for the required training
 - a. For the 2018-19 school year we will use Option 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. All EL teachers will complete training within the first year in the position. All other teachers “deemed appropriate” will complete the training within the first two years of the available module trainings.
 - c. All EL teachers must complete the trainings, individually, and complete all required quizzes. Other teachers “deemed appropriate” are required to attend

one face-to-face training session with the EL Coordinator, (or designee) and then are required to complete all other trainings individually and complete required quizzes.

2. All face-to-face trainings are documented by pre-registration and a sign-in sheet.
3. All certificates for EL teachers are available through AEA PD online. All other teachers “deemed appropriate” completion are monitored through AEA PD online.

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

- A. Annual training for the ELPA21 will be provided through Heartland AEA and the Iowa Department of Education.
 1. Heartland AEA will provide guidance and training in the administration of the ELPA21.
 2. All required training will be provided by AEA PD online and webinars from the Iowa Department of Education.
 3. The trainings will be conducted during designated PLC times. Most trainings will take place at the Bondurant-Farrar Middle School.
 4. All certificates are available through AEA PD online.
- B. ELPA 21 Results to teachers
 1. Results are provided to the current and upcoming general education and content teachers.
 2. Results are provided to supplemental teachers, as appropriate, such as Talented and Gifted or Special Education.
 3. Results are placed in an EL student’s cumulative file.
 4. Results are shared with parents in annual placement letters and/or exit letters.
- C. ELPA 21 Results
 - Heartland AEA and The Iowa Department Education will provide guidance and training in result interpretation for the ELPA21.
- D. Assessment results are be used to determine current needs of the EL students primarily in the modalities of Reading, Speaking, Listening and Writing. Scores are shared with content teachers at the secondary level. We also utilize the Differentiation Guide for

ELLs by Dr. Shelley Fairbairn, Ph.D. and Stephaney Jones-Vo, M.A. as a tool to interpret scores for teachers.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

The student:

Achieves the required score for proficiency on ELPA21 (This is the only exit requirement beginning spring of 2019)

1. This will occur prior to the October 1st student count date.
2. Notify parents with state-approved TransAct exiting form in language most understandable to parents.
3. Change student coding to "exited" so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data.
4. Begin required two-year monitoring process

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

- A. We will monitor the progress of EL students who have been exited based on the current guidelines. Content knowledge will be monitored by results from district wide and statewide assessments. The goal of the monitoring program is to ensure that EL students are performing equal to grade level peers. Karen Moe, Bonita Wiley, Haley Vance, Allie Kerper and Kayla McConnell will monitor students who have been exited from the LIEP program.
 1. Team reviews to determine continue to monitor, successful completion of monitoring for 2 years minimum (pending ESSA guidance), or consideration of re-entry due to language needs
- B. Re-entry to LIEP program may be warranted if a student is not performing on-grade level as determined by: teacher recommendation(s), screening and diagnostic results, classroom work/assessments, district-wide and statewide assessments. This will be a team decision, which would include the parents. Using TransAct forms (www.transact.com) parents will be notified of re-entry into the LIEP program.

IV. LIEP Evaluation

- A. Describes team based process for how the LIEP is evaluated annually that includes:
1. Amy Williams-McKern/Kristin Maffin, EL Coordinator/District School Improvement is responsible for facilitating the team based process for LIEP evaluation
 2. An annual evaluation to measure proficiency growth is administered. We currently use the ELPA 21.
 3. Annual Iowa State Assessment of Student Progress (ISASP)/Iowa Assessment results in reading and math.
 4. Bondurant- Farrar uses the Deb Wahlstrom model to evaluate ESL programming and goals every five years
- B. The Bondurant-Farrar School district will evaluate the EL program to ensure quality education and academic growth for students involved in the program. The ultimate test of a program's effectiveness is the success experienced by the students in the total school environment. The EL teachers will also be evaluated every three years.
- C. Another component of the evaluation will be monitoring the progress of individual students. Collection of data will be maintained on a minimum of an annual basis. Typically the data will be results from the ELPA21 Dynamic Screener, ELPA21, and the Iowa State Assessment of Student Progress (ISASP)/ Iowa Assessments. This data should be used in two ways. First, it should help in monitoring individual student progress. Second, it will look at the program's overall effectiveness. It is also important that a portfolio of work be collected on each student. This will include formal and informal assessment along with daily work samples.
- D. Staffing needs and teacher scheduling are closely monitored by The Director of Instructional Services and the EL Coordinator. or designee, to assure language and academic needs of our identified ELL students are met.

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. TransACT.com documents
- D. English Language Proficiency Standards Training Options (excerpt from Dave Tilly e-mail May 6, 2016)

Appendix A

Letter to Districts from the U.S. Department of Justice:
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

The Department of Justice and Office of Civil Rights Joint Guidance document may be downloaded 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](http://www2.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

TransACT.com Documents

Home Language Survey - IA includes second page for race and ethnicity

Determination of Student Eligibility for Program Placement Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

Program Exit Letter for students who are eligible to exit services
 Notice of Program Placement for initial, annual and re-entry placement notification

Request for Change in Program Participation - waive or withdraw EL/bilingual services

Appendix D

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

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have several options for how to use the modules to support the required training on the ELP standards.

- A. AEA 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. AEA 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. AEA 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 AEA/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:
 - 1. the trainers and the target audience for each training session.
 - 2. The specific content and learning outcomes for each training session.
 - 3. The learning activities that will be used to deliver the content.
 - 4. How the trainers will assess whether or not the participants are meeting the intended outcomes.