

**Roland-Story Community School District**  
**K-12 Lau (EL) Plan for Serving English Learners (ELs)**  
**Updated August 2015**

**Required Lau Leadership team members:** Matt Patton, Superintendent; Kate Hartzler, Elementary Principal; John Sheahan, Middle School Principal; Steve Schlatter, High School Principal; Sara Rooney, Curriculum and Assessment/ESL Coordinator and Equity Coordinator

**Suggested additional Lau Leadership Team Members:**  
Terri Heisterkamp, High School Counselor

**I. Lau Plan Goals**

The goals of the Roland-Story Lau Plan for Serving English Learners are to prepare ELs to meet:

- A. The English Language Proficiency Standards in Reading, Writing, Speaking and Listening
- B. The same rigorous academic content goals that their peers are expected to meet through the Iowa Core
- C. Inclusion in the school and community, as well as cross-cultural awareness from peers and community members

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

At intake, the following process will be used to identify students who will enter the district's ELL program.

A. The Home Language Survey is given to all students upon enrollment in the district. This form can be found at [www.TransAct.com](http://www.TransAct.com), Form A. Forms will be provided in the family's home language, if applicable. Intake staff will screen the forms and if any of the questions are answered that a language other than English is spoken, the ESL teacher or (designee) proceeds with step two. All home language surveys will be housed in the student's cumulative file.

B. Students are given the appropriate state approved English Language Proficiency test (TELPA) assessment by the ESL teacher (or designee).

C. In addition to TELPA, student records, transcripts, and other data will also be used for identification purposes. The Lau leadership team will examine the data to determine appropriate placement for the student. The student will qualify to be placed in a LIEP according to their language needs if the Lau Team examines multiple sources of data and determines the student is not proficient in English.

D. Students will be administered the TELPA and the Lau leadership team will meet to examine data within 30 days if the student is identified at the beginning of the school year or within two weeks if the student is identified later in the year.

1. Parents will be notified of their student's eligibility for LIEP services in a language most easily understood by the parent (version A or B from [www.transact.com](http://www.transact.com)).

2. Parents will be notified both initially upon placement and annually thereafter.

E. If a parent chooses to waive LIEP services,

1. a meeting will be held with parents and the Lau team, in which recommendations for the student will be discussed as well as potential concerns and outcomes.

2. Signed documentation from the parent waiving LIEP services will be required, which will be stored in the student's cumulative file.

3. The district will provide support to the student through classroom instruction and other services as necessary to ensure that the student meets both content goals and attains English proficiency in the domains of speaking, reading, writing, and listening.

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

A. The goal of the LIEP at Roland-Story is to assist students in reaching English language proficiency as measured by the Iowa ELDA, as well as ensure proficiency in reading, math and science as measured by both statewide and district-wide assessments.

B. Students in grades K-12 will be instructed using

1. The English as a Second Language (ESL) model. This model is 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. Students in the LIEP program will have the same access to core content as their peers.

C. Parents will be notified of their child's LIEP placement within 30 days of enrollment if the child is placed in the program at the beginning of the year, and within two weeks if the child is placed after the beginning of the year. Parents will also be notified annually of their child's placement in a language most easily understood by the parents. If needed, these forms can be found at [www.transact.com](http://www.transact.com). The ESL coordinator is responsible for parental notification and a record of this notification can be found in the student's cumulative file.

If parents choose to waive LIEP services, a meeting will be held with the Lau team in which recommendations and concerns will be discussed. Signed documentation must be obtained and this documentation must be housed in the student's cumulative folder.

D. Highly qualified staff (staff holding an ESL endorsement) will provide instruction in the LIEP program.

E. Kate Hartzler, Elementary School Principal, provides oversight to the LIEP program.

F. Students enrolled in the district's LIEP program will receive access to the Iowa Core and to the English Language Proficiency standards both in the LIEP program and in the student's classroom. The ESL teacher will collaborate with content area and classroom teachers at PLC and team meetings on a regular basis, as well as on an as-needed basis when requested.

G. Curriculum chosen by the district ensures that English language learners have access to content as well as English language development. As part of the curriculum cycle implemented by the district, materials for ELs are considered whenever content area purchases are made.

#### **IV. Process or Provide Meaningful Access to all Co-Curricular and Extracurricular Programs**

A. Content/Classroom teachers, ESL staff, and gifted/talented staff are among the staff members who can initiate identification of ELs for G/T services. In addition to standardized assessments, the CogAt may be used to place students in G/T services, as well as other criteria cited by staff that may vary on an individual basis.

B. The process for identifying and serving ELs in special education follows the district's process outlined in the district's DDSDP. However, special considerations must be made for ELs served in special education and their families, including interpretation at IEP and other meetings and providing notices and other information regarding special education to parents in a language they can understand.

C. Students served in other district programs such as Title I and At-Risk services will be identified in the same way as their peers, with additional considerations given to language and culture. Parents will receive notices for these services in a language that is most easily understood and have interpretation present for meetings as needed. ELs will be encouraged and supported to participate in extra-curriculars such as performing and visual arts, athletics, and clubs.

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

Staff who support or deliver services to ELs, including

A. District and building administrators,

- B. LIEP staff (certified and support staff),
- C. Content and classroom teachers,
- D. Associates, and
- E. Building and district support staff not otherwise specified

will receive ongoing professional development. In the event that the district has no ELs in any period of time, the district superintendent will be responsible for being aware of EL requirement updates. In the 2015-2016 school year, district professional development will be provided regarding the new English Language Proficiency (ELP) standards.

## **VI. Annual English Language Proficiency Assessment Administration**

- A. Annual training for appropriate staff

Staff assigned to administer state approved and required English Language Proficiency assessments are required to complete training annually for both the TELPA and ELPA21 through the area education agency or other agency approved to provide the training. Staff certificates of completion will be housed in their staff folder at the district office.

- B. Dissemination of scores to stakeholders

EL assessment scores are routinely shared with all stakeholders, including parents, staff, and community members as appropriate in whatever format is most beneficial. This may be in the form of a face to face meeting, through the mail, or whatever means are appropriate to the stakeholder.

- C. Appropriate training to interpret results for staff

Staff will be trained to interpret EL assessment scores through professional development either as a whole staff or on an individual or small group basis.

- D. Utilization of assessment results to guide instruction and planning

EL specific data can be found on EdInsight. Other sources of data specific to the district can be used as appropriate. Staff will be trained to use EL data to guide instruction and future planning by their building's instructional coach.

## **VII. LIEP Exit Criteria and Procedures**

### **A. Criteria for 2014-2015 Academic Year and Prior Academic Years**

In order for a student to be considered to exit LIEP services in the 2014-2015 year and prior, the student must:

1. Achieve a composite score of “6” on the I-ELDA
2. Meet 3 of the following 4 additional criteria
  - a. Success in a regular classroom
  - b. LIEP support not required
  - c. Sustainability of success
  - d. Score of proficient on district-wide and state-wide assessments, such as the Iowa Assessments
3. Meets all the criteria in the same school year

### **Criteria for 2015-2016 Academic Year and Future Academic Years**

In order to exit the district’s LIEP program beginning with the 2015-2016 academic year, students must

1. Achieve the required score for proficiency on the ELPA21
2. Score proficient on district-wide and statewide assessments such as the Iowa Assessments in Reading and Math
3. The student must meet both of these criteria in the same academic year in order to qualify to exit the program

B. When students qualify to exit,

1. Parents must be notified with a state-approved TransAct exiting form in a language understood by the student’s family.
2. The student must be coded to “exited” on the district’s management system so that the student does not continue to generate unwarranted funding. District data personnel responsible for entering data should refer to the *Iowa Department of Education’s Data Dictionary*.
3. The student’s two year monitoring process will then begin.

### **VIII. Monitoring Procedures after Students Exit the LIEP Program**

A. After a student is exited from LIEP services, the student is monitored for a period of two years. Criteria used to indicate sustained academic progress include maintenance of a proficient score on district-wide and statewide assessments, as well as maintaining a passing grade in all courses at the secondary level. Sara Rooney, Curriculum and Assessment/ESL Coordinator, is responsible for the monitoring of students.

B. If the data indicates (scores dropping below proficient on district-wide and statewide assessments, a score of failing in classes at the secondary level), students may be reenrolled in the LIEP during the two year monitoring period. Parents will be notified of the reenrollment using a language that is most easily understood by the student’s family.

### **IX. LIEP Evaluation**

A. The district's LIEP is evaluated using evidence regarding progress made toward meeting Lau Plan LIEP goals in both English Language Development and academic achievement. It may be measured in one of the following ways:

1. May be based on Annual Measurable Achievement Objective 1 (AMAO-1), the percentage of ELs making growth on language acquisition as measured by the ELPA21
2. May be based on AMAO-2, the percentage of ELs reaching or attaining full proficiency as measured by the ELPA21
3. May be based on AMAO-3, ELs making Adequate Yearly Progress (AYP) in reading and math as measured by the state-required content assessments according to targets established by Title I
4. May be based on other district data as necessary

The district personnel responsible for this evaluation is the district Curriculum and Assessment Coordinator. This evaluation serves as guidance for future programming and services for ELs. This data will be used to assist in planning for EL instruction in core classes and in English language development.

## **X. Appendices**

A. Letter to Districts from the U.S. Department of Justice:

<http://www2ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

B. Description of LIEP Models

## **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/college-el-2015.01.pdf>

## Appendix B

### Description of LIEP Models

[www.2.ed.gov/about/offices/list/ocr/EL/glossary.html](http://www.2.ed.gov/about/offices/list/ocr/EL/glossary.html)

**Newcomer Program:** *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly-arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

**Sheltered Instruction:** *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.*

**English as a Second Language (ESL):** *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.*

**Dual Language Program:** *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*

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