

K-12 Lau (EL) Plan for Serving English Learners SOUTH CENTRAL CALHOUN SCHOOLS

Lau Plan

According to the Code of Iowa, **districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280—280.4 and 281-60.1-6)**. In order to meet the linguistic, academic, social, and emotional needs of ELs, districts are required to develop a service 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, to include: district administrator(s), building administrator(s), equity coordinator (public only), EL teacher(s), classroom /content teacher(s).

Lau Plan Team Members:

Brad Anderson, Superintendent
Sara Pibal, High School Principal
Allison Kinney, Middle School Principal
Jake Morris, Elementary School Principal
Nicole McChesney, ELL Coordinator
Marleta Smith, Instructional Coach
Jennifer Morrissey, Instructional Coach
Wade Voith, Instructional Coach
Missy Carver, EL Teacher
Deb Lindeman, Classroom Teacher
Shelley Blankenship, Classroom Teacher
Carol Newla, Content Area Teacher

I. Lau Plan Guiding Principles

Services for ELL students at our school will be guided by the following principles:

All students will have the help necessary to become proficient in the English language skills of speaking, reading, writing, and listening.

All students will have the help necessary to develop the interpersonal communication skills and academic language to participate in classroom learning and other school activities.

All students will have the help necessary to develop positive attitudes toward self, school, and community. All families will have opportunities for home-school partnerships. The school will promote understanding, respect, and appreciation for the cultural and linguistic diversity of the student population.

II. Identification and Placement of ELs in a Language Instruction Educational

Program (LIEP)

All families will be asked to complete a Home Language Survey at registration (281-60.3(1)a). The survey will be completed on-line and will consist of the following questions as specified in the Home Language Survey-IA:

- 1) What is the primary language used in the home, regardless of the language spoken by the student?
- 2) What is the language most often spoken by the student?
- 3) What is the language that the student first acquired?

The district is prepared to offer the survey in other languages using text, phone, video, or in-person interpretation services.

Responses on the Home Language Survey are maintained in the district's student information systems. Students are admitted regardless of immigrant status or English-speaking status and are not required to have a social security number.

If the survey indicates a language other than English in the student's background, then the student is given a state-approved English language assessment, specifically the ELPA Dynamic Screener. In addition to the survey, teacher observation, student records, and parent information may be used to identify potential EL learners.

The state-approved English language assessment will be administered by the ELL Teacher or other certified screener within the first thirty days of the student's arrival or, if the child enters after the beginning of the school year, within two weeks of starting. Certified screeners will complete online training each year and provide a copy of their completion certification to the Director of Human Resources. In addition to the state-approved screener, the classroom and/ or Title I teachers will assess academic skills in relation to the student's grade or age level.

If the student scores as "non-English proficient" or "limited-English proficient" on any of the subtests (speaking, listening, reading, writing), the student is identified for the ELL program at SCC and will qualify for Title III funding.

Parents will be notified of the student's scores and eligibility in writing and in their preferred language. Notification will occur annually, a sample letter is found in Appendix A. Parents do have the right to waive students from ELL services by completing the notification to opt out. This information and form will be provided in the family's preferred language. A sample of the notification to opt out is found in Appendix B. Notification to opt out will also be completed annually. If a parent who has previously opted out chooses to opt their child back into the program, they may do so at any time by completing the opt back into services form found in Appendix C.

III. Description of the LIEP (Language Instruction Educational Program)

A. LIEP goals

1. Language Goals:

a. 50% of EL students will grow within a performance level or advance to the next performance level in reading as measured on the ELPA21 Summative Assessment.

b. 50% of EL students will grow within a performance level or advance to the next performance level in writing as measured on the ELPA21 Summative Assessment.

2. Academic Goals:

a. 50% of EL students in grades K-8 will score at the proficient level on the district's reading screener.

b. 100% of ELL students 9-11 will maintain passing grades in all classes, earning the required credits to be on track to graduate in four years.

B. Description and implementation of specific state-approved LIEP models including minutes and frequency of services.

Services will be provided to ELLs according to the sheltered instruction observation protocol (SIOP) model of ESL. This will consist of the teacher providing instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELLs' linguistic needs. The instructional focus is the mastery of academic content rather than mastery of the English language itself, although the acquisition of English is one of the instructional goals. Services will be delivered in mixed classrooms by the general education teacher for the majority of the day with the ESL-certified teacher providing push-in support as needed and with up to 30 minutes of pull-out intervention daily and support by an ESL-certified teacher. An "ELL Success Plan" will be developed for each student and will include accommodations for district-wide assessments. A template plan is found in Appendix D.

C. Access to Iowa Core and ELP standards

All ELLs are entitled to instruction in the school's core curriculum and to meaningful access to all educational programs. To ensure ELLs become integrated into the total educational program and adjust successfully in the school culture, the ELL teacher will collaborate continuously with the content areas teachers through co-planning, emails, and PLC meetings.

D. Highly qualified staff,

1. The SCC district ensures that content area teachers hold appropriate endorsements and are properly licensed in the content area which they teach. ELL students will be served by an ELL teacher who holds an appropriate ESL endorsement.

2. Building administrators are responsible for oversight of the LIEP services in their respective buildings. The superintendent will annually appoint an administrator responsible for the oversight of this Lau plan.

E. Curriculum and supplemental resources for LIEP.

All ELL students will have guaranteed access to the general education curriculum as aligned with State standards. Supplemental resources such as “Really Great Reading, bilingual texts, adaptive computer programs, and audio books will also be provided.

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

Participation in Title I, special education, and TAG programs will be available to ELL students per the same established eligibility criteria for non-ELL students.

The general education teacher at the elementary school, homeroom teacher at the middle school, and school counselor at the high school will ensure that all co-curricular and extracurricular opportunities are offered and thoroughly explained to ELL students and that printed information is translated as needed.

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

Staff who deliver instruction or support for ELL students are required to complete ongoing professional development, including but not limited to, local training provided by the PLAEA, national and local conferences designed for teaching English learners, and book studies of pedagogy of English learners.

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

Annual assessment of ELL students is conducted by the ESL-certified teacher or his/her designee. Test security is completed annually by all staff involved in the administration of the assessment. Student scores are provided and explained to parents in their native languages, disseminated to all teachers involved with the students, and placed in the students’ cum files. The ESL-certified teacher assists general education teachers in understanding the scores and using the information to plan appropriate instruction for ELL students.

VII. LIEP Exit Criteria and Procedures
and

VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification

When a student scores at the “proficient” level (4 or 5) on all parts of the ELPA21 Summative Assessment, he/she is considered to be “transitioned.” The school team continues to closely monitor the student’s progress for the following two years, intervening necessary and providing for re-entry into the program as necessary. After two years of success in content area classes, students may be formally exited at which time written notification will be provided to parents and placed in the student’s permanent cumulative file, and the student will no longer be classified as an ELL learner nor will he/she be eligible for accommodations on district-wide assessments.

IX. LIEP Evaluation

The district administrator assigned to oversee the LAU plan will be responsible for annually reviewing the content, implementation, and effectiveness of the plan with input and assistance from the committee as listed on the plan.

Appendix A

South Central Calhoun Schools
330 Brower Street
Rockwell City, IA 50579
712-297-8621

DATE

Dear parent/guardian,

Your child, _____ has qualified to receive ELL services under the Title III program.

The following sources are used at SCC to determine if a student qualifies for Title III services:

1. Home Language Survey
2. ELPA Dynamic Screener

Title III is a federally funded program for students needing extra support due to more than one language being spoken in the home. The Title III services will consist of 20-30 minutes support two to three times per week with a qualified ELL instructor. The English language teacher and the classroom teacher will work closely together to provide a learning plan which will best benefit your child's English learning. The goal of the ELL program is to help your child become proficient in everyday English as well as academic English.

The ELPA 21 Summative Assessment is a test given every year in the Spring to track your child's progress in learning English. A student is exited from the ELL program and will no longer receive ELL services after he or she has scored a 4 or 5 in each of the following domains: listening, speaking, reading and writing.

It is your right as a parent to decline the enrollment of your child in the ELL Program. Furthermore, it is your parental right to withdraw your child from an ELL program at any time during the service years.

If you have any questions please call me at the elementary building 712-207-8621.

Sincerely,
Mrs. Missy Carver
mcarver@scc.k12.ia.us

APPENDIX B

Notification to opt out of ELL program or services SCC School District

Date

Dear Parent,

We understand that you would like to decline the English Learner (ELL) program for your child

_____. ELL services are specifically designed to help your child obtain English Language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program.

If you still wish to opt your child out of the ELL program, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date and return the form to your child's school. We will keep this document on file stating you have declined or do not want these indicated ELL services for your child.

____ I am aware of my child's English language assessment score and other information about my child's current academic progress and understand why he/she was recommended for additional English language instruction.

____ I am familiar with the ELL programs and services the school has available for my child.

____ I have had the opportunity to discuss the available ELL programs and services with the school.

____ I understand that the school believes its recommendation is the most academically beneficial for my child.

____ I understand that the school believes its recommendation is the most academically beneficial for my child.

____ I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner.

____ All of this information has been presented to me in a language I fully understand.

=====

I _____ with a full understanding of the above information wish to decline ELL services offer to my child.

Parent Signature

Child's Name

Date

APPENDIX C

Notification to Opt a Child Back into ELL Programs or Particular EL Services

South Central Calhoun High School: Lake City, IA

ELL Teacher: Missy Carver: mcarver@scc.k12.ia.us

Date:

Dear Parent:

On _____ (insert date of Notice to Opt-Out), you notified us of your desire to decline the English Learner (ELL) program or particular ELL services proposed for your child _____ (insert name). We understand that you have revisited your previous decision and would now like to accept the ELL program or particular ELL services proposed for your child. ELL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level academic content. We believe these services will be a tremendous benefit to your child.

Please indicate below the ELL program or particular ELL services you would like your child to participate in. We will keep this form on file indicating that you have revisited your previous decision and do indeed want ELL services for your child.

I, _____ (insert name of parent), wish to

- opt my child back into all of the ELL programs and services offered to my child.
- opt my child back into some of the ELL programs or particular ELL services offered to my child.

I wish to accept (List program/ services)

Parent's Signature

Child's Name

Date

APPENDIX D

2024-2025 School Year

Student Name:	Date of Birth:
Grade:	State ID:
First/Other Language:	
Translation or Interpretation Needed for Parents (yes or no):	
Date Started School in the U.S. (MM/YY):	
IEP (yes or no):	

Student Strengths:

ELPA Test Scores:

Date	Listening	Reading	Speaking	Writing

Goals:

Listening:

Reading:

Speaking:

Writing:

Other:

Services Planned:

- General Education Classes
- Pull-Out Intervention
- Push-In
- Sheltered English Class
- Newcomer Class

Description of Services (minutes, days):

Testing Accommodations:

- Extended time on assessments
- Pre-approved word-to-word bilingual dictionary
- Test items read aloud verbatim
- Small group test administration
- Exempt from Language Arts assessments
- Directions simplified or with pictures included
- Allow student to pictorially represent answers
- Reduce choices on multiple choice questions
- Provide word bank on tests
- Other
- Other

Classroom Accommodations:

- Provide sufficient wait time
- Omit assignments
- Assign peer buddy
- Use visual aids or pictures
- Use body movement and gestures
- Give graphic organizers to use
- Provide sentence starters
- Provide skeletal notes
- Look at content vs. grammar on written responses when possible
- Allow recorded responses vs. written responses

Appendix E: Continued Eligibility Letter

Date

Dear Parent/Guardian:

This spring your child _____ was administered the English Language Proficiency Assessment (ELPA21) to determine his or her English language proficiency. Your child scored at the _____ level, indicating that he or she continues to be eligible to receive English Language Learner (ELL) services. In order to be considered proficient in English, he or she must score a 4 or 5 in every category (reading, writing, speaking, and listening).

Your child will continue to receive English Language Learner services and no action is required.

If you have any questions, please contact Missy Carver at mcarver@scc.k12.ia.us.

Sincerely,
Missy Carver

Fecha _____

Estimado padre o guardián:

En la pasada primavera, su hijo/a _____ recibió una evaluación con el examen ELPA 21 para determinar el nivel actual de su conocimiento o competencia en el inglés. Su hijo/a obtuvo un nivel _____ en este examen, lo cual indica que su hijo/a sigue siendo elegible para el programa de estudiantes que están aprendiendo inglés como nuevo idioma (“ELL” por sus siglas en inglés). Para ser considerado competente en inglés, debe obtener una puntuación de 4 o 5 en cada categoría (leer, escribir, hablar, y escuchar).

Su hijo seguirá recibiendo servicios para estudiantes del idioma inglés y no se requiere ninguna acción.

Si usted tiene alguna pregunta, por favor de comunicarse con Missy Carver al mcarver@scc.k12.ia.us.

Atentamente,

Missy Carver

Appendix F: Exit Notification

Date _____

Dear Parent/Guardian:

This spring your child was assessed using the English Language Proficiency Assessment (ELPA 21) to determine his or her English language development and proficiency.

This letter is to inform you that your child has reached English proficiency by scoring a 4 or 5 in each category of the ELPA 21. Your child is now considered “transitioned” in the English Language Learner (ELL) program.

Your child will stop receiving ELL services, but will be monitored for the next two years to ensure he or she is making appropriate growth in his or her content courses and on state assessments. If after these two years, your child has shown adequate progress, he or she will be formally exited from the program and will be considered a former ELL.

No action is required at this time.

Please reach out to Missy Carver at mcarver@scc.k12.ia.us if you have any questions or concerns.

Sincerely,

Fecha _____

Estimado Padre / Guardián,

En la pasada primavera, su hijo/a _____ recibió una evaluación con el examen ELPA 21 para determinar el nivel actual de su conocimiento o competencia en el inglés.

Esta carta es para informarle que su hijo ha alcanzado el dominio del inglés al obtener una puntuación de 4 o 5 en cada categoría de ELPA 21. Su hijo ahora se considera "en transición" en el programa de estudiantes del idioma inglés (ELL).

Su hijo dejará de recibir servicios ELL, pero será monitoreado durante los próximos dos años para garantizar que esté logrando un crecimiento adecuado en sus cursos de contenido y en las evaluaciones estatales. Si después de estos dos años, su hijo ha mostrado un progreso adecuado, se le dará de baja formalmente del programa y se le considerará un ex ELL.

No se requiere ninguna acción.

Si usted tiene alguna pregunta, por favor de comunicarse con Missy Carver al mcarver@scc.k12.ia.us.

Atentamente,

Mrs. Carver

Date _____

Dear Parent/Guardian:

On _____ you were notified that your child had become proficient in the English language based on his or her scores on the ELPA 21 assessment. We have monitored your child's progress for the past two years since English services were stopped and are pleased to report that he/she has now officially been exited from the English Language Learner (ELL) program and is now considered a former ELL student.