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

August 2023 (updated)

Lau leadership team members: Mr. Eric Denning (CEO/HS Principal), Mrs. Stephanie Van Zee (PK-8 Principal, EL Teacher), Ms. Chris Bosma (Counselor), Mrs. Amber Cope (first grade), Mr. Preston Kristensen (PK-12 Technology/Assessment Coordinator)

This district plan is designed to meet the instructional needs of ELs and 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. It is the policy of the Mount Vernon School District 17-3 to provide equitable access for limited English proficient students. Qualifying students will be identified and placed in programs and services in accordance with statutory guidelines. It is the policy of the Mount Vernon School District 17-3 to comply with federal and state laws prohibiting discrimination against students on the basis of all civil rights categories.

I.   Language Instruction Educational Program (LIEP) goals

Mount Vernon School District 17-3 is committed to the linguistic and academic achievement of our English Learners. The district provides a high quality EL program incorporating research/evidence-based strategies and program modes.

- o Linguistic development
    - Reinforce academic language being used in the classroom
    - Work in small groups in the classroom to reinforce language
    - Utilize on-line programs such as ConnectEd, Vocabulary A-Z, IXL, Prodigy, and Newsela, Think Central, Reading Plus

- o Academic achievement
    - Academic language connected to classroom content
    - Push-in support for content in classrooms
    - Pull-out services, if needed, to meet EL needs

- o Other
    - The district provides a high quality EL program incorporating research/evidence-based strategies and program modes to assist ELs.

II.   Identification of ELs

o Home Language Survey (HLS)
  - The district includes the statewide HLS in the registration process, ensuring that one is completed by parents for EACH child enrolled.
  - Mount Vernon School District 17-3 HLS

  Appendix A
  - The district will use www.lingualine.us or www.TransAct.com if interpreters are needed for meetings.

o Initial placement assessment
  - The district utilizes the approved English Language Proficiency Screener for students in grades K-12, which is currently the WIDA Screener.
  - Students will complete the WIDA Screener once they meet the criteria according to the responses on the HLS.
  - The WIDA Screener will be administered by the qualified, according to state guidelines, EL teacher.

o Identification in Infinite Campus
  - Once a student qualifies and is placed in the EL program, the district will identify them for EL services in Infinite Campus.
  - The district provides full access to a free and appropriate education regardless of immigration status and does not require identification tools that provide insight to immigration status, such as proof of citizenship or social security numbers as a requirement for participation.
  - Once a student is identified and placed in the EL program, students will be marked in Infinite Campus.

o Parental notification of eligibility and placement, in language most easily understood
  - Parents are notified (to the extent practicable, in a language/format they understand) of their child's EL identification results including the eight required components of the Language Acquisition Plan.
  - Mount Vernon Language Acquisition Plan - *Appendix B*
  - The parent notification occurs 30 days after the start of the school year or within two weeks of enrollment during the year.

o Process to place student in appropriate LIEPs
  - Following EL identification, a LAP will be created and updated annually by a qualified EL Teacher and EL team consisting of a parent, classroom teacher, administrator, and student (when appropriate).
  - The LAP includes student English proficiency results and accommodations or modifications.

- o Process in place for identifying and serving gifted ELs
  - Options for enrichment that are available are school-sponsored extra curriculars – athletics, art, music, etc.

- o Process in place for identifying and serving ELs in special education
  - The Student Assistance Team (SAT) process will be followed if identified EL students have needs in the areas of behavior, academic, attendance, or health. The SAT form will be filled out and the team will meet to discuss intervention options for the student. The SAT process is the first step in the special education referral process in Mount Vernon School District 17-3.

- o Other
  - All students have an opportunity to actively engage in the entire curriculum offered by the district and no student is denied access to any course or activity because of his/her language or cultural background.

III. Placement

Placement of ELs in appropriate programming designed to meet developmental linguistic needs. Parents are notified annually of continuing placement and programming options. Each student qualifying for EL services will have a Language Acquisition Plan (LAP) which will be updated annually. Mount Vernon School District 17-3 has a highly qualified EL certified teacher that oversees the program and assesses students using WIDA Screener and ACCESS 2.0.

- o Annual parental notification of continuing placement and programming options

- o LAP for each student

IV. LIEP program models implemented in the district

The LIEP model implemented in the Mount Vernon School District 17-3 is a combination of push-in content classroom support and pull-out EL lessons. Students qualifying for EL services can receive services in the classroom as well as being taught EL lessons outside the classroom.

Mount Vernon School District 17-3 meets the state of South Dakota criteria for all staff meeting highly qualified status. The elementary principal/superintendent is designated administrator overseeing LIEPs. All EL identified students will have access to South Dakota Content and English Language Development (ELD) Standards.

The district plan is reviewed on an annual basis and EL staff are provided ongoing professional development.

Ongoing professional development for all staff targeting EL needs:

- EL development assessment and administration, annually assessing EL students with WIDA-ACCESS
- Annual training to appropriate staff (EL teacher and classroom teachers) – including assessment result interpretation
- Dissemination of WIDA-ACCESS scores to stakeholders (teachers, EL parents, cumulative file)
- Assessment results will be used to guide instruction and programming for EL students

V. LIEP transition and exit criteria

o Composite score of 5 or above, EL will exit program

o Composite score of 4 or 4.5 with a Smarter Balanced ELA score of 3 or 4, EL will exit program

o A parent may choose to decline or discontinue EL services by signing and dating a statement (on the top of page two on the LAP) for district to keep on record. The student would still be assessed each year using WIDA - ACCESS.

VI. Monitoring procedures after students exit the program

o EL student is monitored using the monitoring form for two years after exiting the program

Appendix C

VII. LIEP evaluation

o Annual meeting with EL Core team (listed above) will be held to review this LAU Plan and check DOE requirements.

Appendix A

Home Language Survey (Available On-line)

      Local Education Agencies (LEAs) are required to identify possible English Learners (Els) during enrollment. This Home Language Survey (HLS) is used as a tool to determine if your child is eligible for language support services. If a language other than English is used by you or your child and your child meets the English Learner (EL) definition, the school may give your child an English Language Proficiency assessment. The school will share the results of the assessment with you. Please complete one form for **EACH** child.

First Name		DOB	
Last Name			

Questions for Parents/Guardians	
What is the language most frequently spoken at home?	
What language did your child learn when he/she began to talk?	
Which language does your child most frequently speak at home?	
Which language do you most frequently speak to your child?	

Parent Preferences	
In what language would you prefer to get information from school?	

Parent(s)/Guardian(s) Signature _____   Date _____

Mount Vernon School District 17-3
_____ *School Year*

Language Acquisition Plan for Students that are English Learners
Required under Federal Law (Title III, Sec 3302,)

GENERAL DATA

Student Name	Last			First		Middle	

Current Address	

Gender	M		F		Date of Birth		Country of Birth	

Language first spoken		Language spoken in home		Additional Languages spoken	

Date of 1ˢᵗ year in country		Immigrant Status (less than three years)	

Parent/Guardian name	

Phone	Home		Work		Cell	

Other Contact Person		Relationship		Phone	

Home/School communication to parent/guardian requested in:	English		Native Language		Oral		Written	

ACADEMIC HISTORY PRIOR TO ENTERING _____ SCHOOL DISTRICT

Age Started School		Years in Preschool/K		Years in 1-5		Retained in grades	
Last Grade Completed		Interrupted Education		Limited Schooling		No formal Schooling	
Has the student been referred for Special Education?			Does the child have an IEP?				

School Attended	City/State/Country	School Year	Grade	Age	Language of Instruction

ACADEMIC ACHIEVEMENT LEVEL HISTORY

Subject	Below level	On or Above level	Method used to determine Level	Information not available
Math				
Reading				
Writing				

Alt. ACCESS criteria: https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf

WIDA Screener INFORMATION

Test	Date	Score	Level
Speaking			
Listening			
Reading			
Writing			
Composite SCORE			

ACCESS 2.0 INFORMATION

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
Speaking																					
Listening																					
Reading																					
Writing																					
Composite SCORE																					

ENGLISH LANGUAGE DEVELOPMENT (ELD) SERVICE

Date Identified EL				Date Entered ELD Program					
	Student will receive Direct ELD Pull-out Services for					Minutes			Days a week
	Student will be placed in an ELD English Class for on Credit (Grades 7-12 only)					Year		Semester	
	Student will be placed on monitoring Status		Comments:						
	Parents Declined Services		Comments:						

With regular school attendance and parental support it is anticipated that the student will exit from services for English learners to **monitoring status** in years.

Comments:	

Date exited from EL Status			
Expected date of Graduation (Grades 9-12 only)			

Student Name	Last			First		Middle	

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

*These Designated Supports are appropriate if consistent with the on-going normal delivery of classroom instruction and MUST be documented on the student's LAP.

*Accommodation policies for ELP testing & content area testing are not identical and are not interchangeable.
**Students needing accommodations refer to IEP or 504 plan

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

	Paraphrasing or repeating directions in English*		Print instead of using cursive
	Personal cueing		Use high interest/low vocabulary text material
	Reader (oral administration)		Use projector and provide students with copies of notes
	Technology (on-line testing)		Make instruction visual – graphic organizers, pictures, maps, graphs… to aid understanding
	Extended time		Highlight/color code tasks, directions, letters home
	Bilingual dictionary		Pair EL student with an English speaking "Study Buddy"
	Individual test administration		Seat student in close proximity to teacher, alongside Study Buddy
	OTHER*:		Allow peer tutors to assist student with work
	Reduced and/or modified class and homework assignments		Ask questions that allow student to answer successfully
	Modified assessments (i.e. oral)		Allow student opportunities to read aloud successfully
	Break tasks/directions into subtasks		Use manipulatives
	Increase wait time		Use books on tape/CDs
	Additional time to complete assignments and tests		Record material for student listening
	ESS (Extended School Services)		Record student speaking into a tape recorder
	Face student when speaking – speak slowly		Label items in the room
	Other programming accommodations to address individual strengths and needs:		

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
• To communicate in social settings
• To achieve in content areas
• In socially and culturally appropriate ways

Persons involved in the development of the Language Service Plan:

	Principal			Parent
	School/District EL Coordinator			Parent
	EL Teacher			Student
	Teacher			Interpreter
	Teacher			Date

Appendix C

Title III & English Learner (EL) Program

Monitoring Worksheet for Exited (Former) EL Students

Student Name:_____   EL Program Exit Date:_____

ACCESS Exit Scores: L_____ S_____R_____ W_____Composite _____

Monitor Year 1: School year 20_____

School Name:_ Mt. Vernon School District 17-3_   Grade: _____

Complete the following for items in which the student participates (use a different color for each assessment period):

AIMSWeb or DIBELS		NWEA		NDSA		Grades		Other
Early Literacy	☐ Low ☐ Average ☐ High	Reading	☐ Low ☐ Average ☐ High	Reading	☐ N ☐ PP ☐ P	RLA		
Reading	☐ Low ☐ Average ☐ High	Language Usage	☐ Low ☐ Average ☐ High	Language Arts	☐ N ☐ PP ☐ P	Writing		
Writing	☐ Low ☐ Average ☐ High	Writing	☐ Low ☐ Average ☐ High	Writing	☐ N ☐ PP ☐ P	Math		
Math	☐ Low ☐ Average ☐ High	Math	☐ Low ☐ Average ☐ High	Math	☐ N ☐ PP ☐ P	Science		
		Science	☐ Low ☐ Average ☐ High	Science (4, 8, 10 only)	☐ N ☐ PP ☐ P	Social Studies		

Concerns after 1ˢᵗ semester: _____

Concerns after 2nd semester: _____

☐   After 1 year of monitoring, student is performing successfully in the mainstream classroom.
☐   After 1 year of monitoring, student is having difficulty in the following area(s): _____

_____

It is recommended that student:
        ☐ Is reclassified back into the EL program
        ☐ Continues to be monitored for the second year
        ☐ Other (specify):_____

	Name (printed)	Signature
Classroom Teacher		
EL Teacher		
Administrator		
Parent		
Student		

Title III & English Learner (EL) Program
Monitoring Worksheet for Exited (Former) EL Students

Monitor Year 2: School year 20_____

School Name: Mount Vernon School District 17-3   Grade: _____

Complete the following for items in which the student participates:

AIMSWeb or DIBELS		NWEA		NDSA		Grades		Other
Test of Early Literacy or Phoneme Segmentation and Nonsense Word Fluency	☐ Intensive or At Risk ☐ Strategic or Some Risk ☐ Benchmark or Low Risk	**Reading**	☐ Low ☐ Average ☐ High	**Reading**	☐ Novice ☐ Partially Proficient ☐ Proficient ☐ Advanced	**Language Arts**		
		Language Usage	☐ Low ☐ Average ☐ High	**Math**	☐ Novice ☐ Partially Proficient ☐ Proficient ☐ Advanced	**Math**		
Oral Reading Fluency	☐ Intensive or At Risk ☐ Strategic or Some Risk ☐ Benchmark or Low Risk	**Math**	☐ Low ☐ Average ☐ High	**Science**	☐ Novice ☐ Partially Proficient ☐ Proficient ☐ Advanced	**Science**		
		Science	☐ Low ☐ Average ☐ High			**Social Studies**		

Concerns after 1st semester: _____

Concerns after 2nd semester: _____

☐ **After 2 years of monitoring,**_____**is performing successfully in the mainstream classroom.**

☐ **After 2 years of monitoring,**_____**is having difficulty in the following area(s):** _____

It is recommended that student:
- ☐ Is reclassified back into the EL program
- ☐ Continues to be monitored for an additional year
- ☐ Will no longer require monitoring from the EL program
- ☐ Other (specify):

MODEL or W-APT Overall Score: _____

	Name (printed)	Signature
Classroom Teacher		
EL Teacher		
Administrator		
Parent		
Student		