

Central Lyon Community School District
2020-2021
K-12 Lau (EL) Plan for Serving English Learners (ELs)

Revised January 25, 2021

Lau Plan Advisory Committee

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I. Lau Plan Guiding Principles

The purpose of the Central Lyon Language Instruction Educational Program (LIEP) is to provide EL's with language and cultural instruction in a nonthreatening, welcoming environment and guidance in English language fluency in order to obtain academic and social achievement.

English Language Development Goals

- Systemically addresses English language development needs for ELs.
- Teach English language comprehension through listening, speaking, reading, and writing skills to attain English proficiency and academic competence.

Academic Achievement Goals

- Systemically addresses academic needs for ELs.
- Educate ELs to systemically meet the same challenging academic content and student academic achievement that all children are expected to meet
- Systemically addresses inclusion and appreciation of diverse backgrounds.
- Provide students the opportunity to progress academically with their peer group by using tutor assistance in their first language
- Involve families and community leaders in the educational process in order to make education a cooperative effort between home and school.
- Communicate with parents in their first language when it is needed.
- Foster positive self-concepts and attitudes towards school.
- Promote pride in students' cultural and linguistic backgrounds.

Cross-cultural efficacy:

Multicultural, Gender-Fair Education

1. Iowa Code Chapter 256.11 EDUCATIONAL STANDARDS.

Rationale for Multicultural, Gender Fair Approaches

When students see the contributions and perspectives of their group included in the curriculum it connects the learner to the curriculum. It tends to contribute to a higher self-esteem, stimulate greater motivation to learn, and ultimately to higher achievement.

When students see the contributions and perspectives of other groups included in the curriculum, it tends to prevent students from developing an inflated sense of self/group superiority, which can contribute to ethnocentric perspectives, paternalism, and subtle forms of racism and sexism over time. It exposes students to the diversity of their country and the world and therefore better prepares them to live and work successfully in a diverse world and a global economy.

Goals of Multicultural Gender-Fair Education

1. To help students to develop positive and realistic self-concepts regardless of their gender, race, national origin, or disability
2. To assist students to understand that both men and women, diverse racial/cultural groups and persons with disabilities have made valuable contributions to the heritage of the United States and this rich diversity enriches and strengthens our country.
3. To assist students to understand that all persons are members of the human race and that they have common needs feelings and problems.
4. To assist students to develop positive interpersonal and inter-group communications techniques as well as the motivation to play an active role in the solution of societal problems and conflicts.
5. To provide a warm, supportive and inclusive learning environment for all students so that they can achieve their maximum potential.

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

The following steps are followed to identify and place English learners (ELs) appropriately:

A. Home Language Survey-IA (HLS-IA)

All parents of new students to the district are asked to complete the Iowa Home Language Survey-IA (281-60.3(1a) at time of registration. The survey, which includes student race and ethnicity reporting (beginning 16-17), is found at www.transact.com in 28 languages. Completed home language surveys and the student race and ethnicity report are placed in the student's cumulative folder. Central Lyon is prepared to conduct oral or native language interviews in the student's home language in Spanish with those adults who may not have sufficient English or literacy skills to complete a survey written in English or in their home language (281-60.3(1). If there is a need for other languages, every attempt is made to find competent adults in the community for interpretation. *An example of the IA Home Language Survey is found in Appendix A.*

If a new family indicates a language other than English on the HLS-IA, or there are other indicators of EL needs, the enrolling school secretary lets the EL coordinator know about the arrival of the student. The EL teacher will facilitate the identification process as needed.

Note that a positive response to an item on this survey does not in itself identify a

student as an English Learner (EL); it merely helps to screen students for potential consideration. The Home Language Survey (HLS) must be collected and filed in the cumulative file for ALL students and includes parent signature.

B. State-approved English language proficiency placement assessment (ELPA21 Screener)

When a parent indicates a language other than English on the Home Language Survey, the EL coordinator will administer the ELPA21 Dynamic Screener to measure listening, speaking, reading, and writing levels in English within 30 days of the beginning of the school year (NCLB, Sec. 3302(a)), or two weeks of the student's enrollment, if it is after the start of the school year (NCLB, Sec. 3302(d)). Completed assessments/results are kept in the student's cumulative folder.

- Dynamic Screeners for Future Kindergarten students (who do not qualify for Central Lyon's ELL program because of age) may be given during the Spring of the academic year if available.
- Tests will be administered by a certified screener; who is a licensed teacher
- Certifications are kept in the Central Lyon business office
- Results of the screener are kept in the cumulative folder of a student in the ELL department

Administrators of ELPA21 will be trained through the on-line training offered by the IDE on an annual basis. Certificate of Completion are stored in teacher's personnel files.

C. Process to place student in appropriate LIEP and content courses

1. ELL students are placed in content level courses based on the assessment of their academic skills in relation to the student's grade or age level (281-60.3(1)b). All educators within the district are qualified to administer assessments of academic skills. The following assessments are used for academic testing and considered when making placement and programming decisions for students:

Grade TK & K

- **FAST (Formative Assessments System for Teachers)**

Grade 1

- **FAST (Formative Assessments System for Teachers)**
- **Star Reading**
- **Common Core Math Assessment**

Grade 2

- **FAST (Formative Assessments System for Teachers)**
- **Iowa Assessment**
- **Star Reading**

Grade 3

- **FAST (Formative Assessments System for Teachers)**
- **Star Reading**
- **Iowa Assessments**

Grade 4

- **FAST (Formative Assessments System for Teachers)**
- **Iowa Assessments**

Grade 5

- **FAST (Formative Assessments System for Teachers)**
- **Iowa Assessments**

Grades 6-8

- **Iowa Assessments**
- **MAPS Assessment**

Grades 9-12

- **Iowa Assessments**
- **MAPS Assessment**
- **ACT**

See “*Educating Iowa’s English Language Learners*,” available at:

http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=139

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Formal and informal assessments are used to determine student’s academic skills in their grade level. These include the tests mentioned above as well as curriculum based assessments and teacher observations of progress.

2. Once language and academic skills have been assessed, the EL teacher reviews the data. In addition, prior student records, student grades, medical records, and informal assessments are reviewed and used to determine placement. If the student is non-English or limited English proficient on the English language development screener (ELPA21) or based on previous records, the student is identified for the LIEP, and services can begin. The EL Teacher reviews the findings with administration and the

student may start receiving services.

3. For placement purposes, once language and academic skills have been assessed the EL teachers reviews the data with appropriate administrators and members of the Lau Leadership Team. In addition, prior student records, student grades, medical records, and informal assessments are reviewed and used to determine placement. If the student is non-English or limited English proficient on the English language development screener (ELPA21) or based on previous records, the student is identified for the LIEP. This data will help in determine the content courses appropriate for the student in meeting his or her language and academic needs. Students will be placed in appropriate content courses based on their language and academic needs.

4. Based on assessment results, the EL will be assigned to a mainstream classroom with students the same chronological age, with no more than two years differential (60.3(3)a).

D. Parental forms distributed in a language most easily understood within 30 days of enrollment, both upon initial and annual school enrollment.

When a student is identified for the LIEP, parents must be notified every year. The following documents will be sent within 30 days if identified at the beginning of the year, or within two weeks if identified later in the year:

- “Determination of Student Eligibility for Program Placement” (sent once upon placement)-eligibility notification and permission from TransAct including parent/guardian signature
- “Notice of Program Placement” for initial and annual placement notification and program description from TransACT will be given to parents/guardians.

Parent Notification must include:

1. Reasons for identification
2. Child’s level of English language development
3. Method of instruction
4. Will the program meet the educational strengths and needs of the student
5. How the program will help the student learn English
6. The program’s specific exit requirements
7. How the program meets the needs of an IEP for a student with a disability

Parental information must be provided in “an understandable and uniform format, to the extent practicable,” in a language the parents can understand. See www.tranact.com

for parent notification form titled “*Determination of Student Eligibility, English Language Dev. Program Placement*”. This form is sent once upon placement. Parents will also be sent the form titled “*NCLB-Notification of Language Development Program Placement-Version A*” for initial and annual placement notification and program description.

The completed parent notification forms are returned with the parent’s signature and placed in the student’s cumulative folder by EL teacher or office staff. The EL teacher follows up on unreturned forms.

E. Process for parents considering waiving services from LIEP

If parents wish to waive enrollment in LIEP, the following steps will take place:

- a meeting will be held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s) and provide the “Explanation of Consequences for not Participating in English Learner Program” notice. This meeting will be documented and filed.
- The signed documentation of the parents’ decision on “Request for Change in Program Participation” will be placed in student’s cumulative file. This form titled “*Explanation of Consequences for not Participating in English Learner Program*”.
- The classroom teachers will be made aware of the waiver and expected to provide appropriate support to the student.
- The district uses a wide range of pedagogical strategies to meet the needs of all of its learners and to support their academic progress.

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

A. LIEP Program Goals:

Language Goals:

20% of students will show gains on the writing subtest on the ELPA21.

20% of students will show gains on the reading subtest on the ELPA21.

10% of EL students will score proficient on the ELPA21 in 2017-2018.

Academic Goals:

10% of EL students participating in Iowa Assessments or district-wide assessments will score proficient in reading and math in 2017-2018.

B. Description and implementation of specific state-approved LIEP Model(s) used

in-district and the process to place students:

Intensive English for Newcomer Program: Newcomer students are recent immigrants who have little or no English proficiency and who may have had limited formal education in their native countries. These students have needs that traditional English as a second language (ESL) and bilingual programs are usually not designed to address. Our district will assess the needs of our newcomers. Based on the results of the assessments, our district will implement instruction to support the needs of our newcomers and help bridge the gap between their needs and regular language support programs. The objective of our program is to develop students' English language skills, help them acculturate to U.S. schools, and make them aware of educational expectations and opportunities. Providing a welcoming and safe environment will be the main focus when a newcomer arrives. Assigning a mentor to the student, teaching school routines, (such as how lunch works, how to do recess, how to pass in hallways, the how to's of the classroom, etc.), teaching commands and basic English, and mentoring the family will help to bridge the gaps.

English as a Second Language (Other):

Elementary: The EL students in the Central Lyon Community School District are supported in their education by being pulled out of the classroom for small group instruction or through a co-teaching opportunity. In both of these approaches, all ELs at all proficiency levels receive direct LIEP instruction unless services have been waived, from a highly qualified teacher who is endorsed or is working on an ESL Endorsement.

Middle School: Middle school EL services are implemented according to student needs. General education teachers implement the Language program to students as needed as well as the EL supplemental materials associated with the current Language Arts program. In addition, students may receive the necessary support of a para-educator to assist them in their language acquisition. The EL teacher will keep in contact with the teachers to offer any support and/or training in the education of the CLD students. Time and frequency will be determined by student needs. The law mandates that all EL's be serviced by a teacher who is endorsed in EL or currently working on endorsement.

High School: At the high school level, EL services will be provided to students by a highly qualified teacher who has the ESL Endorsement or is working toward endorsement. This additional instructional support will be determined according to the needs of individual students.

Frequency and intensity of services by grade level/span (high school vs. elementary) and/or current English proficiency level is determined by individual student language and academic needs. ELs at all proficiency levels receive direct LIEP instruction unless services have been waived.

Classroom teachers will be made aware of students whose parents have waived LIEP instruction. Teachers will be expected to provide appropriate support and accommodations to the student to ensure mastery of English and academic achievement. The district uses a wide range of pedagogical strategies to meet the needs of all learners and to support their academic progress.

C. Description of annual parental notification of continuing placement and programming options in language most easily understood.

Parents must be notified every year.

1. Parents are notified annually within 30 calendar days of the beginning of the school year using the “Notice Program Placement.”
2. Within two weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year)

Parental Notification must include:

1. Reasons for identification
2. Child’s level of English language development
3. Method of instruction
4. How the program will meet the educational strengths and needs of the student
5. How the program will help the student learn English

Parental information is provided in “an understandable and uniform format, to the extent practicable,” in a language that the parents can understand. See www.transact.com for parent notification form titled “Notice Program Placement”.

The completed Parent Notification forms are returned with the parent’s signature and placed in the student’s cumulative folder by the EL coordinator or office staff.

D. Procedure for communicating with parents who have waived LIEP services is in place annually

If parents wish to waive enrollment in LIEP, a meeting will be held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parents. The document is kept on file in the student’s cumulative folder. The classroom teachers will be made aware of the waiver and expected to provide appropriate support to the student to ensure mastery of academic achievement. The

district uses a wide range of pedagogical strategies to meet the needs of all learners and to support their academic progress. A copy of this form will be placed in the students' cumulative files.

Note: These students, however, continue to be tested with the ELPA21 until they are proficient.

E. Highly Qualified Staff

Sam Kruse is working on his ESL endorsement and will serve as LIEP coordinator for the Central Lyon CSD.

Teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided.

F. Designated administrator Oversight for LIEPs

Steve Harman, Elementary School Principal, oversees the district's LIEP(s). Mr. Harman has the opportunity to attend EL trainings such as Our Kids Summer Institute, Iowa Culture and Language Conference (ICLC) and other workshops and professional development provided by the Iowa Department of Education and Northwest AEA. Administrators overseeing LIEP are encouraged to watch the webinar titled "*Understanding Title III Requirements*" found on AEA PD On-line.

G. Access to Iowa Core and English Language Proficiency (ELP) Standards

The Central Lyon CSD uses a variety of program models in the English as a Second Language Program. Each program model integrates Common Core Standards and ELP standards. All teachers grades K-12 incorporate the Core Standards, which are aligned to the ELP standards, in their instruction. The LIEP program integrates the ELP standards in each program model. Collaboration between content area and LIEP teachers is frequent and ongoing, including lesson planning, sharing of instructional materials, and integration of appropriate strategies for content and language comprehension and acquisition. All teachers incorporate the English Language Proficiency (ELP) Standards (reading, writing, speaking and listening) in their core classes.

H. Curriculum and Supplemental Resources for LIEP

The district will purchase and modify instructional materials that are appropriate to the

needs of the learner and goals of instructional programs (280-180.4). State funding is provided for the excess cost of instruction of ELL students. (281-60.4) and 60.6 (280). LIEP Curriculum and Supplemental Resources 2016-17. During core curriculum reviews the district will consider the language and academic needs of their ELs. The LIEP teacher and general education teacher(s) will also search out the most effective and appropriate, research-based strategies and materials to utilize with ELs so that they are able to meet the rigorous academic demands. The focus will be on reading, writing, speaking and listening.

- Vocabulary building skills workbooks, games, and activities.
- Teaching strategies: Word Walls, Cloze Reading, vocabulary strategies, grouping strategies, mind maps, graphic organizers, visuals, modified classwork, multicultural resources, and alternative assessments.
- DynEd
- Imagine Learning
- Utilizes Northwest AEA's Loan Out Library

Materials are revised and updated annually. Supplemental materials may be updated with Title III funding.

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

A. Process in place identifying and serving gifted/talented (GT) ELs:

Iowa code states that gifted and talented students are “those identified as possessing outstanding abilities who are capable of high performance and require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability.” ELs will be evaluated for TAG services if they demonstrate the following characteristics: acquires second language rapidly, shows high ability in Math, displays a mature sense of diverse cultures and languages, code switches easily, demonstrates an advanced awareness of American Expressions, translates at an advanced level (orally), and/or navigates appropriate behaviors successfully within both cultures. The ELL referral form serves as a starting point for this process. The Lau Leadership team, led by ELL Coordinator Sam Kruse, will meet and discuss recommendations. The team may choose to gather more information, such as work samples, test scores, and teacher input, and may choose to do a follow-up meeting to review prior to referral for TAG services. If the team determines TAG services are needed, the data collected will be used to develop services to extend the student’s learning in the areas in which he/she demonstrates a need. These services will be provided in collaboration with the TAG teacher, ELL

teacher, and the classroom teacher and will be tailored to the student's unique learning needs. Accommodations will be provided during TAG time to support the student's language needs. Reading, writing, listening and speaking skills will be incorporated into the GT services based on EL's language needs.

See also: [Identifying Gifted and Talented English Language Learners: Grades K-12.](#)

This guide was developed and distributed by the Iowa Department of Education & The Connie Belin & Jacqueline N. Blank International Center for Gifted Education & Talent Development

"Educating Iowa's English Language Learners"

http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391; pp. 26, 66, 78

B. Process in place for Identifying and serving ELs in special education:

ELs have specific needs and consideration that must be taken into account when they are progressing through the stages of language acquisition. Such considerations include the following;

- Is the learning environment supportive for language development of ELs?
- Have personal and family factors been considered?
- Have physical and psychological factors been taken into account?
- Has information been gathered about the ELs previous schooling experiences?
- Is the child proficient in oral language and literacy in both 1st (L1) and 2nd language (L2)?
- Is there academic achievement in both L1, if available, and L2?
- Have cross-cultural factors been considered? How is information gathered about others' ways of doing things and their values and beliefs?

Before any special education referrals are put in place, EL strategies should be tried. These strategies are best developed through collaboration between the EL teacher and the classroom teacher and should be implemented in the general education setting with adequate assessment data collected. The strategies may be universal strategies that are good for all students. The EL should only be referred to special education after various EL strategies have been tried over time and yet no progress is being made in the ELs English language acquisition. If the strategies do not improve the EL's progress in English language acquisition the special education referral process may begin. Special note: EL strategies should not be used to qualify ELs for special education nor should the LIEP (ESL) program be seen as a special education intervention.

Note: A student may receive special education and EL services if they meet the requirements for services in both areas. Special education services do not trump LIEP. Additional testing and review of records including teacher interviews, student interviews, parent interviews, academic achievement records, and state assessments, will be used to make this determination. The EL referral form serves as a starting point for this process. The Lau team will meet to discuss concerns and make recommendations. A follow-up meeting is set and recommendations are made at that point for special education services.

Students dually identified for special education and LIEP receive direct instruction by highly qualified LIEP teachers and special education teachers with support for language needs.

The IEP team will include someone with requisite knowledge of the child's language needs and training in second language acquisition. (Joint Guidance OCR/DOJ, January 7, 2015 page 27)

Special note: The IEP team includes the LIEP teacher in all discussions regarding ELs who are being considered for special education services.

C. Process in place for identifying and serving ELs in all co-curricular programs (e.g., Title I, At-Risk, career and technical education programs, counseling services, Advanced Placement and International Baccalaureate courses)

The district provides access to all students, including all ELs, to various programs and services offered by the district. Assessment screeners and data will help determine program qualifications based on student's needs. The EL teacher will work with administrators and other educators in the identification and placement of students in a variety of programs. The language needs of the EL will be supported within the program with a focus on reading, writing, listening and speaking. The school will provide parents and students with communication about programs and eligibility in a language most easily understood. The LIEP teacher will be involved in data review for placement/consideration in all programs (e.g. Title I and At Risk).

D. Process in place for identifying and serving ELs in extra-curricular (e.g., performing and visual arts, athletics, clubs, honor societies)

The district provides access to all students, including all ELs, to various programs, organizations, services and clubs offered by the district. The EL teachers will work with the EL to determine interests and point of contacts for activities and services that are applicable. The EL teacher will work with administrators and other educators in the

identification and placement of students in a variety of other programs. The language needs of the EL will be supported within the program with a focus on reading, writing, listening and speaking. The school will provide parents and students with communication about programs and eligibility in a language most easily understood. Collaboration will occur with the guidance counselor, Jessica Harman in regards to placement of other programs.

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

A. Ongoing EL Professional development (PD) provided for staff who support the LIEP

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 receive in-service training regarding instructional techniques and modifications for EL 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.

The district provides opportunity for EL and regular education staff to attend conferences and workshops offered by Northwest AEA and the IDE that focus on EL issues and pedagogy. An annual EL in-service will be provided to all staff focusing on strategies that benefit EL learners. The EL teacher is available for consultation and collaboration regarding adaptations, modifications, and accommodations appropriate in assisting those with English language needs. Building administrators attend workshops pertaining to EL needs, advise and assist in editing this plan as needed, assist in creating appropriate in-service topics to be delivered, attend EL in-services, and encourage the use of EL methodology/strategies within the classroom.

Administrators and the EL teacher are encouraged to view the webinar titled "[Understanding Title III Requirements](#)" found on AEA PD On-line.

Annually, all teachers are informed about EL students in his/her classroom. This information may include (ELPA21) results and students' current levels of English language acquisition utilizing the Language Acquisition Chart.

Professional development is provided to required staff as designated by the Iowa Department of Education for English Language Proficiency Standards.

B. District training of English Language Proficiency Standards and

Implementation

Department of education standards mandate districts choose one of three training options to ensure staff are certified and up to date in areas of content delivery and language assessment. Certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) view training modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.

Central Lyon Training for ELL staff:

Option A: Certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) view training modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.

Each staff member will have the opportunity to download a “Certificate of Completion”. Certificates will be filed in each Personnel file in the High School Business Office.

Each building administrator oversees the trainings and makes sure certificates are filed.

New certified hires will have 12 months to complete all 6 modules.

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

A. Annual training to staff assigned to administer ELPA21

ELs are evaluated annually with a standardized English language development instrument recommended by the state of Iowa. The state is currently using the The English Language Proficiency Assessment (ELPA21) to measure growth and proficiency.

All certified LIEP staff and LIEP para-professionals will receive annual ELPA21 training in order to administer the assessment. Administers of ELPA21 are trained through the IDE’s on-line training. Completed training certificates are kept on file in the High School Business Office.

B. Dissemination of scores to stakeholders:

The test results are sent to parents so that they are aware of the language growth of their child. Data is shared with pertinent staff such as classroom teachers, administrators, resource personnel, etc. The results of these tests will be used to measure progress and assist in meeting individual student needs. Information will be disseminated to appropriate staff for instructional decision after the test scores have been released.

C. Appropriate training to interpret results to staff:

Training to interpret ELPA21 assessment scores may be presented to staff during professional development days. Domain descriptions available on the ELPA official results are explained to staff as a basis for assessing ability levels in ELL students. Raw score data is given to teachers after the initial results of the ELPA21 are released, and official score reports are distributed to teachers at the beginning of the academic year to help guide teachers in planning for their ELL students (and potentially redistributed for older students at the beginning of semester 2.)

D. Utilization of assessment results (data) used to guide instruction and programming:

The LIEP staff analyzes the data to make appropriate decisions on instructional supports, core academic needs, and LIEP program decisions (current and future). The focus is on students' language acquisition skills in reading, writing, speaking, and listening. The LIEP program's focus for Language instruction is based off common areas of concern across the spectrum of the district's ELL population, as well as individual student needs.

Language Success Plans are generated for each ELL student, including and not limited to data that was made available from the ELPA21 results. The LSP will give general education teachers guidance in helping the EL student achieve success.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

Criteria for 2019-2020 Academic Year and Future Academic Years

The 2018-2019 academic year was the beginning year of the current standard for exit (graduation) from the district LIEP program based off of State Department of Education guidelines.) Students who were classified as Proficient on their ELPA21 cumulative results were eligible for exit from the LIEP program. The proficient determination is based

off of the combined scores in the Listening, Speaking, Reading, and Writing sections of the ELPA21 assessment.

B. LIEP exit procedures

Students must be exited during the allowable window (end of school year to October 1st, student count) after ELPA21 results are received.

When a student is exited from LIEP parents are notified. A copy of the “*Program-Exit Letter*” is given to parents and a copy is filed in the student’s cum. folder. This letter can be found at Transact.com.

The district’s designated staff member will enter the exit codes and information into *Student Reporting in Iowa (SRI)*. District data personnel, currently Rhonda Menning, Office Secretary, will be responsible for entering data should refer to the *Iowa Department of Education’s Data Dictionary*.

Exited students will be placed in a two-year monitoring protocol (pending ESSA guidance).

VIII. Monitoring Procedures after student exit the LIEP program

A. Monitoring procedures in place after students exit the program

Once students have formally exited LIEP, the state, through the Student Reporting System, still “monitors” the student for AYP purposes for two more years. ELs who have exited the program are monitored by the EL general education classroom teachers, and referrals are made to the District ELL coordinator if concerns arise. If a student is at risk for re-entry, a team will review the student progress data. Appropriate measures will be taken by progress monitoring and doing interventions with that student.

Criteria for EL’s Sustained Academic Progress

1. Grades: content-area grades are average or above-average
2. Attendance: student regularly attends school
3. Iowa Assessments: student maintains a proficient score
4. K-2 district-wide assessments

B. LIEP re-entry procedures in place, if indicated by data, including notification of parents/guardians:

If during the two-year monitoring process, the student does not maintain adequate academic progress based on the data in the above criteria, the student may re-enter the LIEP along these guidelines:

1. Student can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener.
2. Parental notification will be sent out through the “English Learner Program Placement” form.

IX. LIEP Evaluation

A. LIEP Evaluation in place

The LIEP will be evaluated yearly by the Lau Committee, led by the EL District Coordinator, to determine the effectiveness of the program(s) and the growth of the students being served.

The goal of the evaluation should be to examine and verify that student data and best practices are being used to promote the success of the EL learners. The following questions will be examined:

1. Is the program based on an educational theory recognized as sound by experts in the field or is considered by experts as legitimate experimental strategy?
2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
3. Does the school district evaluate its programs and make adjustments when needed to ensure language barriers are being overcome?
4. Is there evidence regarding progress made toward meeting Lau Plan LIEP goals in both English language development and academic achievement.
5. What are our EL professional development needs?
6. What are our staffing needs?

The evaluation examines these areas:

- Identification of ELs
- Assessment/Assessment Data, such as Iowa Assessments and District-Wide Assessments
- Program and Implementation
- Exiting and monitoring of the EL
- LIEP Staff
- Exit Criteria
- Program Evaluation

- Lau Plan
- Equitable Access
- Special Education
- Notices to Parents

Tools used to assist the district with program evaluations include: “ District Self-Study Guide.” pp. 73-79 of Educating Iowa’s English Language Learners;; A Handbook for Administrators and Teachers available at

http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=139

X. Appendices

- Letter to Districts from the U.S. Department of Justice:
- Description of LIEP Models
- “Title III Compliance Assurances: Checklist for Districts”
- TransACT.com documents

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/colleague-el-201501.pdf>

Appendix B

Description of LIEP Models

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 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

Title III Compliance Assurances: Checklist for Districts

___ The district maintains and annually revises the district Lau (EL) Plan. [NCLB Sec. 3116] (Lau v. Nichols, 1974)

___ The district has a policy of admitting students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]

___ The district provides information and communication to the parent(s) in the language the parent(s) understand to the extent practicable. [NCLB Sec. 3302(c)]

___ The district will promote parental and community participation in programs for ELs [NCLB Pub. L. No. 107-110].

___ The district includes a Home Language Survey (TransAct form IA) in registration materials for all students and maintains these forms in student cumulative folders. [Iowa Code 281-60.3]

___ The district uses the state-approved language proficiency test (ELPA21) to screen and identify ELs (including parental notification) within the first 30 days of a student being enrolled in the district at the beginning of the school year, and within 14 days thereafter. [NCLB Sec. 3302(a); Iowa Code 281-60.3(1)b]

___ The district ensures educators administering the state-approved language proficiency test for identification & placement recertify annually.

___ The district notifies parents of program eligibility and placement within the mandated time frames. [NCLB Sec. 3302]

___ The district has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, developing Title III programs and activities [NCLB, Pub. L. No. 107-110].

___The district provides a Language Instruction Educational Program (LIEP) with direct instruction provided by a highly qualified (ESL-endorsed) teacher. Consultative services do not meet the requirement for direct instruction. [Iowa Code 281-60.3(2)]

___ The district assures that LIEPs carried out under Title III will ensure that ELs being served by the programs develop English proficiency. [NCLB, Pub. L. No. 107-110].

___The district ensures that teachers of ELs are fluent in oral and written English [NCLB Sec. 3116(c)]

___The district has a designated administrator overseeing the district's LIEP.

___ The district ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards [NCLB, Pub. L. No. 107-110].

___ The district has developed programs and activities for ELs and immigrant children and youth [NCLB, Pub. L. No. 107-110].

___ The district offers high quality professional development to classroom teachers (including teachers in classrooms that are not the settings of LIEP), principals, administrators, and other school or community-based organizational personnel [NCLB, Pub. L. No. 107-110].

___The district ensures the implementation of the English Language Proficiency (ELP) standards. [NCLB, Title IX, Part A, Section 9101].

___The district ensures that all paraprofessionals serving EL students are supervised by a highly qualified teacher. [Iowa Code 281-60.3(2)]

___ The district assesses the English proficiency of all EL students with the state-approved English language proficiency assessment (ELPA21) annually. [NCLB Sec. 3113(b)(3)(D)]

___ The district ensures educators administering the state approved language proficiency monitoring assessment recertify annually.

___The district disseminates ELPA21 scores to parents and district staff. [NCLB Sec. 3121]

___The district ensures that all EL students participate in district-wide assessments. [NCLB Sec. 3121]

___The district uses state-approved exit criteria to determine when students

should be exited from the LIEP program [Iowa Code 281-60.3(3)b4]

___ The district monitors exited EL students for two years after exiting the program (Changing to 3 years required monitoring in 2016-7 based on ESSA). [NCLB Sec. 3121(4)]

___ The district reports required EL data elements on Iowa's Student Reporting System.

___ The district conducts an annual program evaluation and makes adjustments to programming as indicated by EL student achievement data. [NCLB Sec. 3121]

___ The district ensures that Title III funding is not used for opportunities that are afforded all students, such as parent-teacher conference translation. This means that interpretation and translation for ELs must be paid, not using Title III funds, rather, using district funds.

___ The district ensures that personnel funded by Title III are being used exclusively for EL students for the full amount of the apportionment of the funding.

___ The district is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127 (NCLB, Pub. L. No. 107-110).

Checklist Completed by (print name):

Signature:

Date: _____

Superintendent (print name):

Signature:

Date: _____

Appendix D

[Home Language Survey - IA](#) includes second page for race and ethnicity

[Determination of Student Eligibility, English Language Dev. Program Placement](#)

Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

[English Language Development Program - Exit Letter](#) for students who are eligible to exit services

[Notification of English Language Development Program Placement - Version A](#) for initial and annual placement notification

[Waiver-Refusal of ESL-Bilingual Program](#) - waive or withdraw from bilingual services

Appendix E

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

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. AEAs 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. AEAs 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 AEAs/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:

- a. The trainers and the target audience for each training session.
- b. The specific content and learning outcomes for each training session.
- c. The learning activities that will be used to deliver the content.
- d. How the trainers will assess whether or not the participants are meeting the intended outcomes.

<http://www.nabe.org/BilingualEducation>