

North Scott
K-12 Lau (ELL) Plan for Serving English Learners (ELs)
2021-2022

Team Members:

Joe Stutting (superintendent)
Bernadette Brustkern (curriculum director)
Heather Shults (director of student services)
Carrie Lane (building principal)
Stephanie Fahrenkrog (building principal)
Jennifer Bekel (ELL coordinator/EL Teacher)
Erin Paysen (equity coordinator, building principal)
Tracy Denahy (counselor)
Claire Trott (classroom teacher)
Devin Davis (Classroom teacher)

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau v. Nichols*, 1974). The Lau Plan must be collaboratively written by the K-12 team identified above. (See Appendix A for guidance around Lau requirements and critical elements.)

I. Lau Plan Guiding Principles

A. English language development: English Language Development-All North Scott English Language Learners will make a year's progress in all language domains (reading, writing, listening, and speaking). Progress will be systematically measured using ELPA21, Iowa Tests, and standards-based report cards of all EL students. Native language maintenance will be supported and communication between home and school will occur in the students' native language.

B. Academic achievement: Through appropriate system-wide scaffolding in all areas of instruction (interventions, classroom, etc), all North Scott English Language Learners will make a year's growth in the content areas, working toward maintaining progress with their peers. All students in North Scott are held to the same level of accountability in making a year's growth. Through instruction ELs will meet Common Cores State Standards at their grade level. Classroom teachers will be supported by the ELL coordinator in providing interventions so all students have access to rigorous grade level curriculum.

C. Cross-cultural Efficacy: All students (both English learners and native English speakers) will gain cultural understanding necessary for successful participation in their classrooms and community. Additionally, faculty and staff will support students in maintaining their home culture and in teaching others about their cultures, fostering diversity and acceptance within our community. This acceptance of other cultures will be addressed throughout the school system, both in curriculum and extra-curricular activities.

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

A. “Home Language Survey-IA” (www.TransACT.com) English learners are identified through TransACTs “Home Language Survey-IA.” All families receive the home language survey in English when registering. When needed, the survey is made available in the student’s native language (transact.com).

1. The survey provides information regarding students’ home language use and race/ethnicity.
2. Upon registration, building secretaries and/or administrators forward this information to the EL coordinator and teacher, Jennifer Bekel, who begins the screening process.

B. State-approved English language proficiency placement assessment

1. ELPA 21 Dynamic Screener: After registration, building secretaries screen the home language surveys. If any student speaks a language other than English at home, the district’s EL coordinator is contacted for further identification procedures, including the administration of the ELPA21 Dynamic Screener. (All kindergarteners enrolling between April 2nd at kindergarten round-up through November 30th, will be screened with the “Dynamic Screener for Future Kindergarteners.”) Possible EL students are given a status of “pending” in powerschool. Students will be screened within 30 days of enrollment. Any student who is absent from school for an extended period will be screened as soon as possible upon their return, with the HLS providing guidance about programming until the screener is given.
2. The EL coordinator (Jennifer Bekel) completes the State Approved Screener training annually.
3. Her certificate is stored in her personnel file in the district’s central office.

4. Summaries of student performance are kept in students' cum folders and shared with classroom teachers.

C. Process to place students in appropriate LIEPs and content courses

1. Team collection of academic and other pertinent data: Placement determinations will be made after data is gathered from the State Approved Screener administration and classroom diagnostic materials (if available).

2. Team-based data review and recommendations for LIEP program: this information will be discussed by the EL coordinator, building administrator, and classroom teacher to determine the level of support needed by students. Parents are also invited to participate in the discussion of student placement. In addition to the State Approve Screener, the team also considers past academic performance, interactions in the classroom, and teacher's assessments of the student's performance. This placement will occur no later than thirty days after the start of the school year or two weeks after enrollment. All qualifying students will be eligible for enrollment in the district English Language Learner program. Students in the program will receive pull-out or push-in services from the EL coordinator, Jennifer Bekel, with support provided for their teachers to implement effective classroom strategies. The specific type of support will be determined by student need. To ensure appropriate support, the EL coordinator and classroom teachers will collaborate concerning which standards are being addressed and the needs of the student. Amount of services provided will be determined by the team, based on the ELPA21 Dynamic Screener scores as well as classroom performance. Parents will be notified annually of recommended placement.

3. Team-based data review and recommendations for content courses: At the Junior High and High School levels, counselors will be involved to ensure placement in the proper academic classes. Additional screeners for content areas (Spanish, math, etc.) will be used to inform decisions as well.

4. Age appropriate placement: After being identified, students will be placed in the age-appropriate grade level.

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

Location: TransACT “English Learner Program Placement (Required - Meets ESSA Requirements)”.

1. Parental forms are sent within 30 days at the beginning of the year and within 2 weeks later in the year. If students are identified as requiring English language programming and supports at school, parents are notified via letter of their eligibility (“English Learner Program Placement (Required - Meets ESSA Requirements)” within thirty days of the beginning of the year or two weeks after enrollment in the district. When necessary, this letter is sent in the family’s native language (transact.com). For students newly enrolled in the program, families will be sent the “Determination of Student Eligibility of Program Placement” also located in Transact.
2. Copies of this letter are kept in students’ cumulative folders in the school office.

E. Process for parents considering waiving services from LIEP

1. Upon identification of eligibility for English Language support services, parents received the “English Learner Program Placement” letter. The letter explains programming services and provides parents the opportunity to decline their student’s participation in the program. Upon sending the letter, parents will be called to schedule a face-to-face meeting if they would like to discuss waiving services. At this meeting, the programming, including services, will be explained. Parents will be informed of the right to waive participation in the program. This meeting will explain recommendations for placement, concerns about student performance, and potential outcomes as a result of this placement. The annual assessment of ELPA21 to monitor progress will also be discussed. Parents will be provided the “Explanation of Consequences for not Participating in English Learner Program” notice.
2. Should a parent waive services, the decision will be documented on the “Request for Change in Program Participation” found in transact, and the signed form will be kept in the student’s cum folder.
3. If a student is not enrolled in the program, they will still receive support services through our classroom differentiation and MTSS interventions, including small-group and CIM model services, to ensure their mastery of English and academic achievement. The EL coordinator will still be available to support classroom teachers in scaffolding instruction even when direct services have been waived.

III. Description of the LIEP

A. LIEP goals (Measurable goals tied to data and LIEP evaluation).

1. Language goal: All North Scott English Language Learners will make a year's progress in all language domains (reading, writing, listening, and speaking). Progress will be measured using ELPA21, Iowa Tests, and standards-based report cards of all EL students. Native language maintenance will be supported and communication between home and school will occur in the students' native language.

2. Academic goal: Through appropriate scaffolding all North Scott English Language Learners will make a year's growth in the content areas, working toward maintaining progress with their peers. All students in North Scott are held to the same level of accountability in making a year's growth. Through instruction ELs will meet Common Core State Standards at their grade level. Classroom teachers will be supported in providing interventions so all students have access to rigorous grade level curriculum. All goals are measured using a combination of standardized data (ELPA21, Iowa tests) and district assessment protocols.

B. Description and implementation of specific state-approved LIEP model(s) used in district and the process to place students (See *Appendix B*).

1. Identifies and describes district implementation of an approved program Model: District Implementation of English as a Second Language Model: The district serves, on average, ten to fifteen English Language Learners each school year. Therefore, to meet the needs of the students the district utilizes an English as a Second Language (ESL) program. Per state guidelines, this 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. Further, ESL instruction is usually in English with little use of native language. The North Scott program involves a combination of pull-out and push-in sessions, depending on student need, focusing on language development in the areas of reading, writing, listening and speaking for students enrolled in the program. All lessons are planned and provided by the EL coordinator using scores from the State Approved Screener /ELPA21 assessments, formative data gathered through student observation, as well as information from the classroom teacher. Jennifer Bekel, the EL coordinator, is a certified classroom teacher with an ELL endorsement.

2. Description of frequency and intensity of services by grade level/span and/or current English proficiency level

- a. Unless services have been waived, all students in the LIEP receive direct services/interventions from the EL coordinator, with the frequency of this instruction tailored to the proficiency levels of students indicated on the ELPA21 assessment. Depending on proficiency levels, students receive 30-150 minutes of direct services each week. Proficiency levels also determine whether the support will be provided using a push-in or pull-out model. At the high school and junior high, additional push-in support will be provided for newcomers as much as possible. Should there be a whole district closure due to COVID-19, EL students will be provided with two live lessons per week to allow for consistency of instruction and align with district/classroom expectations during the closure. During a closure, office hours will also be available with the EL coordinator three times a week to provide additional support if it is needed.
- b. The EL coordinator and classroom teachers collaborate frequently to ensure instruction is aligned in all curricular settings. Each lesson addresses English Language Proficiency standards and the Common Core standards being addressed in the classroom. This format allows the LIEP to support students' access to the district's core curriculum. Instruction is provided in English, although when possible parents are encouraged to utilize native language resources at home to develop the academic skills of their student. For newcomers, technology, translations, and proficient language speakers will be used to help them be successful in classes. As students gain proficiency, support will transition to push-in sessions, facilitated by the EL coordinator, to foster engagement in class and ensure maximized core instruction time. The LIEP programming herein described is provided to all students who are identified as English Language Learners whose parents have not waived services in the program.
- c. Classroom work is supported through collaboration between classroom teachers and the EL coordinator, with agreed upon accommodations listed in an Accommodation Plan for continued teacher reference.
- d. Students will have access to either Imagine Language and Literacy or Imagine Reading to provide continued language support during independent work time.

3. ELs with disabilities: All ELs with disabilities receive the programming support listed above in addition to their IEP services. The EL coordinator attends IEP meetings and collaborates with the special education

instructor to ensure appropriate accommodations and instruction during all intervention settings.

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

1. Within 30 days of the beginning of the school year using the “English Learner Program Placement (Required - Meets ESSA Requirements)” form is sent home to families. If parents have concerns, they have the opportunity to waive participation in the program (“Request for Change in Program Participation” document found in Transact). The EL coordinator, Jennifer Bekel is responsible for sending letters for all students in the district.
2. The EL coordinator, Jennifer Bekel is responsible for sending letters for all students in the district.
3. A copy of “English Learner Program Placement (Required - Meets ESSA Requirements)” form placed in cumulative file

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

1. Should parents wish to waive their student’s participation in the program, a meeting is conducted annually in order to explain outcomes of this action, as detailed in the “Explanation of Consequences for not Participating in English Learner Program” as found on transact. If parents wish to waive services, this will be documented on the “Request for Change in Program Placement” form.
2. At the meeting, parents will sign “Request for Change in Program Participation” form.
3. The signed copy of “Request for Change in Placement” form is placed in the student’s cumulative file.

E. Highly Qualified LIEP and content staff

1. All language lessons/interventions are developed and provided by the district’s EL coordinator, Jennifer Bekel. She holds a master’s degree in Educational and Interdisciplinary Studies with an emphasis in bilingual/ESL teaching, as well as a master’s degree in reading. She has an Iowa ESL endorsement, is certified to teach elementary education and K-8 Spanish, as well as a reading endorsement.
2. Content area teachers hold the appropriate endorsement for the content they deliver to ELs in the general classroom.

F. Designated administrator oversight for LIEPs

1. Given the size of the district, the EL coordinator, Jennifer Bekel, is responsible for overseeing the training and planning as well as providing direct services for individual students. She completes all necessary trainings (ELP modules/ELPA21 training) to support the EL population. Contact is maintained between the EL coordinator and building administrators with EL students in their school.
2. Heather Shults is the director of student services and oversees the implementation of the EL program and state requirements.
3. All administrators serving EL students have been trained on the ELP modules. Additionally, the EL coordinator works closely with counselors and interventionists in each building to ensure the tiers of support for each student are aligned. Contact is also maintained between the EL coordinator, superintendent, Joe Stutting, and curriculum director, Bernadette Brustkern, to ensure the most effective programming for individual students and the district. The EL coordinator regularly attends AEA consortia meetings and reports new information to those individuals impacted in the district. Administrators are informed of updates to programming and regulations, with reports made to the curriculum cabinet and school board as needed.

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

1. Access to Core and ELP standards: Through planning with classroom teachers serving EL students, access to the Iowa core is ensured. All EL lessons and classroom supports follow the district's scope and sequence for ELA standards. Individual EL lesson plans address common core benchmarks with appropriate scaffolding and accommodations. Through these lessons, students are able to learn the ELA standards while also meeting their ELP goals. Students who have chosen online only instruction due to COVID-19 will use the Edgenuity platform to access core instruction with EL lessons provided through Google Meet. In the event of a whole school closure, all teachers will provide instruction and lessons through Google Classroom (PreK-6) or Canvas (7-12).
2. Process and frequency of collaboration between and content teachers: Regular communication with elementary classroom teachers (via email and face to face meetings) highlight needs which are then addressed in EL lessons. At the JH/HS level, services are initially coordinated through

the counselors with individual meetings/trainings with core teachers scheduled as indicated by student need. The Common Core standards, as well as the English Language Development standards aligned with the Common Core (<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>), are referenced within these lessons. Classroom modifications are provided on an as needed/requested basis depending on areas of struggle for the students, with regular class visits by the EL coordinator. Effective scaffolding during individual lessons is shared with the classroom teacher weekly, based on formative assessments gathered from the EL coordinator's direct instruction with the student, to provide appropriate scaffolding throughout the school day. The district utilizes differentiated instruction; therefore, these same techniques are applied to appropriately differentiate the instruction of EL students so they have access to the Common Core content being taught in the classroom. These students are held to the same rigorous expectations as their peers but provided multiple entry points to foster success. Classroom reporting measures (report cards, teachers' anecdotal notes, and standardized testing) will be used to monitor students' understanding of the Common Core and whether or not these expectations are being met. The EL coordinator and classroom teachers also meet for scheduled professional development days to participate in ELP modules and discuss student progress. Progress on meeting ELP standards will be communicated annual through ELPA21 score reports.

H. Curriculum and Supplemental Resources for LIEP

1. The LIEP program curriculum follows the scope and sequence of the district to ensure students develop academic skills along with developing their English abilities. To ensure alignment, the EL coordinator works with the classroom teachers to scaffold curricular materials. The EL coordinator assists in locating supporting materials for students of different abilities. When possible, native-language materials are available for students to use as resources to support their learning of content. Additional materials include leveled book rooms, shared library resources, AEA resources, math and science manipulatives, video resources to support content learning, and graphic organizers specific to EL needs. Imagine Learning is implemented in the primary grades as a center for students to practice their developing English skills.
2. When new materials are needed, the district's textbook adoption process is followed. Stage one involves research of the needs of the

students in the program. During this stage, information is gathered about performance/needs of all sub-populations, including ELs. Stage two focuses on developing the curriculum, aligning standards, establishing proficiency, choosing instructional methods, and selecting Materials. The selection committee addresses issues of alignment, supporting materials, and how the program meets the needs identified in stage one. At the third stage, curriculum is implemented in the classroom, followed by the fourth stage, evaluating the success of the program. This evaluation includes teacher feedback and student assessment data. As needed, the stages are repeated in order to make the most impactful instructional determinations.

3. During stage two of the review process, the textbook adoption committee considers the needs of specific learners, addressing the supplemental materials provided with the curriculum and the additional resources which would be needed to support the EL population.

4. Students will also use the supplemental programs Imagine Literacy and Language or Imagine Reading in order to enhance their independent work time outside of work with the EL teacher or direct classroom instruction.

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

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

1. When identifying students for the G/T program, students' cultural, linguistic, and economic diversity are considered. Identification will account for possible differences in culture, language proficiency, and development in first and second languages, prior schooling, and behavioral inventories. The percentage of EL students in the G/T program will mirror the percentage of EL students in the general population. In order to properly identify students, special consideration will be given for district-determined score ranges. By extending scores used to identify G/T students beyond those used for the general population, it provides the opportunity to gather additional data for potential EL students who are also gifted and talented. To fairly identify students, they may be given nonverbal reasoning assessments as well as additional screening measures. To ensure equity, the collected scores may be compared to other EL populations, rather than the general population in order to mitigate assessment bias. No students in the district are officially labeled as "talented and gifted."

until the seventh grade.

2. Once identified, students who are talented and gifted as well as EL will participate on level with their peers, utilizing native language materials when needed to remove linguistic barriers and access content. All language needs are supported with the assistance of the EL coordinator to allow full participation in the program. As needed, communication about programming will be translated into parents' native languages, with the EL coordinator facilitating the transmission of this information between families and the G/T program.

B. Process in place for identifying and serving ELs in special education

1. When recommending a student for special education, a team approach, consisting of a representative from the AEA, the classroom teacher, administrators, special education teachers, EL coordinator (who holds a masters degree with an emphasis in bilingual/ESL education), and parents, is used to determine placement. Students' behavior, health/attendance, and academic performance are considered, as well as performance in various situations (whole group/small group/individual). Also, we consider the student's abilities in their native language, their ability to retain concepts, and the cultural expectations for school. If a student is significantly behind their peers and is not making progress given appropriate linguistic scaffolds and accommodations, additional data will be gathered to determine if there are underlying learning disabilities beyond the challenge of acquiring a second language. Parents will be actively involved in this process to ensure all factors, including cultural experiences and expectations, are addressed in programming decisions. The EL coordinator will attend all IEP meetings for students who have been identified.

2. If a student is determined as needing special education services, they receive support from the designated special education teachers in their building (per building case-load decisions), as well as lessons from the EL coordinator, as noted in their LIEP. All teachers working with the student will meet to ensure aligned instruction.

3. For ELL students with a disability, the EL coordinator, Jennifer Bekel, attends IEP meetings as she has training in second language acquisition.

C. Process in place for identifying and serving ELs in any other district programs for which they are eligible (e.g., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, etc.)

1. Describes the district's process for ensuring ELs are included appropriately
 - a. Identification: All district programs, including Title I, Reading Recovery, At-Risk, career and technical education programs, counseling services, Advanced Placement, and International Baccalaureate courses, are available to ELs in the district. The criteria used for student selection among the entire population are used to establish a guideline for the participation of ELs, with consideration being given to linguistic levels and cultural expectations. When appropriate, nonlinguistic screeners as well as alternative assessments (including native language assessments) are used to ensure a focus on students' academic, rather than linguistic, abilities.
 - b. Supporting language needs: The EL coordinator is available to support all teachers implementing additional programming to ensure language development needs are met as ELs participate in these programs.
2. Upon determinations, the EL coordinator facilitates a discussion with students' parents, using native language documents when possible. For as long as the student is enrolled in the program, the EL coordinator serves in this role, providing language supports as needed to allow full participation.
3. Includes LIEP teacher in placement/consideration in all programs: The EL coordinator will meet with teams as placement determinations are made, serving as an ongoing team member in order to best support the EL students.

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

1. All ELs in the district are eligible for participation in the district's performing and visual arts, athletics, clubs, and honor societies. The district EL coordinator collaborates with staff in charge of these programs to create appropriate scaffolding to maximize participation and assist in communication with families of these students.
2. Parents and students are provided with communication about these programs and student eligibility in a language most easily understood.

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

A. Professional development for those who deliver instruction or support the LIEP

1. District and building administrators-Administrators within the district receive updates from the district EL coordinator concerning student progress (quarterly at the building level, yearly at the district level). Additionally, the EL coordinator and AEA communicate with the district administrators concerning legislation and requirements for LIEP programming.
2. LIEP staff (certified & support)-The district EL coordinator attends ongoing training through the AEA consortia. Training includes new state regulations, discussion of assessments, and best practices for serving EL students. Additionally, the EL coordinator completes all AEA PD online training modules.
3. Content and classroom teachers- The EL coordinator works one-on-one with content and classroom teachers to plan appropriate strategies for individual students. Additionally, the EL coordinator guides these staff members through the ELP training modules online. Professional development is planned for groups of teachers (ex. All freshman teachers) who need support to provide appropriate instruction for the same group of learners.
4. Paraprofessionals and building/district support staff (e.g. instructional coaches, curriculum coordinators, counselors, etc.): Support staff are provided guidance for meeting the needs of ELs who qualify for these additional supports. Strategies and expected levels of performance are discussed.
5. Preschool teachers who serve ELs- when the district as a potential EL student in the preschool program, the EL coordinator meets with the preschool teacher to discuss strategies and facilitate successful participation in the classroom.

B. District training of ELP Standards and implementation plan; has a plan for PD for required staff for ELP Standards completion and implementation

1. Completion of required training
 - a. The district is implementing training for ELP modules using option B (see Appendix D).

- b. Proposed timelines for training: During the 2017-2018 school year, all staff working with ELs completed the training under the guidance of the EL teacher. After 2018, all new hires will complete the training within one year.
- c. Description of process for implementation within the district:
 - Staff are trained in small groups using the online modules.
 2. Identifies documentation of training procedures used: Teachers will sign in upon beginning the training and certificates will be electronically filed with the district office.
 3. Identifies where documentation of training is stored: Training certificates are kept on-file in the district office.
 4. Has a plan for required training for new employees who work with ELs (EL and content): New staff working with ELs will complete all ELP training modules within one year of their hiring.

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

A. Annual training to appropriate staff with certificate on file

1. Training process: On a yearly basis, The EL coordinator for the district participates in ongoing training through the local AEA consortia. Training includes new state regulations, discussion of ELPA21 scores, and best practices for serving EL students. The EL coordinator also completes all modules offered through AEA PD online, as well as the state approved screener, and ELPA21 training. The EL coordinator then administers these assessments.
2. Documentation of training certificates' location: Certificates of successful completion are filed in the personnel file in the district central office.

B. Dissemination of scores to stakeholders

1. Administrators: Scores are shared annually with administrators to determine AYP and make placement/programming decisions.
2. Teachers serving identified ELs: Scores are shared on an annual basis with the student's current teacher and future teacher to review growth and plan future accommodations.
3. Parents: scores are also sent to parents, along with an explanation of results. This information is communicated face to face when possible, to ensure proper understanding of the meaning of the scores. When needed, however, a written communication accompanies these scores

to guide parents in their appropriate interpretation. This communication occurs in the native language of the family as needed (transact).

C. Appropriate training to interpret results for staff

1. LIEP teachers: The district EL coordinator has been trained to interpret scores on the ELPA21 through AEA PD online modules. Services through the AEA also provide assistance when needed, such as in the case of students who are receiving special education and EL services.
2. Administrators: The EL coordinator creates a district report annual to communicate the results of ELPA21. Meetings are also held to describe the performance of students and discuss the district results.
3. Staff directly serving ELs: The EL coordinator meets with each student's teacher to discuss the ELPA21 report and describe its significance of general education classroom instruction.

D. Utilization of assessment results to guide instruction and programming

1. Core instruction: The ELPA21 scores are communicated with classroom teachers. These teachers and the EL coordinator collaborate to plan appropriate interventions and accommodations. ELP standards are combined with Common Core State Standards in each class to ensure rigorous linguistic and academic achievement. Plans are shared with parents, along with ideas to foster continued language and academic development at home.
2. LIEP instruction: The results of the ELPA21 are used to plan appropriate instruction and accommodations for students. The EL coordinator plans lessons for the student's LIEP based on students' scores to continue to challenge them to reach higher levels of English proficiency.
3. Future programming: Future programming, including time of lessons and staff training are determined by student need as shown on ELPA21.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria: The student achieves the required score for proficiency on ELPA21

B. LIEP Exit Procedures

1. Occurs during the allowable window only: Placement determinations occur between the end of May and the October 1 student count, after ELPA21 scores are received.
2. Notify parents with state-approved TransACT exiting form (English Learner Program Exit Letter Form B, signature required) in language most understandable to parents/families.
3. The EL coordinator changes student coding to “exited” so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data, including the EL coordinator, curriculum director, and technology staff, should refer to *Iowa Department of Education’s Data Dictionary*.
4. Begin required monitoring process: The EL coordinator monitors exited students for two years following their exit.

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

A. Describe monitoring procedures in place after students exit the program.

1. Monitoring procedures need to include data and criteria to determine exited ELs’ sustained academic progress (recommended review of progress each grading period): Elementary students will have weekly emails sent to their classroom teachers to ensure steady progress. At the JH/HS level, the grading system “Canvas” will be checked weekly. The monitoring process also includes trimester/quarterly review of grades (depending on the age of the student) to ensure continued academic success in the classroom. Additionally, results of the Iowa Assessment will be used each year to ensure continued scores of proficiency are achieved. At the end of each year, students will be determined to either continue monitoring, complete monitoring, or reenter the program due to language needs as shown in the gathered data.
2. These reviews will be completed by Jennifer Bekel, the EL co-ordinator for the district, the classroom teacher, and building principal. Academic progress will be communicated to parents through district report cards and test reports.
3. After a student has exited the LIEP program based on the exit criteria, the student will be monitored for two years.
4. Plan for exited ELs who are showing lack of academic progress or

Success: Students who are showing lack of academic progress will be added to building MTSS discussions to receive the appropriate tier of support in the general education setting.

B. LIEP re-entry procedures in place

1. Should review of a student's academic performance after exiting the program indicate academic challenges resulting from the lack of EL support, the student will be rescreened using the ELPA21 dynamic screener. This determination will be made collaboratively by Jennifer Bekel (EL coordinator), the student's classroom teacher(s), and the building principal using data from state assessments, EL assessments (ELPA 21), and classroom assessments after it has been shown the student cannot be successful with supports provided through MTSS. Parents may also request a review of academic performance.
2. If the MTSS team determines the student is struggling due to language challenges, a meeting will be scheduled with the student's family to discuss reentry to the program. The family will be notified via the "Notification of English Language Development Program Placement" form and will have the opportunity to waive services, as upon a student's initial placement in the LIEP program during a meeting to discuss the student's needs.

IX. LIEP Evaluation

A. Describes team-based process for how the LIEP is evaluated annually that includes:

1. The team, as outlined on page one, annually reviews the Lau plan. The plan is checked to ensure regulations are being met and current practices are listed. Working with the AEA, the program is also monitored to ensure compliance with state mandates.
2. As students are assessed, both through standardized and classroom measures, the effectiveness of the program is considered in outcomes and changes are made when necessary. The team addresses data from ELPA21, Iowa Tests, MAP, and CCSS report cards in making determinations regarding program success. To support the Lau Plan, they will make decisions regarding professional development, adjusting the LIEP, staffing, scheduling, and curricular materials. The team also ensures Title III requirements are met and completes Title III assurances.

3. The LIEP team evaluates the impacts on future programming and services for ELs annually:
 - a. Professional development needs: The team determines new staff members who require training and if any additional professional development support is needed by current staff members.
 - b. Adjustment of the LIEP: The team adjusts the LIEP for each based on new data from the ELPA21 assessment, scores of students in the district, and new information from the state.
 - c. Staffing: Staff determinations are made each spring/fall as ELPA21 scores are available.
 - d. Teacher scheduling: The EL coordinator schedule is determined after screening takes place each fall and the needs of each student within the LIEP program are determined.
 - e. Curricular needs: Curriculum is assessed and scaffolded on an ongoing basis throughout the year, adjusted for students based on their ELPA21 score and classroom assessments.
 - f. Meeting the needs of individual ELs and/or subgroups: The program is reviewed annually using ELPA21 to determine if student needs are successfully being met.
4. LEA English Learner Assurances (signed in CASA)

<https://educateiowa.gov/sites/files/ed/documents/2018-19CASAAssurances.pdf>

X. Appendices

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

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

B. Description of LIEP Models

C. TransACT.com documents

D. ELP Standards Training Options

Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

Appendix B

Description of LIEP Models

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.*

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. An approved LIEP model using sheltered instruction must include direct instruction by an ESL endorsed teacher.*

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

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

Other Bilingual Program: *Bilingual education refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction.*

www.nabe.org/BilingualEducation

Appendix C

TransACT.com Documents

[Home Language Survey – IA:](#) Includes second page for race and ethnicity

[Determination of Student Eligibility for Program Placement \(Optional\):](#) Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

[Program Exit Letter – B:](#) Students who are eligible to exit services

[English Learner Program Placement \(Required - Meets ESSA Requirements\):](#) Initial, annual and re-entry placement notification

[Request for Change in Program Participation:](#) Waive or withdraw ELL/bilingual services

[Explanation of Consequences for not Participating in English Learner Program:](#)

- a. describes compliance with *Civil Rights law* that requires districts to provide services that will help the child attain English proficiency and access academic content by placing the responsibility onto the child's classroom and/or content area teacher(s), and
- b. informs parents that the child still participates in the ELPA21 until they meet exit criteria.

Appendix D

English Language Proficiency Standards Training Options

(excerpt from Dave Tilly e-mail May 6, 2016)

The Iowa Department of Education has worked with ELPA21 (English Language Proficiency Assessment for the 21st Century) and a consortium of states to develop training modules that can be used to address the required training on the ELP Standards. School districts and AEAs responsible for delivering the training 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.