

Glidden-Ralston Community School District

2025-2026 School Year

K-12 Lau (EL) Plan
For Serving English Learners (EL's)

UPDATE--2025

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

Lau v. Nichols (1974)

Lau (EL) Leadership Team Members:

Mr. Tom Ridder, Glidden-Ralston Superintendent

Mr. Eric Hjelle, Glidden-Ralston PK-8 Principal

Mr. Napierala, Glidden-Ralston, 9-12 Principal

Lindsey Klocke, Curriculum Director

Hannah Holzerland, Glidden-Ralston EL Teacher

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According to the Code of Iowa, districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280-280.4 and 281-60.1-6)

Mission Statement

Educating for life-long learning.

Overview

English Learners (ELs) have unique needs in the area of language acquisition not only for social interaction and acceptance but also for the mastery of the academic areas. The level of English proficiency varies from student to student. Language acquisition is a complex process spanning several years before becoming proficient.

In regard to the mainstream classroom instruction for the LIEP student, the Iowa Department of Education's publication states the following:

“Instruction in the Mainstream Classroom is very important. The mainstream teacher can provide valuable language- and content-area experiences by facilitating cooperative learning activities and other peer contact within the classroom.

Paraprofessionals and other instructional assistants should be encouraged to aid the classroom teacher in the instruction of EL students. Paraprofessionals can contribute to the development of lessons, instructional materials, and student-assessment instruments...” (21).

I. Lau Plan Guiding Principles (*See Appendix A*)

A. English Language Development

1. To teach English comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence.
2. Promote pride in the student's cultural and linguistic backgrounds.

B. Academic Achievement

1. Educating our students to meet the same challenging academic content and student achievement that all children are expected to meet.
2. Providing our ELs the opportunity to progress academically with their peer group by using academic support through tutoring in their first language.
3. Involving parents and families of ELs in the educational process, in order to develop positive home school relationships

C. Cross-Cultural Goals

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, 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.

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.

The Goals of the 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)

A. Home Language Survey

1. All parents are asked to complete the Home Language Survey-IA (HLS-IA) at time of registration (281-60.3(1)). The survey is found at www.transact.com in 28 different languages. Completed home language surveys are placed in the student's cumulative folder. The Glidden-Ralston Community School District 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 or use Language Line services. Note that 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.

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

Beginning with the 2016-2017 school year, the Home Language Survey-IA asks for a student's race and ethnicity.

B. State-approved English Language Proficiency Placement Assessment

Step #1: Initial Placement

When a parent indicated a language other than English on the Home Language Survey, the information, forwarded from building secretaries, will be given to Hannah Holzerland, the EL endorsed teacher. Hannah Holzerland will administer the English Language Placement Assessment (ELPA21) 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 are kept in the student's cumulative folder.

Administrators of ELPA will be trained through the online training offered by the IDE on an annual basis. Note: While the ELPA21 is the current screener being used, Iowa is transitioning to using ELPA21 in the Fall of 2017. At that time, ELPA21 will be the assessment for screening and monitoring students.

C. Placement of ELs in Appropriate LIEP Programming Designed to Meet Their English Language Development Needs

Step #2: Assessment of 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.

The following assessments are given:

FAST	K-6th Grade	Literacy assessment
ISASP	3rd-11th Grades	Academic skills
G-R Alternate Assessments	Grades 5, 8, and 11	District created math and literacy assessments
Benchmark Reading Series Assessment	K-6th Grades	Beginning and end of year literacy assessment

Step #3: Once language and academic skills have been assessed, the EL staff 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 assessment or based on previous records, the student is identified for the LIEP.

3. Step #4: Preliminary LIEP Placement

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

LIEP services begin upon identification.

D. Parental Notification of Eligibility Following State Guidelines, in Language Most Easily Understood

1. Step #5: Parental Notification (NCLB, Sec. 3302)

When a student is identified for the LIEP:

A. Parents must be notified every year.

- a. Parents are notified no later than 30 calendar days after the beginning of the school year.
- b. Within two weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year)

B. Parental Notification Must Include:

- a. Reasons for identification
- b. Child's level of English language development
- c. Method of instruction
- d. How the program will meet the educational strengths and needs of the student
- e. How the program will help the student learn English
- f. The program's specific exit requirements
- g. How the program meets the objectives of the IEP of a student with a disability
- h. **Parental information must be provided in "an understandable and uniform format, to the extent practicable," in a language the the parents can understand. (See www.transact.com for the parent notification form. The Notification of English Language Development Program Placement-Version A is used initially and annually.)**

The completed Parent Notification forms are returned with the parent's signature and placed in the student's cumulative folder by EL (Hannah Holzerland) or office (Kyli Ware) staff. The EL staff (Hannah Holzerland) follows up on unreturned forms. An example of the Parent Notification is found in Appendix D.

If parents wish to waive enrollment in the LIEP, a meeting is held to discuss recommendations, concerns, and potential outcomes. The

Waiver/Refusal of English as a Second Language Program form is then signed by the parents and placed in the student's cumulative folder. The classroom teachers will be made aware of the waiver and expected to provide appropriate support to ensure mastery of English and academic achievement. An example of the Waiver is found in Appendix D. The waiver form can be found at www.transact.com . Note: These students, however, continue to be tested with the ELPA21 until they are proficient.

III. Description of the LIEP

A. LIEP Program Goals

Goal #1: 50% of EL students will demonstrate one year's growth on the FAST test which is administered Fall and Spring.

Goal #2: 50% of EL students will demonstrate one year's growth on the Iowa State Assessment of Student Progress in the areas of Reading and math, which is administered in the Spring.

Goal #3: 60% of EL students will score proficient on the ELPA21 which is administered in the Spring.

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

1. The Glidden-Ralston School District implements Other English as a Second Language programs. Each program model integrates Common Core Standards. Collaboration between mainstream and LIEP teachers is frequent and ongoing, including lesson plans, instructional materials, and appropriate strategies for English proficiency.
 - a. EL's are in the mainstream classes with non-ELs. The goal is both academic content and proficiency in English. The ELs are integrated in the mainstream, English-only classroom with a LIEP teacher/paraprofessional attending the classes, assisting them as needed with concepts, terminology, assignments, etc. Students may be grouped or pulled out from time to time to meet their needs. The paraprofessionals are under the supervision of LIEP teacher(s). Services are provided every day, ranging from 20 minutes to 1 hour

per day. Students are typically in the program 1-5 years. This method is used at all three levels (elementary, middle, and high school).

- b. Intensive English for Newcomers is a separate, relatively self-contained educational intervention 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 EL instruction). This program also teaches students about the school culture such as school routines, etc. 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 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.
2. Description of frequency and intensity of services by grade level/span and/or current English proficiency level
 - a. English language development
 - b. LIEP support to access district core curriculum
3. Addresses that identified Non Parental Waiver ELs at all proficiency levels receive direct LIEP instruction

The Glidden-Ralston School District provides direct LIEP instruction at ALL proficiency levels. All identified ELs (proficiency levels 1-5) receive direct LIEP instruction at a frequency and duration individually determined by the Lau team. As each student's needs are different, there is no hard and fast rule as to how often or how long each service will take place. LIEP instruction will focus on what each individual EL student needs to help them progress.

C. Annual parental notification of continuing placement and programming options in a language most easily understood.

Parents must be notified every year.

1. Parents are notified no later than 30 calendar days after the beginning of the school year.
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
6. The program's specific exit requirements
7. How the program meets the objectives of the IEP of a student with a disability

Parental information must be 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 forms.)

The completed Parent Notification forms are returned with the parent's signature and placed in the student's cumulative folder by EL (Hannah Holzerland) or office staff (Kyli Ware). The EL staff follows up on

unreturned forms. An example of the Parent Notification form is found in Appendix C.

D. Procedure for waiving the LIEP services is in place

If parents wish to waive enrollment in the LEIP, a meeting is held annually to discuss recommendations, concerns, and potential outcomes. The Waiver/Refusal of English as a Second Language Program is then signed by the parents and placed in the student's cumulative folder. The classroom teachers will be made aware of the waiver and will be expected to provide appropriate support to ensure mastery of English and academic achievement.

An example of the Waiver is found in Appendix D. The waiver form can be found at www.transact.com . Note: These students, however, continue to be tested with the ELPA21 until they are proficient.

E. Highly qualified staff

Hannah Holzerland is a certified ESL teacher.

F. Designated administrator oversight for LIEP's

Lindsey Klocke, Glidden-Ralston Curriculum Director, supports EL staff and will be trained using the 6 moodles provided by the Iowa Department of Education.

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

The Glidden-Ralston Community School District implements Other English as a Second Language programming. This program model integrates Common Core Standards and ELP standards. Collaboration between mainstream and LIEP teachers is frequent and ongoing, including lesson plans, instructional materials, and appropriate strategies for English proficiency. Teachers who work with EL students are given a copy of the English Language Proficiency Standards, and the EL staff (Hannah Holzerland)

and Curriculum Director (Lindsey Klocke) will team to help ensure that the ELP standards are incorporated into the mainstream classes.

All teachers incorporate the English Language Proficiency Standards (reading, writing, speaking, and listening) in their core classes.

English Language Proficiency (ELP) Standards training will begin Fall 2016.

H. Curriculum and Supplemental Resources

LIEP Curriculum and Supplemental Resources 2023-2024

The districts 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 costs of instruction of ELL students.” (281-60.4 and 60.6(280)).

Current curriculum and resources utilized include but are not limited to:

- Heartland AEA EL Materials Lending Library
- Heartland AEA Title III Staff

IV. Process to Provide Meaningful Access to all Co-Curricular and Extracurricular Programs and Activities of the School District

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

The district has a process in place for identifying and serving gifted/talented 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.” EL students 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 EL referral form serves as a starting point for this process. The Lau Leadership Team will meet and discuss recommendations. The team may choose to gather more information and may choose to do a follow-up meeting to review prior to referral for TAG services.

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 first (L1) and second language (L2)?
- Is there academic achievement in both L1, if available, and L2?
- Have cross-cultural factors been considered? How is information gathered about other's 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 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 student 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.

- C. Processes are in place for identifying and serving ELs in all other district programs (e.g., Title I, Reading Recovery, At-Risk, career and technical education programs, counseling services, Advanced Placement and International Baccalaureate courses, performing and visual arts, athletics, clubs, honor societies, etc.).

The district EL staff (Hannah Holzerland) will complete a student interview with ELs to determine level of interest in various clubs, organizations and services that are offered by the districts. The EL teacher (Hannah Holzerland) will work with the EL to determine interests and points of contacts for activities and services that are applicable. Include all EL teacher(s) in the screening process and the data review to determine if these services (Title I, At-Risk, SpEd, SCR) are appropriate for the ELL students.

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

- A. Ongoing EL professional development (PD) provided for staff who support or deliver services to ELs:
- District and building administrators
 - LIEP staff (certified and support staff)
 - Content and classroom teachers

- Paraprofessionals
- Building/District support staff (counselor, curriculum coordinator, at-risk coordinator)

In-service training is provided for all staff involved in the educational process of ELs (281-12.5(8), and 12.8(1), 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 the district's Comprehensive School Improvement Plan (281-12.7(265) and 281-60.3(3)b5). Lindsey Klocke, Glidden-Ralston K-12 Curriculum Director, will collect all training certificates and place them in personnel files.

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. General education teachers, EL teachers and administration will attend training sessions provided by the IDE and AEA in regards to EL, appropriate teaching strategies, and best practices.

The LIEP staff will meet with regular classroom teachers on a monthly basis in order to design, modify, and adapt lessons and provide accommodations for students in the general education classroom.

The LIEP staff will present strategies quarterly to the general education staff and administrators at staff meetings.

The Lau Plan Committee members will meet 2 times a year. The first meeting will take place in the fall and will address the following:

- Review of district's Lau Plan
- ELPA21 scores
- Number of ELs in district
- Programming services
- EL professional development for the current year

The second meeting will take place in the spring and will address the following:

- Discuss student ELPA21 results/scores

- Determine which students meet the exit criteria
- Review and make changes, if needed, to the district's Lau Plan based on district's evaluation process
- Update the Lau Plan with revised rubric from the DE (date revised, Lau Committee Members-people's names and positions, ELP standards, etc.)
- Updated District Self-Study document

B. District training of ELP Standards and implementation plan

The Glidden-Ralston School District has a plan that describes PD for required staff for ELP Standards completion and implementation

1. Completion of required training selected (A) (See Appendix E)
 - a. Option A - view the modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
 - b. Option B - use the modules flexibly as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district and take associated quiz to document completion and content attainment.
 - c. Option C - 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 the training plan, utilizing the required Plan C template, as an appendices to the annual Lau Plan upload and receiving Iowa Department of Education approval prior to starting the training with staff.**
 - i. The trainers and the target audience for each training session.
 - ii. The specific content and learning outcomes for each training session.
 - iii. The learning activities that will be used to deliver the content.
 - iv. How the trainers will assess whether or not the participants are meeting the intended outcomes.
 - v. Implementation within the district.
 - vi. Specific information on collection of certificates of completion.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

A. Annual training to appropriate staff

English learners will be evaluated annually with a standardized English language development instrument recommended by the state of Iowa. The state is currently using the ELPA21. The district administers the test in late February/early March so that it does not conflict with other district-wide assessments such as Iowa Assessments, etc. This testing window is determined and approved by the administration. Lindsey Klocke, Glidden-Ralston K-12 Curriculum Director, will collect training completion certificates and place them in individual personnel files.

All of the certified LIEP staff and the LIEP para-professionals have received the yearly ELPA21 training to administer and score the assessment. All students who have been identified as ELs (including those students whose parents have waived/refused services) are assessed. Parents are informed prior to the test that their child will be assessed with the ELPA21. Forms can be found at www.transact.com.

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.

C. Appropriate training to interpret results to staff

Training will be presented through webinars. Timelines will come from the IDE. Administrators, LIEP teachers, and staff directly serving ELs will attend all mandated training.

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

The LIEP staff analyzes the data to make appropriate instructional supports and program decisions. Core instruction, LIEP instruction, services now given as well

as future programming is addressed and assessed. The district is currently waiting for more clarification from the Iowa Department of Education in regard to the changes from NCLB to ESSA.

VII. LIEP Exit Criteria and Procedures

A. LIEP exit criteria

The Student:

1. Achieves a required score for proficiency on ELPA21
2. Scores proficient on district-wide and state-wide assessments in Reading and Math
3. Meets both of the above criteria in the same school year

B. LIEP exit procedures

1. Exiting occurs during the allowable window (end of previous year and the October 1st student count date).
2. When a student is exited from LIEP parents are notified. A copy of the English Language Development Program-Exit Letter is given to parents and a copy is filed in the student's cumulative folder. This letter can be found at www.transact.com.
3. The superintendent, Tom Ridder, will change the student coding to "exited" so that the student does not continue to generate unwarranted funding.
4. Required progress monitoring will begin.

VIII. Monitoring Procedures After Students 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 a minimum of two years, or consideration of re-entry due to language needs. ELs who have exited the program are monitored by the EL staff (Hannah Holzerland, EL Teacher) and general education classroom teachers. Students may be assigned to the at-risk program where these students are monitored more closely by the

at-risk staff that provides academic support. The EL staff monitoring exited ELs document the progress of the students. At-risk personnel keep records of students served in their program.

The criteria used to determine EL's sustained academic progress includes student grades, attendance, Iowa Assessment, and ELPA21 scores.

B. LIEP re-entry procedures in place, if indicated by data, including notification of parents/guardians using the annual placement forms (Notification of English Language Development Program Placement-Version A) within the minimum two year monitoring period.

The Lau Team evaluates student grades, attendance, Iowa Assessment scores, ELPA21 scores, and teacher observation and input when evaluating if a student should re-enter LIEP services. Once the team has determined if a student should re-enter LIEP services, parents are contacted and sent the parent notification form found in Appendix D. The parent notification form will be filed in the student's cumulative folder.

IX. LIEP Evaluation

1. Tom Ridder, Superintendent, will facilitate the team based process for LIEP evaluation.
2. The team will consider and respond to district data when planning for ESL instruction in Core classes and in English language development
3. The team will consider how this evaluation impacts future programming and services for ELs for example:
 - a. Professional development needs
 - b. Adjustment of the LIEP
 - c. Staffing
 - d. Teacher scheduling
 - e. Curricular needs
 - f. Meeting the needs of individual ELs and/or subgroups
4. Title III Assurances (see Appendix C)

The LIEP will be evaluated yearly by the Lau Committee to determine the effectiveness of the program(s) and the growth of the students being served. The following questions will be examined.

- Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as legitimate experimental strategy;
- Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory, effectively;
- Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

The evaluation will examine these areas:

- Identification of ELs
- Assessment/Assessment Data
- Program
- Exiting and Monitoring of the EL
- LIEP Staff
- Exit Criteria
- Program Evaluation
- Lau Plan (updates)
- 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=1391 (see Appendix H)

X. Appendices

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] (TELPA is still used for the 2016-2017 school year.)

___ 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

Notice of Annual Assessment of English Language Proficiency - Version A notification to parents of annual English language proficiency assessment (ELPA21)

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.