

West Central Community School District

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

2025-2026



Lau (EL) Leadership Team Members:

Robert Busch - District Superintendent
Alexis Whealy - PK-5 Principal
Matthew Molumby - 6-12 Principal
Steve Milder - Equity Coordinator/School Counselor
Wayne O'Brien - EL Teacher
Mike Sass - 4th Grade Teacher
Elaine VandeVorde - High School English Teacher
Hannah Schweiger - PK-5 Special Education Teacher
Emily Nelson - 6-12 Special Education Teacher
Brad Wild - High School Social Studies Teacher
Rachel Martin - Spanish Teacher

Additional Lau (EL) Leadership Team Members:

Kylie Butler - Title III Subgrantee-EL Consultant
Rachel Martin - Native Language Interpreter

Lau Plan for Serving English Learners

In order to meet the linguistic, academic, social, and emotional needs of English Learners (ELs), West Central Community School District has developed the following plan in accordance with Iowa Code (Chapter 280—280.4 and 281-60.1-6).

This plan serves as guidance for addressing the linguistic needs of English Learners and for implementing appropriate programming designed to reduce linguistic barriers to the core instructional program. This plan ensures there is an approved process in place for the identification of ELs. In addition, this plan includes screening procedures and a plan for the West Central Community School District to administer an annual assessment of the student's language development. This plan also identifies Language Instruction Education Program (LIEP) models.

Lau (EL) Plan

The district plan designed to meet the instructional needs of ELs is referred to as the Lau (EL) Plan (Lau v. Nichols, 1974). West Central's Lau (EL) Plan was collaboratively written by the K-12 team identified above.

I. Lau Plan Guiding Principles

A. English language development

1. We will help our students to attain Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) skills in English through the domains of listening, speaking, reading, and writing.
2. We will increase the percentage of ELs making growth in language development and reach full proficiency as measured by the ELPA21.
3. We will regard each student's cultural and linguistic background as an asset.

B. Academic achievement

1. We will educate English learners to meet the same challenging academic content and academic achievement that all children are expected to meet.
2. We will give English learners the opportunity to progress academically with their peer group by providing tutoring assistance in their first language when available.
3. We will foster positive self-concepts and attitudes toward school.

C. Cross-cultural goals

1. We will help our ELs to retain pride in their home culture and language.
2. We will assist ELs in understanding and functioning within American society.
3. We will involve families of our ELs and community members in the educational process in order to make education a cooperative effort between home, school, and community.
4. We will communicate with parents in their home language as needed.
5. We will encourage the parents of our English learners to take an active role in their child's education.

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

A. Home Language Survey (HLS-IA) (www.TransAct.com)

All families will complete a Home Language Survey, including student race and ethnicity, during the initial registration of each student in the district. The Home Language Survey will be available on the district web site and/or in the school registration packet.

Families registering students will be welcomed to our district in their home language when possible. They will also be assisted in completion of documents and registration materials. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support.

The district is prepared to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281—60.3(1)).

Home Language Surveys for 22 languages other than English are available through the TransACT website (www.transact.com) in order to provide parents with a "language they can understand". West Central CSD follows current state guidelines and uses the form HLS-IA.

Surveys will be screened by office staff and placed in each child's cumulative folder. If any response indicates a language other than English in a student's background, the EL teacher will be notified and given a copy of the home language survey to be kept in his/her files.

- B. State-approved English language proficiency placement assessment
 - 1. If the Home Language Survey indicates the student is a candidate for EL Services, the ELPA21 Dynamic Screener will be given and scored by a trained staff member, currently the EL teacher.
 - 2. *Certified* district personnel (Wayne O'Brien) will administer the assessment.
 - 3. Proof of certification will be placed in a personnel file, housed in the central office.
 - 4. A student will be assessed within the first thirty days of the student's arrival or, if the child enters after the beginning of the school year, within two weeks. The building administrator will receive email confirmation from the EL teacher upon completion of the assessment. If the building administrator has not received confirmation within the time frame listed above, he/she will contact the EL teacher. Each assessment given will be kept in the student's cumulative folder, as well as a copy in the EL teacher's files.

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

The Title I teacher, the general education teacher, and/or the guidance counselor will assess academic skills in English, in relation to a student's grade and/or age level. One or more of the following might be used:

- Diagnostic Assessments (textbook resources)
- IXL
- FAST
- Progress Monitoring

- Informal assessments
- Teacher observations

Additionally, every effort will be made to assess the student's academic skills in his/her home language. Knowing the student's academic skills is vital. The use of formal and informal assessments will assist the district staff in knowing the existing literacy and instructional levels of the student in order to design appropriate instruction.

If a student arrives at the beginning of the year, every effort will be made to assess academic skills within the first two weeks of his/her arrival to West Central. This will allow the EL teacher and/or members of the Lau Leadership Team time to complete a file review before the 30 day deadline.

If a student arrives later in the year, every effort will be made to assess academic skills within his/her first week of attendance. This will allow the EL teacher and members of the Lau Leadership Team time to complete a file review before the two week deadline.

Data will be collected and reviewed for new ELs, including the results from the ELPA21, assessment of academic skills, and other pertinent data.

The general education teacher and members of the Lau Leadership team will complete a file review, led by the EL teacher, of each potential EL student. Student assessment data is kept in a secured individual cumulative file. The team will analyze student performance data in both academic and language skills to determine his or her appropriate placement. The following items may be included in the file review:

- Years in the United States/level of acculturation
- School history/prior student records
- Attendance history
- Student grades
- Proficiency levels in first language (reading, writing, listening, speaking)
- ISASP scores (or equivalent) if available
- FAST, ELPA21 Summative if available
- Informal assessment including samples of work
- Teacher observations/interview
- Home visit observations (with a native language translator if needed)/parent interview
- Parent observations and concerns

West Central CSD follows the current guidance from the Iowa Department of Education: If a student is identified as non-English proficient or limited English proficient in any of the English language development subtests (reading, writing, speaking, listening), or there is evidence that he/she will not be successful in the regular classroom because of language background, the student will be identified for LIEP placement.

A student may be eligible for EL services based on any of the following criteria:

- a composite of less than 4 (full proficiency) on the ELPA21

- recommendation(s) of classroom teacher and/or parents/guardians due to non-proficiency in English
- assessment of academic skills indicates an English language barrier to academic achievement

Based on assessment results, the EL should be assigned to mainstream classrooms with students the same chronological age, with no more than two years difference. LIEP services begin upon identification of a student's eligibility for services. No placement should be considered permanent, however. The student's progress should be evaluated frequently, and an appropriate program change should be made as soon as need is determined.

- D. Parental forms distributed in a language most easily understood (TransACT) within 30 days of enrollment
 1. Parental notification must be provided in an "understandable and uniform format, to the extent practical", in a language that the parents can understand. Home language support will be provided if necessary.
 2. Parents/guardians will be informed of the eligibility of placement of their child into an English language acquisition program, no later than 30 days from the beginning of the school year (initially and annually). If the child enters later in the school year, parental notification must be given within two weeks of being placed in a language instruction program.
 3. Parental notification forms will be completed by the district EL teacher. A copy of each notification (with supporting data, such as ELPA21 scores, teacher observation, samples of student work) will be kept in the student's cumulative folder, as well as in the EL teacher's files. The appropriate administrator will be notified upon completion of this; this administrator is responsible for making sure the notification deadline is met in a timely manner.

- E. Process for parents considering waiving services students from LIEP
 1. It is the responsibility of the EL teacher to meet with and inform parents of the benefits of receiving EL services, as well as to address any concerns and potential outcomes for not receiving services. A copy of the "Explanation of Consequences for not Participating in English Learner Program" will be provided to the parent. If the parent proceeds with waiving services, the parent must sign the "Request for Change in Program Participation." A record of this meeting will be maintained in the EL teacher's files.
 2. A waiver or withdrawal request will be included with Determination of Student Eligibility and Notification of Language Development Program Placement forms. A waiver (found at www.transact.com) or withdrawal request must be signed by a parent and returned to the EL teacher. A copy of this form will be kept in the student's cumulative folder, as well as in the EL teacher's files.

Parental notification must be provided in an understandable and uniform format, to the extent practical, in a language that the parents can understand. Home language support will be provided if necessary.

3. At this time and based on the student's needs, a plan will be created with the classroom teacher and EL teacher to ensure mastery of English and to provide supports for the academic achievement of the English learner in the regular classroom. Formal EL services, as requested by the parent, will not take place. However, the EL teacher will be available with additional support for the classroom teacher. A copy of this plan will be shared with parents and kept in the student's cumulative folder, as well as in the EL teacher's files.

The EL will be assessed using the ELPA21 as mandated by the state of Iowa. Additionally, the district will be held accountable for the language proficiency progress of that student. The EL teacher will monitor student progress based on formative and summative classroom and district-wide assessments (including the ELPA 21).

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

A. LIEP goals

1. 100% of EL students who take the ELPA21 will show improvement in their language proficiency level (English language goal)
2. Increase the percentage of ELs making growth in language acquisition as measured by the ELPA21 (English language goal).
3. 40% of 3rd-11th grade EL students will be proficient or advanced in reading and math as measured by ISASPs in the 2024-2025 school year (Academic goal).
4. 40% of K-2 grade students will meet grade level norms as measured by FAST literacy assessments and FAST math (Academic goal).
5. 100% of EL students will have one or more parents attend fall and spring conferences (Cross-Cultural Goal).
6. 50% of EL students in grades 4th-12 will participate in an activity, sport, or extracurricular activity that is sponsored by the school (Cross-Cultural goal).

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

Based on the individual needs of each child and the guidelines established above, one or more of following services will be provided for K-12 English learners:

K-8 English as a Second Language Collaboration with grade level teachers - The EL teacher will communicate with grade level instructors in the classroom to scaffold academic vocabulary and comprehension of content material in English. Additionally, the grade level teacher and the EL teacher collaborate to help the English learner meet state academic and language proficiency standards as assessed with district-wide assessments and the ELPA21.

K-12 English as a Second Language Pull Out Services - The development of English language proficiency and academic language will be the focus of instruction. The EL teacher's goal is to work 45 minutes per week with each EL student. The EL teacher may practice fluency and comprehension Language Arts English skills using the IXL program. Through partner reading and discussions will improve word attack, writing

skills, listening, and speaking skills. The EL instructor may also provide study skills assistance as requested by the grade level teacher and/or the parent. Additional interventions may take place during this time, as identified by the staff during monthly Stat meetings. A record of instructional activities, study skills support, and teacher observations, will be recorded by the EL teacher. This information will be kept confidential and stored in the EL teacher's files. Pull out services will take place before/after school, during recess, or study hall to prevent the loss of academic instruction.

- C. Description of annual parent notification of continuing placement and programming options in language most easily understood by
 - 1. Parents/guardians will be informed of their child's Language Instructional Educational Plan (LIEP) no later than 30 days from the beginning of the school year (initially and annually). If the child enters later in the school year, parental notification must be given within two weeks of being placed in a language instruction program.
 - 2. The EL teacher is the designated person responsible for the completion of each LIEP notification.
 - 3. A copy of each notification will be kept in the student's cumulative folder, as well as in the EL teacher's files. The building administrator will receive email confirmation from the EL teacher upon its completion. This administrator is responsible for making sure the notification deadline is met in a timely manner. Parental notification must be provided in an "understandable and uniform format, to the extent practical", in a language that the parents can understand. Home language support will be provided if necessary. TransAct forms will be used for this process.
- D. Procedure for annual communication with parents who have waived services
 - 1. Parents will be notified annually of their student's continuing eligibility and level of services. A signature will be required and stored in the student cumulative file.
 - 2. The EL teacher or principal will complete the "Notification of Placement in the English Language Development (A)" TransAct Form. Parent notification form(s) will be sent out within 30 days of the beginning of the academic year, or within two weeks if the student enrolled after the start of the school year. The West Central CSD will communicate the parent notification in an understandable and uniform format, to the extent practicable using both verbal and written translations.
 - 3. A copy of the form is kept in the student's cumulative file and EL classroom file.
- E. Highly qualified staff (ESL endorsement)
 - 1. EL/LIEP services are delivered by a highly qualified EL teacher (ESL endorsement (281—60.3 (2)) with appropriate licensure as required by the Iowa Bureau of Educational Examiners.
 - 2. Content-area certification is required, if a staff member serves as teacher of record.
- F. Designated administrator oversight for LIEPs

1. The EL teacher is the designated person responsible for the completion of each LIEP. The building administrator/curriculum director, Matthew Molumby, will receive email confirmation from the EL teacher upon completion of all LIEPs. This administrator is responsible for making sure the notification deadline is met within the requirements of the law.
 2. ADD TRAINING HERE
- G. Access to both the Iowa Core Standards and English Language Proficiency (ELP) Standards

The grade level teacher and the EL teacher meet bi-weekly to discuss the needs of our English learners in accessing the Iowa Core Standards and the ELP Standards. They will collaborate to make accommodations for our English learners based on each student's LIEP, as well as work together to scaffold academic language and build comprehensible input.

H. Curriculum and Supplemental Resources for LIEP

At West Central CSD, EL services are aligned with the Iowa Core and ELP standards. As the EL teacher pushes into the classroom to provide most services, she uses classroom materials provided by the district for all students. Secondly, West Central CSD has made it a priority to purchase new textbooks and supplementary resources on a rotation, so all academic areas regularly receive updated materials. The district has also made it a priority to purchase textbooks which provide supplementary EL resources. The district will also provide IXL access to classroom teachers serving ILP students for their content area.

Keystone Area Education Association (AEA) will serve as a resource during the assessment, development, and implementation of appropriate programming for each EL student. They may also be used to select and order resources for our English learners.

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

The strategy for identifying gifted ELs is much the same as the strategy for avoiding inappropriate referrals for learning disabilities: collect, examine, and weigh a variety of information about the student.

At West Central CSD, the GT identification process is:

1. The TAG Coordinator will annually gather data for all students from ISASP, and FAST testing. In the case of our ELs, other criteria may be included, such as teacher observations, classroom assessments, or alternative assessments/projects. When possible, additional testing will be provided in the ELs home language.
2. Parents will be notified by mail as to their child's acceptance into the GT program. This will be done in their home language if possible.

The GT teacher, the grade level teacher, and the EL teacher will meet

weekly to discuss the needs of our English learners in the gifted/talented program. They will collaborate to make accommodations for our ELs based on each student's LIEP, as well as work together to scaffold academic language and build comprehensible input within the realm of the GT program.

B. Process in place for identifying and serving ELs in Special Education

It is possible that the EL suspected of experiencing difficulty in learning does not actually have a learning disability, but is going through a period of social, psychological, and/or linguistic adjustment. Cultural differences in learning styles and strategies, as well as social and cultural interaction patterns with peers and teachers do not constitute a learning disability.

Establishing a pre-referral process can be of great assistance when a teacher suspects that an EL student has a learning disability.

This approach is not foolproof, but through the careful collection, examination, and weighing of a variety of sources of information, distinguishing between a learning disability and the normal process of acculturation and language acquisition should prove less problematic.

At West Central CSD, the Special Education identification process is:

1. Monthly Stat meetings will be held to discuss the struggles of individual students as observed by grade level teachers and administration. The staff involved in this meeting will discuss interventions to try with individual students.
2. The EL teacher will collaborate with the grade level teacher to make appropriate accommodations for the English learner, as well as provide strategies to scaffold vocabulary and build comprehensible input. Interventions will be implemented and documentation gathered.
3. Keystone Area Education Agency will become part of the referral process if interventions prove to be unsuccessful or ineffective.
4. If data indicates that special education staffing is necessary, an Individual Education Program (IEP) will be created to meet the student's academic needs.

The special education teacher, the classroom teacher, and the EL teacher will meet weekly to discuss the needs of our English learners in the special education program. They will collaborate to make accommodations for our ELs based on each student's LIEP, as well as work together to scaffold academic language and build comprehensible input within the realm of the special education program.

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

ELs will be considered for any other district supplemental academic programs through the use of student data, teacher observations, classroom assessments, or alternative assessments/projects.

ELs will be encouraged to become involved in extracurricular clubs and/or activities to increase their participation in the school culture.

The EL teacher will stay in contact with the parents of ELs to inform them of extracurricular clubs and/or activities of interest to their child. If home language assistance is required, every effort will be made to provide it.

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

EL students can make the choice to participate in any school-sponsored extracurricular activities and clubs. West Central CSD encourages all students, from all levels and backgrounds to engage in different education opportunities and activities open to all students. Coaches, counselors, teachers, and principals encourage students to become involved in additional programming. Each coach or club sponsor will be responsible for communication with the parent, ensuring any written or verbal communication is provided in the parent's native language. When necessary, language accommodations will be provided as needed within the capacity of these activities.

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

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

1. District and building administrators

- EL teacher will meet annually with the district curriculum director to evaluate program needs and professional development needs.
- The district administrative team will evaluate the program and professional development needs annually.
- The administrative team will regularly participate in the EL AEA and state webinars.
- The EL administrative team will complete the online ELP modules through AEA PD online, print certificates of completion, and place certificates in personnel files.

2. LIEP staff (certified & support)

- EL teacher participates in Keystone AEA Webinars and training as available.
- EL teacher annually participate in ELPA21 training.
- EL teacher participates in English Language Proficiency Standards training provided by AEAs or the IA Department of Education.

3. Content and classroom teachers

- The EL teacher will work with Keystone AEA to train staff on EL issues and pedagogy.
- The EL teacher will share and explain each EL student's LIEP to all appropriate content and classroom teachers; they will receive a copy for their records.
- All appropriate content and classroom teachers will be given copies detailing ELPA21 scoring and accommodations necessary for a given EL student. They will also receive guidance to accommodate our English learners' needs on the district-wide

assessments.

- All appropriate content and classroom teachers meet weekly or biweekly with the EL teacher to discuss ways to meet the needs of our English learners. They collaborate to help the English learner meet state academic and language proficiency standards as assessed with district-wide assessments and the ELPA21.

4. Paraprofessionals

- Paraprofessionals will be encouraged to participate in the district EL professional development provided for certified staff.

5. Preschool teachers who serve ELs

- Preschool teachers who serve ELs will also attend professional development as described above for the classroom teachers.

B. District training of ELP Standards and Implementation Plan

1. Completion of required training

- All licensed staff received training on the ELP Standards modules 1-6, available through AEA PD online. These were completed during professional development time or other time as indicated by district administrators. Any incoming staff will complete all six modules.

2. All staff will print off a certificate of completion at the end of all training.

3. This certificate proves completion of training and will be placed in the employee's district file.

4. Implementation of the ELP Standards will begin upon completion of the training modules. Evidence of implementation will be monitored through administrative walk-throughs, observations, and self-reporting.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

English Language Proficiency will be evaluated annually with ELP21 to measure growth. The West Central CSD EL teacher will administer the ELPA 21 assessment during the state testing window. Due to our small EL population, this window is not currently posted on the district calendar. However, the EL teacher will notify each classroom teacher and EL family prior to the beginning of the district testing window. All students that have been identified as ELs, including those students whose parents have waived/refused services, will be assessed.

A. Annual training to appropriate staff

1. The EL teacher LIEP staff will be trained and certified for the ELPA21 through online modules.
2. Certificates of completion will be stored in personnel files in the superintendent's office.

B. Dissemination of scores to stakeholders

The EL teacher will routinely share EL student achievement and language proficiency data with parents, appropriate content/classroom teachers, and administrators. Home language support will be provided if necessary.

C. Appropriate training to interpret results for staff

1. EL teacher will be trained in interpreting the scores through state training

with the support of Keystone AEA.

2. EL teacher will share the data and interpretations with district and building administrators.
3. EL teacher will share the data and interpretations with other staff directly serving ELs.

D. Utilization of assessment results to guide instruction and programming

1. Teachers serving ELs will use the data from the ELPA21 to determine standards for focus of instruction. The EL teacher will work with classroom teachers to determine effective instruction based on the student's level of proficiency in the areas of reading, writing, speaking, and listening. Instructional strategies and accommodations will be used to meet the needs of the student. Some of these strategies and accommodations may be: reading series aligned to core, cooperative learning opportunities, and small group interaction, pre-teaching of vocabulary, alternative assessments, supplementary videos and technology to support learning. EL students will receive additional instruction by other teachers as needed.
2. The LIEP instruction will be focused in the areas of reading, writing, listening and speaking, depending on the levels of proficiency indicated on the ELPA21.
3. EL students will receive necessary instruction as determined by ELPA 21 scores for the following year. They will either continue in LIEP or be exited from the program and monitored for two subsequent years.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

The EL student:

1. Achieves the required proficient score on the ELPA21
2. Scores proficient on district-wide and/or state-wide assessments in reading and math. (FAST, ISASP)
3. Meets both of the above criteria in the same school year.

B. LIEP Exit Procedures

1. Students exit only during the allowable window (between the distribution date of ELPA21 scores and September 30 each year)
2. Notify parents with state-approved TransAct exiting form in language most understandable to parents/families "Program Exit Letter - B" Use form B; signature required.
3. The building secretary will change student coding to "exited" so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data should refer to the Iowa *Department of Education's Data Dictionary*.
4. Begin required two-year monitoring process

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

A. Monitoring procedures in place after students exit the program

1. Once students have formally exited the program, the EL teacher will continue to monitor student standardized assessment data (FAST & ISASP) as well as periodic checks on classroom performance including grades, curriculum-based measurements, and behavior including social

- and emotional needs.
- 2. The EL teacher, Wayne O'Brien, will monitor the exited students' progress for three years.
- 3. If a student is consistently performing below the average of his/her peers on classroom work, and/or is not proficient on standardized assessments, then a meeting will be held with pertinent staff (EL teacher, classroom teacher, principal, counselor) to determine the cause of lack of success and/or consider re-entry.
- B. LIEP re-entry procedures in place
 - 1. If the EL student begins to experience difficulty with academic achievement and/or is in need of linguistic support, the Lau Leadership Team, in collaboration with the parents and the classroom/content teachers will meet to discuss areas of concern. If the team would like to consider reentry into EL services, the ELPA21 Dynamic Screener will be readministered to determine eligibility.
 - 2. If appropriate, parents will be provided with the "English Learner Program Placement" form following the re-administration of the screener and determining eligibility.

IX. LIEP Evaluation

A. Evaluation Process

- 1. The District Administrators (Robert Busch, Superintendent; Alexis Whealy, PK-5 Principal; Matthew Molumby, 6-12 Principal) along with EL teacher, Wayne O'Brien, will conduct an annual LIEP evaluation process, which includes evidence regarding progress toward meeting Lau Plan LIEP goals in both English language development and academic achievement.
- 2. EL teacher, content teachers, and classroom teachers will study the district data and use results to determine needs for modifications to Core instruction and/or adjustments to the language instruction provided in the LIEP.
- 3. District administrators and the EL teacher will work to evaluate the impact on future programming and services for ELs. Additional professional development will be sought for teachers new to the district and certified or support staff working directly with ELs. The number of ELs in the district, as well as the language and instructional needs of our ELs will be the determining factors in how the LIEP is set up on an annual basis. This will impact the LIEP staff serving at each building, along with changes in schedules as needed. The needs of each individual student will be considered when making curricular decisions and in the planning of the content areas and in the LIEP. It is crucial that all ELs have access to the Core and that the ELP standards are met.
- 4. The district Superintendent, Robert Busch, will manage the Title III Compliance (LEA English Learner Assurances). These will be submitted through CASA.

Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document may be downloaded from:

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

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 for students who are eligible to exit services

English Learner Program Placement (Required - Meets ESSA Requirements)

for initial, annual and re-entry placement notification

Request for Change in Program Participation - waive or withdraw EL/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.