

Decorah Community School District

Lau Plan Guidance Document 2024-2025

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

Decorah Community School District
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Required Lau Leadership Team Members: Dana Bockman, Facilitator of Assessment and Instruction and Elementary Assistant Principal; Megan Gates, EL Teacher, Julie Giese, EL Teacher; Catherine Moeller, EL Teacher

Additional Team Members: Brad Hurst, Justin Albers, & Rick Varney

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Lau Plan

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.)

Mission Statement

Learning – Thriving – Creating Our Legacy

At Decorah Community School District we embrace student learning and well-being as our fundamental purpose; we will, in partnership with our students, families, and community, make the world a better place.

I. Lau Plan Guiding Principles

In order to meet the academic, social, and emotional needs of English Learners (ELs), Decorah Community School District has developed the following plan. Supporting documents are included in the Appendices.

K-12 Program Goals

- *To help students become English proficient in the language skills of speaking, reading, writing, and listening within the context of their content classes.*
- *To help students successfully use language for positive participation in classroom learning situations and other activities, preparing them for lifelong learning and participation in their communities. Help ELs achieve the same levels of academic achievement that all students are expected to meet.*
- *To help students maintain a positive cultural and linguistic identity while developing and/or reinforcing positive attitudes toward self, school, and community.*
- *To involve families and community leaders in the educational process, making education a cooperative effort between home, school, and community, within the context of the culture of each student.*

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

A. Home Language Survey

All families are asked to complete a Home Language Survey (281—60.3(1)a) during registration. (See Appendix C—surveys in 22 other languages are available on the TransACT website [www.transact.com])

The Decorah School District will use the Home Language Survey – IA, provided by TransACT website, which will include student race and ethnicity reporting. This survey is to be filled out by parents or guardians of every student in the district.

Our 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)).

Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support.

Other data that may be used to initially identify a student as needing EL services include student records, teacher interviews, parent information, teacher observation, referral, student grades, or informal assessment.

Students are admitted regardless of immigrant status or English-speaking status. Students are not required to have a social security number.

As new students register, the Home Language Survey can be viewed on PowerSchool. As new students register, the EL coordinator will review the home language survey for new students, completed in PowerSchool, to screen for possible EL candidates.

B. State-approved English language proficiency placement assessment

Assessment of English Language Proficiency within the first thirty days of the student’s arrival (NCLB, Sec. 3302[a]) or, if the child enters after the beginning of the school year, within two weeks (NCLB, Sec. 3302.[d]).

EL coordinator will administer and score the ELPA21 Dynamic Screener, as required by the state of Iowa. EL coordinator will place completed assessments in cumulative folders and notify secretaries of EL placement for state reporting.

EL coordinator will administer and score the ELPA 21 Dynamic Screener for Future Kindergarteners (available April 2 - November 30th).

The certified screener administrators are Megan Gates, Julie Giese, and Catherine Moeller. A certificate of completion will be filed with the EL administrator.

Summary of results will be placed in cum folder.

C. Process to place students in appropriate Language Instruction Educational Programs (LIEPs) and content courses

EL coordinator and child's classroom and content teachers will assess academic skills, in relation to the student's grade or age level (281-60.3(1)b. EL coordinator and classroom teacher will review data from the previous school. If necessary, and when possible, native language resources will be used.

EL coordinator and child's classroom and content teachers will collect and review data for new ELs, including the results from the English language proficiency assessment, assessment of academic skills, and other pertinent data for a recommendation for LIEP program and content courses.

Placement in the LIEP program and content courses will be age-appropriate. After sufficient data is collected and analyzed, teachers will apply Iowa code 281.60.3 "...with chronological peers or, when absolutely necessary, within two years of the student's age."

EL coordinator will collect and review data for new ELs within the first thirty days of registration (see Appendix D), including the results from the English language proficiency assessment and assessment of academic skills. Other data may include prior student records, teacher interviews, parent information, teacher observation, referral, student grades, or informal assessments.

D. Initial Parental notification is distributed in a language most easily understood (found on TransAct) within 30 days at the beginning of the year, and distributed within two weeks if a student enrolls later in the school year.

1. Determination of student eligibility, English Language Development Program Placement (sent once upon placement) from TransAct
 - eligibility notification and permission from TransACT-("*Determination of Student Eligibility of Program Placement*"). This form is located in the Parent Notifications folder in TransACT. This document is currently available in 16 languages (ESSA folder).
2. Notification of English language development program placement, initially and annually from TransAct – version A

Parents must be notified every year by the EL coordinator:

- no later than 30 calendar days after the beginning of the school year
- within two weeks of a child being placed in a language instruction program (if a child enrolls after the beginning of the year)
- copy of the form will be placed in students' cumulative folders by the EL coordinator

E. Process for waiving students from LIEP

If parents wish to waive enrollment in EL services:

- The EL teacher will communicate with parents, classroom/content teacher/s, and administrator(s) to discuss and document recommendations, concerns, ELPA21 assessment requirements, and potential outcomes. Additionally, a copy of "Explanation of Consequences for not Participating in English Learner Program" notice found on TransAct.com
- parents must sign *Request for Change in Program Participation*, found at www.transact.com, which will be placed in cum folder
- students are still considered EL
- students are still mandated by the state to take the yearly language proficiency test
- the district is still held accountable by the state for the language proficiency progress and academic achievement of that student
- the district can provide support to ensure mastery of English and academic achievement as required by law without enrollment in EL services by:
 - The EL teacher will monitor classroom and content area learning to help support the academic success of the EL.
 - The content area and classroom teachers will implement ELL accommodations.
 - The EL teacher will maintain open communication with parents of ELs regarding language proficiency assessment, program eligibility, and level of academic success.

III. Description of the LIEP

I

A. LIEP Goals

- *To help students to become English proficient in the language skills of speaking, reading, writing, and listening within the context of their content classes. EL Coordinator will refer to EL and classroom data (MAPs, FAST) as well as Iowa Statewide Assessment of Student Progress (ISASP), for reading and math and English Language Proficiency Assessment 21 (ELPA21) data to determine language skills. Students are proficient when their assessment data indicates full English proficiency. Research indicates that second language acquisition may take ten years, and the Decorah School District is committed to honoring the second language acquisition process for its students within that time frame.*
- *To help students to successfully participate in classroom learning situations and other school activities, preparing them for lifelong learning and participation in their*

communities. EL Coordinator will focus on both basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) instruction and facilitate the use of these language skills in the classroom, which ultimately prepares them to use these language skills in the community. BICS and CALP will be documented in anecdotal data and checklists, and classroom formative assessments, which are ongoing, as well as district-wide assessments, and ELPA21 which are administered once or twice annually.

- *To help students develop and/or reinforce positive attitudes toward self, culture, school, and community. EL Coordinator will foster relationships with families of ELs by providing academic and extra-curricular support. The EL Coordinator will communicate with families through school conferences, phone communication, and meetings.*

B. Description of specific state-approved LIEP models used in the district and the process to place students (see appendix B)

Kindergarten-4th Grade: pull-out, push-in, co-teaching, or any combination of the aforementioned strategies: Instructional Focus: Into Reading, Foundations, Content learning focus.

Grades 5-12: pull-out, push-in, co-teaching, or any combination of the aforementioned strategies: Content learning focus.

Co-teaching to deliver language objectives in content lessons could be done, if given time to properly execute, by utilizing co-teaching models (one teach, one observe; one teach, one assist; station teaching; parallel teaching; supplemental teaching; alternative (differentiated) teaching; team teaching). We will collaborate to build a language-rich classroom at each of the grade levels that utilizes the co-teaching models.

Pullout EL lessons are based on what students learn in their content classrooms, or whatever content is deemed most beneficial to students' current English proficiency level from our ELL Curriculum. This is a way to provide students with equal access to the core.

Push-in support can be offered as well. EL Teacher will be near EL student(s) to give them more language support.

The LIEP program will use classrooms designated for only ELL students.

Identified Non-Parental Waiver ELs at all proficiency levels receive direct LIEP instruction.

DCSD Program Model: English as a Second Language (ESL) - A "consultative model" is not an accepted EL service delivery model under any circumstances.

Upon the arrival of newcomers, EL Teachers, and school staff will work to best support their social and academic needs. New-to-country students in middle or high school would spend part of their day in a classroom designed specifically to increase their language production

(reading and writing) and promote acculturation. Every effort can be made to deliver content instruction in the EL's home language (for example Edgenuity offers an online curriculum in Spanish.)

The EL teachers will work with newcomers on a case-by-case basis to deliver intensive English for newcomers that will involve a combination of pull-out instruction, immersion into the elementary classroom, paired and small-group instruction, co-teaching if possible, and acculturation.

Intensity and frequency of services must be such that services for each EL student are reasonably calculated to ensure benefit based on each student's individual needs in all language domains and academic learning. This is true until each EL student is deemed proficient. EEOA and Title VI of the Civil Rights Act using Castañeda standards, 648 F.2d at 1010. For example - an emerging student should have more minutes than a progressing student.

Addresses that all ELs including those with disabilities at all proficiency levels receive direct LIEP instruction unless services have been waived.

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

1. within 30 days of the beginning of the school year using the "Notice of Program Placement" – Transact.com – form A
2. identifies district personnel by title/position who notifies parents
3. copy of the "Notice of English Program Placement" form placed in the cumulative file

Parental Notification (see Appendix B)

Forms for communicating this information to parents are available at www.transact.com. If a child is identified for the EL Program:

Parents must be notified every year by EL teachers – Megan Gates, Julie Giese, and Catherine Moeller:

- no later than 30 calendar days after the beginning of the school year
- within two weeks of a child being placed in a language instruction program (if a child enrolls after the beginning of the year)
- copy of the form will be placed in students' cumulative folders by the EL coordinator

Parental notification must include:

1. Determination of student eligibility (sent once upon placement)

- reasons for identification
 - child's level of English language proficiency
2. Notification of English language development program placement (TransACT Version A), initially and annually
- method of instruction
 - how the program will meet the educational strengths and needs of the child
 - how the program will help the child learn academic and social English skills and competencies
 - the program's specific exit requirements
 - how the program meets the objectives of the IEP of a child with a disability

Parental information must be provided in an understandable and uniform format, and to the extent feasible, in a language that the parents can understand. The EL Coordinator will make every effort to personalize the information sent to parents, including utilizing contacts that can explain and translate the information for parents.

If parents wish to waive enrollment in EL services:

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

If parents wish to waive enrollment in EL services:

- EL teacher will annually communicate with parents, classroom/content teacher/s, and administrator to discuss and document recommendations, concerns, and potential outcomes
 - annual communication, provide "Explanation of Consequences for not Participating in English Learner Program" and "Request for Change in Program Participation" forms
- parents must annually sign a waiver found at www.transact.com, which will be placed in cum folder: "Request for Change in Program Participation" form
- students are still considered EL, therefore are still required to have all ELL accommodations
- students are still mandated by the state to take the yearly language proficiency test (ELPA21)
- the district is still held accountable by the state for the language proficiency progress and academic achievement of that student
- General education teachers can provide support to ensure mastery of English and academic achievement as required by law without enrollment in EL services.

E. Highly qualified staff (ESL Endorsement)

EL staff must possess an ESL endorsement (281 – 60.3(2)). Content-area certification is required if staff serves as the teacher of record.

2024-2025: Megan Gates, EL Teacher
2024-2025: Julie Giese, EL Teacher
2024-2025: Catherine Moeller, EL teacher

The EL coordinator/teacher and administrators will collaborate with the classroom teachers on EL practices.

Content-area endorsement is required for content teachers who deliver content-area instruction to ELs

F. Designated administrator oversight for LIEPs

Designated administrator oversight for LIEPs who has training in the needs of English Learners

2024-2025: Dana Bockman, Facilitator of Assessment and Instruction and Elementary Assistant Principal

Administrator oversight is responsible for taking ELL training, including English Language Proficiency Standards modules offered on AEA PD online

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

English Language Proficiency (ELP) Standards with Correspondences to K–12 Practices and Common Core State Standards (available from ELPA21.org)

The 10 ELP Standards highlight a strategic set of language functions (what students *do* with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by ELLs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science (Bunch, Kiber, & Pimentel, 2013; CCSSO, 2012; Lee, Quinn, & Valdez, 2013; Moschkovich, 2012; van Lier & Walqui, 2012). The five ELP levels for each of the ELP Standards address the question, “What might an EL’s language use look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities?”

The Iowa Core will be addressed at the grade-level Professional Learning Community meetings. PLCs will focus on essential outcomes for every content area that revolves around the Iowa Common Core State Standards. The EL teacher will collaborate with classroom and content teachers as needed in regard to common core standards.

The EL and classroom/content teachers will collaborate yearly on an individualized learning plan for each student, which includes a list of learning goals and appropriate accommodations that ensure differentiation for that student. This document is revised at the

end of each year to reflect learning goals and appropriate accommodations for implementation for the following school year. It is presented to the new classroom teacher at the beginning of the following school year. The individualized learning plan is a fluid document that can be revised at any time. It is stored in the student's cum folder.

The EL teacher will help classroom teachers deliver an appropriate report card focusing on what the English learner can do.

Classroom Assessments (NCLB, Sec. 1111(b)(3)(c) (xi)I)

Mainstream teachers will report the student's achievement and growth (60.3(1)b) through authentic assessments and content area tests (modified as necessary) in the regular classroom. Accommodations will be made to support students until the student can achieve academically in the classroom with age and grade-level peers.

District-Wide Assessments (NCLB, Sec. 1111(b)(3)(c) (xi)I)

ELs must be tested on the district-wide assessments (ISASP & FAST) with or without accommodations. MAP testing is optional for newcomers. Please see allowable accommodations for ELs on assessments here:

https://docs.google.com/document/d/1saaDKspMDbC_wbu8YH4CGBmtnS5dFMSUjc7v-U3uViY/edit

Teachers and staff may refer to the student's individualized learning plan to review how appropriate accommodations will ensure that the student has the opportunity to participate in district-wide assessments to the best of his or her ability.

The Decorah Community School District utilizes PLCs to promote collaboration between teachers.

H. Curriculum and Supplemental Resources

Decorah Community School District will purchase and modify instructional materials that are appropriate to the needs of the learner and the goals of instructional programs (280—180.4). State funding is provided for the “excess costs of instruction of EL students.”(281—60.4 and 60.6 (280)). Weighted funding (.22) is currently available for four years.

Instructional and supplemental resources are selected, purchased, and updated based on individual needs. Keystone AEA offers a wealth of appropriate resources for EL instruction.

Specific curriculum and supplement resources include:

- Differentiated instruction based on classroom curriculum
- Kindergarten: HMH Into Reading, National Geographic (myNGconnect)
- Grades 1-2: Foundations, Into Reading, National Geographic (myNGconnect)
- Grades 3-4: Our World, Reach, and In The USA (National Geographic)
- Grades 5-8: Time Zones, Reach, LIFT, and In the USA (National Geographic)

- Grades 9-12: Content-based instruction using classroom texts; ELL curriculum, and Scholastic *Action Magazine*

Decorah school district has a district curriculum review cycle that includes English Language Learners. EL needs will be considered when reviewing the core curriculum.

IV. Process to provide meaningful access to all co-curricular and extracurricular programs

A. Process in place for identifying and serving ELP/TAG ELs

1. EL teachers will monitor student candidacy for extended learning programming. Teachers will closely monitor the success of differentiation strategies in the classroom by considering individual learning plans for students (which includes accommodations), WIN Time (*what I need*) strategies, model performance indicators for assignments and projects, and assessing if students were able to surpass expectations given an example.
2. EL candidates for extended learning programming may be nominated for the program through one or more of the following: parent nomination, self-nomination, teacher nomination or test nomination (MAPs (grades 5-12), Iowa Statewide Assessment of Student Progress, CogAT, reading and math data.
3. EL teachers will collaborate with parents and classroom teachers to determine nomination to extended learning program based on both data and observation. Consideration will be given to extended learning criteria within the parameter of second language acquisition.
 - EL and classroom teacher will look for problem-solving, creative thinking, curiosity, complex ideas, creative thinking, leadership, visual and performing arts: additional teacher input
 - Since achievement tests are an inequitable standard for ELs, the following should be considered for ELs: assessing multiple criteria - acculturation scales, input from student's cultural group, academic performance, parent interviews, assessment data, in the native language if appropriate, use of local norms, student observation, dynamic-performance-based indicators, portfolio assessments, teacher/parent nominations, behavioral rating scales, and nonverbal assessments
 - Possible attributes of gifted ELs: achievement or potential ability in general intellectual ability, creative thinking, leadership ability, visual and performing arts ability, and specific ability aptitude, motivation to learn, effective communication skills, intense and sometimes unusual interests, effective problem-solving strategies, creativity and/or imagination, memory, inquisitive, high level of insight, and logical approach to reasoning, ability to understand humor, acquires the second language rapidly, high ability in math, displays a mature sense of diverse cultures and languages, switches easily (thinks in both languages), demonstrates advanced awareness of American

expressions, translates at an advanced level (oral), and navigates appropriate behaviors successfully within both cultures.

4. Once ELs are under consideration for extended learning, the classroom, and EL teacher will complete an extended learning checklist of extended learning program considerations for nomination into the program.
 - General intellectual ability/specific academic aptitude: MAPs (grades 5-12,) CogAT (end 2nd grade), ISASP (3rd-11 grades), reading and math data, and teacher checklists (K-4th grade).
5. Upon further evaluation, students are categorized as not in the program, in the program, or requiring special services. The extended learning teacher makes the final decision with input from the EL teacher.
6. Once students are receiving extended learning services, the EL teacher will provide professional support to the extended learning teacher. EL and extended learning teachers may enlist the services of district instructional coaches to support EL services for extended learning students.

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

1. The EL teacher will meet with classroom/content teachers to provide information about how to differentiate instruction for ELs.
2. EL teachers will meet with the special education department. EL and special education teachers will provide professional development opportunities for general classroom teachers to understand how to identify ELs for special education programming. (With a focus on the Critical Data Process.)
3. The EL teacher, the classroom/content teacher, the district's special education director, and the AEA school psychologist and administrators will follow the district's Multi-Tiered System of Supports (MTSS) plan:
 - a. Grade-level teachers and EL teacher will monitor student candidacy for special education programming through intervention. They will discuss and document student concerns within the parameters of language proficiency and culture, considering academics and district assessments as well as school history:
 - i. number of years in an English-speaking school setting, number of years receiving ESL instruction
 - ii. development of BICS (Basic Interpersonal Communication Skills – takes approximately 2 years to establish in a school setting)
 - iii. development of CALP (Cognitive Academic Language Proficiency – develops after CALP and takes 5 to 10 years to establish in a school setting.)
 - iv. specific EL instructional methods
 - v. classroom and ELL teacher observations and concerns, language proficiency assessment data
 - vi. student work samples
 - vii. current academic performance data

- viii. native language proficiency
 - ix. native language academic history and current achievement (what level can the student read in his/her native language)
 - x. attendance stability (gaps in student's educational history)
 - xi. parent observations and concerns
 - xii. history of the student, family circumstances, cultural background of the student, and etc.
 - b. Teachers will closely monitor and document the success or failure of classroom interventions (Tier 1) by considering whether or not learning goals were met through individual learning plans for students (which includes accommodations), WIN Time (*what I need*) strategies, model performance indicators for assignments and projects, and assessing if students were unable to meet expectations given an exemplar. EL teacher and classroom teachers must consider the language acquisition stage as well as the English language proficiency level.
 - c. If classroom intervention goals are not met within a minimum of three data points, the EL teacher and classroom teacher will consider outside intervention (Tier 2). The EL and classroom teacher will schedule a meeting with the MTSS team to discuss areas of concern based on data, to determine or refine intervention, to set a goal for 4-6 weeks, to progress monitor weekly using probes, and to notify families of concerns and that intervention is in progress. Once this stage is complete, the classroom teacher, EL teacher, and the MTSS team will meet to discuss the progress of the student.
 - d. Follow-up Meetings will be monthly with MTSS teams to review intervention data and classroom assessment data. If progress is being made, the tier 2 intervention will continue. If progress is slow, the time allocated for intervention will be adjusted. If there is little to no progress, the MTSS team will move to the disability suspect process. This includes parent notification and a possible consent for evaluation. If consent is given, an evaluation will take place to determine eligibility for an Individualized Education Program. If the student qualifies for special education, the IEP will be implemented with parental consent. If the student does not qualify for special education, the student will continue with interventions as determined by the team.
4. Special education instructional programming includes instruction to students dually identified for special education and ELL, which is provided by highly qualified ELL and Special Education teachers with language support. The EL teacher attends IEP meetings to ensure EL needs are considered while determining the special education goals. Parents and guardians of special education ELLs are provided translation services and native language documents.

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, performing and visual arts, athletics, clubs, honor societies, etc.)

1. The Decorah School District is committed to making co-curricular and extra-curricular activities accessible to all students. The district will assist students and families on a case-by-case basis, as much as is possible for the district within the parameters of district policy. When possible the Decorah School District will provide parents and students with communication about programs and eligibility in a language most easily understood. The Decorah School District will include the ELL teacher in placement/consideration in all programs.
2. Co-curricular programs
 - a. ELs are eligible, through district eligibility requirements (FAST, MAPs, etc.), for the following co-curricular programs: LLI Reading Recovery, Title I, etc., Music Programs, Science Fair, Believe and Achieve, Reading Games, Music Programs, Science Fair. This is a sampling of what is offered for students at DCSD, and in many activities, all students are welcome to participate. Language needs are supported within the program by regular collaboration between the ELL teacher and the program teacher.
3. Extra-curricular programs:
 - a. JCE & CLE: no extra-curricular programming at elementary level
 - b. Decorah Middle School: sports, cheerleading, 7th and 8th grade play
 - c. Decorah High School: The Decorah High School offers many extra-curricular programs. It is the policy of the Decorah Community School District to encourage all students to participate. Once students have met district eligibility requirements, the district will assist students and families on a case-by-case basis, as much as is possible for the district within the parameters of district policy.

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

It is the goal of the Decorah Community School District to provide in-service training for all staff involved in the educational process of EL (281—12.5(8), 12.8(1), and 60.3(3)b5). It is also the district's goal that 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(256) and 281—60.3(3)b5). A record of the professional development activities will be kept.

District professional development will serve the following:

- District and building administrators,
- LIEP staff (certified & support), including preschool teachers who serve ELs
- Content and classroom teachers,

- Paraprofessionals,
- Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.).

District PD may include any of the following PD opportunities:

- Access to Canvas course: Differentiation for ELs that include general information about teaching ELs, differentiation ideas, instructional strategies, current research, standards, and etc.
- Book studies
- District Blog
- Dissemination of information during collaborative time

Other ideas may include

- Using AEA consultants to train staff on EL issues and pedagogy
- Teachers of ELs should attend training (professional development opportunities both in and out of district, conferences, and conventions.)
- In-district training can offer an EL component to complement the PD offered to staff.
- ELL PD at building staff meetings

District training of ELP Standards and implementation plan

- All Decorah Community School District faculty are required to complete the ELP Standards training modules and take the associated brief quiz to document completion and content attainment.
- Faculty are to complete the training on AEA PD online to receive a certificate of completion (training option A) which is stored at the district central office.
- Staff new to serving ELs, including new to district staff, must complete the training within one year of new teaching service.
- Certificates of completion will be available for review upon request
- The standards are implemented when the ELL teacher meets with classroom teachers to review each student's individualized learning plan, which includes scoring interpretation for ELPA21 as well as how to implement the ELP standards to address the language needs of the district's ELs.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

English Learners will be evaluated annually with a standardized English language development instrument recommended by the state of Iowa. (see Appendix G)

The state is currently using the ELPA21 to measure growth. DCSD will administer the test within the state 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

- The EL teacher and district-wide testing administrators will complete yearly ELPA21 dynamic screener and ELPA21 training to administer and score the assessment.
- PD certificates will be available upon request by district administration from the EL Teacher.

B. Dissemination of scores to stakeholders

Results data of the ELPA21 are used by the EL teacher and disseminated to administrators and teachers of EL students for instructional decision-making.

Parents are mailed a copy of the ELPA21 score sheet with an explanation of its implications for their child. In the fall, parents are notified of continuing placement in EL programming with an explanation of the kinds of services their child receives.

C. Appropriate training to interpret results for staff

EL teacher will complete the Online Reporting System (ORS) webinar for ELPA21 Assessment. The EL teacher will download and read the Score Reporting Interpretation Guide.

EL Teacher will meet with classroom teachers, administrators, and staff directly serving ELs to interpret results for ELPA 21 assessment

D. Utilization of assessment results to guide instruction and programming

EL Teacher and classroom teachers will plan for implementing appropriate pedagogical decisions including research-based best practices for methodology, strategies, assessments, and accommodations in the following areas:

- Core instruction
- LIEP instruction
- Future programming

VII. LIEP Exit Criteria and Procedures

ELs achieving proficiency in English speaking, listening, reading, and writing at a level commensurate with their grade and/or age peers will be transitioned into the mainstream classroom or exited from programs and services (60.3(3)b4).

A. LIEP Exit Criteria and Procedures

The student:

1. Achieves the required score for proficiency on ELPA21

B. LIEP Exit Procedures

1. Occurs during the allowable window (end of the previous year and the September 30th student count date)

2. Notify parents with state-approved TransAct exiting form in the language most understandable to parents/families: “Program Exit Letter: Form B” – signature required
3. ELL teacher will direct school secretaries to 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

- A. Describe two-year monitoring procedures in place after students exit the program. Monitoring procedures need to include criteria to determine ELs’ sustained academic progress. A certified, licensed professional(s) must be responsible for the monitoring procedure, identified by name(s) and position(s).

The EL coordinator will monitor the exited student for two years. The EL Teacher will:

- confer with teachers as needed, based on grades
- monitor grades each semester
- monitor EL performance on district-wide assessments.

Sustained academic progress for ELs will be determined by passing grades, proficient scores in reading and math on the ISASP, and indications of academic success by students, teachers, and parents.

- B. Describe re-entry to LIEP process, including parental notification, when appropriate
- Should the student begin to experience difficulty and be in need of linguistic support, as indicated by grades, teacher, or parent concerns, re-entry will be considered. Students can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener (or another standardized English proficiency assessment.) The EL coordinator will notify parents/guardians using the “English Learner Program Placement” form.

IX. LIEP Evaluation

Regular program evaluation is recommended by the Iowa Department of Education. One way to gauge program effectiveness is through careful monitoring of students’ progress. LIEP evaluation data will be used to determine professional development needs, adjustment of the LIEP, staffing, teacher scheduling, curricular needs, and meeting the needs of individual ELs

and/or subgroups. Program evaluation will be done yearly by the EL coordinators (Megan Gates, Julie Giese, and Catherine Moeller).

- A. Describe the district's annual LIEP evaluation process, which includes evidence regarding progress toward meeting Lau Plan LIEP goals in both English language development and academic achievement:
 - 1. May be based on increasing the percentage of ELs making growth in language acquisition as measured by the ELPA21
 - 2. May be based on increasing the percentage of ELs attaining or reaching full proficiency as measured by ELPA21
 - 3. May be based on other district data

A Lau Plan committee will meet once each year. The committee will use this information for the design and implementation of program improvement as well as reporting to families of EL students the type of programming their students receive. The committee will review and revise plans each year in September.

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

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www2.ed.gov/rschstat/eval/title-iii/language-instruction-ed-programs-report.pdf

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. 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 composed 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.*

Appendix C

Home Language Survey - IA includes second page for race and ethnicity

Determination of Student Eligibility for Program Placement Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

Program Exit Letter for students who are eligible to exit services

Notice of Program Placement for initial, annual, and re-entry placement notification

Request for Change in Program Participation - waive or withdraw ELL/bilingual services

Appendix D

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. AEA's 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. AEA's 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. AEA's 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 AEA's/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.

Appendix E

For forms in English and in other languages, check the TransAct website:

www.transact.com

Appendix F

Districts may elect to include a copy of "Educating Iowa's English Language Learners: A Handbook for Administrators and Teachers" distributed by the Iowa Department of Education available at:

<https://educateiowa.gov/pk-12/learner-supports/english-learners-el/english-learner-resources>

Appendix G

“Iowa Guidelines for K-12 EL Participation in District-wide Assessments” distributed by the Iowa Department of Education.

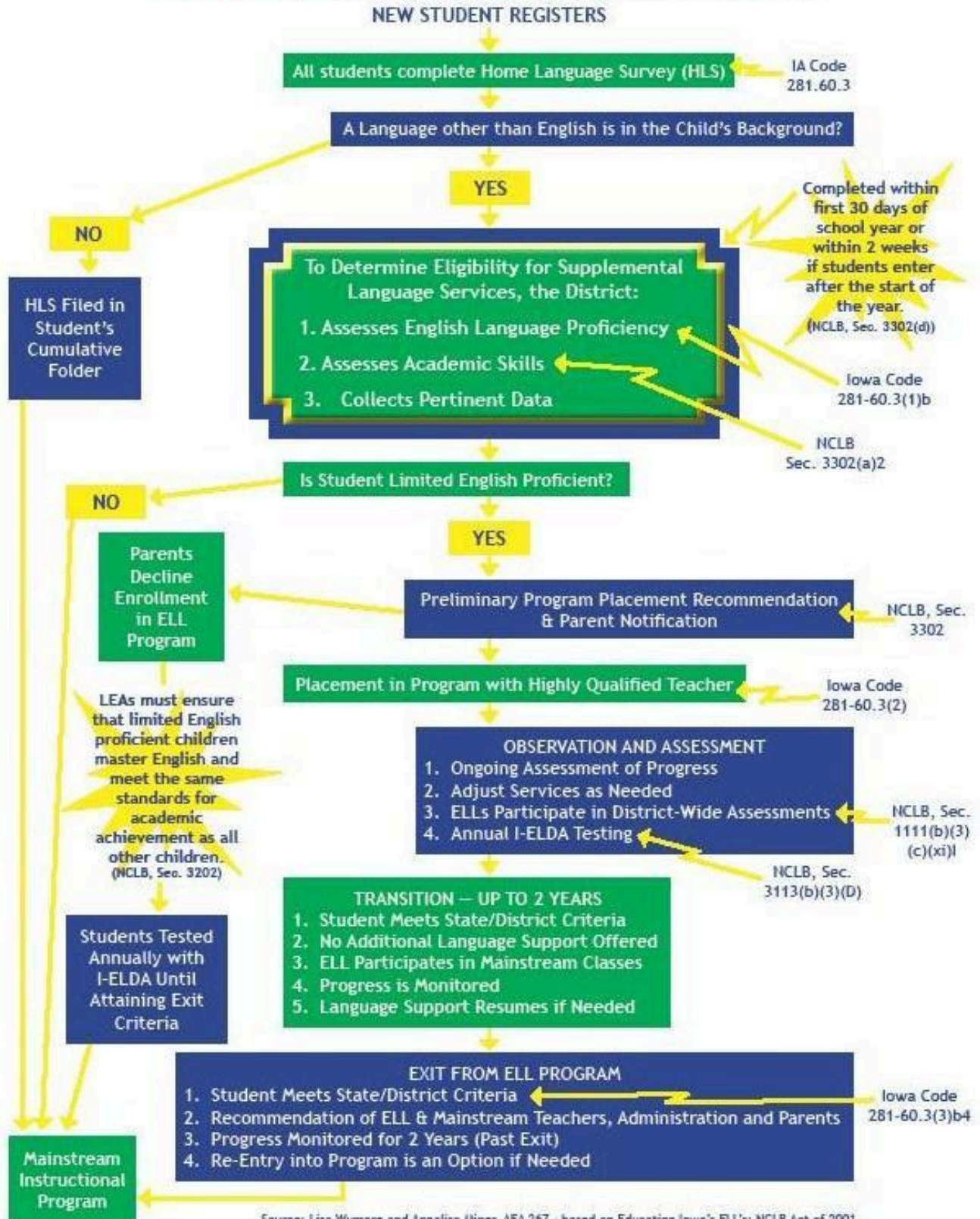
Districts are encouraged to contact their Title III Consultant for training opportunities and technical assistance with these guidelines.

Appendix H

- EL Process & Procedures Flowchart (page 23)
- EL Assessment Timeline

These are distributed by the AEA 267 EL Consultants and are available for download in pdf format upon request.

Process and Procedures for Delivery of ELL Services



Source: Lisa Wymore and Annalisa Hiner, AEA 267 - based on Educating Iowa's ELL's; NCLB Act of 2001.