



Perry Community School District
K-12 Lau Plan for Serving English Learners (ELs)
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Lau Plan Introduction

The purpose of the Lau Plan is to provide information to parents, students, staff, administration, and the school board about the Perry Community School District's English Learner program. This document will serve as a reference guide to assist all those who are involved in meeting the needs of students with limited English proficiency. For further information, questions, or comments, please contact the Director of Teaching and Learning/Director of English Learner Services, Kevin Vidergar at kevin.vidergar@g.perry.k12.ia.us or (515) 720-9129.

District Mission Statement

The mission of the Perry Community School District, in partnership with families and the community, is to develop knowledgeable, skilled, and productive citizens of character.

District Goals

The Perry Community School District's goals are:

- to demonstrate growth in student learning.
- to secure and manage financial resources responsibly.
- to provide each staff member with targeted staff development.
- to communicate and collaborate effectively with all stakeholders.

I. Lau Plan Guiding Principles

- A. *English Language Development.* Ensure all English Learner students develop English proficiency and content mastery.
- B. *Academic Achievement.* To ensure learning and success in and out of the classroom, the Perry CSD English Learner program will provide students the necessary support to develop English language proficiency in order to meet or exceed grade-level essential learning targets.

- C. *Cross Cultural Efficacy.* Perry Community School District’s English Learner program strives to embrace the cultural backgrounds of our community by providing high-quality language development and access to the core curriculum by building upon the cultural and linguistic assets English Learners bring to the classroom.

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

A. Home Language Survey

1. At the time of registration, the parent/guardian completes the Home Language Survey portion of the online registration form, along with a Student Race and Ethnicity Reporting questionnaire for each student in the district.
2. *Reviewing and referring students.* If the Home Language Survey indicates a language other than English is spoken in the home, the Director of Teaching and Learning/Director of the English Learner program will forward the registration packet to the EL teacher who serves students at the corresponding grade level.
3. The EL teacher will review the registration papers and check the student’s records to see if he/she is coming from another school district or is new to the country.
 - a) If the student is new to the country, then the EL teacher will assess the student using the ELPA21 Dynamic Screener as described in section B.
 - b) If the student was previously identified as an English Learner in an ELPA21 state, then the EL teacher will locate and review the student’s ELPA21 Dynamic Screener and/or Summative test scores to assist with placement as described in section C.
 - c) If the student is from a non-ELPA21 state, the EL teacher will assess the student using the ELPA21 Dynamic Screener as described in section B.
 - d) The EL teacher will look to see if the student may have been previously identified as an English Learner in an ELPA21 state and then exited services because they gained proficiency in English. In this case the student will not need to be assessed using the ELPA21 Dynamic Screener.
 - e) If the student is coming from a non-ELPA21 state and exited services, the student will need to be screened using the ELPA21 Dynamic Screener. The state of Iowa does not accept screener or summative test scores from non-ELPA states.
4. If a teacher or administrator suspects that another language is spoken by the student or that another language is spoken at home, the teacher will share this with the EL teacher for that grade level. The EL teacher will contact the family to learn more. After that contact, the EL teacher in partnership with the Director of Teaching and Learning/Director of the English Learner program will determine whether to screen the student.
5. *Documentation.* Home Language Surveys are stored in the student’s cumulative folder, and a copy is given to the EL teacher who provides services to that child. In addition, the child’s home language is updated in PowerSchool, the district’s student information system.

B. State-approved English language proficiency placement assessment

1. A certified test administrator will administer the ELPA21 Dynamic Screener to all students whose Home Language Survey indicates a language other than English is spoken in the home, or if the teacher suspects that another language is spoken by the student.
 - a) An ELPA21 Dynamic Screener for future kindergarteners is administered during spring and summer prior to the student starting kindergarten.

2. Students are screened on the ELPA21 Dynamic Screener within the first 30 days of school, if registered prior to the start of the school year. For students who enroll mid-year, students will be screened within 2 weeks from their date of enrollment.
 3. A summary of the student's ELPA21 Dynamic Screener will be placed in the student's cumulative file and a copy sent home to parents.
- C. Process to place student in appropriate LIEP and content courses
1. A student's performance on the ELPA21 Dynamic Screener as well as classroom assessments, grades, teacher observations, and additional data is collected to determine the need for EL services and age-appropriate content courses.
 - a) A student who scores overall in the "emerging" or "progressing" range on the ELPA21 Dynamic Screener will qualify to receive EL services. Students who achieve an overall score of "proficient" on the ELPA21 Dynamic Screener do not qualify for EL services.
 2. If a student qualifies for EL services, the parent/guardian will receive a Determination of Student Eligibility notice [see Appendix C] and a Notice of English Language Development Program Placement [see Appendix C].
 3. If a student does not qualify for EL services, the parent/guardian will receive a Determination of Student Eligibility notice [see Appendix C] stating that no services are needed.
- D. Parental forms
1. For students registered at the beginning of each school year, the EL teachers assigned to each grade level will send a Notice of English Language Development Program Placement [See Appendix C] within the first 30 days of school notifying parents/guardians, in a language most easily understood, that their child will continue to receive EL services.
 - a) Students who enroll after the beginning of the school year will receive a Notice of English Language Development Program Placement [See Appendix C] within 2 weeks of enrollment and annually as long as they qualify for services.
 2. Copies of all forms are kept in the student's cumulative file.
- E. Process for waiving students from LIEP
1. *Communication.* Parents have the right to waive EL services. If a parent wishes to waive services, a meeting will be arranged between the EL teacher and the parent/guardian. During this meeting, the teacher will discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes, and provide a copy of the Explanation of Consequences for Not Participating in English Learner Program notice [see Appendix C].
 2. *Documentation.* The parent/guardian will complete the Request for Change in Program Participation form [see Appendix C], which will be filed in the student's cumulative file. This form needs to be completed by the parent/guardian each school year.
 3. *Support.* Even if a student is not enrolled in the LIEP program to receive services, they will be assessed each spring for language development on the ELPA21 and for academics using the Iowa Statewide Assessment of Student Progress (ISASP), as required by law.

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

A. LIEP goals

1. *English language development.* EL students will be taught English language comprehension through listening, speaking, reading, and writing skills, in order to attain language proficiency on the ELPA21.
2. *Academic achievement.* EL students will reach proficiency within 5-7 years, in the areas of reading and mathematics on the Iowa Statewide Assessment of Student Progress or ISASP. EL students will receive the same rigorous academic content in order to meet the same academic achievement standards that all children are expected to meet, as evidenced by performance on the ISASP and other district assessments such as FAST, STAR Math and Reading, etc. as well as course grades provided by classroom teachers.
3. *Cross-cultural.* EL students will be supported so that they can successfully participate in the learning environment and other school activities, including curricular and extracurricular activities.

B. Implementation of specific state-approved LIEP models used in district [see Appendix B]

1. *Implementation.* All identified EL students receive services based on their individual language needs, as well as their academic performance. Students with greater language needs are provided more services, which include more time, frequency, and intensity of instruction. EL students may receive one or more of Perry's LIEP programs which include:
 - a) Newcomer Program: Newcomer EL students receive direct instruction in the EL classroom with an emphasis on language development and increased practice. The smaller group size provides opportunities for students to make growth in the areas of reading, writing, listening, and speaking in English. Instruction is based on the Iowa Core and English Language Proficiency Standards, and simultaneously focuses on language acquisition and the learning targets that support academic standards. In their general education classrooms, newcomer EL students receive instruction through scaffolded teaching strategies to support them as they access and interact with the content of all academic areas. This scaffolding includes strategies such as explicit vocabulary instruction, building background knowledge, providing opportunities for meaningful student-student interaction and a gradual release of responsibility.
 - (1) QUALIFICATION. Students who receive an overall score of "emerging" on the ELPA21 Dynamic Screener and demonstrate limited English language skills receive services in the Newcomer Program. This program predominantly utilizes the English language, adapted to the student's level. When applicable, the student's home language may also be used to support instruction of the English language. Students who score at the "emerging" level on the ELPA21 Summative Assessment will remain in the Newcomer Program until they are able to develop language skills that require less intensive services as supported by evidence collected in the EL and general education classroom.
 - b) English as a Second Language (ESL) Program: ESL services are delivered during the school day by EL teachers in a pull-out classroom, by EL teachers in a collaborative or co-teaching setting with general education teachers, or by general education teachers trained in instructional methods for teaching EL students.
 - (1) QUALIFICATION. Students who receive an overall score of either "emerging" or "progressing" on the ELPA21 Dynamic Screener may receive services in a

pull-out ESL program in which the student leaves his/her English-only classroom for ESL instruction. At the middle and high school level, these students may be scheduled for direct classes with an EL teacher. Students who score at the “emerging” or “progressing” level on the ELPA21 Summative Assessment may remain in an ESL program. (‘Emerging’ means the student has scored only a 1 or 2 for each of the four domains of listening, reading, speaking, and writing. ‘Progressing’ means that the student has scored a combination of 1, 2, 3, 4 or 5 in each of the four domains).

- c) Sheltered Instruction Program: Sheltered instruction is an approach to teaching English language learners which integrates language and content instruction. Sheltered instruction occurs in the general education setting and involves collaboration between the general education teacher(s) and the EL teacher, with the EL teacher providing direct instruction in the case that the general education teacher does not have an EL endorsement. Sheltered instruction may be provided for students in order to more effectively meet the individual learning needs of that student. For example, if a student is an English Learner and in Special Education or if a newcomer is performing at a low level in core content classes, then that student may receive sheltered instruction.
 - (1) **QUALIFICATION**. Students who receive an overall score of either “emerging” or “progressing” on the ELPA21 Dynamic Screener may receive services in a sheltered instruction program. Students who receive an overall score of either “emerging” or “progressing” on the ELPA21 Summative Assessment will continue to receive services through content-based EL instruction, where instruction is provided in English and adapted to the student’s level.

2. *Frequency and Intensity of Services*. Identified EL students receive a combination of direct instruction and/or push-in services to address English language development and language acquisition. Students with more limited English language ability receive more intensive services, while those students who have developed an understanding of the English language receive less intensive services each week. Certified EL teachers and bilingual EL paraeducators may work with students in pull-out settings and/or in their general education classrooms to support their language development and equitable access to the core curriculum.

- a) Newcomers/Beginning: Newcomer English Learners receive daily intensive language instruction in predominantly pull-out classes at the elementary, or in scheduled classes at the middle and high school, that focus on language development including listening, speaking, reading and writing. The EL teacher collaborates with the general education teacher to develop and implement appropriate scaffolding for learning to ensure that newcomers and beginning EL students have access to the district core curriculum.
- b) Early Intermediate: EL students at the early intermediate level have an English language proficiency (ELP) of 1-2 in each of the four domains of the summative assessment and are below grade level in their English language acquisition and literacy. These students receive support that may include pull-out, scheduled direct instruction classes, and push-in services during which the EL teacher provides support for language development as well as assists students in accessing the core curriculum. Early Intermediate EL students typically receive daily services from a

certified EL teacher, in addition to support from an EL paraeducator. The EL teacher collaborates with the general education teacher to develop and implement appropriate scaffolding for learning to ensure that Early Intermediate students have access to the district core curriculum.

- c) Intermediate: Intermediate English Learners are typically students with an ELP of 2-3 in each of the four domains of the summative assessment and who are still in need of explicit language instruction focusing on academic language to meet proficiency, and are generally reading below grade level. These students receive support that may include push-in services, scheduled direct instruction classes, and pull-out services. These services are provided a minimum of twice a week to support their acquisition of academic language. The EL teacher collaborates with the general education teacher to develop and implement appropriate scaffolding for learning to ensure that Intermediate students have access to the district core curriculum.
 - d) Early Advanced/Advanced: Advanced English Learners are typically students with an ELP of 3-5 across each of the four domains on the summative assessment and who are close to their grade level peers in terms of English language development, however, they continue to require support for academic language to access core curriculum in order to reach language proficiency. These students receive support that may include push-in services, scheduled direct instruction classes, and pull-out services. These services are provided a minimum of twice a week to support their acquisition of academic language.
 - e) Additional EL students: Students from St. Patrick's Catholic School who reside in the Perry Community School District receive English language instruction from an EL teacher based on their grade and regularly assigned attendance center. In addition, St. Patrick's teachers are invited to participate in professional development related to English language development through Perry Community School District.
3. ELs with disabilities at all proficiency levels receive direct LIEP instruction unless services have been waived.

C. Annual parent notification of continuing placement and programming options

1. *Procedure*. Within 30 days of the beginning of each school year, parents/families of ELs are notified, in a language most easily understood, of continuing placement in the LIEP Program using the Notice of English Language Development Program Placement [see Appendix C].
2. *Professional responsible*: The grade level EL teacher is responsible for sending this letter.
3. *Documentation*. A copy of the Notice of English Language Development Program Placement is placed in the student's cumulative file by the grade level EL teacher.

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

1. *Procedure*. Parents have the right to waive EL services each school year. If a parent wishes to waive services, they must contact the grade level EL teacher or the Director of Teaching and Learning. The grade level EL teacher will communicate with the parent areas of concern regarding the student's English language proficiency and academic performance based on evidence. In addition, the teacher will share information about the services that could be provided.
2. *Communication*. The parent will receive the Explanation of Consequences for Not Participating in English Learner Program form [see Appendix C], and must complete the Request for Change in Program Participation form [see Appendix C]. This form must be

completed each year the parent wishes to waive services, and will be kept in the student's cumulative file.

3. *Assessment.* If a student has waived EL services, as required by law, he/she will still be assessed each spring for language development on the ELPA21 Summative Assessment, and for academic performance using the Iowa Statewide Assessment for Student Progress (ISASP), FAST, STAR, and other district assessments.

E. Highly qualified staff

1. *EL teachers.* In the Perry Community School District, all EL teachers hold an ESL endorsement from the Iowa Department of Education.
2. *General education teachers.* The district continues to support and encourage general education teachers to obtain an ESL endorsement. EL teachers actively collaborate with general education teachers to plan instruction for EL students.
3. *Paraeducators.* Paraeducators possess a paraeducator license from the Iowa Department of Education. In addition, paraeducators working with EL students are highly encouraged and supported in obtaining the English Language Learner area of concentration through Heartland Area Education Agency.

F. Designated administrator oversight for LIEPs

1. The district's Director of Teaching and Learning is responsible for ensuring that students are assessed on time and that proper notification is distributed to parents. It is also the responsibility of the Director of Teaching and Learning, along with building principals, to ensure that the LIEP is implemented as outlined above.
2. The Director of Teaching and Learning, who acts as the district coordinator for the English Learner program, participates in training through several sources including Heartland ESOL Advisory Networking meetings, taking classes toward an ESL endorsement, and completing professional learning modules on the ELP standards and the ELPA 21 assessment and screener. In addition, the district encourages all administrators to take courses focused on EL learners as part of renewing their license. Professional learning opportunities are provided during the school year, led by EL teachers and English Learner Strategist Lead Teachers.

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

1. *Standards.* The standards that drive instruction for the EL students are from the [Iowa Core](#) and the [English Language Proficiency Standards for Iowa](#). Essential learnings and pacing are determined through collaborative meetings with content area teachers to ensure EL instruction supports both English Language development and academic progress in learning the district's core curriculum.
2. *Collaboration.* EL teachers meet as needed with general education teachers, and as an EL team, to share information about the EL students that they serve, plan and design instruction, and identify upcoming standards and learning targets to ensure that EL instruction compliments instruction in the general education classroom.

H. Curriculum and supplemental resources

1. *Curriculum.* The EL team consistently reviews and refines an articulated K-12 English Learner curriculum designed to support EL students' English language development as well as academic content. The ELD Program curriculum includes:

- a) National Geographic K-5: Our World, In the USA, REACH; 6-8: Time Zones, 9-12: EDGE, Inside the USA, Pathways, Great Writing
 - b) Reading A-Z
 - c) Imagine Learning
 - d) In addition, teachers create their own resources and curriculum to support students' content and language learning in response to student learning needs.
2. *Review.* Process for review of curriculum and supplemental resources is as follows:
- a) Core materials are reviewed during a regular curriculum cycle. As materials are being selected, they are evaluated for use with English learners. Additional support materials that come with programs or books are purchased to support ELs with core content. Supplemental materials are chosen based on an identified need of individual learners. Using pretest or baseline data, materials are selected or created to address gaps students have. Materials can change year to year. As students' progress, they need more complex or mature materials. Materials that have been accumulated may be used for newer students if they match their needs. Other supplemental materials may be selected to enhance the core materials, making them more understandable.

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

A. Process for identifying and serving gifted/talented ELs

1. *Identification.* Whole grade reviews of evidence of student performance and need for TAG services occur in grades 3, 6, and 9. Additionally, teachers, parents, peers, and students themselves can refer students in all grades at any time for TAG services in the areas of general intellectual ability or specific ability aptitude (i.e., mathematics, reading, science).
 - a) Identification occurs in two phases: First, a talent pool is created. The talent pool includes all students who have the potential to be identified as gifted. Once a student is either part of a whole grade review or nominated for TAG services, the next step is for the appropriate TAG teacher to collaborate with grade level teachers to gather evidence about a student's performance in relation to his/her peers. For whole grade reviews and individual student nominations, the evidence includes:
 - (1) HOPE Scale (specifically for EL students and students from low SES)
 - (2) Naglieri Nonverbal Abilities Test (specifically for EL students and students from low SES)
 - (3) ISASP scores for mathematics and reading (grades 3-11) and science (grades 5, 8, and 10)
 - (4) Renzulli scales (observational tool) for mathematics, reading (grades 3-11) and science (grades 6-11)
 - (5) FAST scores for mathematics and reading (grades 3-5)
 - (6) Samples of the student's work to compare with grade level peers
 - b) Phase two occurs after the screening data is reviewed and scored using the TAG Identification rubric. Students who meet the criteria for potential TAG identification now complete the Cognitive Abilities Test (CogAT).
 - c) In addition, observational data is utilized to assess potential TAG students who have exceptional abilities, focusing on the rapidity of acquisition of language, or evidence of high-level reasoning, regardless of ability in language.

- d) A building team then meets to review all of the evidence collected for each student and determines whether the student will receive TAG services, enrichment services, be on a watch list, or does not qualify.
2. *Supporting language needs.* English Learners identified at TAG students continue to receive English Language support through a combination of pull out and push-in services (depending on the grade level) as well as through appropriate modifications to assignments and assessments.
- B. Process identifying and serving ELs in special education
1. *Identification.* If a disability is suspected, then a disability suspected meeting is held that includes a teacher who is familiar with English language development and language acquisition as an active participant. During the meeting, if it is determined that there is a disability suspected, the parent would sign for a comprehensive special education evaluation.
 - a) The full and individual initial evaluation uses a child's response-to-intervention or instruction data to support the conclusion that a disability is present.
 - (1) The individual's rate of progress is compared to the expected rate of progress for typically developing peers (same language and educational background, and matching student characteristics) or other performance standards. Progress data provides objective evidence that an individual's performance over time and during targeted instruction/intervention is substantially different than the rate of progress for typical peers or expectation.
 - (2) The disability determination also focuses on the magnitude of discrepancy. The discrepancy decision is based on the selection of appropriate standards of comparison and the individual's performance compared to that standard as measured by reliable, valid, current and relevant measures.
 - (3) Educational need is the third required component of eligibility determination, and is reflected in the team's judgment that an individual requires special education and related services in order to receive a free and appropriate education. Specifically, teams assess through multiple methods (Review, Interview, Observe, Test), the needs of the individual in the areas of instruction, curriculum, environment, and learning supports.
 2. Once that information is collected, the team examines relevant information through RIOT methods to rule out whether a child's performance difficulties are primarily the result of a lack of appropriate instruction, socio-economic variables, cultural differences or poor attendance.
 - a) A child must NOT be determined to be a child with a disability if the team determines that the educational difficulty is primarily related to:
 - (1) lack of appropriate instruction in reading, including the essential components of reading instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension)
 - (a) a lack of appropriate instruction in math
 - (b) limited English proficiency
 - (2) Evaluation teams should also consider if the determinant factors for the child's educational performance are primarily related to other ecological variables, including socio-economic status, cultural or ethnic differences, or school attendance or mobility.

- b) The context in which evaluation and eligibility decisions are made includes the consideration of linguistic variables unique to the individual. For example, if an individual's performance does not fall below the expectations of peers with similar linguistic backgrounds, the individual's needs are not likely due to a disability requiring special education.
 - c) When the family's primary language is not English, a member of the school team who is proficient in the family's language or a trained interpreter should conduct interviews with the family. For children whose primary language is not English, communication deficits only constitute a disability if the communication problem is present in both English and the individual's primary language. During the eligibility decision-making process, the evaluation team must rule out language and acculturation as the primary reason for performance deficits. An assessment of the individual's English language proficiency may be needed in order to develop appropriate interventions or evaluate the individual's response to interventions and to make eligibility decisions. It is important to have someone on the team who is knowledgeable about the child's linguistic diversity and who has the skills to help differentiate between language acquisition and disability characteristics. The team may find it helpful to review and discuss the following questions:
 - (1) How is the child's performance when compared to others of like linguistic backgrounds?
 - (2) Are the materials and methods used in the evaluation to measure progress, discrepancy and need non-discriminatory?
 - (3) Have assessments been administered in the language and form most likely to yield accurate information on the student's performance?
 - (4) Did the interventions from which progress data is gathered adequately address linguistic variables impacting the child's performance?
 - (5) What is the child's performance on measures of linguistic aptitude (e.g. Basic Interpersonal Communication Skills, Cognitive Academic Language Proficiency)? Does the student speak and understand the language of instruction?
 - (6) Based on the information gathered and analyzed with respect to this child, does the team feel that the individual's educational performance is primarily the result of linguistic variables?
 - d) At the Eligibility Determination meeting the exclusionary factors will be discussed. If the determinant factor for the child's performance is limited English proficiency the child will be determined "not eligible" for special education services.
- 3. *Instruction.* EL students receive direct instruction in academic content by a certified Special Education teacher, and direct instruction in English language development by a certified EL teacher.
 - 4. *IEP team.* The review team includes a teacher who is familiar with English language development and language acquisition as an active participant.
- C. Process for identifying and serving ELs in other district programs
- 1. The process for identifying and serving ELs in other district programs occurs through PLCs and the building data analysis process. Lack of proficiency with the English language does not prevent a student from accessing other district supports such as Title I services, at-risk programming, supplemental reading instruction, career and technical programs, counseling services, advanced placement, etc. High school counselors work

with students, their parents, and teachers to select courses that will meet the student's educational goals.

2. *Communication.* Parents and students are provided with communication about programs and eligibility in a language most easily understood.
3. An EL teacher is included in the placement and consideration of programs.

D. Process for identifying and serving ELs in extracurricular activities

1. Through activities, students are provided with different educational opportunities than in the classroom. These activities are open to all students, including ELs. Extracurricular activities include athletic programs and performing and visual arts programs for students in grades 7-12, honor societies, and clubs. Students are made aware of these programs through music and physical education programs at the middle school and through announcements both in school and online. Coaches, teachers, staff, and administrators at all levels encourage students to become involved and work directly with the Activities Department so that the individual needs of each student are met to ensure that they can participate.
2. *Communication.* Parents and students are provided with communication about programs and eligibility in a language most easily understood.

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.* All district administrators view the English Language Proficiency modules on AEA PD Online developed through the Department of Education to ensure administrators have a foundational understanding of language development and English language acquisition. In addition, the Director of Teaching and Learning attends conferences with the district EL team to ensure ongoing learning.
2. *LIEP Staff (certified and support).* EL teachers meet throughout the year as a district EL team to review instructional strategies and updates in regards to how to best support English learners. All certified EL staff view the English Language Proficiency modules on AEA PD Online developed through the Iowa Department of Education. EL teachers attend conferences and other professional learning opportunities to continue learning strategies and approaches for engaging English Learners in learning at high levels.
3. *General education teachers.* All certified teachers participate in training related to utilizing academic vocabulary in their classroom and building awareness of EL student cultures. In addition, teachers in their first and second year of the district mentoring program receive instruction in strategies for teaching academic vocabulary for EL students. Professional learning opportunities are offered throughout the school year, often led by our English Learner Strategist Lead Teachers, to support learning strategies and approaches for engaging English Learners.
4. *Paraprofessionals and building/district support staff.* Paraeducators possess a paraeducator license from the Iowa Department of Education. In addition, paraeducators working with EL students are highly encouraged and supported in obtaining the English Language Learner area of concentration through Heartland Area Education Agency.
5. *Preschool teachers who serve ELs.* All certified teachers participate in training related to utilizing academic vocabulary in their classroom and building awareness of EL student cultures. In addition, teachers in their first and second year of the mentoring program receive instruction in strategies for teaching academic vocabulary for EL students.

Professional learning opportunities are offered throughout the school year, often led by our English Learner Strategist Lead Teachers, to support learning strategies and approaches for engaging English Learners.

- B. District training of ELP standards and implementation plan
 - 1. *ELP training.* Certified staff members directly responsible for delivering the LIEP are required to view the ELP Modules and take the associated brief quiz to document completion and content attainment. All certified staff and building administrators receive training on EL strategies specific to the integration of language and content attainment for ELs at various times during the school year. (Option A)
 - 2. *Required training.* All educators working with English Learners complete required trainings using the [AEA online professional learning system](#). The team uses a spreadsheet to track which trainings each teacher must complete. This spreadsheet is updated through each school year.
 - 3. *Documentation.* Copies of the certificates of completion are kept by the Director of Teaching and Learning.
 - 4. *Training for new employees.* Teachers joining the EL team complete the modules by the end of their first month in the district as part of their onboarding.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

- A. Annual training for appropriate staff with certificate on file
 - 1. *Training process.* All teachers administering the ELPA21 complete all required training annually. Training includes the Administration of the ELPA21 Screener and ELPA21 Summative Assessment; Accessing, Interpreting, and Using ELPA21 Results: Summative and Screening, etc.
 - 2. *Documentation.* Copies of the certificates of completion are stored with the Director of Teaching and Learning for all district EL teachers.
- B. Dissemination of scores to stakeholders
 - 1. When ELPA21 scores are available, the Director of Teaching and Learning shares these scores with district EL teachers. The team meets to determine student learning needs in response to the scores. In addition, individual student score reports are sent home to families and a copy of the score report is kept in each student's cumulative folder.
 - 2. EL teachers share ELPA21 data with general education teachers and collaborate to determine future programming for EL students.
 - 3. The Director of Teaching and Learning, in collaboration with EL teachers, shares ELPA21 data with building administrators in order to determine future programming for EL students.
- C. Appropriate training to interpret results for staff
 - 1. The Director of Teaching and Learning, along with all EL teachers, complete the module Accessing, Interpreting and Using ELPA21 Results: Summative and Screening annually. Certificates of completion are kept on file by the Director of Teaching and Learning.
 - 2. EL teachers share test data with general education teachers who have ELs in their classroom in order to collaboratively develop and implement appropriate instruction.
- D. Utilization of assessment results to guide instruction and programming
 - 1. *LIEP instruction.* When the test results are received, scores are used to help evaluate current programming and make appropriate changes to more effectively meet each student's learning needs.

2. *Future programming.* In addition, scores are used to evaluate the impact of the EL Program and determine areas of success and areas for improvement.
3. *Core instruction.* EL teachers share ELPA21 data with classroom teachers to plan for and provide targeted core instruction in the general education classroom. In addition, EL teachers may attend general education intervention meetings to discuss classroom data to determine needs for continued support.

VII. LIEP Exit Criteria and Procedures

- A. Exit criteria
 1. The student achieves the state-approved required score for proficiency on the ELPA21 Summative Assessment.
- B. Exit procedures
 1. A student may be exited from the EL program between the distribution date of ELPA21 scores and October 1 of the following school year. Once a student meets the established criteria to be exited from the EL program, parents are notified with the English Language Development Program Exit Letter [see Appendix C] in the language best understood by parents/families.
 2. Students who are no longer eligible to receive EL services will have their student coding changed to "exited" on the state report.
 3. Students who are exited from the LIEP Program will begin a required monitoring process of at least two school years, to ensure they maintain their acquired language skills.

VIII. Monitoring Procedures after Students Exit the LIEP Program

- A. Monitoring procedures
 1. *Monitoring procedures.* Upon exiting the LIEP Program, parents/families of the exited EL student will receive notification that their EL student will be monitored for academic progress and sustained language proficiency in the English Language Development Program Exit Letter [see Appendix C]. During the monitoring process, the certified EL teacher assigned to the student's grade level will monitor student data, grades, and language proficiency in the general education classroom through collaboration with their general education classroom teachers each grading period.
 - a) K-5: Students are screened at a minimum of three times per year on FAST. The EL teacher monitors students once per quarter through communication and observation of the student in the general education classroom. The EL teacher collaborates with the grade level teachers to ensure monitored EL students maintain their level of English language proficiency.
 - b) Middle School: Students are evaluated at a minimum of three times per year using the STAR reading and math assessments. EL teachers monitor student progress and collaborate with classroom teachers to ensure students continue to make the anticipated level of progress in the classroom.
 - c) High School: Student progress is monitored each grading period through collaboration with classroom teachers, counselors, and school personnel. EL teachers monitor student academic and language progress through collaboration with classroom teachers.
 2. *Professional responsible.* The certified EL teacher assigned to each student's grade level is responsible for the monitoring procedure.

3. *Monitoring period.* Students are formally monitored for a minimum of 2 years.
 4. *Plan for exited ELs showing a lack of academic progress.* If an exited EL student is not sustaining academic progress, the student will be given the same support as students who were never in the LIEP Program through the district's general education intervention system.
 - a) Data from classroom performance, FAST, STAR Assessment, Iowa Statewide Assessment of Student Progress (ISASP), and other district assessments are used to determine the level of intervention needed.
- B. LIEP re-entry procedures
1. *Qualification.* If monitoring data indicates that a student is not sustaining progress in the area of language acquisition, that student may be given the ELPA21 Dynamic Screener. Based on proof of non-proficiency in one or more language domains on the screener, the student will be readmitted, pending parent/family consent, to the district EL program. The EL teacher, using his/her professional judgment after reviewing evidence of learning and meeting with the Director of Teaching and Learning, can readmit a student to the EL program without use of the ELPA21 Dynamic Screener.
 2. *Communication.* Following the timelines mentioned in Section I, parents are notified, in a language most easily understood, that their child is recommended for re-admittance to the EL program. If the student completed the ELPA21 Screener, then parents are given the Notice of English Language Development Program Placement form [see Appendix C]. If the student is readmitted without taking the screener, then parents still will be contacted. At this time, parents/families have the option to consent to or waive EL services.

IX. LIEP Evaluation

- A. Team-based process for how the LIEP is evaluated annually:
1. *Professional responsible.* The Director of Teaching and Learning facilitates an ongoing review of the district English Learner program in collaboration with the K-12 English Learner team. The Perry English Learner program is evaluated in relation to the Lau Plan Goals, identified in Section III, to determine its effectiveness.
 2. *Data to plan instruction.* During the review process, the team considers evidence for both English language acquisition and academic performance. Data sources include assessments such as ELPA21 Summative Assessment scores, number of students who exited EL services, academic performance in core classes, etc.
 3. *Evaluation of impacts on future programming and services for ELs.*
 - a) Professional development. The Director of Teaching and Learning will work with the administrative team and the K-12 English Learner team to determine professional development areas needed for both general education and EL teachers in the areas of English language development and language acquisition.
 - b) Adjustment of the LIEP. The team will ensure that the services provided through the EL program are consistent within each grade level, and articulated across the district.
 - c) Staffing. Based on the data gathered and reviewed, the Director of Teaching and Learning, superintendent, and building principals review staffing needs to determine how to best meet the needs of the students.
 - d) Teacher scheduling. Based on the data gathered and reviewed, the Director of Teaching and Learning and building principals review scheduling to determine how to best meet the needs of the students.

- e) Curricular needs. Curricular needs will be reviewed at least annually to determine what resources are needed to supplement the core instruction, to specifically address English language acquisition and language development.
 - f) Meeting the needs of individual ELs and/or subgroups. The district is focused on meeting the needs of individual ELs and/or subgroups. Professional learning addresses various demographic groups with the category of English Learners as well as newcomers, refugee students, long-term ELs, and students with interrupted education.
4. LEA English Learner Assurances (signed in CASA) Title III Assurances [See Appendix D]. Each school year, the Title III Assurances are signed by the superintendent in CASA.

Appendix A

Letter to Districts from the US Department of Justice

[English Learners DCL \(PDF\)](#)

Appendix B

Description of LIEP Models

Newcomer Program: *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs.*

Sheltered Instruction: *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. An approved LIEP model using sheltered instruction must include direct instruction by an ESL endorsed teacher.*

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

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

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

Appendix C

Parent/Family Communication

Currently all of the following letters to parents and families are offered in Karen, Spanish, Tigrinya, and English. The district continues to add languages in response to the languages used by our families. For other languages, the district will use interpreters as appropriate or ask the parents/family about their comfort level with English. Attached are the English versions:

[Determination of Student Eligibility for Program Placement](#)

[Notice of English Language Development Program Placement](#)

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

[Request for Change in Program Participation](#)

[English Language Development Program Exit Letter](#)

[EL Monitor Form](#)

Appendix D

Title III Compliance Assurances: Checklist for Districts

- ___ The district maintains and annually revises the district Lau (EL) Plan. [NCLB Sec. 3116] (Lau v. Nichols, 1974)
- ___ The district has a policy of admitting students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]
- ___ The district provides information and communication to the parent(s) in the language the parent(s) understand to the extent practicable. [NCLB Sec. 3302(c)]
- ___ The district will promote parental and community participation in programs for ELs [NCLB Pub. L. No. 107-110].
- ___ The district includes a Home Language Survey (TransAct form IA) in registration materials for all students and maintains these forms in student cumulative folders. [Iowa Code 281-60.3]
- ___ The district uses the state-approved language proficiency test (ELPA21) to screen and identify ELs (including parental notification) within the first 30 days of a student being enrolled in the district at the beginning of the school year, and within 14 days thereafter. [NCLB Sec. 3302(a); Iowa Code 281-60.3(1)b]
- ___ The district ensures educators administering the state-approved language proficiency test for identification & placement recertify annually.
- ___ The district notifies parents of program eligibility and placement within the mandated time frames. [NCLB Sec. 3302]
- ___ The district has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, developing Title III programs and activities [NCLB, Pub. L. No. 107-110].
- ___ The district provides a Language Instruction Educational Program (LIEP) with direct instruction provided by a highly qualified (ESL-endorsed) teacher. Consultative services do not meet the requirement for direct instruction. [Iowa Code 281-60.3(2)]
- ___ The district assures that LIEPs carried out under Title III will ensure that ELs being served by the programs develop English proficiency. [NCLB, Pub. L. No. 107-110].
- ___ The district ensures that teachers of ELs are fluent in oral and written English [NCLB Sec. 3116(c)]
- ___ The district has a designated administrator overseeing the district's LIEP.
- ___ The district ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards [NCLB, Pub. L. No. 107-110].
- ___ The district has developed programs and activities for ELs and immigrant children and youth [NCLB, Pub. L. No. 107-110].
- ___ The district offers high quality professional development to classroom teachers (including teachers in classrooms that are not the settings of LIEP), principals, administrators, and other school or community-based organizational personnel [NCLB, Pub. L. No. 107-110].

- ___ The district ensures the implementation of the English Language Proficiency (ELP) standards. [NCLB, Title IX, Part A, Section 9101].
- ___ The district ensures that all paraprofessionals serving EL students are supervised by a highly qualified teacher. [Iowa Code 281-60.3(2)]
- ___ The district assesses the English proficiency of all EL students with the state-approved English language proficiency assessment (ELPA21) annually. [NCLB Sec. 3113(b)(3)(D)]
- ___ The district ensures educators administering the state approved language proficiency monitoring assessment recertify annually.
- ___ The district disseminates ELPA21 scores to parents and district staff. [NCLB Sec. 3121]
- ___ The district ensures that all EL students participate in district-wide assessments. [NCLB Sec. 3121]
- ___ The district uses state-approved exit criteria to determine when students should be exited from the LIEP program [Iowa Code 281-60.3(3)b4]
- ___ The district monitors exited EL students for two years after exiting the program (Changing to 3 years required monitoring in 2016-7 based on ESSA). [NCLB Sec. 3121(4)]
- ___ The district reports required EL data elements on Iowa’s Student Reporting System.
- ___ The district conducts an annual program evaluation and makes adjustments to programming as indicated by EL student achievement data. [NCLB Sec. 3121]
- ___ The district ensures that Title III funding is not used for opportunities that are afforded all students, such as parent-teacher conference translation. This means that interpretation and translation for ELs must be paid, not using Title III funds, rather, using district funds.
- ___ The district ensures that personnel funded by Title III are being used exclusively for EL students for the full amount of the apportionment of the funding.
- ___ The district is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127 (NCLB, Pub. L. No. 107-110).

Checklist completed by (print name): _____

Signature: _____ Date: _____

Superintendent (print name): _____

Signature: _____ Date: _____

Appendix 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.