

Saydel Community School District

K-12 [Lau Plan](#) for Serving [Emergent Bilinguals](#)

Revised - May 8th, 2019



Saydel Community School District

District Goals

Mission

To serve the unique learning needs of each and every student.

Vision

The Saydel Community School District will have an uncompromising commitment to quality education and high expectations for student achievement.

School Board Goals

1. Improve Student Achievement
2. Enhance Culture, Image and Relationships
3. Maximize the Use of Resources
4. Demonstrate Innovation

Lau Plan Leadership Team Members

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Lau Plan

According to the Code of Iowa, **districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280—280.4 and 281-60.1-6)**. In order to meet the linguistic, academic, social, and emotional needs of ELs, districts are required to develop a service 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, to include: district administrator(s), building administrator(s), equity coordinator (public only), EL teacher(s), classroom /content teacher(s).

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I. Lau Plan Guiding Principles

A. English Language Development Goals

- The overall objective of the Emergent Bilingual (EB) program is for students to be able to take challenging, content-level academic courses and be as successful as native English-speaking students. When students are able to be successful without any language support at all, they are exited from the program.
 - To assist the acquisition of English language comprehension in listening, speaking, reading, and writing.
 - To provide scaffolds for Emergent Bilinguals to access the general education curriculum.
 - To foster positive attitudes towards self, school and community.
 - To engage Emergent Bilinguals' families and the community in the educational process to make education a cooperative effort between home and school.
 - To accelerate academic and conversational English language acquisition/development in the areas of listening, speaking, reading and writing through formal language instruction.
 - Sufficiently staff and support the LIEP for Emergent Bilinguals.

B. Academic Achievement Goals

- The SCSD will educate EBs (Emergent Bilinguals) to the same rigorous standards as all students in the district by supporting EBs academic success in the content areas at grade-appropriate levels. Language proficiency encompasses both social and academic language acquisition; therefore, every instructional event is also an English learning opportunity. For this reason, the SCSD Emergent Bilinguals Program has adopted the ELP (English Language Proficiency Standards) Standards.
https://elpa21.org/wp-content/uploads/2019/03/Final-4_30-ELPA21-Standards_1.pdf
- EBs will communicate for social, intercultural, and instructional purposes within the school setting.
- To educate English learners to the same rigorous standards as all students in the district at grade appropriate levels.

C. Cross-Cultural Efficacy Goals

- To assist English learners and their families in understanding and functioning within American society.
- To engage English learners' families and the community in the educational process to make education a cooperative effort between home and school.
- To promote pride in English learners' cultural and linguistic backgrounds.
- To cultivate a collaborative community of educators that view EBs from a strengths-based lens.

II. Identification and Placement of Emergent Bilinguals (EBs) in a Language Instruction Educational Program (LIEP)

A. Home Language Survey

- When any family registers their student(s) in SCSD, the Home Language Survey (*See Appendix D*), including student race and ethnicity reporting, is completed electronically.
- The Home Language Survey will either be stored electronically in the student's online cumulative folder or printed by the district office and filed in each student's hard-copy cumulative folder. The primary language of the student is also selected in PowerSchool.
- At the beginning of the school year, the Teachers of Emergent Bilinguals will run an on-demand report in PowerSchool for their respective buildings to identify which Home Language Surveys have indicated that a language other than English is spoken in the home.
- As new students arrive throughout the school year, an automated new student registration will be sent to the Teachers of Emergent Bilinguals who will then check the new student's HLS in PowerSchool.
- If a response on the Home Language Survey indicates a language other than English is spoken in the home, the Teachers of Emergent Bilinguals will administer the ELPA21 Dynamic Screener or locate the ELPA21 Dynamic Screener results from the prior school district.

B. State Approved English Language Proficiency Placement Assessment

- If a language other than English is indicated, the building Teacher of Emergent Bilinguals, who is trained in administration of the ELPA21 Dynamic Screener, will administer the state approved screening assessment to the student within 30 days if identified at the beginning of the school year, or within 2 weeks of enrolling if identified later in the school year.
- The ELPA21 Dynamic Screener is a placement test designed and based upon the full English Language Proficiency Assessment (ELPA21) battery of tests. It is designed to allow districts to place students, based on their English language proficiency skills, into services and classrooms best suited for their current level of English acquisition. The ELPA21 has four operational domains designed for differing levels of academic and developmental language. There is one online test for each of the following grade clusters: K, 1, 2-3, 4-5, 6-8 and 9-12. The ELPA21 results are stored in the students' Emergent Bilingual files as well as their cumulative folder.
- Teacher certificates of completion of training for the ELPA21 Screener are filed and stored in the teacher's personnel file.
- Based on student scores, the ELPA21 Screener designates a proficiency status of: "Emerging," "Progressing," "Proficiency Not Demonstrated," or "Proficient."
 - If a student has a status of "Emerging," "Progressing," or "Proficiency Not Demonstrated," he/she is placed in a LIEP.
 - If a student has a status of "Proficient," he/she is not placed in a LIEP.
- A record of student results of the screener and determination of eligibility will be sent home and will be stored in the student's EB file and cumulative folder.

C. Process to Place Students in Appropriate LIEP

- After students have completed the ELPA21 Dynamic Screener or results from the ELPA21 Dynamic Screener have been received from the previous school district, the Teacher of Emergent Bilinguals for that building will make a recommendation of LIEP (Language Instruction Educational Program) placement.
- In addition to the ELPA21 Dynamic Screener results, other data that may be used to potentially place a student in the appropriate LIEP:
 - Student records-academic transcripts and/or EL-specific documentation.
 - Teacher interview-contact with previous EL teacher and/or classroom teacher.

- Family interview-input from family provided at the home visit or by other means.
- Based on the ELPA21 Dynamic screener results and other data, an EB is matched with the appropriate LIEP. This initial placement is flexible and may be changed based upon classroom and teacher observations.
- For initial placement of students into an appropriate LIEP, SCSD uses the following guidelines: (*See Appendix B for Description of LIEP Models*)
 - Newcomer program-if a student receives a proficiency status of “Emerging” on the ELPA21 Dynamic Screener or Summative assessment and other factors align, the student will be placed in the Newcomers program.
 - English as a Second Language (ESOL)- if a student receives a proficiency status of “Progressing” on the ELPA21 Dynamic Screener or Summative assessment and other factors align, the student will be placed in the ESOL program.
- Placement decisions are team-based by the EB teachers, classroom teacher(s), administrator(s), and others as necessary. The classroom teacher and EB teacher assess academic skills in relation to the student’s grade or age level.
- No placement is considered permanent. The student’s progress is monitored and evaluated frequently, and appropriate program changes are made as needed.
- Emergent Bilinguals are not segregated from their English-speaking peers.
- Emergent Bilinguals are placed in a setting that is age-appropriate (within 2 years of actual age).

D. Parent/Family Notifications of Eligibility Distributed in a Language Most Easily Understood

- After the decision of whether a student qualifies for the LIEP is made, parent/family forms are distributed in a language most easily understood by the family (through TransACT) within 30 days at the beginning of the year or within two weeks if enrolled after the start of the school year.
 - If a student qualifies for the LIEP, families receive each of the two letters below (D.1. and D.2.).
 - If a student does not qualify for the LIEP, families receive the Determination of Student Eligibility letter (D.1.) only.
 - In addition, a “Language Preferences for Written Communications” form (Appendix D) is sent home for families to indicate what language they would prefer to receive information from the school in.

D. 1. Determination of Student Eligibility for Program Placement

- Found on TransACT (*and see Appendix D*).
- Sent one time, after administering the ELPA21 Dynamic screener.
- Includes parent/guardian signature.
- The signed letter is placed in the student’s cumulative file.

D.2. English Learner Program Placement

- Found on TransACT (*and see Appendix D*).
- Sent for initial and annual placement notification and program description.
- A copy of the letter is placed in the student’s cumulative file.

E. Process for Waiving Students from LIEP

- Parents have the option to waive LIEP services for their student.

- An annual meeting is held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s) and family members. Documentation of this meeting is stored in the student's cumulative file. Parents must sign the "Request for Change in Program Participation" form (*See Appendix D*) and are provided a copy of the "Explanation of Consequences for not participating in the English Learner Program" notice (*See Appendix D*). The signed "Request for Change in Program Participation" (*See Appendix D*) is stored in a student's cumulative file.
- At any time a parent/family member can decide to re-enter their student into a LIEP. At this time they will fill out the "Decision to Place Child back into English Learner Program or Services" form (*See Appendix D*).
- All students who qualified for EL services, including the students who waived those services, will continue to be monitored and take the English Language Proficiency Assessment for the 21st Century (ELPA21) annually until they reach English language proficiency.

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

A. LIEP Goals

- The goals of the LIEP are to:
 - Foster students’ growth along their English proficiency continuum with the ultimate goal of students’ attaining English proficiency as measured by the ELPA21.
 - Support students access to the core curriculum and achievement of grade-level standards.

B. LIEP Models used in Saydel Community School District

- Currently SCSD has two models in place to meet the needs of our EB students.
 - 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 interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).
 - English as a Second Language (ESOL)- A program of techniques, methodology and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.
- The frequency and intensity of services provided are based on student’s language and academic need. The ELPA21 Assessment scores, ISASP scores, and grade-level assessment data are taken into consideration.
 - English language development will be accessed in all settings based on student need.
 - LIEP support to access core curriculum will be provided through a collaboration model between the classroom teachers and Teacher of Emergent Bilinguals as well as with the support of the Bilingual Associate.
- The table below outlines the recommended LIEP frequency and intensity of services based on student grade level and English proficiency status.

| Saydel Community School District Language Instruction Education Plan (LIEP) | | | | |
|---|-------------------------------|--|--|---|
| | | Elementary School | Middle School | High School |
| Targeted, Systemic Language Development Instruction in the English language as its own subject of study designed to grow students’ proficiency in English and their growth in relation to the ELP standards. May include dual language instruction or use of the native language. Typically 0-3 years in U.S. schools. May include interrupted education. | Emerging | Daily support for ELD through Newcomer Intensive program. Pull-out instruction delivered by the TEB 1-3 times daily, for approximately 15-20 minutes (K) or 30-40 minutes (1st-4th) each time. Support from Bilingual Associate provided during core instruction as needed. Appropriate instructional accommodations in place for students. | Intensive Language Services: Develops social and academic English of students. Creates safe, caring environment to build students’ confidence in their transition into an American school system and culture. One to two class periods daily. | Intensive Language Services: Develops social and academic English of students. Creates safe, caring environment to build students’ confidence in their transition into an American school system and culture. One to two class periods daily. |
| | Emerging-Progressing | Daily ELD Pull-out instruction delivered by the TEB 1-2 times daily, for approximately 30-40 minutes each time. Support from Bilingual Associate provided during core instruction as needed. Appropriate instructional accommodations in place for achieving grade-level standards. | One period of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Math or Reading Intervention as indicated by data. Bilingual Associate support as needed and available. | One period of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Math or Reading Intervention as indicated by data. Bilingual Associate support as needed and available. |
| Integrated Content Specific and Academic Language Expansion Explicit support in acquiring the language needed to comprehend and express understanding of grade-level work. Typically 2-5 years in U.S. schools. May include interrupted education, dependent on readiness. | Progressing | Served by classroom teachers with the Teacher of Emergent Bilinguals in a collaboration model. ELD pull-out instruction delivered during school-wide designated pull-out times (non-core) 3-5 times per week, approximately 20-40 minutes each day. Instruction is designed around identified needs in both language acquisition and achievement of grade-level standards. | Every other day period of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Math or Reading Intervention as indicated by data. Bilingual Associate support as needed and available. | Every other day period of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Reading Intervention as indicated by data. Bilingual Associate support as needed and available. |
| | Progressing-Proficient | Served by classroom teachers with the Teacher of Emergent Bilinguals in a collaboration model. Some pull-out instruction delivered during school-wide designated pull-out times (non-core) on an as-needed basis. The Teacher of Emergent Bilinguals may provide leadership opportunities for these students to support younger Emergent Bilinguals and serve as a language model. | Every other day period of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Math or Reading Intervention as indicated by data. Bilingual Associate support as needed and available. | One to two periods a week of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Math or Reading Intervention as indicated by data. Bilingual Associate support as needed and available. |

C. Annual Parent/Family Notification

- The EB teacher will communicate annually the continuing placement and LIEP programming of students with their families through a home visit (prior to the start of the school year) or by sending home the designated notifications.
 - This contact will be made within 30 days of the beginning of the academic year, or within two weeks if the student enrolled after the start of the school year.
 - The documents shared with families are the “Determination of Student Eligibility for Program Placement” (Appendix D.1) and “English Learner Program Placement” (Appendix D.2.)
- Copies of the forms mentioned above will be placed in the student’s cumulative file.

D. Procedure for Waiving Students

- Parents or guardians have the option to waive LIEP services for their student at any time.
- An annual meeting is held for family members to complete and sign the “Request for Change in Program Participation” form (Appendix D.5.). Copies of the form are stored in the student’s cumulative file.
- Parents are provided a copy of the “Explanation of Consequences for Not Participating in English Learner Program” form (Appendix D.6.).
- The Teacher of Emergent Bilinguals is responsible for communicating with family members.

E. Highly Qualified Staff

- The district employs highly qualified classroom and Teachers of Emergent Bilinguals as licensed by the Iowa Department of Education.
- EB teachers hold an EL endorsement and classroom teachers are licensed in the content area for which they are teaching.
- Classroom teachers and Teachers of Emergent Bilinguals utilize a collaborative model to ensure Emergent Bilinguals have equal access to the core content.
- All staff is provided ongoing professional development related to the Iowa Core.

F. Designated Administrator Oversight for LIEPs

- The Director of Student Services, Julie McKibben, is in charge of the oversight of the LIEP in the SCSD until June 30, 2019. Effective July 1, 2019, Aimee Rhode will be in charge of the oversight of the LIEP of SCSD.
- Building and district-level administrators receive training through Iowa Culture and Language Conference (ICLC), TESOL Conference, Our Kids Conference, and support from Heartland Area Education Agency.

G. Access to both Iowa Core Standards and ELP Standards

- The Teachers of Emergent Bilinguals have been provided both the Iowa Core standards and ELP Standards and is supported in aligning LIEP instruction to the Iowa Core.
- The Teachers of Emergent Bilinguals and classroom teachers utilize a collaborative model in order to ensure that all Emergent Bilinguals have access to effective instruction based on both the Iowa Core and ELP standards. This occurs through differentiation, collaboration, and ongoing professional learning between classroom teachers and Teachers of Emergent Bilinguals.

H. Curriculum and Supplemental Resources

Elementary Program Resources

- REACH Levels A-E- National Geographic Learning
- In the U.S.A.- National Geographic Learning
- Blast- Really Great Reading
- HD Word- Really Great Reading
- Imagine Math- Imagine Learning
- Blueprint- Imagine Learning
- Hi-Interest Lo-Readability books- Saddleback Publishing
- English & Spanish leveled readers- National Geographic Publishing

Secondary Program Resources

- INSIDE the U.S.A.-National Geographic Learning
 - INSIDE-National Geographic Learning
 - EDGE-National Geographic Learning
 - Really Great Reading-Blast
 - Achieve3000
 - Other supplemental materials
-
- The LIEP curriculum review occurs on an annual basis in a meeting with the Teachers of Emergent Bilinguals and the Director of Student Services.

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

A. Identifying and Serving Emergent Bilinguals in Saydel's Extended Learning Program (ELP)

- The Teacher of Emergent Bilinguals will nominate Emergent Bilinguals for ELP identification using an EL/ELP rubric. See Appendix F.
- Additional data considered when evaluating an Emergent Bilingual includes: ELPA21 Summative results, prior academic performance in another language, ability to speak multiple languages, rapid acquisition of a second language, mature sense of diverse cultures and languages, ability to code switch easily (can think in both languages), advanced awareness of American expressions, ability to translate at an advanced level, and navigate appropriate behaviors successfully within both cultures.
- After a nomination is received, EB eligibility and placement is decided by the committee consisting of the ELP teacher, Emergent Bilingual teacher, Director of Student Services, and building principal.
- Students will not be prohibited from being included in the testing and selection process based on their English language proficiency.
- Students, staff, and families will be notified by the K-12 ELP teacher of the identified ELP students to be included in the district's talented and gifted ELP program.

B. Identifying and Serving Emergent Bilinguals in Special Education

- Limited English proficiency is not a disability. Emergent Bilinguals should only be placed in a special education program if the exclusionary factors are thoroughly investigated and documented sufficiently. To assist in determining the appropriateness of a referral to special education, the district's established pre-referral process for interventions will be followed, independent of the student's language proficiency.
- The team will utilize "EL Considerations Prior to Academic Intervention" (See Appendix document to determine whether an Emergent Bilingual has had sufficient opportunities to learn prior to considering disability suspect.
- Prior to disability suspect, 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 is needed in order to develop appropriate interventions or evaluate the individual's response to interventions and to make eligibility decisions. A teacher of Emergent Bilinguals will be a member of the team to help differentiate between language acquisition and potential learning disability/behavior disorder.
- If the evaluation team decides to move forward with disability suspect, throughout the evaluation process all assessments must be administered in the student's preferred language.
- When an evaluation is completed, the evaluation team examines all relevant information to determine whether a child's performance deficits are primarily the result of a true disability or a lack of English language proficiency.
- Once the Emergent Bilingual is entitled under IDEA, they will be staffed into a special education program. Classroom teachers, teachers of emergent bilinguals, and special education teachers will meet to determine scheduling in order for students to receive all co-curricular services they qualify for.
- Each IEP team is made up of a special education teacher, teacher of Emergent Bilinguals, parents/family members, and HAEA staff.

C. Identifying and Serving Emergent Bilinguals in Co-curricular Programs

- All Emergent Bilinguals will have access to co-curricular programming at SCSD which includes:
 - Title 1
 - Reading Recovery

- Reading and Math Interventions
- Career and Technical Education Programs
- Counseling services
- Advanced Placement courses
- The EB teacher will work in conjunction with the school counselor and other teachers to determine the needs of the student. Recommendations for co-curricular programs will be based on identification of need.
 - The process for identification will include the ELPA21 summative results, ISASP results, prior academic performance on grade-level or content area assessments, and teacher recommendation(s).
 - Language needs will be provided through EL teacher and bilingual associate support.
- Communication for families and students about programs and eligibility of programs offered will be provided in a language most easily understood.
- The EB teacher will provide input on all co-curricular program placement considerations.

D. Identifying and Serving Emergent Bilinguals in Extracurricular Programs

- All Emergent Bilinguals will have access to extracurricular programs (sports and clubs) to the same extent as their native-English speaking peers.
- Teachers of Emergent Bilinguals and Bilingual Associates will help facilitate communication between family members and coaches or club leaders.
- Lack of English proficiency does not prevent a student from participating in extracurricular activities.

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

A. Ongoing Professional Development (PD) provided for staff

- All teachers of Emergent Bilinguals, as well as classroom teachers, and administrators will participate in EB specific professional development offered at the district level as well as through Title III funds. Teachers of Emergent Bilinguals and other staff that are responsible for support and delivery of services to EBs are required to participate in annual EB specific professional development. Examples of these professional development opportunities include, but are not limited to:
 - Iowa Culture and Language (ICLC) Conference
 - Our Kids Summer Institute
 - TESOL Conference
 - Heartland Area Education Agency ESOL Advisory Meetings
 - Workshops offered through Heartland Area Education Agency (HAEA)
 - English Language Proficiency Standards training through the HAEA

B. District Training of English Language Proficiency (ELP) Standards and Implementations

- Professional development is provided to required staff as designated by the Iowa Department of Education for English Language Proficiency Standards “(Beginning in 2016-2017. All licensed staff providing services to ELs (i.e. content teachers and other certified support staff) must complete the training. By 2017-2018, in accordance with the new definitions in rule 281-60.2(280) in Chapter 60, all staff responsible for the LIEP service or supporting such services must be trained (e.g. paraprofessionals, instructional coaches).” memo from Dave Tilly Oct. 7, 2015
- (Option B) All EB teachers, directly responsible for delivering the LIEP view the modules collectively via AEA PD Online with some facilitated discussion in conjunction with the modules. The modules are viewed in their entirety through the AEA PD Online website and all ESOL teachers take the associated quiz to document completion and content attainment.
- Certificates of completion are stored in the teacher’s personnel file.

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

A. Annual Training to Appropriate Staff

- The ELPA21 is administered every year starting within the state testing window.
- The Teachers of Emergent Bilinguals annually complete the online training provided by the Iowa Department of Education for the *English Language Proficiency Assessment for the 21st Century* (ELPA21) prior to administering the assessment to students.
- The Teachers of Emergent Bilinguals submit their certificate of completion to the Director of Student Services annually. Certificates are stored in personnel files.

B. Dissemination of Scores to Stakeholders

- The results of ELPA21 are shared with:
 - Students - The Teacher of Emergent Bilinguals discuss individual ELPA21 results with the students.
 - Parents or guardians -The Teacher of Emergent of Bilinguals provides a written copy of the ELPA21 assessment results. Additionally, results are reviewed with the family by the Teachers of Emergent Bilinguals during home visits.
 - Classroom/content area teachers - The Teacher of Emergent Bilinguals discuss individual ELPA21 results with other key stakeholders. Based on these results, the Teachers of Emergent Bilinguals make recommendations regarding student placement, accommodations, and instructional strategies that would benefit the student./n
 - School Board - The Director of Student Services presents a yearly update to the school board. This update includes ELPA21 Summative results and ISASP results along with staffing recommendations.

C. Appropriate Training to Interpret Results for Staff

- Upon receiving the results of the ELPA21, the Teachers of Emergent Bilinguals will participate in Heartland AEA PD Online training to interpret ELPA21 results and how data can be used to guide instruction.
- The content of the training includes how to read ELPA21 reports and how that data aligns to ELP standards.

D. Utilization of Assessment Results to Guide Instruction and Programming

- Professional development is provided as needed to assist the teachers of Emergent Bilinguals and general education teachers to monitor EBs' yearly progress on the ELPA21 in the attainment of English language proficiency for academic purposes.
- ELPA21 scores and the ELPA21 Achievement Level Indicators (ALIs) are used to guide core instruction, LIEP instruction, and which services are provided to the student as well as future programming.

VII. LIEP Exit Criteria and Procedures

A. Exit Criteria

- The Iowa Department of Education (IDOE) has provided specific direction for use when deciding if a student may be exited from ESOL services in a district.
- In order for an Emergent Bilingual to exit the LIEP, the student must receive a status of “Proficient” on the ELPA21 Summative Assessment based on their results measured in reading, writing, listening, and speaking domains.
- After exiting, the student will be monitored for a minimum of two years. The student’s name is listed on an appropriate EB teacher’s roster for those years of monitoring.

B. Exit Procedures

- Emergent Bilinguals may be exited from the LIEP during the allowable window, May 31st to October 1st, following the receipt of ELPA21 summative scores.
- Family members are notified in the language most easily understand that their child will be exited from ESOL services. The exit letter that will be used is the state-approved TransAct exiting form “English Language Development Program – Exit Letter” (Appendix D).
- Student coding in PowerSchool is changed to "exited.”
- Upon exit, the EB teacher will begin the required two-year monitoring process.

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

A. Monitoring Procedures

- During the two-year period after exiting the LIEP, the student's performance is monitored to ensure that he/she is continuing to be successful without language support. All students in the SCSD are monitored yearly through the ISASP, district assessments, and classroom assessments.
- If there is a concern with a specific EB student that is being monitored, the teacher with concern will bring the student's name and supporting data to the Teacher of Emergent Bilinguals in that building.
- The EL endorsed teachers, Nicole Temeyer and Samantha Nolte will be responsible for the monitoring procedures.
- Each year the team will review the data to determine if any student needs to re-enter the program, continue to be monitored, or has successfully completed the two years of monitoring.

B. Re-Entry to LIEP Process

- If, during the monitoring period, it becomes evident that a student still requires LIEP support, the Teacher of Emergent Bilinguals will meet with the classroom teachers and district personnel to review the monitoring data and make a decision whether the student needs to re-enter the LIEP.
- If a student is re-entered into the LIEP, the parents or guardians will be personally contacted and informed of the recommendation for re-entry. The document *Decision to Place Child back into English Learner Program or Services* (Appendix D.7), is sent home and a copy is stored in the student's cumulative folder.

IX. LIEP Evaluation

A. District's Annual LIEP Evaluation Process

- The district Emergent Bilingual Team meets annually to review the Program for Emergent Bilinguals. The Director of Student Services, Julie McKibben, will be responsible for facilitating the process for LIEP evaluation until June 30, 2019. Effective July 1, 2019, Aimee Rhode will be in charge of facilitating the process for LIEP evaluation.
- At the LIEP review meeting, the Teachers of Emergent Bilinguals will bring their building-wide data of Emergent Bilinguals (ELPA21 Summative scores, district-wide assessments, and ISASP results, and other summative data as necessary) to be reviewed to determine if students are making adequate yearly progress. The team will analyze individual student progress as well as district-wide progress towards proficiency in English, reading, and math.
- Following this comprehensive data review, the team will determine what adjustments need to be made in the following areas in order to meet the goals of the Lau Plan:
 - Professional Development- The plan for providing professional development to Teachers of Emergent Bilinguals and/or teachers/administrators serving Emergent Bilinguals will be reviewed and recommendations will be made for the future.
 - Adjustment of the LIEP- The programming and delivery of LIEP services for Emergent Bilinguals is flexible and fluid throughout the school year. However, at this annual review, building and district-wide programming adjustments or new programming implementation will be discussed and decided upon.
 - Staffing- Staffing for the Emergent Bilingual program is also reviewed at this annual meeting. The previous year's rosters, predicted enrollment, and student needs are analyzed to determine appropriate numbers of students for each Teacher of Emergent Bilinguals at each building. Recommendations for any changes in staffing are taken to the Human Resources (HR) personnel.
 - Teacher Scheduling- Scheduling for Teachers of Emergent Bilinguals is determined at each building based on the student and level of services needed. The *Frequency and Intensity of Services* document (Appendix E) is utilized for guidance.
 - Curricular Needs- At this meeting the Teachers of Emergent Bilinguals will make recommendations for any changes or additions to the EB curriculum.
 - Meeting the needs of individual Emergent Bilinguals and/or subgroups- Based on the review of district-wide data, the team will discuss if and/or what changes need to be made in the areas listed above in order to meet the needs of individual Emergent Bilinguals and/or subgroups.
- To assist the team in this process, we will review the LEA English Learner Assurances (signed in CASA). See the *Title III Compliance Assurances: Checklist for Districts* (Appendix C).

X. Appendices

- A. Department of Justice and Civil Rights Joint Guidance
- B. Description of LIEP Models
- C. Title III Compliance Assurances: Checklist for Districts
- D. Identification and Placement of Emergent Bilinguals in a LIEP forms
- D.1. Determination of Student Eligibility for Program Placement
- D.2. English Learner Program Placement
- D.3. Home Language Survey-IA
- D.4. Language Preference for Written Communications
- D.5. Request for Change in Program Participation
- D.6. Explanation of Consequences for Refusing English Learner Services
- D.7. Decision to Place Child back into English Learner Program or Services
 - E. Frequency and Intensity of Services
 - F. Gifted and Talented/ ELL Identification Rubric
 - G. Allowable Accommodations for English Learners on Common Academic Assessments
 - H. English Language Learner's Educational Experience Questionnaire
 - I. EL Considerations Prior to Academic Intervention

Appendix A.

Department of Justice and Civil Rights Joint Guidance (Dear Colleague Letter)

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

<https://www2.ed.gov/about/offices/list/ocr/ell/glossary.html>

Newcomer Program: Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

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

Appendix C.

Title III Compliance Assurances: Checklist for Districts

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

___ 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 D.

Identification and Placement of Emergent Bilinguals in a LIEP forms

D.1. Determination of Student Eligibility for Program Placement

<https://app.parentnotices.com/documents/view/1/323714>

D.2. English Learner Program Placement

<https://app.parentnotices.com/documents/view/1/323716>

D.3. Home Language Survey-IA

<https://app.parentnotices.com/documents/view/2/319231>

D.4. Language Preference for Written Communications

<https://app.parentnotices.com/documents/view/2/324108>

D.5. Request for Change in Program Participation

<https://app.parentnotices.com/documents/view/2/324075>

D.6. Explanation of Consequences for Refusing English Learner Services

<https://app.parentnotices.com/documents/view/1/323722>

D.7. Decision to Place Child back into English Learner Program or Services

<https://app.parentnotices.com/documents/view/1/323732>

E. Frequency and Intensity of Services

| Saydel Community School District Language Instruction Education Plan (LIEP) | | | |
|---|---|--|---|
| | Elementary School | Middle School | High School |
| Targeted, Systemic Language Development Instruction in the English language as its own subject of study designed to grow students' proficiency in English and their growth in relation to the ELP standards. May include dual language instruction or use of the native language. Typically 0-3 years in U.S. schools. May include interrupted education. | Emerging Daily support for ELD through Newcomer Intensive program. Pull-out instruction delivered by the TEB 1-3 times daily, for approximately 15-20 minutes (K) or 30-40 minutes (1st-4th) each time. Support from Bilingual Associate provided during core instruction as needed. Appropriate instructional accommodations in place for students. | Intensive Language Services: Develops social and academic English of students. Creates safe, caring environment to build students' confidence in their transition into an American school system and culture. One to two class periods daily. | Intensive Language Services: Develops social and academic English of students. Creates safe, caring environment to build students' confidence in their transition into an American school system and culture. One to two class periods daily. |
| | Emerging-Progressing Daily ELD Pull-out instruction delivered by the TEB 1-2 times daily, for approximately 30-40 minutes each time. Support from Bilingual Associate provided during core instruction as needed. Appropriate instructional accommodations in place for achieving grade-level standards. | One period of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Math or Reading Intervention as indicated by data. Bilingual Associate support as needed and available. | One period of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Math or Reading Intervention as indicated by data. Bilingual Associate support as needed and available. |
| Integrated Content Specific and Academic Language Expansion Explicit support in acquiring the language needed to comprehend and express understanding of grade-level work. Typically 2-5 years in U.S. schools. May include interrupted education, dependent on readiness. | Progressing Served by classroom teachers with the Teacher of Emergent Bilinguals in a collaboration model. ELD pull-out instruction delivered during school-wide designated pull-out times (non-core) 3-5 times per week, approximately 20-40 minutes each day. Instruction is designed around identified needs in both language acquisition and achievement of grade-level standards. | Every other day period of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Math or Reading Intervention as indicated by data. Bilingual Associate support as needed and available. | Every other day period of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Reading Intervention as indicated by data. Bilingual Associate support as needed and available. |
| | Progressing-Proficient Served by classroom teachers with the Teacher of Emergent Bilinguals in a collaboration model. Some pull-out instruction delivered during school-wide designated pull-out times (non-core) on an as-needed basis. The Teacher of Emergent Bilinguals may provide leadership opportunities for these students to support younger Emergent Bilinguals and serve as a language model. | Every other day period of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Math or Reading Intervention as indicated by data. Bilingual Associate support as needed and available. | One to two periods a week of language instruction by teacher of Emergent Bilinguals. Appropriate instructional accommodations in place for students in all classes. Access to Math or Reading Intervention as indicated by data. Bilingual Associate support as needed and available. |

F. Gifted and Talented/ ELL Identification Rubric

| Characteristic | 1 point Minimal | 2 points Developing | 3 points Capable | 4 points High Ability | 5 points Gifted |
|------------------------|--|---|--|---|---|
| Language Acquisition | Never acquires and applies English language skills at a rate that exceeds the average expectation | Seldom acquires and applies English language skills at a rate that exceeds the average expectation | Sometimes acquires and applies English language skills at a rate that exceeds the average expectation | Usually acquires and applies English language skills at a rate that exceeds the average expectation Multiple Languages | Consistently acquires and applies English language skills at a rate that exceeds the average expectation |
| Acculturation | Has difficulty adapting to new culture and is challenged to successfully function in both cultures | Adapts to new cultures over time and is challenged to successfully function in both cultures | Adapts to new culture and sometimes successfully functions in both cultures | Adapts to new culture and successfully functions in both cultures most of the time | Quickly and easily adapts to new culture and successfully functions in both cultures at all times |
| Imagination/Creativity | Never exhibits creativity and artistic ability and does not apply these abilities in academic areas | Seldom exhibits creativity and artistic ability and applies these abilities in few academic areas | Sometimes exhibits creativity and artistic ability and applies these abilities in some academic areas | Frequently exhibits creativity and artistic ability and applies these abilities in most academic areas | Consistently exhibits creativity and artistic ability and applies these abilities in all academic areas |
| Humor | Never recognizes and appreciates humor in obvious or obscure settings | Seldom recognizes and appreciates humor in obvious or obscure settings | Sometimes recognizes and appreciates humor in obvious or obscure settings | Frequently recognizes and appreciates humor in obvious or obscure settings | Consistently recognizes and appreciates humor in obvious or obscure settings |
| Leadership | Never demonstrates leadership skills | Seldom demonstrates leadership skills | Sometimes demonstrates leadership skills | Frequently demonstrates leadership skills | Consistently demonstrates leadership skills |
| Curiosity | Is not self-motivated to explore and discover through teacher- or self-directed activities and higher- level questioning | Is seldom self-motivated to explore and discover through teacher- or self-directed activities and higher- level questioning | Is sometimes self-motivated to explore and discover through teacher- or self-directed activities and higher- level questioning | Is frequently self-motivated to explore and discover through teacher- or self-directed activities and higher- level questioning | Is consistently self-motivated to explore and discover through teacher- or self-directed activities and higher- level questioning |

| | | Scoring the Rubric |
|------------------------|----------------------|--|
| Area | Points Scored | <p>*You may administer this instrument more than once during the school year. You may want to use it at the beginning and at the end of the school year to record progress.</p> <p>25-30 = Identified for inclusion as gifted/talented: candidate for formal testing within the Extended Learning Program assessment cycle. Contact ELP teacher to discuss results and next steps.</p> <p>20-24 = Potential for re-examination by a different recorder. Contact ELP teacher to discuss results and next steps.</p> <p>15-19 = Keep encouraging the student. Contact your building ELP teacher to discuss results and next steps, differentiation ideas and/or resources.</p> <p>Fewer than 15 points means that the student needs additional positive opportunities to unfold his/her potential</p> |
| Language Acquisition | | |
| Acculturation | | |
| Imagination/Creativity | | |
| Humor | | |
| Leadership | | |
| Curiosity | | |

G. Allowed Accommodations for English Learners on Common Academic Assessments

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

H. English Language Learner's Educational Experience Questionnaire

<https://drive.google.com/open?id=1tkbAfwAeJs4vk5a6rhhxsgpJ1yJEdu>

I. EL Considerations Prior to Academic Intervention

https://docs.google.com/document/d/1ra-fjquRVSK_QAdMeRD0GewnsVCM3UFo/edit