

Edgewood Colesburg Schools

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

Revised August 26, 2026

Required Lau Leadership Team Members:

Troy Osterhaus(Superintendent)

Patty Briggs (Elementary Principal)

Colton Sutton (High School Principal)

Karla Trenkamp (7-12 Counselor, ELL Coordinator/Teacher, Equity Coordinator)

Robin McCool (Resource Room Teacher/ELL Teacher)

Matt Beatty (Classroom Teacher/ELL Teacher)

Trevor Heying (Elementary Counselor)

Suggested Additional Lau Leadership Team Members:

Holly Fish (AEA Title III Consultant)

Kevin Klies (Spanish Teacher)

Lau Plan

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau vs. Nichols*, 1974.) The Lau Plan must be collaboratively written by the K-12 team identified above and must include the following required critical elements:

I. Lau Plan Guiding Principles

- A. English Language Development – Help EL students become English proficient in language skills and comprehension skills through instruction in speaking, reading, writing, and listening.
- B. Academic Achievement – Help EL students meet challenging academic achievement as required by all students by participating in classroom learning situations and other school activities.
- C. Cross Cultural Goals – Help EL students become familiar and exposed to new cultures while maintaining pride in their own culture.

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

Appendix F

A. Evidence: "Home Language Survey-IA" (Form IA which includes race and ethnicity) (www.TransACT.com - updated form on August 1, 2022) is completed by all incoming students and filed in cumulative folders.

1. Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide support. A copy of the home language survey, Form IA, which includes race and ethnicity, is included in the district's registration materials packet.
2. The counselor at each level shares the information from the Home Language Survey by email and discussion with staff. Other data that may be used to initially identify an ELL student includes, but not limited to: ELPA21 Dynamic Screener, student records, teacher interview, parent information, teacher observations, referral, student grades, and/or informal assessments.
3. The counselor at each level is responsible for screening the Home Language Survey to verify that a language other than English is represented and the counselor will share this information with the staff. The Home Language Survey will include a parent signature and will be filed in the students' cumulative file.

B. State-approved English Language Proficiency Placement Assessment

1. If the HLS indicates a language other than English, the ELPA21 Dynamic Screener will be administered. In the case of Kindergarteners, the Future Kindergarteners version of the screener is to be used for Spring enrollees for the fall term and for Kindergarteners enrolling in August through the end of the fall term. Beginning in mid-January, current year enrolling Kindergartners are screened using the ELPA21 Kindergarten Dynamic Screener.
2. Students Enrolling in a U.S. School for the first time:
All Kindergarten students (including transitional Kindergarten students, and students newly arrived from another country are given the ELPA21 Dynamic Screener if a language is indicated on the HLS other than English.
3. Students Moving within the State of Iowa:
If Dynamic Screener results exist, those results should be used to determine EL eligibility. When a student moves between Iowa schools, the Dynamic Screener does not need to be re-administered.

The incoming LEA identifies the student as an EL based on the previous LEA's ELPA21 Dynamic Screener results. If ELPA21 Summative results indicate lack of EL proficiency, the scores may be used to determine program placement. If the student arrives with a determination of Proficient on an ELPA21 Summative assessment, the student is not identified as an EL.

4. **Students Moving to Iowa from Another ELPA21 State:**
When students move to Iowa from another state that administers the ELPA21 Dynamic Screener and Summative assessments, the scores may be used to determine program placement. Students with scores of Emerging and Progressing should be identified as ELs and should continue receiving services. Students arriving with a Proficient determination should not be identified as an EL. Other ELPA21 states are: • Arkansas • Louisiana • Nebraska • Ohio • Oregon • Washington (score only) • West Virginia
5. **Students Moving to Iowa from a Non-ELPA21 State:**
Students moving to Iowa from a non-ELPA21 state may be able to show proficiency as measured by another English language proficiency (ELP) instrument. In order to consider another instrument in lieu of a proficient ELPA21 score, all of the following criteria must be met: • The proficient score must be from a summative ELP assessment, not a screener; State summative tests include WIDA ACCESS for ELs, LAS LINKS, NYSESLAT (NY), AZELLA (AZ), ELPAC (CA), and TELPAS (TX). Note: All of these assessment systems have a screener component which would not be approved for use. Examples of instruments not approved for this purpose are screener-only assessments such as IPT, Woodcock-Munoz, and QIA. • The instrument should be valid and reliable for measuring English language proficiency, not English language arts (ELA); • The instrument must assess all domains of language—Speaking, Listening, Reading, and Writing; • The student's score determination must be considered Proficient as measured by the instrument. • Results must be reviewed and approved by the LEA's EL Director or EL Assessment Coordinator. The Iowa Department of Education's EL Assessment Consultant should be contacted if there are any questions or concerns related to incoming scores and/or assessment related concerns or questions.

The LEA must document that the student's out-of-state summative ELP assessment score met the above criteria. This documentation along with required approval is to be kept on file in the student's cumulative file. Documentation must include: • Name of the test and state in which it was administered • Date administered and grade level of the student at the time of the assessment • Proficient score or determination achieved--this should include a Proficiency Level Descriptor (PLD) or other evidence to show the score achieved is Proficient as measured by the assessment • Name of the LEA EL coordinator making the determination • Other evidence to support the decision: If the evidence supporting a score of Proficient on another state's summative assessment is not clear or there are questions, the LEA should proceed with testing the student on the ELPA21 Dynamic Screener.

6. The building administrator will check to make sure that a trained and licensed teacher will give the ELPA21. Staff working with EL students will complete the Module Trainings at AEAPDOnline.
7. The certificates of completion from the Module Trainings will be stored in the staff personnel files.
8. The summary of the ELPA21 will be placed in the student's cumulative file.

C. Process to place student in appropriate LIEP

1. The district Lau Leadership team (consisting of Principal, ELL teacher, School Counselor) will gather academic data and any pertinent data to determine the EL student needs.
2. The ELL needs will be based on the proficiency levels on the ELPA21. This will also determine the frequency and duration of the programming. The academic needs will be based on the proficiency levels of the reading and writing scores on the ELPA21 and will be placed in interventions accordingly.
3. The district will use the graduation requirements, grade level, and age along with the proficiency levels on the ELPA21. Accommodations will be made in classes according to their levels on the ELPA21. The students will follow the core along with the ELP Standards in their content classes.
4. The ESL students will be placed in a general education setting that is age appropriate within two years of actual age.
5. **Erroneously EL Identified Students** An erroneously identified EL is a student who was identified as an EL but should not have been because

the student does not in fact meet the definition of “English learner” in ESEA section 8101(20). The erroneous identification may have occurred as part of the initial identification process, e.g., due to a parent’s inaccurate completion of the home language survey, administration of an EL screening assessment without providing for appropriate accommodations for a student with disabilities, inaccurate scoring on the annual ELP assessment, or other reasons. On these rare occasions, when a student is erroneously identified, it is the role of the LEA to determine if a mistake was made. If a district has evidence that the student is an EL, the student remains an EL and should be supported as such. If a mistake has been made and the LEA has evidence that the student is not an EL, then the LEA’s EL administrator should contact the state to rectify the error. In all cases, careful documentation should be made regardless of the decision. It should be noted that a parent's objection to the designation of “English learner” is not grounds for considering erroneous identification.

See the table below for other academic testing to be done to assess students’ academic skills and when possible will be doing in students’ native language.

Informal academic assessments	Classroom/content teacher
Iowa Assessments (grades 2-6)	Classroom teacher
Iowa Assessments (grades 7-11)	Classroom teachers
FAST testing (grades PreK-6)	Title/Classroom Teachers

D. Parental forms distributed in a language most easily understood within 30 days of enrollment, both upon initial and annual school enrollment.

1. Communicating EL Identification and Eligibility for EL Programming
LEAs must provide notices (Transact) within thirty days to parents of English learners regarding the EL student’s identification and placement in a language instruction educational program (LIEP). LEAs must, to the extent practicable, translate such notices in a language that the parent can understand. If written translations are not

practicable, LEAs must offer EL parents free oral interpretation of the written information. In light of these obligations and the duty to timely identify all English learners, LEAs will need to assess potential English learners' English proficiency and identify non-proficient students as EL as soon as practicable and should be well before the thirty-day notice deadline.

- E. Parent documentation of initial waiver/withdrawal from LIEP programming (included only if parents indicate they want to waive or withdraw from services)
 - 1. Documentation of the meeting with the Lau Leadership Team and parents will be held to discuss recommendations, concerns, ELPA21 assessment requirements, and potential outcomes with parent(s) and provide the "Explanation of Consequences for not participating in the English Language Program" notice.
 - 2. The "Request for change in Program Participation" will be used as signed documentation of the parents' decision and will be placed in students' cumulative file.
 - 3. As the district would do with any student, a meeting would be held with staff to discuss accommodations and/or modifications that are appropriate for the student to succeed in the regular classroom.

III. Description of the LIEP

- A. LIEP Program Goals
 - 1. The district will use the following goals that are measureable and based on district level data tied to the evaluation process:
 - a. Language Goal: Help the EL students to become English proficient in the language skills of speaking, reading, writing, and listening as measured by the ELPA21.
 - b. Academic Goal:
 - 1. 80% of Pre-K graders will meet FAST benchmark on Spring testing.
 - 2. 85% of K-4th graders will be instructional at their grade level on the Spring Fountas and Pinnel diagnostic assessment.
 - 3. 80% of K-6th graders will achieve 80% on the end of the year Go Math assessments.

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

1. English as a Second Language (ESL) with pull out.
2. The frequency and intensity of services will be based on ELPA21 data. Emergent students will get 30 minutes of instruction daily. Progressing students minutes and days will vary depending on Domain Scores. Proficient students will be monitored for 2 years.
3. There will also be collaboration with classroom teachers to support the academic needs as we would with all students. Identified Non-Parental Waiver EL's at all proficiency levels will receive direct LIEP instruction.
4. LEAs must offer EL services and programs, until ELs are proficient in English and can participate meaningfully in educational programs without EL support. To be able to participate equally and meaningfully in instructional programs, English learners have to acquire English proficiency and recoup any deficits that they may incur in other areas of the curriculum as a result of spending extra time on English Language Development (ELD) (Castañeda, 648 F.2d at 1011). Additionally, LEAs must provide appropriate special education services to ELs with disabilities. LEAs must ensure that English learners who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are located, identified, and evaluated in a timely manner and that the language needs of students who need these related services are considered in evaluations and delivery of services. (20 U.S.C. §§ 1400-1419; 34 C.F.R. pt. 300; 29 U.S.C. § 794; 34 C.F.R. pt. 104) If parents opt their children out of an EL program or specific EL services, the children retain their status as English learners, and the LEA remains obligated to take the “affirmative steps” required by Title VI and the “appropriate action” required by the EEOA to provide these English learners access to its educational programs, OCR Guidance; 20 U.S.C. § 1703(f)

C. Annual parent notification and procedure for waiving services:

1. The parents will be notified annually within 30 days of the beginning of the school year using the “English Learner Program Placement” form found on TransAct.com.

2. ESL Coordinator/Teacher, will send the above notification.
3. A copy of “English Learner Program Placement form placed in cumulative file.

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

The law allows parents the right to opt their children out of EL programs (i.e. waive services) or particular EL services. This decision must be voluntary and based on a full understanding of the EL child’s rights, the range of services available to the child, and the benefits of such services to the child. If a parent decides to opt his or her child out of EL programs or particular EL services, that child still retains his or her status as an EL. LEAs must continue to monitor the English language proficiency (ELP) and academic progress of students who opt out of EL programs and services. If a student does not demonstrate appropriate growth in ELP or maintain appropriate academic levels, the LEA must inform the parents in a language they understand and offer EL services. This must occur annually.

1. Review annually with parent signatures obtained each year and share “Explanation of Consequences for not participating in the English Learner Program”.
2. The district will use documentation of parent-waived services using the required “Request for Change in Program placement” form.
3. This documentation will be filed in students’ cumulative file.

E. Highly Qualified LIEP and Content Staff:

1. The district will have staff that holds the appropriate endorsements deliver direct LIEP services for all identified students. Karla Trenkamp, ESL Coordinator/Teacher and Robin McCool, Resource Room Teacher/ESL Teacher, and Matt Beatty, Classroom Teacher/ESL Teacher.
2. Instructors teaching in the content area will be certified in that content area.

F. Designated Administrator oversight for LIEP’s:

1. Superintendent will oversee the LIEP services.
2. Superintendent will complete AEAPDOnline Modules for ELL and attend Keystone trainings regarding Ell's.

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

1. As we would with any other student we will meet with staff to discuss appropriate accommodations and/or modifications that are appropriate for students to succeed in the regular classroom. EL teachers will participate in ELP Standards Training Modules and will use within service time as trained.
2. Classroom and ESL teachers will meet monthly after school to discuss progress.

H. Curriculum and Supplemental Resources for LIEP

1. Imagine Learning
Resources from Keystone AEA
The Oxford Picture Dictionaries
Content area supplements
Intervention materials
2. The Instructional and Supplemental Resources are selected by choosing classroom curriculums that have ELL lessons. Resources are delivered from Keystone AEA. The Oxford Picture Dictionaries are updated as needed.
3. The district will include certified ESL teachers in the discussions when purchasing new curriculum materials. The ESL staff will ensure there are supplemental materials for the ESL students included in the curriculums purchased.

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

A. Process in place for identifying and serving gifted/talented (GT) EL'S:

1. District will use same criteria that is used for non ELs
 - Iowa Assessments (using 90%tile and above)
 - For EL students we use ELPA21 scores
 - Classroom observations
 - Parent interviews
2. District will also receive support from the local AEA. Along with this will be consideration of the culture, language proficiency and

development in first and second languages, prior schools information, and parent input, Gifted and Talented Teacher, Administrator, and EL Teacher are also included. Other supports will include, but not limited to, visuals, manipulatives, graphic organizers, and time limits lifted for testing.

- B. Process in place for identifying and serving EL's in special education:
1. Initial evaluation is completed by local AEA and students' evaluation progress, need, and discrepancy are analyzed (District also makes sure that lack of appropriate instruction was not the contributing factor for the educational discrepancy). District will also receive support from local AEA – 1st Language Assessment from Keystone AEA. Consideration of culture, language proficiency and development in first and second languages, prior schools, and parent input is also included along with ELPA21 scores, classroom observations, and the 1st Language Assessment results.
 2. ELL students who are dually identified for Special Education and LIEP will receive direct instruction by a qualified ELL instructor and special education instructor who will both support language needs.
 3. The IEP team that will make this determination will include the ESL instructor, classroom instructor, special education instructor, administrator, and the Keystone AEA consultant. (Joint Guidance OCR/DOJ, January 7, 2015, page 27)
- C. Process in place for identifying and serving ELs in all co-curricular programs (e.g. Title I, Reading Recovery, At-Risk, career and technical education programs, counseling services, Advanced Placement and International Baccalaureate courses).
1. The district identifies Title 1 students by using the Fast scores which proficiency is based on the testing period and testing grade level. The language needs of the students will be supported by the use of visuals, manipulatives, grade and proficiency levels, and appropriate accommodations.
 2. Communication about these programs and eligibility will be in a language that is most easily understood by the parents and the students.
 3. The LIEP instructors will be included in the data review for placement/consideration in all programming.

- D. Process in place for identifying and serving ELs in Extra-curricular activities (e.g. performing and visual arts, athletics, clubs, honor societies)
1. Extra Curricular activities will be open to all students and will be communicated through emails, newsletters, bulletin boards, and daily announcements.
 2. The district will post in newsletters, online, school website, daily announcements, and through email the activities in a language that is most easily understood.
 - 3. -National Honor Society** - Membership in the NHS is not a right of any student, but is an honor bestowed by the council based on the four criteria of selection listed below. There is no magic number of candidates or quota to be reached; every student is measured on their own merit using a large amount of collected data that is evaluated by an 8 member board, 5 of whom make up the selection council having voting rights in the final selection.

Scholarship: *The student demonstrating scholarship academic ability that is well above average, and shows a consistent interest in the pursuit of academic excellence.*

Leadership: *The student who exercises leadership is resourceful in identifying problems, applying principles, and making suggestions. The leader demonstrates initiative in promoting school activities, demonstrates academic initiative, and exercises influence on peers in upholding school ideals. The leader is able to delegate responsibilities effectively, and is reliable and dependable. The leader exemplifies positive attitudes, and inspires positive behavior and attitudes in others. The leader is a forerunner in the classroom, at work, and in school and community activities.*

Service: *The student who serves is willing to uphold scholarship and maintain a loyal school attitude, and participates in some positive outside school activity. The student who serves volunteers dependable assistance, is gladly available, and is willing to sacrifice to offer assistance. The student who serves works well with others, is willing to take on difficult or inconspicuous responsibilities, and cheerfully and enthusiastically renders requested service to the school.*

Character: *The student of character takes criticism willingly and graciously, and demonstrates the highest standards of honesty and reliability. The student of character consistently exemplifies qualities of*

behavior such as cheerfulness, friendliness, poise, and stability, upholds principles of ethics, and shows courtesy, concern, and respect for others. The student of character has powers of concentration and sustained attention as shown by perseverance and application to studies.

Each year, students, in grades 10-12 who have a minimum cumulative GPA of 3.25 at the end of the first semester are notified that they are eligible to be considered by the Faculty Advisory Council for membership in the Edgewood-Colesburg chapter of the National Honor Society. At that time, students are given the opportunity to decline consideration by the council.

The council solicits opinions and information concerning eligible students from the staff to help assess the character, leadership, and service attributes of the candidates. This information is compiled by the advisors into an anonymous format and distributed to the council to be studied and considered. The council then meets to discuss the merits of each candidate. The four qualities of Scholarship, Leadership, Service, and Character are considered equally when making the decision.

V. Ongoing EL Professional Development (PD) provided for staff who support the LIEP:

- A. Ongoing Professional Development is provided to required staff as designated by the Iowa Department of Education for English Language Proficiency Standards as follows:
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, and Preschool Staff).
If the district has no ELs, the ESL Coordinator/Teacher will keep updated on EL requirements that will be relayed through Keystone AEA.
- B. District training of English Language Proficiency Standards and Implementation
 - 1. The district has a plan for PD for required staff for the English Language Proficiency (ELP) students that addresses:
 - A. View the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document

completion and content attainment (Training Option A). The document of certification will be sent to the Superintendent's secretary and be stored in the staff personnel file.

- B. All staff and new staff will be required to complete the ELP Modules on AEAPDOnline by Christmas break. By Nov. 1 the ESL Coordinator will check with the Superintendent's secretary and notify the staff of what modules they still may need to complete.
- C. Implementation of the modules will be monitored through walk through's and discussions with ESL teachers and classroom teachers.
- 2. The staff will turn their completed module certificates into the Superintendent's secretary as they complete them.
- 3. The ELP Module certificates will be stored in the staff personnel files at the district office.
- 4. The ESL Coordinator, Karla Trenkamp, will notify all new staff for ESL PD. The staff will be shown how to access the modules and discuss that they need to be completed by the end of that school year and the certificates submitted to the personnel office in Edgewood.

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

- A. Annual training of staff assigned to administer ELPA21
 - 1. Annual training to appropriate staff will be done through AEA PD Online for ELPA21.
 - 2. The certificates for completion of this training will be on file in the districts main office and will be put in their personnel file.
- B. Dissemination of score to stakeholders
 - 1. The counselor at each level will give a hard copy of the test score results to teachers, administrators, and parents.
- C. Appropriate training to interpret results to staff
 - 1. Provide appropriate training to interpret results to staff. Test Administrators, LIEP teachers, and administrators will meet with classroom/content staff to discuss scores and appropriate classroom support. The training to interpret the ELPA21 scores will be through a state approved training.

D. Utilization of assessment results to guide instruction and programming

1. The ELL teachers will have a student roster and share accommodation/modification ideas with teachers. The ELL staff will use assessment scores for appropriate services.

Classroom Assessments:

Mainstream teachers will report the student's achievement and growth through authentic assessments and content area tests (modified as necessary) in the regular classroom.

Accommodations will be made to support students until the student is able to achieve academically in the classroom with age and grade levels.

- The district also uses the Individual Learning Plan (ILP) that has accommodation ideas and the ELPA21 scores listed on.
- Meeting minutes of grades/teams K-12 are documented to ensure that accommodations are provided to ELs.
- District Wide Assessments
- ELs must be tested on the district wide assessments with or without accommodations for reading, math, and science
- The district currently uses:

Informal academic assessments	Classroom/content teacher
Iowa Assessments (grades 2-6)	Classroom teacher
Iowa Assessments (grades 7-11)	Classroom teachers
FAST testing (grades PreK-6)	Title/principal/technology teachers

The district uses Guidelines for inclusion of English Language Learners in K-12 (<https://www.educateiowa.gov/sites/files/ed/documents/IowaELLguidelines.pdf>) assessments to ensure that the appropriate accommodations are identified.

2. The ELPA 21 data will impact future programming when we see consistent patterns in scores and will use curriculums accordingly.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria:

1. The student achieves the required score for proficiency on the ELPA21.

B. LIEP Exit Procedures:

1. LEAs must wait until ELPA21 test scores are available before exiting (i.e. reclassifying) ELs. When students score 4s and/or 5s on all domain subtests of the ELPA21 (Listening, Speaking, Reading, and Writing), they will receive a determination of Proficient. Proficient students are no longer considered English learners and are, therefore, exited. Proficient students must be reclassified or “exited” between the posting of the summative assessment (ELPA21) results and September 30 in order that reclassified students are reported properly.
2. The school will notify parents using the “Program Exit Letter Form B” in a language most understood by parents
3. The school secretary will change the student coding to “exited” so the student does not continue to generate unwarranted funding.
4. The school will then begin the two-year monitoring (pending ESSA guidance). These students may still get accommodations where and when needed.

VIII. Monitoring Procedures After Students Exit the LIEP Program

Once reported as reclassified/exited, students exiting from EL status must be monitored for at least two years to ensure that they are successful. LEAs must ensure proper tier one support; academic deficits have been remedied and FELs are meaningfully participating in the standard program of instruction comparable to their never-EL peers. Please note, while the state requires formal monitoring of FELs for two years, the ESEA requires LEAs to report on the number and percentage of former ELs meeting state academic standards for four years.

While LEAs are required to monitor former EL student performance in core academic areas, no specific protocol or form is required. However, LEAs should establish rigorous monitoring systems that include benchmarks for expected growth in acquiring academic content knowledge during the academic year and take appropriate steps to assist students who are not adequately progressing toward those goals.

- A. Monitoring procedures in place detailing how students are monitored for 2 years minimum after students exit the LIEP program including parent notification.

1. Monitoring students will involve using classroom grades, FAST scores, and Iowa Assessments scores. The students will need to score at benchmark/proficiency or above.
2. ESL Coordinator/Teacher, will be responsible for monitoring students.
3. The ESL Coordinator/Teacher will meet review data (classroom grades, FAST assessments, and IA Assessments) to determine which of the following options is best:
 - continue monitoring
 - successful completion of monitoring
 - consideration of re-entry due to language needs

B. LIEP re-entry procedures in place, if indicated by data, including notification of parents/guardians

Occasionally there are circumstances in which re-entry into EL programming is warranted. In accordance with the Office of Civil Rights, these circumstances should be due to a lack of English language proficiency and NOT due to academic deficits which must be addressed during EL services. If academic deficits persist after a student becomes English proficient, the LEA is responsible for remedying it as quickly as possible regardless of access to specialized funds.

1. Students can be re-entered based on classroom grades, FAST Assessments, and IA Assessments.
2. The school will notify parents using the "Notification of Program Placement" form.

IX. LIEP Evaluation

A. LIEP evaluation in place

1. ESL Coordinator/Teacher, will conduct the annual LIEP evaluation process with the team members (administrator, ESL teacher, and classroom teacher, which will include evidence regarding progress toward meeting Lau Plan Guiding Principles in both English Language Development and academic achievement.)
2. Evaluation will center upon the following criteria:
 - a. Increasing the percentage of ELs making growth in language acquisition as measured by ELPA21.

- b. Increasing the percentage of ELs attaining or reaching full proficiency as measured by ELPA21.
 - c. Adequate Yearly Progress (AYP) in reading and math as measured by the state-required content assessments according to targets established by Title 1.
 - d. May be based on other district data such as FAST and Iowa Assessments.
3. Evaluates the impact on future programming and services for EL's by:
- a. Professional Development will be given by ESL staff at the beginning of each year to those who will be involved with ESL kids.
 - b. Adjustments of the LIEP will be made yearly after the ELPA21 scores are received.
 - c. Depending on the number and needs of the ESL students, staff maybe hired accordingly.
 - d. Teachers scheduling will be accommodated to meet with the ESL staff monthly and more if needed.
 - e. The curricular needs will be evaluated as the district buys new materials. Keystone AEA materials will also be available for options.
 - f. Formative assessment will be given and placements into groups will happen accordingly so that interventions will be appropriate for the needs of the students. Differentiated instruction will take place based on formative and summative assessments given.
4. The Title III Assurances page is attached at the end of this document and will be signed by the administrator.
4. LEA English Learner Assurances (signed in CASA)

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

X. Appendices

A. Letter to Districts from the U.S. Department of Justice:

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

B. Description of LIEP Models

C. Title III Assurance Page

D. TransACT.com documents

E. ELP Standards Training Options

F. Standardized Entrance and Exit Procedures for Iowa's English Learners January 2022

Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document

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

Appendix B

Description of LIEP Models

www.2.ed.gov/about/offices/list/ocr/EL/glossary.html

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

Sheltered Instruction: *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.*

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

Dual 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

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: _____

May 2016

Appendix D

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

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

English Language Development Program - Exit Letter for students who are eligible to exit services

Notification of English Language Development Program Placement - Version A
for initial and annual placement notification

Waiver-Refusal of ESL-Bilingual Program - waive or withdraw from bilingual services

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.

Appendix F

[https://educateiowa.gov/sites/files/ed/documents/
Iowa%27s EL Entrance and Exit Manual2-23-22.pdf](https://educateiowa.gov/sites/files/ed/documents/Iowa%27s%20EL%20Entrance%20and%20Exit%20Manual2-23-22.pdf)