

Howard-Winneshiek CSD
K-12 Lau Plan
Serving English Learners (ELs)



2022-2023

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Revised September 10, 2022

It is the policy of the Howard-Winneshiek Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices.

Plan For Serving English Learners

Lead Team Members	2
Introduction.....	4-5
I. Lau Plan Guiding Principles.....	6
II. Identification and Placement of English Learners (ELs) in a Language Instruction Program (LIEP)	7-10
III. Description of the LIEP.....	10-14
IV. K-12 Language Instruction Educational Program (LIEP) program models implemented in the district.....	14-17
V. Ongoing Professional Development for all Staff Targeting EL Needs.....	17-18
VI. English Language Development Assessment and Administration.....	18-21
VII. LIEP Exit Criteria and Procedures.....	21
VIII. Monitoring Procedures after Students Exit LIEP Program.....	21-22
IX. LIEP Program Evaluation.....	22-23
X. Appendices	
Appendix A.....	23
Appendix B	24
Appendix C.....	23-24
Appendix C Title III Compliance Assurances: Checklist for Districts.....	25-26
Appendix D.....	27
Appendix E.....	28

Introduction

In accordance with Title III of ESEA (Public Law 107-110) and federal civil rights law, as well as [Iowa Code section 280.4](#) and [Iowa Code section 216.9](#), **districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students.** 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), EL teacher and coordinator, and classroom teachers.

No student enrolled in the Howard-Winneshiek Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program). The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential. If you have questions please contact the district office at 1000 Schroder Drive Cresco, Iowa 52136 or call 563.547.2762. District Equity Coordinator/Director of Student Services, Brenda Lentz.

Spanish Translation:

De acuerdo con el Título III de ESEA (Ley Pública 107-110) y la ley federal de derechos civiles, así como con la sección 280.4 del Código de Iowa y la sección 216.9 del Código de Iowa, los distritos deben tener un plan para identificar y atender las necesidades educativas del estudiantes con dominio limitado del inglés. Para satisfacer las necesidades lingüísticas, académicas, sociales y emocionales de los estudiantes EL, los distritos deben desarrollar un plan de servicio.

El plan del distrito diseñado para satisfacer las necesidades de instrucción de los Estudiantes de inglés (EL) se conoce como el Plan Lau (Lau v. Nichols, 1974). El plan Lau debe ser escrito en colaboración por el equipo K-12 para incluir: administrador(es) del distrito, administrador(es) del edificio, maestro y coordinador EL y maestros de salón.

Ningún estudiante inscrito en el Distrito Escolar de la Comunidad Howard- Winneshiek será excluido de participar en, ser negado los beneficios de, o ser objeto de discriminación en los programas del Distrito sobre la base de raza, color, credo, sexo, religión, estado civil (para el programa), el origen étnico, nacionalidad, discapacidad, orientación sexual, identidad de género, edad (para el empleo) o el entorno socioeconómico (por programa). La política del Distrito será proporcionar programas y

oportunidades educativas para los estudiantes según sea necesario sobre la base de los intereses individuales, valores, habilidades y potencial. Si tiene alguna pregunta por favor póngase en contacto con la oficina del distrito en 1000 Schroder Drive Cresco, Iowa 52136 o llame al 563.547.2762 . Coordinador del distrito Equidad / Servicios Estudiantiles, Brenda Lentz .

Howard-Winneshiek CSD
K-12 Lau (ELL) Plan for Serving English Learners (ELs)
September 10, 2022

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

I. Lau Plan Guiding Principles:

Goals

A. English Language Development:

- *To systematically address English language development needs for ELs.
- *To accelerate academic and conversational English language acquisition/development in the areas of listening, speaking, reading and writing through formal language instruction.
- *The district maintains and annually revises the district Lau (EL) Plan. (PL 107-110) (Lau -vs- Nichols, 1974).

B. Academic Achievement:

- *To help students to successfully participate in classroom learning situations and other school activities.
- *To educate English learners to the same rigorous standards as all students in the district at grade appropriate levels;
- *To support English learners' academic success in the content areas at grade appropriate level;

C. Cross-Cultural Efficacy:

- *To help students with multicultural backgrounds to develop and/or reinforce positive attitudes toward self, school and community.
- *To promote pride in English learners' multicultural and linguistic backgrounds;
- *To involve English learners' families and the community in the educational process to make education a cooperative effort between home and school;
- *To assist English learners and their families in understanding and functioning within American society;

Standards:

Please see English Language Proficiency Standards At a Glance:
[ELP Standards At A Glance](#)

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

Chapter 280, Section 280.4 of the Iowa Code defines a *Limited English Proficient* student as follows, “A student’s background is in a language other than English, and the student’s proficiency in English is such that the probability of the student’s academic success in an English-only classroom is below that of an academically successful peer with an English background.”

A. Home Language Survey:

1. Howard-Winneshiek CSD uses TransACT website for “Home Language Survey-IA” in its entirety for all students which includes race and ethnicity reporting (beginning 2016-17).
2. All families are asked to complete a Home Language Survey (281—60.3(1)a)(Long form version A) during registration. (See Appendix C for a sample –surveys in 22 other languages are available on the TransACT website [www.transact.com]). The district is prepared to conduct oral or native language interviews in the student’s home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281—60.3(1)). Other data that may be used to potentially identify a student as needing EL services include: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment. Parents/guardians complete and sign the Home Language Survey of all students new to the district, including kindergartners, transfer students, refugees, migratory children, and immigrants. Information gathered from the survey becomes part of the student’s permanent records and is stored in the student’s cumulative file. It is also available to the student’s teachers. The survey is given to the building secretaries who provide a copy of every survey that comes back with the native language other than English to the building EL teacher. If a response on the Home Language Survey indicates a language other than English in the student’s background, the building’s English Learner teacher facilitates the identification process as needed, including gathering additional information by using both standardized and locally developed English language proficiency and academic skill assessments and/or conducting interviews. An electronic format is also stored in PowerSchool, the district’s Student Information System (SIS).
3. The HLS-IA is stored in the student’s cumulative files.

B. State Approved English Language Proficiency Placement Assessment:

1. The ELPA21 Dynamic Screener (and the Dynamic Screener for Future Kindergartners, available November 30, 2022-April 2, 2023) measures listening, speaking, reading, and writing levels in English and are administered within 30 days of the beginning of school year or two weeks of the student’s enrollment, if it is after the start of school. The ELPA21 Dynamic Screener is a placement test

designed and based upon the full English Language Proficiency Assessment for the 21 Century (ELPA21) battery of tests. It is designed to allow schools to place students, based on their acquisition of English language proficiency skills, into classrooms and services best suited for their current level of acquisition. The ELPA21 Dynamic Screener has four operational forms designed for differing levels of academic and developmental language. Thus, there is one test form for each of the following grade clusters: K-2, 3-5, 6-8 and 9-12. The ELPA21 Dynamic Screener results are stored in the students' cumulative files.

2. The building English Learners Teachers are certified/trained teacher(s) who administer the complete ELPA21 Dynamic Screener.
3. These certified teachers complete yearly professional development to administer the ELPA21 Dynamic Screener and these certificates are placed in their personnel files in the district office.
4. The results of the ELPA21 Dynamic Screener, or ELPA21 Dynamic Screener for Future Kindergarteners, will be stored in the student's cumulative files.

C. Process to Place Students in Appropriate LIEPs and Content Courses

1. Assessment of English Language Proficiency within the first thirty days of the student's arrival or, if the child enters after the beginning of the school year, within two weeks. The district EL teacher will administer the English language proficiency assessment within the mandated timelines. The ELPA21 Dynamic Screener will be used as an initial assessment, if the registration form indicates a primary language other than English. Assessment results will be filed in the student's cumulative folder. Assessment results will be accepted from other states, including non-ELPA21 states. Assessment of academic skills, in relation to the student's grade or age level (281-60.3(1) b). See "*Educating Iowa's English Language Learners*," available at: <https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners>
2. Depending on the student's age and grade level, a variety of formal and informal assessment tools are used to determine a student's literacy and math instructional levels. The student's classroom teacher or the Title I teacher will assess academic skills, in relation to the student's grade or age level. Assessments utilized may include Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Dynamic Indicators of Basic Early Literacy Skills (FAST CBM and aReading), Title I Multiple Assessments, review of student records, math placement tests and teacher observations.
3. Results of the assessment data, including the results from the English language proficiency assessments, assessment of academic skills and other pertinent data will be reviewed for new ELs. The goal is to place the EL students into content courses matching their English language development needs and their academic needs. The EL teacher will coordinate the review of the data. The team involved in the review will include the classroom teacher, Title I teacher, EL teacher, EL

coordinator and building principal. Other data that may be used to initially identify a student as needing EL services include: student records, teacher interviews, parent information, teacher observation, referral, student grades, or informal assessments. Students are admitted regardless of immigrant status or English-speaking status. Students are not required to have a social security number. If the student is non-English proficient or limited English proficient in any of the English language proficiency subtests (speaking, listening, reading, writing) or there is evidence that he/she will not be successful in the regular classroom because of language background, the student is identified for the appropriate LIEP program.

4. Based on assessment results, the EL will be assigned to mainstream classrooms with students the same chronological age, or when absolutely necessary, with an age group no more than two years differential (60.3(3)a). LIEP services begin upon identification. Identification of services will be determined by the helpful AEA “Considerations for Scheduling & Delivery of English Language Development Services” guide. Other information to consider when determining Language Development Services include, but are not limited to: Grade level/age, access to and level of schooling in home country, language proficiency in the home language, English Language Proficiency, prior schooling in US, and literacy level in home language and English. The above factors will guide the EL Teacher to ELD Programming and service times.

Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support. An ELL registration night is scheduled each year to assist families with registration, gain insight into the Migrant Education Program, have access to interpretation and translation services, and get tours of the buildings. Every attempt is made to create a welcoming school environment by having multilingual literature and culturally diverse visual displays throughout the district buildings and classrooms.

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

When a student is identified for the LIEP, parents are notified of the eligibility and placement.

1. Parents must be notified every year, for initial and continuing placement, no later than 30 calendar days after the beginning of the school year. If a student enrolls after the start of the school year, parents must be notified of placement within thirty days.
2. Parents will be notified using the English Learner Program Placement form found in TransACT as required by ESSA. A copy of this form will be placed in the student’s cumulative files.

The EL Coordinator, Lorrinda Kisley and Director of Student Services, Brenda Lentz, are responsible for parental notification of eligibility for LIEP. The form entitled

Determination of Student Eligibility will be used as evidence to document notification of parents. This form will be sent home, signed by parents and returned to school. A copy of the form will be placed in the student's cumulative folder when returned by parents.

E. Process for Parents Considering Waiving Services from LIEP

Parent Documentation of waiving/withdrawal from LIEP programming:

The parental LIEP waiver process includes:

1. Documentation of the meeting held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s). Parents will also receive the Explanation of Consequences for not Participating in English Learner Program
2. Signed documentation of the parent's decision on "Request for Change in Program Participation" from TransACT in student's cumulative file.
3. Description of a process by which the district provides support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP.

Classroom teachers, Title I teacher, building principal, EL Coordinator/teacher and the Director of Student Services, will ensure that accommodations are made in instructional materials and that differentiated instructional practices are used to ensure mastery of English and progress in academic achievement are made.

III. Description of the LIEP:

A. LIEP (Language Instruction Education Program) Program Goals

The Howard-Winneshiek Community School District collects and analyzes specific district-level data in order to measure the goals identified for this Lau Plan. The five goals address the academic, linguistic, and cross-cultural needs of English Learners.

Academic:

- 62.5% of 3rd-11th grade UCSD EL students will be proficient or advanced in Reading as measured by the Iowa Statewide Assessment of Student Progress in the 2022-2023 school year.
- 62.5% of 3rd-11th grade students will be proficient or advanced in Math as measured by Iowa Statewide Assessment of Student Progress in the 2022-2023 school year.

Linguistic:

- 100% of EL students who took the Language Proficiency Assessment in 2022 and 2023 will show improvement in their language proficiency level.
- **Cross Cultural:**
- 100% of EL students and parents will have the opportunity to have access to a translator in the parent's home language when attending fall and spring

- conferences.
- 90% EL parents will attend student-led conferences in the fall and spring

B. Description and Implementation of Specific State-Approved LIEP models used in the district and the process to place students (see Appendix B)

1. Program Models

- a. Newcomer Program**
- b. English as a Second Language (ESL)**

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).

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.

A “consultative model” is NOT an accepted EL service delivery model under any circumstances.

2. Frequency of Services

Intensity and frequency of services must be such that services for each EL student are reasonably calculated to ensure benefit based on each student’s individual needs in both language domains and academic learning. This is true until each EL student is deemed proficient. EEOA and Title VI of the Civil Rights Act using Castañeda standards, 648 F.2d at 1010.

Language Proficiency Levels	Service Times
Level 1: Newcomer	45-60 minutes daily
Level 2: Early Intermediate	45-60 minutes daily
Level 3: Intermediate	30-45 minutes

	daily
Level 4: Advanced (Considered proficient)	Monitoring and consultation with classroom teacher. EL services with EL teacher 2-3 times a week.
Level 5: Fluent (Considered proficient)	Monitoring and consultation with classroom teacher

3. ELs with disabilities

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

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

1. Within 30 days of the beginning of the school year using the English Learner Program Placement form, as required by ESA, on TransACT
2. The EL Coordinator, Lorrinda Kisley and Director of Student Services, Brenda Lentz, are responsible for parental notification of continuing LIEP placement.
3. A copy of this form will be placed in the student's cumulative files.

D. Procedure for Annual Communication for Parents who have Waived Services

1. Annual communication will consist of providing parents/guardians with a copy of the Explanation of Consequences for not Participating in English Learner Program and Request for change in Program Participation forms
2. Parents will return a signed Request for Change in Program Participation form
3. The Request for Change in Participation form will be placed in the student's cumulative file

E. Highly Qualified LIEP and Content Staff

1. The district requires the following certification for the ELL teacher: ESL endorsement (281-60.3(2)). Pre-1988 certification not applicable after July 1, 2012.
2. Content-area certification, if staff serves as teacher-of-record

The district ensures adequate and appropriate language instruction and support through weekly scheduled EL classes or in-class support by the EL teacher. A schedule for such classes or in-class support will be submitted to the EL administrator upon the EL's placement in the program.

F. Designated Administrator Oversight for LIEPs

1. The EL administrator for the Howard-Winneshiek CSD is Brenda Lentz, Director of Student Services. Mrs. Lentz has a Master of Science in Education in Special

Education along with an Administration endorsement from Western Illinois University.

2. Mrs. Lentz will participate in professional development as offered by the State of Iowa and Keystone AEA on a yearly basis.

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

1. All ELs will have meaningful access to instruction based on both Iowa Core and ELP standards to ensure content is comprehensible.
2. The MTSS process will be used for collaboration between EL teachers and content area teachers on a bi-weekly basis. Based on assessment results, the EL will be assigned to mainstream classrooms with students with the same chronological age, or when absolutely necessary, with an age group no more than two years differential (60.3(3)a).

H. Curriculum and Supplemental Resources for LIEP

Instructional Resources: Districts will **purchase and modify instructional materials that are appropriate to the needs of the learner and goals of instructional programs (280—180.4). State funding is provided for the “excess costs of instruction of ELL students.” (281—60.4 and 60.6 (280)).** This weighted funding (.22) is currently available for four years. The Title III Consultant (AEA) may provide assistance with reviewing and selecting supplemental instructional resources designed to engage ELs in the Common Core while simultaneously promoting language development.

1. LIEP Curricular Materials: Rigby: On Our Way to English (individual grade levels K-5), LEAD21 big books, Inside the Text: Reading Strategies with Informational Text, National Geographic Phonics Picture Cards, AEA manipulatives & kits, “Inside the U.S.A” Language and Vocabulary Series, “Inside the U.S.A. Newcomer Series, and Imagine Learning.
Crestwood Elementary and Notre Dame: Rigby: On Our Way to English (individual grade levels K-5), National Geographic Phonics Picture Cards, AEA manipulatives & kits, LEAD21 big books, and Imagine Learning.
Crestwood Secondary: Inside the Text: Reading Strategies with Informational Text, “Inside the U.S.A” Language and Vocabulary Series, “Inside the U.S.A. Newcomer Series, and AEA manipulatives & kits.
2. Instructional and supplemental resources are reviewed and selected on a yearly basis as well as upon student needs (new Els moving into the district). When selecting and purchasing the materials a team approach is utilized. Members of this team include but are not limited to: AEA consulting, technology resources and App reviews, individual grade-level needs and student language proficiencies. English Language Learner needs are also a yearly consideration in combination with reviewing all grade level curriculums to support the Iowa Core. Grade level teams are created for grade level starting with preschool and continuing through grade twelve and EL needs are of primary consideration. The recommendations of the individual grade level teams are then brought to the Building Leadership

Team which includes the EL Coordinator, building principals, curriculum specialist, Title I teachers and EL teacher(s).

3. District curriculum review and adoption will consider the needs of the ELLs into consideration when reviewing materials and making decisions. This will be done by consulting with ELL teacher/coordinator and program administrator.

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

A. Process in Place for Identifying and Serving Gifted/Talented (GT) ELs

English Language Proficiency

English Learners will be evaluated annually with a standardized English language proficiency instrument recommended by the State of Iowa. The state currently uses the ELPA21 to measure growth and proficiency.

Special Education and/or Gifted and Talented Considerations

The “Pre-referral for English Language Learners,” which is included in the Appendices, will be used to determine a disability and qualification for special education. To determine if any student qualifies for the Gifted and Talented Program, the district uses the Gifted and Talented Identification Matrix found in Appendices.

Gifted and Talented:

“Critically important to Iowa educators is the definition stated in the Code of Iowa. Iowa Code states that gifted and talented students are “those identified as possessing outstanding abilities who are capable of high performance and require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability.”

Howard-Winneshiek utilizes the educational document (listed below) to ensure the identification of GT students include criteria outside standard based measures.

School Based 1. Is able to read in their native language two grade levels above their current grade. 2. Shows high ability in mathematics. 3. Is advanced in creative domains (fluency, elaboration, originality, and flexibility). 4. Is a leader in multiple settings (playground, home, clubs, etc.).

Language Based 1. Demonstrates language proficiency levels that are above nongifted students who are also English Language Learners. 2. Learns multiple languages at an accelerated pace. 3. Shows the ability to code switch. 4. Wants to teach others words from their heritage language. 5. Is willing to translate for others. 6. Has superior knowledge of phrases and heritage dialects along with the ability to translate meanings in English. 7. Has a grasp on jokes related to cultural differences.

Culture Based 1. Balances behaviors expected in both the heritage and the new culture. 2. Is willing to share his/her heritage culture. 3. Shows pride in his/her culture and ethnic background. 4. Demonstrates a global sense of community and respect for cultural differences.

Languages, other than English are supported within the GT program by allowing for co-teaching by an EL teacher and/or interpreter as needed.

(<https://www.educateiowa.gov/sites/files/ed/documents/IdentifyGiftedTalentedELL.pdf>; page 19).

B. Process in Place for Identifying and Serving ELs in Special Education

Special Education:

Howard-Winneshiek CSD utilizes the Child-Find process to identify students for special education. Multiple measures of data are reviewed and in the case of an EL student, the individualized learning - LIEP - for EL students would be taken into consideration as one such measure. If a student was suspected of a disability, a Tier II intervention would be put in place which includes at the minimum of daily, 30 minutes of specialized direct instruction (either 1:1 or in a small group). The core areas addressed would be in reading, writing, math or if data supported it in the area of social/emotional learning (behavior) to close the achievement gap.

The teacher who would supply this direct instruction would be highly qualified in the particular subject area. The expected time frame for this intervention would be 4-6 weeks. The EL teacher (if not the one doing the intervention) would be available for consultation and support for individual student need. Every two weeks, probes would be given. EL students would also have to do probes in English and in their home language to be sure that they truly have a learning disability and it is not just their language barrier causing them to struggle with classroom content. If students then do qualify, EL students would also have to do probes in English and their home language to be sure that they truly have a learning disability and it is not just their language barrier causing them to struggle with classroom content. The Howard-Winneshiek district ensures students dually identified for special education and ELL receive direct instruction by highly qualified EL teachers and special education teachers with support for language needs. If an EL student is identified for special education services then the LIEP teacher would be included in the IEP team to be sure that the student's language needs are met.

See: *“Educating Iowa’s English Language Learners”*

<https://www.educateiowa.gov/sites/files/ed/documents/ELHandbook-May2013%28Revised%29.pdf>

<https://www.educateiowa.gov/sites/files/ed/documents/IdentifyGiftedTalentedELL.pdf>

See also: “*English Language Learner Guidelines Manual*”

http://www.aea1.k12.ia.us/documents/filelibrary/curriculum_instruction_and_assessment/ell_lep/de_docs/slpellmanual_6658374DD8892.pdf contains guidelines for determining entitlement of speech-language services for students who are learning English as a second language.

Classroom Assessments

Mainstream teachers will **report the student’s achievement and growth (60.3(1)b)** through authentic assessments and content area tests (modified as necessary) in the regular classroom. Accommodations, based on student need, will be made to support students until the student is able to achieve academically in the classroom with age and grade level peers.

District-Wide Assessments

ELs must be tested on the district-wide assessments with or without accommodations for reading, math and science. Please refer to “*Iowa Guidelines for K-12 ELL Participation in District-wide Assessments- 2011-2012*” for further clarification, including suggestions for accommodations.

https://www.educateiowa.gov/sites/files/ed/documents/IowaELLguidelines_0.pdf

C. Process in place for identifying and serving ELs in any other district program for which they are eligible (e.g., Title I, Reading Recovery, At Risk, career and technical education programs, counseling services, Advanced Placement and International Baccalaureate courses)

1. All ELs are included appropriately in co--curricular district programs in addition to LIEP services.
 - a. Students are identified by being made aware of all co-curricular activities and if needed, these opportunities are provided in their native language. First grade students qualify for Reading Recovery if they are performing below their peers. They are assessed by the bottom 20% of the first grade students at the beginning of the school year and again in February for second round students. We give the first grade students six assessments on the Observation Survey which include: Letter ID, Ohio Word list, Concepts about print, Writing Vocabulary, Hearing and Recording Sounds in Words and Reading leveled books. Students who score in the below average stanines can be selected for Reading Recovery. The Reading Recovery teachers have 4 students for Reading recovery each round. Howard-Winneshiek CSD can serve at least 16 students a year with Reading Recovery. For Title I, multiple assessments are used. These include: FAST data, MAP data, guided reading level and teacher judgement for placement in Title I. Howard-Winneshiek CSD serves students in first grade through third grade for Title I. In addition to these assessments, Iowa Assessments are also used for identifying students for the Talented and Gifted Program.

b. All co-curricular activities will be supported in the language needs within the program. Additional supports will be made to support all EL students including but not limited to: assistive technology, visual supports, manipulatives, graphic organizers, peer mentors and associate supports.

2. All co-curricular activity opportunities are provided to parents and students with communication about programs and eligibility in a language most easily understood

3. ESL teacher involved data review for placement/consideration in all programs (e.g. Title , Reading Recovery, Tech Education Programs, counseling services, advanced placement, international baccalaureate courses as well as At Risk).

These placement programs are embedded in the district's MTSS process at each building level.

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

Els are granted the same opportunities for all extracurricular programs including district clubs, performing and visual arts, honor societies and athletics as are all students at Howard-Winneshiek CSD.

1. The process in place for identifying and serving ELs in all other district programs includes but is not limited to: students and families are made aware of these opportunities through newsletters and announcements in language they understand. Translators are available district-wide if students or parents need additional language supports for questions and clarifications.

2. Parents and students are communicated about programs and eligibility in a language most easily understood.

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

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

In-service training is provided for all staff involved in the educational process of ELs (281—12.5(8), 12.8(1), and 60.3(3)b5). All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for ELL students. District training of English Language Proficiency Standards and implementation Professional development is provided to required staff as designated by the Iowa Department of Education for English Language Proficiency Standards training. *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."*

- All certified and support staff (PK-12), including district and building administrators, will complete AEA Professional Development ELP Standards Modules by viewing each of the modules (The 1st 3 have been completed by all staff prior to August 23, 2016. The ELP Standards Modules 4 - 6 were completed by July 1, 2017) individually or collectively via AEA PD Online and take the

associated quizzes to document completion and content attainment. The certificates of the AEA Professional Development ELP Modules will be stored in the individual teacher's professional files.

- All certified and support staff who are new employees to Howard-Winneshiek CSD will also be required to complete all ELP Modules (1-6) during their first school year with the district, with the support of the EL Coordinator, Lorrinda Kisley. Modules 1-3 will be completed by the end of the 1st Semester and Modules 4-6 will be completed by the end of the 2nd Semester. New teachers to the district will receive ongoing support for EL students through the EL Coordinator/teacher, Lorrinda Kisley, and also through the District's TLC program and their assigned Mentor Teacher.
- Ongoing district-level professional development will be made available to support the LIEP. These trainings will be provided during Teacher Inservices, online professional development from the AEA, as well as EL staff going to outside professional development and then presenting this content to all staff. Staff members directly working with EL students will receive additional training and support. a. All district level certified teaching staff are required to complete required EL training as outlined by the State of Iowa. b. The EL teacher will co-plan and work closely with district level teachers ensuring that implementation and teacher professional development will be implemented yearly within the district. The EL Administrator, Brenda Lentz, will attend all state and AEA required training to ensure that the district is staying current with EL Professional Development Updates and state guidelines.
- Documentation of training is stored in the district's administrative records of professional development. These are stored, updated and documented in the administrative team's Google Drive (DOCS).

B. District training for ELP standards and implementation plan; has a plan for PD for required staff for ELP standards completion and implementation

Ongoing district-level training for ELP standards and implementation plan is provided for our EL teacher/coordinator in collaboration with the AEA. In addition, Howard-Winneshiek Community School District verifies staff have completed the required AEA training that are offered online to ensure completion and implementation.

VI. Annual English Language Assessment and Administration

A. Annual training to appropriate staff with certificate on file

English Language Proficiency:

English Learners will be evaluated annually with a standardized English language proficiency instrument recommended by the state of Iowa.

The state has transitioned to ELPA21 as of 2016. This is the measure that HWCS D will use to measure growth and proficiency.

Teaching staff who administer the ELPA21 will have an EL teaching endorsement from a certified institution and will also receive and complete all identified training processes to administer ELPA21 according to state mandates. This training with completed certificates will occur on a yearly basis. The certificates of completion are all on file for these trained test administrators and are located in personnel files.

B. Dissemination of scores to stakeholders

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 level peers.

ELPA21 scores will be shared with all stakeholders including identified mainstream teaching staff, associate staff if they are identified for student need, administrators and parents. All LIEP teachers, administrators and support staff who serve ELs will receive appropriate training through the AEA to interpret assessment scores. All stakeholders will be notified on a quarterly basis and will be mailed along with student report cards. These assessment scores will be mailed out in the native language of the parent/caregiver.

The ELPA21 assessment is utilized and partnered with a particular skill and context determined by matching the evidence needed to the most appropriate method for acquiring that evidence. ELPA21 data will be used to guide all core instruction within the EL classroom as well as those students who are mainstreamed into general education for all LIEP instruction, direct services provided to the student as well as in all future programming. The summative assessment measures and reports on a student's English language proficiency overall, as well as in reading, writing, speaking, listening, and comprehension. The EL standards will also aid in the utilization of the ELPA21 assessment data in the areas of all core areas of instruction.

Teachers serving identified ELs

The EL teacher communicates with the general education teacher regarding a plan to provide support to ensure mastery of English and academic achievement for any EL who has waived services. This communication will include the student's current level of proficiency, as well as appropriate strategies the general education teacher may use to differentiate instruction. All students who qualified for EL services, including the students who waived those services, will continue to be monitored and take the ELPA21 assessment annually until they reach English language proficiency and meet state exit criteria.

Parent Notification:

Parent notification is an important component. If a student's score indicates that he/she is eligible for EL services, the EL teacher will complete the "English Learner Program Placement" and the "Determination of Student Eligibility" TransAct forms and send them home. If a student's score indicates that he/she is not eligible for the EL program, the EL teacher will only send home the "Determination of Student Eligibility" indicating that a LIEP is not recommended. Parent notification forms are to be sent out within 30 days of the beginning of the academic year, or within two weeks if the student enrolled after the start of the school year. The HWCSD will communicate the parent notification in an understandable and uniform format, to the extent practicable using both verbal and written translations.

The EL program is a voluntary program, and if at any point the parents refuse services or choose to withdraw their student from the program, the EL teacher discusses the school's recommendation of services, concerns about not receiving services, and the potential outcomes of the decision with the parent. If the parent proceeds with waiving services, the parent must sign a TransAct "Waiver / Refusal of English as a Second Language / Bilingual Program". This signed form is kept in the student's cumulative folder.

C. Appropriate training to interpret results for staff

1. LIEP teachers
2. Administrators
3. Staff directly serving ELs

D. Utilization of assessment results to guide instruction and programming

District-Wide Assessments

ELs must be tested on the district-wide assessments with or without accommodations for reading, math and science. Please refer to "*Iowa Guidelines for K-12 ELL Participation in District-wide Assessments* for further clarification, including allowable and appropriate accommodations. This document is available at: [Iowa Guidelines for K-12 ELL Participation in District Wide Assessments \(2011-2012\)](#)

The following information is taken from that document:

Over the past two decades, achievement and accountability reforms in the U.S. have focused on supporting the broad goal of achieving equality of opportunity in our society. Proponents argue that by including ELLs in federal and state assessment accountability systems, there is a greater likelihood of creating a more accurate picture of overall student achievement and growth and having available to parents of ELLs, their teachers and school administrators individual diagnostic information on which ELs have reached

proficiency and therefore no longer need additional ESL/ESOL support. If ELL achievement is not reaching desired performance levels, student test scores may provide information which can be used in designing specific policies or funding to improve EL academic performance. The inclusion of ELs in state assessment and accountability systems is protected by federal and state standards-based legislation and civil rights cases. This legislation Iowa Guidelines for K-12 ELL Participation in District-wide Assessments 7 (such as Title VI of the Civil Rights Act of 1964) and court cases such as *Lau v. Nichols* [414 U.S. 563 (1974)] mandate that historically excluded student populations, such as students with limited English proficiency, be included for purposes of equal opportunity, accountability, and representation. Districts are obligated to follow all federal and state guidelines in providing equal educational opportunities to all students.

VII. LIEP Exit Criteria and Procedures:

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

- A. **LIEP Exit Criteria:** A student will be able to exit the LIEP by achieving the required score for proficiency on ELPA21.
- B. **LIEP Exit Procedures:**
 - 1. Occurs during the allowable window (distribution date of the ELPA21 scores to October 1st - student count date).
 - 2. Notifies parents using the “Program Exit Letter: Form B” form from TransACT and acquires a parent signature
 - 3. Entered into SRI to “exited” by designated EL teacher
 - 4. Begins two year monitoring (pending ESSA guidance)

VIII. Monitoring procedures after students exit the LIEP Program, including parent notification

- A. Monitoring procedures in place after students exit the program
 - 1. A team review process will be used to determine monitoring status of successful completion of monitoring, or consideration of re-entry due to language needs. The team will consist of (dependent upon the student age) Elementary or Secondary MTSS leadership teams, AEA support, EL teacher, EL Administrator and building principals. Additional support may also come from Instructional Coaches as part of the district’s TLC initiative. The team provides a determination of ELs sustained academic progress that includes:
 - a. Multiple Measures of Data will be secured through yearly Iowa Assessments, FAST (if elementary age) MAPS/NWEA, classroom assessments and through the MTSS Process in reading, writing, listening and speaking.

- b. Criteria is if they are performing at grade level on the Iowa Assessments, FAST (if elementary age) MAPS/NWEA, and classroom assessments.
 - 2. Lorrinda Kisley, the EL Coordinator/teacher will be involved in monitoring students.
 - 3. Students will be monitored for the 2 year window period minimum (pending ESSA guidance) after they are exited from the program
 - 4. Exited ELs will be given the same support and consideration as never ELs within the building intervention system. This process will begin with a teacher bringing a concern to an interventionist and then following the MTSS process.
- B. LIEP Re-entry procedures
- 1. If an exited EL student is brought through the MTSS process, s/he will be assessed using the ELPA21 Dynamic Screener to determine a need for re-entry. (A student can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener (or another standardized English proficiency assessment))
 - 2. The EL teacher will notify parents using the English Learner Program Placement form from TransACT.

IX. LIEP Program Evaluation

A. The Howard-Winneshiek CSD will evaluate the LIEP program by evaluating the EL's English language development, achievement-test data, and exit criteria. See: "*District Self-Study Guide*," pp. 73-79 of Educating Iowa's English Language Learners; A Handbook for administrators and teachers available at: http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391

- 1. The EL Director of Student Services/Administrator, Brenda Lentz, in conjunction with EL school team members and AEA support, will be responsible for facilitating the team based process for LIEP evaluation. The team will consist of the EL teacher, all general education teachers and support staff who impact the students' learning, as well as the EL Coordinator, AEA and administrative team member and parent. An interpreter will be present if necessary for parent engagement.
- 2. The EL team will consider and respond to district data including ELPA21, Iowa Assessments, FAST, a-reading (if elementary age) MAPS/NWEA assessments and classroom formative and summative assessments when planning for EL instruction in Core classes and in English Language Development.
- 3. The team will evaluate the impact on future programming and services for ELs, including but not limited to:
 - a. professional development needs
 - b. adjustment of the LIEP
 - c. staffing needs

- d. teacher scheduling
 - e. curricular needs
 - f. meeting the needs of the individual ELs and/or subgroups
4. Title III Assurances

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 Compliance Assurances: Checklist for Districts”

D. TransACT.com documents

Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

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

Appendix B

Description of LIEP Models

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. (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.

___ The district will promote parental and community participation in programs for ELs

___ 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. [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.

___ 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. [Pub. L. No. 107-110].

___ The district ensures that teachers of ELs are fluent in oral and written English

___ 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 [Pub. L. No. 107-110].

___ The district has developed programs and activities for ELs and immigrant children and youth [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 [Pub. L. No. 107-110].

___ The district ensures the implementation of the English Language Proficiency (ELP) standards. [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. [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.

___ The district ensures that all EL students participate in district-wide assessments.

___ 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).

___ 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.

___ 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 (Pub. L. No. 107-110).

Checklist Completed by (print name): Brenda Lentz

Signature: _____

Date: September 13, 2022

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.