

Maquoketa Valley Community School District
K-12 Lau (ELL) Plan for Serving English Learners (ELs)
Fall 2025

Lau (ELL) leadership team members:

Troy Osterhaus, Superintendent & Equity Coordinator

Brenda Becker, Building Principal

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

I. Lau Plan Guiding Principles (See Appendix A)

A. English language development

1. Teaching English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence in the content areas and in LIEP programming.

2. Communicating with parents in their first language when needed to increase family engagement in the district

B. Academic achievement

1. Educating ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet

C. Cross-cultural goals

1. EL students who attend Maquoketa Valley Community School District and participate in the EL program will smoothly navigate American culture and follow American norms while continuing to appreciate and embrace their native culture and language.

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

A. A. Home Language Survey

All families are asked to complete a Home Language Survey-IA (281—60.3(1)a) for all students which includes student race and ethnicity reporting during registration as part of their registration materials. (See Appendix D for a sample –surveys in 22 other languages are available on the TransACT website [www.transact.com]; Form IA) Our district is prepared to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281—60.3(1)). The results of the Home Language Survey will be reviewed by the registration secretary. If any response on the Home Language Survey indicates a language other than English in the student's background, the registration secretary will notify the ELL coordinator by email and then the student is given a state-approved English Language assessment (ELPA21) by the ELL coordinator or LIEP instructor. The Home Language Survey is placed in each student's cumulative folder.

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

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

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

B. State-approved English language proficiency placement assessment

Assessment of English Language Proficiency will take place within the first thirty days of the student's arrival (ESEA Sec. 1112(e)(3)) or, if the child enters after the beginning of the school year, within two weeks. The ELL Coordinator or LIEP instructor, trained in the administration of the ELPA21 with certification in his/her personnel file, will administer the English language proficiency assessment. The summary of results of the ELPA21 will be placed in the student's cumulative file.

C. Process to place student in appropriate LIEPs

Step #1: Assessment of academic skills, in relation to the student's grade or age level (281-60.3(1)b). Assessments of academic skills will be administered by the classroom teacher, LIEP teacher, and/or building principal to determine the student's needs. The assessments will be in the students' native language when possible. Possible academic assessments are included in the following chart:

Grade	Math Assessments	Literacy Assessments
K	beginning of year math assessment basic skills checklists, FAST screener	FAST screener BOY, MOY, EOY EL assessments basic skills checklists,
1-6	prerequisite skill math assessment, classroom assessments, FAST screener	FAST screener BOY, MOY, EOY EL assessments
7-8	prerequisite skill assessment classroom assessments FAST screener Iowa Assessments	Close activity Iowa Assessments FAST screener
9-12	classroom assessments, Iowa Assessments	classroom assessments Iowa Assessments

Step #2: Data will be collected and reviewed for new ELs, including the results from the English language proficiency assessment, assessment of academic skills and other pertinent data such as prior student records, teacher interview, parent

information, teacher observation, referral, student grades, or informal assessments. The building principal will lead the review of this data with input from the ELL Coordinator, LIEP teacher, classroom teachers, and guidance counselor. If the student is non-English proficient or limited English proficient in any of the English language development subtests (speaking, listening, reading, and 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 LIEP.

Step #3: The team made up of the building principal, ELL Coordinator, EL teacher, classroom teacher, and guidance counselor will also determine appropriate placement into content area courses. The team will consider the student's English language development needs, the challenging academic content all students are expected to meet, the accommodations that can be made within the classroom, as well as the support that is available from the LIEP teacher before placing the student in content area courses.

Step #4: Preliminary LIEP Placement

Based on assessment results, the EL should be assigned to mainstream classrooms with students the same chronological age, with no more than two years differential (60.3(3)a). LIEP services begin upon identification.

D. Parental forms distributed in a language most easily understood (found on TransAct) within 30 days at the beginning of the year and two weeks later in the school year

When a student is identified for the LIEP:

1. The ELL Coordinator will ensure the notification of eligibility occurs with parents within the specified time limits using the "Determination of Student Eligibility for Program Placement" form available from TransACT (see Appendix C) and is sent once upon placement. This form serves as the eligibility notification and permission form and includes a parent/guardian signature.
2. The ELL Coordinator will also provide parents communication on the student's program placement using the "Notice of Program Placement" form (see Appendix C) available from TransACT. This communication form occurs initially and annually.
3. This communication will occur within 30 days if identified at the beginning of the year, or within two weeks if identified later in the year.
4. Required copies of these forms will be placed in the student's cumulative file.

E. Process for waiving students from LIEP

Parental information must be provided in "an understandable and uniform format, to the extent practicable," in a language that the parents can understand.

1. The ELL Coordinator will make every attempt possible to hold a meeting with the parents to discuss their child's eligibility including recommendations, concerns, ELPA21 assessment requirements, and potential outcomes. The parents will also be provided the "Explanation of Consequences for not Participating in English Learner Program" notice.
2. The "Request for Change in Program Participation" available at www.transact.com and found in Appendix C will be used to document the parents'/guardians' decision regarding placement. These forms will include a parent signature and be stored in the student's cumulative file. (see Appendix C)
3. If parents waive LIEP services, the district will continue to support the student through the Multi-Tiered System of Support (MTSS) process including the use of Whatever I Need (WIN) Time. During this daily intervention time within the regular education classroom, ELs can receive additional assistance and support in a small group or one on one setting based on the needs of the student. Future decisions regarding the need of special education services will be based on a thorough review of data.

III. Language Instruction Educational Program (LIEP) program models implemented in the district

A. LIEP Goals

The classroom teacher will collaborate with the EL instructor biweekly for 30 minutes to plan for and modify necessary materials for the EL in order for the EL to attain English proficiency and academic competence in their reading, speaking, and listening according to ELPA 21 and reading and math proficiency according to Iowa Assessment data. The reading and math proficiency levels for Iowa Assessments are included in the chart below:

Iowa Assessment Reading and Math Proficiency Levels Midyear Testing		
	ELA Proficiency National Standard Scores (NSS)	Math Proficiency National Standard Scores (NSS)
Grade 3	398-446	390-442
Grade 4	414-477	409-475
Grade 5	437-512	429-502
Grade 6	456-540	450-531
Grade 7	475-568	469-574
Grade 8	494-593	490-605
Grade 9	505-617	513-625

Grade 10	530-641	537-653
Grade 11	561-659	559-674

B. LIEP Services Available

1. and 2. Students eligible for LIEP services will receive support through the English as a Second Language (ESL) model. The ESL Model is 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. The classroom teacher will work closely with the LIEP instructor and AEA personnel on a consultation basis to make appropriate accommodations and modifications to classroom instruction. Regular collaboration time will be provided for classroom and LIEP teachers through weekly PLC meetings. The frequency and intensity of the services will be determined on a case by case basis in order to provide equal access to the core instruction and increasing English language developments based on the student's current English proficiency level. For example, a student with a proficiency level of 1 would receive more intensive instruction (up to two hours a day) compared with a student at a proficiency level of 5 which would require much less instruction (up to 30 minutes every other day). Professional development (as described in section V) will be provided for staff to assist them in making core instruction available to ELs including appropriate modifications and accommodations.

3. All Non Parental Waiver ELs, regardless of their proficiency level, will receive LIEP instruction.

C. Annual parent notification of continuing placement and programing options

1. 2. 3. When a student is identified for specific LIEP services, parents will be notified annually, no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a LIEP if a student enrolls after the beginning of the year. The ELL coordinator, Brenda Becker, is responsible for notifying the parents and will use the "Notice Program Placement" form which will be placed in the students' cumulative folder.

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

1. Process for waiving students from LIEP

Parental information must be provided annually and in "an understandable and uniform format, to the extent practicable," in a language that the parents can understand. The "Explanation of Consequences for not Participating in English Learner Program" form which is available at www.transact.com and in Appendix C will be shared with the parent and includes a parent signature.

2. The ELL Coordinator will make every attempt possible to hold an annual meeting with the parents to discuss their child's eligibility including recommendations, concerns, and potential outcomes. The "Request for change in Program Placement" form, available at www.transact.com and in Appendix C, will be used. This required form will be stored in the student's cumulative file.

3. If parents waive LIEP services, the district will continue to support the student through the Multi-Tiered System of Support (MTSS) process including the use of Whatever I Need (WIN) Time. During this daily intervention time within the regular education classroom, ELs can receive additional assistance and support in a small group or one on one setting based on the needs of the student. Future decisions regarding the need of special education services will be based on a thorough review of data.

E. Highly qualified LIEP and content staff

1. 2. ELL staff responsible for providing direct LIEP services will hold an ESL endorsement (281-60.3(2)). Teachers providing instruction through content area classes will be endorsed in the content area in which instruction is being provided. ELL staff will receive feedback on instruction through administrative walk throughs. Student progress will also be analyzed to determine effectiveness of instruction. All staff are evaluated once every three years to ensure adequate and appropriate language instruction and support.

F. Designated administrator oversight for LIEPs

1. 2. The ELL Coordinator, Brenda Becker, is designated as the person responsible for LIEPs. She will monitor the LIEP program and its effective implementation. The administrator(s) supporting ELs will also receive training regarding ELs including but not limited to participation in AEA curriculum and principal meetings with information on ELL, participation in ELL webinars, and completion of the ELP standard modules available on AEA PD online.

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

1. 2. Students will access the Iowa Core Standards as well as the English Language Proficiency Standards. Students eligible for LIEP services will receive support within the regular education classroom. Training for classroom teachers on the new ELP Standards will be available through the state, using the AEA PD online system. LIEP instructors will have access to this training, followed by content area teachers. The classroom teacher will work closely with the LIEP instructor and AEA personnel to plan and deliver appropriate push-in services. In addition, the students will have access to the MTSS process including the use of WIN time to assist them in meeting these standards. Regular collaboration time will be provided for classroom and LIEP teachers through weekly Professional Learning Communities (PLC) meetings. Additional collaboration time can be scheduled before school or from 3:15-3:45 as needed to design appropriate accommodations or modifications.

H. Curriculum & Supplemental Resources for LIEP

1. 2. 3. Instructional Resources: The district 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)). For the 2024-2025 school year, Maquoketa Valley Community School District does not have any ELs placed in an LIEP. Therefore, we do not have specific EL curriculum materials at this time. When it becomes necessary, the district school improvement coordinator, ELL coordinator, and LIEP teacher will work closely with AEA personnel and use the district’s current textbook adoption procedures for

reviewing, selecting, and purchasing necessary instructional and supplemental EL resources. In addition, any core curriculum purchases will include input from the ELL coordinator and LIEP teacher to ensure materials can be used appropriately with EL students.

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

A. Process in place for identifying and serving gifted/talented (GT) ELs

1. 2. In order to identify and serve ELs in TAG, a similar process to an English speaking student would be followed. Teacher recommendation based on specific criteria (grades K-12) is one factor that is considered. The results of a student's CogAT scores (grades 2-5) and the results of their Iowa Assessment scores (grades 3-11) will be reviewed. These standardized tests would be administered with reasonable accommodations if necessary. These accommodations may include: extended time, use of a translation dictionary, reading parts or all of the test (not the reading vocabulary or reading comprehension sections), providing word pronunciations or word meanings when such help does not interfere with the subject matter or skills being tested, or a combination of these accommodations. In addition, EL's will take the CogAT screener which will be administered by the TAG instructor. Teacher recommendation and possible parent interviews will also be considered when determining TAG eligibility. A review of these data pieces will be completed by the TAG instructor and building administrator to make the TAG eligibility determination. Once eligibility is determined, the EL would be served using the current TAG programming services. This includes thirty minutes of pull-out instruction per week. During these pull-out sessions, the TAG instructor works with individual or small groups of students on activities that are focused on the content area in which the students qualify. Necessary support will be provided to support the EL's language needs in the GT program. This could include, but is not limited to the use of visuals, manipulatives, or appropriately leveled texts.

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

1. 3. In order to identify and serve ELs in special education, a similar process to an English speaking student would be followed. Teachers would bring initial concerns of a student to the MTSS team made up of the building principal, classroom teacher, LIEP teacher, and instructional coach. Other team members may include guidance counselor, resource teacher, and AEA personnel. This team would discuss and design an intervention specific to the needs of the student. The intervention would be monitored on a weekly basis, and the team would reconvene after 4-6 weeks to determine next steps. The team would then determine next steps which could include continuing the intervention, increasing the intensity of the intervention, or determine that enough progress has been made and the intervention can cease. If the student continues to need interventions over a long period of time, or multiple interventions are needed, the MTSS team may determine that the student may qualify for special education services. AEA personnel as well as an LIEP teacher would be an essential part of the team conversations at this time.

2. If it is determined that a student qualifies for LIEP and Special Education services, the student would be entitled to receive LIEP taught by a highly qualified teacher as well as special education services taught by a certified teacher.

C. Process in place for identifying and serving ELs in other district programs for which they are eligible

1. 2. 3. In order to identify and serve ELs in co-curricular programs, a similar process to an English speaking student would be followed. Programs available to students during the school

day include Title I, At-Risk, career and technical programs, Advanced Placement, and counseling services.

*Counseling services - all students can request counseling services by stopping into the guidance office and speaking with the guidance secretary or the guidance counselor.

* Career and technical programs - all students can access career and technical programs by registering for career and technical courses during registration in August and February.

*At-Risk programs - students are identified for at-risk programming by administrators, LIEP teachers, and counselors through the use of At-Risk forms. Criteria are set by the state.

*Title I program - students can access Title I services based on their performance on a variety of indicators including but not limited to FAST, EL Microphase Assessments, classroom performance, teacher recommendation, Iowa Assessment data, and basic literacy skills. Individual student data is reviewed by the Title I instructor, LIEP teacher and school improvement coordinator to determine placement.

*Advanced Placement - students can access advanced placement programs by registering for advanced placement courses during registration in August and February if they have completed prerequisite courses.

The student's language needs would be appropriately supported within each of the programs (using visuals, manipulatives, etc) and any parental communications about these programs will be in a language most easily understood by the EL student and their parents. The LIEP teacher would be consulted in placement /consideration in all district programs.

D. Process in place for identifying and serving ELs in extra-curricular program

1. 2. Programs available to students outside of the school day include a variety of athletic teams, speech and drama, FFA, vocal jazz, Spanish Club, newspaper staff, and annual staff. All of these programs, with the exception of vocal jazz, are available to all students by communicating with the program coach and attending practices or rehearsals regularly. Vocal jazz participation is based on tryouts. Any parental communications about these programs will be in a language most easily understood by the EL student and their parents.

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

At this time, the Maquoketa Valley Community School District does not have any ELs enrolled in our district. If we have EL students in the future, the following plan is in place:

A. Professional development (PD) for those who deliver instruction or support the LIEP:

1. District and building administrators participate in ongoing professional development in regards to ELs. This is available through monthly webinars provided by AEA as well as periodic workshops offered by the AEA. If not all district and building administrators are available, the ELL coordinator will attend and disseminate this information to them at district administrative meetings.

2. LIEP staff, both certified and support staff, are involved in professional development pertaining to the educational process of ELs (281-12.5(8), 12.8(1), and 60.3(3)b5). This professional development is regarding instructional techniques and modifications for EL students, with continuing training provided according to district's Comprehensive School Improvement Plan (281-12.7(256) and 281-60.3(3)b5). LIEP instructors and any instructor working directly with an EL student will also participate in professional development focused on the ELP Standards during the 2024-2025 school year if EL students are enrolled in the district, and will be highly encouraged to attend conferences focused on ELs such as Our Kids or ICLC. A record of professional development activities will be maintained by the School Improvement Coordinator.

3. The ELL Coordinator will work with the School Improvement Coordinator in planning appropriate professional development opportunities for content and classroom teachers. This could include but is not limited to learning directly related to ELs in the math classroom, ELs in the literacy classroom, information regarding the cultures of EL students, and strategies to use in modifying classroom activities to best meet the needs of EL students. We will use AEA personnel as needed to assist in the delivery of this professional development. Professional development on the ELP Standards for content and classroom teachers will take place during the 2024-2025 school year should we have EL identified students enrolled. Staff will also be encouraged to attend workshops and conferences that will add to their knowledge in serving EL students such as the Our Kids conference or ICLC.

4. The ELL Coordinator will work with the School Improvement Coordinator in planning appropriate professional development opportunities for paraprofessionals and building and district support staff. This could include but is not limited to learning directly related to ELs in the math classroom, ELs in the literacy classroom, information regarding the cultures of EL students, and strategies to use in modifying classroom activities to best meet the needs of EL students. We will use AEA personnel as needed to assist in the delivery of this professional development. Professional development on the ELP Standards for support staff will take place during the 2024-2025 school year if we have EL identified students enrolled. Staff will also be encouraged to attend workshops and conferences that will add to their knowledge in serving EL students.

B. District training of ELP Standards and implementation plan

1. a. b. The training option that will be used for ELP Standards is Option A. For the 2024-2025 school year, any certified or non-certified staff member that provides service to ELs will complete the training on the English Language Proficiency (ELP) Standards which is available through AEA PD Online. Certified and non-certified staff will be provided time during the six regularly scheduled full professional development days and/or early out Wednesdays for professional development to complete this required training.

c. The information learned during this training will be implemented with the EL students which will be observed during walk throughs or formal observations and noted within lesson plans. Differentiating for different levels of ELs should be observed.

2. Certificates of completion from AEApdonline modules will be used as documentation of the training and training procedures for each trained staff member.

3. Certificates of completion from the AEApdonline modules will be stored in the individual's personnel file.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

A. Annual training to appropriate staff with certificate on file

The staff member, the ELL Coordinator or LIEP Instructor, responsible for administering the ELPA21 will participate in annual training through AEA PD Online. The certificate of completion of this training will be stored in the employee's permanent file.

B. Dissemination of scores to stakeholders

1. The results of the EL assessment, ELPA21, will be shared annually with administrators, teachers serving identified EL students, and parents of EL students. During a regularly scheduled administrative team meeting, results of the EL assessment and the progress of each EL student will be discussed.

2. Teachers of identified EL students will receive the results of the annual screener during a scheduled meeting with the ELL coordinator and building principal. Scores will be interpreted, progress noted, and next steps discussed for each individual student.

3. Parents of identified EL students will receive the results of the annual screener through written communication. The EL teacher will follow up with the parent within 1 week following the written communication to answer any questions and determine if a team meeting is necessary to discuss the results and current services in place.

C. Appropriate training to interpret results for staff

1. The ELL Coordinator, trained in ELPA21 administration, will share the results of the ELPA21 with LIEP teachers and teachers directly responsible for the education of the EL through a meeting devoted to this topic. At this time, staff members will be trained in interpreting the EL assessment scores using the proficiency level descriptions. All staff questions regarding current student performance and their current proficiency level will be answered.

2. The ELL Coordinator, trained in ELPA 21 administration, will share the results of the ELPA 21 with administrators during a regularly scheduled administrative team meeting. At this time, administrators will be trained in interpreting the EL assessment scores using the proficiency level descriptions. All questions regarding current student performance and their current proficiency level will be answered.

3. The ELL Coordinator, trained in ELPA21 administration, will share the results of the ELPA21 with all staff directly responsible for the education of the EL through a meeting devoted to this topic. At this time, staff members will be trained in interpreting the EL assessment scores using the

proficiency level descriptions. All staff questions regarding current student performance and their current proficiency level will be answered.

D. Utilization of assessment results to guide instruction and programming

1-4. Based on the EL assessment results, teams of staff members (content teachers, LIEP teacher, guidance counselor, paraprofessionals working directly with EL students) will meet annually with the ELL Coordinator, building principal, and School Improvement Coordinator with guidance from AEA personnel to review core instruction, review LIEP instruction, and discuss future programming. The results from the annual assessment will help the staff determine if any adjustments in educational programming or resources are needed. These results will also be used to identify the types of professional development or support that may be needed in order for the EL student to be more successful. The building principal will schedule follow up meetings to ensure fidelity of changes in implementation.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

The student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on district-wide and statewide assessments in Reading and Math
3. Meets both of the above criteria in the same school year.

B. LIEP Exit Procedures

1. Students that meet the exit criteria will be exited during the allowable window (end of school year to October 1 student count) after ELPA21 results are received.
2. When a student has met the exit criteria, the ELL Coordinator will make every attempt possible to hold a meeting with the parents to discuss the student's progress. Parents will be officially notified using the "Program Exit Letter" in the language most understandable to parents/families. The process and decision will be documented and kept in the student's permanent file.
3. Once exited, the district data personnel, currently Sarah Lown, will change the student coding to "exited with monitoring" on all state reporting documents.
4. The student will be monitored for two years following his/her exit to ensure he/she is continuing to be successful.

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

A. Describe monitoring procedures in place after students exit the program

1. Once students have formally exited the LIEP program, students will be monitored for two years, as required by ESSA. This will be done through

annual district data reviews as well as monthly classroom data checks in PLC meetings, grade level meetings, or department meetings. Assessment data to be reviewed and their criteria are contain in the following table:

	Literacy Screening Data (FAST)	Math Screening Data (FAST)	Reading Unit/ Module Assessment s	Math Chapter/ Module Assessment	Iowa Assessment Math NSS Score	Iowa Assessment ELA NSS Score
Kindergar ten	32-50-64	29-50-65	80%	80%		
1st grade	33-52-66	28-51-60	80%	80%		
2nd grade	56-84-101	197-201-205	80%	80%		
3rd grade	87-100-125	204-207-209	80%	80%	173-197	170-208
4th grade	502-509-514	209-211-213	80%	80%	185-216	185-230
5th grade	513-517-520	213-216-218	80%	80%	197-235	198-247
6th grade	517-521-524	215-219-220	80%	80%	209-251	210-261
7th grade	524-528-531	220-222-223	80%	80%	219-270	223-282
8th grade	536-538-541	222-223-224	80%	80%	231-286	236-298
9th grade			80%	80%	249-306	247-312
10th grade			80%	80%	257-316	257-322
11th grade			80%	80%	261-324	262-329
12th grade			80%	80%		

2. The ELL Coordinator and building principal, Brenda Becker, in partnership with the building principal of the EL student will monitor and review the appropriate data mentioned in the table above for two years.

3. In any area where the EL student is performing below the set proficiency levels, additional support through the MTSS system will be provided. Progress monitoring of MTSS interventions will occur on a regular basis. If the EL students are not making progress to

reach their goals and maintain proficiency levels, consideration of re-entry into LIEP based on language need will take place.

B. LIEP re-entry procedures

1-2. If an exited EL student needs to re-enter the LIEP process, data will be reviewed as described in II.C. and VIII. A. of this plan. Once it is determined the student will re-enter the LIEP process, parents will be notified using the “Notice of Program Placement” form. The ELL Coordinator and/or building principal will make every attempt to hold a meeting with the parents to review the data and explain the services that will be provided. In addition, a letter written in the language easiest for the parents to understand will be mailed home. This letter will be placed in the student’s permanent file.

IX. LIEP Evaluation

A. LIEP evaluation in place

1-3. The district will evaluate the LIEP annually. The ELL coordinator, Brenda Becker, will facilitate a team meeting of building principals, LIEP instructor, counselor, and School Improvement Coordinator to review each EL student’s growth in language acquisition and the progress made towards reaching full proficiency based on the data from the ELPA21 assessment. In addition, they will review Iowa Assessment data and FAST data for each EL to determine if they are proficient in reading and math.

After reviewing this data, they will determine what changes or modifications may need to be made regarding the LIEP in order to best meet the needs of our students in core classes as well as in English language development. Discussions regarding possible changes necessary at the district level will also take place. This includes possible professional development needs, changes in staffing, possible schedule changes for teachers, examining curricular needs, possible adjustments to the LIEP and any changes specific to the instruction of individual students or subgroups of students in order to meet their individual needs. Any changes will be shared with staff members during upcoming professional development sessions or in building meetings.

Building principals and the ELL Coordinator will follow up with staff members to ensure any changes or modifications are being carried out. This includes following up with LIEP programming as well as with teachers of core-instruction.

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. TransACT.com documents

Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document may be downloaded from:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleagure-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 transitional 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 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

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

www.transact.com

The following forms are included in this appendix:

Home language survey-IA includes second page for race and ethnicity

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

Program Exit Letter for students who are eligible to exit services

Notice of Program Placement for initial and annual placement notification

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

Explanation of Consequences for not Participating in English Learner Program