

Tipton Community School District
K-12 Lau (ELL) Plan for Serving English Learners (ELs)
2019-2020

Lau (EL) leadership team members: District Administrator: Jason Wester, District Superintendent, Building Administrator: Lori Foley Hill, Elementary Principal, Equity Coordinator: Dawn Siech, District Director of Teaching and Learning, EL Teacher: Becka Eggert, Content Teacher: Bailey Anderson, Elementary Teacher, Counselor: Kim Anderson, High School Counselor

Lau 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 (ELL) plan was collaboratively written by the K-12 team identified above.

I. Lau Plan Guiding Principles

A. English language development

1. Teaching English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence.
2. Fostering positive self-concepts and attitudes toward school.
3. Promoting pride in the students' cultural and linguistic backgrounds.
4. Involving families and community leaders in the educational process in order to make education a cooperative effort between home and school.
5. Communicating with parents in their first language when needed. Encouraging parental involvement in schools and children's' education

B. Academic achievement

1. Educating ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet.
2. Assessing academic achievement using Iowa Assessment, FAST, NWEA, ITEDs
3. Providing students the opportunity to progress academically with their peer group by using co-teaching instructional models as per individual need.
4. Including ELs in RTI instructional groupings to assist in academic progress with same age peers.
5. District staff will attend training and implement Iowa English Language Proficiency training when it is available from the Iowa Department of Education.

C. Cross-cultural Efficacy

1. Facilitating the inclusion of EL students while paying specific attention to the multicultural backgrounds of the students.
2. Providing parents of EL students with interpreters as needed for parent/teacher conferences and school events including parents.
3. Assisting students in understanding and functioning within American society while maintaining pride in their native language and culture.
4. District will integrate activities from the cultures of EL students within the curriculum where appropriate.

5. Involving families and community leaders in the educational process in order to make education a cooperative effort between the home and the school.

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

A. Home Language Survey-IA from (www.transact.com) including race and ethnicity reporting

1. District is using Home Language Survey-IA included in the Tipton Community district's online registration materials. The Home Language Survey located on the Tipton Community District's web page is derived from TRANSACT (form IA) and includes information regarding race and ethnicity. It will be provided to parents, to the extent practicable, in a language they can understand. Tipton Community 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. 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.
2. The Home Language Surveys are screened by office personnel: Sheila Koch, Nancy Pruess, Alesha Spangler and EL teacher, Becka Eggert to verify if a language other than English is spoken at home. Koch, Pruess and Marchik will share this information with the EL teacher who will conduct an English Language Proficiency Placement Assessment.
3. A copy of the signed Home Language Survey-IA will be placed in each (EL and non-EL) student's cumulative folder.

B. State-approved English language proficiency placement assessment

1. Assessment of English Language Proficiency is required within the first thirty days of the student's arrival.
2. To meet these requirements, Becka Eggert, who is trained to administer and score the assessments, will administer the ELPA21 Dynamic Screener within the first 30 days of enrollment as required. The Dynamic Screener for Future Kindergarteners is available April 2 - November 30th. Dawn Seich, equity coordinator, will ensure that the assessment is completed within mandated timelines. Completed assessments will be kept in the student's cumulative folder.
3. Certificates of completion for trained screeners are stored in their personnel file.
4. A summary of the students' results will be placed in their cumulative file.

C. Process to place students in appropriate LIEPs and content courses

1. The Lau Leadership team, led by Dawn Seich: administrator, Becka Eggert: EL teacher, and building counselor: Jill Hesse, Bryan Carney or Kim Anderson will review data, including the results from the English language proficiency assessment. Tipton Community School may also review prior student records, teacher interview information, parent information, teacher observations, referrals, student grades, or informal assessment information.
2. If the student is non-English proficient or limited English proficient in any of the English language development subtest (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 by the team for the LIEP.
3. The Lau Leadership team, led by Dawn Seich: administrator, Becka Eggert: EL teacher, and building counselor: Jill Hesse, Bryan Carney or Kim Anderson will review data, including the

results from the English language proficiency assessment. Tipton Community School may also review prior student records, teacher interview information, parent information, teacher observations, referrals, student grades, or informal assessment information and place EL students into appropriate content courses.

4. Based on assessment results and pertinent additional data, identified EL students will be assigned to mainstream classrooms/content courses with students the same chronological age, with no more than two years differential.

LIEP services will begin upon identification.

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

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

Notice will be sent upon-

1. Determination of student eligibility - Sent upon completion of a student's first assessment for placement in an English language development program and includes parent/guardian signature. (Form: Determination of Student Eligibility, English Language Development Program Placement.)

2. Notice of Program Placement will be sent upon initial and annual placement including a program description.

3. Parental information will be provided in a language that the parents can understand. (www.transact.com). Notification will be provided by the EL teacher no later than 30 days after the enrollment of a child being placed in a language instruction program.

(Forms: Determination of Student Eligibility, English Language Development Program Placement.)

4. At Tipton Community School the EL teacher, Becka Eggert, ensures that forms are sent in a timely manner. A copy of both required notices are kept in the student's cumulative folder.

E. Process for parents considering waiving services from LIEP

1. Parents do have the right to waive enrollment in the LIEP. If a parent wishes to decline services, a meeting is held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parents. Parents are provided a copy of "Explanation of Consequences for not Participating in English Learner program." Documentation (Form: Change in Program Participation) of this meeting is kept in the student's cumulative folder.

2. To waive enrollment, parents must sign a "Request for Change in Program Participation" enrollment waiver. The signed waiver is kept in the student's cumulative folder. (Form: Request for Change in Program Participation.)

3. The school will provide support to students who have waived enrollment in the LIEP within the classroom to ensure English language development and academic progress. The EL teacher will collaborate with teachers of students choosing to waive services to ensure achievement of English language proficiency and academic progress on a monthly basis to discuss strategies and best practices for the student.

III. Description of the LIEP

A. LIEP Goals

1. 60% of EL students will make gains of one level on at least one subtests of the ELPA 21.

2. 80% of EL students will make expected growth as measured by the FASTBridge and Iowa Assessments benchmark data.

(<https://www.educateiowa.gov/documents/learner-supports/2013/04/guidelines-implementing-english-language-proficiency-standards>) ([PDF File of Goals](#))

B. Description and implementation of the LIEP

1. Tipton Community Schools will utilize the English as a Second Language (ESL) program model. EL students will have pull-out instruction with the EL teacher for language instruction based on proficiency levels. Students may be pulled out periodically, weekly or daily for English support. Instruction may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation.

2. Language development and supports for core curriculum will be determined based on grade level and English proficiency

a. Students at emerging in elementary will receive 20-30 minutes per day 4 days per week of instruction. Students at progressing will receive 20 minutes per day 3 times per week of instruction.

Middle school students at emerging will receive 30 minutes per day 4 days per week. Students at progressing will receive 20 minutes per session 1 or 2 days per week, based on need.

Emergent and progressing High School students will be served through an English as a Second Language course for which they will receive credit.

b. The EL teacher and classroom teachers will collaborate on differentiated content instruction for the EL student on a regular basis. Sheltered instruction supports will be provided by the EL teacher to the content teachers as deemed necessary. Classroom teachers will administer common core district academic assessments and grade level appropriate assessments with appropriate accommodations.

3. Students at all proficiency levels, including those with disabilities, will receive direct LIEP instruction unless parents have waived services.

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

1. Parents must be notified every year no later than 30 calendar days of enrollment of a child being placed in a language instruction program (if a child enrolls after the beginning of the year). The district will notify parents using the "Notice of Program Placement." Information provided includes: student's level of English language proficiency, method of instruction, how the program will meet the educational strengths and needs of the child, how the program will help the child learn English, the program's exit requirements, and how the program meets the objectives of the IEP of a child with disabilities if applicable.

2. Parental information will be provided in a language that the parents can understand.

(www.transact.com) and be distributed by the district EL teacher, Becka Eggert.

3. A copy of the annual forms will be placed in the student's cumulative file.

D. Parent Communication - Waived Services

1. Parents who have waived services will be contacted annually to share information on student's progress towards proficiency and LIEP support options.

2. Parents will receive and sign an "Explanation of Consequences for not Participating in English Learner Program" annually to continue to waive services.

3. If parents continue to wish to waive services a “Request for Change in Program Participation” form will be signed by the parents annually.

3. A copy of the form will be filed to document parents’ decision in the student’s cumulative file each year. (www.transact.com)

E. Highly qualified staff (ESL endorsement) ESL endorsed (281-60.3(3))

1. The Tipton Community School district will provide an ESL endorsed (281-60.3(3)) teacher, Becka Eggert, to provide direct instruction to all identified EL students in the district.

2. A teacher endorsed in the content area needing instruction will be provided for students in their content courses.

F. Designated administrator oversight for LIEPs

1. The Tipton Community School District Administrator, Jason Wester, is responsible for ensuring the validity of the LIEP program.

2. The District Administrator will attend module trainings along with the certified staff members to be inserviced in English Language Proficiency Standards

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

1. Tipton Community School ensures ELs have meaningful access to instruction based on both Iowa Core and ELP (English Language Proficiency) standards. EL students will be educated using Iowa Core Standards in the general education classroom except for intensive pull out services for English language instruction provided by an endorsed EL teacher. Tipton staff will participate in training of the Iowa ELP standards as required by Iowa DE and implement the standards as recommended when training is provided.

2. EL students are afforded appropriate accommodations in the classroom setting and on district wide assessments.

a. The EL teacher and classroom teacher will meet to set up individual accommodations necessary for students concerning assessments. EL teacher will support content with language supports, vocabulary development and differentiation as needed.

b. Collaboration between the LIEP and classroom/content teachers occurs twice monthly to discuss accommodations and language support structures.

3. The EL teacher and classroom teacher will meet to share data on achievement and growth.

a. The district EL teacher will meet with classroom teachers each trimester or more frequently if needed to ensure achievement and growth.

H. Curriculum and Supplemental Resources

1. Tipton Community Schools is currently utilizing the following curricular materials within the LIEP program: teacher created materials aligned with core standards, supplemental reading series materials, AEA resources, EL curriculum, EL core supplements to the Journeys reading program, vocabulary building skills workbooks, strategy/methodology handbooks and vocabulary building/reading support strategies, general education curriculum with supplements for vocabulary. The Tipton School 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 EL students.” (281-60.4 and 60.6 (280)).

2. LIEP curriculum and supplemental resources are selected, purchased, and updated annually by the classroom/content teachers and EL teacher based on the needs of individual students receiving LIEP services based on a review of individual academic success using district

assessments. Supplemental materials may be requested from GWAEA or the GWAEA ELL library. Teaching strategies may include: Word Walls, vocabulary quilts, flip books, Vocabulary templates, grouping strategies (heterogeneous, homogeneous, T-P-S, numbered heads, mix and match), mind maps, graphic organizers, visuals, modified class work, multicultural resources, and alternative assessments.

3. The Tipton Community District considers the needs of ELs in core curriculum reviews by including the EL teacher's input when the district conducts reviews of core curriculum to determine if the materials are appropriate for meeting the needs of ELs.

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

1. Students are identified following the Tipton Community School District Extended Learning Program (<http://www.tipton.k12.ia.us/#!/extended-learning-program/c18ku>)

a. Iowa Assessment Scores are used for students beginning in 3rd grade through 8th grade.

b. ITEDs are used for student in 9 through 12th grade.

c. Teacher and parent recommendation are used in addition to test score in identifying potential ELP students.

d. No child will be excluded from the Extended Learning Program solely on the basis of a measure that is linguistic in nature or standardized test scores. Multiple methods will be used to ensure unbiased access to ELP by EL students. Characteristics may include: acquiring second language rapidly, showing high ability in Math, displaying a mature sense of diverse cultures and languages, code switching easily, demonstrating an advanced awareness of American Expressions, translating orally at an advanced level and/or navigating appropriate behaviors successfully within both cultures.

e. Teacher and parent recommendation are used for students K-2nd grades.

f. ELP students are served in a pull out program by grade level and content area.

2. EL students selected for the ELP program will receive additional support for language needs by the EL teacher in coordination with the ELP teacher.

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

1. Tipton Schools in conjunction with GWAEA staff work together to support students who demonstrate academic or behavioral struggles in the school setting. Potential indicators of academic challenges to be considered may include one or more of the following: development of first and second language acquisition, culture, prior schooling experience, parent interview, teacher interviews, student interviews, difficulty learning in first language, previous interventions included research-based methods for working with EL students.

Tipton Community School will utilize the following process to identify EL students for special education. A full multidisciplinary assessment team including classroom/content teachers, special education teachers, GWAEA psychologist, interpreters, bilingual educator and EL teacher (Joint Guidance OCR/DOJ, January 7, 2015, page 27), will use a convergence of data to determine if discrepancies are a result of cultural differences, language, prior schooling including type, quality and consistency of instruction, and/or from a disability. A determination of the language used for further testing will be based on language dominance and proficiency. A tailored, appropriate assessment of the child and environment utilizing non-biased, appropriate instruments combined with other sources of information (observations, interviews) from a variety

of environments (school, home, community) to produce a multidimensional assessment. If language difference is the primary factor in discrepancy, placement in special education services will not occur. EL students who may have a disability, like all other students who may have a disability, must be located, identified and evaluated for special education and disability-related services in a timely manner.

2. EL students with disabilities will be provided direct instruction for both the language assistance and disability-related services to which they are entitled under Federal law by highly qualified instructors in both special education and LIEP. The special education program serves students with both pull-out and push-in support. The EL teacher will be included in meetings for designing the EL student's IEP or disability related services to support language-related needs of the student and meet with the special education teacher as needed..

C. Process in place for identifying and serving ELs in any other district programs such as Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement courses.

1. The Tipton Public School District makes decisions regarding supplemental services that are appropriate to the needs of the learner and goals of instructional programs including Title 1 services.

a. EL students are identified for co-curricular programs by using the appropriate assessments including: FAST scores, Iowa Assessments and NWEA, depending on grade level. EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, gifted and talented, career and technical education, arts and athletics programs, and Advanced Placement courses.

b. Tipton Community Schools ensures ELs language needs are supported within the co-curricular programs through language supports, vocabulary development, differentiation and access to other appropriate accommodations. The EL teacher will collaborate with staff serving EL in co-curricular to ensure their language needs are meet in the programs.

2. Communication regarding participation in co-curricular programs and eligibility will be provided to parents and students in the language most easily understood.

3. Becka Eggert, Tipton Community School's LIEP teacher, will be involved in the data review for placement in all programs including: Title 1, Reading Recovery, At-risk, career and technical programs, counseling services and Advanced Placement courses.

D. Process in place for identifying and serving ELs in extra-curricular programs such as performing and visual arts, athletics, clubs, and honor societies.

1. Extra curricular activities are available to all students. Tipton Community School will consider proficiency levels and take into account cultural considerations to provide access and support participation in all extra-curricular programs including performing and visual arts, athletics, clubs and honor societies.

2. Communication regarding participation in extracurricular programs and eligibility will be provided to parents and students in the language most easily understood.

V. Ongoing, Embedded District Level EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs (281-12.5(8), 12.8(1), and 60.3(3)b5)

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 EL students, with

continuing training provided according to district's Comprehensive School Improvement Plan (281-12.7(256) and 281-60.3(3)b5). A record of professional development activities will be maintained.

A. Ongoing district level EL professional development (pd) will be provided for all staff who support the LIEP.

1-4 Each school year staff participating in the training include: district and building administrators, LIEP staff and content/classroom teachers. Paraprofessionals, building/district support staff (instructional coaches, counselors, curriculum coordinators) will receive the professional development as may be necessary to implement those educational and instructional models. Preschool teachers who serve ELs will also receive professional development. The district will link best practices for EL with other education initiatives within professional development offerings. Consultation regarding specific student and classroom strategies is available through the EL teacher and GWAEA EL consultant. Professional development opportunities will be offered to ESL, appropriate school personnel and content/classroom teachers through Title III programs including: Our Kids Summer Institute, Iowa Culture and Language Conference, workshops and courses sponsored by GWAEA Title III.

If the district has a time with no ELs, the ESL coordinator will continue to monitor current State of Iowa requirements and professional development opportunities provided by GWAEA to maintain current practices.

B. Professional development will include online completion of English Language Proficiency Standards training as offered by the DE (online modules - training.aeapdonline.org) with the support of the ESL coordinator.

1. The district will provide a certified EL teacher to meet with certified staff to inservice best practices for serving EL students in the content areas. English Language Proficiency Standards will be implemented within the district. All certified teachers will complete online modules.
2. The district has selected options A and B for the required ELP standards training. This will be completed by viewing the modules individually or collectively via AEA PD online. Trainings will take place outside of school hours with reimbursement by the district. All modules are to be completed by January 14, 2020. Teachers new to the district will be required to complete all 6 modules or provide certificates of prior completion to Becka Eggert, ESL coordinator.
3. Following completion of the training, participants will complete the associated quiz for each module from the AEA PDOnline website.
4. Certificates of completion of the English Language Proficiency Standards module training will be collected by the ESL coordinator and filed in the teachers' personnel files.
5. The ELL teacher will help teachers understand and implement ELP standards through ongoing support in the classroom and during PLCs. Building professional development will be provided by Becka Eggert, EL teacher to staff who are new to the district and staff with new EL students.

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

A. Annual training to staff assigned to administer ELPA21

English Learners will be evaluated annually with a standardized English language instrument recommended by the State of Iowa. For the 18-19 school year, the state will be using the ELPA21 to measure growth. Becka Eggert, who is trained to score and administer the assessment, will administer the ELPA21 at Tipton Community School between February 19 and March 20. All students that have been identified as English Learners, including those students whose parents have waived/refused services, will be assessed.

1. The district administrator of the ELPA21 will be the EL teacher, Becka Eggert, who will complete the training on the AEA PD online Moodle and successfully complete the quiz on an annual basis.

2. A copy of the certification will be kept in the District Administrator's Office in the EL teacher's personnel file.

B. Dissemination of scores to stakeholders

1. LIEP teacher will share the results of the ELPA21 Assessment scores with the administrator upon receipt of the assessment scores.

2. Classroom teachers, with students in the EL program, will receive information on assessment results for students they serve. LIEP teachers will share the results of the ELPA21 assessment scores with the teacher upon receipt of the assessment scores.

3. ELPA21 assessment scores will be shared with parents upon receipt of student scores. These scores will be mailed home with an explanation of scores.

C. Appropriate training to interpret results for staff

1. The LIEP teacher will participate in training on interpretation of results provided by the state of Iowa and GWAEA.

2. Building administration will be trained on interpretation of the ELPA21 assessment scores by the LIEP teacher.

3. Classroom/content teachers directly serving EL students will be trained on interpretation of the ELPA21 assessment scores by the LIEP teacher.

D. Utilization of assessment results to guide instruction and programming

1. Teachers of EL students will receive information about their students' English proficiency levels at the beginning of each school year by the LIEP teacher or administrator. They will also receive information on appropriate instructional practices and accommodations to guide core instruction and programming.

2. The LIEP teacher will use test results to determine the level and frequency of services to best serve the EL's needs.

3. ELPA21 assessment results will be considered in determining future staffing and services.

VII. LIEP Exit Criteria and Procedures

A. LIEP exit criteria

The student achieves the required score of Proficient on ELPA21

The Lau leadership team will determine exit status for EL students on an annual basis. The decision will be documented in the student's cumulative folder.

B. LIEP exit procedures

1. EL students meeting the necessary criteria will be exited after ELPA21 results are received and between May 31st and October 1st. The team (EL teacher, content/classroom teachers, and other appropriate personnel) will meet to review eligible student's file and collect and review exit data.
2. Parents will be notified using the state-approved TransACT exiting form in the language most understandable to parents/families "Program Exit Letter- B" and exit data will be shared. Recommendation for exit is made and form completed. Copies of the exit form are given to the parents, EL teacher, and principal and a copy is placed in the student file. The follow-up/monitoring procedure is explained to the parents.
3. The EL student's information will be entered into SRI to designate "exited" status by the district Unified Classroom administrator. District data personnel responsible for entering data should refer to *Iowa Department of Education's Data Dictionary*.
4. The EL student will be monitored for 2 years, based on ESSA guidance, by Becka Eggert, EL teacher, upon designation of the exited status for academic success.

VIII. Monitoring Procedures after Students Exit the LIEP Program

A. Monitoring procedures in place after students exit the program

1. Becka Eggert, EL teacher, is responsible for monitoring student academic growth each trimester through analysis of test data including classroom assessments, FAST, and communication with classroom/content teachers. The expectation is that each exited student will meet expected growth as measured on the Iowa Statewide Assessment of Student Progress (ISASP) scores in reading, math, and science.
2. The EL teacher, Becka Eggert, will be responsible for reviewing grades each trimester and the ISASP test results each year for 2 years after exiting the program.
3. The Lau leadership team will continue to monitor students that have exited the LIEP at Tipton Community School for two years. The Lau leadership team will document this review. Dawn Seich will keep records of this documentation.

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

1. 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. If data indicates re-entry into EL services is needed, a meeting or phone conference will be set up with the student's parents to document re-entry. "Notice of Language Program Placement will be completed with copies given to the parents and placed in the student's cumulative file. The student's status will be changed in the student information system (Powerschool). Parental notification will be provided in an understandable and uniform format, and to the extent practicable, in a language that the parents can understand.

IX. LIEP evaluation

A. LIEP evaluation in place

1. The Lau leadership team will review the LIEP program on an annual basis in May of each year. Dawn Seich, Equity Coordinator, will facilitate the team.

2. The program evaluation will be based on the following criteria: up to date Lau Plan, LIEP goals, staff input, LIEP enrollment, courses/programming, co-curricular and extra-curricular involvement by ELs, performance after program exit, achievement scores of current EL students.

3. Result data will be used by the Lau leadership team to design and implement future programming and services for ELs.

a. Are the appropriate members of the staff receiving professional development to support the ESL populations?

b. Does the district provide enough staffing to serve the ESL population?

c. Are teachers able to serve students in the program based on scheduling?

d. Are there gaps in curricular needs based on current assessments?

e. Are the needs of individual students or subgroups in the program being served?

4. The team will review the Title III Assurances for documentation on the CASA site.

X. Appendices

Appendix A

- 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. English Language Proficiency Standards Training Options

Please download the full Department of Justice and the 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. An approved LIEP model using sheltered instruction must include direct instruction by an ESL endorsed teacher.

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

Dual 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 of English language learners (ELs) for instruction.
www.nabe.org/BilingualEducation

Appendix C

TransAct Forms

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, annual and re-entry placement notification

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

Appendix D

English Language Proficiency Standards Training Options

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.