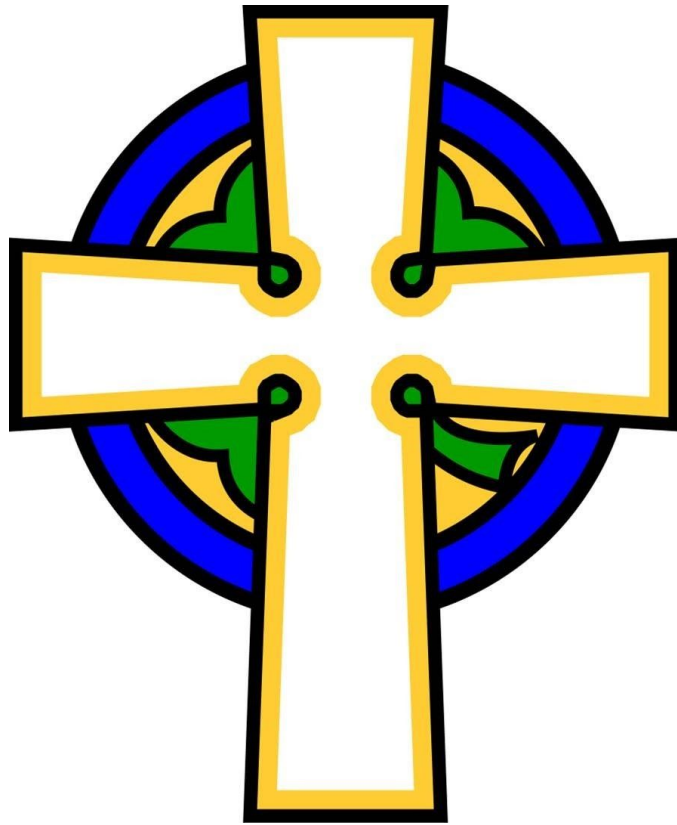


**PRINCE OF PEACE
CATHOLIC SCHOOL**



2020 - 2021

LAU PLAN

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

Prince of Peace Catholic School

2020-2021

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 Plan must be collaboratively written by the K-12 team, to include: district administrator(s), building administrator(s), equity coordinator (public only), EL teacher(s), classroom /content teacher(s).

Required Lau Plan Team Members

Nancy Peart, Principal, Dr. Leland Morrison, Superintendent of Diocesan Schools, Sandi Campie, Title I Reading, General education teachers of EL students (Katie Smith, Kindergarten, Heather Dehner, 1st Grade, Jessica Maleug, 2nd grade, Jane Noecker, 4th grade Deb Witt 9-12 Spanish Teacher, Sally Nelson, Middle School Language Arts and Social Studies Teacher, Stephanie Burke, Middle School Math and Science Teacher, Rhea Wright, Director of Special Education Services, Clinton Community School District (Dual Enrollment Contact), Public School Elementary EL Teacher, Abby Farrell (Dual Enrollment Contact), Public School Secondary EL Teacher, Olga Krueger.

Suggested Additional Lau Leadership Team Members

Elizabeth Popowski, AEA Title III Consultant, Rhea Wright, Director of Special Education Services, Clinton Community School District (Dual Enrollment Contact), Public School Elementary EL Teacher, Abby Farrell (Dual Enrollment Contact), Public School Secondary EL Teacher, Olga Krueger.

I. Lau Plan Guiding Principles

Prince of Peace Catholic School is able to provide an avenue of access to the regular education program. ELs would be required to meet the same rigorous standards and benchmarks as all general education students. Our school strives to ensure that EL students participate meaningfully and equally in educational programs and services. Prince of Peace Catholic School will utilize Google Classroom for students in grades 5-12 and See Saw and Google Meet for elementary students (K-5) if at any time our school would have to move to either continuous learning or hybrid learning. Prince of Peace ensures continued equitable access to high quality education for all students. Students whose parents' have chosen the online learning option attend the classroom daily but remotely.

Lau Plan goals are:

- A. **English language development:** To support the development of English language proficiency in the areas of listening, speaking, reading and writing in all English learners.
- B. **Academic achievement:** To support the development of proficiency of ELs in all core content areas and their successful participation in classroom learning activities as well as other school activities and programs.
- C. **Cross-cultural development:** To support the development of positive attitudes toward self, school, and community while recognizing multi-cultural differences. Multi-cultural differences including values and language are woven throughout the content areas and are presented in a positive way that demonstrates cultural contributions to the community and society. EL students will understand and function within American society while maintaining pride in their own cultural and linguistic backgrounds.

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

Students who speak a language other than English follow all normal school enrollment procedures with additional supports.

A. Home Language Survey-IA

- 1. All families are asked to complete a Home Language Survey-IA (www.TransACT.com) upon enrollment of the student, along with other registration forms. If a student transfers from another school, the Home Language Survey is part of the student's cumulative file.
- 2. The principal verifies information on any Home Language Survey. The Home Language Survey indicates race and ethnicity, and a language other than English spoken in the home. Based on the verification from the Home Language Survey, the student may be referred for screening. Arrangements are made for native language interviews with those adults who may not have sufficient English or literacy skills to complete a survey written in English. If there is a need for other language translation, every attempt is made to find competent supports within the community.
- 3. The completed Home Language Survey is filed in the student's cumulative file.

B. State approved English language proficiency placement assessment

- 1. The ELPA21 Dynamic Screener is used for future kindergarteners and is available from April 2 through November 30th.
- 2. A licensed teacher certified to administer the ELPA 21 Dynamic Screener is on staff.
- 3. Documentation of certification is kept on file in the principal's office and a copy is placed in the teacher's personnel file. The principal is the EL administrator.
- 4. A summary of student results are kept in the student's cumulative file and they become part of the student's academic record. The student's academic record is available to appropriate personnel. The ELPA Dynamic Screener for future kindergarten students is available April 2 through November 30.

C. Process to place student in appropriate LIEP and content courses

1. The LAU team will review the academic records of the student with particular focus on English language development, the student's age and grade. At the discretion of the Lau Team additional formal and informal assessments may be administered to determine specific English language development needs, academic needs and current academic abilities.
2. The team will make the determination of the most appropriate grade and class placement based on data from all administered assessments. Placement of EL students is in the general education setting.
3. Identified EL students will be placed at grade level or within two years of the actual age of the student.

D. Initial parental notification of eligibility following state guidelines, in a language most easily understood within 30 days of enrollment both upon initial and annual school enrollment.

1. If a student qualifies for LIEP services based upon the ELPA21 Dynamic Screener or the ELPA 21 Summative Assessment results, parents are notified of eligibility within 30 days from the beginning of the student's enrollment initially and annually.
2. Notifications of eligibility of program services and placement will be provided in a language most easily understood by the parents. The TransACT "English Learner Program Placement" forms are signed by the parents and then placed in the student's cumulative file.

E. Process for parents considering waiving services from LIEP

1. If a student is determined to be eligible for LIEP services and wishes to decline services, a meeting is held to discuss recommendations, academic concerns, assessment results (ELPA21), and potential student outcomes with parent(s) and provide the "Explanation of Consequences for not Participating in English Learner Program" notice.
2. A "Request for Change in Program Participation" is signed by the parent or guardian and is placed in the student's cumulative file if the parents waive participation in LIEP services.
3. Students whose services have been waived are provided additional academic support through available school programs as well as strategies and interventions specific to that student within the classroom. An accommodation plan may be developed for an EL student.

III. Description of the LIEP

A. LIEP Goals tied to data and LIEP evaluation.

1. Students will progress through the acquisition s of the English Language. EL students will advance in at least half of the ELPA 21 subcategories in comparison to the previous year.
2. EL students are educated to learn the same academic content and meet the same academic achievement expected of all students. All students will be proficient in reading comprehension and math as measured by the approved state assessment, ISASP (Iowa Statewide Assessment of Student Progress). All students will score at grade level or above in the Reading and Language and Writing Assessment on the ISASP.

B. Description and Implementation of specific state-approved LIEP models used in district and the process to place students.

1. Identifies the LIEP model with a description of how it is implemented in the district.

Prince of Peace follows the model of Sheltered Instruction. This approach makes 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.” Classroom instruction focuses on delivering content as opposed to English language instruction outside of the language arts instructional time. The acquisition of language skills may often be the instructional goal in lessons however. This approach ensures that core content is provided to all students including ELs.

2. Describes frequency and intensity of services by grade level/span (high school vs. elementary) and/or current English proficiency level addressing: a. English language development and 2. LIEP supports access to the district core curriculum.

As an accredited non-public school, Prince of Peace employs highly qualified teachers. At this time we do not employ an EL teacher. If LIEP services are not waived, then the process for developing a dual enrollment plan for the EL student would begin with the Lau Plan public school team members.

Prince of Peace Catholic School provides ELs access to the district’s core curriculum and the English Language Proficiency Standards. They are required to meet the same rigorous standards and benchmarks as all general education students are. In the classes where EL students are enrolled, additional teaching resources are accessed by the general education teachers.

For elementary students an academic support program and a Title I program are utilized to support EL students. The frequency and intensity of the services are determined by a team consisting of the classroom teacher, academic support assistant, Title I teacher and the administrator.

At the middle and high school level, team meetings are held monthly to determine what assistance is needed to support student success. A plan for a student may be developed. Tasks and responsibilities and course specific accommodations would be included in the plan. Parent communication is often made to create an external support system for a student. These plans are reviewed frequently to determine if student needs are being met.

3. Addresses that identified ELs at all proficiency levels receive direct LIEP instruction unless services have been waived.

When a parent does not sign a waiver from LIEP programming, consultation with the public school takes place to create a dual enrollment plan for the EL student. If it is in the best interest of the student, a plan to transition to the public school as a full time EL student would be implemented. EL students, including those with disabilities, would receive direct LIEP instruction through public school programming.

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

1. Parents are notified within 30 days of the beginning of each school year using the “English Learner Program Placement”.
2. The principal is responsible for implementing the parental notification process.
3. This notification is placed in the student’s cumulative file annually.

D. Procedure for communicating with parents who have waived LIEP services is in place annually.

1. At the beginning of each school year within 30 days, parents of EL students who have waived LIEP services will receive the “Explanation of Consequences for not Participating in English Learner Program.
2. Also documentation of parent waiver on required “Request for Change in Program Placement” form. The Administrator will meet with the parents to review the continuation of the waiver and obtain parental signatures.
3. A record of this notification will be placed in the student’s cumulative file annually.

E. Highly Qualified LIEP and Content Staff

1. Prince of Peace Catholic School employs teachers who hold an Iowa license to teach only in areas in which they are endorsed. At this time, an EL teacher is not on staff. When hiring new staff, efforts will be made to employ a teacher with that endorsement if possible.
2. If LIEP programming is determined to best meet the needs of the student, the programming would be delivered through the public school. All teachers of EL students have completed the ELPA Standards Modules 1-6.

F. Designated administrator oversight for LIEPs

1. The administrator of Prince of Peace Catholic School, Nancy L. Peart, is responsible for the oversight of LIEPs.
2. The Administrator attends appropriate AEA training regarding Title III implementation. She has also completed all available modules on the AEA PD Online regarding Title III, and ELPA Standards Modules 1-6. The administrator will also complete ELPA 21

Assessment Administration modules when necessary. As other opportunities arise, she will attend training offered.

G. Access to Iowa Core and English Language Proficiency Standards

1. EL students are placed in the general education setting and are expected to meet the same rigorous standards as all students are. In addition to the Iowa Core/Common Core standards, EL students also must meet the English Language Proficiency Standards. Teachers are provided documents and guidance from the Iowa Department of Education. “Our Kids: English Language Learners in Your Classroom” and “Assessment of English Language Learners” and “Educating Iowa’s English Learners” are examples. The elementary reading series also has an EL Handbook that provides many professional articles and lesson planning guidance for teachers who use the Sheltered Instruction model, which Prince of Peace does
2. Teachers of EL students and the administrator meet each year to review the teaching resources available to support learning in the classroom. After reviewing the annual required assessment results for EL students and reviewing available resources, a team decision is made to ensure that teachers have adequate resources. In addition, academic support opportunities for EL students are planned. Collaboration is held monthly during our regular grade level meetings. Additional meetings may be scheduled as needed.

H. Curriculum and Supplemental Resources for LIEP

1. Prince of Peace Catholic School is currently utilizing the following curricular materials:

Language Arts:

K-5 Reading Street	Pearson
6 th Literature	MacMillian/McGraw Hill
7-8 Elements of Language	Holt
7-8 Literature Series	Prentiss Hall
9-12 Literature Series	Prentiss Hall

Mathematics:

Eureka Math K-5	
Illustrative Math 6-8	
9 th Algebra I	McDougall Littel
10 th Geometry Exploration	McDougall Littel
11-12 Algebra II	McDougall Little
Advanced Mathematics	Houghton Mifflin
Stats Modeling the World	Pearson/Addison/Wesley
APEX Calculus	

Science:

K-8 Teacher prepared units of instruction aligned with the Next Generation Science Standards

9 th Biology Principles	Holt
10 th Chemistry	Pearson
11 th Living in the Environment	Brooks/Cole
12 th Biology (AP ED)	Pearson (College)
AP Chemistry	

Social Studies:

K-5 Teacher prepared units of instruction aligned with the Iowa Core standards.

6-8 Journey Through Time	Glencoe
Call to Freedom I, II	Holt (Also teacher prepared units aligned to the Core standards.)
9-12 World History	Pearson
The Americans	McDougal Little
World Geography	Glencoe
And Cultures	
Economics	Glencoe
American Government	Pearson

2. Prince of Peace reviews curriculum resources every 5 years or as needs arise. For example, as curriculum and resources have aligned more satisfactorily with the Iowa Core/Common Core, a priority for purchasing resources has changed. For selection purposes, a variety of samples and exploration of resources other than traditional textbooks is completed by the teaching staff. Consultations with AEA personnel as well as workshop style sessions are attended to learn of alignment to the IC/CC. These workshops also will present information regarding the shift of instructional strategies necessary to fully implement the IC/CC. The diocesan superintendent will also arrange for presentations by vendors to learn more about the resources and materials and ongoing support available.
3. When curriculum or textbook adoption takes place consideration of EL resources will be considered in the review and adoption decision. Consideration regarding additional EL support materials is now part of the determination for selection. AEA Title III consultants will be utilized in the future to provide guidance for selection.

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. EL students are provided the same opportunities as other students enrolled at Prince of Peace. The FAST universal screener, teacher recommendation and grade level

assessments are all tools used at the elementary level to determine gifted and talented students. Classroom enrichment and through the academic support program, students are provided opportunities.

2. Since our system is PK-12, by the time a student is in middle school, the student has been identified. Again classroom enrichment provides students opportunities for learning at a higher level. In the eighth grade, a high school algebra class is offered for those students who score highly on the Algebra Readiness Assessment. Whole grade advancement is also an option and is determined by a team of teachers and parents to meet a student's needs. The 7th grade Duke TIP program is also strongly encouraged for students who would benefit from this program. Information is provided to families annually. In addition, online classes through the local community and the Iowa AP Academy may also be available to students. At the high school level, students are provided with Advanced Placement classes and college level classes taught both on site and online. In order to take college level classes, the students must meet the requirements of the community college. Even though the ACT, a standardized assessment is one of the criteria, the other criteria is successful completion of specific high courses and a minimum grade point average. Students do not need to meet both.

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

1. If a teacher suspects that a student may be in need of special education services, the AEA consultant assigned to our building is notified. At the time of notification, the AEA consultant will learn that the student is an EL learner. AEA protocol will be followed when making parent and student communication to address language differences, cultural considerations and prior education and instruction. This identification process begins with a meeting with the teacher to learn what data has been gathered and to review student work. The teacher through consultation will be provided strategies to support the student and to gather more classroom assessment data through the next several weeks, during which time the AEA consultant and parents of the EL student will communicate.
2. If after all data has been gathered and reviewed, the strategies have been monitored and the determination is that the student is eligible for special education services, a meeting with the teacher, AEA consultant, parents and administrators take place. The parents are then notified of eligibility for special education services. A determination of dual enrollment or a transition to the public school is made. In either situation, the public school is responsible for providing both the special education services and EL services by highly qualified personnel.
3. In a dual enrollment situation, the POP general education teacher communicates regularly with the special education and EL teachers. The IEP team for placement in a public school program includes AEA consultant, administrators from both schools, parents of the EL student, general education teachers from both schools, a special

education teacher from the public school and an EL qualified teacher from the public school. Depending upon the age of the student, he or she may be included also.

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

1. All students are provided the same opportunities to participate in district programs. For elementary students, Title I participation is based on FAST Reading and FAST Math Assessment results. Academic enrichment opportunities are based on assessment data as well as teacher identification of student needs. At the middle and high school levels, students are identified by their classroom teachers if additional academic support is needed and also provided by the classroom teachers. High school students are strongly encouraged to take online college classes. The local community college makes the determination of eligibility for their classes. Our Advanced Placement classes are open to all students wishing to enroll. All students at Prince of Peace are strongly encouraged to take rigorous academic courses which include AP and college classes. POP meets and exceeds the recommended graduation requirements of the state of Iowa in which all students must participate in order to earn credits for graduation.
2. All students and their parents are notified about programs and opportunities in a language most easily understood.

C. Process in place for identifying and serving ELs in all co-curricular programs.

1. All students are encouraged to participate in school clubs, organizations and athletics. Club participation is based simply on student interest for 6-12 grade students. Most formal clubs begin in middle school. Because a student has already been identified as an EL, teachers who serve as advisors to extra-curricular programs understand the potential for communication barriers with the EL student and his or her family and strive to overcome these barriers. Teachers encourage all students to participate in extracurricular activities. Communication about participation in programs and activities are provided in a language most easily understood by the family. A Google Translator has been placed on the school website. All information regarding extracurricular activities, open gyms, schedules, announcements about participation, calendar of activities and daily announcements as well as lots more information is placed on the school website. All of this information is available to families 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

1. The district administrator attends Title III meetings and workshops sponsored by the AEA. In addition she has completed the following modules on the AEA PD Online: ELPA 21 Assessment Training, ELP Standards Module 1, ELPA 21 Assessment Accessibility and Accommodations, ELPA 21 Technology Coordinator Training, (also completed by the school's technology coordinator), Understanding Title III Requirements, ELP Standards Modules 1-6.
2. Prince of Peace Catholic School does not employ any certified EL teacher. The principal is responsible for the LIEP. If a student is in a dual enrollment program, the public school would be responsible for the professional development for staff who deliver instruction or support for LIEP or EL students.
3. Content/Classroom teachers will complete required trainings as they arise. Any new trainings will be completed as they are provided.
4. Paraprofessionals and building support staff who work with EL students are also responsible for completing the ELP Standards Modules 1-6

B. District training of ELP Standards and implementation plan for PD for required staff for ELP Standards completion and implementation

1. The administrator responsible for LIEP has completed all required training individually through the AEA PD Online. Training certificates are in her personnel file as well as in the EL file in the administrator's office.
2. (Option A) plan will be implemented for the ELP Standards.
3. Certificates of completion are required from each classroom teacher for documentation. Documentation of completion of the ELP modules are placed in the employee's personnel file in the school's front office and a copy will be kept on file in the administrator's office who is responsible for LIEP implementation.
4. Any teachers or paraeducator new to the district will be required to complete all training modules at the onset of employment. Copies of the certificate that indicate completion of each of the training modules will be filed in both the teacher's personnel file and in the administrator's office who is responsible for LIEP implementation.

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

A. Annual training of staff assigned to administer ELPA 21

1. Any school personnel responsible for administering the ELPA 21 or the ELPA Dynamic Screener completes the training modules prior to administration of the assessment. Any updated training modules will be completed prior to administration of the assessment.
2. The certificates of completion are placed in the personnel file of the employee. The administrator also keeps a copy on file in her office.

B. Dissemination of scores to stakeholders

1. Both the ELPA 21 Dynamic Screener and ELPA 21 scores are made available to the administrator of the score as they become available.
2. The administrator shares the assessment scores of EL identified students with the teachers of EL students.
3. ELPA 21 Dynamic Screener and ELPA 21 results are made available to parents of EL students as they become available. Scores are shared during the annual parent meeting and also scores are sent home in the mail. Handouts are available to help parents understand the scores in a language most easily understood by the parents.

C. Appropriate training to interpret results to staff

1. Appropriate training will be provided to LIEP teachers, administrators and staff directly serving EL students.
2. Prince of Peace Catholic School does not employ any EL teachers nor offer any direct services by an EL licensed teacher. If a dual enrollment situation would be implemented, the public school administrator responsible for the oversight of the EL program would be responsible for ensuring that staff is trained in interpreting both the ELPA 21 Dynamic Screener and the ELPA21 assessment scores. Collaboration between the schools would be required.
3. The administrator will attend any workshops, meetings, or read communications through the assessment site that will increase her understanding of ELPA Dynamic Screener or the ELPA 21 results.
4. The administrator will use the ELPA 21 or the ELPA Dynamic Screener resources to understand student scores and share these resources with staff who work with EL students. In addition, AEA EL consultants may be contacted to provide more detailed understanding of the student results and to support teachers in making instructional decisions.

D. Utilization of assessment results to guide instruction and programming

1. EL students are placed in classrooms with students of approximately the same age with no more than two years difference in age. If more intensive LIEP services are required to meet the needs of EL students, a dual enrollment with public school would be pursued. As for all students instruction is based on the IC/CC standards. As with all standardized assessments, analysis by teachers provides them with an understanding of what skills and knowledge students have. Adjustments in instruction can then be made to ensure that both a student's skills and knowledge base grows.
2. Prince of Peace Catholic School does not employ an EL teacher nor offer direct services through a bi-lingual program. However, a dual enrollment plan may be developed for an EL student. Any assessment data gathered by members of the Prince of Peace Lau team members would be shared with the public school team members at the time of the dual enrollment placement, for any review of the placement, exiting from the program, or monitoring after exiting of the EL student.
3. If in the future Prince of Peace Catholic School would employ an EL teacher or develop an English Language Learner Program, the administrator would develop a process through which the ELPA21 or the ELPA 21 Dynamic screener assessment results would be utilized to guide instruction and programming.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria for exiting LIEP services are as follows:

1. Requires that the student achieves the required score for proficiency on ELPA 21

B. LIEP Exit Procedure

1. The student will be exited from the program between May 31st and October 1st, after ELPA21 results are received.
2. The school will notify parents with the state-approved TransACT exit form in a Language most easily understood by the parents, "English Language Development Program Exit Letter", Form B, which requires a parent signature.
3. In the SRI reporting system, the student coding will be changed to "exited" through public school reporting if the student is dual enrolled.
4. The administrator of the LIEP process will begin the required two-year monitoring process.

VIII. Monitoring Procedures After Students Exit the LIEP Program

A. Description of the monitoring procedures in place after students exit the program.

1. The LAU Leadership team will review the student's proficiency on the ELPA21 as the exit criteria and determine the status for EL students on an annual basis after the student is exited from the LIEP. Standardized student scores and grades will also be reviewed each grading period.
2. Nancy Peart, administrator, is the person responsible for monitoring EL students.
3. Academic monitoring for an EL student will be done for two years following the student's exit from the program. If a student were dually enrolled with the public school, the public school administrator would be responsible for the academic monitoring.
4. All students, including EL students will be provided the same support if interventions are required to ensure student success as determined by classroom teachers in collaboration with the building administrator.

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

1. If a monitored student is identified as non-proficient in a language domain on the ELPA 21 Dynamic Screener, the student will be considered for re-entry to a LIEP program. A meeting will be held with selected members of the LAU Plan Leadership Team.
2. The parents will be notified using the annual "English Learner Program Placement" form. Since Prince of Peace does not offer a formal EL program, parents would also make the decision on refusing EL services. At which time, the "Waiver-Refusal of ESL-Bilingual program from TransACT would be signed and placed in the student's cumulative file.

IX. LIEP Evaluation

A. Description of team-based process for LIEP Evaluation

1. Nancy L. Peart, Principal will facilitate a team meeting to review the following information in order to evaluate the school's LIEP: Data on reading and math proficiency, grade level reading and math screeners, growth of ELs in reading and math and the ELs performance in classes will be used in evaluating the school's LIEP program.
2. The evaluation data will be utilized to determine the impact on future programming.
3. Consideration will be made to determine if additional professional development for content area teachers, the Title I teacher and paraprofessionals working with ELs will be needed. A determination of resource allocation of material and instructional time will be made. Recommendation will be developed to determine what additional supports and accommodations will be implemented for EL students.
4. Title III assurances will be identified in the school's CASA submission.

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

D. ELP Standards Training Options

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/colleague-el-201501.pdf>

Appendix B

Description of LIEP Models

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.

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 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 usually comprises 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 Transact.com Documents](#)

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

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

Program Exit Letter - B for students who are eligible to exit services

English Learner Program Placement (Required - Meets ESSA Requirements) for initial, annual and re-entry placement notification

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

Explanation of Consequences for not Participating in English Learner Program -

- a. describes compliance with Civil Rights law that requires districts to provide services that will help the child attain English proficiency and access academic content by placing the responsibility onto the child's classroom and/or content area teacher(s), and
- b. informs parents that the child still participates in the ELPA21 until they meet exit criteria.

[Appendix D](#)

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. AEA's 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 AEA's/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.