

Starmont Community Schools Lau Plan for Serving English Learners

Starmont Community School District's Lau Plan for Serving English Learners
2024-2025

Lau Leadership Team

Robert Busch – Superintendent
Heath Hesse – Elementary Principal
Kris Martin – Middle/High School Principal
Michelle Block – Elementary Classroom Teacher
Josh Steffen – Elementary Classroom Teacher
Molly Augustine – Elementary Special Ed Teacher
Brandie Erickson – Elementary Counselor
Sara Walter – Middle/High School Math Instructor
Jill Olind – Middle School English Teacher
Kelly Lyon – High School English Instructor
Megan DeBack – English Language Coordinator
Rachael Hach – Equity Coordinator
Tracy Curtis – Athletic Director

Additional Lau Team Members

(non-certified participants): School Board Members

Starmont Community School District

Lau Plan for Serving English Learners 2024-2025

In order to meet the linguistic, academic, social, and emotional needs of English Learners (ELs), Starmont Community School District has developed the following plan in accordance with the Iowa Department of Education Limited English Proficiency Code, The Council of Chief State School Officers (CCSSO), and the federal regulations of “MTSS.”

This plan serves as guidance for addressing the linguistic needs of English Learners and for implementing appropriate programming designed to reduce linguistic barriers to the core instructional program. This plan ensures there is an approved process in place for the identification of ELs. In addition, this plan includes screening procedures and a plan for the Starmont Community School District to administer an annual assessment of the student’s language development. This plan also identifies Language Instruction Education Program (LIEP) models.

I. Lau Plan Guiding Principles

A. English language development:

1. Increase the percentage of ELs making growth in language development and reach full proficiency as measured by the ELPA21;
2. To help learners communicate information, ideas, and concepts necessary for academic success and to function within American society;
3. To help students successfully participate in classroom learning situations and other school activities.

B. Academic achievement:

1. To educate English Learners in the same rigorous standards as all students in the district at grade-appropriate levels;
2. To help students become English proficient in the language skills of speaking, writing, reading, and listening.

C. Cross-cultural goals:

1. To involve English Learners' families with the community and the school, specifically with the educational process to make learning a cooperative effort;
2. Educate staff about ELs' cultural and linguistic background;
3. Provide ELs with the same opportunity as their peers to participate in all district programs and activities;
4. Inform parents in their native language, whenever possible and to the extent possible.

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

A. Home Language Survey-IA (www.TransAct.com) - Every attempt will be made to identify potential English Learners in the Starmont Community School District. The district will use the Home Language Survey (HLS-IA) provided by TransAct. This procedure will be used to identify students of diverse languages who may need to be assessed to determine if they are in need of services from the alternative language programs available in the Starmont district. This form will be given to all new students in the district, in their native language, including incoming Kindergarten students and new students registering in the district. The ELL district coordinator (Megan DeBack) will be in charge of new students at registration and will give it to new families/students. If a response on the Home Language Survey indicates a language other than English in the student's background, then an initial assessment will be conducted. For Home Language Surveys, check the TransAct Website: www.transact.com. Home Language Surveys are collected from students/families and stored in the student's cumulative file.

B. State-approved English language proficiency placement assessments - Successful academic performance depends on proficiency in listening, speaking, reading, and writing English. A student's level of proficiency in these skill areas may differ. Therefore, assessing the student's English language proficiency is an important step in deciding the placement in an English language instructional program. Students will be assessed within 30 days of entering the school district. A

state-approved English language proficiency placement assessment will be the instrument that will be used. This assessment is currently the ELPA21 Dynamic Screener. *Certified* district personnel (Megan DeBack) will administer the assessment. Proof of certification will be placed in a personnel file, housed in the central office. Results from the assessment will be placed in the student's cumulative file.

- C. *Process to place students in appropriate LIEPs* - An English Learner (EL) will be placed based upon assessment results and placed in a grade level appropriate for their ages unless there are extenuating circumstances. The placement in the general education setting will be within two years of actual age. An EL is matched with the appropriate English language service delivery model. This initial placement is flexible and may change based on classroom and teacher observation. The ELL teacher (Megan DeBack), along with a small team (building administrator, general education teacher), will determine an initial placement matching the student's English language development needs. The work of this team will also review English language development needs and academic needs in relation to content courses. No placement is considered permanent. The student's progress is monitored and evaluated ongoing, and appropriate program changes are made as needed.
- D. *Parental notification of eligibility following state guidelines, in language most easily understood* (The Starmont CSD uses TransAct). Determination of student eligibility & Notification of English Language development program placement - Parent notification is an important component of the law. If a student's score indicates eligibility for the EL program, the EL teacher (Megan DeBack) or principal will complete the "Notification of Program Placement in the English Language Development Program." The "Notification of Program Placement" is sent initially and annually. The "Determination of Student Eligibility" is sent once upon placement. TransAct forms are sent home in the parent's native language. If a student's score indicates non-eligibility, the EL teacher or principal will only send the "Determination of Student Eligibility" indicating an LIEP is not recommended. Parent notification forms will be sent out within 30 days of the beginning of the academic year, or within two weeks if the student enrolled after the start of the school year. The Starmont Community School district will communicate notifications in an understandable format, in the parent's home language. Signed copies of the forms will be placed in the student's cumulative file.
- E. *Parent Documentation of waving/withdrawal from LIEP programming*: The EL program is voluntary. If at any point the parents refuse services or choose to withdraw their student, the EL teacher, principal, core/general education teacher (if applicable) will meet to discuss the school's recommendation of services, concerns about not receiving the services, and the potential outcomes of the decision with the parent. During the meeting, a copy of the "Explanation of Consequences for not Participating in English Learner Program" will be provided to the parent. This meeting will be documented including meeting minutes, date, and those present. If the parent proceeds with waiving services, the parent must sign the "Request for Change in Program Participation." This signed form is kept

in the student's cumulative file. This document is reviewed annually with a parent signature obtained yearly. Even if participation is waived, the district will still follow a process to ensure English language development and academic progress for the student.

At this time and based on the student's needs, a plan will be created with the classroom teacher and EL teacher to ensure mastery of English and to provide supports for the academic achievement of the English learner in the regular classroom. Formal EL services, as requested by the parent, will not take place. However, the EL teacher will be available with additional support for the classroom teacher. A copy of this plan will be shared with parents and kept in the student's cumulative folder, as well as in the EL teacher's files.

The EL will be assessed using the ELPA21 as mandated by the state of Iowa. Additionally, the district will be held accountable for the language proficiency progress of that student. The EL teacher will monitor student progress based on formative and summative classroom and district-wide assessments (including the ELPA 21).

III. Description of the LIEP - The Starmont Community School District collects and analyzes district-level data of all students. The following data will be reviewed to measure the Lau Plan Guiding principles. The goals address English learners' academic, linguistic, and cross-cultural needs.

A. LIEP Goals

1. 100% of EL students who take the ELPA21 will show improvement in their language proficiency level (English language goal).
2. Increase the percentage of ELs making growth in language acquisition as measured by the ELPA21 (English language goal).
3. 50% of 3rd-11th grade EL students will be proficient or advanced in reading and math as measured by ISASPs in the 2024-2025 school year (Academic goal).
4. 50% of K-2 grade students will meet grade level norms as measured by FAST literacy assessments and FAST math (Academic goal).
5. 100% of EL students will have one or more parents attend fall and spring conferences (Cross-Cultural Goal).
6. 50% of EL students in grades 4th-12 will participate in an activity, sport, or extracurricular activity that is sponsored by the school (Cross-Cultural goal).

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

1. *English as a Second Language (ESL)* - A program of techniques, methodology, and special curriculum designed to teach ELs English language skills. This will be taught in English with some use of the native language and will occur in the following ways:
 - a) Co-teaching: The EL teacher and classroom teacher will share responsibility for teaching all students in a classroom. Teachers

share responsibility for planning, instructing, and evaluating students.

- b) Pull-Out: ELs are “pulled out” of a regular, general education classroom for specialized instruction in English.
- c) Push-In: The EL teacher goes into the regular classroom periodically to support small groups or individual students as needed.
- d) Resource Assistance: ELs receive additional time and instruction support from an EL teacher for the core academic courses. This assistance will be available for elementary, middle, and high school students.

Elementary

Els at the elementary levels are serviced primarily through core content-based instruction. Students learn and interact through universal instruction with explicit English instruction and support provided by the EL teacher (Megan DeBack). The following services may take place as determined by student needs.

<p>Low Proficiency (Levels 1 & 2)</p>	<p>Mid Proficiency (Level 3)</p>	<p>High Proficiency (Levels 4 & 5)</p>
<ul style="list-style-type: none"> • May receive pull-out and/or push-in programming (at least 2-5 times per week with the certified EL teacher) • May receive Tier I collaboration with classroom teacher & ELL teacher • May receive bi-lingual tutors (based on individual student needs & availability of services) 	<ul style="list-style-type: none"> • May receive pull-out or push-in instruction (at least 1 to 2 times per week with a certified EL teacher) • May receive Tier I collaboration with the classroom teacher and EL teacher 	<ul style="list-style-type: none"> • May receive pull-out or push-in instruction (at least 1 time per week with a certified EL teacher) • May receive Collaborative Teaching (Tier 1 collaboration with certified EL teacher and classroom teacher) • May receive consultative services and monitoring of progress

High School

At the secondary level, students are provided a core content-based integrated approach in which content teachers collaborate with the EL to provide students access to appropriate subject and grade-level academic

Language and access to the Iowa Core Curriculum. Students meet regularly with both the EL-certified teacher and the classroom teacher. The following services may take place as determined by student needs.

Low Proficiency (Levels 1 & 2)	Mid Proficiency (Level 3)	High Proficiency (Levels 4 & 5)
<ul style="list-style-type: none"> • May receive pull-out and/or push-in programming (at least 2-5 times per week with the certified EL teacher) • May receive Tier I collaboration with classroom teacher & ELL teacher • May receive bi-lingual tutors (based on individual student needs & availability of services) 	<ul style="list-style-type: none"> • May receive pull-out or push-in instruction (at least 1 to 2 times per week with a certified EL teacher) • May receive Tier I collaboration with the classroom teacher and EL teacher 	<ul style="list-style-type: none"> • May receive pull-out or push-in instruction (at least 1 time per week with a certified EL teacher) • May receive Collaborative Teaching (Tier 1 collaboration with certified EL teacher and classroom teacher) • May receive consultative services and monitoring of progress

Professional Learning Communities will be utilized to assist in making adjustments to instructions and goals based on need. Services are reviewed and adjusted as students progress or demonstrate a need in certain areas. In addition to English instruction, ELs are provided further MTSS assistance in building intervention time.

- C. *Description of Annual parent notification and Procedure for waving services* - Parents will be notified annually of their student’s continuing eligibility and level of services. A signature will be required and stored in the student cumulative file. The EL teacher or principal will complete the “Notification of Placement in the English Language Development (A)” TransAct Form. Parent notification form(s) will be sent out within 30 days of the beginning of the academic year, or within two weeks if the student enrolled after the start of the school year. The Starmont CSD will communicate the parent notification in an understandable and uniform format, to the extent practicable using both verbal and written translations. A copy of the form is kept in the student’s cumulative file and ELL classroom file.

D. Parental forms distributed in a language most easily understood (TransACT) within 30 days of enrollment

1. Each year, parents will be provided with copies of the “Explanation of Consequences for not Participating in English Learner Program” and the “Request for Change in Program Participation” forms. They will be given the opportunity to ask questions, as needed. If their decision remains, a signature will be obtained documenting their continued refusal of services.
2. Documentation and signature of parental waiving of services will be located on “Request for Change in Program Participation” form from TransACT or ParentNotices.com.
3. Signed “Request for Change in Program Placement” documents will be stored in students’ cumulative files.

E. Highly qualified staff (ESL endorsement) - The district employs highly qualified classroom teachers licensed by the Iowa Department of Education. Starmont CSD has entered into an agreement for a contracted EL teacher who possesses an ESL endorsement. Megan DeBack is a highly qualified ESL teacher with an ESL endorsement. In addition, Starmont CSD has the authority to hire bilingual associates or tutors to provide language interpreting services and translation as needed. A teacher providing an EL student instruction for a core curriculum class credit must have certification in that discipline or at that grade level.

F. Designated administrator oversight for LIEPs - The Starmont Community School District wants to ensure the best educational opportunities for English Learners attending the K-12 Starmont schools. The superintendent, along with the building principals are to be responsible for the English Learners program. The Superintendent, Robert Busch, is in charge of overseeing the LEIP. Administrators complete the ELP online modules provided through AEA PD.

G. Access to both Iowa Core Standards and English Proficiency (ELP) Standards: The Starmont CSD mission remains, “Empowering all students with knowledge, skills, and attitudes necessary for responsible, productive, fulfilling lives.” Each and every student will learn and understand the Iowa Core in order to be successful in the 21st century. EL students are required to meet the same standards as other district students. However, there are materials and strategies that can assist in this process. EL students will have access to the Iowa Core because they will spend significant time in the general education classroom. The EL teacher and core/content area teachers will collaborate on the planning of instruction through district collaborative teams, planning meetings, staff meetings, via email, and Google Docs.

Starmont CSD will provide professional development to the EL and classroom teachers centered on content instruction and cultural awareness. Professional development can be used for this work and planning. The frequency of meetings, collaborations, and learning will vary depending on the purpose, level of student

language acquisition, and the number of years the teachers have planned together. Iowa Core standards can be located on the Iowa Department of Education website: <https://educateiowa.gov/iowa-academic-standards>

The EL teacher will receive training on the English Proficiency Standards (ELP) as needed. Administrators and other district personnel will receive individual or group professional development on the ELP standards, to plan during the school year.

H. Curriculum and Supplemental Resources - Vertical teams of teachers serve on curriculum committees to choose curriculum materials and Iowa Core resources. Additional support materials that come with programs or books are purchased to support English Learners with the Iowa Core. Any supplemental materials are/would be chosen based on identified needs of individual learners. Using data from the teacher team collaboration/data review, materials are/would be selected to address gaps EL students may have. Materials are fluid and changing as the needs identified in this process change. Some specific materials and curricula that are already in place include the following:

- a) Starmont CSD provides Chromebooks for each student in 3rd-12th grade, which has proven to be a beneficial supplemental resource for our students.
- b) Starmont CSD has iPads for EL students. Apps and features on the iPads enhance core materials, make learning in other languages, allow for translation, and include text-to-speech capabilities.
- c) Starmont CSD also provides “Imagine Learning” through AEA to allow for extra learning opportunities for our EL students.
- d) Go Math! (Houghton Mifflin) is used K-6 which includes bilingual math boards to support our EL students.
- e) Curriculums & Textbooks in Math, Science, & Social Studies are electronic resources. This makes it possible access to these materials in other languages. And, the materials include supplemental resources for bilingual education.

IV. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs - Every student in the Starmont Community School District will be given equal educational opportunities. It is the responsibility of all staff to treat students without discrimination on the basis of linguistic background when determining students’ eligibility for district services. Teachers will provide notification of special programs to parents of EL students into account the possibility of language barriers. The EL Team will provide support to classroom teachers if they need assistance with home communication either written or verbal.

A. Process in place for identifying and serving gifted/talented (GT) ELs - The following is taken from the Iowa Department of Education’s *Identifying Gifted and Talented English Language Learners Handbook*: The Iowa Department of Education requires multiple selection criteria for identifying gifted and talented

students from the total student population. This approach involves obtaining student information from several quantitative and qualitative sources and is helpful in making accurate referrals. The multiple criteria used to identify gifted/talented programming may involve any combination of the following:

1. English language proficiency tests
2. Acculturation scales
3. Input from the student's cultural group
4. Prior academic performance in the child's home school, and
5. Parent interviews
6. Assessment data (FAST, ISASPs, CogAT, etc.)
7. Student observations
8. Dynamic-performance-based indicators
9. Portfolio assessments
10. Teacher and/or parent nominations, and
11. Behavior rating scales.

The EL students are served weekly in the talented and gifted program at Starmont CSD. This program considers multiple sources of information including student test data, student/teacher/parent feedback, recommendations, the CogAT, transcript/grades, and inventories. Additional data to consider for the EL student includes ELPA21 Dynamic Screener, prior academic performance in another language, rapid acquisition, ability to speak multiple languages, high ability in mathematics, or science, code switches easily, translated at an advanced level, etc.

- B. Process in place for identifying and serving ELs in special education* - Students identified or enrolled in the EL program are identified for the Extended Learning Program (ELP); Speech Therapy (PT), or Occupational Therapy (OT); or Special education through the same process as native English speakers following the Starmont Community School District identification and enrollment procedures.

Starmont Community School District has published the following excerpts in its annual handbooks in relation to Special Education identification:

- K-5: The Starmont Community School District offers Special Education services in cooperation with Keystone Area Education Agency (AEA 1). Students experiencing difficulties or developmental delays may be referred to the Multi-Tier System of Support (MTSS). Team members will suggest interventions that may better help the child experience success. A parent or guardian must give permission for additional testing. Testing and classroom data will be used to determine if a child is entitled to Special Education Services. (SCSD K-5 handbook).
- 6-12: The Starmont Community School District uses a problem-solving model to address student concerns. Problem-solving is a systematic set of procedures designed to look at different factors that may be affecting the student's academic performance, such as what is being taught, how it is taught, and how the student responds to these processes. Parents are the key participants in all facets of problem-solving. During the problem-solving process, the school personnel (including special education staff and Keystone AEA special

education personnel) may be involved in gathering information that will be used to develop effective interventions. If a child is recommended for special education services, parents must give written consent. Parents may also request that their child be considered for special education services at any time by contacting the child's principal. (SCSD 6-12 handbook).

- K-12: 1. If ELs are making only limited progress when provided targeted intervention or progress only with HIGH levels of support it tends to indicate a learning disability rather than a language barrier as long as language issues are being addressed through the ESL instruction and modification/accommodations are being made for language needs during the targeted interventions. 2. Progress on ELPA21 and other languages assessments-if a student is demonstrating progress on assessments of conventional and academic English but still struggling in classroom content, this would be an indicator that the problem may not be primarily related to the language barrier (not enough to "prove" LD, but would be an indicator that language acquisition might not be a primary factor). 3. Performance on measures in primary language-poor performance, when assessed in their primary language, may also contribute to the determination of a learning disability.

The evaluation team uses data from multiple sources to rule out language and acculturation as the primary reason for the performance deficit. Evaluation teams consider the following during the evaluation process:

1. The materials and methods used in the evaluation process are non-discriminatory;
2. Assessments or other evaluation activities are administered in the child's primary language;
3. During the intervention process, the child's linguistic variables are taken into consideration;
4. The child's language aptitude is measured in areas such as interpersonal communication skills, and cognitive academic language proficiency.
5. Based on the information gathered the team is able to rule out language as the primary factor in the child's performance and progress.

Starmont Community School District's School Board of Education "shall provide appropriate educational programs and related services to children requiring special education between the ages of three and twenty-one, and to a maximum allowable age in accordance with the Iowa Code. Students requiring special education shall attend regular education classes, participate in extracurricular activities, receive services in a regular education setting to the maximum extent possible, and be instructed by the EL teacher who has the requisite knowledge of the student's language needs and is trained in second language acquisition. The appropriate education for each student shall be written in the student's Individualized Education Program (IEP)." (SCSD Special Education Plan, 2023).

C. *Process in place for identifying and serving ELs in all co-curricular programs (eg. Title I, Reading Interventions, At-Risk, Career and Technical Education Programs, counseling services, Advanced Placement, and International Baccalaureate courses).* EL students can make the choice to participate in any school-sponsored, extra-curricular activities, vocational and technical programs, counseling services, clubs, assemblies, and elective courses. At Starmont, we want to encourage all students, from all levels and backgrounds to engage in different educational opportunities and activities that are open to all students. Coaches, counselors, and principals encourage students to become involved in any additional programming. The counselors and activities director will be responsible for meeting 1:1 with the EL student to determine comfort, and needs, and address questions or concerns. Each coach or club sponsor will be responsible for communication with the parent, ensuring any written or verbal communication is provided in the parent's native language. When necessary, language accommodations will be provided as needed with the capacity of these activities. Lack of English proficiency does not prevent a student from accessing other district support such as at-risk programming or supplemental reading instruction. EL students (and their families) will have the opportunity to receive at-risk/family services. These services are similar to those available to all students in our school and community. Students are identified using the district's "At-Risk Identification" procedures. EL students will also have the opportunity to participate in Title I Reading Program if deemed that the student would benefit from this type of small-group instruction. The Starmont CSD qualifies for Title I funding only at our elementary school, EL students in grades PreK-3 could be a part of this programming. The EL teacher (Megan DeBack) will review all data for placement/consideration in all of the programs (e.g. Title I, At Risk). EL students will also be fully integrated into "specials." The "specials" teachers will receive support from the EL team as needed.

D. *Process in place for identifying and serving ELs in extracurriculars (ex. performing visual arts, athletic clubs, and honor societies).* EL students can make the choice to participate in any school-sponsored extracurricular activities and clubs. Starmont encourages all students, from all levels and backgrounds to engage in different education opportunities and activities open to all students. Coaches, counselors, teachers, and principals encourage students to become involved in additional programming. Each coach or club sponsor will be responsible for communication with the parent, ensuring any written or verbal communication is provided in the parent's native language. When necessary, language accommodations will be provided as needed within the capacity of these activities.

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

- A. Professional development provided for staff who support the LIEP:
1. *District and Building Administrators*-All building level administrators/coordinators who serve ELs and District level

administrators will attend professional development of ELs within the classroom alongside the classroom teachers that includes Preschool teachers that serve ELs. Administrators will take advantage and attend professional development and informational meetings that support EL students through Keystone AEA EL consultants, the District EL Coordinator along with classroom teachers will attend as applicable in order to provide supports for EL students. Certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) will view the modules individually or collectively via AEA PD online and take the associated brief quiz to document completions and content attainment. All completing certificates will be stored in the employee's district file.

2. *LEIP staff (certified & support)*-Professional development will be provided to required staff involved in the educational process of ELs. All educational and appropriate school personnel including, but not limited to ESL teachers, classroom teachers, content area teachers, administrators, instructional coaches, paraprofessionals, and building/district support staff will receive in-service training regarding instructional techniques and modifications for EL students, with continuing training provided according to the district's Comprehensive School Improvement Plan. This includes the English Language Proficiency Standards modules released in 2015 and 2016 by the State Department of Education. All staff completed these modules in 2018 and 2019. In 2019, in accordance with the new definitions in rule 281-60.2 (280) in Chapter 60, all staff responsible for LEIP service or supporting such services must be trained. New staff will be taught by the EL teacher in implementing the ELL standards within the 2024-2025 school year. After staff has completed EL training modules, a certificate of completion will be put in the employee's district files. All veteran teachers have completed the six modules as required by the state.
3. *Content and classroom teachers*- In keeping with the Iowa Professional Development Model, English Learner-specific professional development will be provided as part of ongoing professional development. The professional learning will include the completion of required training as well as instructional techniques, modifications for EL students, and cultural awareness as determined by the population served. The districts will maintain a record of professional development activities.
 - a) The ELL teacher will consult classroom teachers on how to modify and accommodate regular classroom curriculum instruction and materials for EL students. This classroom consultation ranges from an occurrence on a biweekly basis to periodic check-ins based on individual student needs.
4. *Paraprofessionals, Building/district support staff (e.g. instructional coach, curriculum coordinators, counselors, etc.)*-Information about English Language Learners will be provided to the paraprofessionals along with support staff by the EL teacher (Megan DeBack) or the principal (Heath

Hesse). Paraprofessionals working directly with EL students will work directly with the EL teacher or the principal.

5. *Preschool teachers who serve ELs*- Preschool teachers who serve ELs will also attend professional development as described above for the classroom teachers.

B. District Training of ELP Standards and Implementation Plan

1. All licensed staff (K-12) providing services to ELs (i.e. content teachers and other certified support staff) must complete the ELP Proficiency Standards training. Training will be delivered in stages and be completed by the end of the 2024-2025 school year.
2. All staff will print off a certificate of completion at the end of all training. This certificate proves completion of training and will be placed in the employee's district file. Documentation for Professional Development will be embedded with the district professional development plans as well as the individual professional development planning sheets completed by the building-level principals.
3. When all trainings are completed, the staff will implement the ELP standards within the classroom along with the Iowa Core.
4. 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 the district's Comprehensive School Improvement Plan (281-12.7(256) and 281-60.3(3)b5). The EL teacher(s) will be required to complete ELP standards and ELPA21 training via AEA PD Online during the school year. A record of ESOL professional development activities will be maintained and monitored by the Lau Leadership Team. Professional development opportunities offered by Starmont Community Schools include the Keystone AEA workshops, ESL endorsement courses through various colleges, along with any ELL conferences that are available throughout the school year.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration- The ELPA21 will be administered every year. ELPA21 will be administered to every student who has been identified as an English Language Learner, including those whose parents waived services. Upon receiving the results, the EL teacher(s) will participate in training to interpret the ELPA 21 results These results will be used to guide instruction and programming.

- A. *Annual training to appropriate staff*-Administrators and the EL teacher will annually complete the online training provided by the Iowa Department of Education for both the state-approved language proficiency placement assessment and the English Language Proficiency Assessment for the 21st Century (ELPA21) prior to administering any assessments to students. Administrator(s) and the EL teacher(s) will submit their certificates of completion to the District office, to be placed in his/her employee district file.

- B. Dissemination of scores to stakeholders*-Parents are notified of the testing results along with any formal observation information. If supplemental services are recommended, the parents are given specific program information. If services are not recommended, the parents will be given that information. The notification is given in the language that is understood. The results of the ELPA21 will be shared with the following:
- a. Students-The EL teacher(s) discuss individual results with the EL student.
 - b. Parents-The school district sends home individual ELPA21 results.
 - c. Classroom/content teachers-The EL teacher discusses individual ELPA21 results with the teacher and makes recommendations regarding student placement, accommodations, and instructional strategies.
 - d. School Board-The board will be provided with a yearly update in June (date designated for district-wide reporting to our Board). This update includes ELPA21 results and staffing recommendations.
 - e. Administrators-Administrators and the EL teacher(s) will provide information to building administrators in regard to assessment scores.
- C. Appropriate training to interpret results for staff*- Throughout the school year, the EL teacher(s) and/or team will assist the classroom teacher with language support strategies with the EL students, and will also serve as a resource to the classroom teacher whenever possible. Information on understanding assessment results will also be provided to LIEP teachers, administrators, and the staff directly serving EL students.
- D. Utilization of assessment results to guide instruction and programming*- Throughout the school year, the EL and/or team will be available to assist the classroom teachers in planning for and delivering Core instruction. The EL teacher will utilize assessment results and classroom data to create and implement programming for EL students at all grade levels in both the LIEP and regular education classrooms. Planning meetings will be held during collaboration days and/or during early dismissal days. Members will include but are not limited to EL teachers, administrators, general education teachers, and other staff members. The team will analyze the assessment results and plan instruction and programming. Additional testing and assessment results may be complied with, but not limited to, the administration of various means such as the ISAP assessments and FAST assessments and reported to the buildings as appropriate. All students (except those on alternate assessments determined by their IEP) are required to take on grade-level assessments with their grade-level peers. EL students are allowed accommodations for testing determined by their individual needs based on the English Language Proficiency standards and relate to ELs' development and attainment of English language development while also meeting challenging state academic standards.

VII. LIEP Exit Criteria and Procedures-English Language Learners achieving proficiency in English, speaking, listening, reading, and writing at a level commensurate with their

grade and/or age peers are transitional into the mainstream classroom and edited from LIEP (60.3(3)b4).

A. LIEP Exit Criteria

- a. The student achieves the required score for proficiency on the ELPA21.
- b. Scores proficient on district-wide and/or state-wide assessments in reading and math. (FAST, ISASP)
- c. Meets both of the above criteria in the same school year.

B. LIEP Exit Procedures

- a. Occurs during the allowable window (May 31st-October 1st).
- b. Parent Notification-When the students are exited from the ELL program the EL teacher completes the “Program Exit Letter” from TransAct to be sent home in the language most understandable to parents/families. The letter is sent home to parents and a copy is placed into the student’s cumulative file.
- c. The building administrator (Kris Martin or Heath Hesse) will change the student coding in the student information system and other places to reflect “exited” so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data should refer to the *Iowa Department of Education’s Data Dictionary*.
- d. Starmont CSD will then begin the required three-year monitoring process.

Table I

Grade	Primary Reading	Additional Reading	Primary Math	Additional Math
K-2	FAST Literacy	Benchmarking	FAST Math	Classroom Assessments
3-11	ISASPs	3-6 FAST Literacy 7-8 FAST 9-12 District Assessments	ISASPs	3-6 FAST Literacy 7-8 FAST 9-12 District Assessments
12	ACT or Compass	District Assessments	ACT or Compass	District Assessments

VII. Monitoring Procedures after Students Exit the LIEP

- A. Monitoring procedures in place after students exit the program* - The Every Student Succeeds Act of 2015 requires that exited students be monitored for three years and that their progress on academic content and achievement standards be reported biannually. Once students have formally exited the program, the district will continue to monitor student standardized assessment data (FAST & ISASP) for three years minimum to ensure proficiency {see Table I for details}. The EL teacher (Megan DeBack) will also do periodic checks on students that were served in the EL program for classroom performance including grades,

curriculum-based measurements, and behavior including social and emotional needs.

- B. *District systematic monitoring of student progress*- Exited student data will be collected following FAST assessments and ISASP assessments given at specific grade levels. This data will be collected and placed in the student file for review on an annual basis to ensure supports (as needed) are put into place each year. Documentation will be kept in the student cumulative file as well as in the EL teacher's student files.

- C. *LIEP re-entry procedures in place, if indicated by data, including notifications of parents/guardians*- If the Lau Leadership Team suggests re-entry, the student's parents are to be included as part of the problem-solving team making the decision. The EL's parents will be provided notice of the meeting in their native language (to the extent possible) and invited to attend. If the parents do not attend, they will be notified in the same manner as to the decision made.
 - a. One of the decisions can be for the student to reenter the EL program. Parents do have the right to refuse services. In that instance, the Lau team and school staff still have the responsibility to assure measures be put in place to help the student academically and to document this plan. The EL coordinator will be responsible to ensure the implementation of the plan.
 - b. If reentry occurs, parents will be notified using the "Notification of English Language Development Placement Form." The district office administrative assistant will mark the student as "EL" in the student information services per the Iowa Department of Education's Data Dictionary.

IX. LIEP Evaluation

- A. *A LIEP Evaluation in place*- Ongoing evaluation of the English Learner program will provide valuable information for decision-making, and ultimately lead to improved service delivery to English Learners. Megan DeBack, Starmont CSD EL coordinator will be responsible for facilitating the team-based process for LIEP evaluations. Through the use of the "English Learner Toolkit for State and Local Education Agencies" from the State of Iowa, https://ncela.ed.gov/sites/default/files/legacy/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf, the EL staff and district administrators will follow the guidelines that are put out by the Iowa Department of Education. This guide will be used annually in September by the Lau Team and kept in the district administration office with applicable documents attached. The administration and the EL District Coordinator will be responsible for overseeing this evaluation and determining the impact on future programming. Data will be shared annually with parents, teachers, community members, administrators, and the School Board. The following data will be collected, analyzed, and shared annually:
 - a. The percentage of ELs making growth in language acquisition as measured by the ELPA21 (Annual Measurable Achievement Objective).
 - b. The percentage of ELs attaining or reaching full proficiency as measured by ELPA21.

- c. Making Adequate Yearly Progress (AYP) in reading and math as measured by ISASP according to targets established by Title I
- d. Percentage of EL parents attending parent/teacher conferences
- e. The number of students enrolled (EL students)
- f. The number of translated documents

B. Evaluation process including future programming and services in the following areas:

- a. Professional development needs
- b. Adjustment for the LIEP
- c. Staffing
- d. Teacher Scheduling
- e. Curricular Needs
- f. Meeting the needs of the individual ELs and/or subgroups

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. Training Modules

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

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

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

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

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

Dual Language Program: *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*

Other Bilingual Programs: *Bilingual education refers to approaches in the classroom that use the native language of English learners (ELs) for instruction. www.nabe.org/BilingualEducation*

Appendix C

Home Language Survey-IA includes a 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 (excerpt from Dave Tilly)

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, after 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 the 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. This 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 will be used to deliver the content.
 - d. How the trainers will assess whether or not the participant is meeting the intended outcomes.