



Ogden CSD
732 W. Division Street,
Ogden, IA 50212
(515) 275-2894
www.ogdenschools.org

OGDEN COMMUNITY SCHOOL DISTRICT

2024-2025

Lau Plan Plan for Serving English Language Learners



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The Ogden Community School District offers career and technical programs in the following areas of study:

Manufacturing; Business; Agriculture; Hospitality, Tourism & Management

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Ogden Community School District

K-12 Lau (ELL) Plan for Serving English Learners (ELs)

Required Lau Leadership Team Members:

District Administrator: Joshua Heyer, Superintendent
Building Administrator(s): Derek Carlson, 6-12 Principal
Amy Krause, PreK-5 Principal
Equity Coordinator: Derek Carlson, 6-12 Principal
EL Teacher: Jessica Finer, K-12 EL Instructor
ESL Diversity Consultant: Janet Eichenberger Hiatt, AEA
General Education Teachers: Instructional Leadership Team Members

I. Lau Plan

The Ogden Community School District's English Learner program goals are:

- A. English language development
 - To help students in becoming English proficient in the language skills of speaking, reading, writing, and listening.
- B. Academic achievement
 - To help students successfully participate in classroom learning situations and other school activities.
 - To help ensure that English learners (ELs) meet the same challenging academic content and student academic achievement standards that all students are expected to meet.
- C. Cross-cultural goals
 - To help students develop and/or reinforce positive attitudes toward self, school, and community.
 - To support non-ELs in developing and/or reinforcing positive attitudes towards other cultures.

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

- A. Home Language Survey (www.TransAct.com)
 - The building secretary provides a home language survey to all students during the enrollment process. These surveys are stored in the student cumulative folders.
- B. State-approved English Language Proficiency Placement Assessment
 - If indicated by the home language survey, students will be administered ELPA21 Dynamic Screener.
 - The EL teacher, who is certified, will administer this screener to students who are identified on the home language survey within the first 30 days of enrollment.
- C. Process to Place Students in Appropriate LIEPs
 - The parents of students who are identified as not proficient will be notified and a program will be designed.
- D. Parental Form

- A document titled “English Learner Program Placement” will be distributed in a language most easily understood within 30 days of both initial and annual school enrollment.
- E. Process for Parents Considering Waiving Students from LIEP
- There is a meeting held to discuss recommendations, concerns, ELPA21 assessment requirements, and potential outcomes with parent(s) along with providing a copy of “Explanation of Consequences for not Participating in English Learner Program” notice.
 - The “Request for Change in Program Participation” must be signed to document the parent/guardian decision and placed in the student’s cumulative file.
 - The EL instructor administers an annual state approved assessment for EL identified students. In addition, the school guidance counselor and building principals review at-risk indicators to determine levels of services that may be necessary to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP.

III. Description of the LIEP

A. LIEP goals

- Our goal is to help our students improve their current domain scores in listening, speaking, reading, and writing.

B. Description and Implementation of specific state-approved LIEP model(s) used in district and the process to place students (*See Appendix B*)

- The Ogden Community School District is developing a scope and sequence that meets the needs of students.
- Students are pulled out of the general education classroom to receive English Language (EL) instruction from a highly qualified EL staff member.
- Annual parent notification and procedure for waiving services.
 - The process for waiving EL services requires the “Explanation of Consequences” and “Request for Change in Program of Participation” (found on TransAct).
- Amy Krause is the designated administrator oversight for LIEPs.
- The EL teacher works to provide access to Iowa Core Standards and English Language Proficiency (ELP) Standards through collaboration with general education teachers to differentiate for the needs of students.
- The Ogden CSD will purchase curriculum and supplemental resources for English language development and core content areas.

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

The Ogden Community School District recognizes that all curricular and extracurricular district programs must provide equitable access and participation for students. The OCSD is exploring ways of appropriately identifying and including ELs in all programs, including ELP, special education, Title I, At-Risk, career and technical programs, counseling services, advanced placement, performing and visual arts, athletics, clubs, honor societies, etc.

V. Ongoing, Embedded EL Professional Development for Staff who Support ELs

- A. Amy Krause and/or Jessica Finer will attend as available the ESOL network held Quarterly at the Heartland AEA. In addition, Ogden Community School District will send a team to the annual Iowa Culture and Language Conference as availability allows.
- B. Content and classroom teachers, instructional coaches, curriculum coordinators, counselors, etc. will be encouraged to participate with the EL teacher in professional development opportunities.
- C. Ogden Community School District teaching staff responsible for the LIEP will view and be certified in the ELP Standards modules one through six.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

- A. The EL teacher will be trained annually in the test administration.
- B. The EL teacher will share results to stakeholders.
- C. The EL teacher will collaborate with AEA EL consultant staff to deliver appropriate training to interpret results for staff and the utilization of assessment results to guide instruction and programming.

VII. LIEP Exit Criteria and Procedures

- A. LIEP Exit Criteria: The student achieves the required score for proficiency on ELPA21.
- B. LIEP Exit Procedures
 - Exit occurs during the allowable window only (between the distribution date of ELPA21 scores and October 1st each year).
 - The EL teacher will notify parents with state-approved “Program Exit Letter Form B” (found on TransAct) in language best understood by parents/families.
 - The district official will change student coding to "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*.
 - The EL teacher will begin the required progress monitoring process with the student.

VIII. Monitoring Procedures after Students Exit the LIEP Program

- A. The Ogden Community School District will begin the required two-year monitoring process of the exited student. This will be accomplished by:
 - The school guidance counselor and building principal reviewing at risk indicators to determine levels of services that may be necessary to ensure mastery of academic achievement.
 - Ongoing monitoring of the student by the EL teacher, by checking the progress of each student in the general education classrooms.
 - If the student fails to sustain academic progress following exit, the student can be re-entered into the EL program. Parents will receive notification of eligibility for re-entry in the language best understood, located on TransAct.

IX. LIEP Evaluation

- A. We are mindful of meeting state and federal requirements and the importance of Annual Measurable Achievement Objectives, described below. As such, we are working towards identifying and



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implementing English Language Development materials with scope and sequence, designed for EL's, that will support OCSD in measuring and demonstrating growth.

- May be based on increasing the percentage of ELs making growth in the language domains as measured by the ELPA21.
- May be based on increasing the percentage of ELs attaining or reaching full proficiency as measured by ELPA21.
- May be based on other district data, e.g., ELD formative assessments, classroom assessments, intervention data, etc.
- LEA English Learner Assurances (signed in [CASA](#))

X. Appendices

- A. Letter to Districts from the U.S. Department of Justice: [English Learners DCL](#)
- B. Description of LIEP Models
- C. TransACT.com documents
- D. ELP Standards Training Options



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Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

Appendix B

Description of LIEP Models

www.2.ed.gov/about/offices/list/ocr/ELL/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 EL 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 EL 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, EL instruction is usually in English with little use of native language.*

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

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



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Appendix C

TransACT.com Documents

Home Language Survey – IA: Includes second page for race and ethnicity

English Learner 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: Students who are eligible to exit services

English Learner Program Placement (Required - Meets ESSA Requirements): 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:

- 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
- informs parents that the child still participates in the ELPA21 until they meet exit criteria.

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.

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.

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.

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:

- the trainers and the target audience for each training session.
- the specific content and learning outcomes for each training session.
- the learning activities that will be used to deliver the content.
- how the trainers will assess whether or not the participants are meeting the intended outcomes.