



**Central DeWitt Community School District (CDCSD)**

**P.O. Box 110, DeWitt, Iowa 52722**

**[www.central-csd.org](http://www.central-csd.org)**

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

**Revised August 2015**

**Lau Leadership Team Members:** Amy Wichman, *District Administrator*; Jen Vance & Terri Selzer, *Building Administrators*; Dan Peterson, *Equity Coordinator*; Debi Goslin, *Contracted ELL Teacher*; Tonia Dirksen, Tatiana McConnell, Catalina Paar *Classroom/Content Teachers*; Carl Small & Molly Prombo, *School Counselors (4<sup>th</sup>-8<sup>th</sup>)*

**Additional Lau Team Members (non-certified participants):** Steve Fugslang, *School Board Member*; Sharon Rolling, *Community Member*

### **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 is collaboratively written by the K-12 team identified above and spearheaded by the Director of Innovation & Instruction. Legal rationale is only part of the reason that special instruction programs for English Language Learner's (ELLs) are necessary. Equally important is the fact that these types of programs are consistent with best educational practices. Both research and experience have proven such programs provide the most valuable opportunities for ELs. Our mission in the Central DeWitt Community School District remains, "Each and every K-12 student will learn and demonstrate understanding of the Iowa Core for life in the 21<sup>st</sup> Century." Our ELL philosophy is "To promote English Language development while supporting the classroom or content teachers in their goal to meet the needs of each and every student."

This manual 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

administering an annual assessment of the students' language development. This plan also identifies Language Instruction Education Program (LIEP) models.

### **I. Lau Plan Goals**

- A. *English language development:* 1) To help students successfully participate in classroom learning situations and other school activities; 2) To help learners communicate information, ideas, and concepts necessary for academic success and to function within American society.
- B. *Academic achievement:* 1) To educate English Language Learners to 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, viewing and listening.
- C. *Cross-cultural goals:* To involve English Language Learners' families with the community and the school, specifically with the educational process to make learning a cooperative effort.

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

- A. *Home Language Survey* ([www.TransAct.com](http://www.TransAct.com)) - Every attempt is made to identify potential English Language Learners in the Central DeWitt Community School District. The District will use the Home Language Survey provided from 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 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. All secretaries have access to the surveys, however the administrative assistant in charge of new registration gives 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 is conducted. For Home Language Surveys, check the TransAct Website: [www.transact.com](http://www.transact.com). Home Language Surveys are collected from students/families and stored in the students' cumulative folder.
- B. *State-approved English language proficiency placement assessment* – Successful academic performance depends on proficiency in listening, speaking, reading, and writing English. A student's level of proficiency in these skill areas may vary. Therefore, assessing the student's English language proficiency is an important step in deciding upon placement in an English Language instructional program. Students will be assessed within 30 days of entering the school district. The Tennessee English Language Proficiency Assessment (TELP) will be the instrument used. District personnel certified to administer the TELPA will do so. Classroom and school social settings (lunch, recess, or before/after school time) observations and interviews with the child and/or family may also assist in determining proficiency or appropriate programming.
- C. *Process to place student in appropriate LIEPs* – An English Learner (EL) will be placed based on assessment results and placed in a grade level appropriate for their ages, unless there are extenuating circumstances. An EL is matched with the

appropriate English Language service delivery model. This initial placement is flexible and may change based upon classroom and teacher observations. The ELL teacher, along with a small team (the building administrator, general education teacher & Director of Innovation and Instruction, will determine an initial placement matching the student's English language development needs. No placement is considered permanent. The students' progress is monitored and evaluated on-going, and appropriate program changes are made as needed.

*D. Parental forms distributed in a language most easily understood (The CDCSD uses TransAct)*

1. *Determination of student eligibility & Notification of English Language development program placement* - Parent notification is an important component of law. If a student's score indicates eligibility for the ELL program, the ELL teacher or principal will complete the "Notification of Initial Placement in the English Language Development Program" and the "Determination of Student Eligibility" TransAct forms and send them home in the parent's native language. If a student's score indicates non-eligibility, the EL teacher or principal will only send home 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 Central DeWitt School District will communicate notification in an understandable format, in the parent's home language and to the extent practicable using both verbal and written translations as needed.

*E. Process for waiving students from LIEP-* The ELL program is a voluntary program, and if at any point the parents refuse services or choose to withdraw their student from the program, they may do so. Below are the specifications of that waiving of services:

1. A meeting with the ELL teacher, the general education teacher (K-6) and the principal is held to discuss the school's recommendation of services, concerns about not receiving services, and the potential outcome of the decision with the parent.
2. If the parent proceeds with waiving services, the parent must sign the TransAct "Waiver / Refusal of English as a Second Language/ Bilingual Program." This signed form is kept in the student's cumulative folder.
3. After refusal of services, the ELL teacher and general education teacher will communicate regarding a plan to provide support to warrant mastery of English and academic achievement for the student who has waived services. This communication will include documentation (emails, meeting minutes, on-going documentation on a Google Doc) of proficiency, progress and appropriate instructional strategies to differentiate instruction and other information relative to increasing the student's achievement. All students who qualify for ELL services, including the students who waived services, will continue to be monitored and take the ELPA21 annually until they reach language proficiency and meet state exit criteria.

III. **Description of the LIEP** – The Central DeWitt Community School District collects and analyzes district-level data of each and every student. The following data will be reviewed to measure the Lau Plan goals (Part I). The goals address the academic, linguistic, and cross-cultural needs of English Language Learners.

A. *LIEP Goals*

- a. 50% of 3<sup>rd</sup>-11<sup>th</sup> grade ELL students will be proficient or advanced in Reading as measured by the Iowa Assessment in the 2015-2016 school year. (Academic Goal)
- b. 50% of 3<sup>rd</sup>-11<sup>th</sup> grade ELL students will be proficient or advanced in Math as measured by Iowa Assessments in the 2015-2016 school year. (Academic Goal)
- c. 100% of 4<sup>th</sup>-8<sup>th</sup> grade ELL students will have reached their RIT score on the MAP/NWEA Assessment. (Academic Goal)
- d. 100% of ELL students who take the ELPA21 will show improvement in their language proficiency level. (English Language Goal)
- e. 100% of ELL students will have one or more parents attend fall and spring conferences. (Cross-Cultural Goal)
- f. 50% of ELL students grades 4<sup>th</sup>-12<sup>th</sup> will participate in an activity, sport, or extra-curricular activity sponsored by the school. (English Language Goal)

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

1. *Newcomer Program* – The Newcomer program is available to students new to the American School System. The program is separate and includes relatively self-contained interventions designed to meet the academic and transitional needs required for an adjustment period prior to an EL student entering more traditional programs. [Available for Elementary, Intermediate, Middle, High School Students]
2. *English as a Second Language (ESL)* – The ESL program of techniques, methodology and special curriculum designed to teach ELL’s English language skills. Usually in English with a little use of native language, and may occur in the following ways:
  - a. Co-Teaching: ELL teacher and classroom teacher share responsibility for teaching some or all students in a classroom. Teachers share responsibility for planning, instructing and evaluating students.
  - b. Pull-Out: EL’s are “pulled out” of regular, mainstream classrooms for specialized instruction in English.
  - c. Push-In: ELL teacher goes into the regular classroom periodically to support small groups or individual students as needed.
  - d. Resource Assistance: EL’s receive additional time and instruction support from an ELL teacher for the core academic courses.[Available for Elementary, Intermediate, Middle, High School Students]
3. *Sheltered Instruction* – The Sheltered Instruction provides EL students access to mainstream, grade-level content. It is an instructional approach used to make academic instruction in English understandable to EL’s. This is above the “beginner” level, but includes clear, direct English instruction and scaffolding strategies or adapting the lesson for development. [Available for Elementary, Intermediate, Middle, High School Students]

4. *Tutor Support* - This service would include the emphasis of academic language through content-base instruction and support for curricular course work in the student's native language.
  5. *Bilingual Education* - This Program, used in the classroom, consists of the native language of EL's used for instruction. The District would use/ adopt this approach if the Lau Team determined this service is the service that should be provided for specific EL's.
- C. *Annual parent notification and procedure for waiving services* – Parents will be notified annually of their student's continuing eligibility and level of services. The ELL teacher or principal will complete the "Notification of Placement in the English Language Development Program" 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 Central DeWitt Community School District 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. Again, the ELL program is voluntary. If at any point the parents refuse services or choose to withdraw their student, the ELL teacher, principal, core/general education instructor (if applicable) discuss the school's recommendation of services, concerns about not receiving the services, and the potential outcomes of the decision with the parent. If the parent proceeds with waiving services, the parent must sign the TransAct "Waiver / Refusal of English as a Second Language/ Bilingual Program." This signed form is kept in the student's cumulative folder.
- D. *Highly qualified staff (ESL endorsement)* – The district employs highly qualified classroom teachers as licensed by the Iowa Department of Education. The District has entered into a verbal agreement with neighboring districts for a contracted ELL teacher who possesses an ESL endorsement should our district need these services. We have made this arrangement with a highly qualified teacher in anticipation of services with an immediate need, even though at the time of writing this plan there are none . In addition, the district has the authority to hire bilingual associates or tutors to provide language interpretation and translation as needed.
- E. *Designated administrator oversight for LIEPs* - The Central DeWitt Community School District wants to ensure the best educational opportunities for English Language Learners attending the schools. The Director of Innovation and Instruction, along with the building principals are to be responsible for the English Language Learners program. The Director of Innovation and Instruction is in charge of the oversight of the LIEP. Currently, the Director is Amy Wichman, a licensed administrator in Iowa.
- F. *Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards* – The CDCSD mission remains, "Each and every student will learn and understand the Iowa Core for life in the 21<sup>st</sup> Century." ELL students are required to meet the same standards as other district students. However, there are materials and strategies that can assist in this process. ELL students will have access to the Iowa Core because they will spend significant time in the general

education classroom. The ELL teacher and core/content area teachers will collaborate the planning of instruction through district “Learning Teams” (collaborative teams), planning meetings, staff meetings, via email and Google Docs. The District will provide professional development to the ELL and classroom teachers centered on content instruction and cultural awareness. Professional Development “Learning Days” can be used for this work and learning. 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. Co-teachers who are updating a unit may plan/collaborate less than two teachers who have little experience with teaching or EL students. Iowa Core and District standards can be located on the CDCSD web page: [www.central-csd.org](http://www.central-csd.org). During the 2015-2016 school year, and annually thereafter, the ELL teacher(s) will receive training on the English Language Proficiency (ELP) Standards. In addition, any general education teacher responsible for an EL student is provided the ELP Standards for reference, including training from the ELL teacher and an opportunity to collaborate. Administrators and other district personnel will receive individual or group professional development on the ELP Standards, to be planned for the 2015-2016 school year.

- G. *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 need of individual learners. Using data from the teacher “Data Team, 5-Step Process” (The Leading and Learning Center), materials are/would be selected to address gaps EL student may have. Materials are fluent and changing as the needs identified in this process change. Some specific materials and curriculum already in place include the following:
- The CDCSD provides a Mac laptop for each student in grades 4<sup>th</sup>-12<sup>th</sup>, which has proven a valuable and vital supplemental resource for students. Apps and features on the laptops enhance core materials, make possible learning in other languages, allow for translation, and include text to speech capabilities.
  - The CDCSD has iPads for students grades PreK-3<sup>rd</sup> at a ratio of 1:3. Apps and features on the iPads enhance core materials, make possible learning in other languages, allow for translation, and include text to speech capabilities.
  - K-12 ELA Unit Planners were created in cooperation with Mississippi Bend AEA to meet Iowa Core content/instruction assessment requirements. The common assessments can be translated, if necessary, and materials to support units can be easily purchased in other languages as needed. There are many language apps available for purchase.
  - GoMath! (Houghton Mifflin) is used K-6. We already purchased the “Bilingual Math Boards” to support EL students.
  - Curriculum & Textbooks in Math, Science & Socials Studies are electronic. This make possible for 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 Central DeWitt 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 the parents of ELL students taking into account the possibility of language barriers. The ELL 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* – ELL students will have the opportunity to participate in the Central DeWitt Community School District's Extended Learning Program (ELP). All students in the District are formally evaluated in grades 3, 7, & 9 per the "ELP Policy" in place in the district. However, students are eligible at any point during their K-12 educational career with the District. The ELP program considers multiple sources of information including student test data, student/teacher/parent feedback and recommendations, the CoGat, transcript/grades, and inventories. Any student is also eligible for identification with the submission of a portfolio. The portfolio can include information gathered about the student or by the student. The District ELP identification can include any information gathered within the portfolio to determine if a student needs to have a Personalized Education Plan (PEP) for Talented and Gifted services and/or if the student is considered part of the Talent Pool. Additional data to consider for the EL student includes: the IELDA, TELPA, prior academic performance in another language, rapid acquisition, ability to speak multiple languages, high ability in mathematics or science, code switches easily, translates at an advanced level, etc.

B. *Process in place for identifying and serving ELs in special education* – EL students who experience academic difficulty in the general education setting may or may not be in need of special education services. But, limited English proficiency is not a disability. According to Iowa Code Chapter 41, 281-41.306, a child cannot be determined eligible for special education services if the determining factor is limited English proficiency. A comprehensive process is in place to insure that a child's needs are met with taking into account language barriers and acculturation issues that may exist. During the Child Find process cultural, language proficiency, and development in first and second languages are taken into consideration. The "Area Education Agency Special Education Procedures" Manual provides guidance to our team in determining if school difficulties are primarily due to limited English proficiency or due to an educational disability. During the Child Find process, the evaluation team gathers evidence from multiple data sources to determine if the child's educational performance and progress discrepancy are or are not the result of limited English proficiency. The evaluation team reviews the relevant information through RIOT (Review, Interview, Observe and Test) methods to rule out whether a child's performance difficulties are primarily the result of cultural difference or limited language proficiency. The evaluation team considers the child's unique linguistic variables. The team determines this by comparing the child's performance to peers with similar linguistic backgrounds (if possible). If performance is similar

to peers, then the team determines the child's needs are not likely due to a disability requiring special education. When conducting the evaluation and the family's primary language is not English, the parents are interviewed in their native language. It only constitutes as a disability if the problem presents in both English and the individual's primary language. 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 nondiscriminatory;
- 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, 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.

If English proficiency is ruled out as the primary factor in the child's performance and progress, and the child meets eligibility criteria, then the IEP team determines if specially designed instruction is needed to meet the child's identified needs. If a child qualifies for special education services, the IEP team considers the child's language needs as the IEP is developed.

- C. *Process in place for identifying and serving ELs in any other district programs (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, performing and visual arts, athletics, clubs, honor societies, etc.)* – 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. We want to encourage all students, from all levels and backgrounds to engage in different educational opportunities and activities open to all students. Coaches, counselors, teachers, and principals encourage students to become involved in any additional programming. The Director of Innovation & Instruction will notify the District's Activities Director, Kurt Kreiter, and the School Counselors at the EL student's respective buildings when/if students ultimately participate in extra activities, athletics, clubs, etc. The counselors and activities director will be responsible for meeting 1:1 with the EL student to determine comfort, 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 within the capacity of these activities. Lack of English proficiency does not prevent a student from accessing other district support either, 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 the Title I Reading Program if it is deemed that the student would benefit from this type of small group instruction. The CDCSD qualifies for Title I funding only at our elementary school, so EL students in grades PreK-3 could be a part of this programming. Finally, EL student will be fully integrated into "specials." The "specials" teachers will receive support from the ELL team as needed.

V. **Ongoing, Embedded EL Professional Development for Staff who Support ELs-Community School District.** We currently have had no EL's in CDCSD schools, but below is a plan for administration of professional development. On-going learning and development occurs monthly with the Mississippi Bend AEA ELL consultants (first Thursday of each month). District representation is at each of these meetings.

- A. *District and building administrators-* In keeping with the Iowa Professional Development Model, English Learner specific professional development will be conducted by the ELL teacher at least once during the school year for all teachers and administrators in the Central DeWitt Community School district. The professional learning will include instructional techniques, modifications for EL students, and cultural awareness as determined by the population served. The Director of Innovation and Instruction will maintain a record of professional development activities. A representative from district administration (the Director of Innovation and Instruction) will attend monthly meetings at the Mississippi Bend AEA, even if there are no ELs. The administrative team will be debriefed on updates monthly at their administrative team meetings. This way, the entire district administrative team stays abreast of current EL requirements, updates, trainings, professional development, the Lau Plan itself and students served.
- B. *LIEP staff (certified & support)* – During the 2015-2016 school year, the ELL teachers (s) will receive training on the English Language Proficiency (ELP) Standards. In addition, the Central DeWitt Community School District partners with the Mississippi Bend AEA for training and development. The Director of Innovation and Instruction, as well as the contracted ELL teacher, will attend formal monthly sessions with AEA personnel for training, development, and information dissemination. These sessions are provided on the first Thursday of the month from 1:00-4:00 pm. If the district were to receive Title III funding, which we currently do not, additional professional development opportunities would potentially include the annual "Iowa Culture and Language Conference."
- C. *Content and classroom teachers* - In keeping with the Iowa Professional Development Model, English Learner specific professional development will be conducted by the ELL teacher at least once during the school year for all teachers and administrators in the Central DeWitt Community School district. The professional learning will include instructional techniques, modifications for ELL students, and cultural awareness as determined by the population served. The Director of Innovation and Instruction will maintain a record of professional development activities. If the district were to receive Title III funding, which we currently do not, additional professional development opportunities would potentially include the annual "Iowa Culture and Language Conference." We would like to send a team there to learn and further grow in understanding.

- D. *Paraprofessionals* – Paraprofessionals currently meet monthly as a group. Information about English Language Learners will be provided to them in the form of a screencast. Paraprofessionals working directly with EL students will work directly with the EL teacher and Director of Innovation and Instruction.
- E. *Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)* – Instructional Coaches and other Teacher Leadership and Compensation (TLC) funded staff, in addition to counselors, will participate with the teachers and administrators in the annual training conducted by the ELL teacher. The Director of Innovation and Instruction will maintain a record of all professional development activities.

**VI. Annual English Language Proficiency Assessment (ELPA21) Administration** – The ELPA21 will be administered every year the last week of March. ELPA21 will be administered to every student who has been identified as an English learner, including those whose parents waived services. Upon receiving the results, the EL teachers will participate in training to interpret the ELPA21 results. These results will be used to guide instruction and programming.

A. *Annual training to appropriate staff* – At Central Dewitt Community School District, there will be an annual training session for new teachers in the district and for teachers who have EL students in their classroom that year. The training session will include information about effective teaching strategies, assessment ideas, and resources on where to find additional support. The Director of Innovation and Instruction and the ELL teacher will annually complete the online training provided by the Iowa Department of Education for both the Tennessee English Language Placement Assessment (TELPA) and the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) prior to administering any assessments to students. The Director of Innovation and Instruction and the ELL teacher(s) will submit their certificates of completion to the District Office, to be placed in his/her 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 the specific program information. If services are not recommended, the parents will be given that information. The notification is given in the language understood. The results of the ELPA21 will be shared with the following:

- Students – The ELL teachers discuss individual results with the EL student.
- Parents – The school district sends home individual ELPA21 results.
- Classroom/Content teachers – The EL teacher discusses individual ELPA21 results with teachers and make recommendations regarding student placement, accommodations and instructional strategies.
- School Board – The Director of Innovation and Instruction presents a yearly update in June (date designated for district-wide data reporting to our Board). This update includes ELPA21 results and staffing recommendations.

- Community – Summary of results will be posted on the district website if EL enrollment is large enough that students’ names could remain anonymous.

C. *Appropriate training to interpret results for staff* - Throughout the school year, the ELL teacher 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.

D. Utilization of assessment results to guide instruction and programming -

**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 transitioned into the mainstream classroom and exited from LIEP (60.3(3)b4).

**A. Criteria for 2014-2015 Academic Year and Prior Academic Years**

The Central DeWitt Community School District follows the exit criteria as defined by the “Educating Iowa’s English Language Learners Handbook.”

The student:

1. Achieves a composite score of "6" on the I-ELDA
2. Meets 3 of the following 4 additional criteria
  - a. Success in a regular classroom
  - b. LIEP support not required
  - c. Sustainability of success
  - d. Score of proficient on district-wide and state-wide assessments, such as Iowa Assessments
3. Meets all criteria in the same school year

**Criteria for 2015-2016 Academic Year and Future Academic Years**

The Central DeWitt Community School District follows the exit criteria as defined by the Iowa Department of Education.

The student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on district-wide and/or state-wide assessments in Reading and Math (*Use Iowa Assessments if available; use district-wide assessments if student is in a grade not tested by Iowa Assessments*).
3. Meets both of the above criteria in the same school year.

**Exit Data**

**B. Procedures**

1. Parent Notification - When students are exited from the ELL program, the EL teacher completes the “English Language Development 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 folder.
2. Change 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 *Iowa Department of Education’s Data Dictionary*.

3. CDCSD will then begin required two-year monitoring process

**Table 1**

<b>Grade</b>	<b>Primary Reading</b>	<b>Additional Reading</b>	<b>Primary Math</b>	<b>Additional Math</b>
K-2	FAST Literacy	Benchmarking	FAST Math	Classroom Assessments
3-11	IA Assessment	3-6 FAST Literacy 7-8 MAP 9-12 District Assessments	IA Assessment	3-6 FAST Math 7-8 MAP 9-12 District Assessments
12	ACT or Compass	District Assessments	ACT or Compass	District Assessments

**VIII. Monitoring Procedures after Students Exit the LIEP Program**

- A. *Two-Year Monitoring:* The No Child Left Behind Act of 2001 requires that exited students be monitored for two years and that their progress on academic content and achievement standards be reported biennially ((Sec. 312(a)(4)). After students exit from the ELL program, they are monitored for two years to verify sustained academic progress. Data is collected on K-6 students every trimester, and will include FAST scores (reading and math), MAP scores (grades 4-6), Iowa Assessment scores (grades 3-6), and district common assessments. Data for 7-12 students collected each semester includes MAP scores (grades 7-8), Iowa Assessment Scores, and district common assessments [See Table 1 for details]. Each monitored student is assigned to the ELL teacher’s roster, and s/he monitors the student’s academic progress on a spreadsheet. The Director of Innovation and Instruction, Amy Wichman, is responsible for assuring the monitoring is taking place. She also assures that the monitoring date and decision are recorded in the student management system (Infinite Campus), along with the individual teacher’s IDOE folder number that monitored the student. Although the data will be monitored with these formal checkpoints, concern for a student’s progress will be brought to the building principal. At which time, the principal notifies the Director of Innovation and Instruction, who then gathers a quorum of the “Required” Lau Leadership Team (licensed educators), who then meet to review student’s data and make a remediation plan to address the concerns. If the plan does not prove to be effective, the team must then determine whether to adjust the plan or if the issue is a language barrier, which will result in re-entry into the EL program.
- B. *Re-entry to LIEP process:* If the Lau Leadership Team suggests re-entry, the student’s parents must be included as part of a problem solving team making this decision. If re-entry occurs, a note should be added to the exit letter in the student’s cumulative folder stating that the student has re-entered, along with the date of re-entry and parent signature.

## IX. LIEP Evaluation

A. *Program Evaluation:* On-going evaluation of the English Language Learner program will provide valuable information for decision-making, and ultimately lead to improved service delivery to English Language Learners. Through the use of the “English Learner Handbook” from the State of Iowa <https://www.educateiowa.gov/sites/files/ed/documents/ELHandbook-May2013.pdf> , the ELL staff and district administrators will follow the “District/Building Self-Study Guide” to evaluate and improve ELL services. The Guide will be used annually in September by the Lau Team and kept in the district administration office with applicable documents attached. The Director of Innovation and Instruction and Superintendent will be responsible for overseeing this evaluation and determining 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:

1. The percentage of ELs making growth in language acquisition as measured by the ELPA21 (Annual Measurable Achievement Objective) [AMAO-1]
2. The percentage of ELs attaining or reaching full proficiency as measured by ELPA21 [AMAO-2]
3. Making Adequate Yearly Progress (AYP) in reading and math as measured by the Iowa Assessment according to targets established by Title I [AMAO-3]
4. Percentage of ELL parents attending parent/teacher conferences
5. Number of students enrolled (EL students)
6. Number of translated documents

\*AMAO’s are the targets that have been established by the state in compliance with No Child Left Behind Act, which mandates a measure of the effectiveness of language instruction educational programs.

If the Central DeWitt Community School District students fail to make progress in meeting the state’s target for AMAO, the district will do the following:

- Year 1 – Work with Mississippi Bend Area Education Agency (AEA) to notify parents of EL’s about the school’s failure within 30 days of the district’s notification by sending home a letter.
- Year 2 – Work with the Mississippi Bend AEA to notify parents, write and implement a Corrective Action Plan (CAP)
- Year 3 – Work with the Mississippi Bend AEA to notify parents, review, revisit, and update CAP.
- Year 4 – Work with the Mississippi Bend AEA to notify parents, write and implement CAP with the support and involvement of the Department of Education.

## **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. Visual: *Process and Procedures for Delivery of LIEP Services* (Credit: AEA 267)

## **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/EL/glossary.html](http://www.2.ed.gov/about/offices/list/ocr/EL/glossary.html)

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

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

**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 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](http://www.nabe.org/BilingualEducation)

## Appendix C

### Process and Procedures for Delivery of LIEP Services

