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

Revised September 2020

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## 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 Learners (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 21st 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 Central DeWitt Community School District in administering an annual assessment of the students' 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 acquisition and to 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 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:* 1) To involve English Language Learners' families with the community and the school, specifically with the educational process to make learning a cooperative effort. 2) Educate staff

about EL's 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/B.. *Home Language Survey-IA* ([www.TransAct.com](http://www.TransAct.com)) -

1. 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 (HLS-IA) 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. Beginning August 1, 2020, the new HLS, prominently labeled Home Language Survey (2020) - IA – English+ must be used.
2. 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 building 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. Secretaries notify the assistant superintendent, counselor, and EL teacher when an assessment is needed. For Home Language Surveys, check the TransAct Website: [www.transact.com](http://www.transact.com).
3. Home Language Surveys are collected from students/families and stored in the student's cumulative folder.

C. *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. A state-approved English language proficiency placement assessment will be the instrument used.

1. This assessment is currently the ELPA 21 Dynamic Screener.
  - a. For incoming kindergarten students, the Dynamic Screener for Future Kindergarteners will be utilized (Available April 2nd-November 30th).
2. Certified district personnel will administer the assessment.
3. Proof of certification will be placed in a personnel file, housed in the central office.
4. Results from this assessment will be placed in the student's cumulative folder.

D. *Process to place students in appropriate LIEPs and content courses* – The placement in the general education setting will be within two years of actual age.

1. Team collection of academic and other pertinent data
  - Team-based data review and recommendations for LIEP program
  - Team-based data review and recommendations for content courses
  - Age appropriate placement

*E. Parental forms distributed in a language most easily understood within 30 days of enrollment, both upon initial and annual school enrollment (The CDCSD uses TransAct)*

1. 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. Signed copies of the forms will be placed in the student's cumulative folder.
2. 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 "English Learner Program Placement. The English Learner 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 home the "Determination of Student Eligibility" indicating an LIEP is not recommended.

*F. Process for Parents Considering Waiving Services from LIEP:*

The ELL program is voluntary.

1. If at any point the parents refuse services or choose to withdraw their student, the ELL teacher, principal, core/general education instructor (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 "Explanation of Consequences for not Participating in English Learner Program" is provided to the parent. This meeting will be documented including meeting minutes, date, and those present.
2. 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 folder. This document is reviewed annually with a parent signature obtained yearly.
3. Even if participation is waived, the district will still follow a process to ensure English language development and academic progress for the student. Progress will be monitored through the use of common formative assessments as well as progress monitoring. Data and growth are analyzed by teacher teams on a regular basis. Re-teaching and additional support are available when needed. Our district wide MTSS framework provides the support for these opportunities to occur.

**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 Guiding Principles (Part I). The goals address the academic, linguistic, and cross-cultural needs of English Language Learners.

*A. LIEP Goals*

1. 100% of ELL 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 3<sup>rd</sup>-11<sup>th</sup> grade ELL students will be proficient or advanced in Reading and Math as measured by the ISASP in the 2019-2020 school year. (Academic Goal)
4. 50% of K-2 students will meet grade-level norms as measured by Spring FAST literacy assessments and FAST math. (Academic Goal)

5. 100% of ELL students will have one or more parents attend fall and spring conferences. (Cross-Cultural Goal)
  6. 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 and implementation of specific state-approved LIEP model(s) used in district and the process to place students (See Appendix B)*
1. Identifies and describes district implementation of an approved program model:
    - a. *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]
    - b. *English as a Second Language (ESL)* – The ESL program of techniques, methodology and special curriculum designed to teacher ELL’s English language skills. Usually in English with a little use of native language, and may occur in the following ways:
      - i. 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.
      - ii. Pull-Out: EL’s are “pulled out” of regular, mainstream classrooms for specialized instruction in English.
      - iii. Push-In: ELL teacher goes into the regular classroom periodically to support small groups or individual students as needed.
      - iv. 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]
    - c. *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]. Direct instruction is provided by an endorsed ESL teacher.
    - d. *Tutor Support* - This service would include the emphasis of academic language through content-base instruction and support for curricular coursework in the student’s native language.
    - e. *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.
    - f. In the event instruction needs to be delivered 100% virtually, Central DeWitt will use an online platform (Canvas in 7th-12th, Google Classroom in 4th-6th, and Seesaw for K-3rd) to deliver instruction. Students will be provided with a district device to ensure access to engagement in online learning.
  2. Description of frequency and intensity or services by grade level/span and/or current English proficiency level. (see tables below)
    - a. English language development
    - b. LIEP support to access district core curriculum
  3. All ELs, including those with disabilities at all proficiency levels receive direct LIEP instruction unless services have been waived.

## Elementary

ELs at the elementary levels are serviced primarily through content-based instruction. Students learn and interact through universal instruction with explicit English instruction and support provided by and EL-certified teacher. The following services may take place as determined by student need.

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

## High School

At the secondary level, students are provided a content-based integrated approach in which content teachers collaborate with an EL certified teacher 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 classroom teacher. The following services may take place as determined by student need.

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

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 make progress or demonstrate 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 of continuing placement and programming options in language most easily understood –*

1. 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.
2. The ELL teacher or principal will complete the “*English Learner Program Placement*” form.
3. A copy of the *English Learner Program Placement* form is kept in the student’s cumulative file and ELL classroom file.

D. *Procedure for annual communication With Parents Who Have Waived Services-* 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. Annual communication will provide the parent with the “*Explanation of Consequences for not Participating in English Learner Program,*” as well as the “*Request for Change in Program Participation*” form.
2. If the parent proceeds with waiving services, the parent must sign the “*Request for Change in Program Placement.*”
3. This signed form is kept in the student’s cumulative folder.

E. *Highly qualified LIEP and Content Staff –*

1. The District has entered into an agreement for a contracted ELL teacher who possesses an ESL endorsement. In addition, the district has the authority to hire bilingual associates or tutors to provide language interpretation and translation as needed.
2. The district employs highly qualified classroom teachers as licensed by the Iowa Department of Education.

F. *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.

1. The Assistant Superintendent, Jen Vance, along with the building principals are to be responsible for the English Language Learners program.
2. The Assistant Superintendent is in charge of the oversight of the LIEP. Currently, Jen Vance, a licensed administrator in Iowa, has completed the available, required training modules. Building principals have also participated in the training modules.

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

1. 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.
2. 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. 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.

#### H. *Curriculum and Supplemental Resources for LIEP –*

1. 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.
2. 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 student may have.
3. Materials are fluid 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, allowing for translation, and include text to speech capabilities.
  - The CDCSD has iPads for students grades PreK-3<sup>rd</sup> at a ratio of 1:1. Apps and features on the iPads enhance core materials, make possible learning in other languages, allowing 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 makes it 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 –* EL students will have the opportunity to participate in the Central DeWitt Community School District’s Extended Learning Program (ELP).

1. 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: results from state approved EL

assessments, 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.

2. Supporting needs of GT ELs' language needs through services and instruction provided by a certified talented and gifted teacher in collaboration with a certified ESL teacher.

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.

1. A comprehensive process is in place to ensure 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:
  - a. The materials and methods used in the evaluation process are nondiscriminatory;
  - b. Assessments or other evaluation activities are administered in the child's primary language;
  - c. During the intervention process the child's linguistic variables are taken into consideration;
  - d. The child's language aptitude is measured in areas such as interpersonal communication skills, cognitive academic language proficiency;
  - e. Based on the information gathered the team is able to rule out language as the primary factor in the child's performance and progress.
2. 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. Instruction will be delivered by the ESL teacher as well as a Special Education teacher.
3. The evaluation team is formed to include a member with knowledge of the child's language needs as well as training in second language acquisition.



*C. Process in place for identifying and serving ELs in any other district programs for which they are eligible (eg. Title I, Reading Recovery, At-Risk, Career and Technical Education Programs, counseling services, Advanced Placement and International Baccalaureate courses)*

1. 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.
  - a. Identification: The EL teacher and building counselor will work to ensure the student knows about extracurricular activities and will line them up with the appropriate people when student indicates interest
  - b. Supporting language needs: 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.
2. 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, 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.
3. The ESL teacher will play a role in data review when determining appropriate programming. The ESL teacher will play a role in the data review process to determine appropriate programming. Finally, EL student will be fully integrated into "specials." The "specials" teachers will receive support from the ELL team as needed.

*D. Process in place for identifying and serving ELs in extra-curricular (ex. performing and visual arts, athletic clubs, honor societies)*

1. EL students can make the choice to participate in any school-sponsored, extra-curricular activities and clubs. 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. A district administrator will notify the District's Activities Director and the School Counselors at the EL student's respective buildings when/if students ultimately participate in extra activities, athletics, clubs, etc.
2. 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.

**V. Ongoing, Embedded EL Professional Development for Staff who Support ELs- Community School District.** 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. Professional Development for those who deliver instruction or support the LIEP:*

1. *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 completion of required training as well as instructional techniques, modifications for EL students, and cultural awareness as determined by the population served. The Assistant Superintendent will maintain a record of professional development activities. A representative from district administration will attend monthly meetings at the Mississippi Bend AEA. 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.
2. *LIEP Staff* –EL 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. An administrator, as well as the contracted ELL teacher, will attend formal monthly sessions with AEA personnel for training, development, and information dissemination. Additional professional development opportunities would potentially include the annual “Iowa Culture and Language Conference.”
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 ELL students, and cultural awareness as determined by the population served. The district will maintain a record of professional development activities. Additional professional development opportunities could potentially include the annual “Iowa Culture and Language Conference.” We would like to send a team there to learn and further grow in understanding.
4. *Paraprofessionals, Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)* – Paraprofessionals currently meet monthly as a group. Information about English Language Learners will be provided as needed. Paraprofessionals working directly with EL students will work directly with the EL teacher and Assistant Superintendent. 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 Assistant Superintendent will maintain a record of all professional development activities.
5. *Preschool Teachers*-Will be provided necessary training and collaboration with the EL teacher

*B. District Training of English Language Proficiency Standards and Implementation:*

1. At Central Dewitt Community School District, there will be an annual training session for teachers who have EL students in their classroom that year.
2. The training session will include information about effective teaching strategies, assessment ideas, and resources on where to find additional support. Veteran teachers have completed the six modules as required by the state. New teachers will complete the modules within a year of their hiring. We will work through the training for the additional modules as they become available.

3. Certificates of completion will be stored on file in the assistant superintendent's office.
4. There will be an annual training session for new teachers in the district.

**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** –

1. Administrators and the ELL 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 21<sup>st</sup> Century (ELPA21) prior to administering any assessments to students.
2. Administrator(s) and the ELL teacher(s) will submit their certificates of completion to the Assistant Superintendent, to be placed in his/her 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:

1. Administrators – Administrators and the ELL teacher will provide information to building administrators in regards to assessment scores.
2. Classroom/Content teachers – The EL teacher discusses individual ELPA21 results with teachers and make recommendations regarding student placement, accommodations and instructional strategies.
3. Parents – The school district sends home individual ELPA21 results.

**C. Appropriate training to interpret results for staff** -

1. 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. Information on understanding assessment results will also be provided to LIEP teachers and the staff directly serving ELL students.
2. Information on understanding assessment results will also be provided to administrators.
3. Information on understanding assessment results will also be provided to parents.

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

1. Throughout the school year, the ELL and/or team will be available to assist the classroom teachers in planning for and delivering Core Instruction.
2. The ELL teacher will utilize assessment results to plan for direct instruction and services, including instruction to support the LIEP.
3. Future programming will be determined utilizing assessment data.

**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. LIEP Exit Criteria:** The student achieves the required score for proficiency on the ELPA 21

**B. LIEP Exit Procedures**

1. Occurs during the allowable window (May 31st-October 1st)
2. Parent Notification - When students are exited from the ELL program, the EL teacher completes the “Program Exit Letter: Form B” 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.

3. 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*.
4. CDCSD will then begin required monitoring process

Table 1

Grade	Primary Reading	Additional Reading	Primary Math	Additional Math
K-2	FAST Literacy	Benchmarking	FAST Math	Classroom Assessments
3-11	IA Assessment	3-6 FAST Literacy 9-12 District Assessments	ISASP	3-6 FAST Math 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. Monitoring procedures in place after students exit the program:

1. Data is collected on K-6 students every trimester, and will include FAST scores (reading and math), ISASP scores (grades 3-6), and district common assessments. Data for 7-12 students collected each semester includes FAST scores (grades 7-8), ISASP, and district common assessments [See Table 1 for details].
2. After students exit from the ELL program, they are monitored for three years to verify sustained academic progress. Each monitored student is assigned to the ELL teacher's roster, and s/he monitors the student's academic progress on a spreadsheet. The Assistant Superintendent, Jen Vance, is responsible for assuring the monitoring is taking place. She also assures that the monitoring date and decisions are recorded in the student management system (Infinite Campus), along with the individual teacher's IDOE folder number that monitored the student.
3. Students will be monitored for three years to verify sustained academic progress
4. 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 Assistant Superintendent, 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. LIEP re-entry procedures in place if indicated by data, including notification of parents/guardians:

1. Student can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA 21 Dynamic Screener (or another standardized English proficiency assessment).
2. If re-entry occurs, parents will be notified using the “*English Learner Program Placement Form.*” The district office administrative assistant will mark the student as “ELL” in the student information services per the Iowa Department of Education’s Data dictionary.

## IX. LIEP Evaluation

A. *Describes team-based process for how the LIEP is evaluated annually that includes:*

1. 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 Assistant Superintendent (Jen Vance) and Superintendent (Dan Peterson) will be responsible for overseeing this evaluation and determining impact on future programming.
2. 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 the Iowa Assessment according to targets established by Title I
  - d. Percentage of ELL parents attending parent/teacher conferences
  - e. Number of students enrolled (EL students)
  - f. Number of translated documents
3. Evaluates the impacts on future programming and services in the following areas:
  - a. Professional Development Needs
  - b. Adjustment of the LIEP
  - c. Staffing
  - d. Teacher Scheduling
  - e. Curricular Needs
  - f. Meeting the needs of individual ELs and/or subgroups
4. *Title III Assurances (See Appendix C)*

## X. Appendices

### Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

### Appendix B

Description of LIEP Models

**Newcomer Program:** *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs.*

**Sheltered Instruction:** *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. An approved LIEP model using sheltered instruction must include direct instruction by an ESL endorsed teacher.*

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

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

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

## Appendix C

### TransACT.com Documents

**[Home Language Survey – IA:](#)** Includes second page for race and ethnicity

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

**[Program Exit Letter – B:](#)** 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:](#)**

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

## **Appendix D**

### **English Language Proficiency Standards Training Options**

(excerpt from Dave Tilly e-mail May 6, 2016)

The Iowa Department of Education has worked with ELPA21 (English Language Proficiency Assessment for the 21st Century) and a consortium of states to develop training modules that can be used to address the required training on the ELP Standards. School districts and AEAs responsible for delivering the training have several options for how to use the modules to support the required training on the ELP standards.

- A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
- B. AEAs and school districts may use the modules flexibly (chunk the content, provide training to groups where they watch the modules together with some facilitated discussion, alter the sequence, facilitate learning activities in conjunction with the modules, etc.) as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district.
- C. AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning.

The plan must include:

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