

K-12 Lau (EL) Plan for Serving English Learners (ELs) October 1st, 2024

*A system for delivering instructional services
and meeting the linguistic needs of English Learners while
providing equal access to the Core Educational Program.*



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Lau Leadership Team Members

English Language Teachers

Katherine Brown	Elementary EL Teacher
Emily Getz	Elementary EL Teacher
Erica Twietmeyer	Elementary EL Teacher
Sarah Wait	Secondary EL Teacher

District Administrators

Tara Estep	Executive Director of Elementary Education/Equity Coordinator
Eric Rosburg	Executive Director of Secondary Education/Equity Coordinator
Jill White	Executive Director of Student Services
Dan Scannell	Associate Director of Student Services
Amy Kohlhaas	TLC Curriculum Professional Development Leader

Building Administrators

Ralph Bryant	Principal, Lincoln Elementary
Jeremie Knutson	Associate Principal, Holmes Jr. High
Justin Urbanek	Associate Principal, Cedar Falls High School

Content Teachers

Kaitlyn Bolger	Special Education Teacher, Peet Jr. High
Elizabeth Ebensberger	Special Education Teacher, Orchard Hill Elementary
Katie Llerena	Spanish Teacher, Cedar Falls High School
Kelly Valiev	Reading Teacher, Orchard Hill Elementary

School Counselors/Coaches

Megan Bowden	School Counselor, Peet Junior High
Justin Miller	Student Success Coach, Holmes Jr. High

Lau (EL) Plan Overview

The district plan designed to meet the instructional needs of ELs is referred to as the Lau (EL) Plan (Lau v. Nichols, 1974). The Lau (EL) plan must be collaboratively written by the K-12 team identified above.

All school districts in Iowa are required to be “on alert” and ready for English Learners (ELs) who may enroll in their schools. As a result, each district is responsible for developing an authentic Lau Plan. The Lau Plan serves as guidance for addressing the linguistic needs of ELs and for implementing appropriate programming designed to reduce linguistic barriers to the Core instructional program.

The Lau Plan will help schools prepare required policy and plans, choose and implement an appropriate program model, ensure that ELs are included in the Core educational program, and assist parents of ELs to participate in their children’s education.

This detailed narrative must include the following required critical elements:

- I. Lau Plan Guiding Principles
 - a. English Language Development
 - b. Academic Achievement
 - c. Cross Cultural Participation

- II. Identification and Placement of ELs in a Language Instruction Education Program (LIEP)
 - a. Home Language Survey (www.TransAct.com, IA-Home Language Survey)
 - b. Initial placement assessment
 - 1) State approved English language proficiency assessment – ELPA21 Screener
 - c. Process to place student in appropriate LIEPs
 - d. Parental forms provided in language most easily understood (as available)
 - e. Process for waiving students of LIEP

- III. Description of the LIEP
 - a. LIEP Goals
 - b. Description and Implementation of specific state-approved LIEP models and process to place students
 - c. Description of annual parent notification of continuing placement and programming options
 - d. Description of procedure for communicating with parents who have waived LIEP services
 - e. Highly qualified staff
 - f. Administrator oversight
 - g. Access to Iowa Core and ELP standards
 - h. Curriculum and supplemental resources for LIEP

- IV. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities
 - a. Identifying and serving talented and gifted students
 - b. Identifying and serving students for special education services
 - c. Identifying and serving students in co-curricular and extracurricular areas.
- V. Ongoing, Embedded District Level EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs
 - a. Professional development for those who deliver or support LIEP services
 - b. Training and implementation of ELP standards.
- VI. Annual English Language Proficiency Assessment and Administration (ELPA21)
 - a. Annual training to appropriate staff
 - b. Dissemination of scores
 - c. Provide appropriate training to interpret results
 - d. Use of assessment data to guide instruction and programming.
- VII. LIEP transition and exit criteria
 - a. Identifies state/federal approved exit criteria and describe LIEP exit procedures.
- VIII. Monitoring procedures after students exit the program, including parent notification
 - a. Describes monitoring procedures and re-entry into LIEP
- IX. LIEP evaluation
 - a. Describes team based process for LIEP annual evaluation

Acronyms and Terminology

LIEP – Language Instruction Education Plan

ESL – English as a Second Language (the program)

TELPAA – Tennessee English Language Placement Assessment

ELDA – English Language Development Assessment

ELPA21 – English Language Proficiency Assessment for the 21st Century

ELs – English Learners (also called ELLs – English Language Learners)

ELP – English language proficiency

LEP – Limited English Proficient

Part One: Lau Plan Guiding Principles

This Lau Plan will follow three guiding principles in ensuring appropriate services for English Learners in Cedar Falls Schools.

- A. English language development
- B. Academic achievement
- C. Cross-cultural development

Cedar Falls Community School District will:

1. Provide students with English language skills appropriate to their instructional/grade level as efficiently as possible.
2. Enable students to make as much progress as possible in their academic subjects by providing them with equal access to the Core Curriculum through appropriate instruction, classroom accommodations and supplementary resources.
3. Provide consultation, support and training within the school environment to develop an understanding of the learning and developmental patterns of English learners and how to appropriately support ELs in the classroom via strategies and accommodations.
4. Orient students to the cultural patterns of American life (as well as our community) so that they may fully participate in classroom, school, and community activities.
5. Develop students' awareness of cultural diversity and encourage pride in their own multilingualism and multiculturalism. Celebrate each student's unique cultural background within the classroom and school community while fostering positive self-concepts and attitudes toward school.

Part Two: Identification and Placement of ELs in an LIEP

In keeping with the Iowa Department of Education guidelines, “Identifying language minority students and assessing their skills are critical steps in determining their need for placement in English as a second language (ESL)/Bilingual programs.”

1. Identification of ELs

- a) The Code of Iowa (281—60.3[280]) states that “In order to determine the necessity of conducting an English language assessment of any student, the district shall, at the time of registration, ascertain the place of birth of the student and whether there is a prominent use of any language(s) other than English in the home.”
- b) The Cedar Falls School District requires that each family complete a *IA-Home Language Survey* (Appendix A) upon registering their child(ren) for school.
 - i) The survey ascertains the first language acquired by the student, the language most often spoken by the student, and the primary language spoken in the home. Surveys will be administered in the family’s first language whenever possible, care of TransAct.org.
 - ii) Starting in 2016-17, all Home Language Surveys will include race and ethnicity reporting (also care of TransAct.com)
 - iii) Families registering children will be assisted in completing documents and registration materials on-site as needed. Every reasonable attempt will be made to provide support in the family’s home language.
 - iv) When a survey indicates there is a language other than English in the child’s background, the EL teacher for that child’s school is informed and sent a scan of the Home Language Survey so that further screening can be completed.
 - v) All students’ Home Language Surveys are to be kept in their cumulative files at the school building in which they attend.

2. Preliminary Assessment of ELs

- a) Students whose home language survey and/or evaluation of information from previous schools and/or family indicates that they may have limited English proficiency are then assessed specifically for English language proficiency by an ESL teacher using the ELPA21 Dynamic Screener as well as other informal assessments.
 - i) The Code of Iowa (281—60.3[280]) requires the assessment of a student’s academic skills at an age- and grade-appropriate level. This information is acquired in a number of ways, including examining previous school records, using non-verbal measures, and/or standardized tests.

- b) Assessment of English Language Proficiency
 - i) Each student entering the district who shows evidence of a prominent language other than English will be assessed within 30 days of enrollment.
 - ii) Students will be assessed using the ELPA21 Dynamic Screener.
 - (1) Pre-Kindergarten students may be assessed with the Dynamic Screener for Future Kindergarteners, which is available in the spring.
 - iii) The ESL teacher assigned to the child's attendance school will be the designated screener to complete testing and make a decision about the child's initial LIEP.
 - iv) All ESL teachers have completed the required ELPA21 Dynamic Screener training and certification. Records are stored in teacher's employment files located in the district human resources office.
 - v) The screening date will be entered in the child's permanent record (utilizing Power School) to ensure that testing is being completed within the designated time frame.
 - vi) Student's individual score reports will be filed with the ESL teachers and kept in his or her cumulative school file. A copy of score reports will also be sent home for parents.
- c) Assessment of academic skills, in relation to the student's grade or age level
 - i) At primary grades, students will be placed with their same age peers in a general education classroom. Their academic skills will be assessed similarly to peers utilizing classroom assessments with accommodations as needed. Accommodations may include the addition of pictures, having tests read aloud, answering questions orally rather than writing, etc.
 - ii) At the secondary level, upon entering school, student's academic skills will be assessed informally first by the school's counselor after reviewing transcripts and speaking with the student, family and ESL teacher. This will assist in appropriate scheduling of classes and class placement. Students will participate in classroom assessments with accommodations as needed.
- d) Data will be collected and reviewed for new ELs, including the results from the ELPA21 Screener, assessment of academic skills and other pertinent data.
 - i) The placement team will evaluate the pertinent data to place the student in the appropriate grade, courses and LIEP.
 - ii) Placement teams consist of EL teachers, administrators, student services coordinator, school counselors and/or other relevant staff.
 - iii) Placement in a language instruction program depends on the age and English proficiency of the student.
 - iv) Students deemed to be ELs are placed at the grade level of their age group as much as possible in order to facilitate language acquisition and social adaptation.
 - v) Pertinent data routinely sought for review includes:
 - (a) Prior records
 - (b) Parent/Teacher interview (input conference)
 - (c) Parent information
 - (d) Teacher observation

- (e) Previous referral(s)
- (f) Student grades
- (g) Other informal assessment measures

e) A student qualifies for the LIEP when he or she is found to be limited or non-proficient on any of the ELPA21 Screener subtests. Alternatively, if evidence suggests that the student's language proficiency will impede his or her success in the regular classroom, the student may also be identified for the LIEP.

3. Preliminary LIEP Placement

- a) Based on assessment results, the ELs should be assigned to general education classrooms with students the same chronological age, with no more than two years differential (60.3(3)a).
- b) LIEP services begin upon identification.

4. Student Placement

a) Parental Notification of Eligibility and Placement

- i) Parents are notified of eligibility and program placement no later than 30 calendar days after enrollment.
- ii) Parents are notified via the *English Learner Program Placement* form as provided by TransACT. Whenever possible, forms are provided in the language that is most easily understood by parents.
- iii) See forms in Appendix B
- iv) Notification and signed forms are placed in students' cumulative files.

b) Parent Refusal of Services

- i) If a student has been shown to have a need for an LIEP and the parent chooses not to have the student served, a meeting with the placement team will be scheduled to discuss recommendations, concerns and potential outcomes with parent(s). If the parent still chooses to refuse services, the Request for Change in Program Participation along with an Explanation of Consequences for Not Participating in English Learner Program (Appendix C) must be signed by the parent and placed in the student's cumulative file. This will be provided in the family's first language whenever possible, care of TransAct.com.
- ii) EL teachers will provide consultation, support and training to the student's content/ classroom teacher(s) to ensure the student is receiving appropriate accommodations and support in order to ensure mastery of English and academic achievement within the Core Standards.

Part Three: Description of the LIEP

1. K-12 LIEP Program Goals

- a) LIEP Program Smart Goal: 90% of English Learners in the Cedar Falls Community School District with previous English Language Proficiency Assessment (ELPA21) scores who are not changing grade bands* will show growth in their scale scores in all subtests of the ELPA21.

**If ELPA21 provides crosswalks to facilitate comparisons of performance across adjacent grades in different grade bands, these students will also be included.*

- i) This progress will reflect a focus on the ELPA /District Standards.
- ii) Students will continue to develop their skills in constructing meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. (ELPA21 ELP Standard 1)
- iii) Students will continue to develop their skills in participating in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. (ELPA21 ELP Standard 2)
- iv) Students will continue to develop their skills in speaking and writing about grade-appropriate complex literary and informational texts and topics. (ELPA21 ELP Standard 3)
- v) Students will continue to develop their skills in constructing grade-appropriate oral and written claims and supporting them with reasoning and evidence. (ELPA21 ELP Standard 4)
- vi) Students will continue to develop their skills in conducting research and evaluating and communicating findings to answer questions or solve problems. (ELPA21 ELP Standard 5)
- vii) Students will continue to develop their skills in analyzing and critiquing the arguments of others orally and in writing. (ELPA21 ELP Standard 6)
- viii) Students will continue to develop their skills in adapting language choices to purpose, task, and audience when speaking and writing. (ELPA21 ELP Standard 7)
- ix) Students will continue to develop their skills in determining the meaning of words and phrases in oral presentations and literary and informational text. (ELPA21 ELP Standard 8)
- x) Students will continue to develop their skills in creating clear and coherent grade-appropriate speech and text. (ELPA21 ELP Standard 9)
- xi) Students will continue to develop their skills in making accurate use of Standard English to communicate in grade-appropriate speech and writing. (ELPA21 ELP Standard 10)

- b) District Academic SMART Goal: By May 2025, 85% of the 3rd-11th grade students will be proficient or advanced proficient in ELA and Mathematics as measured by the Iowa State-wide Assessment of Student Progress. This will include ELs.

2. Description of Appropriate Language Instruction Educational Program (LIEP).

- a) All students in the Cedar Falls Community School District (K-12) are served under the English as a Second Language (ESL) model as defined by the State Department of Education.
- b) All students in Cedar Falls Community School District, including those with disabilities, have the opportunity to receive LIEP services from an ESL-endorsed teacher in their home school setting through an Itinerant Model in which EL teachers travel to students who need services in order to best meet their needs.
- c) The level of services deemed necessary to best meet an EL's needs is based on both formal and informal preliminary assessment measures.
 - i) Secondary students (7-12) meet in a multi-level class for one class period per day. Low-level students (newcomers or those with scores of 1-2) may also participate in a second class period every other day.
 - ii) Elementary students (K-6) are typically scheduled for a minimum of two 20-30 minute sessions per week.
 - iii) Frequency of services increases or decreases depending on the students' proficiency, grade level and/or academic need. ELs identified as having little to no English language proficiency will require a greater level of intervention than those students who have greater developed linguistic and academic skills. Students at the highest levels of language proficiency who have begun to demonstrate sustained independent success with the Core Curriculum will follow the gradual release model, allowing for more independent work within the content classroom until they meet all exit requirements.
- d) All students have full access to Core Curriculum regardless of language proficiency and academic background.
 - i) The Executive Director of Student Services will work together with the Director of Curriculum and Instruction to designate an EL teacher to participate in curriculum adoption teams whenever additional materials are being considered for purchase district wide.

3. Annual Parental Notification of Continuing Placement and Programming Options

- a) Parents or guardians must be notified of the child's LIEP placement every year.
- b) Parents or guardians are notified no later than 30 calendar days after their child is placed in a language instruction program using the "English Learner Program Placement" document.
- c) EL teachers are responsible for notifying the parents or guardians and a record of notification is stored in the student's cumulative folder.

- d) Parental information must be provided in “an understandable and uniform format, to the extent practicable,” in a language that the parents can understand.
- e) Parental Notification must include:
 - i) Reasons for identification.
 - ii) Child’s level of English language development.
 - iii) Method of instruction.
 - iv) Any and all alternate programming options.
 - v) How the program will meet the educational strength and needs of the student.
 - vi) How the program will help the student learn English.
 - vii) The program’s specific exit requirements.
 - viii) How the program meets the objective of the IEP of a student with a disability.
- f) This will be provided in the family’s first language whenever possible, care of TransAct.com.

4. Parent Refusal of Services

- a) If a student has been shown to have a need for an LIEP and the parent chooses not to have the student served, a meeting with the placement team will be scheduled to discuss recommendations, concerns and potential outcomes with parent(s). They will be provided with the *Explanation of Consequences for Not Participating in English Learner Program* form (Appendix C). If the parent still chooses to refuse services, a *Request for Change in Program Participation* form (Appendix C) must be signed by the parent and placed in the student’s cumulative file. This will be provided in the family’s first language whenever possible, care of TransAct.com.

5. Highly qualified staff

- a) The Cedar Falls School District EL instructors are certified K-12 ESL teachers in the State of Iowa.
- b) Training in appropriate instructional objectives, methods and techniques, as well as materials has also been provided by Central Rivers Area Education Agency.
- c) In addition, professional training has occurred at workshops and attendance at local, regional, and state EL conferences.

6. Designated administrator oversight for LIEPs

- a) Each school building LIEP program is overseen by the building principals with guidance from the district’s Executive Director of Student Services, Jill White.

- b) ESL Teacher Evaluations are completed by the building administrator at the EL teacher's assigned "home school." Evaluations may be completed in conjunction by more than one building administrator if the ESL teacher has more than one designated home school.
 - i) Building administrators who were in the district received the training on the ELP standards through the modules. Administrators new to Iowa have been offered the opportunity to complete them. In addition, administrators have participated in the Title III webinar series provided by the Department of Education as well as participated in local conferences.

7. Access to Iowa Core and English Language Proficiency (ELP) Standards

- a) ELs receive support and instruction from the ESL teachers based on the ELP and Content standards. All students have full access to Core Curriculum regardless of language proficiency and academic background.
- b) EL teachers provide consultation, support and training to the student's content/classroom teacher(s) to ensure the student is receiving appropriate accommodations and support in order to access the Iowa Core.
- c) EL teachers will meet with classroom teachers during PLC Collaborative Grade Level Meetings to provide consultation and professional development regarding the needs of ELs. EL teachers will also have collaborative time with one another on a weekly to monthly basis.

8. Curriculum and Supplemental Resources

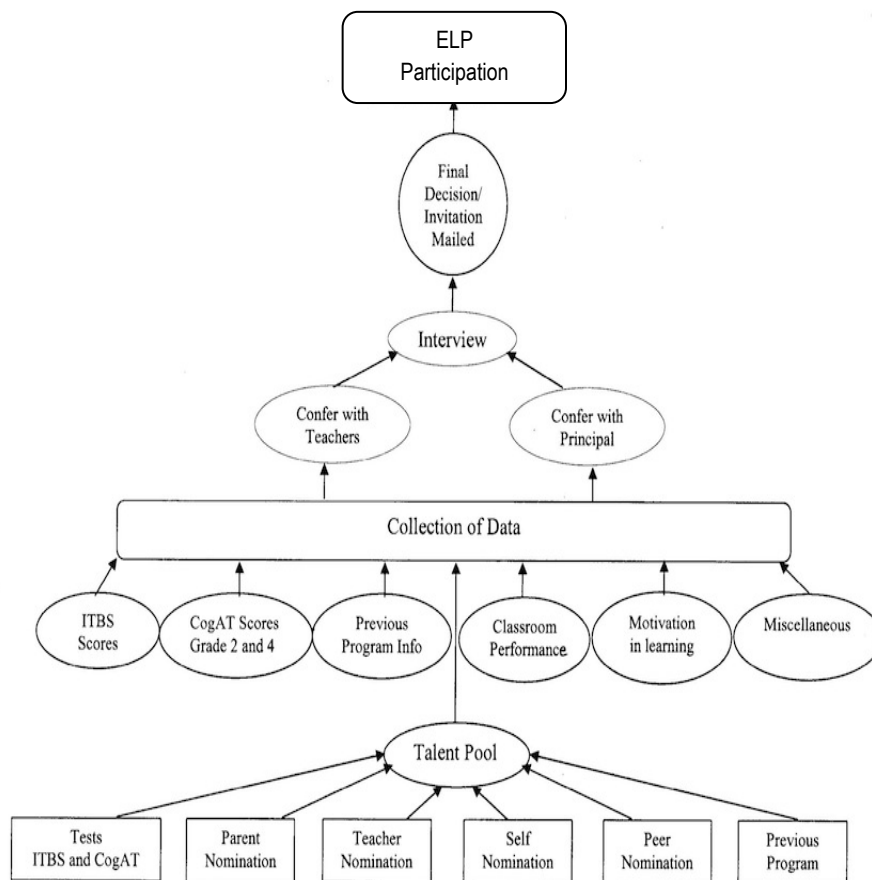
- a) All instructional programs are aligned with the Iowa Core. Supplementary curricular materials are tailored to the specific needs of our current students. All curricular materials address reading, writing, listening, speaking, vocabulary, grammar/mechanics, and/or culture, as well as provide content area support. Material sources include but are not limited to Pearson, Lakeshore, Saddleback, Oxford, Imagine Learning, realia, and LIEP teacher adapted and created materials. Program content focus is designed to facilitate individualized language development so students may fully access the core curriculum.
- b) Resources will be selected and purchased based on the needs of the current EL population. Resources must align to the Iowa Core and support the LIEP program goals. When curricular items need to be purchased, a request should be made to the district's Executive Director of Student Services, Jill White. The coordinator will be responsible for purchasing and updating items as requested by ESL teachers and building administrators. A needs assessment will be completed by ESL teachers annually.
- c) Technological resources may also be utilized in conjunction with the district's Technology Plan. The plan may be accessed on the district website or through this direct link:
<https://tinyurl.com/yuyxxhwd>

- d) Core Curriculum Adoption Teams are encouraged to adopt programs and/or textbooks that include an EL support component. Whenever possible, EL teachers will serve on curriculum adoption teams. If the EL teachers are unavailable to serve, the Executive Director of Student Services will serve in their place.
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Part Four: Process to Provide Meaningful Access to All Co-curricular and Extracurricular Programs

1. Identifying and serving gifted ELs

- a) The current process for identifying students for Talented and Gifted or Extended Learning Program (TAG or ELP) programming is depicted in the graphic below.



- b) Students may be nominated by referral from school personnel, parent and peer nominations as well as from standardized test data. The selection process involves the GT teacher, classroom teachers and the building principal. Interviews with potential TAG-ELP students are a part of this process.
- c) Special Considerations for ELs: A variety of measures will be utilized to determine eligibility for TAG-ELP programming. Items to consider include: standardized test scores (including ISASP and ELPA), classroom performance, teacher observations, individual student progress, common formative assessments and benchmark assessments.
- d) EL teachers provide consultation, support and training to the student's TAG-ELP teacher(s) to ensure the student is receiving appropriate accommodations and support.

2. Identifying and serving ELs in special education

- a) The current process for identifying general education students for targeted interventions and/or for special education evaluations through Multi-Tiered Systems of Support (MTSS) is included in Appendix D. In addition, the ELL Critical Data Process (Steve Gill Matrix) will be utilized to help determine if language proficiency/background warrant further interventions or a referral for evaluation. This matrix is also included in Appendix D.
- b) Special considerations for ELs as well as Exclusionary Factors must be considered.
 - i) According to Iowa Rules of Special Education 41.306(2), a child must not be determined to be a child with a disability if the team determines that the educational difficulty is primarily related to limited English proficiency. Furthermore, evaluation teams are challenged to consider whether other ecological factors such as cultural or ethnic differences, lack of adequate prior education, or a high mobility rate may be negatively impacting a child's educational performance.
 - ii) Whenever possible, students should be evaluated in their primary language.
 - iii) Students who are dually identified for special education services and ELL services will receive instruction from certified teachers in both areas. Special education cannot supplant quality ELL instruction and vice versa. Teachers will collaborate regarding instructional practices to best meet each student's needs.
 - iv) Students who are dually identified for special education services and ELL services will have an ELL teacher as part of their IEP team. IEP team members have a shared responsibility for making educational programming decisions to ensure that students with disabilities have access to a free and appropriate public education (FAPE).
 - v) A chart of best practices for considering ELs for special education services is provided in Appendix E.

3. Process for identifying and serving ELs in any district program for which they are eligible.

- a) Participation in an LIEP does not preclude participation in a Special Education, TAG-ELP, 504 plans or reading programs (such as Title One) and vice versa.
- b) The EL teacher or program coordinator will be part of the students' IEP team, and/or the placement team for any district program.
- c) EL students have equal access to all district programs (including extra curriculars). EL teachers will provide consultation regarding eligibility for appropriate inclusion in and accommodations needed for all programs.
- d) Whenever possible, information regarding all district programs is provided in the language most easily understood by the family.

Part Five: Ongoing, Embedded District Level EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs

In-service training is offered for all staff involved in the educational process of ELs (281-12.5(8), 12.8(1), and 60.3(3)b5). All educational and appropriate school personnel receive periodic individual training regarding instructional techniques and modifications for EL students, with continuing training provided according to district's Comprehensive School Improvement Plan (281-12.7(256) and 281-60.3(3)b5). A record of professional development activities will be maintained.

1. Professional development for those who deliver instruction or support the LIEP

a) Direct PD Opportunities

i) 2016-17 school year

- (1) K-12 teachers were offered training on the new ELPA 21 test scores and what results tell us about student abilities, strengths and interests in the classroom.
- (2) K-6 teachers completed at least three of the six ELP Standards training modules through AEA PD Online. K-12 teachers completed all six of the modules.

ii) 2017-18 school year

- (1) K-6 teachers and teachers who are new to the district will complete the remaining ELP Standards training modules through AEA PD Online. ESL teachers will be available to answer questions and provide clarification and support throughout the year.
- (2) 7-12 teachers will have an opportunity to access additional EL training provided by the district's certified EL teachers during TSS time. This training will focus on using the ELP standards in relation to Learning Based Grading.

iii) 2018-19 school year

- (1) University of Northern Iowa Professors Mark Grey and Michele Devlin will provide a professional learning opportunity for PK-12 teachers, counselors, para educators and administrators regarding Marshallese students. Initial training will be provided in December of 2018 with additional follow up dates if possible.

iv) 2019-20 school year

- (1) PD did not take place due to Covid

v) 2020-21 school year

- (1) PD did not take place due to Covid

vi) 2021-22 school year

- (1) EL teachers offered a session during the February PD day for elementary and secondary teachers regarding SEL practices and English Learners.

vii) 2022-23 school year

- (1) EL teachers offered two sessions during the February PD day regarding SEL practices and making instructional and assessment accommodations.

viii) 2023-24 school year

- (1) EL teachers offered two sessions during the February PD day regarding SEL practices for English Learners and tips for communicating home when parents are non-English speakers.

ix) 2024-25 school year

- (1) EL teachers will again offer two sessions during the February PD day regarding SEL practices for English Learners and tips for communicating home when parents are non-English speakers.

x) Opportunities to receive instruction in utilizing the ELP Standards will be available as needed. Administrators, support staff, classroom and content teachers, support professionals, and new teachers should contact the LIEP teachers for instruction, assistance, and/or guidance. If the opportunity arises, LIEP teachers will provide instruction and support during faculty meetings, PD days, PLC meetings, etc.

b) Indirect PD Opportunities

- i) Professional Learning Communities (PLCs) & Collaborative Team Time (CTT)
- ii) Opportunities to attend conferences
- iii) Periodic networking meetings for area EL teachers by Central Rivers AEA and statewide networking meetings with consultants from Grant Wood AEA
- iv) Consultation time with ESL teachers
- v) Title One Reading trainings and materials
- vi) Leader In Me staff development
- vii) District EL Dashboard (<https://tinyurl.com/bdzbhw28>)
- viii) Handouts and information sharing from Central Rivers Area Education Agency.

2. What is the focus of these professional development activities?

- a) There are a variety of focus areas in the professional development activities provided, including analyzing student performance data, ELP standards and accommodations, school culture, student achievement, optimal instruction, student leadership, supporting students in the classroom, SEL for ELs, parent/home communication, and ensuring that ALL students have equal access to the Common Core.

3. District training of ELP Standards and implementation plan

- a) At the end of the 2017-18 school year, instructional staff responsible for delivering core content as part of the LIEP had participated in Option B to receive training in a group setting utilizing the AEA PD online modules.
 - (1) Content was delivered at the building level at each of the ten school buildings in Cedar Falls.

- (2) Training with the modules was facilitated by the Coordinator of Student Services in conjunction with certified ESL staff, building administrators and district instructional coaches.
- (3) All participants logged into their AEA PD Online account to take the quizzes at the end of each module.
- (4) Completed quizzes were collected and stored in each teacher's personnel file.
- b) Currently, only teachers providing direct LIEP services are required to complete the modules. All of the current LIEP teachers have completed the ELPA21 modules individually via AEA PD Online and taken the associated quizzes to document completion and content attainment. Training completion certificates were filed with both the Executive Director of Student Services, Jill White, as well as in each LIEP teacher's personnel file.
- c) ELP Standards are used to guide instruction within the LIEP and accommodations for the content classrooms.

4. Describe the support provided to classroom teachers with regard to designing, modifying and adapting lessons and providing accommodations in the general education classroom?

- a) All content area teachers have the opportunity to consult with their building's EL teacher through collaborative time, e-mail, shared materials or shared planning times.
- b) In addition, there may also be scheduled times for data sharing at faculty meetings or professional development days as needed.
- c) All teachers also have access to support electronically through the district's EL Dashboard <https://tinyurl.com/bdzbhw28>). This site contains links to information regarding support for newcomers, the ELP Standards, assessment accommodations, and other resources for accommodating ELs in the classroom.

5. Describe how administrator capacity is built and further developed to equip them to lead their buildings in serving ELs.

- a) Administrators participate in the following activities that help them to build their skills and ability to appropriately serve ELs:
 - i) Bi-monthly principal meetings
 - ii) Administrative Council
 - iii) Board Presentations
 - iv) Shared Reading/Self Study Opportunities
 - v) Attendance at conferences and workshops.

6. Parental Outreach

- a) NCLB, Sec. 3302 [e][1][A and B]
- b) Districts are to implement an effective means of outreach to parents of ELs. Outreach to parents must include:
 - i) Information on how parents can become involved in the education of their children.

- ii) Information about how parents can actively participate in helping their children learn English and achieve at high levels in the core academic subjects.
- iii) Regular meetings for parents and notices of such meetings so that parents have the opportunity to provide suggestions and recommendations regarding their child's education.
- c) The Cedar Falls Community School District provides the following parental outreach activities:
 - i) Handouts from Colorin Colorado regarding how to use their home language to support and build increase English language skills and/or academic skills in a second language.
 - ii) Hosting "Back to School" Nights and activities each year in which families can meet teachers and other families before school starts.
 - iii) Welcome activities for parents and students when they transition to a new school.
 - iv) Input conferences during the first week of school.
 - (1) ESL teachers and translators will make every attempt to attend these conferences at parent or teacher request.
 - v) The district makes every effort to provide translators and/or interpreters for parents who need assistance at conference time or for school activities.
 - vi) Whenever possible, parent correspondence is sent home in both English and the language most easily understood by the family using Google Translate or TransAct.

Part Six: Annual English Language Proficiency Assessment and Administration (ELPA21)

English Language Proficiency (NCLB, sec. 3113(b)(3)(D) English Learners will be evaluated annually with a standardized English language development instrument recommended by the state of Iowa.

The state currently requires the use of the ELPA21 to measure growth. The state testing window is February through March.

The Code of Iowa (281—60.3[280]) requires the assessment of a student's academic skills at an age- and grade-appropriate level. This information is acquired in a number of ways, including examining previous school records, using non-verbal measures, and/or standardized tests.

1. Annual training to appropriate staff

- a) Each EL teacher is required to complete annual training in administering and scoring the state approved ELP assessments. This training is provided by Iowa Department of Education and is located at <https://training.iaedonline.org/>
- b) Teachers will send copies of the training completion certificates to the Executive Director of Student Services to be kept in the teachers' employment folders at the Administration Center.

2. Dissemination of scores to stakeholders

- a) Notification of state approved ELP assessment scores are included with final grade/conference reports or as soon as they are available.
- b) State approved ELP assessment scores are disseminated to principals when they are posted to the Centralized Reporting System. EL staff communicates scores to content teachers on an individual basis.

3. Provide appropriate training to interpret results to staff

- a) EL teachers completed training on interpreting ELPA21 scores. Explanations of state approved ELP assessment scores and what they mean in relation to classroom performance and participation are shared with staff members via the EL Dashboard (<https://tinyurl.com/bdzbhw28>).

4. Use results to guide instruction and programming

- a) Data Sharing
 - i) Classroom teachers will have time to collaborate with EL teachers using the district's Professional Learning Communities (PLC) model. This time is used to analyze data, evaluate student and staff needs, brainstorm solutions and plan ahead for instruction, accommodations and assessments in order to ensure achievement and growth in the content areas.
 - ii) EL teachers will use collaborative time to analyze student progress data, determine levels of direct services and plan for adjustments in programming and instruction to ensure the success of all ELs.

Part Seven: LIEP Exit Criteria and Procedures

1) Exit Criteria

- a) In order to exit the EL program, the state requires that students must achieve a score of Proficient on the summative ELPA21.
- b) In order to ensure success without ESL support, additional factors may be considered. These include but are not limited to performance in a regular classroom, Iowa Assessment Reading scores, FAST scores, LIEP support still required, sustainability of success and student attitudes and behavior data. Test scores, grade reports, and content/classroom teacher observations/recommendations are among the resources that will be consulted.

2) Exit Procedures

- a) Recommendations of program status changes are communicated to parents via the *Program Exit Letter – B*, with state-approved assessment scores. This information will be provided in the language most easily understood by the family, care of TransAct.org. Exiting will occur in the fall, prior to the Certified Enrollment date of October 1.
- b) EL teachers will work with district data personnel (Executive Assistant to the Superintendent and/or Registrar) to ensure the student coding has been changed to Exited on PowerSchool, in compliance with the *Iowa Department of Education's Data Dictionary*.
- c) Parents will be notified of exit status using the state-approved *Program Exit Letter – B*. This letter is available on TransAct.org and should be provided in the language that is most easily understood by parents. (See form in Appendix F)
- d) Students will then begin the required monitoring process.

Part Eight: Monitoring Procedures after Students Exit the LIEP

1) Monitoring Procedures

- a) Upon exiting the ESL program, students are placed on Monitoring status for a minimum of two years to ensure sustained academic progress.
- b) Data regarding the student's performance on district- and state-wide assessments and classroom progress will be kept on the district's PowerSchool system and in the student's cumulative folder.
- c) This data will be maintained at the district level by Jill White, Executive Director of Student Services and monitored through collaboration with the content and LIEP teachers. Students are expected to continue meeting Core Content Standards and demonstrate continued proficiency in the ELP Standards.

2) Procedures for Re-entry into Program

- a) If the monitoring of an exited EL student indicates that lack of language proficiency may be the cause of low academic performance, the student's language skills will be re-evaluated.
- b) If it is determined that the student is in need of continued LIEP services, those services will be offered.
- c) The rationale for re-entry will be documented and shared with parents no later than two weeks after re-evaluation. A meeting with the placement team will be scheduled and parental consent will be documented via the *English Learner Program Placement* form as provided by TransACT.org (Appendix B).
- d) This form will be provided to parents in the language that is most easily understood by the family.

Part Nine: LIEP evaluation

- 1) Summative program evaluation occurs at the end of the year by the EL teachers and Jill White, Student Services Coordinator. This evaluation covers areas of the ESL program such as whether instructional objectives/SMART Goals were achieved, adequate verification of student progress, attitudes toward program, appropriateness of procedures for assessment and placement, effectiveness of professional development and quality of materials and methods used.
- 2) In addition, an English Language Learners (ELL) District/Building Self-Study Guide is completed annually (Appendix G). Title III compliance is also evaluated via the checklist in Appendix G.
- 3) EL teachers consider district and state testing data, as well as ELP data, when providing support to content/classroom teachers as well as developing EL program instruction. Results are used to assess program strengths and weaknesses. When directed, changes are implemented within the constraints of the current student population and overall program structure.

Student Name: _____ Birth Date: _____ Sex: ☐ M ☐ F

Parent/Guardian Name: _____

Address: _____

Phone (H): _____ Phone (W): _____ Phone (C): _____

School: _____ Grade: _____

Was your child born in the United States?

☐ Yes

☐ No

If yes, in which state?

If not, in what other country?

Has your child attended any school in the United States
for any three years during their lifetime?

☐ Yes

☐ No

If yes, please provide school name(s), state, and dates attended:

Name of School _____ State _____ Dates Attended _____

Name of School _____ State _____ Dates Attended _____

Name of School _____ State _____ Dates Attended _____

In which language do you prefer to receive written information from school? _____

In which language do you prefer to receive spoken information from school? _____

Home Language Survey Questions

1. What is the primary language used in the home, regardless of the language spoken by the student?

2. What is the language most often spoken by the student?

3. What is the language that the student first acquired?

Parent/Guardian Signature

Date

Cedar Falls Community Schools

English Learner Program Placement

English
English Learner Program Placement

☐ Initial Placement ☐ Continuing Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (*number of years*). The high school graduation rate for students receiving English Learner Services is _____. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

The name of the English proficiency test your child took is:

WIDA Assessments:

☐ ACCESS 2.0 for ELLs

☐ WIDA Screener

☐ WIDA Model

ELPA 21 Assessments:

☐ ELPA21 Summative

☐ ELPA21 Screener

Other Assessments:

☐ Other Assessment: _____

(The test used to measure the level of English proficiency)

Your child's level of proficiency in:

Listening is: _____

The highest score possible is: _____

Speaking is: _____

The highest score possible is: _____

Reading is: _____

The highest score possible is: _____

Writing is: _____

The highest score possible is: _____

Literacy is: _____

The highest score possible is: _____

Your child's Composite Proficiency Level* is: _____ The highest score possible is: _____

The level needed to be proficient in English and exit English Learner Services is:

If applicable, your child's level of academic achievement was measured using the following test(s):

☐ English, Language Arts (ELA) Assessment used to measure the level of academic achievement:

The name of the test: _____

Your child's level of ELA Achievement is: _____

☐ Math Assessment used to measure the level of academic achievement:

The name of the test: _____

Your child's level of ELA Achievement is: _____

☐ Science Assessment (if applicable) used to measure the level of academic achievement:

The name of the test: _____

Your child's level of ELA Achievement is: _____

☐ Other Assessment used to measure the level of academic achievement:

The name of the test: _____

Your child's level of ELA Achievement is: _____

* A composite proficiency level is a combination of the individual scores for the listening, speaking, reading, and writing portions of the assessment.

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

The method of instruction used in your child's English Learner Services is:

- ☐ **Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- ☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ☐ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- ☐ **Other:** _____

- ☐ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Cedar Falls Community Schools
Description of Programs

English

English Learner Program
Placement

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Cedar Falls Community Schools

**Explanation of Consequences for not Participating
in English Learner Program**

Date: _____

Dear Parent/Guardian(s):

You have indicated that you do not want your child to participate in the district's English Language Development Program(s).

Title VI of the Civil Rights Act of 1964 and U.S. Supreme Court *Lau v. Nichols* ruling of 1974 requires schools and districts to provide services to eligible students to help them attain English proficiency and access academic content. In compliance with *Civil Rights* law, our school district has implemented a program that we feel is the most appropriate for your child's level of English proficiency. Even if you do not want your child to participate in our district's program, the district is still required by *Civil Rights* law to provide services to your child that will help your child attain English proficiency and access academic content.

Refusing to allow your child to participate in the district's English Language Development Program places the responsibility of meeting the Civil Rights requirements to provide services that will help your child attain English proficiency and access academic content on your child's classroom teacher(s). What you need to know is that your child's classroom teacher(s) may or may not be trained or have the qualifications to adequately provide these services.

If your child does not participate in the English Language Development Program offered by our district, she/he will receive the services available in the classroom to help your child attain English proficiency and access academic content. And, she/he will still be required to take the annual test of English language proficiency until she/he meets all requirements to no longer be considered an English Learner. In addition, not participating in the district's English Language Development Program could result in your child taking longer to meet the requirements to no longer be considered an English Learner than other students that do participate in these services. Not participating in these programs could also delay your child's ability to fully participate in the education program offered by our district.

Sincerely,

Name_____
Title_____
Phone_____
Email

Cedar Falls Community Schools
Request for Change in Program Participation

Date: _____

Dear Parent/Guardian(s):

You have indicated that you do not want your child to participate in an English Language Development Program and/or Bilingual Program, or that you would like a change in your student's English Language Development Program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request that your child not participate in a program, or (b) choose another program or method of instruction, if available.

If you have chosen (a) or (b) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes English proficient.

Thank you.

Cedar Falls Community Schools
Request for Change in Program Participation

I, _____ (parent/guardian) of _____ (student) have been informed of my right to not have my child participate in the English Language Development Program and/or Bilingual Program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

- ☐ I do not want my child to participate in the English Language Development Program offered by the school.
- ☐ I do not want my child to participate in the Bilingual Program offered by the school.
- ☐ Enroll my child in another program or method of instruction, if available.

Please enroll my child in the following program: _____

Signature of Parent/Guardian_____
Date**OFFICE USE ONLY**

Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

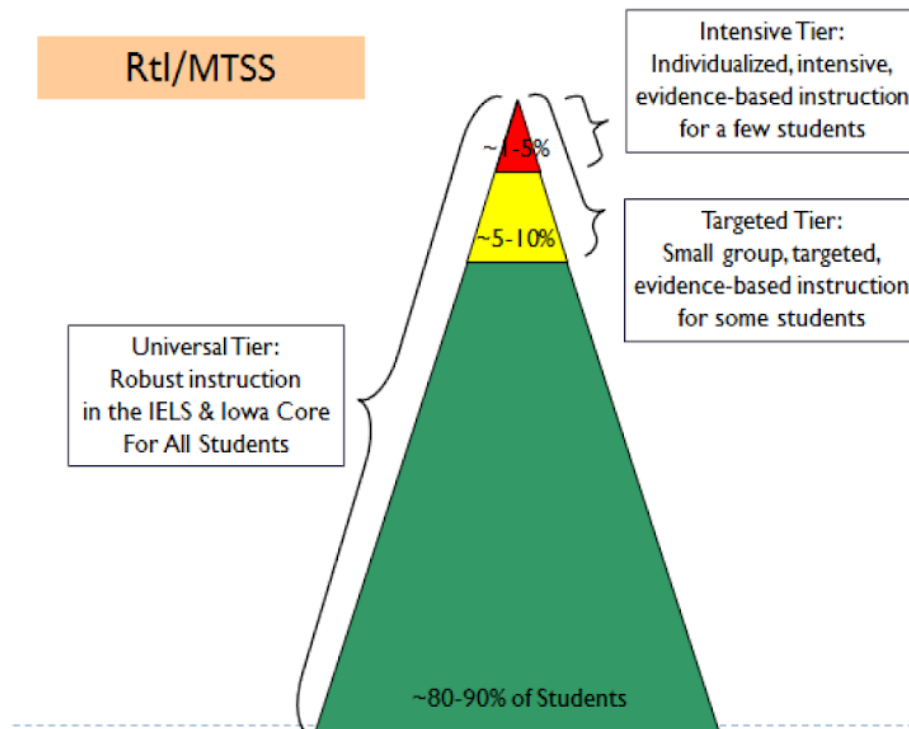
Appendix D

Language Difference or Disability - Critical Data Analysis Matrix

Student name, grade, and date: **MAKE A COPY BEFORE ADDING INFORMATION!**

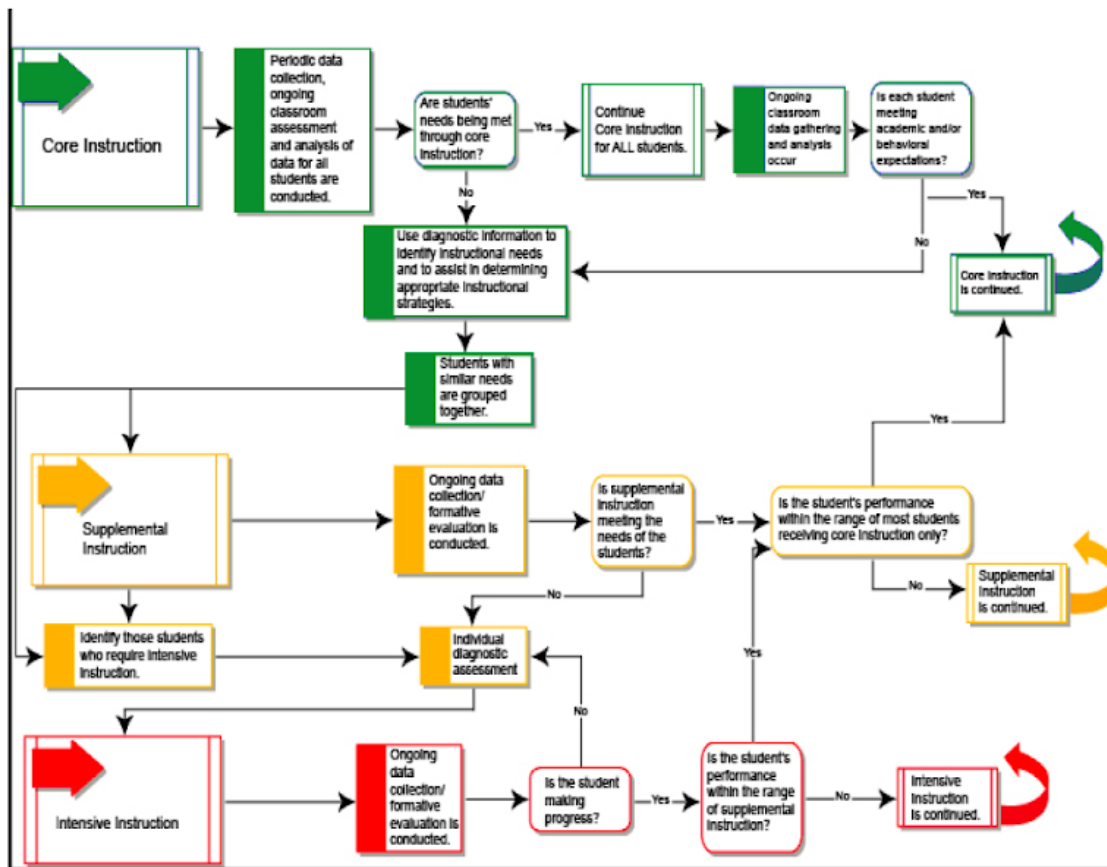
Factors	S's L1	S speaks multiple Ls	L. devt & trans. in multi-L homes	Ed in L1	Parent Lit in L1	Rdg inst. in L1	Years learning English	Attend. History	LIEP	Rate of growth on (ELPA)	Interv. Desc.	Expectations in gen ed class	Class room Obs.	Comp. Stud. Data	Parent inter.	Dev. History
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Data Supports Referral																
Between Neutral and Supports Referral																
Neutral																
Between Neutral and More Interventions																
Data supports More Interventions																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

**Neutral is used when you don't have any information to support one or the other.
Use what you know or can find out in order to move away from neutral.*

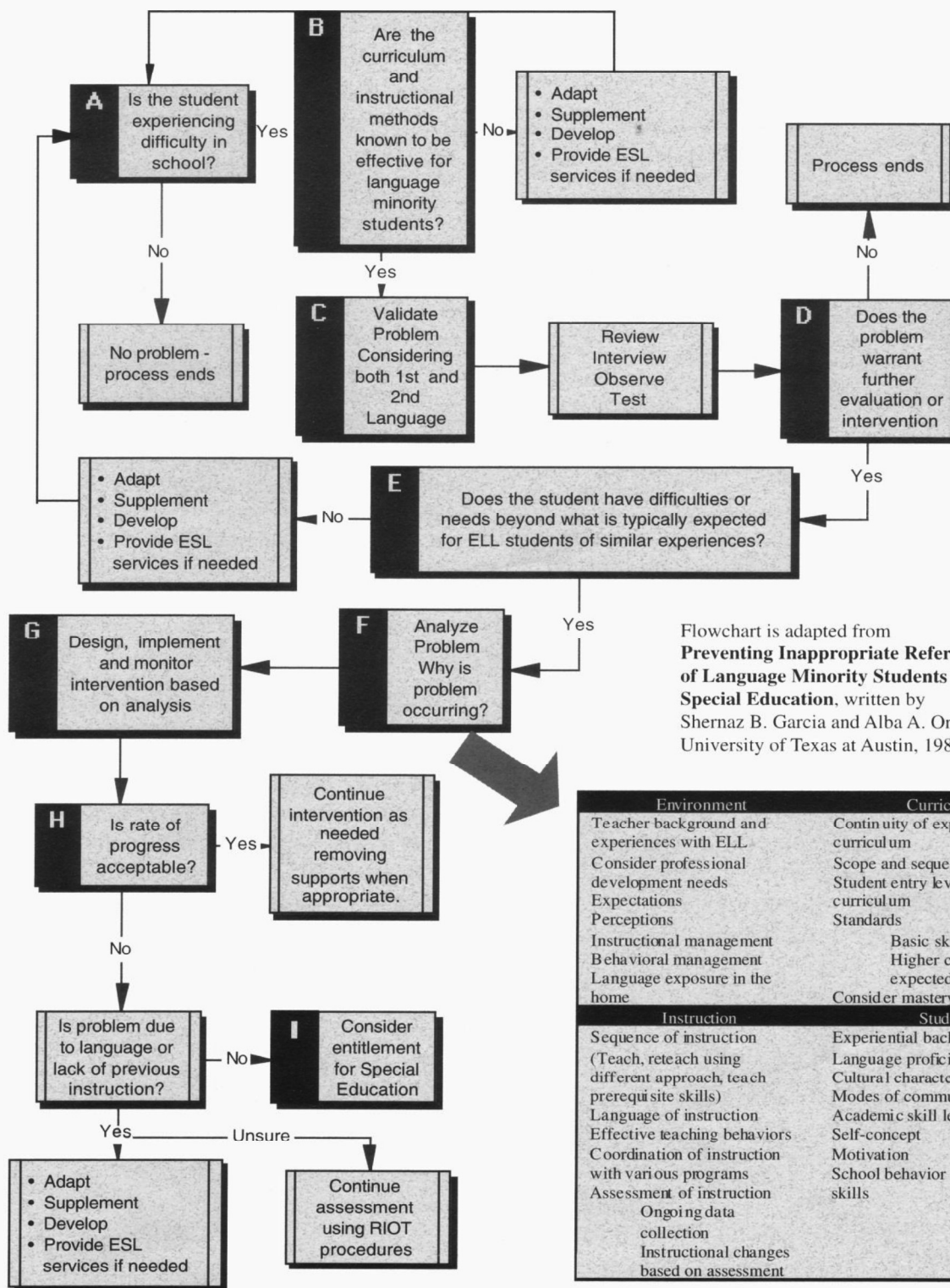


Appendix D

Multi-Tiered Systems of Support Decision Making Process



Problem Solving Process - English Language Learners



Adapted from the work of Alba Ortiz

Cedar Falls Community Schools
Program Exit Letter

Name of Student: _____ Date: _____

School: _____

Dear Parent or Guardian(s):

A recent assessment has shown significant improvement in your child's ability to read, write, speak and listen in English. Your child was assessed with the following state and district adopted test(s):

- ☐ ACCESS 2.0 for ELLs
☐ ELPA21 Summative
☐ Other Assessment: _____

As a result, your child will transition out of the following program provided by the school district to develop English language skills:

- ☐ Bilingual
☐ ESL
☐ Other English Learner services: _____

Your child will transition out of this program and will:

- ☐ Continue to attend: _____ (name of school)
☐ Be transferred to: _____ Beginning: _____
(name of school) (date)

Thank you for your assistance in helping make your child's transition from the English Language Development Program a success. If you have any questions or concerns, please call your child's school or teacher. Your child will be monitored for 4 years. This is to ensure that your child is progressing academically as expected.

Sincerely,

Name_____
Title_____
Phone_____
Email

Parent or Guardian: Please complete the section below and return the entire form to your child's school.

I agree with the plan to transition _____ (student name) from the English Language Development Program and understand that my child will be placed in a general education classroom.

Parent or Guardian Signature: _____ Date: _____

Parent or Guardian Name: _____

Phone: _____ Email: _____

Appendix G

ENGLISH LANGUAGE LEARNERS (ELL) DISTRICT/BUILDING SELF-STUDY GUIDE

This Guide is designed to provide the district/building with a comprehensive overview of its practices and procedures. Please mark the answer next to each statement that best describes your district or building. In this self-study guide, the term English Language Learners (ELL) will be used instead of Limited English Proficiency (LEP). For definitions of terms, please see the final two pages.

IDENTIFICATION

1. The district has a procedure to identify all students who have a primary or home language other than English. Please attach a copy of the procedures.	Yes	No
2. District staff is knowledgeable of the procedures for identifying students who have a primary language other than English.	Yes	No
3. School/district staff that work directly with parents and students in the identification of students, who have a primary or first language other than English, speak and understand the appropriate language(s).	Yes	No
4. Documentation regarding each student's primary or home language is maintained in student's file.	Yes	No

ASSESSMENT AND EVALUATION

5. The district assesses on a yearly basis the <u>English language proficiency</u> of all students identified as ELL. The assessment includes four language domains (oral/speaking, reading, writing, and listening).	Yes	No
6. The district conducts <u>language proficiency assessments</u> for students who have a primary or home language other than English, using: 6a. Formal assessments (e.g., tests). Name of test(s) used: _____	Yes	No
6b. Informal assessments (e.g., teacher interviews, observations).	Yes	No
7. Students who have a primary or home language other than English are assessed for language proficiency in their primary or home language.	Yes	No
8. The district has developed procedures to determine the effectiveness of its informal assessment procedures. Please attach a copy of it.	Yes	No
9. The district has determined the level of English-language proficiency at which students are considered English proficient. Please attach copy of description.	Yes	No
10. The district assesses ELL <u>academic skills</u> in relation to their grade or age level. Name(s) of instrument(s) used to assess ELL academic skills: _____	Yes	No
11. ELL who have been in the U.S. for 12 consecutive months are tested in English in reading and math.	Yes	No
12. The district assesses ELL in the language and form most likely to yield accurate and reliable results. Language(s) used: _____	Yes	No
13. The district uses the " <i>Guidelines for the Inclusion of English Language Learners in Your District</i> ."	Yes	No

<i>wide Assessment Program</i> ” or similar documents to guide decision-making.	s	o
13a. Total number of ELL included in your district wide assessment		
13b. Number of ELL included in the district wide assessment with		
• NO accommodations		
• With accommodations		
Please attach documentation on accommodations used.		
13c. Number of ELL NOT included in your district-wide assessment.		
14. The district has established qualifications for individuals who administer language or academic assessments to ELL.	Yes	No

PROGRAM (e.g., ESL, Bilingual, etc.)

15. Programs are available for ELL at each grade level.	Yes	No
16. There are no substantial delays (e.g., more than 30 days from the beginning of the year or more than two weeks if the student arrives later in the year) in placing ELL into an appropriate educational program.	Yes	No
17. There is coordination of curriculum between teachers for ELL and teachers in the regular program.	Yes	No
18. ELL in the high school program earn credits toward graduation.	Yes	No
19. Instructional materials are adequate to meet the English language and academic needs of ELL.	Yes	No
20. Parents are involved in the process of placing ELL in an appropriate educational program	Yes	No
21. The district has a system to evaluate the success of their ELL program. Please attach a copy of the description of the evaluation plan.	Yes	No
22. Label the program(s) at each level or attach a copy of description.		
Level	Program (see definitions)	Teachers with ESL endorsement
Elementary		Paraprofessionals/aides
Middle school		
High school		

STAFF

23. The district has established qualifications for teachers who teach ELL.	Yes	No
24. The district has established qualifications that the teachers' aides and/or paraprofessionals must meet.	Yes	No
25. The district has teachers with ESL endorsement to teach ELL.	Yes	No
25a. Number of ELL		
25b. Number of teachers with ESL endorsement		
26. The district provides high-quality professional development to classroom teachers and other district personnel.	Yes	No
26a. Number of mainstream teachers that participated.		
26b. Number of ESL teachers that participated.		
26c. Number of paraprofessionals/teacher aides that participated		
27. The district provides training for interpreters and translators.	Yes	No
28. Professional development activities are designed to improve instruction and assessment of ELL; enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELL; are based on scientifically based research; and are of sufficient intensity and duration to have a lasting impact on teachers' performance.	Yes	No
29. Teachers of ELL are fluent in English and, when appropriate, in any other language(s) used for instruction, including having written and oral communication skills.	Yes	No
30. The district has provided training to staff who administer, evaluate, and interpret the results of the assessment methods used.	Yes	No

EXIT CRITERIA

31. The district has established exit criteria. Please attach a description of it.	Yes	No
How many ELL exit the program after:		
31a. less than 1 year		
31b. 1 to 3 years		
31c. 3 to 5 years		
31d. 5 years or more		
32. The exit criteria ensures that ELL can:	Yes	No
32a. Speak English sufficiently well to participate in the district's general educational program.		
32b. Read English sufficiently well to participate in the district's general educational program.	Yes	No
32c. Write English sufficiently well to participate in the district's general educational program.	Yes	No
32d. Comprehend English sufficiently well to participate (meaningfully) in the district's general educational program.	Yes	No
33. The district monitors the academic progress of ELL who have exited the program.	Yes	No
33a. Average years of monitoring (at least 2, as required by NCLB)		
34. The school district determines whether ELL are performing at a level comparable to their English-speaking peers? Please attach documentation (e.g., disaggregated results from ITP).	Yes	No
35. The district has established procedures for responding to deficient academic performance of ELL. Please attach a copy of procedures.	Yes	No
36. ELL re-enter the alternative language program if they experience academic difficulties in the regular program. Please describe under what conditions.	Yes	No
37. Achievements, honors, awards, or other special recognition rates of ELL are similar to those of their peers.	Yes	No
37a. Percent of English-monolingual students in Talented and Gifted programs		
37b. Percent of ELL in Talented and Gifted programs		
37c. Percent of ELL in district		

PROGRAM EVALUATION

38. The district conducts a formal evaluation of its program for ELL to determine its effectiveness. Please attach a copy of the report.	Yes	No
39. The district disaggregates data of ELL:	Yes	No
39a. grade retention	Yes	No
39b. graduation	Yes	No
39c. dropout rates	Yes	No
39d. gender	Yes	No
39e. English proficiency	Yes	No
39f. economically disadvantaged	Yes	No
39g. ITBS/ITED achievement levels	Yes	No
39h. multiple measures of academic achievement	Yes	No

Please attach copies of disaggregated data.

EQUITABLE ACCESS

40. The quality of facilities and services available to ELLs are comparable to those available to all other students.	Yes	No
41. The quality and quantity of instructional materials in the program are comparable to the instructional materials provided to all other students.	Yes	No
42. ELL participate in classes, activities, and assemblies with all the other students	Yes	No
43. ELL have access to the full school curriculum (both required and elective courses, including vocational education) while they are participating in the language program.	Yes	No
44. Counseling services provided to ELL are comparable to those available to all other students.	Yes	No
45. ELL have opportunities for full participation in special opportunity programs, (e.g., Gifted & Talented, Advanced Classes, Title I, Special Education programs, etc.)	Yes	No
46. ELL are not segregated while taking their classes	Yes	No
47. In general, ELL are integrated in classes such as P.E. music, arts, etc.	Yes	No

SPECIAL EDUCATION

48. The district utilizes procedures for identifying ELL who may be in need of special education services. Please attach a copy.	Yes	No
49. The district's procedures for identifying and assessing ELL for special education takes into account language and cultural differences. Please attach a copy.	Yes	No
50. Testing instruments used to assess ELL for special education placement are valid and reliable for these specific students.	Yes	No
51. Persons who administer special education assessment tests to ELL are specially trained in administering the tests.	Yes	No
52. Staff who conducts special education assessments for ELL are fluent in the student's primary language.	Yes	No
53. The instructional program for ELL in special education takes into account the student's language needs.	Yes	No
54. The district ensures coordination between the regular and the special education programs in meeting the particular needs of ELL who are in special education.	Yes	No
55. The district identifies and places all ELL who need special education services in a timely manner.	Yes	No
56. The parents or guardians of special education ELL are notified of their rights and responsibilities in a language they can best understand.	Yes	No

NOTICES TO PARENTS

57. The district communicates with parents/guardians of students with a primary home language other than English, in a meaningful way (a form that parents can understand). For example, school forms are translated or school district uses TransACT Language Library.	Yes	No
58. Parents of ELL are notified no later than 30 days after the beginning of the school year of their child identification, participation, and students and parental rights. (Notification within two weeks if the student enters during the year.)	Yes	No
59. The district uses interpreters or translators to assist in communicating with parents/guardians who do not speak English.	Yes	No
60. Parents/guardians of ELL are well informed of the district's special educational programs.	Yes	No

This self-study is based on data from the _____ academic year.

District or Building:

Address:

Administrator:

Completed by: _____ **Date** _____

Title:

Phone #:

E-mail:

Please add comments as needed.

Appendix G: Title III Compliance Assurances

- ___ The district maintains and annually revises the district Lau (EL) Plan. [NCLB Sec. 3116] (Lau v. Nichols, 1974)
- ___ The district has a policy of admitting students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]
- ___ The district provides information and communication to the parent(s) in the language the parent(s) understand to the extent practicable. [NCLB Sec. 3302(c)]
- ___ The district will promote parental and community participation in programs for ELs [NCLB Pub. L. No. 107-110].
- ___ The district includes a Home Language Survey (TransAct form IA) in registration materials for all students and maintains these forms in student cumulative folders. [Iowa Code 281-60.3]
- ___ The district uses the state-approved language proficiency test (ELPA21) to screen and identify ELs (including parental notification) within the first 30 days of a student being enrolled in the district at the beginning of the school year, and within 14 days thereafter. [NCLB Sec. 3302(a); Iowa Code 281-60.3(1)b]
- ___ The district ensures educators administering the state-approved language proficiency test for identification & placement recertify annually.
- ___ The district notifies parents of program eligibility and placement within the mandated time frames. [NCLB Sec. 3302]
- ___ The district has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, developing Title III programs and activities [NCLB, Pub. L. No. 107-110].
- ___ The district provides a Language Instruction Educational Program (LIEP) with direct instruction provided by a highly qualified (ESL-endorsed) teacher. Consultative services do not meet the requirement for direct instruction. [Iowa Code 281-60.3(2)]
- ___ The district assures that LIEPs carried out under Title III will ensure that ELs being served by the programs develop English proficiency. [NCLB, Pub. L. No. 107-110].
- ___ The district ensures that teachers of ELs are fluent in oral and written English [NCLB Sec. 3116(c)]
- ___ The district has a designated administrator overseeing the district's LIEP.
- ___ The district ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards [NCLB, Pub. L. No. 107-110].
- ___ The district has developed programs and activities for ELs and immigrant children and youth [NCLB, Pub. L. No. 107-110].
- ___ The district offers high quality professional development to classroom teachers (including teachers